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Introduction

Lower Columbia College (LCC) is pleased to submit this Year One Report as an affirmation of our mission and commitment to continuous improvement. In June 2011, LCC completed its 12th annual cycle of monitoring progress toward accomplishing its mission. This comprehensive process involves tracking 27 Key Performance Indicators distributed among seven College Outcomes. As part of the process, a substantial number of faculty and staff serve on teams that review, analyze and create action plans based on the evidence presented. The administration and Board of Trustees are heavily engaged in this process as well. The new accreditation standards provided an opportunity for LCC to reframe and revitalize this process through the lens of core themes, objectives and core indicators. Additionally, LCC joined the national Achieving the Dream network in 2011, creating yet another opportunity to increase our efforts and results from self-monitoring and assessment.

LCC’s mission is to ensure each learner’s personal and professional success, and influence lives in ways that are local, global, traditional and innovative. Working from the mission statement and existing College Outcomes (Access, Transfer, Professional/Technical, Basic Skills and Pre-College, Community Enrichment, Customized Education and Institutional Excellence), LCC formed a new Accreditation Steering Committee in January 2011 to develop our core themes, objectives and core indicators. With substantial input from both individuals and committees, the Accreditation Steering Committee produced a draft of core themes. In spring quarter 2011, LCC President Jim McLaughlin shared the new framework with the entire campus at an All Staff meeting. Members of the campus community were asked to provide feedback on the draft themes via e-mail and a series of facilitated conversations held at various times of day. Please see Appendix “A” for a list of Accreditation Steering Committee members.

The draft core themes were also reviewed by various leadership groups and councils, including the Instructional Council, Student Services Council, and Administrative Services leadership group. The LCC Assessment Committee held discussions and provided input on the proposed core indicators. Finally, at the conclusion of spring quarter 2011 the Steering Committee produced a final draft which was posted on the College’s website. In July 2011, the newly developed core themes, objectives and indicators were discussed with the LCC Board of Trustees during their summer retreat and approved. Please refer to Appendix “B” for the minutes from the July 2011 Board of Trustees meeting and Appendix “C” for a list of core themes, objectives and core indicators.

LCC successfully completed its last accreditation cycle under the old standards in October 2010. The campus community has embraced the new standards and process with enthusiasm, despite the proximity to our last full-scale evaluation. It is the College’s intention that the new standards be integrated as fully as possible into our existing institutional effectiveness and assessment framework. The new standards will play a critical role in the transformation we believe will be occurring at our institution over the next 1-5 years as we fully develop and embrace our culture of evidence, increase student success, and continue to thrive within the new economic realities of higher education in Washington State.
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 (source: 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, and Concordia 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 (source: 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).

LCC employs 69 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. After 14 years, President Jim McLaughlin will hang up his hat in September 2011 and LCC will welcome a new president, Christopher Bailey, from Centralia College.
Preface

Lower Columbia College submitted its last self-study in August 2010 followed by a full-scale evaluation visit in October 2010. The College opted to utilize the old standards for the 2010 accreditation cycle.

Since October 2010, there have been no significant changes to enrollment or facilities. LCC continues to be over-enrolled by more than 40%. Although it was anticipated that LCC would receive funding for a new Health and Sciences Building in 2011-13, the legislature has delayed funding for that project. The College did unexpectedly receive state funding for a Health and Fitness Center remodel, however; a project that will commence in fall quarter 2011. Overall, state resources continue to decline and it is anticipated that tuition increases for the coming year, 2011-12, will be approximately 12%. Tuition increases are set at the state level in Washington State.

In September 2011, Christopher Bailey of Centralia College will replace outgoing LCC President Jim McLaughlin. Notification of this change was sent to the Commission in July 2011.

Academic program changes in 2010-11 include revisions to the Early Childhood Education and Nursing programs. These changes were reported in detail in the annual report to the Northwest Commission and were designed to provide more exit points and transfer options for students in those fields, but did not involve substantial changes in either program.

The College was asked to provide updates on three recommendations from the October 2010 visit. We are pleased to report that although it has been less than one year since the visit, all recommendations have been addressed with significant improvements made in each area.

1. The Committee recommends the College review resources to adequately provide student financial assistance. The current physical location of the Financial Aid Office is in an open and unsecure area. This arrangement appears to be inadequate in addressing the needs of the office to provide a secure, confidential atmosphere for discussing financial aid matters. With the increase in student demand for financial aid services, the College has not yet increased the staffing to accommodate the additional demands. (Standards 3.A.4, 3.B.6)

Almost immediately upon receipt of this recommendation, the College formed a user group to explore the available options regarding the physical location and configuration of the Financial Aid Office. The user group was charged with developing options for making the space more appropriate for confidential discussions. In support of the project, the College identified local funds and secured the services of a local architect who is working with the user group to create a more appropriate space. The remodel project is scheduled for completion in March 2012.

Despite a 14% reduction in state allocations due to the ongoing Washington State fiscal crisis, Lower Columbia College has recognized the need for more assistance in Financial Aid and has identified local funds to provide an additional full-time staff position in addition to remodeling the space. The College is currently in the process of finalizing the job description and anticipates hiring in the near future.

Substantial improvements made to Financial Aid processes, including development of a Financial Aid Student Portal to electronically facilitate the application and awarding processes, have
greatly eased the wait time for students seeking assistance from front line staff at the Financial Aid Office.

2. *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*)

Due to the dramatic increase in our enrollment during the past several years, the advising workload of faculty has increased. The College’s first response was to compensate faculty whose advising load exceeds the contractual limit of 30 students. During the fall of 2010, the college collaborated with full time faculty to identify adjunct faculty interested in advising students in certain high demand disciplines and programs. The adjunct faculty are trained and compensated to advise students. This has served to provide some workload relief to the full time faculty.

An Advising Taskforce, composed of faculty and staff from Instruction and Student Services, has also been created. The taskforce is charged with developing a plan to improve communication between the faculty advisors and the education planners, provide additional training for faculty advisors, and to review the processes associated with the advising system.

Last but not least, several members of the Advising Taskforce attended the recent NACADA Academic Advising Summer Institute in New Orleans, Louisiana. As a result of their work, LCC is working to define advising across the institution and identify outcomes, and to develop an Advising Council.

3. *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*)

Lower Columbia College has devoted significant effort over the past decade to ensure that it implements regular and systematic evaluation of faculty. The rigor of this process as it relates to the evaluation of pre-tenured faculty was noted by the committee in their recommendation.

As a result of the recommendation, the College looked at all faculty evaluation processes but gave particular attention to post-tenure review consistency and administrative oversight, including oversight of the documentation which is securely maintained in the Office of Instruction. All changes noted here are already in effect or will be implemented at the beginning of the 2011-12 academic year.

In order to strengthen evaluation of full-time tenured faculty, class observations by the dean and evaluations by peers will occur on an annual basis. Faculty will also meet with their dean on an annual basis to discuss workload and any issues, recommendations or actions needed for the coming year. Documentation of the discussions will be reviewed and signed by both the respective dean and the Vice President of Instruction in order to ensure consistency and encourage communication, and will be maintained in the permanent evaluation storage unit in
the Office of Instruction where records have been stored for many years. All the forms used to document this process have been reviewed and updated, and are located in Appendix “E” of this report.

In order to strengthen evaluation of full-time temporary faculty, peer evaluations and meetings with the dean will occur on an annual basis. All forms used to document the process have been reviewed and updated, and will be reviewed and signed by both the dean and the Vice President for Instruction in order to ensure consistency and improve communication. Like pre-tenured and tenured faculty, evaluation materials for full-time temporary faculty are securely stored in the Office of Instruction. Sample evaluation forms are located in Appendix “E” of this report.

In order to strengthen evaluation of adjunct faculty, student evaluations will now occur the first two quarters of employment and annually after that. Evaluations will be typed in order to protect student anonymity, reviewed by the dean and shared with the adjunct faculty member. Evaluation materials for adjunct faculty will continue to be stored in the Office of Instruction.

Please see Appendix “D” for a copy of LCC’s Faculty Contract and Appendix “E” for forms used in the faculty evaluation process.
Chapter One: Mission, Core Themes and Expectations

Standard One – Mission, Core Themes and Expectations
The institution articulates its purpose in the form of a mission statement and identifies core themes that manifest essential elements of that mission. It defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Section 1: Mission

1.A.1 The institution has a widely-published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable level or extent of mission fulfillment.

Lower Columbia College’s Mission, Vision and Values

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 adopted by the LCC Board of Trustees on July 18th, 2007 during a review and update of the College’s previous Strategic Plan (which was originally adopted in 1999). During this process, the mission statement was slightly revised and two Key Performance Indicators were added. The College’s seven College Outcomes—Access, Transfer, Professional/Technical, Basic Skill and Pre-College, Community Enrichment, Customized Education, and Institutional Excellence—were reaffirmed at that time. Two additional Strategic Issues—strengthening our physical and technological infrastructure and developing our culture of evidence—were added to the original four. The revision process was led by the LCC President with oversight from the Executive Planning Council.

LCC’s mission statement and Strategic Plan are widely published and appear in the college catalog and other major college publications in addition to the LCC website. 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. Please see Appendix “F” for a copy of LCC’s Strategic Plan.

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, as presented in 2010 Self-Study for Accreditation**

<table>
<thead>
<tr>
<th>WHO are we? WHY are we here?</th>
<th>Vision, Mission &amp; Values</th>
<th>Our mission, vision, and values define our reason for being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT are we trying to achieve?</td>
<td>College Outcomes &amp; Key Performance Indicators (KPI’s)</td>
<td>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.</td>
</tr>
<tr>
<td>HOW are we going to achieve it?</td>
<td>Strategic Issues &amp; Annual Priorities</td>
<td>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.</td>
</tr>
<tr>
<td>WHEN do we do things to ensure we stay on course?</td>
<td>Annual &amp; Strategic Planning Calendar</td>
<td>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.</td>
</tr>
<tr>
<td>WHERE is all of this going to happen?</td>
<td>Facilities Master Plan &amp; Technology Replacement Plan</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Mission Fulfillment**

LCC’s mission statement was put into operation twelve years ago with the creation of our 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 nearly every Board of Trustees meeting during the academic year for review and discussion. Please see Appendix “G” for a complete set of the Monitoring Reports presented in the 12th cycle (Academic Year 2010-11).
The following Key Performance Indicators have been historically been used to track progress at Lower Columbia College:

**Key Performance Indicators at Lower Columbia College: 1999-2011**

<table>
<thead>
<tr>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student persistence and performance</td>
</tr>
<tr>
<td>Licensure/certification rates</td>
</tr>
<tr>
<td>Placement rate in the workforce</td>
</tr>
<tr>
<td>Employer satisfaction</td>
</tr>
<tr>
<td>Relevance of programs</td>
</tr>
<tr>
<td>Client assessment of programs and services</td>
</tr>
<tr>
<td>Basic skills achievement</td>
</tr>
<tr>
<td>Academic performance of developmental education students</td>
</tr>
<tr>
<td>Student persistence and performance</td>
</tr>
<tr>
<td>Transfer Readiness</td>
</tr>
<tr>
<td>Student attainment of General Education Outcomes*, Student attainment of General Education Outcomes through Related Instruction*, and Citizenship</td>
</tr>
<tr>
<td>Academic transfer rate</td>
</tr>
<tr>
<td>Academic success of transfer students (after transfer)</td>
</tr>
<tr>
<td>Participation rates of persons age 17 and above who live within the college’s service district</td>
</tr>
<tr>
<td>Participation rate and success of diverse student populations</td>
</tr>
<tr>
<td>General enrollment</td>
</tr>
<tr>
<td>Student persistence and performance</td>
</tr>
<tr>
<td>Student progress</td>
</tr>
<tr>
<td>Student/graduate satisfaction with support services</td>
</tr>
<tr>
<td>Faculty/staff satisfaction and morale</td>
</tr>
<tr>
<td>External perceptions/satisfaction with LCC</td>
</tr>
<tr>
<td>Student/graduate satisfaction with instruction (and student/graduate satisfaction with basic skills instruction)</td>
</tr>
<tr>
<td>Cultural enrichment of students and community</td>
</tr>
</tbody>
</table>

*added in 2007

The Monitoring Report process has been very effective for Lower Columbia College. However, we recognize that our framework is in need of updating and welcomed the new accreditation standards with enthusiasm. We have taken the opportunity to thoroughly evaluate and strengthen our existing system, without completely replacing or usurping it, to create an updated and improved framework that will help us think more strategically about expectations and performance.

In the new framework described under Section 2, Core Themes, we will demonstrate how we have strengthened our process and identified specific performance targets for each of the Core Indicators, further honing our ability to assess mission fulfillment.
Section 2: Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Shortly after receiving our letter from the Northwest Commission in January 2011 confirming reaffirmation of our accreditation, Lower Columbia College convened a totally new Accreditation Steering Committee. The charge of the committee is to provide 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. Both the 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).
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**

<table>
<thead>
<tr>
<th>CORE THEMES</th>
<th>COLLEGE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Theme I: Workforce &amp; Economic Development</td>
<td>Professional/Technical</td>
</tr>
<tr>
<td></td>
<td>Customized Education</td>
</tr>
<tr>
<td>Core Theme II: Transfer &amp; Academic Preparation</td>
<td>Basic Skills &amp; Pre-College</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
</tr>
<tr>
<td>Core Theme III: Student Access &amp; Support</td>
<td>Access</td>
</tr>
<tr>
<td>Core Theme IV: Institutional Excellence</td>
<td>Institutional Excellence</td>
</tr>
<tr>
<td></td>
<td>Community Enrichment</td>
</tr>
</tbody>
</table>

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 an all staff meeting. The objectives are based on the existing definitions of our College Outcomes, and Core Indicators are based on our existing Key Performance Indicators with some notable enhancements and additions.

The final draft of the Core Themes, Objectives and Indicators was adopted by the Accreditation Steering Committee on June 9, 2011 and by the LCC Board of Trustees on July 20, 2011.

A complete description of each indicator and corresponding methodology is located in Appendix “H”. For a map of the newly developed core indicators to the established Key Performance Indicators, please refer to Appendix “I”.

Lower Columbia College: Core Themes, Objectives & Core Indicators

**CORE THEME I: Workforce and Economic Development**

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

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Map to Existing Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Student performance</td>
<td>Student persistence and performance</td>
</tr>
<tr>
<td>B: Demonstration of program competencies</td>
<td>(new indicator)</td>
</tr>
<tr>
<td>C: Licensure/certification rates</td>
<td>Licensure/certification rates</td>
</tr>
<tr>
<td>D: Placement rate in the workforce</td>
<td>Placement rate in the workforce</td>
</tr>
</tbody>
</table>

Notes: Indicator A is enhanced, and Indicator B is new.

- Indicator A, student performance, refers to the proportion of students receiving grades of 2.0 or better in workforce classes numbered 100 and above. Benchmark is 82%.
- Indicator B, demonstration of program competencies, refers to the proportion of students achieving program competency benchmarks set by individual Professional/Technical programs.
- Indicator C, Licensure/certification rates, are based on programs that require examination for employment in Washington State (Nursing and Welding). Benchmark for Nursing is to exceed the state benchmark and is 90% for Welding.
- Indicator D, Placement rate in the workforce, is based on employment status nine months after graduation. Benchmark is to exceed system average.

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

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Map to Existing Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: Employer satisfaction</td>
<td>Employer satisfaction</td>
</tr>
<tr>
<td>F: Relevance of programs</td>
<td>Relevance of programs</td>
</tr>
<tr>
<td>G: Client assessment of programs and services</td>
<td>Client assessment of programs and services</td>
</tr>
</tbody>
</table>

- Indicator E refers to employer ranking of overall employee professionalism in comparison to other (non-LCC) employees. Benchmark is 90%.
- Indicator F, relevance of programs, is 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%.
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.

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Map to Existing Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Basic Skills achievement</td>
<td>Basic skills achievement</td>
</tr>
<tr>
<td>B: Academic performance of developmental education students</td>
<td>Academic performance of developmental education students</td>
</tr>
</tbody>
</table>

- Indicator A, Basic Skills achievement, refers to goal attainment, post-testing rates and program level gains in a variety of areas. Benchmark is to meet 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 for math is 60% and 70% for English.

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

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Map to Existing Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>C: Student performance</td>
<td>Student persistence and performance</td>
</tr>
<tr>
<td>D: Transfer Readiness</td>
<td>Transfer Readiness</td>
</tr>
<tr>
<td>E: Demonstration of General Education Outcomes</td>
<td>Student attainment of General Education Outcomes (and student attainment of General Education Outcomes through Related Instruction, and Citizenship)</td>
</tr>
</tbody>
</table>

Notes: Indicator A is enhanced.

- Indicator C, student performance, 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 D refers to the proportion of students receiving “Transfer Ready” status per criteria established by the State of Washington. Benchmark is 15%.
- Indicator E, demonstration of General Education Outcomes, is based on locally developed assessment tool utilized annually by LCC faculty. Benchmarks are set based on the individual rubric for each outcome. Please refer to Appendix “J” for a copy of the General Education rubrics.
Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Map to Existing Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>F: Academic transfer rate</td>
<td>Academic transfer rate</td>
</tr>
<tr>
<td>G: Academic success of transfer students after transfer</td>
<td>Academic success of transfer students (after transfer)</td>
</tr>
<tr>
<td>H: Relevance of programs</td>
<td>Relevance of programs</td>
</tr>
</tbody>
</table>

- Indicator F, academic transfer rate, refers to the proportion of “Transfer Ready” (see Indicator D) who transfer to a four-year institution following their enrollment at LCC. Benchmark is 55%.
- Indicator G measures the average grade point earned by LCC students post-transfer. Benchmark is 3.0.
- Indicator H, relevance of programs, in this case refers to a transfer alumni survey and reports the proportion of students who report that their preparation for college overall was “good” or “very good.” Benchmark is 85%.

CORE THEME III: Student Access and Support

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

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Map to Existing Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Participation rate of persons age 17 and above who live within the College’s service district</td>
<td>Participation rates of persons age 17 and above who live within the college’s service district</td>
</tr>
<tr>
<td>B: Participation rate of diverse student populations</td>
<td>Participation rate and success of diverse student populations</td>
</tr>
<tr>
<td>C: Enrollment</td>
<td>General enrollment</td>
</tr>
</tbody>
</table>

- 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, participation rate of diverse student populations, includes the proportion of students of color at LCC in comparison to the service district. Benchmark is to achieve a ratio of 1.8 times the service district.
- Indicator C refers to achievement of state FTE target. Benchmark is 100%.
Objective 2: Provide students with the support needed to pursue and achieve their educational goals.

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<tr>
<td>G: Success of academic support programs</td>
<td>(new indicator)</td>
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Notes: Indicator F has been enhanced to include data from the Community College Survey of Student Engagement (CCSSE). Indicator G is new.

- Indicator D, Student persistence refers to fall-to-fall retention (broken out by full- and part-time students). Benchmark is to meet or exceed national average (per IPEDS Comparison Report).
- Indicator D, student progress and completion, is the IPEDS graduation rate. Benchmark is to meet or exceed the national average.
- Indicator F, student satisfaction with support services, 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.
- Indicator G, success of academic support programs, is a new indicator designed to look at effectiveness of specific interventions, such as tutoring. Tutoring benchmark is 80%. It is anticipated that this category will be developed to include other interventions as well.

CORE THEME IV: Institutional Excellence

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

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<tr>
<td>C: Condition of infrastructure</td>
<td>(new indicator)</td>
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Notes: Indicator A, professional development of faculty and staff, and Indicator C, Condition of infrastructure, are new.

- 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%.
- Indicator C is new, and refers to data from the state-provided “Facilities Condition Survey” which uses an extensive matrix to evaluate the condition of structures at the College. Benchmark is to be at an overall score of 350 overall, and have 70% of buildings be at a score of 350 or below.
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.

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<tr>
<th>Core Indicators</th>
<th>Map to Existing Key Performance Indicators</th>
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<tr>
<td>F: Cultural enrichment of students and community</td>
<td>Cultural enrichment of students and community</td>
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Notes: Indicator F, Cultural enrichment of students and community, has been enhanced to include data from the National Community College Benchmarking Project.

- 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 90% 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.

For a complete report showing descriptions, targets and five years of historical performance data, please refer to Appendix “K.”
Conclusion

Through its mission, core themes, objectives and core indicators, Lower Columbia College has articulated its purpose as defined in Standard One of the NWCCU Standards for Accreditation.

The College’s mission statement, to ensure each learner’s personal and professional success and influence lives in ways that are local, global, traditional, and innovative, is appropriate for a comprehensive community college. The mission statement provides direction for the College’s efforts.

The new standards provided an opportunity for the College to examine its existing policy governance structure through creation of the core themes, objectives and core indicators. Assessment methods have been reaffirmed, redefined, and/or defined for each core indicator. The College has established a threshold of acceptable mission fulfillment based on defined expectations in each of these areas.

The core themes “individually manifest essential elements of (the) mission and collectively encompass (the) mission.” The core themes are Workforce & Economic Development, Transfer & Academic Preparation, Student Access & Success, and Institutional Excellence. All four core themes support the College’s mission of ensuring success for learners.

Tracking and analysis of the core indicators is supported by a relatively small but effective Institutional Research Office that has been operating since 1998, with support from the administration and members of the Monitoring Report review teams. It is anticipated that the Monitoring Report structure will be modified to reflect the new core themes, objectives and core indicators during the 2011-12 academic year.

In addition to the new accreditation standards, several other initiatives have taken root at LCC that are helping the College promote its mission of ensuring success for learners. This includes the Washington State Student Achievement Initiative, which focuses on system alignment in key momentum areas (Basic Skills, pre-college, first 15- and 30-college level credit attainment, attainment of first quantitative reasoning course, and completion) and incentivizes college performance. The second is Achieving the Dream, a national initiative focused on increasing student success through better use of data. LCC joined the Achieving the Dream network in 2011 through a grant from College Spark, a Washington State foundation. The third is the Governor’s Institute on Student Success (GISS). GISS is a national initiative focused on board training and development around using data to govern. The LCC Board of Trustees participated in GISS training in June 2011.

This is an exciting time at LCC, particularly with so many forces around our mission of ensuring student success converging at the same time. We look forward to further refining and strengthening our institutional effectiveness/accreditation framework over the next few years as we prepare for Standards Two through Five of the NWCCU Accreditation Standards.
Appendices

A – Accreditation Steering Committee Members
B – Minutes from July 20, 2011 Board of Trustees Meeting
C – Core Themes, Objectives and Core Indicators
D – LCC Faculty Contract
E – Faculty Evaluation Forms
F – LCC Strategic Plan
G – Monitoring Reports, Cycle 12
H – Methodology of Core Indicators
I – Map of Core Indicators to KPI’s
J – General Education Rubrics
K – Five Year Performance History: Core Indicators
Accreditation Steering Committee 2010-11

Laura Brener, Vice President for Instruction (chair)
Sheila Burgin, Payroll
Colleen Allwine, Faculty, Early Childhood Education and Home & Family Life
Desiree Gamble, Human Resources
Wendy Hall, Institutional Research
Lynn Lawrence, Registrar
Arlene Lopes, Student Center/Student Activities
Lisa Matye Edwards, Vice President for Student Success
Fran Nelson, Library/Learning Commons
Joe Quirk, Business and Finance
Jim Stanley, Faculty, Accounting/Business
Maggie Stuart, Interim Dean of Instruction
Appendix B
Minutes from July 2011 Board of Trustees Meeting
1. CALL TO ORDER AND DETERMINATION OF QUORUM
Chair Max Anderson called the regular workshop of the District 13 Board of Trustees to order at 8:40 a.m., on Wednesday, July 20, 2011, in Heritage Room at Lower Columbia College. He determined that there was not a quorum, but the third trustee should arrive within an hour. He started the meeting with discussion topics (Item 4), and proceeded with the “action” items when Mike Heuer arrived at 9:37 a.m. When the meeting was called to order, the following individuals were present:

BOARD OF TRUSTEES: Max Anderson
Heidi Heywood
Mike Heuer arrived at 9:37 a.m.

COLLEGE PRESIDENT: Jim McLaughlin


Dr. McLaughlin welcomed incoming president, Chris Bailey, and introduced guests Erin Brown, Legislative Liaison for the State Board, and Mauri Moore, outgoing TACTC president. He also welcomed Greg Garrison from the Daily News.

2. APPROVAL OF AGENDA

MOTION: By Heidi Heywood, seconded by Mike Heuer,
That the agenda be approved as presented.

MOTION CARRIED unanimously.
3. **CONSENT AGENDA** - The following consent items were offered for the Board’s consideration.

3A. **Minutes of the June 15, 2011 Board meeting**

3B. **Ratification of Faculty Contract**

*Background:* The College and the faculty association successfully completed contract negotiations this past June. Among the items discussed, agreements were reached to streamline the Professional Partner Program, the duties of department chairpersons, the evaluation of adjunct faculty and professional development requirements for professional technical faculty. The teams also agreed on the duties of adjunct faculty, the terms of employment of affiliate faculty and the role of faculty in the Cooperative Education (COOP) and the Individual Certificate (ICP) Programs. Clarification of the Complaint Resolution process and the Family and Medical Leave process was also accomplished.

**MOTION:**

By Heidi Heywood, seconded by Mike Heuer

That the consent agenda be approved as presented, including Minutes from the June 15, 2011 board meeting and ratification of the 2011-2014 LCCFHE Contract.

**Discussion:** Laura Brener said that negotiations went very well; the two sides agreed more than they disagreed. The focus was on clarifying ambiguities, cleaning up language, and streamlining policies and procedures.

**MOTION CARRIED** unanimously.

4. **COLLEGE INPUT**

4A. **President’s Report** – President McLaughlin said that summer quarter is well underway with enrollment almost as high as last year’s record number. He asked the vice presidents for brief reports from their respective areas.

*Laura Brener* – Summer quarter has had a smooth start even with significant personnel changes—Karen Joiner taking over for retiring Dean Helen Kuebel, and Maggie Stuart stepping in as Interim Dean for Jon Kerr. Responsibilities will be realigned as needed.

*Lisa Matye Edwards* – The gymnasium floor replacement project is well underway; the old floor has been removed and we’re anticipating the new floor being ready for fall sports. WorkStudy funding from the State is 34% of what we received last year. The new budget calls for backfilling with matching money into the student help budget. Student Services is working diligently to implement new rules and regulations from this year’s legislative session. Fortunately, the legislators threw out the proposal to pay other states for students who take online credits out of state. We are complying with the Gainful Employment regulations for data collection and reporting. She will be attending a state meeting tomorrow to
interview/select a new software vendor. LCC received a Talent Search grant, which will help stimulate recruitment and information efforts to local middle and high school students. This is a great opportunity to strengthen relationships with the K-12 schools.

**Nolan Wheeler** – Demolition of the Maple Terrace apartments has been postponed several times, so we’re now looking at August 12, 20 and 27. The City of Longview will handle all publicity for the burn. We are hoping that for enough funds left in the demolition budget to build a parking lot in the space and have it online by December. The gymnasium/fitness center project is on a 24-month timeline. A pre-bid walkthrough was conducted yesterday.

5. **BOARD BUSINESS/INFORMATION ITEMS**

5A. **2011-12 Fiscal Budget [ACTION]**

- Operating Budget
- ASLCC Student Activities Budget
- Athletic Budget

➢ **2011-12 Operating Budget** - President McLaughlin explained that the strategies for adopting, adhering and coping with the mandated State budget reductions is based on the commitment of the college to their annual priorities and the driving principles behind the mission of the college. Foremost is the commitment to preserve the current workforce and the capacity of the college to conduct its core mission, manage enrollment within a range of 3200-3500 FTE, and continue to offer a strong summer quarter of instruction choices; we will utilize increases in local funds generated primarily from excess tuition to fund key improvements and equipment acquisitions; continue to seek outside funding and partnerships to deliver critical programs and resources; optimize technical and operational efficiencies where possible; and continue to manage significant growth and maintain current service levels with part-time resources to backfill full-time workloads. He thanked Joe Quirk for putting the budget together in such a short time frame due to the late legislative session. Joe led a discussion highlighting the revenue and expenditure assumptions. Reserves will be 10 percent as approved by the Board. We are being conservative with FTE projections as excess enrollment dollars are critical to budget flexibility.

**MOTION:** By Heidi Heywood, seconded by Mike Heuer,

That the fiscal year 2011-12 Operating Budget of $21,070,358 be approved as presented.

**MOTION CARRIED** unanimously.
2011-12 Student Program Budget and 2011-12 Student Activities Athletic Budget

**Background:** Lisa Matye Edwards presented both the ASLCC program budget and the athletic budget. She explained that the students had worked with Joe Quirk and prepared a conservative budget, down $51,000 from last year. However, they retained a larger contingency in order to fund requests and opportunities that may arise later in the year. The major change to the athletic budget from last year is the addition of women’s soccer. The budget is designed to fairly and equitably meet needs for the upcoming year within available funds, and she recommends approval of both.

**MOTION:** By Heidi Heywood, seconded by Mike Heuer,

That the fiscal year 2011-12 Student Program Budget of $300,000 and the Student Athletics Budget of $234,059 be approved as presented.

**MOTION CARRIED** unanimously.

5B. Discussion with TACTC Staff - Erin Brown, Legislative Liaison for the State Board, and Mauri Moore, outgoing TACTC president spoke to the Trustees about the mission and value of the State Trustees Association. Mauri explained that this was her tenth and final visit with a system board for the purpose of gathering information on how to make TACTC a better unit. She encouraged all individual trustees to become active on various TACTC committees and to attend the annual conferences. Erin discussed the legislative portion of the association and offered her assistance to all boards.

6. INSTITUTIONAL MONITORING

6A. Report of Annual Accomplishments for 2010-2011 – President McLaughlin presented the 2010-11 report of annual accomplishments. This report provides an annual wrap-up of the progress on the Board’s identified outcomes, as well as goals for the coming year.

President McLaughlin also presented and discussed the key “plus and minus” issues of last year.

7. PUBLIC COMMENT – None

8. SETTING DIRECTION/VISION – Max Anderson prefaced the afternoon session by saying how exciting it is for the Board to have the opportunity to review and discuss key strategic issues with administration.

   GISS Institute – Heidi Heywood provided an overview of the June GISS Institute. There is a paradigm shift from access to completion—students attaining degrees or certificates—for success in the workplace.
Overview of Monitoring Reports - President McLaughlin and Wendy Hall led a discussion on how the Board’s expected college outcomes dovetail with accountability and student success. Wendy explained that student completion could be more easily identified by integrating specific data into the monitoring reports. The board will be working on a way to add student completion to their expected outcomes, and will articulate their expectations to Administration for roll out to the campus in September.

Student Intervention and Persistence – Lisa Matye Edwards discussed some of the reasons students don’t persist in education, including lack of financial aid and momentum failure due to life issues. She talked about strategies that are in place to manage interventions and the importance of making personal connections with each student as much as possible.

Developmental Programs – Laura Brener discussed the various bridges in place for student success from developmental programs to college-level courses, such as supplemental instruction in the classroom and online courses, tutoring services and by using cohorts.

Achieving the Dream - President McLaughlin explained that LCC had received funding to be part of the ATD project, which virtually mirrors the same focus as the GISS Institute and the new accreditation standards. He presented information showing the correlation between our expected outcomes and the new core themes as needed for accreditation. He said, “We have the tools and we’re ready for the challenge.”

8B. Approve Core Themes – Dr. McLaughlin explained that the Board needed to approve the initial core themes for submittal to the Commission in September as the first order of business in the new accreditation process. Upon conclusion of discussion, Chair Anderson called for a motion to approve the core themes.

MOTION: By Heidi Heywood, seconded by Mike Heuer,

That the Core Themes be approved as amended to reflect under Core Theme III, Object 2E, that student progress be changed to student progress and completion.

MOTION CARRIED unanimously.

9. EXECUTIVE SESSION – At 2:10 p.m., Chair Anderson called for a short executive session to discuss a personnel issue. No Action anticipated

10. ADJOURN EXECUTIVE SESSION – The public meeting was reopened at 2:30 p.m.

11. [ACTION] As a Result of Executive Session - None
12. **ADJOURNMENT** – With no further business, the meeting was adjourned at 2:35 p.m.

**MOTION:** By Mike Heuer, seconded by Heidi Heywood,
That the meeting be adjourned.

**MOTION CARRIED** unanimously.

___________________________________________
James L. McLaughlin, Secretary
CORE THEME I: Workforce and Economic Development

Objective 1: Provide quality professional/technical education for employment, skills enhancement, and career development.
   A. Student performance
   B. Demonstration of program competencies
   C. Licensure/certification rates
   D. Placement rate in the workforce

Objective 2: Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.
   E. Employer satisfaction
   F. Relevance of programs
   G. Client assessment of programs and services

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.
   A. Basic skills achievement
   B. Academic performance of developmental education students

Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.
   C. Student performance
   D. Transfer Eligibility
   E. Demonstration of General Education Outcomes

Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.
   F. Academic transfer rate
   G. Academic success of transfer students after transfer
   H. Relevance of programs
CORE THEME III: Student Access and Support

Objective 1: Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.
   A. Participation rates of persons age 17 and above who live within the College’s service district
   B. Participation rate of diverse student populations
   C. Enrollment

Objective 2: Provide students with the support needed to pursue and achieve their educational goals.
   D. Student persistence
   E. Student progress/completion
   F. Student satisfaction with support services
   G. Success of academic support programs

CORE THEME IV: Institutional Excellence

Objective 1: Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.
   A. Professional development of faculty and staff
   B. Faculty/staff satisfaction and morale
   C. Condition of infrastructure

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.
   D. External perceptions/satisfaction with LCC
   E. Student/graduate satisfaction with instruction
   F. Cultural enrichment of students and community
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PREAMBLE

This Agreement is by and between the Board of Trustees of Lower Columbia College District 13 and the Lower Columbia College Faculty Association of Higher Education. The term "LCCFAHE" used hereinafter shall mean the Lower Columbia College Faculty Association of Higher Education. The term "District" used hereinafter shall mean the Board of Trustees or its lawfully designated representatives.

ARTICLE 100: ADMINISTRATION

101 Exclusive Recognition

The district recognizes the LCCFAHE as the exclusive bargaining agent per RCW 28B.52, as now or hereinafter amended, for all academic employees employed by the District.

102 Applicability and Definitions

This Agreement sets forth the terms and conditions of employment for all academic employees of the District. Disputes related to the classification of employees shall be handled by the Public Employment Relations Commission.

A. The term "academic employee" is, for the purposes of this Agreement, interchangeable with the terms "faculty" and "instructor," and includes all teachers, counselors, librarians, faculty department heads, faculty program coordinators, and faculty program directors as defined in RCW 28B.52.020.

B. The term “appropriate supervising administrator” shall mean the Dean or Vice President for the unit in which the academic employee is assigned.

C. The term “appropriate administrator” shall mean any administrator, administrative director, or support staff authorized by the District, President, Vice President, or Dean to perform functions related to items specified in this agreement.

D. The term “teaching effectiveness plan” is, for the purposes of this agreement, interchangeable with the terms “professional development plan,” “professional improvement plan,” or other terms used in State Board for Community and Technical Colleges policies and procedures, Revised Code of Washington, Washington Administrative Code, and other laws, rules, and regulations related to maintaining and improving the competencies of faculty.

E. For purposes of this Agreement, the terms “part-time, adjunct, and affiliate” shall refer to faculty employed on quarterly contracts. Under no circumstances do any of these terms imply obligation of continuing employment at or by Lower Columbia College.

F. Co-Operative Education: Supervised work-based learning.
G. Instructor Coordinator (IC) – The faculty member participating in the work-based learning agreement with a student and the work site supervisor.

H. Work-based Learning Coordinator (WBLC) – the College staff person coordinating cooperative education among faculty, enrolled students and job sites.

103 Retirement System

Such matters shall be handled in accordance with the laws of the State of Washington as they now exist or hereafter may be amended.

104 Status of Agreement

This Agreement constitutes the negotiated agreement between the District and the LCCFAHE and supersedes any previous agreements or understandings, whether oral or written, between the parties. In addition, this Agreement supersedes any rules, regulations, policies, resolutions, or practices of the District which shall be contrary to or inconsistent with its terms.

105 Conformity to Law

It is the belief of both parties that all provisions of this Agreement are lawful and in compliance with the RCWs and WACs of the State of Washington, including the State’s Ethics Law (RCW 42.52) which supersedes all other College policies. If any section of this Agreement should be found to be unlawful, the remainder of the Agreement shall not be affected thereby, and the parties shall enter into immediate collective bargaining for the purpose of arriving at a mutually satisfactory replacement of such section. Whenever possible, disputes regarding the interpretation of such statutes shall be addressed utilizing the Presidential Conference process (202.9). However, nothing in the section precludes either party from exercising other legal or contractual remedies. Pursuant to 28B.52.035, no provision of Article 400 shall exceed the dollar amount or percent established by the Legislature in the Appropriations Act and the allocation to the Board of Trustees by the State Board for Community and Technical Colleges. If any provision of Article 400 is changed by subsequent modification of the Appropriations Act by the Legislature, both parties shall immediately enter into collective bargaining for the sole purpose of arriving at a mutually agreed-upon replacement for the provision in question.

106 Distribution of Agreement

Within thirty (30) calendar days following ratification and signing of this Agreement, the District shall post a copy of this agreement to the Human Resource Services web page. The District shall also print and distribute to each full-time academic employee a copy of this agreement. The style and format shall be mutually determined by the District and the LCCFAHE prior to printing. Additional copies shall be provided to the LCCFAHE and will also be available in Human Resource Services. All academic employees new to the District shall be provided a copy of this Agreement by the District upon issuance of their
initial full-time contract. This Agreement shall be available upon request to any applicant applying for a faculty position.

107 Contract Maintenance Team

107.1 Purpose and Membership

The contract maintenance team is established for the purpose of carrying out regular, reoccurring contract maintenance and interpreting existing contract language in specific sections of the contract as listed below. The team shall consist of three (3) faculty members selected by the LCCFAHE and three (3) administrative representatives appointed by the college president. The team shall meet as needed to accomplish the following tasks:

A. Establish appropriate reduction-in-force units at the beginning of Fall Quarter each academic year.

B. Distribute salary enhancement and cost-of-living money made available by the legislature according to the provisions of this contract.

C. Identify and distribute turnover dollars and salary increment money provided by the legislature.

D. Review faculty evaluation form(s) and oversee needed modifications.

107.2 Contract Re-opener Requests

Requests by either party to re-open a contract section as outlined in Article 109 shall be initiated through the Contract Maintenance Team. Such requests are subject to the approval of each party’s respective constituencies.

108 Governance

A. A Governance system which allows effective and orderly utilization of academic employees' professional judgment and expertise shall be maintained at all times during the life of this Agreement. Accordingly, the Governance Council as presently constituted shall be continued during the life of this Agreement unless otherwise agreed by all the parties.

B. The College Governance Council shall provide meaningful involvement of administration and academic employees in the development, implementation and review of administrative policy and procedures. The Governance Council shall consist of the college President and the Vice Presidents for the administration and the FAHE President and an equal number of faculty members from the FAHE Executive Council chosen by that council. Additional administrators and/or faculty members may be invited to participate in Governance Council meetings to address specific issues by agreement of both parties. The Governance council
shall meet no less than once quarterly, September through June and shall operate in accordance with internal rules and procedures which it shall develop.

C. The Governance Council shall advise the College administration on all matters which may significantly affect faculty-board, faculty-administration, faculty-faculty or faculty-student interaction. Such matters will include but not be limited to changes in educational policies and/or procedures not covered by this Agreement, remodeling or construction of physical facilities, new or modified fiscal, budgetary, long-range institutional planning, etc.

D. In the context of Policy Governance and consistent with appropriate accreditation standards, the LCCFAHE as well as other constituencies will be provided the opportunity to provide input through established Board processes.

E. The Lower Columbia College president and the president of the LCCFAHE shall meet as needed, but not less than once per quarter to discuss issues, concerns, planning, or any other matters that may relate to or impact faculty.

108.1 Department Chairpersons

The parties agree that advice and recommendations from academic employees regarding many of the operational decisions which the district must make is desirable. Accordingly, it is agreed that the Department Chairperson structure shall be maintained during the life of this Agreement.

108.2 Instructional Council

The District agrees to continue the utilization of the Instructional Council for the life of this Agreement unless mutually agreed otherwise.

108.3 Academic Employee Opportunities and Obligations

Academic employees shall have the opportunity and obligation to:

A. Participate in the development of their departmental budgets.

B. Participate in the selection of academic and administrative employee candidates through the LCC Recruitment and Selection Procedure.

C. Participate in councils, task forces, advisory committees and other structures relating to the academic affairs of the District.

D. As outlined in Article 700, it is the responsibility of the deans to ensure that all academic employees have reasonably equitable workloads related to service on councils, committees, task forces, advisory committees and other structures relating to the academic affairs of the District. Before assigning additional tasks to probationary faculty, the appropriate dean
will consult in good faith with the appropriate probationary committee to ensure that their workloads are reasonable in light of the rigor and additional tasks required during the probationary period.

D.1 Probationary academic employees who have issues or concerns regarding workload may request that their dean, probationary committee, and/or the LCCFAHE review their workload and make recommendations, with the understanding that the appropriate dean has the final responsibility to resolve any issues or concerns.

D.2 The frequency of requests shall be limited to two (2) per academic year, unless additional requests are mutually agreeable to the LCCFAHE and the District.

D.3 Should the dean be unable to resolve a workload issue, the appropriate vice president shall be the final arbiter.

D.4 A probationary academic employee may appeal any final decision made by the dean to the appropriate vice president, who shall be the final arbiter.

108.4 Academic Employee Voting Rights

A. For campus-wide situations requiring a vote of the faculty, each full-time tenured and probationary academic employee and each full-time, temporary academic employee with one or more years of seniority, has one vote in his/her primary department or division. In his/her primary department, temporary full-time academic employees with less than one full year seniority are not eligible to vote.

B. Each full-time probationary and tenured academic employee and each full-time temporary academic employee with one or more years of seniority shall be eligible to vote for department chair in his/her primary department. Temporary full-time employees with less than one full year seniority are not eligible to vote. Any member of the department who has been denied tenure or a probationary employee who has submitted a letter of resignation is not eligible to vote. If a member of the department is on a professional leave or leave of absence, the member is eligible to vote and is responsible to contact the department chair to make arrangements to vote.

C. For intra-department business other than the election of department chairs, all tenured, probationary, temporary, and part-time affiliate academic employees and employees assigned to a department as a liaison have one vote each.
108.5 Other

Substantive decisions made by the District under Article 108 shall not be grievable under this Agreement. Alleged procedural dispute related to Article 108 shall be initiated at Level Three of the Grievance Procedure, Article 900.

109 Waiver Clause

The parties acknowledge that each made demands and proposals with respect to matters deemed proper subjects for negotiations. The results of the exercise of that right and opportunity are set forth in the Agreement. Therefore, the District and the LCCFAHE, for the duration of this Agreement, each voluntarily and unqualifiedly agree to waive the right to oblige the other party to negotiate further on any subject matter covered or not covered in this Agreement regardless of whether such matter was in the contemplation of either party during negotiations. This section shall not apply in instances providing a re-opener under this agreement or when otherwise mutually agreed by the parties.

110 Special Retirement Packages

The District reserves the right to negotiate special retirement packages for full-time academic employees. In reaching these agreements, the District will consider consistency and equity between agreements while at the same time maintaining the flexibility to meet the individual needs of the employee, the department, and the District. The District will encourage the employee to contact the LCCFAHE during the course of the discussion and before agreement is reached. An effort will be made to keep the length of such agreements to two years or less. The District agrees to consult in good faith with LCCFAHE before finalizing any agreement of more than two years.

111 Early Retirement Notification

The District may at its discretion offer an early retirement notification incentive. Such incentives shall be offered at a uniform amount to each academic employee.
ARTICLE 200: BUSINESS

201 Dues, Deductions, and Association Membership

Membership in the LCCFAHE shall be governed by the following provisions:

A. Full-time faculty members may only join the faculty association during the first thirty calendar days from the start of fall quarter or in the case of a mid-year hire, the first thirty calendar days of employment.

B. Full-time faculty members may choose to opt out at any time throughout the year but must forfeit all dues paid to the date of exercising this right. Notification to opt out must be written or electronic notification to a current LCCFAHE officer and the Human Resource Services.

C. Adjunct faculty may join the faculty association within the first thirty calendar days of any quarter in which they are employed by the college. Their membership will stay in effect based on the continuation of their employment or until they have chosen to opt out.

D. Full-time faculty members that have chosen to opt-out may only regain membership within 30 calendar days after the beginning of the next fall quarter. Adjunct faculty members that have chosen to opt-out may only regain membership within 30 calendar days after the beginning of the next fall quarter or within 30 calendar days of reemployment by the college whichever is later.

202 Faculty Association Rights

202.1 LCCFAHE Representation Rights

The LCCFAHE shall enjoy all rights available under law with respect to its representation responsibilities.

202.2 Board Representation

The LCCFAHE shall have the right to request appropriate matters be placed on the Board agenda, as well as to enter in the Board agenda background materials on any issue to be brought before the Board. Such materials must be supplied at least nine (9) calendar days prior to the meeting. The LCCFAHE shall be furnished two copies of minutes, agenda, and related study materials at the same time and in the same form as those materials furnished the public and the Board. Such information shall not include information forwarded to the Board for executive session or the President's management letter.
202.3 Policy Manual

A policy manual will be available in print or online. The District will regularly maintain and update said manual.

202.4 Information to Candidates

All finalists for full-time academic positions shall be given the opportunity to review the contract between the District and the LCCFAHE. Before a full-time offer of employment is tendered, the District will review the candidate's initial placement on the salary schedule with a designated representative of the LCCFAHE. At the time an offer of full-time employment is tendered, the candidate shall be given the name and telephone number of the LCCFAHE president or their designated representative. The LCCFAHE president or designated representative will also at the time an offer is tendered be given the name, address, and telephone number of the candidate. Both parties agree to make a good faith effort to complete this review in a timely manner so as not to hinder the hiring process.

202.5 FACTC Provisions

Lower Columbia College Faculty Association shall elect a FACTC representative from its membership. The District shall provide the elected FACTC representative time and funds to attend FACTC meetings.

202.6 Attendance at Meetings

Officers, Executive Council members, and other elected representatives of the LCCFAHE may attend legislative committee hearings, SBCTC meetings and SBCTC committee meetings, faculty association sponsored regional, statewide, or national meetings/conferences on contracted days without loss of pay with the following provisions:

A. No more than an aggregate total of nine (9) contract days will be taken in a contract year.

B. Two representatives (officers, Executive Council members, and/or other elected representatives) may attend each meeting; additional representatives may be approved by the Vice President for Instruction.

C. The academic employees shall arrange to have their duties covered during the absence. The arrangements must be submitted to and approved by the appropriate dean or supervising administrator in a timely manner at least 3 working days prior to departure. Requests with less than 3 days notice may be granted at the discretion of the appropriate dean or supervising administrator.
202.7 **Release Time for Faculty Association President**

The president or vice-president of the LCCFAHE shall be granted upon request release time for the purpose of conducting Association business, subject to the following provisions:

A. The District shall provide one-third release time for three quarters annually as mutually agreed upon by the District and LCCFAHE.

B. The LCCFAHE shall identify the substitute academic employee, who shall be subject to approval by the District.

C. The purpose of the release time is to:
   1. Improve communication among bargaining unit members and the District.
   2. Assure that this agreement is executed according to mutual expectations.
   3. Work cooperatively with District toward amicable solutions to problems which may arise in the administration of the provisions of this agreement.
   4. Work on special projects as mutually agreed upon.
   5. Meet on a monthly basis with the President, and be available to meet with the President, Vice Presidents, Cabinet, and the Instructional Deans as needed.

D. Serving as LCCFAHE president or vice president shall satisfy the College service obligation outlined in Article 701.4.

E. The District reserves the right to rescind the above release time for non-performance of agreed-upon duties and projects.

F. Activities as outlined in Article 202.6 conducted during release time will count toward the nine (9) contract day annual total, and all other provisions of 202.6 must be followed.

202.8 **Election to State/National Offices**

If a faculty member is elected to a state or national office, a memo of agreement acknowledging released time and the terms and conditions will be written.

202.9 **Contract Administration and Presidential Consultation**

The College President and up to two (2) designees of his/her choice shall meet with up to three (3) official representatives of the LCCFAHE as requested by either party, as necessary for the purpose of interpretation of the language and intent of this Agreement, as well as to discuss other matters of concern related to
the terms and conditions of employment.

203 Faculty Association Office

Depending on the availability of space, the District shall provide at no cost, a separate office for the Association’s exclusive use on campus. The office will be equipped by the District to include a desk, telephone and internet access. A computer may be provided at the discretion of the District. No computer shall be hooked into the network without the consent of the District. Use of the office may be rescinded by the District giving one quarter notice to the Association, should space constraints dictate that the space be needed for other purposes.
ARTICLE 300: PERSONNEL

301 Faculty Rights

A. The Board of Trustees hereby agrees that it will not discriminate against any faculty with respect to hours, wages, or any terms or conditions of academic employment by reason of their membership in the LCCFAHE, their participation in any lawful activities of the LCCFAHE or collective negotiations with the College, of their institution of any grievance, complaint or proceeding under this Agreement.

B. Nothing contained within this Agreement shall be construed to deny or restrict to any academic employee rights they may have under applicable laws and regulations. These rights granted to academic employees herein shall be deemed to be in addition to those provided elsewhere.

C. Academic employees shall have the exclusive right and responsibility to determine grades and other evaluations of students. No grade or evaluation shall be changed without the approval of the Academic Standards Committee. No trustee or administration pressure shall be applied to any academic employee regarding grading or evaluation of students. The Academic Standards Committee shall operate according to published parliamentary procedures (Sturgis) with the following exceptions: (1) in order for a quorum to be established, at least 50% of the faculty members must be present and (2) only members of the committee who are faculty may vote to change a grade. In the case of a tie vote, the motion to change a grade will be lost.

D. The College shall not provide personal information concerning academic employees, including names, addresses, phone numbers, etc., to any person not required by law, or to any commercial or charitable organization without specific approval by the employee or LCCFAHE agreement.

E. Prior to subcontracting work customarily performed by bargaining unit academic employees as part of their professional responsibilities, the District will notify the LCCFAHE and bargain the impact.

302 Calendar and Contract Year

For calendars prepared during the term of this Agreement, the following shall apply:

A. An academic year shall be defined as Fall, Winter and Spring quarters

B. A contract year for a full-time academic employee shall be three (3) instructional quarters and 173 days (or equivalent).

C. The Governance Council shall be involved in developing the annual calendar(s).
D. Fall in-service week will have one planning day with no required meetings. A good faith effort will be made to schedule one work day with no meetings during fall and winter final exam weeks.

303 Emeritus Designation

Emeritus status may be awarded to faculty as outlined in LCC Administrative Policy.

304 Department Chairs

Department chairs shall serve as a representative of all academic employees in their departments and assist the administration with the operation of the department, with the understanding that the functions of the department chair are advisory in nature and that nothing in this section shall confer or imply administrative authority to such employees. Academic employees shall have the opportunity to elect and/or recall the Department Chair in their respective departments. The term of office shall be three years. One-third of the department chairs will be elected each year. A mutually agreed-upon election schedule shall be developed. Department chairs may also be relieved of such duties by the Vice President of Instruction for just cause. If a vacancy occurs, another department chair shall be elected by the academic employees in the Department for the remainder of the term.

304.1 Duties and Responsibilities

A. All department chairs have the responsibility to coordinate with their respective deans and academic employees while carrying out the following duties and responsibilities:

1. Serve as the department representative on Instructional Council in order to inform the department of critical issues and initiatives, provide feedback to the Council, and coordinate and integrate the activities of the department with the rest of the College.

2. Attend regular meetings with the appropriate dean and the Vice President of Instruction.

3. Schedule and preside at department meetings at least twice each quarter. Meetings shall be of sufficient frequency and duration to ensure that the business of the department can be adequately addressed. Department Chairs have the responsibility to inform the appropriate dean and department members of scheduled meetings in a timely manner and ensuring that the meeting minutes or notes are submitted to the appropriate dean and the Vice President of Instruction.
4. Facilitate academic scheduling as outlined in Article 703. The final schedule is the responsibility of the division dean.

5. In a manner consistent with Articles 810, 811, and 812, assist the appropriate dean with evaluating adjunct and hourly academic employees by completing and/or designating department members, subject to the approval of the appropriate dean, to assist with class, lab, and/or clinical observations. Appropriate follow-up action based on the information collected is the responsibility of the dean.

6. Facilitate the departmental review of any curricular or program changes for programs.

7. Assist with department budget development and oversight for programs associated with the department, including work study and student help budgets, in order to ensure timely development and equitable distribution.

8. Disseminating information promptly, from other departments or individual faculty members, the administration, the Instructional Council, or other appropriate college entities.

9. Assist the dean with the development of the end-of-the-year report on Annual Priorities for department members, the appropriate dean, and the Vice President of Instruction, summarizing the department’s goals, activities, and outcomes for the year.

B. Other activities may be undertaken by department chairs at the direction of the appropriate supervising dean, with the mutual agreement of the chair and the dean.

305 Selection of Probationary Review Committee

A. A Probationary Review Committee shall be established for each probationary academic employee. In accordance with RCW 28B.50.850 through 28B.50.869, the committee shall be the legally authorized committee to make recommendations, through the President, to the Board of Trustees regarding the continuance of probation or the granting or denial of tenure to probationary academic employees. The committee shall provide guidance and assistance to each probationary academic employee assigned to it until the probationer is either granted tenure or is no longer employed at the College.

B. The President of the College or the President's designee shall appoint the appropriate administrator to assume the ongoing overall responsibility for coordinating the activities of the probationary review process, assuring that probationary review committees are formed, and that they fulfill their duties.
C. Each probationary review committee shall be composed of five members as follows:

1. The President or his/her designee shall appoint one administrative member.

2. In accordance with RCW 28B.50.869, three tenured faculty members shall be selected by procedures established by the LCCFAHE.

3. One student representative shall be selected by the Associated Students Executive Council.

D. If a vacancy exists upon the probationary committee, an administrator, faculty member, or student member as appropriate, will be chosen pursuant to Article 305(C2) above to fill the unexpired term of the absent member of the committee.

E. The appointed administrator shall act as the chair of the committee.

F. Each committee shall have its first meeting no later than the fourth (4th) week of the first quarter of the first year of the tenure track process. During this meeting the committee shall:

   1. Provide an orientation to the process and its components
   2. Assign dates and times of classroom observations to be completed during the quarter.

G. The committee shall meet no later than the ninth (9th) week of each quarter in order to review data completed and plan the next quarter’s activities.

306 Duties of Probationary Review Committee

Each probationary committee is responsible for evaluating the performance of its assigned probationer. The evaluation shall emphasize procedures which provide appropriate feedback and focus on helping probationers improve their performance with respect to their assigned duties and ability to function effectively within the college environment.

306.1 Evaluation Activities

A. The evaluation process utilized by the committee must include:

   1. A mutually agreed-to set of long-range and quarterly goals with supporting activities, subject to approval of the Vice President of Instruction;

   2. 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;

3. Evaluation of probationers carrying out their duties, including, at a minimum, classroom, lab, and/or clinical observations for probationers with a teaching assignment and peer evaluations;

4. The completion 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.

5. 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.

6. Self-evaluation by the probationer.

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

C. The committee shall work with the probationer to develop an Activity Schedule similar to the sample provided in Appendix G. The schedule may be modified during the probationary process by mutual agreement of the probationer and the committee. The purpose of the schedule is to clarify the expectations of all parties as to the activities to be completed as a part of the probationary process.

D. The committee shall monitor the probationer’s progress towards completing the required orientations and attending the required committee and council meetings outlined in 306 A.5. Meeting minutes listing the probationer’s name as a guest are suggested as a method of documenting progress.

E. Unless special circumstances arise as recognized and approved by the committee, probationers should submit their long range and quarterly goals and objectives to the Vice President of Instruction by the end of the second quarter of the probationer’s first year. The purpose of this requirement is to ensure that the probationers’ goals are equitable in relation to other probationary faculty and consistent with the instructional goals of the institution. Approved goals or recommended revisions will be returned to the probationer no later than two weeks after the start of the third quarter.

F. 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.

G. For probationers with a teaching assignment, standard classroom evaluation practices utilizing forms created under Article 803.1 and utilizing practices protecting student anonymity as outlined in Article 803.3 shall be utilized. Other provisions of Article 803.3 need not be applied. For non-teaching probationers, an assessment that collects input from clients or students served should be jointly developed by the committee and probationer, with care given to appropriately protect the anonymity of respondents and integrity of the data. For probationers with a combination of teaching and other duties, a mixed approach should be used. Any additional student evaluation process requested by the committee involving third-party data collection must be mutually agreeable to the probationer. Probationers may initiate such evaluations at their discretion.

H. Peer evaluation shall be used to evaluate the probationers’ ability to carry out their duties. The committee and probationer will use a form mutually agreed upon by the District and the LCCFAHE. The contents of the peer evaluation form shall be reviewed annually and may be revised within the period of this contract with the mutual consent of each party. The peer group for evaluation will, at a minimum, include the probationer’s department members. The committee may elect to add additional administrators, faculty, and/or staff who may be appropriate in relation to the probationer’s job assignment.

306.2 Disciplinary, Unsolicited, and Other Information

The probationary review process is not based on rumor or unsolicited information. Further, in cases where the District is investigating a complaint that could lead to disciplinary action, probationary faculty have the same confidentiality rights as all other faculty. Nevertheless, in order to fully evaluate the performance of the probationer and make a responsible recommendation, the probationary committee may consider additional information on the probationer’s performance, subject to the following guidelines:

A. The probationary committee shall be apprised by the dean responsible for chairing the committee of situations where the district has information on the probationer’s performance that may impact the decision of the Board of Trustees when considering the granting of tenure. The District, in order to ensure confidentiality, shall determine how much information may be disclosed. The District has the responsibility to investigate and follow up on such information. The committee has the responsibility, as with all information in the probationary process, of maintaining confidentiality and determining whether or not to include the information in its evaluation.

B. If unsolicited concerns are brought to the attention of the committee through informal channels, the committee shall investigate the concern before deciding whether or not it is to be included in their evaluation.
306.3 Final Recommendations

The committee’s recommendation to award or not award tenure shall be based solely on the following criteria:

A. Self-evaluation by the probationer.

B. Evaluation based on observation of probationers carrying out their duties, including at a minimum, classroom, lab, and/or clinical observations for faculty with a teaching assignment and peer evaluations.

C. Evaluations by the probationers’ students in the case of teaching faculty, or client/student evaluations, other additional faculty. (For example, standard student evaluations, other additional mutually-agreeable student evaluations conducted by the committee or outside parties, classroom assessments initiated by the probationer, surveys of client satisfaction, or equivalent methods.)

D. Effective completion of long-range and quarterly goals as set by the committee and approved by the Vice President of Instruction.

E. Completion of required orientation items and committee/council visits.

F. Other information introduced under Article 306.2 as deemed appropriate by the committee.

307 Award of Tenure

A. Tenure shall be awarded or denied as provided in RCW 28B.50.852. The appointing authority shall give reasonable consideration to the tenure recommendation of the probationary review committee. Nothing herein shall be construed to limit the Board's consideration exclusively to the recommendation of the Probationary Review Committee.

B. The LCCFAHE agrees that the ultimate authority to grant or deny tenure is vested with the District. The District agrees that any decision to grant or deny tenure which is contrary to the Probationary Review Committee recommendations shall be immediately disclosed to both the probationer and the applicable Probationary Review Committee. It is further agreed that any and all decisions relating to the awarding or withholding of tenure as well as the non-renewal or renewal of individual contracts including all decisions relating to the dismissal or discharge of an academic employee shall not be subject to the grievance procedure of this Agreement.

C. Completion of a satisfactory quarter requires the incumbent probationary faculty member to perform a minimum of 51% of the instructional days for each
The probationary period may be extended for up to three additional college quarters to provide the probationary faculty member an opportunity to make up for approved leaves of absence or circumstances as indicated in RCW 28B.50.852.

D. An academic employee holding an unexpired probationary appointment shall not be dismissed prior to the expiration of the employee's appointment without being afforded the same services and procedures as tenured academic employees.

308 Selection of Tenure Termination Review Committee

When the College seeks to dismiss for adequate or sufficient cause a tenured academic employee or an academic employee holding an unexpired probationary appointment, the case shall first be reviewed by the Tenure Termination Review Committee. The committee shall be made up of five members, consisting of three tenured academic employees to be elected by the academic employees, one administrator appointed by the President, and one student chosen by the Associated Students of Lower Columbia College, as follows:

1. Three academic employees shall be chosen annually by an election conducted by the President or designee, in which the electorate shall be all college personnel who hold academic employee appointments as defined in Article 102.

2. Each department shall nominate one academic employee from the tenured members in their department. The three academic employees receiving the highest number of votes shall serve during the academic year in which elected. The academic employee receiving the fourth greatest number of votes will be an alternate.

3. The President shall appoint one person from those holding administrative appointments.

4. The student representative shall be a full-time student chosen by the Associated Students of Lower Columbia College in such a manner as the governing body of the Associated Students shall determine.

5. In no instance shall a review committee member serve if such service represents an actual or potential conflict of interest.

308.1 Duties of Tenure Termination Committee

A. The Tenure Termination Review Committee shall operate in conjunction with a presiding officer selected in accordance with RCW 34.05 as now or hereafter amended. The presiding officer shall perform duties and develop a full record in accordance with RCW 34.05. Such record shall include the recommendation of the Tenure Termination Review Committee. Upon
mutual written agreement between the academic employee and the District, statutory remedies may be waived.

B. Unless otherwise provided herein, the procedures afforded a dismissed tenured academic employee or a probationary academic employee during the term of appointment shall be pursuant to Chapter 34.05 RCW. Rights and limitations shall be consistent with RCW 28B.50.850 through 28B.50.873. In any instance of dismissal for sufficient cause, the following procedures shall as a minimum apply.

The President shall notify the affected individual of the intent to initiate dismissal. This notice shall include, at a minimum, the reason for the proposed action and notification of the employee's right to request a hearing.

The employee must request a hearing within seven (7) calendar days of receipt of the notice.

Upon receipt of a request for a hearing, the President shall notify the employee and the Tenure Termination Review Committee that a hearing will be held. This notice shall include:

1. A statement of the time, place, and nature of the proceeding; the date of such hearing shall be not less than ten (10) calendar days after notice of such hearing;

2. A reference to the particular policies and/or rules of the institution involved; and

3. A short and plain statement of the matters asserted.

4. The presiding officer and the Tenure Termination Review Committee shall jointly hear all cases brought under this section.

5. The Board of Trustees shall review the record and findings, conclusions, and recommendations.

6. The Board of Trustees shall, within a reasonable time after such review, issue its final decision.

C. A tenured employee, upon appointment to an administrative position, with the exception of President, shall be allowed to retain his/her tenure as an academic employee. Time spent in an appointment to an administrative position shall not be considered for seniority purposes as an academic employee.
D. Nothing in this section shall be construed to affect the right of the Board of Trustees or its designated appointing authority to deny renewal or tenure to a probationer pursuant to RCW 28B.50.857.

309 Complaints

309.1 Notification of Complaint

When an administrator receives a complaint regarding an academic employee, the district shall notify the academic employee within ten contractual days of the complaint.

309.2 Initial Follow-up

Upon receipt of a complaint, the dean shall consider the nature and seriousness of the allegation and begin appropriate follow-up. The dean may elect to proceed informally or formally as outlined in 309.3 or 309.4. The following guidelines apply:

A. Complaints of an academic nature (as defined under Student Grievances – Academic in the LCC Student Handbook), will be referred to the Student Grievance – Academic process outlined in the LCC Student Handbook.

B. The dean may elect to informally investigate the allegations to gather additional information in order to determine how best to proceed. If a formal investigation is warranted, information discovered during the initial follow up may be used as a part of the investigation.

309.3 Informal Complaint Resolution

If an informal resolution to the complaint is appropriate and feasible, the dean and the academic employee may resolve the complaint informally.

309.4 Formal Complaint Resolution Process

If the complaint is of a serious nature, or if informal resolution is not appropriate or not successful, the District will:

A. Conduct a formal investigation as approved by the Director of Human Resource Services;

B. Provide the employee a written report of the results of the investigation;

C. Provide the academic employee with written notification of disciplinary or corrective action being contemplated. The affected employee will then be given an opportunity to present reasons, either orally or in writing, why the proposed action should not be taken.
310    **Discipline**

A. No employee will be disciplined without just cause. This subsection will not apply to decisions regarding renewal or non-renewal of probationers, decisions regarding re-hire of part-time employees, or decisions regarding the rehire of extra-contractual, supplemental employees.

B. Faculty members reserve the right to have a representative of the Association and/or counsel present when being reprimanded, warned, disciplined or denied rights available under this contract. No action will be taken with respect to the faculty member until a representative is present or within three days of notification, whichever is sooner. Upon request, the specific cause(s) forming the basis for disciplinary action will be made available to the employee and the LCCFAHE in writing. Nothing in this Contract will be construed to preclude the appropriate administrative person from attempting to resolve problems informally with a faculty member in confidence as described in Article 309. Investigations shall be authorized by the Director of Human Resource Services.

C. The College agrees to follow a policy of progressive discipline that is appropriate to the behavior that precipitated the action, unless the severity of the employee’s action requires otherwise.

D. Academic employees may request removal of records of disciplinary action from their personnel file after three (3) years provided there has been no subsequent discipline and with the exception of violations of affirmative action policies, sexual harassment, or last chance letters. The final exception exists where statutes require that records be kept for more than three years.

311    **Reduction in Force**

This section provides an orderly process for a reduction-in-force made necessary due to one or more of the following reasons: a financial emergency; decrease in enrollment; changes in Board approved educational policy; program reduction or termination; or State agency regulations/standards; or SBCTC declared RIF pursuant to RCW 28.B.50.873. In effectuating a reduction-in-force, the following procedures and criteria shall be utilized:

A. The President, with consultation from his/her administrative staff and appropriate department chairman, will review the nature of the problem facing the College if a financial emergency, decrease in enrollment, changes in Board approved educational policy, program reduction or termination, change in State agency regulations/standards or emergency RIF is determined to be likely. If the President determines that reductions in staff are, or will be necessary, he/she will give notice of the potential reduction-in-force to the Lower Columbia College Faculty Association within seven (7) calendar days of this determination. The notice which the President gives to the LCCFAHE shall include:
1. The reason(s) for the proposed reduction-in-force.

2. The number of full-time academic employees to be considered for layoff.

B. If requested by LCCFAHE, representatives of the LCCFAHE shall have the right to meet with the President and his/her designee(s) within seven (7) calendar days of the notice of the intended reduction-in-force. The President shall explain and justify the need for such reduction(s) in staff and major criteria to be used to identify those to be laid off.

C. The need for a reduction-in-force shall be determined by the President, who shall consider, but not be limited to, the following factors:

1. The goals, standards, and objectives of Lower Columbia College and the State Board for Community and Technical Colleges.

2. The course offerings and/or other services most necessary in order to maintain quality education at Lower Columbia College.

3. The enrollment and the trends in enrollment for not less than four (4) consecutive quarters, if applicable, and their effect upon the discipline/program.

4. Information concerning academic employee and administrative vacancies occurring through retirement, resignation, sabbaticals, and leaves of absence.

311.1 Instruction Units

A. The Vice President for Instruction will assign full time probationary and tenured faculty members to the appropriate Instruction Unit, which shall be their primary assignment. A list of Instruction Units shall be contained in Appendix C of this agreement.

For reduction-in-force purposes, the College shall provide the opportunity for each full time probationary or tenured faculty member to claim rights to one additional Instruction Unit based upon the following criteria:

1. The faculty member meets or exceeds the degree requirement for teaching in the discipline, or

2. The faculty member has taught representative courses in the additional unit within the last three (3) academic years, or

3. The faculty member has sufficient relevant work experience in the unit to qualify for vocational certification.
B. A current list of Instruction Units shall be created at the annual turnover meeting with the Contract Maintenance Team. At this meeting additions or deletions will be mutually agreed to by the Contract Maintenance Team.

C. Each academic employee shall be ranked in the appropriate Instruction Unit(s) in accordance with the seniority procedures defined herein. This list shall be distributed to faculty prior to November 15th. Within 10 contract days of distribution, faculty may request changes of their Instructional Unit assignment by submitting a written request to the Director of Human Resource Services. The faculty member will be notified of the decision within 10 contract days of their instructional unit request. Disputes resulting from this decision must be submitted in writing to the Contract Maintenance Team within 20 working days.

311.2 Order of Layoff

If a reduction is determined by the President to be necessary within any reduction-in-force unit, the following order of layoff ordinarily will be utilized: first, full-time temporary academic employees, second, probationary appointees with the least seniority; then, full-time tenured academic employees with the least seniority.

311.3 Procedures for Seniority

Seniority for a full-time academic employee shall be based on the first contract date of hire of the first full-time probationary contract for the most recent period of continuous full-time professional service for Lower Columbia College, which shall include leaves of absence, sabbatical leaves, and periods of layoffs. Upon hire as a probationary faculty member, academic employees who have worked at least three quarters on a temporary full-time contract shall have one year of service awarded for seniority purposes only. Academic employees hired prior to January 1, 2008 will maintain their established seniority date as identified in the Human Resource Services Office as of January 1, 2008. The longest terms of employment thus established shall be considered the highest level of seniority. In instances where full-time academic employees have the same beginning date of full-time professional services, seniority shall be determined in the following order:

A. First date of application for employment.

B. If still tied, then by flip of a coin or another method to which the affected individuals agree.
311.4 Non-renewal Procedures

A full-time tenured academic employee whose appointment is not renewed as a result of this staff reduction procedure has a right to recall to a full-time academic employee position, either a newly created one or a vacancy in the reduction-in-force unit from which this employee was RIF’d. The recall shall be in the order of seniority within the reduction-in-force unit, the most senior first. The right of recall shall extend two (2) years from the date of layoff. Each reduced academic employee is responsible for informing the College of a current mailing address. If the employee is offered reappointment, she/he must accept the offer within fourteen (14) calendar days after the offer is mailed to the current mailing address. Acceptance may be verbal with written confirmation provided within seven (7) days to the College President. Upon recall, full-time tenured academic employees who have been laid off will retain previously earned sick leave, and seniority, and shall regain their tenured status.

311.5 Recall Rights

An academic employee on recall shall have the first right of refusal to any part-time assignments in her/his reduction-in-force unit(s); provided, failure to accept such assignment shall not alter recall rights to full-time vacancies otherwise established; and further provided nothing herein shall require the District to consolidate part-time positions into a full-time position. In the instances where a full-time academic employee is on recall status, the number of part-time assignments, if any, made in the applicable reduction-in-force unit shall not be increased over the number in existence at the time of reduction in force by more than equivalent of one-half (1/2) of a full-time load.

311.6 Tenure Termination Review Committee Role

The Tenure Termination Review Committee shall hear all cases brought under this section pursuant to and in accordance with 308.1 A & B above.

311.7 Board Rights

Nothing in this section shall be construed to affect the right of the Board of Trustees or its designated appointing authority to deny renewal or tenure to a probationer pursuant to RCW 28B.50.857.

312 Personnel Files

The District shall maintain one personnel file for each academic employee. For full-time academic employees, this file shall be in the Human Resource Services Office. Adjunct and Affiliate academic employee files shall be maintained in the Office of Instruction. No other official personnel file shall be maintained by any other office or administrator of the College.
Academic employees may review the contents of their own personnel file by scheduling an appointment with the Human Resource Services office. Upon request, and at employee expense, a copy of any documents contained therein shall be provided to the academic employee. Except for routine administrative matters, an employee’s personnel file will not be viewed by any other individual without the written permission of the academic employee or as otherwise required by law. The District shall give the academic employee two business days notice after the receipt of a request to review an academic employee’s personnel file.

Except for routine administrative documents such as employment notices, no information will be placed in an academic employee’s personnel file unless copies have been furnished to the academic employee. An academic employee may append a written response to the document if he/she so desires. The response shall be included in the personnel file as an attachment to the document to which it responds.

Materials in the personnel file may be removed upon reaching mutual agreement between the academic employee and the Director of Human Resource Services.

313 College Closure

The President of Lower Columbia College may determine that the public health, property or safety is jeopardized, and it is advisable due to emergency conditions to suspend operation of all or any portion of the institution. When suspended operations are necessary, the following guidelines are to be placed in effect for faculty:

A. The Vice President for Instruction determines the need to conduct missed classes and notifies faculty and students, if when, and where classes will be scheduled.

B. In the event that it becomes necessary to close the College or close classes because of inclement weather, volcanic disruption or other acts of nature or other emergencies, the College shall notify local radio stations and one Portland television station before 6:00 a.m. This provision does not preclude the College from closing the institution in the event an emergency does develop. No faculty member shall be required to remain after the College has given notification to close the faculty member(s) work site. Hazardous health and safety conditions that require the closing of the building(s) for students shall apply equally to all faculty members housed in the facility.

C. When the College is closed because of inclement weather, ice, snow or other emergencies, or hazardous conditions, faculty members shall not be required to report to work and will suffer no loss of pay or benefits, provided the closure is three (3) working days or less and instructional requirements can be accomplished within the established calendar. In the event the closure is greater than three (3) days, the President will resolve how to adjust the calendar.
D. When the College is closed early, faculty members shall be permitted to leave immediately after students are dismissed.
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ARTICLE 400: FULL-TIME SALARIES AND BENEFITS

The salary schedule for full-time academic employees is listed in Appendix B of this agreement. All salary rates are for 173 contract days.

401 Salary Placement – Full-time Academic Employees

Placement for full-time academic employees shall be based on a combination of educational attainment and relevant work experience. Salary schedule steps will be awarded first according to Article 401.1 below. Any additional years of experience not considered in Article 401.1 shall be awarded according to the criteria in Article 401.2 below. Additional steps shall be awarded for tenure-track faculty who held a full-time temporary position prior to their tenure track appointment according to the criteria in 401.3 below.

401.1 Base Education and Experience Adjustment

 Newly hired full-time academic employees shall be placed on the salary schedule according to the following criteria. All academic credits referenced below are quarter credits; adjustments shall be made for semester credits at an exchange of 1 semester credit = 1.5 quarter credits. All years referenced below refer to years of relevant work experience.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Step Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors Degree or Journeyman, Less than Bachelors/Journeyman and up to 6 yrs. experience.</td>
<td>1</td>
</tr>
<tr>
<td>Masters Degree, Bachelors + 90 credits, Bachelors + 4 yrs., Journeyman + 4 yrs.</td>
<td>2</td>
</tr>
<tr>
<td>Masters + 2 yrs., Masters + 45 credits, Bachelors + 135 credits, Bachelors + 6 yrs., Journeyman + 6 yrs.</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate Degree, Masters + 90 credits</td>
<td>4</td>
</tr>
</tbody>
</table>

401.2 Additional Experience Adjustment

A. After placing a new academic employee as outlined in Article 401.1, any years of relevant applicable experience not utilized shall be used to adjust the placement upward to a higher step. Placement shall be adjusted for applicable relevant experience beyond that utilized in Article 401.1 based upon two (2) full years equaling one (1) step not to exceed six (6) years (3 steps) beyond initial placement.

B. In order to recognize additional prior teaching experience, and/or other conditions, an additional one (1) or two (2) steps may be added to the final placement by the District in mutual agreement with the LCCFAHE representative.
401.3 Steps Earned During Full-time Temporary Assignments

In cases where an academic employee has been working in a full-time temporary position prior to being hired into a tenure track position, and during that time earned sufficient professional development units (PDUs) to advance on the salary schedule as outlined in Article 403, the steps earned shall be added to the initial placement subject to the following criteria:

A. Steps when earned are added to the placement offer only when the tenure track appointment follows the temporary appointment in a normal sequential manner within six academic quarters.

B. Normal PDU guidelines and submission dates as outlined in Appendix A apply.

C. In cases where the PDU evaluation has not occurred by the time a placement offer is to be forwarded and subsequent evaluation shows a step was earned, a salary placement adjustment with appropriate retroactive pay shall be made.

D. Any PDUs earned during the temporary assignment not utilized for the award of a step shall be banked and become active upon the award of tenure.

E. Full-time temporary faculty will not receive PDU’s for college courses or other activities completed towards a degree or other certification required of a tenured position in the discipline for which they are assigned.

401.4 Minimum Qualifications Requirements

In the event that a tenure track position has a limited pool of applicants, causing it to be necessary to hire a candidate whose qualifications do not meet the minimum required for the position, the candidate will be required to meet the minimum qualifications for the position they are to hold by the end of the probationary period. Minimum criteria must be met before the award of tenure. The candidate will be placed when hired on the salary schedule as if they met the minimum qualifications for the position.

402 Distribution of New Funds and Turnover Savings.

Any salary increases provided by the Legislature earmarked for a specific purpose shall be applied as required and according to the following guidelines:

A. General salary increase monies shall be applied to each step on the salary schedule on an equal basis. General salary increases shall be effective at the earliest date allowed by the Washington State Legislature.

B. Increment Monies and Turnover Savings
The District and the LCCFAHE shall meet no later than October 31 of each academic year to verify the number of advancements earned from the prior academic year. Turnover savings, as defined by SBCTC guidelines, shall also be identified and usage negotiated at this time. Increment advancements covered by this section shall be effective at the beginning of fall quarter for the given year.

1. Compensation to academic employees for any accrued sick leave will not be included in the calculation of turnover savings. In any instance in which the turnover savings and the sick leave compensation occur in the same fiscal year, the amount used for sick leave compensation will be awarded as turnover in the following fiscal year.

2. Any turnover savings and/or increment funds in excess of those required to fully fund outstanding increments will be applied to the salary schedule in equal dollar amounts.

3. In cases where excess turnover/increment dollars as defined in 402 B-2 above are less than $5000, the funds will be carried forward and added to the turnover pool the following year.

C. Increment monies shall be applied according to the following order:

1. First paid: Any unpaid earned advancements from the prior year.
   a. One earned advancement for individuals who have completed a new Bachelor’s, Master’s, or earned Doctorate degree. (See exclusion in Limitations section of Appendix A.)
   b. One earned advancement according to order of LCC seniority beginning with the most senior.
   c. Additional earned advancements, one at a time as outlined in (a) and (b) above in order of seniority, until all unpaid advancements from the prior year are funded or increment/turnover monies are exhausted.

2. Second paid: One earned advancement granted in the following order:
   a. One earned advancement for individuals who have completed a new Bachelor’s, Master’s, or earned Doctorate degree. (See exclusion in Limitations section of Appendix A.)
   b. One earned advancement according to order of LCC seniority beginning with the most senior.
c. Additional earned advancements, one at a time as outlined in (a) and (b) above in order of seniority, until all advancements are funded or increment/turnover monies are exhausted.

d. If any earned advancements remain unpaid, they will become first paid advancements in the following year.

403 Salary Schedule Increment Advancement

Academic employees shall advance from step to step on the salary schedule upon the completion of ten (10) professional development units (PDUs) as defined in Appendix A, subject to the following provisions:

A. Such movement is authorized by the Legislature.

B. There is a step for the employee to move to.

C. Such movement is effective at the beginning of the subsequent academic year consistent with (A) above.

D. Such movement is consistent with the priorities established in Article 402.

E. Increments due but unpaid shall be carried forward and prioritized as established in Article 402.

404 Seniority Advancement

Commencing with the 2008-2009 academic year, non-probationary academic employees shall receive four (4) PDUs for each new year of service completed.

405 Promotion upon Tenure

In recognition of successful completion of the probationary period and the responsibilities attendant to promotion to the tenured status, a faculty member who is awarded tenure shall be granted three (3) additional steps on the salary schedule. Any step movement attributed to such promotions shall be effective the quarter following the promotion and will not be considered a salary increase for the purposes of Article 402.

406 Department Chair Pay

Department chair pay shall be $3,000 per academic year.

407 Summer Quarter Pay

A. Academic employees teaching summer quarter shall be paid in accordance with the adjunct rates established in Article 451.
B. Affiliate faculty who teach summer quarter shall be compensated at the regular adjunct faculty rate.

408 Tenure Purchase

Tenure purchase incentives shall be mutually agreed upon by the individual academic employee and the District. All such agreements shall be reduced to writing and enforceable through the grievance procedure outlined in Article 900. The District shall provide a copy of the written agreement to the LCCFAHE. Tenure purchase compensation shall not count toward retirement calculations.

409 Additional Assignments

409.1 Non-Instructional Duties

The District may choose to employ full-time academic employees beyond their normal assignment for duties other than instruction. Compensation for such assignment shall be made at a rate equal to the employee's annual contracted salary rate divided by the number of days in the base work year times the number of full-time equivalent days to be worked during the additional assignment.

409.2 Instruction of Ungraded and Non-State Funded Courses

With the exception of apprenticeship courses, compensation for ungraded courses or courses that are not eligible for state funding, shall be negotiated between the appropriate administrator or their designee and the instructor. An exception shall be in cases where full-time faculty mutually agree to teach courses not eligible for state funding as part of their base workload; in such cases, regular salary and workload provisions apply.

409.3 eLearning Courses

eLearning is one of several instructional modalities. The same responsibilities and standards that apply to face to face classroom instruction also apply to courses delivered electronically, online, or in a hybrid format.

A. eLearning is defined as:
   1. Enhanced – no reduction in seat time.
   2. Hybrid – substantial reduction in seat time.
   3. Fully online – virtually no seat time

B. Ownership of all eLearning course materials developed by faculty members will be determined in accordance with Article 704 of this agreement.

C. The faculty agree to utilize the College’s officially supported technological systems when teaching enhanced, hybrid, or online courses. An alternative to the college supported technological system may be used if mutually
agreed to by the academic employee and the appropriate supervising administrator. If such an agreement is made, the following conditions will apply:

1. The faculty member shall provide the appropriate supervising administrator the information necessary to access the course space so that in the event of an emergency, the district can facilitate course continuity and/or student progression.

2. The agreement will explicitly state how and by whom the students and instructor will be provided with technical support.

3. The alternative agreement/plan will be published in the class schedule and will be included in the class syllabus.

D. The following are suggested stipend amounts for requested eLearning course development that is not part of a faculty member’s regular workload agreement. The actual amount may vary, based on the individual requirements for each course. The stipend amount will be determined by the supervising administrator in consultation with the faculty member prior to development of the course.

- **New → Online** $550 per credit

  Instructor will create a never before offered course from scratch, not drawing from a previously taught course. Instructor may use some pre-existing electronic content from outside sources, but the project will require substantial work to create, organize and translate lesson materials. All required course activities and work will utilize the online medium.

- **Face 2 Face → Online** $400 per credit

  Instructor will take an existing on-ground course and convert it to the online modality. All required course lessons, activities and assessments will occur in the online medium.

- **Face 2 Face → Hybrid** $220 per credit

  Instructor will convert existing on-ground course to substantially take advantage of the online venue. Course will still meet regularly on-ground
but a significant portion of the course lessons, activities, and assessments occur in the online venue.

- Hybrid → Online $220 per credit

Instructor will replace on-ground component from hybrid course so that all course lessons, activities, and assessments occur in the online venue.

410 Cancellation of Classes

Adjunct, affiliate, and full-time academic employees instructing beyond their full-time load who are affected by the cancellation of classes shall receive compensation according to the following schedule:

A. Academic employees who are asked by their supervising administrator to meet a course for the first session, or who teach for one or more hours before the class cancellation decision is made by the supervising administrator, shall be compensated at the employee’s normal hourly rate for the actual number of hours taught or $120, whichever is higher.

B. Academic employees whose class is cancelled without 3 working days prior notice will receive $120.

411 Overload

Full-time academic employees who instruct or perform similar duties in addition to a full load shall be compensated at the adjunct rate.

412 Conformance with Statutes

It is the intent of the parties that all provisions of this Article be in conformance with the Higher Education Act. In the event that formal action occurs challenging such result, salary provisions contained herein alleged to violate appropriation provisions shall be invalidated pending final resolution of the matter.

ARTICLE 450: TEMPORARY FULL-TIME / ADJUNCT SALARIES AND BENEFITS

450.1 Temporary Full-time Instructor

A. Placement on the salary schedule will be in accordance with Article 401.1, Base Education and Experience Adjustment and Article 401.2, Additional Experience Adjustment.
B. The temporary full-time instructor will be eligible for overload only after tenured and tenure track instructors have made their selection.

C. The appointment of a temporary full-time instructor carries no promise or expectation of continued employment.

450.2 Adjunct and Affiliate faculty

Adjunct and affiliate faculty are academic employees contracted on a quarterly basis. They are not placed on the full-time academic employees’ salary schedule but are paid according to the rates established in Article 451 A.

451 Adjunct and Affiliate Salaries

A. Compensation for adjunct faculty shall be based on the following rates:

   Lecture Instruction Rates – per credit

<table>
<thead>
<tr>
<th>Step</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Step 1</td>
<td>$495</td>
</tr>
<tr>
<td>Adjunct Step 2</td>
<td>$561</td>
</tr>
<tr>
<td>Affiliate</td>
<td>$667</td>
</tr>
</tbody>
</table>

   Lab Instruction Rates – per credit

<table>
<thead>
<tr>
<th>Step</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Step 1</td>
<td>$760</td>
</tr>
<tr>
<td>Adjunct Step 2</td>
<td>$836</td>
</tr>
<tr>
<td>Affiliate</td>
<td>$994</td>
</tr>
</tbody>
</table>

   ABE/ESL Rates – per credit

<table>
<thead>
<tr>
<th>Step</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Step 1</td>
<td>$415</td>
</tr>
<tr>
<td>Adjunct Step 2</td>
<td>$425</td>
</tr>
<tr>
<td>Affiliate</td>
<td>$450</td>
</tr>
</tbody>
</table>

1. The course lecture and lab session values for the purpose of computing part-time compensation shall be defined by the Master Course Catalog File.

2. In order to move from Adjunct Step 1 to Adjunct Step 2, the adjunct faculty member must have taught 45 or more credits at LCC.

3. In applying the above, the lab session rate shall be applicable to all non-instructional academic employees. The lecture rate shall be applied to the Math Achievement Center and the BTEC Lab. A one-lecture/two session lab rate shall be applied to the Welding and Machine Shop Labs.
B. Exceptions to 451 (A) shall be as follows:

1. Compensation for academic employees teaching special apprenticeship courses will be at the ABE/ESL rate.

2. Cooperative Education Instructor Coordinators shall be compensated at $73.27 per student per quarter.

3. Nursing Clinical rate is exclusive of the additional stipend for clinical preparation and supervision. The stipend is $314.00 for a 5 credit lab and $343.00 for a 6 credit lab.

C. Full-time academic employees who substitute for academic employees who are ill or on pre-approved absence from the campus shall be paid $25.00 per 50 minute session, provided the arrangement has been previously approved by the appropriate administrator.

D. Full-time academic employees who fill in on a vacant position or extended leave shall be paid at the rate agreed upon by the person involved, LCCFAHE, and the appropriate dean.

E. The professional partner coordinator shall be compensated at the rate of $750.00 per quarter.

F. Professional partners shall be paid at the rate of $100.00 per adjunct faculty member assigned.

G. Academic employees who teach independent study shall be compensated at the quarterly rate of $30.00 per student per credit. The formula for calculating the percent of full time for independent study is available in the Office of Instruction upon request.

452 Adjunct Academic Employee Privileges

452.1 Affiliate Status

A. An adjunct academic employee who has completed at least 20 full-time equivalent units at Lower Columbia College shall be granted Affiliate Status. Affiliate faculty have the following privileges during the regular academic year:

1. First priority to teach classes for which they are qualified in the program, discipline, or field in which Affiliate Status is attained and for which full-time faculty are not available or qualified to teach. The standard procedure for scheduling class assignments is described in Article 703.
2. The ability to take an approved unpaid leave of absence.

B. For the purposes of qualifying for Affiliate Status, one full-time equivalent unit shall be defined as the total number of credits taught divided by 15 credits for regular adjunct courses, and 26 credits for ABE/ESL courses. In cases where an individual has taught in more than one discipline, all credits count towards affiliate status.

C. Affiliate faculty are required to conduct student evaluations as described in Article 812.1.B.

D. Affiliate faculty shall be compensated at the regular adjunct faculty amount for summer school as described in Article 451.

452.2 Sick Leave

Adjunct faculty shall earn sick leave as described in Article 504.
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ARTICLE 500: LEAVES

501 Sick Leave Definition

A. "Sick leave" shall mean a leave of absence with pay granted pursuant to RCW 28B.50.551 for illness, injury, bereavement, or emergencies.

B. "Compensatory account" shall mean that account set up for sick leave, and that account shall be posted with sick leave.

C. “Non-compensatory” shall mean that account which has been set up for ineligible sick leave, which is sick leave accrued in excess of 12 days per year per RCW 28B.50.533(2).

D. A full-time academic employee shall be credited with twelve (12) days sick leave on the first day of the initial contract which is for three (3) consecutive quarters. Thereafter, commencing with the second year of employment, the employee shall be credited with one (1) day of leave per month. Academic employees in leave without pay status shall not be credited with leave.

E. Employees shall notify their supervising administrator when they find it necessary to be absent. The employer reserves the right to request from the employee a statement signed by a licensed health care practitioner or certified mental health practitioner concerning treatment for an illness or injury which extends five (5) consecutive working days or longer.

502 Annual Accounting for Sick Leave

A. All sick leave taken by eligible employees shall be posted to the compensatory account, except for those employees who have a non-compensatory account balance in which case in any month the number of days charged to the compensatory account shall not exceed the number of days accrued to their compensatory account that month. Excess sick leave days in that month will be charged to the non-compensatory account until it is exhausted. Any remaining sick leave days used will be charged to the compensatory account.

B. Leave account information is available through the LCC internal web page via Web Earnings History.

503 Sick Leave Buy-Back

A. In January of the year following any year in which a minimum of sixty (60) compensable days of sick leave is accrued, and each January thereafter, any eligible employee may, upon written request, receive remuneration for unused compensable leave accumulated in the previous calendar year at a rate equal to one (1) day's monetary compensation of the employee for each four (4) full days of accrued compensable leave in excess of sixty (60) days. Sick leave for which
compensation has been received shall be deducted from the accrued compensatory balance at the rate of four (4) days for every one (1) day's pay.

B. Eligible employees, at the time of separation from State service due to retirement on account of age or physical disability, or the estate of a deceased eligible employee, may participate in sick leave buy out or VEBA compensation consistent with applicable statutory requirements and District procedure.

504 Adjunct Sick Leave

A. Method of calculation. Faculty members employed on adjunct and/or quarterly contracts shall earn sick leave based on their contracted FTEF multiplied by seven (7) for each month they are in active teaching status. At no time shall the total hours of sick leave earned per month exceed seven (7) hours. Adjunct faculty shall accumulate such leave at the rate of one (1) day (prorated) for each calendar month during which they are employed for a contractual day provided the total does not include more than twelve (12) days during any given twelve month period.

B. Usage. Adjunct Faculty are entitled to use their accrued sick leave for bereavement as defined in Article 506 and for emergency, family, medical, and disability purposes consistent with that of full-time faculty as defined in Article 507. Sick leave will only be taken during the duration of a current adjunct contract. For purposes of establishing eligibility under the Family Medical Leave Act, adjunct faculty are required to work at least fifty percent of a full load for the three previous consecutive quarters with Lower Columbia College.

C. Accrual.

1. Adjunct Faculty sick leave will accumulate from quarter to quarter.

2. The College will maintain an individual’s sick leave balance for three years following active employment.

3. Active employment for purposes of sick leave accrual for Adjunct Faculty is teaching at least one class every academic year.

4. Adjunct Faculty must petition for reinstatement of their accrued sick leave balance within three (3) years after leaving active employment with Lower Columbia College. Failure to petition for reinstatement of sick leave will result in the loss of any accrued sick leave balances.

D. Attendance Incentive. Adjunct Faculty may cash in unused sick days above an accumulation of sixty (60) compensable days at a ratio of one (1) full day’s pay for each four (4) full accumulated compensable sick leave days consistent with the rules identified in Article 503.
E. **Shared Leave.** Adjunct Faculty may participate in Lower Columbia College’s shared leave program.

F. **Transferability.**

1. Adjunct Faculty may transfer sick leave balances from another Washington State public community and/or technical college when Lower Columbia College becomes the sole employer. Adjunct Faculty must petition to transfer their sick leave balance during the 3rd quarter following the initial first two quarters in which Lower Columbia College has been their sole employer.

2. If simultaneously employed at another Washington State public community and/or technical college, the respective campus’ negotiated agreement will apply.

G. **Sick leave cash-out at retirement or death.**

1. Adjunct Faculty may cash-out unused portions of their sick leave balances at the time of their retirement or death. In the case of death, Adjunct Faculty designated beneficiaries would be entitled to receive the cash-out. For purposes of sick leave cash-out, Adjunct Faculty must provide Lower Columbia College with the appropriate verification from their retirement plan (TRS 1, 2, or 3, PERS 1, 2, or 3, TIAA/CREF, and/or Social Security) which shows they are receiving distribution payments and are in retirement status.

2. Adjunct Faculty who retire (as noted in G, 1) may participate in the medical expense plan (VEBA) as defined consistent with statutory requirements and District procedure.

**505 Jury Duty**

Leave of absence with pay shall be granted employees to serve on jury duty, as trial witnesses, or to exercise other subpoenaed civil duties. Employees will be allowed to retain any compensation paid to them for their jury duty service. Employees shall reimburse the Employer for compensation received for all other civil duty, exclusive of expenses incurred.

**506 Bereavement Leave**

Bereavement leave, which is deducted from sick leave, may be taken as follows:

A. Five (5) days for death in the immediate family, which includes: husband, wife, offspring, parent, sibling, stepbrother, stepsister, stepchild, stepparent, grandchild, grandparent, in-law, or any person living in the immediate household of the
employee. Leave to pay last respects to a very close deceased friend may be granted by the immediate supervisor without loss of pay to the employee.

B. Upon approval to the appropriate dean, additional days of bereavement leave shall be deducted from accumulated sick leave.

**507 Family and Medical Leave**

Long term medical leave shall be granted in accordance with the Family and Medical Leave Act (FMLA) and any amendments thereto and the Washington Family Care Law as defined in WAC 296-130-020. Eligibility requires that an employee has worked for at least twelve (12) months and for at least one thousand two hundred fifty (1,250) hours during the twelve (12) months prior to the requested leave. Eligible employees are entitled to up to twelve (12) workweeks of paid or unpaid FMLA leave in a twelve (12) month period.

**508 Sabbatical Leave**

**508.1 Philosophy**

Sabbatical leaves, in accordance with RCW 28B.10.650, provide full-time tenured academic employees with the opportunity for professional growth, enrichment, and renewal and are encouraged by the College. The professional growth and enrichment aspects of a sabbatical leave enhance the ability of faculty to fulfill their duties at the College. The enrichment and renewal aspects allow faculty to pursue activities not normally allowed during their regular assignment and regain a healthy perspective on their profession.

**508.2 Duration**

The Board may grant up to three (3) quarters of absence with or without pay to full-time academic employees for research, study in residence at an accredited institution of higher education, work to update skills, educational travel, or other activities.

**508.3 Eligibility**

Tenured faculty members may apply for their initial sabbatical when in at least their fifth year of service at the College. The initial sabbatical, if approved, will begin no sooner than the beginning of the sixth year of service. Sabbatical leave requests shall generally not exceed three academic quarters (one academic year) of leave from contracted responsibilities. After completing the sabbatical and fulfilling the requirements outlined in Article 508.9, faculty may apply for additional sabbaticals at any time; however, the number of sabbaticals granted to an individual will be considered during the evaluation process as outlined in Article 508.7.
The average number of annual remunerated professional leaves awarded at any institution or district shall not exceed four percent of the total number of full time equivalent faculty, as defined by the office of financial management, who are engaged in instruction (RCW 28B.10.650).

508.4 Application Process

The application process that follows is intended to be specific enough to allow for the orderly and fair review of sabbatical proposals, flexible enough so that academic employees can take advantage of opportunities that arise, and timely enough that the college and the employee can plan for the implementation of the sabbatical. Academic employees requesting a sabbatical shall:

A. Prepare a sabbatical proposal according to the application format in Article 508.5. Consultation with the academic employee’s department and dean during the preparation of the proposal is encouraged.

B. Submit the proposal to their division dean. Proposals must be submitted by the first day of Fall, Winter, or Spring Quarter for consideration during that quarter. Proposals received after the first day of the quarter shall be considered the following quarter. Proposals are not evaluated during Summer Quarter.

C. Requests for sabbatical leave for two or three consecutive quarters that span two academic years (divided by Summer Quarter) shall be submitted and regarded as a single sabbatical application.

508.5 Application Format

In order that the Sabbatical Leave Committee may objectively evaluate each application, the following outline is offered. Individuals may offer additional material, but at a minimum should include the following:

1. Statement of Topic – This statement should frame the thesis of the proposal.

2. Summary of Need – This section should explain how the proposal addresses the needs of students, the individual, the department(s), the College and/or the community.

3. Evidence of Preparation and Commitment – This section should include information pertaining to professional background, interest, and goals.

4. Description – This section should outline the prospective activities and expected results of the sabbatical, divided into three sections:

   a. An outline of the activities to be completed.
b. What the sabbatical study would do to enhance the effectiveness of the individual faculty member.

c. What benefit is likely to accrue to the institution as a result of the applicant’s study leave.

5. Sabbatical Timeline and Implementation – This section should list the time frame of the sabbatical and list specific considerations related to critical decision dates, potential workload coverage, and any other issues related to the implementation of the sabbatical by the college. It is suggested that sabbatical requests are made two quarters in advance.

508.6 Application Review Process

A. Review – At the beginning of each quarter, the deans will identify any proposals submitted by the first day of the quarter or pending from the previous quarter. Sabbatical committee members will be notified of the pending application(s) no later than the end of the first week of the quarter. A meeting of the Sabbatical Leave Committee will be convened no later than the fifth week of the quarter. After electing a chair as outlined in 508.7, the committee will check applicants for eligibility and review the applications according to the criteria outlined in this agreement. The committee may request the attendance of applicants and assist as needed with revisions to the application. After applications are adequately revised (if needed), the committee shall make a written recommendation, ranking all applications properly submitted and meeting the criteria as outlined in this agreement. The recommendation shall be completed either by the end of the quarter or according to a later deadline if appropriate and requested in the proposal. The ranking will indicate the committee’s priority as to the granting of leaves and shall follow the guidelines established in 508.6(C). The written recommendation will be forwarded by the committee chair to the Vice President for Instruction and all sabbatical applicants. The Vice President for Instruction will review the committee’s recommendation and prepare his or her written recommendation. A copy of the Vice President for Instruction’s recommendation will be sent to each sabbatical applicant. The Vice President for Instruction’s recommendation, along with the committee’s recommendation, will be presented to the President, who will make the final decision.

B. Evaluation Criteria – In order to provide objective and fair evaluation and ranking of proposals, the following guidelines will be used to evaluate proposals. These guidelines may be revised by mutual agreement between the District and the LCCFAHE.
1. Value to the individual (40% weighting) – The proposal should meet at least one of the following considerations:
   
   a. Will improve and develop teaching skills.
   b. Will improve an area of professional concern (methodology, curricula, etc.)
   c. Will assist faculty in meeting professional development goals (evaluation cycle outcomes).

2. Value to the institution/instructional program (40% weighting). The proposal should meet at least one of the following considerations:
   
   a. Will develop a new direction for program/department/institution.
   b. Will develop a new program (courses) for instruction/institution.
   c. Will develop significant content/skills in existing courses.
   d. Will help evaluate effectiveness of program/department/institution.
   e. Will allow program to adopt new technology.

3. Previous sabbaticals (20% weighting). The committee will factor into their ranking whether or not an applicant has had a previous sabbatical. In general, the committee will apply the principle that, within a group of applicants, the applicant with the least number of previous sabbaticals should be given preference. For all applicants who have had a previous sabbatical that commenced on or after Fall Quarter 1998, the committee shall review the written report completed for the previous sabbatical leave. The committee may recognize that, under exceptional circumstances, it may be desirable to place a proposal by an applicant with previous sabbaticals at a higher priority than a proposal forward by an applicant with less or no previous sabbaticals.

C. Ranking Criteria – For situations in which more than one sabbatical leave is requested for a given quarter or quarters, the committee shall apply the following guidelines:

1. No more than four percent of the total number of full time equivalent faculty, as defined by the Office of Financial Management, who are engaged in instruction (RCW 28B.10.650) should be on sabbatical for any given quarter.

2. When ranking sabbatical proposals, the impact on the discipline area(s) shall be considered.
D. Meritorious Unfunded Sabbatical Requests – In the event the review process finds a sabbatical proposal to be meritorious, but the leave is not recommended because of a lack of sabbatical slots, higher priority institutional need for other proposals, or resource limitations, the committee may offer the faculty member continuance for one year. If accepted, such a continuance shall result in the application having priority over other applications submitted in the next three quarters.

E. Appeal – Faculty members may appeal the recommendation of the committee or the Vice President for Instruction. Appeals shall be in writing and will express the applicant’s objections, rationale, and remedy. Appeals of the committee recommendation will go to the Vice President for Instruction, who will consider the appeal in his or her recommendation. Appeals of the Vice President for Instruction’s recommendations will go to the President, who will consider the appeal before making the final decision. Applicants have the right to discuss their written appeals in person with the Vice President for Instruction before he/she completes his/her recommendations/decision and may have LCCFAHE representation, if desired. All parties will respond within a reasonable time frame at all levels of this process, so as not to delay the overall decision-making process.

508.7 Sabbatical Leave Committee

The Sabbatical Leave Committee will consist of four tenured faculty members elected by the full-time faculty each fall and two instructional division deans as appointed by the Vice President for Instruction. Each instructional department shall nominate one member to be considered for election to the Sabbatical Leave Committee. Faculty service terms shall be three years. Elections for faculty positions shall be staggered on a three-year cycle, with one faculty member being elected in the first and second years of the cycle and two faculty members being elected in the third. In the event that a faculty member is unable to finish a three-year term, a replacement will be elected for the remainder of the term. Faculty members may be elected to serve no more than two consecutive terms. Each quarter in which one or more applications are to be reviewed, the committee shall at its first meeting elect one of the faculty representatives to serve as chair for the remainder of the quarter. The committee will review sabbatical applications according to the provisions of Article 508.6.

508.8 Compensation

Compensation for sabbatical leave shall be 90% of the academic employee’s base salary.

A. Failure to complete fully the sabbatical objectives as approved will result in the academic employee being required to repay the College 80% of the awarded sabbatical salary. Disputes regarding the completion of
sabbatical objectives shall be resolved by joint review of the Sabbatical Leave Committee and the Vice President for Instruction, and such resolutions shall not be subject to the grievance procedure of this Agreement.

B. Academic employees may use sick leave during a sabbatical, provided they submit a physician’s statement certifying the necessity for sick leave use during sabbatical. Academic employees who experience sick leave during sabbatical shall submit a time table for completion of the sabbatical requirements to the appropriate division dean for approval. Failure to meet the requirements of the revised completion of the sabbatical will result in repayment as provided in 508.8 A.

508.9 Other

A. An academic employee granted a leave will sign an agreement to complete the following:

1. Return to the College for a period of time equal in length to that of the leave granted at same or comparable position with no loss in salary schedule status.

2. Refund the College all leave pay should the recipient not return at the expiration of the leave. Should the academic employee be unable to return because they have become disabled or deceased during the leave, no refund is required.

B. Upon completion of the sabbatical, the academic employee will prepare a written report that summarizes the actual sabbatical activities and compares them to the description outlined as a part of the application process in Article 508.4. The report shall be completed no later than two quarters after the completion of the sabbatical. Reports will be submitted to the Vice President for Instruction, who will place them in the LCC library. The report shall be reviewed by the Sabbatical Leave Committee when evaluating any future sabbatical requests by the academic employee.

C. Upon completion of the sabbatical, the academic employee will complete two presentations on his or her sabbatical: one to the faculty and campus community as arranged at a mutually convenient time with the Vice President for Instruction and one to the Board of Trustees as arranged at a mutually convenient time with the President. The presentations shall be completed no later than two quarters after the completion of the sabbatical.

D. The sabbatical leave policy of the Agreement shall be administered separately from the Faculty Development policy.
E. The sabbatical program shall be administered in a manner consistent with all statutory requirements.

509 Leave Sharing

The District shall provide full-time academic employees the opportunity to share leave as permitted by legislation.

510 Leave Without Pay

A. Leave without pay may be granted to a faculty member by the College. Requests must be made in advance and are subject to the approval of the appropriate supervising administrator.

B. Leave without pay and absences other than those granted under this article, will be at the academic employee’s daily rate.

511 Personal Leave

Personal leave shall be available under the following circumstances:

A. Academic employees shall have four (4) days of personal leave per contract year.

B. Prior approval from the dean is required for the use of more than two consecutive days of personal leave.

C. The faculty member using the leave is responsible for making adequate arrangements for covering the course material for a given leave day.

D. Personal leave for Commencement or In-Service days must be requested in writing and approved by the appropriate Vice President or designee prior to the event.

E. Adjunct academic employees shall have one (1) day of personal leave available per quarter. This leave is non-cumulative from quarter to quarter.
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ARTICLE 600: ACADEMIC EMPLOYEE RIGHTS AND WORKING CONDITIONS

601 Safety

Both parties agree to maintain safe working conditions. All academic employees shall follow safety rules and procedures as they shall be from time to time promulgated.

601.1 Hazard Reporting and Evacuation

Academic employees shall be given immediate notice of any known or imminent danger to body or property, whether from physical or human origin. Academic employees who encounter a hazard that may constitute a health and/or safety hazard or potential threat to others shall immediately report such danger to Campus Services and their immediate supervisor. In critical situations, academic employees may evacuate themselves and others until determination can be made as to the extent of the problem and safety of the work area. The Campus Safety Officer or appropriate vice president will make the final determination as to the occupancy of the evacuated area or work site with the assistance of other safety professionals when necessary.

601.2 Safety Program

The District will maintain a safety program. The program planning and implementation must include academic employees and be tailored to the specific needs of each work area. The District will provide training about job health and safety as required by WISHA. Safety rules, policies, and procedures shall be promptly published. They will be made available on the LCC intranet and paper copies. Paper copies of area-specific rules, policies, and procedures will be provided to each work area. Academic employees will be required to attend an orientation of the safety program upon hire and for all significant rule, policy, and procedure changes as they occur.

602 Faculty/Staff Lounge

The District agrees to continue to provide a lounge which shall be reserved exclusively for use by faculty, staff, and their guests.

603 Tort Claims

A. As provided for in RCW 28B.10.842, whenever any action, claim, demand, suit, criminal proceeding, judgment or proceeding is instituted against an academic employee arising out of the performance of duties for the District, within or without Lower Columbia College facilities, the Board of Trustees may grant a request by an academic employee that the Attorney General be authorized to defend said action, claim, demand, suit, criminal proceeding, judgment, or
proceeding and the cost of defense of said action shall be paid from the appropriation made for the support of the District.

B. If the District is unable to reach any decision of the matter, the Attorney General is authorized to grant a request.

C. When a request for defense has been authorized, then any obligation for payment arising from such an action, claim or proceeding shall be paid from the State's Tort Claims Revolving Fund pursuant to the provisions of RCW 4.92.130 through 4.92.160 as now or hereafter amended.

D. The provisions of this section shall not apply unless the District has made a finding and determination by resolution that the academic employee was acting in good faith.

604 Academic Freedom

604.1 Definition and Rights

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.

Academic employees are citizens, members of learned professions, and members of the institution. When academic employees speak or write as citizens, they should be free from institutional censorship or discipline, provided they clearly indicate they are not representing the institution.

Academic freedom allows academic employees to seek and present the truth as they know it on problems and issues subject to accepted standards of professional responsibility, without fear of interference from administrators, the Board, governmental authorities, or pressure groups. Students gain the opportunity to study controversial issues and divergent views and to arrive at their own conclusions. Academic employees have an obligation to protect students' right to freedom of inquiry even when the students' conclusions differ from the academic employees' conclusions.

604.2 Instructional Activities

Academic employees are entitled to freedom in presenting the subjects they teach and shall be free to select and use textbooks and materials that they deem suitable for such presentation. Academic employees' have the obligation to ensure the material meets the valid educational objectives of the class. No mechanical or
Electronic device shall be installed in any classroom or brought in on a temporary basis which would allow a person to be able to listen or record the procedures in any class without the permission of the instructor, unless required by state or federal law.

604.3 Research

Academic employees are entitled to full freedom in research and other creative activities and in the publication of the results.

604.4 Libraries

As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information, and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality, social, political, or religious views of the authors.

Established procedures shall be utilized regarding the implementation of this provision.

605 Personal Development Activities

605.1 Registration and Fees

A. Academic employees shall be allowed to register, at the minimum fee allowed by law and on a space-available basis, for any regular course offered by Lower Columbia College in accordance with RCW 28B.15.558.

B. In the event that the Washington State Legislature or SBCTC allocate tuition waivers for the families or dependents of faculty members, the contract will be reopened immediately to negotiate the implementation of the waivers.

605.2 Use of Facilities

A. Gymnasium

Academic employees shall be allowed to use the College gymnasium facility for a $5.00 quarterly fee according to the following provisions:

1. Use of the facility is allowed only during the normal hours of operation for the facility.

2. Use of the facility must not interfere with scheduled classes or scheduled athletic activities.
3. No guests are permitted use under this section.

4. There will be a $5.00 per quarter charge for use of the facility, the same rate paid for taking classes.

5. Users of the gymnasium must comply with all relevant rules and guidelines for gymnasium use.

B. Laboratories

1. Use of the facilities must not interfere with scheduled classes.

2. Instructors must obtain prior approval for use of the facility from both the administrator who supervises the facility and the administrator who supervises the instructor.

3. Use of the laboratory is allowed only as authorized by the supervising administrator.

4. No unauthorized guests may be present during the use of the laboratory.

5. The laboratory may not be used for personal projects or personal equipment maintenance, unless there is a clear public benefit to the use of the personal project/equipment as approved by the College Ethics Officer.

C. Reserved Parking

Reserved parking will be available to academic employees in accordance with LCC policies and procedures and shall be actively enforced. Rules and regulations will be developed through a Parking Committee, convened by the Vice President for Administrative Services or their designee annually during spring quarter.

606 Field Trips and College Business Travel

A field trip shall be defined as any approved educational activity which requires students and/or faculty members to leave the campus. Travel shall be in compliance with the Student Travel Policy for Athletics and Student Activities Clubs and Organizations. The College upon request shall supply transportation for all such approved trips. Academic employees shall not be required to use their own vehicles for such trips.
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ARTICLE 700: INSTRUCTIONAL ISSUES

701 Workload

701.1 Intent and Purpose

It is the intent of the LCCFAHE and the District to establish and maintain workload standards.

A. Academic employee work assignments will facilitate quality instruction and allow instructional methods that are innovative and/or the most effective for the given discipline.

B. Work assignments will create an appropriate distribution of work while allowing adequate flexibility to meet varying organizational and individual needs.

C. Assignments for academic employees whose work assignment is largely non-instructional will be clearly defined and will be comparable in time and effort to those with assignments that are primarily instructional.

701.2 Assignment

A. Within the limitations and guidelines outlined in this agreement, the assignment of loads for academic employees is the final responsibility of the appropriate dean. Workloads shall be developed in consultation with individual academic employees and the employee’s department. A change in assignment must be within the faculty’s assigned instruction unit or as mutually agreed. The supervising administrator and academic employee shall meet at least once each academic year to discuss and review the employee’s workload. Other aspects of the employees assignment may be discussed at this meeting, including faculty evaluation information as outlined in Article 800.

B. The District shall consult with an academic employee at least one (1) quarter before assigning significantly new or different duties to the employee.

C. The District will seek to fill off campus assignments on a voluntary basis. If no academic employee volunteers, an assignment may be made subject to Article 701.2 (B).

D. Compensation for travel time and mileage to and/or from off campus assignments shall be subject to the following terms.

   1. Travel time shall be compensated at a rate of one contact hour for each two hours of travel. Travel time will be mutually agreed upon before the assignment takes place.
2. If the off-campus assignment involves additional travel mileage, the employee will be compensated according to OFM travel reimbursement rules and rates.

3. Any cost for parking will be reimbursed.

701.3 **Instructional Workload**

A. **Direct Contact Hours:** Each academic employee is assigned an instructional workload comparable to all academic employees' loads in time and effort. Assignments shall normally be from 15 contact hours up to a maximum of 24 contact hours per week in direct instructional contact with students, depending upon the discipline mode of teaching. These normally assigned hours shall not include assignment of overloads. Direct instructional contact means time scheduled in organized classes, seminars, or other activities of a similar nature. Exceptions are to be agreed upon by the academic employee and the appropriate dean.

B. **Workload Exceptions:** The normal full-time load at Lower Columbia College is 15 credits/credit equivalents per quarter with the following exceptions:

1. ABE/ESL/ENL 26
2. CEO 26
3. HOFL 12
4. NURS 12

Exceptions are to be agreed upon by the employee and the supervising administrator.

C. **Student Consultation Hours:** Unless otherwise agreed by the employee and the appropriate dean, full-time academic employees whose primary assignment is teaching will schedule five (5) hours per week outside of classroom instruction to be available for student consultation. All other full-time academic employees and the appropriate dean will mutually agree as to the number to student consultation hours per week. These hours, including time, location, and telephone number (if available) shall be given to the Office of Instruction for publication prior to the start of classes each academic quarter.

D. **Advise:** So far as possible, student advisees shall be matched with faculty advisors by program, major, and degree intent. Every effort shall be made to equalize advisee loads at 15-30 advisees. No advisees over 30 shall be assigned without the permission of the academic employee and the supervising administrator. Unless used as described in 701.4 towards an employee’s service obligation, additional advisees will be considered an overload assignment and be compensated at the rate of $20 for each advisee over 30.
E. Online Classes: The online class capacity shall not exceed that of face to face classes unless mutually agreed upon by the academic employee and the supervising administrator.

F. Class capacity will not be increased without prior consultation with the affected faculty.

701.4 College Service Obligation

A. Full-time faculty members are expected to participate in activities which promote the healthy functioning and advance the mission of the College (This service to the College is beyond that listed in 701.3.)

B. Examples of service activities include, but are not limited to:

- Serving on a committee as appointed by the President of the College, Vice President for Instruction, Vice President for Student Success, the appropriate dean, or the instructional department
- Advising more than 30 active advisees, without additional compensation, as assigned by normal college procedures
- Coordinating and scheduling of Professional Technical Advisory Committees
- Serving as the advisor of a student club
- Engaging in unpaid internal or external consulting
- Teaching additional courses above normal assignment. No overload assignment is made when the academic employee uses teaching to fulfill the requirement
- Maintaining/preparing instructional lab facilities
- Coordinating special events
- Working with area high schools and/or other agencies
- Other activities as appropriate to the academic employee’s work assignment and mutually agreed to by the employee and the supervising administrator

C. The assignment of the specific activities will be made by the academic employee’s supervising administrator after consultation with the academic employee. Every effort will be made to ensure that there is workload equity among the faculty.

D. These activities are to be included in the faculty member’s Teaching Effectiveness Plan each fall quarter and reported on during the Annual Progress Meeting.
701.5 Co-Operative Education

- The Instructor Coordinator (IC) will participate in an orientation with the Work-based Learning Coordinator (WBLC) to review cooperative education policies, procedures and responsibilities.

- IC will provide work-based learning guidance to students and will assist them in planning their career goals, developing learning objectives for the work site and monitoring their progress throughout each quarter of enrollment in co-operative education.

- IC is responsible for on-site visits as required per the State Board (SBCTC) Policy Manual, Appendix E.

- IC will submit final grades per approved college procedures. IC will also submit final evaluation to the WBLC for the student's record.

701.6 Adjunct Faculty -- Workload

The adjunct instructor's primary function is to teach students and foster a professional environment which is conducive to learning and is consistent with LCC’s Mission and Core Values. The instructor will communicate and work collaboratively with the department chair and Dean to:

- Teach courses in accordance with the course description and outcomes listed on the approved Course Plan.

- Assist students by making appropriate use of services, facilities, materials and methods available for enhancing the learning process.

- Create, implement and grade class assignments and examinations.

- Administer final exam according to the College final exam guidelines.

- Be reasonably available to students outside of class to assist them with learning problems associated with class materials.

- Maintain knowledge and professional skills in discipline.

- Participate, if possible, in an adjunct faculty orientation

- Adhere to published policies and procedures.
In addition, adjunct faculty teaching in professional technical programs may be subject to the provisions outlined in WAC 131-16-092 regarding certification for instructors.

**702 Professional Development**

Professional development activities shall serve as the basis for advancement on the salary schedule. The professional development system is described in Appendix A of this agreement.

**703 Scheduling Practices**

It is the intent of the LCCFAHE and the District to establish fair and consistent practices for the development of the schedule, base workload, and the assignment of overload and adjunct courses. Base load, overload, and adjunct assignments are subject to the approval of the appropriate Dean. All parties are encouraged to work collaboratively to allow for fair and timely schedule development. The following guidelines shall be utilized by all departments:

Step 1: Full-time Faculty Propose Base Workload and Overload Assignment

A. A draft schedule shall be supplied to each department chair by the Office of Instruction. Department chairs have the responsibility to share the schedule with all full-time faculty members.

B. Full-time faculty shall select the courses that they propose to teach as part of their regular teaching load.

C. Full-time faculty shall select overload(s) that they propose to teach at the adjunct rate from the remaining courses for which they are qualified to teach.

Step 2: Affiliate Faculty Propose Workload Assignment

A. Affiliate faculty may request unassigned sections for which they are qualified according to seniority as established in Article 452.

Step 3: Regular Adjunct Faculty are Added to the Proposed Schedule

A. The department chair works with department members within disciplines and the appropriate Dean as needed to identify regular status adjunct faculty to fill unassigned sections.

B. The chair forwards the draft schedule with all revisions and proposed assignments of full-time, affiliate, and regular adjunct faculty to the appropriate or designee in the Office of Instruction. Any course sections unfilled and having no recommendations for adjunct faculty by the department shall be specifically identified.
Step 4: The Appropriate Dean Reviews/Adjusts Schedule

A. The appropriate Dean reviews the schedule and, if needed, makes adjustments to the schedule and faculty assignments. Whenever possible, the Dean will communicate with the department chair and/or department faculty member(s) to address any concerns or changes to the proposed schedule.

B. It is the responsibility of the appropriate supervising administrator to ensure that unassigned course sections are filled, and he or she will take the actions necessary to do so. Collaboration with the department chair and department faculty is encouraged.

C. If the appropriate Dean chooses to advertise the adjunct position, action will be initiated through normal college procedures with the Human Resources Department. At the discretion of the administrator, faculty from the department may be included in the interviewing/selection process. In extreme emergencies, the appropriate supervising administrator may need to make a hiring decision in a timely manner that could preclude affording the department the opportunity for input in the hiring decision for the adjunct position.

Step 5: Finalization and Notification

A. Once the appropriate Dean has reviewed and finalized the schedule, it will be made available for faculty to view before being sent for final publication. Any concerns with the schedule identified by faculty are to be taken directly to the appropriate Dean.

704 Material Ownership Provisions

704.1 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.

704.2 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.

704.3 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.

**705 Application of Instruction through New Technologies**

**705.1 Intent and Purpose**

The District and the LCCFAHE recognize the need to balance instructional quality, academic employee security and workload, and methods of instructional delivery involving various technologies. Technologies include interactive video, computer-based instruction, video/audio tapes, telecommunications equipment, etc. Such technologies shall be applied in a manner than maintains or improves instructional quality and does not adversely impact academic employee workloads, either by overloading or displacing an academic employee.

**705.2 Workload Impact**

Academic employees involved in the application of instructional technologies shall be governed by workload standards covered in Article 701.

**705.3 Implementation of Technologies**

Technologies that significantly alter the way in which instruction is delivered shall be implemented according to the following provisions:

A. The academic employees affected by the technology and their department shall be consulted in the development, use, and implementation of said technologies.

B. All courses which use as a primary delivery method the technologies described above shall be administered and evaluated by academic employees with appropriate subject matter expertise and experience.

C. The implementation and use of such technologies shall be submitted to the Instructional Council or its designated subcommittee for review before recommendations are forwarded to the Vice President for Instruction.

**706 Faculty Certification Requirements**

**706.1 Faculty Certification Requirements**

Faculty teaching in professional/technical programs are required to acquire and maintain professional technical education certification as outlined in WAC 131-
16-091 through WAC 131-16-095. As per WAC, maintenance of a current certificate is a condition of employment.

A. Initial Certification – Upon hire, professional/technical faculty will be issued an initial certification. The certification lasts for three years. During the three year period, the following requirements must be completed: (a) the development of a teaching effectiveness plan as described in Article 808.3, that at a minimum addresses the faculty member’s ability to develop, deliver, and assess learner-centered instructional activities and courses, and (b) completion of a minimum of five activities related to the goals in the teaching effectiveness plan and linked to skill standards. The activities completed in support of the teaching effectiveness plan shall equal a minimum of six (6) PDUs worth of activities as outlined in the guidelines in Appendix A of this agreement. Initial certification is not renewable.

B. Standard Certification – After the completion of initial certification requirements, professional/technical faculty will be issued a standard certification. Standard certification is renewable every five years. For renewal, the following requirements must be completed: (a) A teaching effectiveness plan as described in Article 808.3 must be maintained, and (b) of a minimum of five activities related to the goals in the teaching effectiveness plan and linked to skill standards must be completed. The activities completed in support of the teaching effectiveness plan shall equal a minimum of twelve (12) PDUs as outlined in the guidelines in Appendix A.

C. The chief professional technical administrator shall be responsible for determining the approval of professional development activities to be counted towards professional technical educational certification.

706.2 Other Certifications

Other certifications may be required for certain disciplines as a condition of employment. In such cases, the certification will be specified in the position announcement and job description at the time of hire, or, in cases where the faculty and administration agree to a workload change requiring a specific certification, be specified in writing, acknowledged by both parties, and placed in the faculty member’s personnel file. Faculty are required to maintain the certification as a condition of employment.
ARTICLE 800: EVALUATION OF NON-PROBATIONARY ACADEMIC EMPLOYEES

801 Purpose

The purpose of this evaluation program is to provide for professional and personal faculty growth and to foster a standard of teaching and service that provides for quality student education. Evaluations conducted under this article shall be conducted objectively in an equitable and professional manner by all parties. Both the academic employee and the appropriate supervising administrator have specific responsibilities related to the evaluation process outlined in this article. Requests for supplemental evaluation data by appropriate administrators as outlined in provisions of this article may be made on a random basis or to address legitimate instructional concerns, but shall not be made to place an unfair or inequitable burden on any academic employee.

802 Applicability

A. With the exception of 803.1, the provisions of this Article shall not apply to probationary academic employees.

B. The following articles shall be the only provisions of this Article applicable to adjunct academic employees: Purpose (801), Applicability (802), Evaluation of Adjunct Academic Employees (810), Professional Partner Program for Adjunct Academic Employees (811), Student Evaluation of Instruction – Adjunct Academic Employees (812), and Conferences for Adjunct Academic Employees (813).

C. It is understood that this Article creates a formative evaluation system; accordingly, no data collected as a result of this Article may be used by any party in any disciplinary or termination proceeding.

D. Nothing in this Article shall be construed to preclude summative evaluation on an ad hoc basis consistent with Article 802 C above, and Articles 803, 806 and 1000 of this Agreement.

803 Student Evaluation of Instruction for Full-time Academic Employees

803.1 Type

Faculty evaluation form(s) shall be developed that are equitable and accommodate different disciplines and a variety of teaching modalities. The contents of the form(s) shall be mutually agreed upon by representatives of the contract maintenance team. The form(s) shall be reviewed annually and may be revised within the period of this contract with the mutual consent of each party.
803.2 Frequency

A. Full-time tenured. Each full-time tenured academic employee 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 807, 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.

B. Full-time Temporary. 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 807 and shall be included in the teaching effectiveness plan required in Article 808.

803.3 Data Gathering

During the last two weeks prior to final examination week of the quarter, the academic employee shall initiate the completion and collection of the district evaluation form from all classes taught during the quarter. The academic employee shall conduct student evaluations in a manner that protects student anonymity and employee confidentiality. Such protection, as a minimum, shall include third party collection of completed evaluations. The appropriate supervising administrator shall have access to the student data prior to returning the processed forms to the academic employee by the end of the second week of instruction of the following quarter. The summary data will be placed in locked confidential files in the Office of Instruction with access limited to the appropriate administrators. Academic employees may also inspect their individual files.

803.4 Additional Student Evaluation

Other student evaluations may be initiated by the academic employee. The appropriate supervising administrator for the academic employee may initiate other student evaluations after first consulting with the academic employee. Information collected by either party through supplemental evaluations may be used for formative purposes during the triennial conference, provided that information collected by one party is shared with the other party for review before the day of the triennial conference. With the mutual consent of both the academic employee and the appropriate supervising administrator, information not shared in advance of the triennial conference may be included in the conference discussion.
804 Peer Evaluation

Peer evaluations may be requested by the academic employee. The appropriate supervising administrator for the academic employee may also initiate peer evaluations after first consulting with the academic employee. Information collected by either party through peer evaluations may be used for formative purposes during the triennial conference provided that information collected by one party is shared with the other party for review before the day of the triennial conference. With the mutual consent of both the academic employee and the appropriate supervising administrator, information not shared in advance of the triennial conference may be included in the conference discussion.

805 Self Evaluation

In preparation for any formal evaluation conference scheduled as a result of Article 807, each academic employee shall prepare and submit a written self-assessment in a format mutually determined by the academic employee and the appropriate supervising administrator. Such assessment shall include complete student evaluation data and/or other client survey data and the academic employee’s conclusions regarding areas of strength and areas where improvement is desirable.

806 Supplemental Evaluations

Either the academic employee or the appropriate supervising administrator, at his/her option, may request evaluative input from advisory committees, employers, and other members of the community. The administrator may visit some or all of the academic employee’s classes for the purpose of observing and collecting data, provided that such visits are scheduled beforehand with the academic employee. Evaluative input collected under this article by either party may be used for formative purposes during the triennial conference, provided that information collected by one party is shared with the other party for review before the day of the triennial conference. With the mutual consent of both the academic employee and the appropriate supervising administrator, information not shared in advance of the triennial conference may be included in the conference discussion.

807 Conferences

807.1 Frequency

Each full-time tenured academic employee shall arrange a triennial conference with the appropriate supervising administrator. Conferences with full-time temporary academic employees shall be held during the first year of employment and, contingent on reappointment, triennially thereafter. One-third of the faculty shall hold conferences during an academic quarter every year, the quarter/year for each individual to be determined by lot.
807.2 Purpose

During the conference, self-assessment data developed pursuant to Article 805 shall be reviewed. Except for non-teaching academic employees, the primary purposes of the conference shall be to review evaluation data, review the teaching effectiveness/professional development plan required in Article 808, and identify ways in which the District may assist the academic employee in maintaining and/or improving his/her teaching effectiveness. Where areas for improvement in an academic employee’s performance are identified, the institution shall work with the academic employee to develop and implement a plan to address identified areas of concern. The administrator shall also provide input regarding the academic employee’s contributions to department, division, and/or college goals. For non-teaching academic employees, the primary purpose shall be to evaluate progress towards the goals and objectives outlined in the annual/professional development work plan required in Article 809 and review client and other evaluation data as appropriate to the work assignment.

807.3 Alternate Evaluation Schedule

A triennial conference is the maximum interval for conferences between academic employees and their supervising administrator. Either the academic employee or the appropriate supervising administrator may request biennial conferences as an alternative.

808 Teaching Effectiveness/Professional Development Plan

808.1 Requirements: Full-time Tenured Academic Employees

Within the first quarter following the granting of tenure, and in preparation for the triennial conference thereafter, each tenured academic employee teaching classes shall submit a concise written proposal outlining his/her plans for the next three years which will improve and/or maintain teaching effectiveness. The academic employee is responsible for carrying out his/her three-year teaching effectiveness plan. The plan and any future changes in the plan must be mutually agreeable between the appropriate supervising administrator and the academic employee.

808.2 Requirements: Full-time Temporary Academic Employee

Full-time temporary academic employees with a teaching assignment employed for more than one consecutive year shall develop, with the appropriate supervising administrator, a concise teaching effectiveness plan by the end of fall quarter of the second year of employment. The plan shall outline activities for a term to be mutually determined between the academic employee and the appropriate supervising administrator which will improve and/or maintain teaching effectiveness. If subsequent employment occurs, the academic employee is responsible for carrying out his/her teaching effectiveness plan for the duration of
the plan. The plan and any future changes in the plan must be mutually agreeable between the appropriate supervising administrator and the academic employee.

808.3 Professional/Technical Faculty Plan Requirements

For professional/technical faculty, the teaching effectiveness plan serves as the professional development plan required in WAC 131-16-092 through WAC 131-16-094. As such, it must incorporate all the elements required in these sections of WAC.

A. The plan shall identify priorities for professional growth. The priorities should address, at a minimum, the professional-technical faculty's ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The plan shall be developed in collaboration with the faculty member and the appropriate supervising administrator, and include at least five professional development activities that are linked to the Skill Standards for Professional-Technical College Instructors and Customized Trainers.

B. The plan shall include:

(1) Activities identified by the faculty member and supervising administrator for professional development and growth.

(2) Measurable outcomes related to activities and the achievement of skill standards.

(3) A timeline for successful achievement of outcomes.

C. Examples of professional development activities include, but are not limited to, workshops, courses of instruction, conferences, industry experiences and projects. The appropriate supervising administrator shall be responsible for the approval of the professional development plan.

808.4 Annual Progress Meeting

Both full-time tenured and temporary academic employees shall meet with the appropriate Dean at least once each academic year to review the academic employee’s teaching effectiveness/professional development plan and facilitate planning related to professional development and annual goals. Temporary faculty employed for more than one consecutive year shall hold the first annual meeting no later than fall quarter of the second year of employment, and annually as arranged thereafter. This meeting may also include planning discussions on workload as specified in Article 701.2. The purpose of the progress meeting is to facilitate planning and intermediate review of progress towards goals, and as such, does not replace the regular triennial evaluation. The following agenda is
suggested for this meeting but may be modified as needed:

A. Discussion/verification of the academic employee’s schedule for student evaluation of classes.

B. Goals related to instruction, instruction-related activities, institutional service, and other appropriate areas related to the academic employee’s assignment and teaching effectiveness/professional development plan.

C. Potential professional development activities, goals for completion, and strategies for funding activities.

D. Workload and assignment for future quarters, if the meeting is also being used to meet the requirements listed in Article 701.2.

809 Non-teaching Academic Employees

809.1 Work Plan

Non-teaching academic employees shall develop a work plan by the end of the first quarter of the non-teaching assignment. Specific goals, objectives, evaluation instruments/methods, and the duration/timeframe of the plan shall be mutually developed between the appropriate supervising administrator and the academic employee. Where applicable, the plan should include evaluation data from the students or clients served by the academic employee. At the request of either party, an LCCFAHE representative may participate in the formulation of the work plan. For academic employees with less than a full teaching load and additional non-teaching duties, the work plan and teaching effectiveness plan shall be combined into one plan addressing both aspects of the employee’s assignment. The plan and any future changes in the plan must be mutually agreeable between the appropriate supervising administrator and the academic employee. The academic employee is responsible for carrying out his/her work plan. Where areas for improvement in an academic employee’s performance are identified, the institution shall work with the academic employee to develop and implement a plan to address identified areas of concern.

809.2 Annual Progress Meeting

Full-time tenured and temporary academic employees with non-teaching assignments shall meet with the appropriate Dean at least once each academic year to review the academic employee’s teaching effectiveness/professional development plan and facilitate planning related to professional development and annual goals. Temporary faculty employed for more than one consecutive year shall hold the first annual meeting no later than fall quarter of the second year of employment, and annually as arranged thereafter. This meeting may also include planning discussions on workload as specified in Article 701.2. The purpose of the progress meeting is to facilitate planning and intermediate review of progress
towards goals, and as such, does not replace the regular triennial evaluation. The following agenda is suggested for this meeting but may be modified as needed:

A. Goals related to instruction, instruction-related activities, institutional service, and other appropriate areas related to the academic employee’s assignment and teaching effectiveness/professional development plan.

B. Potential professional development activities, goals for completion, and strategies for funding activities.

C. Workload and assignment for future quarters, if the meeting is also being used to meet the requirements listed in Article 701.2.

810 Evaluation of Adjunct and Affiliate Faculty

810.1 Purpose

The purpose of this section is to provide professional and personal growth of adjunct and affiliate faculty and to foster a standard of teaching and service that provides quality student education.

810.2 Applicability

The provisions of this section apply to all adjunct and affiliate academic employees who teach in credit programs.

810.3 Process

The initial evaluation process for regular adjunct and affiliate academic employees shall consist of the professional partner program and student evaluation process outlined in Articles 811 and 812. After the completion of the professional partner program, the evaluation process shall consist of the student evaluation process in Article 812 and, where applicable, conferences as outlined in Article 813. Other additional methods of evaluation may be used at the request of the appropriate supervising administrator in consultation with the adjunct academic employee. Nothing in this section shall be construed to preclude summative evaluation consistent with this contract and RCW.

810.4 Classroom Review by Administrators

An adjunct academic employee’s supervising administrator may observe some or all of the academic employee’s classes for the purpose of data collection and evaluation, provided that such observations are scheduled beforehand with the academic employee.
811 Professional Partner Program for Adjunct and Full-Time Temporary Academic Employees

Each academic employee teaching for the first time at the College shall be assigned a professional partner. A new academic employee with no teaching experience shall be assigned a professional partner for at least the first two terms the person is at the College. An academic employee with prior teaching experience shall be assigned a professional partner for at least the first quarter the employee is at the College. One or two quarter reappointments may be made at the discretion of the appropriate supervising administrator. The appropriate supervisor shall act as the contact person for the professional partner coordinator and shall ensure the partner chosen is qualified to assist the part-time academic employee. The Professional Partner shall be an experienced academic employee. The coordinator will provide the appropriate Professional Partner Checklist for monitoring the steps taken to orient the new academic employee. This checklist shall provide a record for the coordinator and the professional partner of what has occurred in the orientation and mentoring processes. The professional partner and the faculty member shall each sign off on checklist items as they are accomplished.

811.1 Professional Partner Responsibilities

A. The professional partner assists in all matters pertaining to college and departmental policies and procedures, acts as a source of professional assistance and serves as a mentor for the period(s) of appointment. The professional partner shall receive a stipend for each quarter as a partner.

B. First Quarter Appointment. Professional partners have the following obligations:

1. Meet with the academic employee before the quarter begins, if possible, to begin review of course curriculum, textbooks, course plan, sample syllabi, and general processes of the College.

2. Assist the academic employee in becoming familiar with campus policy, departmental procedures and services offered. The partner shall provide a walking tour of important places on campus, such as the bookstore, the library, the data labs, Human Resources Services, copy center, mailroom, Learning Commons, etc.

3. Complete a classroom visitation and review with the academic employee.

4. No later than the last week of instruction of the quarter, the professional partner forwards the checklist to the professional partner coordinator. The coordinator forwards the documents to the supervising administrator, who reviews the information to determine if an additional quarter is needed.
5. No later than the tenth week of the quarter, the academic employee shall complete a Professional Partner Program Evaluation. This evaluation shall be reviewed by the Professional Partners Coordinator, and the appropriate supervising administrator.

C. Second Quarter Appointment. Professional partners shall continue to act as a mentor for the academic employee and provide assistance for adjunct faculty with no prior teaching experience as determined by the supervising administrator.

D. Additional Reappointments. Professional partners continue activities as outlined in Article 811.1 (C) above if needed as determined by the supervising administrator.

811.2 Changes in Professional Partners

A. If the academic employee wishes to change professional partner, the employee may request that the Professional Partner Program Coordinator appoint a different professional partner. The Professional Partner Coordinator shall inform the supervising administrator of the change.

812 Student Evaluations for Adjunct Academic Employees

812.1 Frequency

A. Student evaluations will be completed for each class taught by an adjunct academic employee during the first two quarters for which they are appointed.

B. Student evaluations will be completed for all courses taught in one quarter each academic year thereafter.

C. Evaluations should occur no earlier than the fifth week nor no later than the eighth week of instruction.

812.2 Student Evaluation Forms

The district form for the evaluation of instruction created under Article 803.1 shall be used for classroom evaluations.

812.3 Data Gathering

A. Student evaluations shall be conducted in a manner that protects student anonymity and employee confidentiality. Such protection, as a minimum, shall include third party collection of completed evaluations. The supervising administrator shall review the student data prior to his/her sharing the information with the adjunct academic employee by the end of the second
week of instruction of the following quarter. The information will be typed before it is shared to ensure confidentiality. The original data will be placed in locked confidential files with access limited to the appropriate administrators. Academic employees may inspect their individual files. As a result of this review, the appropriate supervising administrator may request a conference between the administrator and the employee to discuss the results.

813 Conferences for Adjunct Academic Employees

Conferences for adjunct academic employees between the employee and the appropriate supervising administrator may be held at the request of either party.
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ARTICLE 900: GRIEVANCE PROCEDURE

901 Definition

A. A grievance is a claim that there has been a violation, misinterpretation, or misapplication of a specific Article or Articles of this Agreement. A grievance may be filed by one or more members of the bargaining unit who claim they have been aggrieved, or by the LCCFAHE.

B. The grievant may have representation by the LCCFAHE at each step of the grievance procedure.

C. A "grievant" shall mean an academic employee, or group of academic employees, or the LCCFAHE filing a grievance.

D. "Days" shall mean academic employee workdays, except as otherwise indicated.

E. "Board" shall mean the Board of Trustees of Community College District 13.

F. "LCCFAHE" shall mean the Lower Columbia College Faculty Association of Higher Education.

G. "President" shall mean the Chief Administrative Officer of Community College District 13.

902 Purpose

A. The purpose of this procedure is to resolve disputes which are a result of alleged violations of this Agreement.

B. A copy of the written answer to a grievance at any level shall be sent to the LCCFAHE.

C. Nothing herein shall be construed to deny any member of the academic employees the use of normal College channels in processing other complaints that arise outside the scope of this contract.

903 Procedure and Arbitration

903.1 Level One

The grievant shall promptly attempt to resolve the grievance with the appropriate supervisor. If the grievance is not resolved informally, the grievant will present a signed, written grievance to the immediate supervisor within fifteen (15) working days from the date of the occurrence of the event giving rise to the grievance, or within fifteen (15) working days from the date the grievant should reasonably become aware of such event. The statement of grievance shall name the grievant
involved, shall state the facts giving rise to the grievance, shall identify by appropriate reference all the provisions of this Agreement alleged to be violated, shall state the contention of the grievant with respect to these provisions, shall indicate the relief requested, and shall be signed by the grievant involved. Within ten (10) working days after the presentation of the grievance, the immediate supervisor shall provide a written answer to the grievant.

A. By mutual agreement between the LCCFAHE and the District, the grievance process may be initiated at Level Two.

903.2 Level Two

In the event a grievance has not been satisfactorily resolved at level one, the grievant may, within ten (10) working days of the receipt of the immediate supervisor's answer, submit to the appropriate Vice President a signed, written statement of grievance. The written statement of grievance shall contain the criteria identified in Level One. The Vice President may call witnesses, hold hearings, and take any other appropriate action necessary to determine all the facts at issue and shall give the grievant an answer, in writing, not later than ten (10) working days after the receipt of the written grievance. If further investigation is needed, additional time, of a duration mutually agreed upon by both parties, shall be allowed.

903.3 Level Three

If the grievance is not resolved satisfactorily at level two, the grievant may, within ten (10) working days of the receipt of the Vice President's answer, submit to the President of the College a signed, written statement of the grievance. The statement of grievance shall name the grievant involved; shall state the facts giving rise to the grievance; shall identify all the provisions of the Agreement alleged to be violated, by appropriate references; shall state the contention of the grievant with respect to these provisions; shall indicate the relief requested; and shall be signed by the grievant. The President shall give an answer in writing no later than ten (10) working days after receipt of the written grievance. If further investigation is needed, such additional time shall be allowed as is mutually agreed to by both parties.

903.4 Level Four

A. If the grievance is not resolved at level three, the LCCFAHE may, in its sole discretion, within ten (10) working days, notify the President that the grievance shall be submitted to binding arbitration.

B. Only grievances which involve an alleged violation by the employer of a specific Article or provision of this Agreement and which are presented to the District in writing during the terms of this Agreement and which are
processed in the manner and within the time limits herein provided shall be subject to arbitration.

C. The fees and expenses of the arbitrator shall be borne equally by the District and the LCCFAHE.

D. The party requesting the arbitration shall notify a mutually agreed upon arbitrator within ten (10) working days of notifying the President, requesting the appointment of an arbitrator. The arbitrator shall not amend, modify, nullify, or add to the provisions of this Agreement. The arbitrator's decision shall be binding upon both parties unless he/she has exceeded his/her authority under the terms of this Agreement.

E. Upon request of either party, the merits of a grievance and the procedural and/or substantive arbitrability issues arising in connection with that grievance shall be consolidated for hearing before the arbitrator provided that an arbitrator shall resolve the arbitrability of a grievance before hearing the merits of the grievance.

F. An arbitrator shall not have the authority to remand an issue back to the parties for negotiations as a part of any award.
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ARTICLE 1000: MANAGEMENT RIGHTS

It is recognized that the Board of Trustees has the responsibility, right, and authority to manage and direct or delegate the operations and activities of the College to the full extent authorized by law and the Constitution of the State of Washington and of the United States; provided, that all such actions shall be in conformity with the provisions of this Agreement.

ARTICLE 1100: DURATION

1101 Effective Dates

This agreement shall become effective on July 1, 2011 and shall remain in effect until June 30, 2014.

1102 Reopening

The LCCFAHE may re-open Article 400 at any time the Legislature of the State of Washington authorizes and allocates funds for such purposes which are not already contemplated by this Agreement or in the event the rules change regarding the treatment of increments and/or advancements.

1103 Future Negotiations

Negotiations for a subsequent agreement shall commence no later than February 1, 2014.

Signed this ___________ day of ____________ at Longview, Washington.

FOR THE DISTRICT: ______________________________  FOR THE LCCFAHE: ______________________________

Signature  Signature

____________________________  ______________________________

Signature  Signature
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APPENDIX A: PROFESSIONAL DEVELOPMENT UNITS

Commencing with the 2008-2009 academic year, non-probationary academic employees shall receive four (4) PDUs for each new year of service completed. In addition, you may earn PDUs as described below.

Professional Development Units (PDUs) provide a means for recognizing and rewarding major activities undertaken by individual faculty members in order to stay current in their fields and/or grow professionally. Consistent with the value of lifelong learning, a limited number of PDUs may be earned for personal enrichment.

1. **PDU Evaluation Guidelines** - The following guidelines, limitations and restrictions will be employed in approving and evaluating these activities and in converting them to Professional Development Units.

   A. **Teaching Effectiveness/Professional Development Plan** - With the exception of personal enrichment, PDU activities must be related to the academic employee’s teaching effectiveness/professional development plan.

   B. **Application Process** – Upon completion of the activity, the academic employee shall submit the required documentation to the designated administrative representative. All documentation must be submitted within one year of the completion of the activity. Commencing academic year 2008-2009, any PDU documentation submitted after the 30th of June in a given academic year shall result in the activity being evaluated for the following academic year.

   C. **Documentation** - Documentation shall include the following:

      1. If pre-approval is required, indication that a proposed activity was pre-approved. Documentation may consist of a memo or college form signed by, or an e-mail from, the appropriate supervising administrator.

      2. Specific types of activities may require additional documentation. Further detail is listed in the section for each activity. The Vice President or Dean may request additional documentation if questions regarding the activity arise

   D. **Evaluation** – Professional development activities shall be evaluated according to the criteria contained in this appendix in manner that is fair and equitable for all employees. In addition to the criteria described for each type of activity, the following guidelines shall apply:

      1. With the exception of personal enrichment activities, activities shall be clearly related to the academic employee’s teaching
effectiveness plan.

2. Activities shall be completed beyond the base workload duties of the academic employee unless specifically approved by the appropriate supervising administrator.

3. A specific activity may be applied more than once only if it can be demonstrated that repeating the activity will provide significant practice of skills and/or add significantly new knowledge and understanding for the academic employee.

E. **Approval** – PDUs will be evaluated and approved by the appropriate Vice President or Dean.

F. **Dispute Resolution** – Disputes over the validity or acceptability of an activity, or over whether or not an activity was sufficiently completed, shall be resolved by a PDU Dispute Resolution Committee consisting of three (3) faculty selected by the LCCFAHE and three (3) administrators selected by the Vice President for Instruction. The Dispute Resolution Committee shall operate according to published parliamentary procedures (Sturgis). In the case of a tie vote, the motion to change the acceptability of an activity shall be lost.

G. **Limitations** – Only activities defined within this appendix count towards PDUs for the purpose of advancement on the salary schedule. For academic employees hired with less than the minimum qualifications for a position, any academic credits completed in order to fulfill minimum qualifications shall not count towards PDUs. Within each reporting year, the following maximum PDUs earned shall be allowed:

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<thead>
<tr>
<th>Activity</th>
<th>Maximum Per Year</th>
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<tbody>
<tr>
<td>Craft Performance</td>
<td>10</td>
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<tr>
<td>Conferences</td>
<td>7</td>
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<tr>
<td>Workshops, seminars</td>
<td>10</td>
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<tr>
<td>Community/College Service</td>
<td>3</td>
</tr>
<tr>
<td>Personal Enrichment</td>
<td>1</td>
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H. **Reporting** – The Human Resources Office shall issue a report to each academic employee the first day of faculty responsibility Fall Quarter noting the number of PDUs on record for the previous year (July 1 to June 30), any PDUs carried forward from other years, and the total number of PDUs on record.

2. **Qualifying PDU Activities** – The following describes each type of PDU activity counted towards increment advancement on the full-time academic salary schedule.
A. Academic Credit - Credits, earned at accredited public or private institutions which are substantiated by official transcripts may be converted to PDUs. College courses that are identified in the individual’s teaching effectiveness plan need not be pre-approved. Academic credit not related to an individual’s teaching effectiveness plan may be recognized as Personal Enrichment activities. Continuing Education Units (CEU’s) are not treated as academic credits; they are recognized as Conference, Workshop, and Seminar activities. All academic credit shall be evaluated as follows:

1 Quarter Credit = 1 PDU
1 Semester Credit = 1.5 PDUs

Documentation for academic credits applied to PDUs must include official transcripts or an official grade report showing satisfactory completion of the coursework.

B. Craft Performance – Planned, pre-approved experience outside of regular teaching or counseling duties may be converted to PDUs according to the following:

1 Week (20 hours) = 1 PDU

Craft performance is defined as activities completed by the academic employee that will maintain currency of the teaching discipline. Activities included in craft performance include (1) paid/unpaid work experience and (2) creative acts such as writing stories/poems, translating languages, composing and arranging music, drawing, painting, sculpting, performing music/drama, choreography, and photography. Craft performance activities must be clearly related to the teaching effectiveness plan and shall not be included as personal enrichment activities.

1. Paid field work can be documented by check stubs or a letter from an employer clearly stating the individual was paid. The hours of the activity must also be clearly supported.

2. For unpaid experience, documentation shall include a work schedule/log supporting the hours of the activity and a letter from the employer or client stating that the activity was completed. Self-employed individuals shall include a work schedule/log supporting the hours of the activity and provide evidence of a bona-fide business such as (but not limited to) a business card, paid advertisements placed in the course of conducting business, or a letter from a client stating that an activity was completed.

3. Creative acts shall be documented by a work schedule/log supporting the hours of the activity.
Craft performance activities shall be documented by a comprehensive report that describes the impact of the craft performance and demonstrates the relevance of the activity to the teaching effectiveness plan.

C. **Conference, Workshops, and Seminars** - Participation in conferences, workshops and seminars appropriate to the individual's teaching effectiveness plan may be counted as professional development. Workshops for which Continuing Education Units (CEUs) are given are included in this type of activity. PDUs are awarded on the basis of the actual hours of the conference, workshop or seminar activity, excluding time for travel and meals.

Conferences: \[2 \text{ Hours} = .1 \text{ PDU}\]
Workshops, and Seminars: \[1 \text{ Hour} = .1 \text{ PDU}\]
Continuing Education Units (CEUs): \[1.5 \text{ hours} = .1 \text{ PDU}\]

Documentation verifying the number of hours of the activity must be provided. This may include announcements, agendas, and/or certificates clearly indicating the actual hours of the activity.

D. **Research and Development Units** - PDUs may be earned for independent research and development activities in excess of the normal contractual obligations. Research and development activities may include, but are not limited to:

- Presentations on panels or television.
- Participation in debates.
- Acting as a moderator.
- Curriculum development and/or revision.
- Development of new teaching modality.
- Travel as a part of curriculum development.
- Reading articles, books, or internet topics.
- Publishing papers in peer reviewed journals.
- Publishing papers in non-peer reviewed journals.
- Reviewing articles/textbooks prior to publication.
- Presenting papers at professional conferences/workshops.
- Jury prizes for excellence in one’s field.
- Book publication.

Such activity must be pre-approved and related to the individual’s teaching effectiveness plan. Travel related to the research project must be documented by a daily activity log documenting the places visited and the dates and hours of the visit. Reading related to independent research and development must be documented with a daily log of hours and a
bibliography. Independent research and development shall be evaluated as follows:

Each 40 Hours of Work Completed = 1 PDU

In place of the concise report and in addition to other required documentation, research and development activities shall be documented by a comprehensive report that describes the results of the research and demonstrates the relevance of the research to the teaching effectiveness plan.

E. **Community/College Service** - Participation in service to the community, such as volunteer community work or professional leadership in the community as member of a board or task force, as well as significant contributions to the College for which no additional salary reimbursement or load adjustment has been made. Examples of community or college service include coordinating college events (Salal Festival, Institute of Civic Responsibility, Vest Lecture), putting on workshops and tournaments, special marketing or recruitment efforts (high school student visits, trips to university campuses), sponsoring student clubs, grant writing, serving as a member of an advisory board, serving as an officer or executive committee member of a state, regional or national professional group, or service as president or vice president of the LCCFAHE, may be converted to PDUs. Duties related to one's department or standing or other officially instituted committees are not eligible for PDU credit. Service activities will be converted according to the following:

Each 20 Hours = 1 PDU

Community/College service activities must be clearly related to the individual’s teaching effectiveness plan. A log of hours will be accepted as documentation of community/college service activities.

F. **Personal Enrichment** – Any qualifying PDU activity completed but not related to an individual’s teaching effectiveness plan may be converted to a maximum of one (1) PDU per year. Pre-approval for activities under this section is not required.

3. **Professional Development Funds** – The District shall allocate $16,000 annually to be disbursed by the Faculty Development Committee for conferences, tuition, and other professional development activities covered by the Committee’s guidelines. Any funds not allocated by May 15th of each year shall be utilized for instructional equipment and instructional materials as determined by the Faculty Development Committee.
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APPENDIX B:  SALARY SCHEDULE FOR FULL-TIME ACADEMIC EMPLOYEES

All salary schedules listed in this appendix are for 173 contractual days. Summer pay and overload contracts are excluded. The base salary schedule is listed in the table below. Any money made available by the legislature shall be applied to this base as outlined in Article 402.

<table>
<thead>
<tr>
<th>Step</th>
<th>2011-12 Salary Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$42,964</td>
</tr>
<tr>
<td>2</td>
<td>$44,135</td>
</tr>
<tr>
<td>3</td>
<td>$45,306</td>
</tr>
<tr>
<td>4</td>
<td>$46,477</td>
</tr>
<tr>
<td>5</td>
<td>$47,648</td>
</tr>
<tr>
<td>6</td>
<td>$48,819</td>
</tr>
<tr>
<td>7</td>
<td>$49,990</td>
</tr>
<tr>
<td>8</td>
<td>$51,161</td>
</tr>
<tr>
<td>9</td>
<td>$52,332</td>
</tr>
<tr>
<td>10</td>
<td>$53,503</td>
</tr>
<tr>
<td>11</td>
<td>$54,674</td>
</tr>
<tr>
<td>12</td>
<td>$55,845</td>
</tr>
<tr>
<td>13</td>
<td>$57,016</td>
</tr>
<tr>
<td>14</td>
<td>$58,187</td>
</tr>
<tr>
<td>15</td>
<td>$59,358</td>
</tr>
<tr>
<td>16</td>
<td>$60,529</td>
</tr>
<tr>
<td>17</td>
<td>$61,700</td>
</tr>
<tr>
<td>18</td>
<td>$62,871</td>
</tr>
<tr>
<td>19</td>
<td>$64,042</td>
</tr>
<tr>
<td>20</td>
<td>$65,213</td>
</tr>
</tbody>
</table>
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APPENDIX C: INSTRUCTIONAL UNITS 2011-12

1. Accounting Transfer
2. Accounting Technician
3. Adult Basic Education
4. Anthropology
5. Art
6. Automotive Technology
7. Biological Sciences
8. Business Technology
9. Business Administration
10. Computer Aided Design
11. Chemical Dependency Studies
12. Chemistry/Chemical Engineering
13. CIS Applications
14. CIS Network/Hardware
15. CIS Programming
16. Counseling
17. Criminal Justice
18. Diesel/Heavy Equip. Technology
19. Drama
20. Early Childhood Education
21. Earth Sciences
22. Economics
23. Education
24. Engineering
25. English
26. ESL/ENL
27. Environmental Sciences
28. Fire Science
29. French
30. Health
31. History
32. Humanities
33. Librarian
34. Machine Trades
35. Manufacturing
36. Mathematics
37. Medical Assisting
38. Music
39. Nursing
40. Philosophy
41. Physical Education
42. Physics
43. Political Science
44. Pre-College Education
45. Psychology
46. Sociology
47. Spanish
48. Speech
49. Welding
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APPENDIX D: PROFESSIONAL PARTNER CHECKLIST

Professional Partner Checklist – Lower Columbia College

- Use this form to record Professional Partner activities with your assigned Faculty.
- Initial and date each activity in the column provided.
- Attach appropriate documentation to verify classroom visitation, review of lesson plans, etc.
- Return completed checklist to Professional Partner Coordinator.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Quarter/Year</th>
<th>Professional Partner</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Partner</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Professional Partner
  recommendations/comments:   |              |                      |            |

Before the teaching assignment begins, the new instructor should make sure that he or she:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Professional Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>initials</td>
<td>initials</td>
</tr>
<tr>
<td>date</td>
<td>date</td>
</tr>
</tbody>
</table>

CAMPUS POLICY

- Understands the purpose of the Professional Partner Program
- Receives a copy of the Faculty Handbook
- Meets with the division dean
- Meets with the department chair
- Receives an official Course Plan
- Receives a sample course syllabus
- Receives sample examinations for the course
- Receives a parking decal
- Receives building and/or room keys if needed

CAMPUS INFORMATION

- Receives a picture ID from the Student Center
- Receives an LCC Library Card
- Receives an LCC Email address
- Understands the campus mail system
- Understands how to use the campus telephone system
- Knows where to find LCC forms
- Knows the location of copy machines
- Understands how to get instructional materials duplicated
- Understands how to order textbooks through the LCC Bookstore
- Understands how to procure office supplies from the LCC Bookstore
- Knows whom to call if he/she is unable to conduct a class

Once the term is underway, the new adjunct instructor will continue to work with his/her Professional Partner to ensure that he or she:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Professional Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>initials</td>
<td>initials</td>
</tr>
<tr>
<td>date</td>
<td>date</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL ISSUES

- Understands how to use/sign the student add/drop form
- Understands how to fill out a lesson plan
- Creates a lesson plan for his/her Professional Partner
  * Teaches a class in the presence of their Professional Partner
  * Reviews classroom visitation appraisal with the Professional Partner; signs form
- Understands the process of Student Evaluation of instruction
- Conducts student evaluations for all classes taught
- Understands how to submit grades through Instructor’s Briefcase
- Understands test proctoring services
- Understands services available to students in the Learning Commons

* Optional for Probationary Faculty
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APPENDIX E: PLACEMENT WORKSHEET FOR NEW FULL-TIME FACULTY

1. Initial Placement (Ref. Article 401.1)

Newly hired full-time academic employees shall be placed on the salary schedule according to the following criteria. All academic credits referenced below are quarter credits; adjustments shall be made for semester credits at an exchange of 1 semester credit = 1.5 quarter credits. All years referenced below refer to years of relevant work experience.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Steps Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors Degree or Journeyman, Less than Bachelors/Journeyman and up to 6 yrs. experience.</td>
<td>1</td>
</tr>
<tr>
<td>Masters Degree, Bachelors + 90 credits, Bachelors + 4 yrs., Journeyman + 4 yrs.</td>
<td>2</td>
</tr>
<tr>
<td>Masters + 2 yrs., Masters + 45 credits, Bachelors + 135 credits, Bachelors + 6 yrs., Journeyman + 6 yrs.</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate Degree, Masters + 90 credits</td>
<td>4</td>
</tr>
</tbody>
</table>

Initial Steps Awarded: __________

2. Experience Adjustment (Ref. Article 401.2)

After placing a new academic employee as outlined in Article 401.1, any years of relevant applicable experience not utilized shall be used to adjust the placement upward to a higher step. Placement shall be adjusted for applicable relevant experience beyond that utilized in Article 401.1 based upon two (2) full years equaling one (1) step not to exceed six (6) years (3 steps) beyond initial placement.

Total Relevant Experience: __________
Divided by 2: __________ Experience Steps Awarded: __________

3. Additional Steps (Limit two (2) - Ref. Article 401.2) __________

4. Final Step Placement (Initial + Experience Adjustment) __________
Corresponding Salary Dollar Amount: __________

Human Resource Services Representative: _____________________ Date: __________

LCCFAHE Representative: ____________________  Date: __________
# Checklist for the Probationary Review Process

## During a general orientation session with the deans, the Probationer will review the following:

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The duties and responsibilities of instructors</td>
</tr>
<tr>
<td>The guidelines for Probationary Review Committees</td>
</tr>
<tr>
<td>Departmental objectives, teaching assignment, and job description</td>
</tr>
</tbody>
</table>

## During the probationary period, the Probationer will attend the following meetings:

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee</td>
</tr>
<tr>
<td>Academic Standards Committee</td>
</tr>
<tr>
<td>Instructional Council</td>
</tr>
<tr>
<td>Governance Council</td>
</tr>
<tr>
<td>College’s Board of Trustees</td>
</tr>
</tbody>
</table>

---

### Proposed Activity Schedule for Quarterly Probationary Review Committee Meetings:

<table>
<thead>
<tr>
<th>1st Quarter Meeting</th>
<th>2nd Quarter Meeting</th>
<th>3rd Quarter Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Probationer prepares a written draft of Goals and Objectives for committee review and feedback.</td>
<td>a) Probationer prepares a final proposal of Goals and Objectives for approval by committee and submission to VP &amp; Dean of Faculty.</td>
<td>a) Class Visitation Appraisal</td>
</tr>
<tr>
<td>b) Class Visitation Appraisal by a committee member.</td>
<td>b) Class Visitation Appraisal by a committee member.</td>
<td>b) Student Appraisals of Instruction</td>
</tr>
<tr>
<td>c) Student Appraisals of Instruction</td>
<td>c) Student Appraisals of Instruction</td>
<td>c) Probationer provides written response to the years’ classroom, student, and peer evaluations.</td>
</tr>
<tr>
<td></td>
<td>d) Peer Review</td>
<td>d) Probationer provides written report of progress made towards approved Goals and Objectives.</td>
</tr>
<tr>
<td></td>
<td>e) Committee makes recommendation regarding continued appointment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Quarter Meeting</th>
<th>5th Quarter Meeting</th>
<th>6th Quarter Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class Visitation Appraisal</td>
<td>a) Class Visitation Appraisal</td>
<td>a) Class Visitation Appraisal</td>
</tr>
<tr>
<td>b) Student Appraisals of Instruction</td>
<td>b) Student Appraisals of Instruction</td>
<td>b) Student Appraisals of Instruction</td>
</tr>
<tr>
<td></td>
<td>c) Student Appraisals of Instruction</td>
<td>c) Probationer provides written response to the years’ classroom, student, and peer evaluations.</td>
</tr>
<tr>
<td></td>
<td>d) Committee makes recommendation regarding continued appointment.</td>
<td>d) Probationer provides written report of progress made towards Goals and Objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7th Quarter Meeting</th>
<th>8th Quarter Meeting</th>
<th>9th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class Visitation Appraisal</td>
<td>a) Class Visitation Appraisal</td>
<td>a) Upon tenure approval by the Board of Trustees, meet with dean to discuss the evaluation process for tenured faculty, which includes a three-year teaching effectiveness plan, annual reports of progress, and a triennial evaluation.</td>
</tr>
<tr>
<td>b) Student Appraisals of Instruction</td>
<td>b) Student Appraisals of Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Peer Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Probationer provides written response to the years’ classroom, student, and peer evaluations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Probationer provides written report of progress made toward goals and objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Committee makes recommendation regarding tenure.</td>
<td></td>
</tr>
</tbody>
</table>

---

*This schedule can be changed at the discretion of the committee, with adherence to the requirements of the Faculty Contract.*
APPENDIX G: INSTRUCTIONS FOR LCC PROBATIONARY FACULTY PEER EVALUATION

Background and Instructions

Peer evaluation is a required part of the probationary review process that provides vital information to both probationary committees and their associated probationers on how effectively the probationer functions within the LCC environment.

Questions 1 through 3 are standard questions included in the peer evaluation for all probationary faculty. Up to three additional questions that focus on specific items associated with the probationer’s assignment may be developed and added by the probationary review committee.

A peer group for the evaluation will be established and will include at a minimum all members of the probationer’s assigned department and faculty and staff outside the department selected by the probationary review committee. The participants selected should be people who have or should have interaction with the probationer.

Evaluations should be submitted to the Office of Instruction. This evaluation is confidential. Responses to the evaluation may be submitted electronically or on paper in a sealed envelope. Electronic evaluations should be submitted in an attachment that does not include the evaluator’s name. The evaluator’s identity as a member of the peer group can be identified by the email accompanying the attachment. Paper evaluations should be unsigned and submitted in a sealed envelope with the evaluator’s signature on the outside of the envelope. The signature on the outside of the envelope allows the evaluator to be identified as member of the peer group. In all cases, once the evaluator is identified as a member of a probationer’s peer group, appropriate steps should be taken to disassociate the evaluator’s identity from the evaluation form.
LCC Probationary Faculty Peer Evaluation Form

Probationary Faculty Member: ________________________________

Department: ____________________________

Academic Quarter and Year: ____________

Return to the Office of Instruction by: _______________

Please provide constructive feedback for the probationary faculty member listed above, and return it to the Office of Instruction as per the attached instructions.

1. In what ways have you had the opportunity to interact with the probationer? (Committees, co-teaching, project work, informally, etc.)

2. What have you found to be positive qualities exhibited by this probationer during the performance of job duties?

3. What suggestions do you have regarding improvements that would help the probationer perform more effectively?

Supplemental Questions
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LOWER COLUMBIA COLLEGE
Annual Meeting

Name: 
Date: 
Dean: 

Please meet with the full time tenured faculty in your area on an annual basis to review the year and to begin to plan for next. The following tables and questions provide a guide for the discussion. When it is completed, please send it to the Vice President of Instruction for review.

A. Instructional responsibilities

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Headcount</th>
<th>Contact Hours</th>
<th>Full Time Contract</th>
<th>Moonlight Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
B. Faculty workload includes specific duties beyond teaching. Please review each of the following with your faculty.

1. Advising
   (How many advisees? Was a stipend paid? Is there a need for assistance by part time members of the department?)

2. Committee membership
   (Note any office held and frequency of meetings)

3. Club advising

4. Lab maintenance

5. Curriculum development

6. Assessment

7. Professional Development:

8. Other:

C: Progress on Teaching Effectiveness Plan
D: Planning for next year:

<table>
<thead>
<tr>
<th>Courses scheduled for next year</th>
<th>Credits</th>
<th>Full Time Contract</th>
<th>Moonlight Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

Dean: ____________________________ Date: ____________________________

Reviewed by Vice President of Instruction: ____________________________
Class Visitation Appraisal Form

LOWER COLUMBIA COLLEGE

INSTRUCTOR: ___________________________    QUARTER: ___________________

DATE: ___________________________     CLASS: ______________________

A=Excellent  B=Very Good  C=Satisfactory  D=Needs Improvement*  E=Unsatisfactory*  NA*  
* Requires Comment

1. The major objectives of the class session were made clear.   A   B   C   D   E   NA
   Comment: _________________________________________________

2. The class presentation was well planned and organized, including     A   B   C   D   E   NA
   the use of performance objectives.
   Comment: __________________________________________________

3. Is the instructor's mastery of the course content reflected in effective  A   B   C   D   E   NA
   presentation of concepts, themes, etc?
   Comment: ___________________________________________________

4. Critical thinking and analysis was encouraged.    A   B   C   D   E   NA
   Comment: ____________________________________________________

5. The instructor encouraged student interaction/involvement in the class. A   B   C   D   E   NA
   Comment: _____________________________________________________

6. The instructor created a climate which was enthusiastic and responsive. A   B   C   D   E   NA
   Comment: _____________________________________________________
7. The attitude of the students in the class indicated the instruction was: A B C D E NA
   Comment: _____________________________________________________________
   _______________________________________________________________

8. The advanced preparation of students for the class session indicated:
   That motivation level was:
   A B C D E NA
   Comment: _____________________________________________________________
   _______________________________________________________________

9. The instructor's response was tolerant to students with viewpoints different from her/his own.
   A B C D E NA
   Comment: _____________________________________________________________
   _______________________________________________________________

10. The instructor made effective use of the physical setting in which she/he taught.
    A B C D E NA
    Comment: _____________________________________________________________
    _______________________________________________________________

General Comment:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

I HAVE READ THE ABOVE VISITATION APPRAISAL

________________________________________  ___________________________________
Faculty Signature                              Evaluator Signature
Date: ___________________________________            Date:  ____________________________________

Faculty Comments:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
# Full-time Faculty Evaluation Checklist

- Use this form to record conferences and student evaluations.
- Add appropriate documentation to binder (behind this form) to verify conferences etc.

## Instructor Name:  

Tenured: ___  
Tenure Track: ___  
Temporary: ___  

Academic Year: ___  

Dean Name:  

Department:  

Triennial Year: 1st ___  2nd ___  3rd ___  
Quarter for student evaluations: ________  
Date scheduled: ________  

## Conference Information:  

<table>
<thead>
<tr>
<th>Data Included</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student evaluation data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other client survey data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Report</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching effectiveness plan for next 3 years?

Changes to plan  
If yes, copy included  
Input from dean  

**For professional/technical faculty:**  
Teaching effectiveness plan for next 3 years  
Plan contents:  
- Professional development activities identified (5)  
- Measureable outcomes and objective standard  
- Timeline for successful achievement of outcomes identified  

Input from dean  

## Meeting Scheduled:  

Quarter: _____  
Date: _________________  

**Notes from dean:**  

---

Dean/administrator signature ___________________________  
Date __________
Data Review:

1. Self Assessment and Goals Setting

2. Classroom Observations:
   a) Planned observations: (name of observer, class to be observed, and date)
   b) Review of completed observations:

3. Student Evaluations:

4. Peer Evaluations:

5. Advising:

6. Committee work:

7. Assessment:

8. Other service to the college:
Other issues discussed:

Additional Comments:

The next meeting will be on: ________________________________

Chair Signature ___________________________ Date __________

Committee Member: ___________________________ Date __________

Committee Member: ___________________________ Date __________

Committee Member: ___________________________ Date __________

Committee Member: ___________________________ Date __________

Committee Member: ___________________________ Date __________

Tenure Track Faculty Signature_________________________ Date __________

Comments by Tenure Track Faculty:

Reviewed by Vice President of Instruction: ____________________ Date __________
ANNUAL SELF ASSESSMENT AND GOALS
Tenure Review Process

Name: __________________________________
Subject Area: ____________________________
Academic Year: __________________________

A. Discuss your strengths, accomplishments and plans for continued professional growth in the following areas:

1. Teaching and facilitation of student learning:

2. Student Advising:

3. Contributions to the College Community: (e.g. committees, clubs, etc...)

4. Writing, research, publication, professional presentations:

5. Other

6. What areas/challenges would you like to focus on during this academic year?

7. What areas/challenges would you like to focus on during the next three years?

Faculty Signature:
Dean:VP of Instruction:
Vision, Mission and Values

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

Our Mission
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 Value System
Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.
STRATEGIC ISSUE #1

Lower Columbia College will strengthen its student-centered environment that promotes a campus-wide focus on learning.

The faculty and staff at LCC recognize that learning is the central value and activity of a college. We believe that students’ successes depend not just on the variety and quality of instruction they receive, but on student development and retention of learning. Faculty, staff, and students will work to establish active learning and development opportunities.

» Strengthen our commitment to student success and excellence in teaching and learning, which will be evidenced in every learning environment and support service we provide.

» Ensure a comprehensive assessment process that engages all instruction and support services in continuous improvement.

» Engage all faculty and staff in opportunities for growth and development.

» Sustain a campus-wide focus on student achievement and retention by employing an evidence-based approach to improve and align existing services.

» Ensure that Lower Columbia College is an open and inclusive environment.

» Align instruction and services to provide proactive strategies to support and guide students through their education from first contact through attainment of their goals.

STRATEGIC ISSUE #2

Lower Columbia College will sustain a complete and inclusive educational process for all students that integrates instruction and support services in order to meet students’ needs.

Lower Columbia College is committed to student success both inside and outside the institution. We will continue to integrate student services and academic instruction for the educational, career, and personal development of students. Expanded access and varied learning opportunities will allow students from all cultures and backgrounds to achieve their educational goals.

» Strengthen partnerships with local school districts to make the path to college academically and administratively seamless for all students, no matter their circumstances.

» Focus on key partnerships with local agencies and employers to strategically develop our regional workforce and respond to changing local job markets.

» Create seamless transitions with transfer institutions and employers for students’ next steps in education or into successful careers.

STRATEGIC ISSUE #3

Lower Columbia College will create and maintain strategic alliances to meet educational, cultural, and training needs.

Because Lower Columbia College is committed to serving students and the community, the college’s connections with various organizations in the community are crucial to the services it provides. We develop and foster partnerships with other educational institutions, business and industry, community groups, cultural organizations, workforce development organizations, and funding agencies. These alliances emphasize the importance of math, sciences, technology, and the humanities to a wide variety of career pathways.

STRATEGIC ISSUE #4

Lower Columbia College will support an organizational climate and processes that build trust, promote collaboration, support learning, and align activities with strategic goals.

Lower Columbia College is committed to maintaining a positive work environment for faculty and staff. As an effective institution, LCC relies on the commitment of every employee to collaborate, participate in shared decision making, contribute to positive communication, uphold campus values, and support campus events and activities.

» Build a spirit of professional competency, cooperation, positive communication, and information sharing.

» Ensure that organizational processes reflect campus values.

» Encourage collaborative participation in decision-making.

» Promote faculty and staff participation in events and activities to celebrate and strengthen our campus community.

STRATEGIC ISSUE #5

Lower Columbia College will build a physical and technological infrastructure that promotes learning, enhances safety, and contributes to the aesthetic value of the community.

Lower Columbia College is committed to providing high quality facilities, infrastructure, and services. We will work both inside and outside the institution to build an environment that supports the educational, safety, aesthetic, and service needs of the students, faculty, and staff.

» Enhance campus-wide technology, providing access to emerging technologies in existing and proposed facilities.

» Increase systems of institutional safety through improvements in physical and technological infrastructure and staff training.

continued »
College Outcome: Access
Monitoring Report

2006 – 2010
(Cycle 12)

We invite the community to participate in the full array of programs, services, and activities at Lower Columbia College.

→ Lower Columbia College Strategic Plan, 1999 (renewed in 2007)

December 15th, 2010
Access Monitoring Report

Access to affordable higher education is one of the hallmarks of the community college movement and is also one of the major system goals of the Washington State Community and Technical College System. The philosophy of the community college is that education is for everyone, so the institution features “open enrollment,” through which students are admitted into the institution on a non-competitive basis.

The purpose of this monitoring report is to present data that support the progress the College has made in realizing student and community access to the institution’s programs and services. In most cases, the report has been updated to include the most recent data available. As in the previous editions of the Access Monitoring Report, the data are presented according to key performance indicators (KPIs) as articulated by LCC’s Executive Planning Committee in 1999 and renewed in 2007. In addition, the report is subject to concentrated internal review by faculty and staff at Lower Columbia College.

The KPI’s for access include general enrollment, the participation rate of persons age 16 and above who live within the college’s service district, and participation rate/success of diverse student populations. Financial aid data are also included. Comments from the review team are included at the end of the report.

The Board is also being asked to review this report and provide input. Please notify the Office of Institutional Research of any discrepancies in the data. The results of this report will be used in planning for next year.

Some of the actions plans and results that have come about as a result of past reviews of the Access Monitoring Report include:

- LCC faculty are now required to complete a training program in online instruction in ANGEL before they can begin teaching eLearning courses.
- Entry advisors work closely with LCC students to make sure they are prepared to succeed in the online environment before enrolling them; they also encourage students to participate in “ANGEL bootcamp” before taking their first eLearning course.
- The College now provides a “tech tutor” along with the other tutors in the Learning Commons to assist students with the technological aspects of their online experience.
- LCC is now tracking enrollment of first generation students per a request from the Board of Trustees.
- The College recently hired a (part-time) Transitions Specialist to work with/support students transitioning from Pre-College to college-level studies.
- LCC is applying for a Talent Search grant to serve students in grades 6 – 12. Talent Search is part of the Department of Education’s TRIO programs.
Key Performance Indicator: General Enrollment
Enrollment includes the total full-time equivalent (FTE) students for both fall quarter and academic year. One annual FTE is the equivalent of one student enrolled for 45 community college credit hours in a year. One quarterly FTE is 15 credit hours.

Figure 1: LCC General Enrollment (all students, all funding sources)

Source: LCC Fact Book

- Between academic year 2009-10 and the prior year: annual FTE increased 27%, fall FTE increased 38%, and fall Headcount increased 9%.
- Over the five year period: annual FTE increased 57%, fall FTE increased 67%, and fall Headcount increased 33%.

Figure 2: Annual FTE excluding Worker Retraining FTEs (all funding sources)

Source: LCC Registration office for Worker Retraining FTE; LCC Fact Book for total FTE

- Worker Retraining FTE increased 65% in 2009-10. Over five years, the increase was 433%.
LCC shattered all previous enrollment records by generating an all-time high of 3,749 State FTE in 2009-10 (putting us at 148% of our target).

Table 4: Annual FTE by Institutional Intent (state funding only)

<table>
<thead>
<tr>
<th></th>
<th>Academic Number (Percent)</th>
<th>Basic Skills/Pre-College Number (Percent)</th>
<th>Workforce Number (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>1020 (44%)</td>
<td>673 (29%)</td>
<td>618 (27%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>980 (41%)</td>
<td>753 (32%)</td>
<td>645 (27%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>1016 (43%)</td>
<td>698 (29%)</td>
<td>665 (28%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>1176 (39%)</td>
<td>973 (32%)</td>
<td>855 (28%)</td>
</tr>
<tr>
<td>2009-10</td>
<td>1391 (37%)</td>
<td>1252 (33%)</td>
<td>1106 (30%)</td>
</tr>
</tbody>
</table>

1 Year Change*  
-2%  
+1%  
+2%

5 Year Change*  
-7%  
+4%  
+3%

Source: Data Warehouse, Class Table, Institutional Intent Recat
*As a percent of total enrollment (not absolute numbers)

Although the proportion has declined over the years, academic courses still make up the largest proportion of state-funded courses. Both basic skills/pre-college and workforce increased in 2009-10.
Table 5: LCC Part-Time and Full-Time Headcount by Number and Percent  
(excluding Basic Skills students; all funding sources)

<table>
<thead>
<tr>
<th></th>
<th>Part-Time (less than 12 credits)</th>
<th>Full-Time (12 or more credits.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>1719 (47%)</td>
<td>1920 (53%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1921 (50%)</td>
<td>1891 (50%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2184 (52%)</td>
<td>1998 (48%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2629 (54%)</td>
<td>2242 (46%)</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2428 (46%)</td>
<td>2858 (54%)</td>
</tr>
</tbody>
</table>

Source: Data Warehouse, Student Table, FULL_PART_TIME_IND

- The proportion of full-time students increased substantially in fall 2009.

Table 6: Proportion of High School Graduates who Enroll at LCC in Subsequent Fall

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castle Rock</td>
<td>29/95=31%</td>
<td>31/93=33%</td>
<td>27/109=25%</td>
<td>37/121=31%</td>
<td>25/120=21%</td>
</tr>
<tr>
<td>Kalama</td>
<td>31/68=46%</td>
<td>22/74=30%</td>
<td>25/82=30%</td>
<td>14/61=23%</td>
<td>19/63=30%</td>
</tr>
<tr>
<td>Kelso</td>
<td>102/289=35%</td>
<td>122/339=36%</td>
<td>116/329=35%</td>
<td>108/311=35%</td>
<td>108/340=32%</td>
</tr>
<tr>
<td>Mark Morris</td>
<td>60/195=31%</td>
<td>85/211=40%</td>
<td>74/211=35%</td>
<td>48/220=22%</td>
<td>76/249=31%</td>
</tr>
<tr>
<td>R.A. Long</td>
<td>62/160=39%</td>
<td>73/161=45%</td>
<td>65/175=37%</td>
<td>38/165=23%</td>
<td>62/209=30%</td>
</tr>
<tr>
<td>Toutle Lake</td>
<td>15/49=31%</td>
<td>7/42=17%</td>
<td>12/50=24%</td>
<td>7/41=17%</td>
<td>13/50=26%</td>
</tr>
<tr>
<td>Wahkiakum</td>
<td>5/48=10%</td>
<td>5/44=11%</td>
<td>14/42=33%</td>
<td>7/36=19%</td>
<td>3/36=8%</td>
</tr>
<tr>
<td>Woodland</td>
<td>7/119=6%</td>
<td>14/123=11%</td>
<td>4/121=3%</td>
<td>4/152=3%</td>
<td>1/134=1%</td>
</tr>
<tr>
<td>Total Dist.</td>
<td>311/1023=30%</td>
<td>359/1087=33%</td>
<td>337/1119=30%</td>
<td>263/1107=24%</td>
<td>307/1201=26%</td>
</tr>
</tbody>
</table>

Source: LCC Registration Office

LCC ranked in the 85\textsuperscript{th} percentile in the 2010 National Community College Benchmarking Project for percent of local High School Graduates enrolling at our institution. This is down slightly from previous years (90\% in 2008 and 88\% in 2009).

57\% of the Class of 2008 in LCC’s service district went on to college. Of those who went to college, 54\% chose LCC (information provided by Washington State University’s Social and Economic Sciences Research Center via the National Student Clearinghouse).
Running Start headcount increased 6% and FTE increased 3% in 2009-10. Over five years, FTE increased 2%.

Table 8: Number of Running Start Students Enrolled by High School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Castle Rock (115)</td>
<td>32</td>
<td>30</td>
<td>24</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Kalama (116)</td>
<td>36</td>
<td>43</td>
<td>37</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>Kelso (117)</td>
<td>75</td>
<td>119</td>
<td>121</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Mark Morris (112)</td>
<td>89</td>
<td>85</td>
<td>79</td>
<td>83</td>
<td>89</td>
</tr>
<tr>
<td>R.A. Long (111)</td>
<td>51</td>
<td>58</td>
<td>47</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>Toutle Lake (114)</td>
<td>12</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Wahkiakum (901)</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Woodland (118)</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: Data Warehouse (Student Table, RUNNING_START_STATUS = 1, HI_SCHL)

Kelso and Mark Morris High Schools consistently have the highest Running Start enrollments.
Table 9: eLearning Enrollment (Duplicated Headcount and Annual FTE)
(online and hybrid courses, state funded)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Online courses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>headcount</td>
<td>1381</td>
<td>1100</td>
<td>1808</td>
<td>3487</td>
<td>4681</td>
</tr>
<tr>
<td>FTE</td>
<td>76</td>
<td>106</td>
<td>159</td>
<td>295</td>
<td>398</td>
</tr>
<tr>
<td>Percent of total</td>
<td>3%</td>
<td>5%</td>
<td>7%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>state FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hybrid courses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>headcount</td>
<td>323</td>
<td>431</td>
<td>852</td>
<td>1444</td>
<td>1727</td>
</tr>
<tr>
<td>FTE</td>
<td>20</td>
<td>26</td>
<td>75</td>
<td>132</td>
<td>152</td>
</tr>
<tr>
<td>Percent of total</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>state FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Data Warehouse, Class Table, DIST_ED = 3n series for online and Hn for hybrids

- Online courses are taught 51-100% online. Hybrids are taught 50% or less online.
- FTE in online courses increased 35% in 2009-10 (16% for hybrids).
- Headcount in online courses increased 33% in 2009-10 (18% for hybrids).
- Combined, online and hybrid enrollments accounted for 15% of FTE generated in 2009-10, compared to 19% for the Washington State Community and Technical College System.

Table 10: Distance Education Course Successful Completion Rates
(Compares the proportion of students who received a 2.0 or better)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Distance Ed (LCC)</td>
<td>73.7%</td>
<td>74.1%</td>
<td>72.9%</td>
<td>74.5%</td>
<td>79.4%</td>
</tr>
<tr>
<td>Hybrid Courses (LCC)</td>
<td>83.0%</td>
<td>80.0%</td>
<td>75.5%</td>
<td>78.9%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Online courses (LCC)</td>
<td>74.1%</td>
<td>78.5%</td>
<td>67.7%</td>
<td>74.6%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Washington Online</td>
<td>62.5%</td>
<td>80.8%</td>
<td>65.8%</td>
<td>69.4%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>

Source: Data Warehouse (note: excludes grades of I, N, R, P and V) 3n series for online courses and Hn series for hybrids

- Although there is variation over time, completion rates in online courses are generally comparable to completion rates in non-distance education courses. Completion rates in hybrid courses are generally higher than non-distance education courses.
- LCC originated online courses generally have higher completion rates than Washington Online courses.

LCC ranked in the 99th percentile in the 2010 National Community College Benchmarking Project for enrollee success in distance education courses. This was up from the 80th percentile in 2008 and the 89th percentile in 2009.
Enrollment in Community Education increased substantially in 2009-10 due at least in part to the conversion of a popular Retirement Program (Senior Studies) class to Community Education.

**Key Performance Indicator: Participation Rate**
(The proportion of citizens, age 16 and up, that attend the college on a full- or part-time basis)

**Table 12: Service District Participation Rate**
(Headcount/Population 17 and over) x 100

<table>
<thead>
<tr>
<th></th>
<th>Cowlitz Co.</th>
<th>Wahkiakum Co.</th>
<th>Washington State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>4.64% (rank: 8)</td>
<td>2.38% (rank: 33)</td>
<td>3.82%</td>
</tr>
<tr>
<td>2006</td>
<td>4.36% (rank: 5)</td>
<td>1.86% (rank: 33)</td>
<td>3.69%</td>
</tr>
<tr>
<td>2009</td>
<td>6.37% (rank: 3)</td>
<td>2.84% (rank: 32)</td>
<td>4.41%</td>
</tr>
</tbody>
</table>


- Cowlitz County’s participation rate increased nearly two percentage points in 2009. Wahkiakum County increased about one percent. Both counties moved up in the statewide rankings.
- The counties ranking higher than Cowlitz in 2009 were Walla Walla at 7.03% (rank: 1) and Lewis at 6.75% (rank: 2). Clark County ranked 26th at 3.76%.

LCC ranked in the 89th percentile for the “Credit Student Participation Rate” in the 2010 National Community College Benchmarking Project. This was down slightly from 2009 (92nd percentile) but higher than in 2008 (84th percentile).
**Key Performance Indicator: Participation and Success of Diverse Student Populations**
(Diverse student populations include students of color and students with disabilities. Measures of success include enrollment and degree/certificate completion.)

**Table 13: LCC Participation and Completion Rates of Students of Color (SOC)**
(Count includes students who have a race/ethnic code in the student database only)

<table>
<thead>
<tr>
<th>Year</th>
<th>SOC as proportion of all students</th>
<th>SOC as proportion of transfer &amp; workforce populations only</th>
<th>SOC as proportion of degree/certificate (one year +) completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>1025/6301 = 16%</td>
<td>633/5011 = 13%</td>
<td>21/441 = 4.8%</td>
</tr>
<tr>
<td>2006-07</td>
<td>1162/6113 = 19%</td>
<td>693/4801 = 14%</td>
<td>28/492 = 5.7%</td>
</tr>
<tr>
<td>2007-08</td>
<td>1193/6104 = 20%</td>
<td>909/5026 = 18%</td>
<td>34/458 = 7.4%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1360/6819 = 20%</td>
<td>1158/6136 = 19%</td>
<td>57/582 = 9.8%</td>
</tr>
<tr>
<td>2009-10</td>
<td>1382/6894 = 19%</td>
<td>1036/6441 = 16%</td>
<td>88/752 = 11.7%</td>
</tr>
</tbody>
</table>

Source: LCC Fact Book and Data Warehouse (Completions file)

- The proportion of students of color in the overall student body declined slightly in 2009-10.
- The proportion of students of color in the transfer and workforce populations decreased by three percent in 2009-10.
- Students of color as a proportion of LCC graduates increased nearly two percent in 2009-10.

**Table 14: LCC Participation and Graduation/Completion Rates of Students with Disabilities (All Students)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students with disabilities as a proportion of all students</th>
<th>Students with disabilities as a proportion of transfer &amp; workforce populations only</th>
<th>Students with disabilities as a proportion of degree/certificate (one year plus) completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>204/7258 = 2.8%</td>
<td>165/5011 = 3.3%</td>
<td>10/441 = 2.3%</td>
</tr>
<tr>
<td>2006-07</td>
<td>147/6929 = 2.1%</td>
<td>124/4801 = 2.3%</td>
<td>13/492 = 2.6%</td>
</tr>
<tr>
<td>2007-08</td>
<td>165/7146 = 2.3%</td>
<td>135/5026 = 2.7%</td>
<td>9/458 = 2.0%</td>
</tr>
<tr>
<td>2008-09</td>
<td>187/7982 = 2.3%</td>
<td>161/6136 = 2.6%</td>
<td>12/582 = 2.1%</td>
</tr>
<tr>
<td>2009-10</td>
<td>188/8601 = 2.2%</td>
<td>164/6441 = 2.6%</td>
<td>25/842 = 3.0%</td>
</tr>
</tbody>
</table>

Source: Data Warehouse (Completions and Student Tables)

- The proportion of students with disabilities in the total student population stayed about the same in 2009-10.
- Students with disabilities as a proportion of LCC graduates increased somewhat in 2009-10.
- Reporting changes implemented in 2003-04 greatly impacted the overall count of students with disabilities at LCC. LCC staff continue to work toward ensuring that all student records are complete and accurate.
Financial Aid Data

Table 15: Pell Grant Maximum and Cost of Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>Pell Grant Maximum (% increase)</th>
<th>Cost of Tuition &amp; Fees (% increase)</th>
<th>Number of Students Receiving Pell Grants</th>
<th>% of total state funded students receiving Pell Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>$4,050 (+0.0%)</td>
<td>$2,646 (+8.2%)</td>
<td>1,251</td>
<td>22%</td>
</tr>
<tr>
<td>2006-07</td>
<td>$4,050 (+0.0%)</td>
<td>$2,793 (+5.5%)</td>
<td>1,225</td>
<td>22%</td>
</tr>
<tr>
<td>2007-08</td>
<td>$4,310 (+6.4%)</td>
<td>$2,874 (+2.9%)</td>
<td>1,392</td>
<td>23%</td>
</tr>
<tr>
<td>2008-09</td>
<td>$4,731 (+9.8%)</td>
<td>$2,937 (+2.2%)</td>
<td>1,744</td>
<td>25%</td>
</tr>
<tr>
<td>2009-10</td>
<td>$5,350 (+13.0%)</td>
<td>$3,132 (+6.6%)</td>
<td>2,409</td>
<td>35%</td>
</tr>
</tbody>
</table>

Source: LCC Fact Book

- The Pell Grant figures reflect the maximum allotment in a given year. The cost of tuition and fees does not include books or supplies.
- In 2003-04, for the first time in several years, the proportional cost of tuition and fees increased more than the proportional increase in the maximum Pell Grant, a trend that continued until 2007-08 when the Pell grant maximum began to increase after being frozen for several years.

Figure 16: LCC Total Financial Aid Disbursement and Percent in Loans

- Financial aid disbursement, in total dollars, increased nearly 150% over the five year period depicted above. The change is due in part to increases in loan volume.

Table 17: Cohort Default Rates: LCC vs. National

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 2-year colleges in the U.S.</td>
<td>8.1%</td>
<td>7.9%</td>
<td>8.4%</td>
<td>9.9%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Lower Columbia College</td>
<td>12.4%</td>
<td>5.9%</td>
<td>12.3%</td>
<td>12.1%</td>
<td>12.6%</td>
</tr>
</tbody>
</table>

Tech Prep
Tech Prep provides high school students with a coordinated and seamless series of learning experiences leading to professional/technical programs at Lower Columbia College. Articulation agreements developed through our partnership with regional high schools enable students to earn college credits for courses taken while in high school.

Table 18: Number of Graduating Seniors with Tech Prep Credit Enrolling at LCC

<table>
<thead>
<tr>
<th>School</th>
<th>Class of 2006</th>
<th>Class of 2007</th>
<th>Class of 2008</th>
<th>Class of 2009</th>
<th>Class of 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castle Rock</td>
<td>7/65=11%</td>
<td>5/38=13%</td>
<td>13/37=35%</td>
<td>10/39=26%</td>
<td>9/34=26%</td>
</tr>
<tr>
<td>Kalama</td>
<td>2/8=25%</td>
<td>1/4=25%</td>
<td>3/19=16%</td>
<td>2/13=15%</td>
<td>4/14=29%</td>
</tr>
<tr>
<td>Kelso</td>
<td>23/85=27%</td>
<td>27/177=15%</td>
<td>43/212=20%</td>
<td>33/113=29%</td>
<td>43/119=36%</td>
</tr>
<tr>
<td>Mark Morris</td>
<td>17/96=18%</td>
<td>24/106=23%</td>
<td>26/143=18%</td>
<td>10/56=18%</td>
<td>24/93=26%</td>
</tr>
<tr>
<td>R.A. Long</td>
<td>19/64=30%</td>
<td>17/65=26%</td>
<td>18/84=21%</td>
<td>6/43=14%</td>
<td>17/61=28%</td>
</tr>
<tr>
<td>Toutle Lake</td>
<td>11/33=33%</td>
<td>3/41=7%</td>
<td>9/27=33%</td>
<td>6/15=40%</td>
<td>5/30=17%</td>
</tr>
<tr>
<td>Wahkiakum</td>
<td>0/6=0%</td>
<td>0/4=0%</td>
<td>5/17=29%</td>
<td>3/14=21%</td>
<td>2/11=18%</td>
</tr>
<tr>
<td>Woodland</td>
<td>0/4=0%</td>
<td>0/7=0%</td>
<td>0/24=0%</td>
<td>1/33=3%</td>
<td>0/14=0%</td>
</tr>
<tr>
<td>Total</td>
<td>79/361=22%</td>
<td>78/447=17%</td>
<td>117/563=21%</td>
<td>71/326=22%</td>
<td>104/376=28%</td>
</tr>
</tbody>
</table>

Source: LCC Tech Prep Office (LCC Fact Book)

- The “senior to freshman” ratio represents the proportion of graduating seniors with Tech Prep credit who enroll at LCC by the fall after their high school graduation year. The proportion increased by six percent in 2009-10.
- Please note that the methodology for accounting for Tech Prep students has transitioned tremendously during the 5-year history depicted here.

First Generation Students and Veterans

The term “first generation” in this case refers to students attending college who do not have a parent with a baccalaureate degree. We began collecting this information during the testing process in fall 2008. Veteran headcount is based on students receiving benefits.

Table 19: Proportion of First Generation Students at LCC and Veteran Headcount

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Generation</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>Veterans</td>
<td>43</td>
<td>55</td>
<td>61</td>
<td>77</td>
<td>140</td>
</tr>
</tbody>
</table>

- Four out of five LCC students are first-generation.
- The number of Veterans served has increased steadily over the past five years.
According to the information presented in this report, in what areas has LCC done a good job in providing access to students?

- Students are generally taking more credits, which makes it easier for them to reach the tipping point.
- LCC has continued to serve all students who come to the door by providing more opportunities for enrollment, including eLearning, more course sections, and more pathways in Basic Skills. The evidence for this is in our enrollment data.
- We are increasing the number of students with disabilities served, despite the enhanced rigor in how disabilities are classified. Also, there is increasing awareness on campus of the resources available to students with disabilities.
- Increasing the quantity and quality of electronic resources available has helped both our online and face-to-face students.

According to the information presented in this report, in what areas can LCC do a better job in providing access to students and what are some of the things the College can do to improve access?

- Increasing reliance on loans to help pay for college has implications in terms of individual fiscal responsibility. We need to be sure to communicate the long-term consequences of borrowing money to our students.
- Although we have dramatically increased the amount of information that is available through our website, we need to make sure that faculty and staff are engaged in keeping that information current and that responsibilities are clearly defined. Also, we need to monitor ADA compliance across the website.
- We need to continue to address the needs of returning Veterans.
- Although recruiting is not an issue at present, we need to maintain our competitiveness by keeping up with technology (and not wait until enrollment lags, otherwise it will be too late).
  - Our competitors are using “apps” and students are coming to expect them in order to access information through their phones and I-PADs. This has implications for accessing information about the College, library databases, financial aid check availability, and much more.
  - Support for faculty and staff professional development is critical to developing and delivering the types of technology and applications our students need and expect. Using technology well is a critical aspect of maintaining excellence in terms of student access.
Board Plus/Delta

“What is good about this report and what would you like to see changed?”

<table>
<thead>
<tr>
<th>+</th>
<th>Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We ensure that all learners who are under prepared for college level studies have the opportunity to receive basic skills instruction for literacy development, diploma completion, English as a Second Language, and preparation for higher education.

→ Lower Columbia College
College Outcome

April 20th, 2011
Basic Skills and Pre-College Education: A Combined Monitoring Report

The purpose of this monitoring report is to present information regarding progress the College has made in providing literacy development to people who have less than college level skills. The report is broken into two parts, the first covering Adult Basic Education (ABE), English as a Second Language (ESL), and GED. The second part of the report includes pre-college preparation in math and English (reading/writing).

Key Performance Indicators in this Monitoring Report for Basic Skills include:
   1. Student/graduate satisfaction with Basic Skills Instruction
   2. Basic Skills achievement

Other measures for Basic Skills include:
   ✓ Basic Skills Enrollment
   ✓ CASAS testing results
   ✓ Progression of ESL and ABE Students
   ✓ Enrollment in CEO Program
   ✓ Progression of CEO Students
   ✓ GED Testing and Goal Completion
   ✓ Student Achievement Initiative point gains
   ✓ I-BEST Enrollment, Student Success and Completions

Key Performance Indicators in this Monitoring Report for Pre-College include:
   3. Academic Performance of Pre-College students

Other measures for Pre-College include:
   ✓ Success in Subsequent Courses
   ✓ Enrollment in Pre-College
   ✓ National Community College Benchmarking Project rankings
   ✓ Student Achievement Initiative point gains

The report is subject to concentrated review by faculty and staff at Lower Columbia College. Analysis from the review team is included at the end of the report. The Board is also being asked to review this report and provide input. The results of this report will be used in our planning process for next year.

Some of the action plans that have come about (or are planned) as a result of past reviews of the Basic Skills/Pre-College Monitoring Report include:

Basic Skills

Completion Rates
   • Continue to design curriculum to increase rigor and mirror the college experience.
   • Redesign ESL programming and curriculum to increase rigor, active learning experiences, and alignment to CASAS testing.
• Strengthen and clarify progression policy so that teachers can more easily determine student readiness for progression to the next level.
• Provide every instructor with a quarterly data report that includes CASAS Gains, Level Completions, and Achievement Points accrued in order to identify best practices and to create targeted action plans to increase completion and progression.
• Increase use of CASAS TopsPro reports to inform faculty on areas of strengths and weaknesses of student performance in order to target skills development in lessons.
• Maintain new CASAS testing procedures to continue to see an increase in post testing rates.

**English as a Second Language**

• Expand ESL recruitment efforts by developing a quarterly targeted recruitment plan to recruit ESL students into general basic skills, I-BEST, and I-TRANS.
  o Implement quarterly recruiting at Walmart.
  o Partner with local churches, schools, or non-profit agencies to expand off-site ESL offerings.
  o Implement targeted ESL recruitment into On-ramp to I-BEST
  o Conduct On-ramp, I-BEST, and I-TRANS recruitment sessions in all ABE & ESL classes quarterly.
• Work with ESL program faculty, manager, and dean of instruction on a redesign of ESL programming and curriculum to focus on active learning, academic rigor, and the integration of college readiness and employment skills into all ESL courses.
• Conduct an On-ramp to I-BEST, I-BEST, and I-TRANS recruitment happening in all basic skills courses quarterly.
• Facilitate funding information sessions in all ESL courses.

**Career Education Options**

• Redesign the Foundations quarter of the CEO program focusing on increasing engagement, retention, and completion. This will involve a mix of both face-to-face courses and lab courses.
• Add Wahkiakum School District to the list of school districts participating in the CEO Program in order to expand the recruitment base.
• Teach the new math series in the CEO Center to increase math completion and retention in math courses.
• Implement planned break periods for students in order to deemphasize socializing and encourage academic awareness.
• Implement HSPE testing on the LCC campus to facilitate test completion thus strengthening retention and completion.
• Implement weekly Instructor, Retention Specialists and Director Meetings to proactively encourage student process.
• Engage community agencies to help support student retention.
• Move to new facility to facilitate creative, innovative, and dynamic teaching and mentoring systems.
Pre-College

- After completing their curriculum review, faculty in the Language and Literature Department are reviewing pedagogy and curriculum and are planning revisions to increase student success. Silos that artificially separate student populations into ABE and precollege are being reviewed and strategies developed to overcome barriers. We are exploring the feasibility of combining some upper level ABE course with precollege English and Writing courses.

- Following the successes of the academic IBEST pilot last year, we expanded ITRANS to include math, speech, psychology, and physical science.

- With support from the Gates Foundation for reform in precollege math, three new courses have been developed to take the place of four old courses; the savings to the students and to the college have been substantial. Assessment will be ongoing to determine the success of this project.

- Also supported by the Gates Foundation, an ITRANS learning community has been developed for students in the Early Childhood Education program.
PART ONE: BASIC SKILLS

Student Satisfaction with Instruction
(Key Performance Indicator)

Students enrolled in LCC’s Basic Skills courses complete a satisfaction survey every quarter.

Table 1: 2009-10 Student Satisfaction with Instruction in Basic Skills

<table>
<thead>
<tr>
<th></th>
<th>Percent that Agreed or Strongly Agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the quality of instruction I have received at LCC.</td>
<td>227/229 = 99%</td>
</tr>
<tr>
<td>I am treated with courtesy and respect by LCC employees.</td>
<td>230/233 = 99%</td>
</tr>
<tr>
<td>I would recommend LCC to a friend.</td>
<td>226/227 = 99%</td>
</tr>
</tbody>
</table>

Basic Skills Rate
(Key Performance Indicator)

The State of Washington adopted new criteria for tracking basic skills students at the start of 2004-05. The key indicator is goal completion. Within this indicator are two major categories: those who state their goal is to improve basic literacy skills and those who state their goal is to improve their English language skills.

Table 2: Goal Completion: Basic Literacy and English Language Skills (federally reportable only)

<table>
<thead>
<tr>
<th></th>
<th>Number stating “Improve Basic Literacy Skills” as their goal</th>
<th>Number who completed “Improve Basic Literacy Skills” goal</th>
<th>Percent who completed “Improve Basic Literacy Skills” goal</th>
<th>Number stating “Improve English Language Skills” as their goal</th>
<th>Number who completed “Improve English Language Skills” goal</th>
<th>Percent who completed “Improve English Language Skills” goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCC</td>
<td>733</td>
<td>150</td>
<td>20%</td>
<td>266</td>
<td>90</td>
<td>34%</td>
</tr>
<tr>
<td>2006 System</td>
<td>24,805</td>
<td>5,961</td>
<td>24%</td>
<td>30,295</td>
<td>12,165</td>
<td>40%</td>
</tr>
<tr>
<td>2006-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCC</td>
<td>686</td>
<td>145</td>
<td>21%</td>
<td>275</td>
<td>115</td>
<td>42%</td>
</tr>
<tr>
<td>2007 System</td>
<td>24,567</td>
<td>7,718</td>
<td>31%</td>
<td>30,328</td>
<td>13,190</td>
<td>43%</td>
</tr>
<tr>
<td>2007-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCC</td>
<td>644</td>
<td>186</td>
<td>29%</td>
<td>291</td>
<td>131</td>
<td>45%</td>
</tr>
<tr>
<td>2008 System</td>
<td>27,340</td>
<td>8,259</td>
<td>30%</td>
<td>32,464</td>
<td>14,404</td>
<td>44%</td>
</tr>
<tr>
<td>2008-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCC</td>
<td>737</td>
<td>149</td>
<td>20%</td>
<td>280</td>
<td>102</td>
<td>36%</td>
</tr>
<tr>
<td>2009 System</td>
<td>32,425</td>
<td>8,316</td>
<td>26%</td>
<td>34,977</td>
<td>15,467</td>
<td>44%</td>
</tr>
<tr>
<td>2009-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCC</td>
<td>889</td>
<td>237</td>
<td>27%</td>
<td>299</td>
<td>135</td>
<td>45%</td>
</tr>
<tr>
<td>2010 System</td>
<td>33,530</td>
<td>9,741</td>
<td>29%</td>
<td>34,607</td>
<td>17,125</td>
<td>49%</td>
</tr>
</tbody>
</table>

Source: WABERS+ database (WABERS Statistics Report—all students)

- In 2008-09, a new CASAS test format was piloted resulting in a statewide drop in completion rates. A change in the ESL listening test, previously performed with a book but now without, also resulted in decreased completion rates.
Basic Skills Enrollment Summary

The basic skills enrollment summary presents the unduplicated headcount and FTEs of all basic skills students enrolled at LCC. Specifically, these are enrollments in adult basic education (ABE), English as a Second Language (ESL), and high school graduation equivalency.

Figure 3: Basic Skills Student Enrollment (ABE, ESL and high school equivalency)

![Graph showing basic skills student enrollment from 2005-06 to 2009-10]

- Basic Skills FTE increased 11% in 2009-10.

CASAS Testing

Achievement in Basic Skills is assessed through pre- and post-testing using a system called CASAS. CASAS—Comprehensive Adult Student Assessment Systems—is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both native and non-native speakers of English.

Table 4: CASAS Testing Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th># pre-tested</th>
<th># post-tested</th>
<th>% post-tested</th>
<th># Completing at least one program level</th>
<th>% Completing at least one program level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-</td>
<td>LCC</td>
<td>975</td>
<td>445</td>
<td>46%</td>
<td>209</td>
<td>47%</td>
</tr>
<tr>
<td>2006</td>
<td>System</td>
<td>51,397</td>
<td>29,304</td>
<td>57%</td>
<td>16,759</td>
<td>57%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>LCC</td>
<td>942</td>
<td>431</td>
<td>46%</td>
<td>237</td>
<td>55%</td>
</tr>
<tr>
<td>2007</td>
<td>System</td>
<td>52,810</td>
<td>30,911</td>
<td>59%</td>
<td>18,637</td>
<td>60%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>LCC</td>
<td>885</td>
<td>474</td>
<td>54%</td>
<td>275</td>
<td>58%</td>
</tr>
<tr>
<td>2008</td>
<td>System</td>
<td>57,474</td>
<td>33,893</td>
<td>59%</td>
<td>20,110</td>
<td>59%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>LCC</td>
<td>973</td>
<td>455</td>
<td>47%</td>
<td>229</td>
<td>50%</td>
</tr>
<tr>
<td>2009</td>
<td>System</td>
<td>64,982</td>
<td>38,177</td>
<td>59%</td>
<td>21,654</td>
<td>57%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>LCC</td>
<td>1,146</td>
<td>680</td>
<td>59%</td>
<td>337</td>
<td>50%</td>
</tr>
<tr>
<td>2010</td>
<td>System</td>
<td>65,606</td>
<td>41,520</td>
<td>63%</td>
<td>23,770</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: WABERS+ database (WABERS Statistics Report—all students)

- LCC’s performance fell slightly behind the state average in 2009-10.
Progression of ESL and ABE students

Although not all basic skills students state that they intend to stay long enough to achieve a certificate or degree, there is increasing emphasis on preparing these students to enter or move along career pathways.

Table 5: Progression of ESL and ABE students to college-level courses*

<table>
<thead>
<tr>
<th>Year enrolled in ESL (any course, one or more quarters)</th>
<th>Size of cohort</th>
<th>Enrolled in college level by subsequent fall</th>
<th>Enrolled in college level by subsequent spring</th>
<th>Enrolled in college level within two years</th>
<th>Enrolled in college level within three years</th>
<th>Completions** (college degree or certificate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002 (A12)</td>
<td>316</td>
<td>13/4.1%</td>
<td>16/5.1%</td>
<td>18/5.7%</td>
<td>19/6.0%</td>
<td>7/2.2%</td>
</tr>
<tr>
<td>2002-2003 (A23)</td>
<td>311</td>
<td>8/2.6%</td>
<td>12/3.9%</td>
<td>13/4.2%</td>
<td>14/4.5%</td>
<td>5/1.6%</td>
</tr>
<tr>
<td>2003-2004 (A34)</td>
<td>310</td>
<td>8/2.6%</td>
<td>10/3.2%</td>
<td>10/3.2%</td>
<td>11/3.5%</td>
<td>5/1.6%</td>
</tr>
<tr>
<td>2004-2005 (A45)</td>
<td>289</td>
<td>3/1.0%</td>
<td>3/1.0%</td>
<td>6/2.1%</td>
<td>8/2.8%</td>
<td>2/0.7%</td>
</tr>
<tr>
<td>2005-2006 (A56)</td>
<td>368</td>
<td>4/1.1%</td>
<td>5/1.4%</td>
<td>6/1.6%</td>
<td>6/1.6%</td>
<td>3/0.8%</td>
</tr>
<tr>
<td>2006-2007 (A67)</td>
<td>361</td>
<td>12/3.3%</td>
<td>13/3.6%</td>
<td>13/3.6%</td>
<td>15/4.2%</td>
<td>5/1.4%</td>
</tr>
<tr>
<td>2007-2008 (A78)</td>
<td>393</td>
<td>8/2.0%</td>
<td>8/2.0%</td>
<td>9/2.3%</td>
<td>2/0.5%</td>
<td>** as of fall 2010</td>
</tr>
<tr>
<td>2008-2009 (A89)</td>
<td>428</td>
<td>18/4.2%</td>
<td>19/4.4%</td>
<td>4/0.9%</td>
<td>0/0.0%</td>
<td>** as of fall 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year enrolled in ABE (any course, one or more quarters)</th>
<th>Size of cohort</th>
<th>Enrolled in college level by subsequent fall</th>
<th>Enrolled in college level by subsequent spring</th>
<th>Enrolled in college level within two years</th>
<th>Enrolled in college level within three years</th>
<th>Completions** (college degree or certificate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002 (A12)</td>
<td>836</td>
<td>88/10.5%</td>
<td>111/13.3%</td>
<td>121/14.5%</td>
<td>134/16.0%</td>
<td>52/6.2%</td>
</tr>
<tr>
<td>2002-2003 (A23)</td>
<td>952</td>
<td>182/19.1%</td>
<td>198/20.8%</td>
<td>211/22.2%</td>
<td>223/23.4%</td>
<td>59/6.2%</td>
</tr>
<tr>
<td>2003-2004 (A34)</td>
<td>774</td>
<td>84/10.9%</td>
<td>99/12.8%</td>
<td>115/14.9%</td>
<td>129/16.6%</td>
<td>32/4.1%</td>
</tr>
<tr>
<td>2004-2005 (A45)</td>
<td>968</td>
<td>84/8.7%</td>
<td>105/10.8%</td>
<td>133/13.7%</td>
<td>320/33.0%</td>
<td>57/5.9%</td>
</tr>
<tr>
<td>2005-2006 (A56)</td>
<td>1138</td>
<td>149/13.1%</td>
<td>171/15.0%</td>
<td>377/33.1%</td>
<td>390/34.3%</td>
<td>81/7.1%</td>
</tr>
<tr>
<td>2006-2007 (A67)</td>
<td>1075</td>
<td>320/29.8%</td>
<td>338/31.4%</td>
<td>373/34.7%</td>
<td>399/37.1%</td>
<td>88/8.2%</td>
</tr>
<tr>
<td>2007-2008 (A78)</td>
<td>873</td>
<td>178/20.4%</td>
<td>196/22.5%</td>
<td>215/24.6%</td>
<td>44/5.0%</td>
<td>** as of fall 2010</td>
</tr>
<tr>
<td>2008-2009 (A89)</td>
<td>1093</td>
<td>251/23.0%</td>
<td>273/25.0%</td>
<td>66/6.0%</td>
<td>111/8.2%</td>
<td>** as of fall 2010</td>
</tr>
</tbody>
</table>

Source: Data Warehouse, Transcript and Completion tables (where exit code not like 5, 6, 7, or 9)

**as of fall 2010

*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

- College transition and degree and certificate completion rates are much higher for ABE than ESL students, many of whom are lacking literacy skills in their native language (making the transition to college level coursework more challenging).
- Increasing rates for ABE students enrolling in college classes represent a strong upward trend (rates have nearly tripled in nine years).
- Since undocumented ESL students have to pay out of state tuition for college courses until they meet the criteria for residency, many are unable to stay in school after completing Basic Skills courses.
Career Education Options (CEO): A Drop-out Recovery Program

Career Education Options (CEO) began fall 2000 in response to increasing enrollments of high school aged students in Adult Basic Education (ABE). The program targets high school dropouts. They are co-enrolled in high school, but they attend all of their classes on the LCC campus and can take college level classes while working towards a high school diploma (college credits can also be counted toward a college degree or certificate). Participating school districts include Longview, Kelso, Toutle Lake, Kalama, Wahkiakum, and Castle Rock.

Table 6: Annual CEO Enrollment and Completion (HS or equivalent)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO Students</td>
<td>206</td>
<td>240</td>
<td>213</td>
<td>217</td>
<td>209</td>
</tr>
<tr>
<td>HS Completions to date (6)</td>
<td>43</td>
<td>61</td>
<td>63</td>
<td>64</td>
<td>45</td>
</tr>
<tr>
<td>GEDs to date (7)</td>
<td>34</td>
<td>28</td>
<td>12</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Total Completions to date</td>
<td>77</td>
<td>89</td>
<td>75</td>
<td>72</td>
<td>51</td>
</tr>
<tr>
<td>Percent Completions to date</td>
<td>37.4%</td>
<td>37.1%</td>
<td>35.2%</td>
<td>33.2%</td>
<td>24.4%</td>
</tr>
</tbody>
</table>

* Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions). Figures are as of fall 2010.

- On average, time-to-completion rates for CEO students are longer than for the general student population.

Table 7: Progression of CEO students to college level courses* Excluding Home and Family Life courses (childcare)

<table>
<thead>
<tr>
<th>Year enrolled in CEO (enrolled in any CEO course or section, any quarter, or fee pay status 55)</th>
<th>Size of cohort</th>
<th>Enrolled in college level by subsequent fall</th>
<th>Enrolled in college level by subsequent spring</th>
<th>Enrolled in college level within two years</th>
<th>Enrolled in college level within three years</th>
<th>Completions (college degree or certificate) to date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002 (A12)</td>
<td>120</td>
<td>47/39.2%</td>
<td>54/45.0%</td>
<td>59/49.2%</td>
<td>62/51.7%</td>
<td>9/7.5%</td>
</tr>
<tr>
<td>2002-2003 (A23)</td>
<td>165</td>
<td>83/50.3%</td>
<td>90/54.5%</td>
<td>94/57.0%</td>
<td>97/58.8%</td>
<td>16/9.7%</td>
</tr>
<tr>
<td>2003-2004 (A34)</td>
<td>192</td>
<td>97/50.5%</td>
<td>103/53.6%</td>
<td>110/57.3%</td>
<td>114/59.4%</td>
<td>22/11.5%</td>
</tr>
<tr>
<td>2004-2005 (A45)</td>
<td>208</td>
<td>99/47.6%</td>
<td>104/50.0%</td>
<td>105/50.5%</td>
<td>116/55.8%</td>
<td>13/6.3%</td>
</tr>
<tr>
<td>2005-2006 (A56)</td>
<td>206</td>
<td>96/46.6%</td>
<td>105/51.0%</td>
<td>122/59.2%</td>
<td>124/60.2%</td>
<td>12/5.8%</td>
</tr>
<tr>
<td>2006-2007 (A67)</td>
<td>240</td>
<td>130/54.2%</td>
<td>137/57.1%</td>
<td>139/57.9%</td>
<td>141/58.8%</td>
<td>13/5.4%</td>
</tr>
<tr>
<td>2007-2008 (A78)</td>
<td>213</td>
<td>137/64.3%</td>
<td>142/66.7%</td>
<td>149/70.0%</td>
<td></td>
<td>10/4.7%</td>
</tr>
<tr>
<td>2008-2009 (A89)</td>
<td>217</td>
<td>123/56.7%</td>
<td>135/62.2%</td>
<td></td>
<td></td>
<td>8/3.7%</td>
</tr>
<tr>
<td>2009-2010 (A90)</td>
<td>209</td>
<td>124/59.3%</td>
<td></td>
<td></td>
<td></td>
<td>3/1.4%</td>
</tr>
</tbody>
</table>

* Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions). Figures are as of fall 2010.

- The proportion of CEO students moving on to college level coursework has increased over time.
GED Testing

This chart reflects the number of students who took and passed the GED test at LCC, including students who prepared for the GED test at LCC and those who did not.

Table 8: Comparative Data for GED Testing

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>LCC Total Completed</th>
<th>LCC Total Passed</th>
<th>LCC Percent Passed</th>
<th>Washington State Total Completed</th>
<th>Washington State Total Passed</th>
<th>Washington State Percent Passed</th>
<th>United States Total Completed</th>
<th>United States Total Passed</th>
<th>United States Percent Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>293</td>
<td>257</td>
<td>87.7%</td>
<td>13,704</td>
<td>11,453</td>
<td>82.0%</td>
<td>587,689</td>
<td>423,714</td>
<td>72.1%</td>
</tr>
<tr>
<td>2006</td>
<td>302</td>
<td>256</td>
<td>84.8%</td>
<td>13,282</td>
<td>10,877</td>
<td>81.9%</td>
<td>580,107</td>
<td>398,049</td>
<td>68.7%</td>
</tr>
<tr>
<td>2007</td>
<td>326</td>
<td>276</td>
<td>84.7%</td>
<td>14,190</td>
<td>11,771</td>
<td>83.0%</td>
<td>600,023</td>
<td>429,149</td>
<td>71.5%</td>
</tr>
<tr>
<td>2008</td>
<td>301</td>
<td>252</td>
<td>83.7%</td>
<td>15,692</td>
<td>13,032</td>
<td>83.0%</td>
<td>642,182</td>
<td>469,168</td>
<td>73.1%</td>
</tr>
<tr>
<td>2009</td>
<td>333</td>
<td>272</td>
<td>81.7%</td>
<td>15,007</td>
<td>11,980</td>
<td>79.8%</td>
<td>645,281</td>
<td>448,131</td>
<td>69.4%</td>
</tr>
<tr>
<td>2010</td>
<td>315</td>
<td>254</td>
<td>80.6%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Source: Testing Office (LCC data) American Council on Education; [www.acenet.edu](http://www.acenet.edu) (state and national data)

*Data not yet available

- LCC pass rates typically exceed state and national averages.

Table 9: Enrollment of LCC GED Completers in College Level Courses

<table>
<thead>
<tr>
<th>Cohort</th>
<th>LCC Students Completing GED’s</th>
<th>Number taking one or more College Level Courses by end of following year</th>
<th>Proportion taking one or more College Level Courses by end of following year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05 cohort</td>
<td>105</td>
<td>21</td>
<td>20%</td>
</tr>
<tr>
<td>2005-06 cohort</td>
<td>97</td>
<td>23</td>
<td>24%</td>
</tr>
<tr>
<td>2006-07 cohort</td>
<td>116</td>
<td>56</td>
<td>48%</td>
</tr>
<tr>
<td>2007-08 cohort</td>
<td>124</td>
<td>66</td>
<td>53%</td>
</tr>
<tr>
<td>2008-09 cohort</td>
<td>121</td>
<td>60</td>
<td>50%</td>
</tr>
<tr>
<td>2009-10 cohort</td>
<td>124</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

*Data not yet available

- The number of GED completers taking one or more college level courses by the end of the following year has increased over the past five years (2008-09 figure not yet final).
GED Goal Completion at LCC

Table 10: Basic Skills Achievement Rates for GED

<table>
<thead>
<tr>
<th>Year</th>
<th>LCC</th>
<th>Number with “GED” as their goal</th>
<th>Number who completed “GED” goal</th>
<th>Percent who completed “GED” goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-</td>
<td>LCC</td>
<td>117</td>
<td>67</td>
<td>57%</td>
</tr>
<tr>
<td>2006</td>
<td>System</td>
<td>7,921</td>
<td>2,988</td>
<td>38%</td>
</tr>
<tr>
<td>2006-</td>
<td>LCC</td>
<td>120</td>
<td>74</td>
<td>62%</td>
</tr>
<tr>
<td>2007</td>
<td>System</td>
<td>7,751</td>
<td>3,088</td>
<td>40%</td>
</tr>
<tr>
<td>2007-</td>
<td>LCC</td>
<td>110</td>
<td>69</td>
<td>63%</td>
</tr>
<tr>
<td>2008</td>
<td>System</td>
<td>8,769</td>
<td>3,394</td>
<td>39%</td>
</tr>
<tr>
<td>2008-</td>
<td>LCC</td>
<td>129</td>
<td>95</td>
<td>74%</td>
</tr>
<tr>
<td>2009</td>
<td>System</td>
<td>7,900</td>
<td>2,918</td>
<td>37%</td>
</tr>
<tr>
<td>2009-</td>
<td>LCC</td>
<td>139</td>
<td>86</td>
<td>62%</td>
</tr>
<tr>
<td>2010</td>
<td>System</td>
<td>10,755</td>
<td>3,807</td>
<td>35%</td>
</tr>
</tbody>
</table>

Source: WABERS+ database (WABERS Statistics Report—all students)

- Completion rates of LCC students seeking their GED decreased somewhat in 2009-10. Students are not coded with the “GED” goal until they have registered to take the GED battery of tests. LCC is typically substantially above the system average.
- A coding error is responsible for the drop in the achievement rate in 2009-10. The problem has been corrected for the 2010-11 academic year.

Student Achievement Initiative

The Student Achievement Initiative was implemented in 2006-07. It is designed to measure progress, or momentum, or students throughout the educational pipeline. In the Basic Skills category, students earn a point for each level they pass. The number of points each student can earn is not limited in this category.

Table 11: Student Achievement Initiative Points—Basic Skills Gains

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills points</td>
<td>n/a</td>
<td>1,034</td>
<td>1,226</td>
<td>1,267</td>
<td>2,014</td>
</tr>
<tr>
<td>Unduplicated Headcount in ABE and ESL</td>
<td>n/a</td>
<td>1,643</td>
<td>1,442</td>
<td>1,690</td>
<td>1,978</td>
</tr>
<tr>
<td>Average Points per student</td>
<td>n/a</td>
<td>.63</td>
<td>.85</td>
<td>.75</td>
<td>1.02</td>
</tr>
</tbody>
</table>

- The total number of points accrued in this category increased 59% in 2009-10.
- The number of students (unduplicated headcount) increased 17% in 2009-10.
- The average points earned per student increased substantially.
I-BEST

Integrated Basic Education and Skills Training (I-BEST) pairs English as a second language (ESL)/adult basic education (ABE) instructors with professional-technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. LCC’s I-BEST programs include: Manufacturing Occupations Core, Business Technology/Administrative Support, Early Childhood Education, and Health Occupations Core. LCC offered its first I-BEST courses in 2006-07.

Table 12: I-BEST Enrollment

<table>
<thead>
<tr>
<th>FTE</th>
<th>Headcount</th>
<th>Disciplines in which courses were offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual 2006-07</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>Annual 2007-08</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Annual 2008-09</td>
<td>29</td>
<td>69</td>
</tr>
<tr>
<td>Annual 2009-10</td>
<td>96</td>
<td>152</td>
</tr>
</tbody>
</table>

Source: LCC Fact Book

- FTE enrollment increased 231% in 2009-10.

Table 13: I-BEST Momentum (Student Achievement Initiative) Points & Completions

<table>
<thead>
<tr>
<th>Unduplicated Headcount</th>
<th>Total number of achievement points earned and average earned per students**</th>
<th>Number and percent of students earning high school completion or GED Certificates (exit codes 6,7)*</th>
<th>Number and percent of students earning college certificates and/or degrees (exit codes 1, 3 or 4)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>46/1.70</td>
<td>3/27 = 11%</td>
<td>17/27 = 63%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>62/2.95</td>
<td>5/21 = 24%</td>
<td>9/21 = 43%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>152/2.20</td>
<td>12/69 = 17%</td>
<td>32/69 = 46%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>507/3.34</td>
<td>23/152 = 15%</td>
<td>82/152 = 54%</td>
</tr>
</tbody>
</table>

*ALL COHORTS UPDATED THROUGH SUMMER QUARTER 2010. Source: Data Warehouse

**points accrued through spring quarter 2010

- Completions for the 2009-10 cohort include: Instrumentation Technology, Information Processing, Early Childhood Education, Auto Mechanics, Manufacturing Occupations, Welding, Nursing Assistant, and Office (Administrative) Support
PART TWO: PRE-COLLEGE

Academic Performance of Pre-college Education Students
(Key Performance Indicator)

Credit- and tuition-bearing students who are enrolled in a pre-college class must pass it with a “C” or better to be able to advance to the next class.

Table 14: Passing Rates of Students in Pre-college Math
(MATH & TECH 070, 091, 092, 099) -- Duplicated Headcount (includes math lab)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in pre-college math classes</td>
<td>1835</td>
<td>1877</td>
<td>2076</td>
<td>2565</td>
<td>2946</td>
</tr>
<tr>
<td>Number of students who received a 2.0 or better (C or above)</td>
<td>1088</td>
<td>1113</td>
<td>1134</td>
<td>1556</td>
<td>1756</td>
</tr>
<tr>
<td>Proportion of students who received a 2.0 or better (C or above) excluding students receiving grades of W, I, N, R, P, or V*</td>
<td>1088/1564 = 69.6%</td>
<td>1113/1592 = 69.9%</td>
<td>1134/1709 = 66.4%</td>
<td>1556/2141 = 72.6%</td>
<td>1756/2524 = 69.6%</td>
</tr>
<tr>
<td>Number of students who withdrew</td>
<td>235 (12.8%)</td>
<td>227 (12.1%)</td>
<td>303 (14.6%)</td>
<td>353 (13.7%)</td>
<td>368 (12.5%)</td>
</tr>
<tr>
<td>Proportion of students who received a 2.0 or better (C or above) including students who withdrew</td>
<td>1088/1799 = 60.5%</td>
<td>1113/1819 = 61.2%</td>
<td>1134/2012 = 56.4%</td>
<td>1556/2486 = 62.5%</td>
<td>1756/2892 = 60.7%</td>
</tr>
</tbody>
</table>

Source: Data Warehouse, TRANSCRIPTS Table
* W=withdraw, I=incomplete, N=audit, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

- Passing rates of developmental math students decreased slightly in 2009-10.
- For comparison, LCC’s Math Enrollee Success Rate was in the top 22% of the nation in the 2010 National Community College Benchmarking Project Report, compared to the top 19% in the 2009 report and the top 5% in the 2008 report. Please note: 2010 benchmarking report results are for the previous academic year (2008-09).
Table 15: Passing Rates of Students in Pre-college English (ENGL/INDV 065, 075) -- Duplicated Headcount

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in pre-college English classes</td>
<td>282</td>
<td>355</td>
<td>289</td>
<td>407</td>
<td>561</td>
</tr>
<tr>
<td>Number of students who received a 2.0 or better (C or above)</td>
<td>200</td>
<td>271</td>
<td>195</td>
<td>283</td>
<td>387</td>
</tr>
<tr>
<td>Proportion of students who received a 2.0 or better (C or above) excluding students receiving grades of W, I, N, R, P, or V*</td>
<td>200/248 = 80.6%</td>
<td>271/334 = 81.1%</td>
<td>195/263 = 74.1%</td>
<td>283/373 = 75.8%</td>
<td>387/521 = 74.3%</td>
</tr>
<tr>
<td>Number of students who withdrew</td>
<td><strong>30</strong> (10.6%)</td>
<td><strong>17</strong> (4.5%)</td>
<td><strong>22</strong> (7.6%)</td>
<td><strong>29</strong> (7.1%)</td>
<td><strong>31</strong> (5.5%)</td>
</tr>
<tr>
<td>Proportion of students who received a 2.0 or better (C or above) including students who withdrew</td>
<td>200/278 = 71.9%</td>
<td>271/351 = 77.2%</td>
<td>195/285 = 68.4%</td>
<td>283/402 = 70.4%</td>
<td>387/552 = 70.1%</td>
</tr>
</tbody>
</table>

Source: Data Warehouse, TRANSCRIPTS Table

* W=withdraw, I=incomplete, N=audit, P=pass/fail option, R=grade replaced, V=Vanish (instructor initiated withdrawal).

- Passing rates of developmental English students decreased slightly in 2009-10.
- For comparison, LCC’s Writing Enrollee Success Rate was in the top 36% of the nation in the 2010 National Community College Benchmarking Project, compared to the top 8% in the 2009 report and the top 44% in the 2008 report. Please note: 2010 benchmarking report results are for the previous academic year (2008-09).
Performance of Pre-college Math and English Students in Subsequent College Level Math and English Composition Classes

The following tables show the performance of pre-college students who successfully completed their pre-college work and, by the subsequent fall quarter, completed their first college level math or English composition class.

Table 16: Developmental Math (MATH/TECH 091, 092, 099) Students That Moved on to the Next Level (*Math 112, 121/131&, 122/132&, 130/107&, 210)—incl. math lab

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005 cohort</th>
<th>Fall 2006 cohort</th>
<th>Fall 2007 cohort</th>
<th>Fall 2008 cohort</th>
<th>Fall 2009 cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students who successfully completed a pre-college math class</td>
<td>366</td>
<td>362</td>
<td>328</td>
<td>399</td>
<td>651</td>
</tr>
<tr>
<td>Total number of those students who went on to the next level*</td>
<td>140/366 = 38.3%</td>
<td>122/362 = 33.7%</td>
<td>101/328 = 30.8%</td>
<td>126/399 = 31.5%</td>
<td>127/651 = 19.5%</td>
</tr>
<tr>
<td>Total number of those students who withdrew from the next level*</td>
<td>17/140 = 12.1%</td>
<td>6/122 = 4.9%</td>
<td>6/101 = 5.9%</td>
<td>9/126 = 7.1%</td>
<td>10/127 = 7.9%</td>
</tr>
<tr>
<td>Total number of those students who passed the next level with a 2.0 or better*</td>
<td>105/140 = 75.0%</td>
<td>99/122 = 81.1%</td>
<td>77/101 = 76.2%</td>
<td>98/126 = 77.8%</td>
<td>96/127 = 75.6%</td>
</tr>
</tbody>
</table>

Source: Data Warehouse, TRANSCRIPTS.

- The proportion passing at the next level declined slightly in 2009-10.
- Relatively low numbers of students progressing to college level math reflect the fact that college level math is not a degree requirement for many LCC students.
- For comparison, LCC’s Math Enrollee Success Rate in the first college level math course was in the top 12% of the nation in the 2010 National Community College Benchmarking Project Report, compared to the top 3% in the 2009 report and the top 6% in the 2008 report. Please note: there is a lag in reporting for the benchmarking project; 2010 data represents the fall 2007 cohort.
### Table 17: ENGL/INDV 065/075 Students That Moved on to the Next Level
(*English 100, 101/101& or 110)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005 cohort</th>
<th>Fall 2006 cohort</th>
<th>Fall 2007 cohort</th>
<th>Fall 2008 cohort</th>
<th>Fall 2009 cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students who successfully completed INDV 065 or 075</td>
<td>97</td>
<td>87</td>
<td>99</td>
<td>123</td>
<td>168</td>
</tr>
<tr>
<td>Total number of those students who went on to the next level*</td>
<td>68/97 = 70.1%</td>
<td>73/87 = 83.9%</td>
<td>81/99 = 81.8%</td>
<td>89/123 = 72.3%</td>
<td>127/168 = 75.6%</td>
</tr>
<tr>
<td>Total number of those students who withdrew from the next level*</td>
<td>14/68 = 20.6%</td>
<td>6/73 = 8.2%</td>
<td>4/81 = 4.9%</td>
<td>3/89 = 3.4%</td>
<td>10/127 = 7.9%</td>
</tr>
<tr>
<td>Total number of those students who passed the next level with a 2.0 or better*</td>
<td>45/68 = 66.2%</td>
<td>52/73 = 71.2%</td>
<td>64/81 = 79.0%</td>
<td>74/89 = 83.1%</td>
<td>87/127 = 68.5%</td>
</tr>
</tbody>
</table>

Source: Data Warehouse, TRANSCRIPTS Table

- The proportion of students going on to college level English increased in 2009-10. The number passing college level English declined substantially.
- College level English is a degree requirement for virtually all LCC students.
- For comparison, LCC’s Writing Enrollee Success Rate in the first college level math course was in the top 8% of the nation in the 2010 National Community College Benchmarking Project Report, compared to the top 22% in the 2009 report and the top 52% in the 2008 report. Please note: there is a lag in reporting for the benchmarking project; 2010 data represents the fall 2007 cohort.
Pre-College Enrollment
Pre-college includes math and reading/writing classes that are intended to prepare credit/tuition-bearing students for college level math and English composition classes.

Table 18: Pre-College (All Math and English* courses below 100)
Annualized FTE – All Funding Sources (includes math lab)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>41</td>
<td>35</td>
<td>40</td>
<td>43</td>
<td>70</td>
</tr>
<tr>
<td>Math</td>
<td>197</td>
<td>205</td>
<td>219</td>
<td>269</td>
<td>349</td>
</tr>
<tr>
<td>TOTAL</td>
<td>238</td>
<td>240</td>
<td>259</td>
<td>312</td>
<td>419</td>
</tr>
<tr>
<td>% of total college FTE</td>
<td>8.8%</td>
<td>8.5%</td>
<td>9.2%</td>
<td>9.2%</td>
<td>9.7%</td>
</tr>
</tbody>
</table>

Source: LCC Fact Book (note: English courses formerly under INDV)

- FTE in Pre-College increased 34% in 2009-10 and comprised nearly ten percent of total enrollment, the highest proportion in the five years depicted here.

Table 19: Student Achievement Initiative Points—Pre-College Course Success

The following chart summarizes the points earned in the category of “Pre-College Course Success.” Students receive a point for each class they take and complete with a 2.0 or better. There is no limit to the number of points students can earn in this category.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-College points</td>
<td>n/a</td>
<td>1,411</td>
<td>1,506</td>
<td>2,100</td>
<td>2,783</td>
</tr>
<tr>
<td>Unduplicated headcount in ENGL 065, 075 and 100 and Math 070, 091, 092, and 099</td>
<td>n/a</td>
<td>1,246</td>
<td>1,349</td>
<td>1,703</td>
<td>2,193</td>
</tr>
<tr>
<td>Points per student</td>
<td>n/a</td>
<td>1.13</td>
<td>1.12</td>
<td>1.23</td>
<td>1.27</td>
</tr>
</tbody>
</table>

- The total number of points accrued in this category increased 33% in 2009-10.
- Unduplicated headcount increased 29%.
- The number of points earned per student increased slightly.
Basic Skills/Pre-College Monitoring Report  
Comments from the Review Team

**BASIC SKILLS**

Based on the data in this report, in what areas has LCC done a good job in providing students with basic skills preparation?

- Students are very satisfied with Basic Skills instruction.
- Enrollment in Basic Skills has increased substantially.
- CASAS post-test rates were high in 2009-10. This is the result of changes we’ve implemented regarding testing and retention.
- A substantial proportion of ABE students are enrolling in college level studies.
- GED pass rates are above both the state and national rates.
- The percentage of GED students enrolling in college level courses has increased substantially.
- Enrollment in I-BEST continues to increase, and success rates are phenomenal.

Based on the data in this report, in what areas can LCC do a better job in providing students with basic skills preparation and what can we do to address those?

- Although Basic Skills completion rates have increased substantially, we should be meeting or exceeding the state average. The same is true for ESL completion rates; significant improvements have been implemented but we are still below the system average.
- Need to increase recruiting efforts for English as a Second Language (to see more growth there).
- Would like to see more ESL students moving into college level courses. This is problematic due to the fact that many of our ESL students are undocumented and therefore are ineligible to receive Financial Aid.
- CEO enrollment has dropped off a little due at least in part to the implementation of dropout programs within both the Longview and Kelso School Districts.

**PRE-COLLEGE**

Based on the data in this report, in what areas has LCC done a good job in providing students with Pre-College preparation?

- Despite the fact that enrollment has doubled in pre-college English, the pass rate has been maintained.

Based on the data in this report, in what areas can LCC do a better job in providing students with pre-college preparation and what can we do to address those?

- Although our success in pre-college math compares well nationally, we would like to see an increase in our success rate there (hence the pre-college math reform project that is underway, including a reduction in the total number of levels from four to three).
- There is significant possibility for growth in the success rate for pre-college English, as well as success in the first college-level English course.
**Board Plus/Delta**

“What is good about this report and what would you like to see changed?”

<table>
<thead>
<tr>
<th>+</th>
<th>∆</th>
</tr>
</thead>
</table>
College Outcome: Community Enrichment
Monitoring Report

2006-2010
(Cycle 12)

We enrich the community through diverse cultural, artistic, athletic, and social activities and programs for personal enrichment.

→ Lower Columbia College Strategic Plan, 1999 (renewed in 2007)

June 15th, 2011
Community Enrichment: A Monitoring Report

The purpose of this monitoring report is to present data that support progress the institution has made on one of its College Outcomes – Community Enrichment. Part of the mission of Lower Columbia College is to enhance the local culture of our service district. In an atmosphere of openness and diversity, the College strives to enrich the local community by hosting a variety of cultural events, visiting lecturers, and political and educational forums. Lower Columbia College also enriches the local community by educating our students to be productive and responsible citizens.

Through the college’s strategic planning process, the Executive Planning Committee identified two key performance indicators (KPIs) that are intended to measure the outcome of community enrichment. These include citizenship and cultural enrichment of students and community. Other data that are pertinent to the progress the College is making in this area have also been included.

Important highlights that aid in the interpretation and support of these data appear as bullet statements under each figure. Our intent is that the information presented in this report will encourage important discussions as to what constitutes community enrichment and what that means to Lower Columbia College. As always, the report is subject to internal review. Comments from the review team are included at the end of this report. The Board is being asked to review this report and provide input.

Changes and events that have come about as a result of focusing on the Community Enrichment outcome include:

- After a year of discussion and deliberation, LCC faculty have adopted a new General Education Outcome, “Civic Responsibility,” which replaces the former “Citizenship” outcome. Student artifacts are being collected for use in the 2011 General Education Summer Assessment Institute, which will focus on Civic Responsibility and Interpersonal Skills.
- LCC continues to collaborate with community partners to expand artistic opportunities in the area.
  - Project Longview is developing a plan to use assets such as the Rose Center and Columbia Theatre to promote Longview as more of an arts community.
  - Longview Outdoor Gallery is a project designed to place outdoor art in the City, including the statues that are currently on display downtown. There is a movement to incorporate artistically inclined welding students from LCC in the project, and to possibly even expand the project to the LCC campus. The group is also discussing the possibility of incorporating LCC welding students in the installation of off campus projects to give them more experience and exposure (LCC Metal Arts is currently being offered through LCC’s Continuing Education program).
The Longview City Council has approved funding for a consultant to assess the downtown core and potential business opportunities there. The project will look at the needs of college students among other things. One suggestion under consideration is whether or not it is feasible to provide low-income housing in the downtown area designed for college students.

- In conjunction with the LCC Foundation, the College will be offering its first summer musical in 2011.
- Sixty additional children/families were added to the Head Start program beginning in 2010-11 through the new Early Head Start program, which serves eligible pregnant women and families with infants and toddlers up to age three.
Key Performance Indicator: Citizenship

LCC’s Transfer Student Alumni and Professional/Technical Follow-up Student Surveys routinely collect data about some of behaviors related to citizenship (also referred to as civic responsibility).

Table 1: Alumni Survey Results (T = Transfer, PT = Professional/Technical)

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you vote in the last general</td>
<td>73%</td>
<td>*</td>
<td>69%</td>
<td>69%</td>
<td>61%</td>
</tr>
<tr>
<td>election?</td>
<td></td>
<td>60%</td>
<td>74%</td>
<td>77%</td>
<td>73%</td>
</tr>
<tr>
<td>Do you regularly read a newspaper,</td>
<td>79%</td>
<td>*</td>
<td>67%</td>
<td>69%</td>
<td>56%</td>
</tr>
<tr>
<td>news magazine, or online news source?</td>
<td></td>
<td>82%</td>
<td>80%</td>
<td>74%</td>
<td>78%</td>
</tr>
<tr>
<td>Have you donated anything to</td>
<td>80%</td>
<td>*</td>
<td>72%</td>
<td>64%</td>
<td>75%</td>
</tr>
<tr>
<td>any charitable organization in the</td>
<td></td>
<td>85%</td>
<td>70%</td>
<td>87%</td>
<td>80%</td>
</tr>
<tr>
<td>past year?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you attended any cultural</td>
<td>82%</td>
<td>*</td>
<td>82%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>events in the past year?</td>
<td></td>
<td>70%</td>
<td>52%</td>
<td>56%</td>
<td>64%</td>
</tr>
<tr>
<td>Have you attended any sporting</td>
<td>82%</td>
<td>*</td>
<td>64%</td>
<td>56%</td>
<td>67%</td>
</tr>
<tr>
<td>events in the past year?</td>
<td></td>
<td>70%</td>
<td>57%</td>
<td>68%</td>
<td>58%</td>
</tr>
<tr>
<td>Did you volunteer any time to a</td>
<td>65%</td>
<td>*</td>
<td>69%</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>charity, service or other organization in the past year (other than something with a direct financial benefit to you)?</td>
<td></td>
<td>69%</td>
<td>59%</td>
<td>59%</td>
<td>70%</td>
</tr>
</tbody>
</table>

*Survey revised in 2008-09 to incorporate Citizenship questions

- In general, respondents to the Professional/Technical alumni survey tend to report more frequent civic activity than the Transfer alumni, the vast majority of whom are attending four-year institutions when they are surveyed.
- The LCC faculty revised the General Education Outcome entitled “Citizenship” in fall 2010 and renamed it “Civic Responsibility.” Student work demonstrating understanding or application of civic responsibility is being collected and will be assessed during the 2011 General Education Summer Assessment Institute.
**Key Performance Indicator: Cultural Enrichment of Students and Community**

Key elements of Lower Columbia College’s enrichment of students and the community include drama, music, art, athletics, and student/community activities. Other resources to the community include Community Education courses, the Head Start/ECEAP program, and Career & Employment Services.

### Table 2: Attendance at Regular Season Performances (Drama)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>869</td>
<td>849</td>
<td>1,595</td>
<td>1,557</td>
<td>1,587</td>
</tr>
</tbody>
</table>

Source: LCC Drama Department

- Figures for drama attendance include three productions a year. Typically performances run over a three week period for a total of ten performances. Auditions are open to LCC students and community members.
- The first Thursday performance of each production is followed by a discussion with the actors, designers, and technical staff about the play.
- Performances in academic year 2009-10 included:
  - *Alice in Wonderland--An Acid Trip* (Comedy/Drama)
  - *Eurydice* (Drama)
  - *Three Cuckholds* (Commedia dell'arte)

### Table 3: Components of the LCC Music Department

<table>
<thead>
<tr>
<th>Course Offerings</th>
<th>Performance Oriented Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>o General courses for non-majors</td>
<td>o Concert Choir</td>
</tr>
<tr>
<td>o Theory and technical courses</td>
<td>o Jazz Ensemble</td>
</tr>
<tr>
<td>designed for music majors</td>
<td>o LCC Symphonic Band</td>
</tr>
<tr>
<td>o Private lessons</td>
<td>o Vocal Ensemble</td>
</tr>
</tbody>
</table>

### Table 4: Art Exhibit Attendance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4,570</td>
<td>3,315</td>
<td>633*</td>
<td>6,696</td>
<td>4,839</td>
</tr>
</tbody>
</table>

Source: LCC Art Gallery *2007-08 figures reflect the transition to the Rose Center; only the annual student art show was held that year

- 2009-10 shows include Tupper Malone, Eric Olson, Concerted Effort, A Legacy of Learning, Anne Greenwood, Ken Turner, McInnis/Bezalel/Ben Levy, and the 2009-10 Student Exhibit.
- LCC was in the 79th percentile for community participation in cultural activities in the 2010 National Community College Benchmarking Project.
Athletic Program

Table 5: Attendance at Athletic Events

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Attendance</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>16,450</td>
<td>17,875</td>
</tr>
</tbody>
</table>

Source: LCC Athletics Department

- LCC was in the 92nd percentile for community participation in sporting events in the 2010 National Community College Benchmarking Project.

Table 6: Student Athletes’ Academic Year GPAs (Team Averages)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball (Men)</td>
<td>2.78</td>
<td>3.04</td>
<td>2.92</td>
<td>3.18</td>
<td>3.07</td>
</tr>
<tr>
<td>Basketball (Men)</td>
<td>2.83</td>
<td>2.59</td>
<td>2.14</td>
<td>2.42</td>
<td>2.47</td>
</tr>
<tr>
<td>Basketball (Women)</td>
<td>2.91</td>
<td>2.98</td>
<td>2.75</td>
<td>2.94</td>
<td>2.74</td>
</tr>
<tr>
<td>Softball (Women)</td>
<td>2.93</td>
<td>2.39</td>
<td>2.60</td>
<td>2.65</td>
<td>2.65</td>
</tr>
<tr>
<td>Volleyball (Women)</td>
<td>2.93</td>
<td>2.88</td>
<td>2.56</td>
<td>3.15</td>
<td>3.14</td>
</tr>
<tr>
<td>OVERALL TEAM GPA</td>
<td>2.86</td>
<td>2.86</td>
<td>2.68</td>
<td>2.94</td>
<td>2.86</td>
</tr>
<tr>
<td>All transfer (degree seeking) students</td>
<td>2.79</td>
<td>2.69</td>
<td>2.98</td>
<td>2.65</td>
<td>2.80</td>
</tr>
</tbody>
</table>

Source: LCC Athletics Office, Data Warehouse

Table 7: Athletic Team Championships

D = Division Champs C = NWAAC (Conference) Champs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball (Men)</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>Basketball (Men)</td>
<td>D</td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball (Women)</td>
<td></td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball (Women)</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Volleyball (Women)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: LCC Athletics Office (FACT BOOK)

- Softball (Women) is the only team in any sport in NWAAC history to win six or more conference titles in a row.
- Academic performance decreased slightly in 2009-10, particularly in comparison to the total transfer student population. Academics continue to be a major priority for the athletics program. Mandatory study tables and tutoring support are among the strategies designed to promote academic success of athletes. Study tables are supported through fundraising.
- Student athletes participate in a community service project every year.
- Each summer a number of sports camps and clinics are offered for area youth.
Table 8: Student and Community Activities

<table>
<thead>
<tr>
<th>Educational</th>
<th>Concerts</th>
<th>Health Related</th>
<th>Variety</th>
<th>Clubs</th>
<th>Community Service Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Conversations</td>
<td>Seacats</td>
<td>Blood Drives</td>
<td>Harvest Fest Family Fun Night</td>
<td>Forensics Club – Regional &amp; National Debate Participants</td>
<td>Community Coat Drive</td>
</tr>
<tr>
<td>Dance workshops</td>
<td>Young Cassio</td>
<td>Depression Screening</td>
<td>Bingo Night</td>
<td>Drama Club – Productions and One Act Plays</td>
<td>Community House Food Contributions</td>
</tr>
<tr>
<td>Native American History Month Program</td>
<td>Jazz Band Concerts</td>
<td>Breast Cancer Awareness Information</td>
<td>Family Movie Night</td>
<td>Multicultural Club – Intercultural Week and Dances</td>
<td>Phi Theta Kappa community service projects</td>
</tr>
<tr>
<td>Northwest Voices (with Longview Public Library)</td>
<td>Symphonic Band</td>
<td>Flu Shot Clinic</td>
<td>Spring Arts Festival</td>
<td>Slip Club – Pottery Exhibition and Pottery Sale</td>
<td>Various Independent student projects for HDEV Course</td>
</tr>
<tr>
<td>William Vest Lecture</td>
<td>Local Ensemble</td>
<td>Biggest Loser</td>
<td>Back to School Week Activities</td>
<td>Student Nurses Organization – Health Fair</td>
<td>Civics Week</td>
</tr>
<tr>
<td>Pottery workshops</td>
<td>Honor Band Concerts</td>
<td>Wellness Fair</td>
<td>Winter Festival</td>
<td>Global Medical Brigades</td>
<td>Shoe Drive for Haiti</td>
</tr>
<tr>
<td></td>
<td>The Cadillac’s</td>
<td>Medical Brigade</td>
<td>Red Devil Days</td>
<td>Literature Alive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cennagon and Chato</td>
<td>Cyber Café Coffee Socials</td>
<td>Salal Arts Festival</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hawaiian band</td>
<td>Open Mic</td>
<td>Leadership Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Holding Out band</td>
<td>Family Night – Around the World</td>
<td>Salal Review Publication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>International Festival (with Ethnic Support Council)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biological Society workshops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: LCC Office of Student Activities

- **The ASLCC and Multicultural Student Services** combine their efforts to provide a variety of educational, social, cultural, health related and recreational activities for the college community each year. Balancing educational co-curricular activities with the other areas of programming continues to be the emphasis.
- A number of activities geared toward high school and younger students were also held, including the Science Olympiad and High School Welding Competition.
Table 9: Community Conversations

Community Conversations is a free public lecture series that is offered every Thursday at noon when classes are in session. Students may enroll in a one credit Humanities course for the series. Lectures typically draw 70-100 attendees per week.

<table>
<thead>
<tr>
<th>2009-10 themes</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Examined Life: The World of Great Ideas</td>
<td>Looking Back: Obama’s First Year</td>
<td>Wings on the Human Spirit: The Visual and Performing Arts</td>
</tr>
</tbody>
</table>

Table 10: Enrollment in Retirement Program (formerly Senior Studies)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,237</td>
<td>1,449</td>
<td>1,636</td>
<td>1,397</td>
<td>371</td>
</tr>
</tbody>
</table>

Source: LCC Fact Book/enrollment count is duplicated headcount

- Enrollment in the Retirement Program decreased dramatically in 2009-10 due to transition of courses to Community Education (see Table 11).

Table 11: Enrollment in Community Education Classes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>976</td>
<td>644</td>
<td>330</td>
<td>294</td>
<td>1,120</td>
</tr>
</tbody>
</table>

Source: LCC Fact Book/enrollment count is duplicated headcount

- The Community Education program includes a variety of short-term courses, workshops, and special classes for personal enrichment or recreational interests.
- Enrollment in Community Education increased dramatically in 2009-10 due to discontinuation of courses in the Retirement Program and adding new classes more directed to the general population.

Table 12: Enrollment in Certificate Training and Professional Development

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>432</td>
<td>812</td>
<td>532</td>
<td>469</td>
<td>923</td>
</tr>
</tbody>
</table>

Source: Continuing Education/enrollment count is duplicated headcount

Table 13: Total Enrollment—Children Served by Head Start, ECEAP and Early Head Start

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>364</td>
<td>404</td>
<td>441</td>
<td>439</td>
<td>439</td>
</tr>
</tbody>
</table>

Source: LCC Head Start Office

- Lower Columbia College Head Start/ECEAP is a federal and state funded program for at risk low-income children and families in Cowlitz County. Children are served at the following sites: Castle Rock Elementary, Barnes Elementary, Wallace Elementary, Broadway Learning Center, Highlands Center and the LCC Campus. Comprehensive services are provided to both the children and parents.
- Sixty additional children/families were added to the Head Start program beginning in 2010-11 through the new Early Head Start program, which serves eligible pregnant women and families with infants and toddlers up to age three.
- LCC Head Start/ECEAP consistently operates at capacity.

Table 14: Head Start Parents Enrolled at LCC (Parent Opportunity Program—POP)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15</td>
<td>9</td>
<td>26</td>
<td>34</td>
<td>17</td>
</tr>
</tbody>
</table>

Source: LCC Head Start Office

- Head Start staff members encourage parents to enroll at LCC to help meet their educational and life goals. A concerted effort has been made in recent years to support parents interested in attending college through the POP program.
- ABE and ESL classes have also been offered on site for Head Start parents (with childcare provided).
- The POP program has received support from the LCC Foundation.

Table 15: Unduplicated Headcount of Individuals using Career & Employment Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>17</td>
<td>131</td>
</tr>
<tr>
<td>Fall</td>
<td>295</td>
<td>355</td>
<td>316</td>
<td>225</td>
<td>300</td>
</tr>
<tr>
<td>Winter</td>
<td>232</td>
<td>256</td>
<td>273</td>
<td>270</td>
<td>179</td>
</tr>
<tr>
<td>Spring</td>
<td>195</td>
<td>212</td>
<td>251</td>
<td>240</td>
<td>245</td>
</tr>
<tr>
<td>TOTAL</td>
<td>722</td>
<td>823</td>
<td>840</td>
<td>752</td>
<td>855</td>
</tr>
</tbody>
</table>

Source: LCC Career & Employment Services Office

- Career and Employment Services offers comprehensive career related services to students at LCC and to people in the community. Resources are available for resume writing, interviewing skills, career exploration, and Internet/Web research. Services are also available to employers, including a web-based job post/search program (Hire Connections).
Community Enrichment Monitoring Report
Analysis from the Review Team

In what areas has LCC done a good job of enriching the local community (based on the data in this report)?

- Career and Employment Services served substantially more students in 2009-10 than in the previous four years despite major staffing reductions.
- Receipt of the Hanson Endowment is having a tremendous impact on the College’s ability to enrich the community through expanded instructional offerings and the Ken and Pat Hanson Memorial Music Series.

In what areas does LCC need to improve its enrichment of the community (based on the data in this report)?

- The College should continue to look for ways to bring in guest artists and increase performance opportunities.
- We lack the internal capacity to generate tickets for events, or track any information about customers attending our events. Developing this capacity would positively impact our cultural enrichment KPI by more accurately capturing attendance at events. It would also positively impact our marketing and development efforts. Currently we pay an external party a fee every time they ticket an event for us.
**Board Plus/Delta**

“What is good about this report and what would you like to see changed?”

<table>
<thead>
<tr>
<th>+</th>
<th>Δ</th>
</tr>
</thead>
</table>


College Outcome: Institutional Excellence
Monitoring Report

2006 – 2010
(Cycle 12)

We are committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.

→ Lower Columbia College Strategic Plan, 1999 (renewed in 2007)

June 15th, 2011
Institutional Excellence: A Monitoring Report

This report documents progress on the “Institutional Excellence” outcome. The values upheld by the faculty and staff at Lower Columbia College reflect the environment – one of integrity and excellence.

The Key Performance Indicators (KPI’s) for this outcome were carefully determined so they would not duplicate indicators of excellence covered elsewhere in the monitoring report series.

Key Performance Indicators for this Monitoring Report include:

1. Relevance of programs
2. Student/graduate satisfaction with support services
3. External perceptions/satisfaction
4. Faculty/staff satisfaction and morale
5. Student persistence and performance
6. Student progress

Other measures include:

- Student Services Retention
- Running Start Program
- Student Achievement Initiative
- Progress on Strategic Plan
- Audit Results

This report has been reviewed by an internal review team. Team members were asked to examine this report and provide input and ideas as to how the college can better serve students and enhance excellence. The Board of Trustees is also being asked to review this report and provide input.

Some of the action plans that have come about as a result of reviewing past Institutional Excellence Monitoring reports include:

Accreditation Concerns:

- The LCC Board of Trustees has approved the increase to the College’s financial reserves. [Recommendation # 5]
- An advising summit has been planned for May 2011. The purpose of the summit is to create an advising system and process that supports student success, informed academic advising practices, and a continual information flow between various entities on campus. Specific tasks include:
  - Identify current challenges and gaps in the system
  - Develop advising priorities and strategies
  - Facilitate collegial and collaborative relationships among advisors across campus
  - Maintain, update and/or implement new advising resources
  - Ensure accurate and timely advising information
  - Clarify student process to obtain advising for students, faculty and staff
  - Clarify faculty, staff and student responsibilities regarding advising
Create a sustainable working group or identify which current college committees may need to address issues or processes that need attention [Recommendation #2]

- The College has established a standing Accreditation Steering Committee to oversee the accreditation process under the new standards.

**LCC Employees:**

- The LCC Foundation is developing an endowment fund that will be used exclusively for faculty and staff professional development.
- The College Relations and Marketing Office implemented an electronic newsletter to facilitate communication to LCC employees.
- The LCC Foundation is investigating the possibility of an “earn and learn” program that could be implemented in the event of a drastic reduction in state work study funds.
- In response to reductions in staffing in counseling, Student Services is organizing training and information re: mental health issues for faculty and staff.

**Students:**

- The LCC Foundation is exploring the possibility of performance-based scholarships.
- A part-time Transitions Specialist has been hired with Student Achievement Initiative funds to promote transition from pre-college to college level studies.
- The College has been increasing the amount of Supplemental Instruction (SI) available to students, including embedding SI in online classes.
- The Student Support Services program has added a summer bridge program and has implemented a case management approach.
- Student Services’ retention program has shifted efforts to focus more on identification of at-risk students.
- The appeal process for Financial Aid has been revised to dramatically reduce the amount of time students spend waiting to meet with the committee. Also, the process has been restructured so that students don’t have to share all of their personal details with the full committee.
- The array of college success courses and programs is being reviewed in order to increase alignment and benefits to students.
- New ways to serve online students are being developed to ensure that all needs can be met without physically coming to campus (which is not possible for all students).
Key Performance Indicator: Relevance of Programs

Each year, graduates of LCC’s Professional/Technical programs are surveyed on a variety of satisfaction and other indicators. One of the questions asks respondents: “how useful was the training you received at LCC in relation to your job duties?”

Table 1: Professional/Technical Graduates who said Training received at LCC Was “Good” or “Very Good” in Relation to Job Duties

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>79%</td>
<td>91%</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>

- There was a slight increase in this category in 2009-10.

Key Performance Indicator: Student/Graduate Satisfaction with Services

Student and Graduate Satisfaction Surveys are administered annually at LCC. Results are used in the departmental program assessment process. General results are reported here.

Table 2: Students who Agreed or Strongly Agreed (Student Services Survey)

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe walking the LCC campus during the day.</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>I feel safe walking the LCC campus at night.</td>
<td>70%</td>
<td>78%</td>
<td>71%</td>
<td>64%</td>
<td>74%</td>
</tr>
<tr>
<td>I know where to find information about student rights and responsibilities.</td>
<td>78%</td>
<td>81%</td>
<td>76%</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>The hours of availability of student services at LCC are adequate to meet my needs.</td>
<td>74%</td>
<td>77%</td>
<td>84%</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>The availability of services via the Internet are adequate to meet my needs.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>85%</td>
<td>84%</td>
</tr>
<tr>
<td>I am treated with courtesy and respect when I use services at LCC.</td>
<td>92%</td>
<td>93%</td>
<td>95%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>The LCC website meets my needs.</td>
<td>n/a</td>
<td>89%</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>In general, I am satisfied with the class times offered at Lower Columbia College.</td>
<td>n/a</td>
<td>83%</td>
<td>81%</td>
<td>79%</td>
<td>78%</td>
</tr>
<tr>
<td>In general, I am satisfied with the availability of classes at Lower Columbia College.</td>
<td>n/a</td>
<td>78%</td>
<td>76%</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>I am satisfied with the availability of online courses at Lower Columbia College.</td>
<td>n/a</td>
<td>59%</td>
<td>63%</td>
<td>71%</td>
<td>69%</td>
</tr>
<tr>
<td>Overall, I feel that diversity is valued at LCC.</td>
<td>n/a</td>
<td>n/a</td>
<td>82%</td>
<td>81%</td>
<td>81%</td>
</tr>
</tbody>
</table>

- In general, 2010 responses are consistent with prior years.
### Table 3: Graduates who Agreed or Strongly Agreed with Satisfaction Statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC prepared me well for my next step—continuing my education, work or both.</td>
<td>91%</td>
<td>83%</td>
<td>86%</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>I participated in meaningful learning experiences at LCC.</td>
<td>91%</td>
<td>84%</td>
<td>84%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>I received high quality instruction in classroom settings at LCC.</td>
<td>89%</td>
<td>83%</td>
<td>84%</td>
<td>85%</td>
<td>84%</td>
</tr>
<tr>
<td>I was treated with respect as a learner.</td>
<td>94%</td>
<td>86%</td>
<td>86%</td>
<td>85%</td>
<td>90%</td>
</tr>
</tbody>
</table>

- Satisfaction levels held steady in 2010.

### Key Performance Indicator: External perceptions/satisfaction

A Community Perceptions Survey was conducted in 2008-09 to measure progress toward achieving each of the college’s seven outcomes. Six hundred and sixty-one respondents from Longview, Kelso, Clatskanie, Rainier, St. Helens, Winlock, Castle Rock, Cathlamet, Kلامa, La Center, Silver Lake, Toutle, and Woodland completed the survey.

### Table 4: Respondents who Strongly Agreed or Agreed

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC does a good job of making college accessible to the community by offering a wide variety of programs and services that are open to everyone.</td>
<td>96%</td>
</tr>
<tr>
<td>LCC does a good job of making college accessible to the community by offering classes in convenient locations.</td>
<td>96%</td>
</tr>
<tr>
<td>LCC does a good job of making college accessible to the community by offering a variety of online classes.</td>
<td>94%</td>
</tr>
<tr>
<td>LCC does a good job of making college accessible to the community by keeping tuition costs low compared to four-year institutions.</td>
<td>96%</td>
</tr>
<tr>
<td>TRANSFER</td>
<td></td>
</tr>
<tr>
<td>LCC does a good job of providing students with the opportunity to obtain the first two years of a bachelor’s degree.</td>
<td>98%</td>
</tr>
<tr>
<td>PROFESSIONAL/TECHNICAL</td>
<td></td>
</tr>
<tr>
<td>LCC does a good job of providing students with the education and training needed to get a job or to get a better job.</td>
<td>97%</td>
</tr>
<tr>
<td>CUSTOMIZED EDUCATION</td>
<td></td>
</tr>
<tr>
<td>LCC does a good job of helping employers in this community train their employees.</td>
<td>93%</td>
</tr>
<tr>
<td>COMMUNITY ENRICHMENT</td>
<td></td>
</tr>
<tr>
<td>LCC does a good job of enriching the community with cultural, athletic and educational opportunities.</td>
<td>95%</td>
</tr>
</tbody>
</table>
LCC does a good job of providing people in our community with the opportunity to complete high school or earn a GED. 97%

LCC does a good job of providing non-native speakers in the community with the opportunity to learn English as a Second Language. 97%

LCC does a good job of providing educational opportunities for students who are not yet ready to take college level courses. 97%

**INSTITUTIONAL EXCELLENCE**

LCC consistently provides high quality programs and services. 95%

- Community members reported a high level of satisfaction with each of the college’s seven outcome areas, demonstrating confidence in the college’s progress toward achieving its mission.

**Key Performance Indicator: Faculty/staff satisfaction and morale**

The employee satisfaction survey is administered every other year in the fall.

**Table 5: Employees who Agreed or Strongly Agreed with Satisfaction Statements**

<table>
<thead>
<tr>
<th>Statement</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel well informed about what is going on at LCC.</td>
<td>82%</td>
<td>79%</td>
<td>87%</td>
</tr>
<tr>
<td>I am satisfied with the extent to which information is shared within my work unit.</td>
<td>81%</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>I have enough information to perform my job effectively.</td>
<td>86%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>I feel that sufficient opportunities are available for me to communicate with my supervisor or dean (note: in 2006, this question was posed separately for “dean” and “supervisor” although responses are combined).</td>
<td>87%</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>In general, I am satisfied with the amount of information that is shared by college administration.</td>
<td>61%</td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td>I am satisfied with the professional development trainings related to my work area which have been offered on the campus.</td>
<td>74%</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>Overall, I am satisfied with the opportunities for professional development available to me (including off-campus opportunities).</td>
<td>79%</td>
<td>69%</td>
<td>66%</td>
</tr>
</tbody>
</table>

- Satisfaction with communication issues generally went up in 2010, compared to the previous survey administration.
- Conversely, satisfaction with professional development opportunities went down. This reflects declining budgets and increased restrictions on travel.
Key Performance Indicator: Student Persistence and Performance

Fall to fall persistence of new credential seeking students is a widely recognized performance indicator in higher education.

Table 6: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students
Students who earned a degree or certificate prior to the following fall have been excluded from the analysis. This table includes combined data for FT and PT students.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005-Fall 2006</th>
<th>Fall 2006-Fall 2007</th>
<th>Fall 2007-Fall 2008</th>
<th>Fall 2008-Fall 2009</th>
<th>Fall 2009-Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL STUDENTS</strong></td>
<td>Persisted</td>
<td>Persisted</td>
<td>Persisted</td>
<td>Persisted</td>
<td>Persisted</td>
</tr>
<tr>
<td>Percent</td>
<td>46.6%</td>
<td>48.7%</td>
<td>49.6%</td>
<td>59.1%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Transfer Students #</td>
<td>87/175</td>
<td>63/122</td>
<td>60/127</td>
<td>87/134</td>
<td>85/154</td>
</tr>
<tr>
<td>Percent</td>
<td>49.7%</td>
<td>51.6%</td>
<td>47.2%</td>
<td>64.9%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Workforce Students #</td>
<td>35/86</td>
<td>44/100</td>
<td>49/92</td>
<td>35/73</td>
<td>47/126</td>
</tr>
<tr>
<td>Percent</td>
<td>40.7%</td>
<td>44.0%</td>
<td>53.3%</td>
<td>48.0%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Male Students #</td>
<td>39/106</td>
<td>48/95</td>
<td>44/95</td>
<td>50/91</td>
<td>47/127</td>
</tr>
<tr>
<td>Percent</td>
<td>36.8%</td>
<td>50.5%</td>
<td>46.3%</td>
<td>55.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Female Students #</td>
<td>82/155</td>
<td>61/128</td>
<td>66/124</td>
<td>72/115</td>
<td>86/153</td>
</tr>
<tr>
<td>Percent</td>
<td>52.9%</td>
<td>47.7%</td>
<td>53.2%</td>
<td>62.6%</td>
<td>56.2%</td>
</tr>
<tr>
<td>Caucasian Students #</td>
<td>111/231</td>
<td>100/203</td>
<td>93/187</td>
<td>106/173</td>
<td>111/228</td>
</tr>
<tr>
<td>Percent</td>
<td>48.1%</td>
<td>49.3%</td>
<td>49.7%</td>
<td>61.3%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Students of Color #</td>
<td>9/25</td>
<td>7/16</td>
<td>17/35</td>
<td>16/32</td>
<td>22/54</td>
</tr>
<tr>
<td>Percent</td>
<td>36.0%</td>
<td>43.8%</td>
<td>48.6%</td>
<td>50.0%</td>
<td>40.7%</td>
</tr>
</tbody>
</table>

Source: Data Warehouse using IPEDS cohort criteria (entering fall quarter with source = 4; Intent = A & Plan_Attend = 15 or Intent = B, F, G or M & Plan_Attend = 13, 14 or 15); link to Student Table for following fall where total credits > 0.

- LCC’s overall retention rate decreased somewhat in the fall 2009 to fall 2010 cohort.
- Transfer students and females had slightly higher retention rates than other groups.
- The end of ARRA funding impacted the fall 2009 to fall 2010 retention rate for many workforce students.
- Federal financial aid rule changes in 2009-10 impacted funding for many students, particularly those struggling academically.
Table 7: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students
Comparative Data from IPEDS; does not exclude completers as in Table 6

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005- Fall 2006</th>
<th>Fall 2006- Fall 2007</th>
<th>Fall 2007- Fall 2008</th>
<th>Fall 2008- Fall 2009</th>
<th>Fall 2009- Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC FT Retention</td>
<td>52%</td>
<td>53%</td>
<td>56%</td>
<td>65%</td>
<td>57%</td>
</tr>
<tr>
<td>National Comparison</td>
<td>53%</td>
<td>53%</td>
<td>60%</td>
<td>58%</td>
<td>*</td>
</tr>
<tr>
<td>LCC PT Retention</td>
<td>44%</td>
<td>44%</td>
<td>32%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>National Comparison</td>
<td>38%</td>
<td>36%</td>
<td>40%</td>
<td>42%</td>
<td>*</td>
</tr>
</tbody>
</table>

*Data not yet available; Source: IPEDS Data Feedback Report (spring cycle, fall enrollment report)

- LCC’s full-time retention rate was substantially above the national comparison in the Fall 2008-2009 cohort (the most recent comparison available).
- Retention rates of part-time students tend to vary considerably. Many part-time students have other obligations that prevent them from being able to fully commit to college.

**Key Performance Indicator: Student Progress**

- Many of the data elements reported through the Integrated Postsecondary Education Data System (IPEDS) fall under the umbrella of “Student Right to Know” legislation. One of the required elements is Graduation Rate. This and other data elements are available to the general public on the federal government’s “College Navigator” website.

Table 8: Graduation Rates of First-Time Degree-Seeking Students
(Based on IPEDS cohorts finishing within 150% of completion time)

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC</td>
<td>24%</td>
<td>27%</td>
<td>28%</td>
<td>22%</td>
<td>35%</td>
</tr>
<tr>
<td>National Comparison Group</td>
<td>19%</td>
<td>20%</td>
<td>19%</td>
<td>18%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Source: IPEDS Data Feedback Report

- LCC’s graduation rate increased significantly in 2010 and was nearly double the national average.
Running Start Program

LCC enrolls qualified high school juniors and seniors through the Running Start program. Students are co-enrolled at both their high school and LCC, giving them an opportunity to earn credits for both institutions.

In 2009-10, Running Start Students overall achieved a “C” or better in 80% of their classes, compared to 72% for all other students.

Table 9: Running Start Student Satisfaction Survey

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students reporting that they would “do it all over again” given the opportunity.</td>
<td>93%</td>
<td>92%</td>
<td>96%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>Percent of students reporting that they met or partially met their objectives in the Running Start program.</td>
<td>96%</td>
<td>92%</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
</tr>
</tbody>
</table>

- Responses in 2010 were consistent with previous years.

Student Support Services Program

Student Support Services (SS) is a federal TRIO program, funded by the United States Department of Education. SSS has been active on the LCC campus since 1978. Students are eligible to participate in this program if neither parent earned a Bachelor’s degree, if they are low income, or have a disability. The program serves approximately 220 students per year, out of hundreds of potentially eligible students.

Table 10: Success of Student Support Services Students

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence Rate</td>
<td>70%</td>
<td>69%</td>
<td>68%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Good Academic Standing (2.0 or better GPA)</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>47%</td>
<td>44%</td>
<td>37%</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td>Transfer Rate</td>
<td>33%</td>
<td>50%</td>
<td>32%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

- In each area, actual results met or exceeded the target for each indicator in each of the last five years.
Student Achievement Initiative

The Student Achievement Initiative is a statewide program targeting improvement in student success. The initiative is based on a set of six “momentum points” that represent critical steps in student progress. Multiple points can be earned in the two categories that represent below college level work, with single points available for college level credit and completions.

Table 11: Student Achievement Initiative Point Summary

<table>
<thead>
<tr>
<th></th>
<th>Basic Skills</th>
<th>College Ready</th>
<th>1st 15 credits</th>
<th>1st 30 credits</th>
<th>Quant course</th>
<th>Tipping Point</th>
<th>TOTAL points</th>
</tr>
</thead>
<tbody>
<tr>
<td>05-06</td>
<td>1007</td>
<td>1404</td>
<td>922</td>
<td>688</td>
<td>488</td>
<td>463</td>
<td>4972</td>
</tr>
<tr>
<td>06-07</td>
<td>1034</td>
<td>1411</td>
<td>1034</td>
<td>701</td>
<td>409</td>
<td>431</td>
<td>5021</td>
</tr>
<tr>
<td>07-08</td>
<td>1226</td>
<td>1506</td>
<td>966</td>
<td>730</td>
<td>392</td>
<td>503</td>
<td>5323</td>
</tr>
<tr>
<td>08-09</td>
<td>1267</td>
<td>2100</td>
<td>1258</td>
<td>904</td>
<td>493</td>
<td>653</td>
<td>6675</td>
</tr>
<tr>
<td>09-10</td>
<td>2014</td>
<td>2782</td>
<td>1400</td>
<td>1122</td>
<td>771</td>
<td>766</td>
<td>8856</td>
</tr>
</tbody>
</table>

- LCC earned 33% more points in 2009-10 than in the previous year.
- Categories include:
  - Basic Skills: point earned for every level gain (through CASAS testing)
  - College Ready: point earned for every grade of C or better earned in a pre-college English or math class
  - 1st 15 credits: single point earned for the first 15 college level (100 or above excluding child care) credits achieved
  - 1st 30 credits: single point earned for the first 30 college level (100 or above excluding child care) credits achieved
  - Quant course: single point earned for achieving a 2.0 or better in college level math class (or other designated quantitative course)
  - Tipping point: single point earned for the first credential—degree or certificate—earned from LCC

Professional Development

Per the LCC Faculty contract, FT faculty may apply for and earn professional development units (hours) for undertaking continuing education and training.

Table 12: Accrual of Professional Development Units by FT Faculty

<table>
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<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty earning PDU’s</td>
<td>53</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>51</td>
</tr>
<tr>
<td>Total PDU’s earned</td>
<td>449.8</td>
<td>418.0</td>
<td>402.7</td>
<td>352.2</td>
<td>382.1</td>
</tr>
<tr>
<td>Average (per faculty member)</td>
<td>8.5</td>
<td>7.9</td>
<td>7.5</td>
<td>6.4</td>
<td>7.5</td>
</tr>
</tbody>
</table>
LCC Foundation

Since 1976, the Lower Columbia College Foundation has been:

- Providing financial supplements where public funds are not sufficient
- Gathering public support for enhancement of educational opportunities for LCC students
- Strengthening the teaching, learning and cultural environment of LCC and the community

Table 13: LCC Foundation Assets

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assets</td>
<td>$8,848,215</td>
<td>$10,166,153</td>
<td>$8,642,550</td>
<td>$6,812,995</td>
<td>$11,006,800</td>
</tr>
</tbody>
</table>

Table 14: Total Amount of Program Support to LCC (Dollars & Percent of Assets)

Amount available depends on investment earnings in any given year

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$535,724</td>
<td>$802,037</td>
<td>$1,215,697</td>
<td>$524,332</td>
<td>$351,092</td>
</tr>
<tr>
<td>Percent</td>
<td>(6.0%)</td>
<td>(7.2%)</td>
<td>(14.1%)</td>
<td>(7.7%)</td>
<td>(3.2%)</td>
</tr>
</tbody>
</table>

Table 15: Exceptional Faculty Fund: Endowed Total

The years depicted here include a 100% match from the State of Washington

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds</td>
<td>$1,200,000</td>
<td>$1,500,024</td>
<td>$1,702,052</td>
<td>$1,374,803</td>
<td>$1,275,415</td>
</tr>
</tbody>
</table>

- LCC’s Exceptional Faculty Endowment is the largest in the Washington Community and Technical College system.
- Economic conditions have impacted Foundation support to the College in recent years; however, market conditions continue to improve.
Accreditation

Lower Columbia College held its last 10-year accreditation visit under the old accreditation standards in October 2010. The College’s accreditation status was reconfirmed. A list of commendations and recommendations were also provided.

Table 16: Accreditation Commendations & Recommendations

GENERAL COMMENDATIONS

1. The Committee commends the College staff, faculty, and administration for their strong commitment to student success. Exceptional demonstrations of quality service, teaching excellence, and collaboration are evident at Lower Columbia College. As the College budget has been reduced, student enrollment and employee workloads have increased. Employees exhibit exceptional support for one another, the communities they serve, and the College Mission.

2. The Committee commends the College for implementing a Learning Commons model that has made the library the biggest classroom on campus—integrating resources for students and faculty to ensure educational success. It is a visible symbol of creativity and innovation.

3. The Committee commends the College Leadership and the Board of Trustees for strong advocacy, support, and oversight of Lower Columbia College.

4. The Committee commends the College for its active commitment to student access and success through its exemplary services, experiences, and opportunities. This was especially evident in the energy and attention given to the collaboration between Lower Columbia College and its area high schools. Noteworthy examples were the carefully designed and administered Running Start Program, dual advisory committees in career and technical education, and creative high school diploma completion efforts.

5. The Committee commends the College for its outstanding efforts in response to community needs that have changed due to the economy. Lower Columbia College faculty and staff have been responsive in serving a significant increase in students who have been negatively impacted by the recession. Working closely with community partners and employers, specialized programs have been created, and existing programs have been redesigned to serve the needs of dislocated workers, TANF recipients, incumbent workers, employers and entrepreneurs. Clearly, the College understands its mission of “improving the quality of life in our community.”
RECOMMENDATIONS

1. The Committee recommends the College review resources to adequately provide student financial assistance. The current physical location of the Financial Aid Office is in an open and unsecure area. This arrangement appears to be inadequate in addressing the needs of the office to provide a secure, confidential atmosphere for discussing financial aid matters. With the increase in student demand for financial aid services, the College has not yet increased the staffing to accommodate the additional demands. *(Standards 3.A.4, 3.B.6)*

2. 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)*

3. 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)*

4. The Committee recommends the College assess the effectiveness of its internal policies and procedures. A review and update of college policies and procedures may ensure that the authority, responsibilities, and relationship among and between administration, faculty, staff, and students are clearly defined. Clarity in the role of the faculty in governance, planning, budget, and policy development needs to be clear and public. All constituencies may participate in the planning and evaluation process, and results will influence resource allocation, program improvement, and evidence of institutional effectiveness. *(Standards 6.A.1, 6.A.2, 6.A.3, 6.D)*

5. The Committee recommends the College maintain adequate financial reserves to meet fluctuations in operating revenue, expenses, and debt service. Lower Columbia College should develop a clear policy on reserve balances. The policy should clearly state the goal for reserve balance amounts, and outline appropriate use of said funds. *(Standard 7.B.7)*

6. The Committee recommends the College construct and maintain facilities with regard for health, safety, and access by the physically disabled. Disabled students should be able to access all areas of campus. While the institution has clear plans to move the fitness center from an upstairs location in the gymnasium to an accessible area, the earliest this could happen is 2013. In the meantime, the institution should provide access to the fitness center. This could be accomplished with a stair lift, new elevator, or the relocation of the center. *(Standard 8.A.5)*
Audit Findings

Lower Columbia College undergoes a variety of audits, depending on the year. Academic year 2009-10 included a Civil Rights Compliance Review conducted by the State Board for Community and Technical Colleges. Non-compliance issues found included:

- Lack of a complete affirmative action statement in all publications and promotional materials.
- Lack of availability of quarterly schedule for persons with sensory impairments or limited English skills.

Biennial Accountability Audits (including Financial, Federal Programs and Performance Auditors) conducted by the State have yielded no findings over the past four audit cycles. In the last audit report, dated 1/20/09, the State Auditor’s opinion states, “We believe this reflects the College’s desire and commitment to maintaining a strong financial system with sufficient controls.”
Based on the data in this report, in what areas has LCC done a good job in exemplifying institutional excellence?

- Students are very satisfied with the LCC website.
- The College is working hard to make needed improvements noted by the visiting accreditation team, including changes to the Financial Aid process and physical space, and revising internal policies and procedures (particularly in regard to academic standards).
- Overall this is an excellent report, reflecting our commitment to students and high standards in everything we do. This is particularly important given our recent enrollment increases, corresponding with decreases in staffing.
- There are a lot of indications that our “student first” mentality has permeated the institution.
- It is apparent that the administration respects the role of faculty in providing students with excellent instruction and encouragement to meet their goals.

Based on the data in this report, in what areas can LCC do a better job of exemplifying institutional excellence?

- Faculty motivation to participate in professional development may be impacted by the lack of funding for salary increments. Travel and budget restrictions also impact overall satisfaction with professional development opportunities.
- Student satisfaction with availability of classes is down slightly.
- The College should continue efforts to:
  - improve availability of counseling services;
  - revise Financial Aid processes;
  - revise policies and procedures related to academic standards.
- Although LCC’s graduation rate was substantially above the national comparison in 2010, this is an area in need of attention.
Board Plus/Delta
“What is good about this report and what would you like to see changed?”

<table>
<thead>
<tr>
<th>+</th>
<th>Δ</th>
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<tbody>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development.

We are an enthusiastic partner with business and community groups to create customized programs and services.

→ Lower Columbia College
Strategic Plan, 1999
(renewed in 2007)

January 19th, 2011
Professional/Technical & Customized Education: A Monitoring Report

Professional/technical preparation is a very important function of a comprehensive community college and is one of the major goals of the Washington State Community and Technical College System. Lower Columbia College offers over twenty professional/technical programs in the areas of business, industrial technology, and health and human services. Students can earn the Associate of Applied Science (AAS) degree, or earn one of the many certificates available. There are also apprenticeship opportunities and an Individualized Certificate Program (ICP). Customized Education has been integrated into the Professional/Technical report due to the large overlap and interaction between the two areas.

Key Performance Indicators (KPI's) for Professional/Technical and Customized Education include:

• Licensure/certification rates
• Student/graduate satisfaction with instruction
• Employer satisfaction
• Placement rate in the workforce
• Student attainment of General Education Outcomes through related instruction
• Client satisfaction (with Customized Education)

Enrollment history (overall and by discipline) is also included in this report, as is completion data and information about the Individualized Certificate Program.

Five-year trend data are provided in most cases. Highlights that help in the interpretation of these data appear as bullet statements under each table or figure. This report has been reviewed by LCC’s Professional/Technical & Customized Education Monitoring Report Review Team with a view toward continuous improvement. Their comments are included in the report. The Board is also being asked to review this report and provide input.

Some of the actions that have come about as a result of reviewing data in this report include:

• Enrollment in I-BEST has gone up dramatically as a result of adding new programs and maximizing enrollment in existing programs. Please note that detailed I-BEST data is provided in the Basic Skills Monitoring Report. I-BEST students are included, however, in the general enrollment figures presented in this report.
• Beginning in March 2010, the emphasis in the Individualized Certificate Program expanded to include recruiting students to meet specific needs of local employers (rather than focusing solely on meeting the needs of individual students). Additionally, LCC is partnering with local employers to access State OTJ (On the Job) training funds for the first year of employment through the ICP and CO-OP programs.
• Detailed analysis of RN-NCLEX candidates resulted in a new admission testing process for students transferring to LCC from other LPN programs.
• Increased academic support is being provided for students completing the last course in nursing in order to encourage student success in the program and during the NCLEX testing process.
• Customized Education has expanded the number of strategic partnerships in the community in an effort to continue to increase the number of client contracts obtained each year.
• Enrollment in the Paraeducator Certificate program has been lagging in recent years, even though this is not clearly reflected in FTE figures (since many students take introductory Education courses without enrolling in the Para program and are counted in the general enrollment data presented in this report). A number of changes, including a reduction of Para positions in school districts and internal changes regarding the way certification happens under the No Child Left Behind Act, have led the College to consider whether this is still a viable program.
PART 1: PROFESSIONAL/TECHNICAL

Licensure Rates (KPI)

Nursing graduates must be licensed in order to attain work in the field. Nursing completers must pass the NCLEX – a national, standardized nursing test. Similarly, welding completers must pass the WABO test to earn their degree. Rates are based on the calendar year.

Table 1: Licensure Rates for Nursing and Welding

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX (National Council of State Boards of Nursing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>91%</td>
<td>93%</td>
<td>82%</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>WABO (Washington Association of Building Officials)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding (LCC students only)</td>
<td>93% (n = 14)</td>
<td>88% (n = 24)</td>
<td>67% (n = 9)</td>
<td>100% (n = 12)</td>
<td>100% (n = 27)</td>
</tr>
</tbody>
</table>

Source: Nursing and Welding Departments

- Pass rates are high for LCC Nursing students. Re-test rates are 99%.
- The number of welding students taking the WABO fluctuates for several reasons, including the fact that students decide when they want to test (whether or not their instructor thinks they are ready). Some people who are only able to be in the program for a short time opt to test sooner than others, sometimes before they’re ready. Also, some student testers are only enrolled for a short refresher course (rather than a degree or certificate program) but appear in the student data nevertheless. Hiring trends can also impact students’ decisions to test earlier rather than later in their program.

Student Satisfaction with Professional/Technical Instruction (KPI)

A Professional Technical Follow-up Student Survey is administered annually to graduates/completers of Professional /Technical programs.

Table 2: Professional/Technical Follow-up Student Survey Responses

| How would you rate the quality of instruction you received in your program? |
|-----------------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| 2006 | 2007 | 2008 | 2009 | 2010 |
|     |      |      |      |      |
| 96% (n = 71) | 87% (n = 72) | 92% (n = 104) | 96% (n = 46) | 98% (n = 60) |

Source: Professional/Technical Follow-up Student Survey

- Student satisfaction with the quality of instruction was very high in 2010.
**Placement Rate in the Workplace (KPI)**

The State Board for Community and Technical Colleges coordinates annually with Employment Security to match records of employed students to determine employment placement rates. Students who continue their education in the Washington system are excluded from totals.

**Table 3: Estimated Employment Rates for Lower Columbia College**
*(Indicates year students were employed—having completed studies the prior year)*

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC</td>
<td>83%</td>
<td>81%</td>
<td>84%</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td>System Average</td>
<td>81%</td>
<td>81%</td>
<td>83%</td>
<td>82%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Source: Data Linking for Outcomes Assessment (SBCTC); excludes those who are self-employed and work out of state. Source: SBCTC Academic Year Report.

- LCC estimated employment rates typically meet or exceed the system average.

**Professional/Technical Enrollment**

The professional/technical enrollment summary presents the annualized FTE (Full Time Equivalent) of all state-funded professional/technical enrollments by Institutional Intent. Enrollment of Worker Retraining students has a major impact on Professional/Technical programs.

**Table 4: Professional Technical Enrollment Summary (state funded only)**

<table>
<thead>
<tr>
<th></th>
<th>Professional/Technical FTE</th>
<th>Worker Retraining FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>618</td>
<td>60</td>
</tr>
<tr>
<td>2006-07</td>
<td>645</td>
<td>70</td>
</tr>
<tr>
<td>2007-08</td>
<td>665</td>
<td>81</td>
</tr>
<tr>
<td>2008-09</td>
<td>855</td>
<td>194</td>
</tr>
<tr>
<td>2009-10</td>
<td>1106</td>
<td>320</td>
</tr>
<tr>
<td>1 year change</td>
<td>+29%</td>
<td>+65%</td>
</tr>
<tr>
<td>5 year change</td>
<td>+79%</td>
<td>+433%</td>
</tr>
</tbody>
</table>

Source: Data Warehouse

- Enrollment increased substantially in 2009-10.
Table 5: Professional Technical Enrollment by Discipline (all funding sources)

**FTE**: “Full Time Equivalent” (one annual FTE = 45 credit hours)

**FTEF**: “Full Time Equivalent Faculty” (one annual FTEF = the equivalent of one employee teaching full-time for an academic year)

**S/F Ratio**: student faculty ratio (FTE/FTEF)

**Headcount**: unduplicated headcount of students taking classes in the discipline (note: excludes Tech Prep and non-credit enrollments; excludes below 100 courses except in Nursing 090—Nursing Assistant, and Early Childhood Education—Math for Educators series; pulled from Transcripts files; unduplicated in Excel). There is some duplication *between* disciplines.

**1 yr Δ**: one year change (percentage change)

**5 yr Δ**: five year change (percentage change)

The Automotive and Diesel & Heavy Equipment Technology programs were combined in one discipline (ADT) until 2008-09, at which point they were separated into Automotive Technology (AMTC) and Diesel/Heavy Equipment Technology (DHET).

### AUTO/DIESEL (ADT) COMBINED

<table>
<thead>
<tr>
<th></th>
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### AUTOMOTIVE TECHNOLOGY (AMTC)

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### DIESEL/HEAVY EQUIPMENT (DHET)

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The discipline of Nursing includes the associate degree Nursing program and certificate programs for Licensed Practical Nurse and Certified Nursing Assistant.

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<td>14.23</td>
<td>15.54</td>
<td>17.50</td>
<td>18.52</td>
<td>+6%</td>
<td>+70%</td>
</tr>
<tr>
<td>S/F RATIO</td>
<td>10.88</td>
<td>10.79</td>
<td>9.63</td>
<td>10.29</td>
<td>11.47</td>
<td>+11%</td>
<td>+5%</td>
</tr>
<tr>
<td>HEADCOUNT</td>
<td>327</td>
<td>318</td>
<td>338</td>
<td>440</td>
<td>502</td>
<td>+14%</td>
<td>+54%</td>
</tr>
</tbody>
</table>

Note: Washington State Law limits the S/F Ratio for Nursing students in clinical settings to 10:1 (10.00)

<table>
<thead>
<tr>
<th>PROCESS MANUFACTURING (PMFG)</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>1 yr Δ</th>
<th>5 yr Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>15.7</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>FTEF</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0.95</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>S/F RATIO</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>16.53</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>HEADCOUNT</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>41</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: PMFG replaced PULP in academic year 2009-10

<table>
<thead>
<tr>
<th>WELDING (WELD)</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>1 yr Δ</th>
<th>5 yr Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>31.3</td>
<td>32.8</td>
<td>34.5</td>
<td>61.0</td>
<td>73.5</td>
<td>+20%</td>
<td>+135%</td>
</tr>
<tr>
<td>FTEF</td>
<td>2.78</td>
<td>3.09</td>
<td>3.42</td>
<td>3.34</td>
<td>4.95</td>
<td>+48%</td>
<td>+78%</td>
</tr>
<tr>
<td>S/F RATIO</td>
<td>11.26</td>
<td>10.61</td>
<td>10.09</td>
<td>18.26</td>
<td>14.85</td>
<td>-19%</td>
<td>+32%</td>
</tr>
<tr>
<td>HEADCOUNT</td>
<td>125</td>
<td>144</td>
<td>177</td>
<td>210</td>
<td>245</td>
<td>+17%</td>
<td>+96%</td>
</tr>
</tbody>
</table>
The total headcount in Worker Retraining increased by 19% in 2009-10, although the number of new students (including students returning after an absence) declined a little.

Completions include students considered to be employment ready by taking a prescribed series of courses. In some cases, that is the only option for students due to funding restrictions limiting them to short-term training.
The Individualized Certificate Program (ICP) provides an option for students wishing to pursue a field of study in which LCC does not offer a degree or certificate program. Working with the ICP staff, students build a specialized curriculum from LCC courses and gain valuable work-based learning experience from area employers in their chosen field of study. ICP students attend a weekly seminar class to develop a portfolio and discuss topics related to the workplace. Students may earn a Certificate of Completion (36+ credits) or a Certificate of Proficiency (45+ credits) by completing all established program requirements.

**Figure 7: Individualized Certificate Program Enrollment (unduplicated headcount)**

- Enrollment in ICP increased 43% in 2009-10.
- 2009-10 program enrollments included Bookkeeper, Veterinary Assistant/Technician, Geographic Information Systems Analyst, Medical Laboratory Assistant, Hemodialysis Technician, Pharmacy Technician, Social Service Aide, Library Assistant, HVAC Maintenance, Graphic Design, Water Quality/Wastewater Management, and Funeral Director Assistant.
- As of March 2010, the function of ICP has been enhanced to find students to meet specific needs of local employers. Previously, the program focused primarily on meeting the individual needs of each student.

Source: Fact Book
PART 2: CUSTOMIZED EDUCATION

Key Performance Indicator (KPI): Client Satisfaction

Table 8: Evaluation of Business and Industry Services

The following evaluations were administered across a variety of Business and Industry Services in 2009-10 (including responses from 658 individuals). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

<table>
<thead>
<tr>
<th>COURSE CONTENT</th>
<th>Exceeded Expectations</th>
<th>Met Expectations</th>
<th>Exceeded or Met Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material well organized.</td>
<td>51%</td>
<td>48%</td>
<td>99%</td>
</tr>
<tr>
<td>Presented at the right level.</td>
<td>55%</td>
<td>43%</td>
<td>98%</td>
</tr>
<tr>
<td>Practicality of material to my job.</td>
<td>51%</td>
<td>46%</td>
<td>97%</td>
</tr>
<tr>
<td>Notebook/handout material supported the subject.</td>
<td>57%</td>
<td>41%</td>
<td>98%</td>
</tr>
<tr>
<td>Effective small group activities.</td>
<td>50%</td>
<td>45%</td>
<td>95%</td>
</tr>
<tr>
<td>Effective visual aids.</td>
<td>53%</td>
<td>43%</td>
<td>96%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>Exceeded Expectations</th>
<th>Met Expectations</th>
<th>Exceeded or Met Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective presentation style.</td>
<td>59%</td>
<td>39%</td>
<td>98%</td>
</tr>
<tr>
<td>Presenter’s knowledge of subject.</td>
<td>69%</td>
<td>31%</td>
<td>99%</td>
</tr>
<tr>
<td>Presenter covered the material clearly.</td>
<td>63%</td>
<td>36%</td>
<td>99%</td>
</tr>
<tr>
<td>Presenter responded well to questions.</td>
<td>67%</td>
<td>32%</td>
<td>99%</td>
</tr>
</tbody>
</table>

- Client satisfaction was strong in all areas of the evaluation.
- Respondents were least satisfied with “effective small group activities.”
- Respondents were most satisfied with “presenter’s knowledge of subject.”
EDUCATION, TRAINING & TESTING ACTIVITIES

Table 9: Ed2Go (Online) Enrollment—Unduplicated Headcount

Over 300 Ed2Go courses are offered in a variety of areas. Courses are offered online, open to everyone, and are not credit bearing. Popular topics include computer skills, grant writing, small business planning/marketing, and health and nutrition.

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>1 yr Δ</th>
<th>5 yr Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 yr</td>
<td>141</td>
<td>114</td>
<td>101</td>
<td>122</td>
<td>131</td>
<td>+7%</td>
<td>-7%</td>
</tr>
</tbody>
</table>

Table 10: Number of Client Contracts

LCC provides a variety of specialized testing and training contracts to companies, government agencies and organizations in the Southwest Washington region. The number of contracts listed doesn’t reflect the number of individuals served by each contract (typically 2-30 per contract). Count includes JSP (Job Skills Program) projects.

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>1 yr Δ</th>
<th>5 yr Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 yr</td>
<td>19</td>
<td>21</td>
<td>28</td>
<td>18</td>
<td>21</td>
<td>+17%</td>
<td>+11%</td>
</tr>
</tbody>
</table>

Table 11: Pre-Employment Testing (Work Keys, ASSET, SRA Flanigan)

Testing is provided in math, reading and locating information as a service to area employers and job-seeking individuals. Tests are administered in the Testing Center by Student Services staff, at the Dept. of Social and Health Services, and at WorkSource. Demand for pre-employment testing is tied to the local economy.

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>1 yr Δ</th>
<th>5 yr Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 yr</td>
<td>549</td>
<td>863</td>
<td>447</td>
<td>299</td>
<td>565</td>
<td>+89%</td>
<td>+3%</td>
</tr>
</tbody>
</table>

Table 12: Food Handler Card Testing

Training and testing carried out under contract with the Cowlitz County Health Department that provides basic instruction on safe food handling practices (offered in Longview and Woodland until the Woodland Center closed). Testing also occurs at employer sites, partner sites, and other colleges. Tests are also administered by Student Services staff in the Testing Office. Demand for food handler card testing is tied to the local economy.

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>1 yr Δ</th>
<th>5 yr Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 yr</td>
<td>4,640</td>
<td>4,917</td>
<td>5,364</td>
<td>3,989</td>
<td>5,583</td>
<td>+40%</td>
<td>+20%</td>
</tr>
</tbody>
</table>
Based on the data in this report, in what areas has LCC done a good job in providing students professional/technical preparation?

- Despite high enrollment, students are highly satisfied with instruction in Professional/Technical programs.
- Although data on I-BEST is presented in another Monitoring Report, the program has contributed to increased enrollments in designated programs. Also, there is evidence that the program has helped to increase student engagement and motivation (resulting in high completion rates) that contribute positively to our Professional/Technical programs.
- ICP enrollment has been continuously increasing and is expanding in new and positive ways. Evidence for this is that the state is currently looking at LCC’s ICP program as a model for the system.

Based on the data in this report, what are some of the things that the College can do to improve professional/technical preparation?

- The Nursing Program missed their target for NCLEX pass rates in 2009, related to issues with transfer-in and ESL students. They are continuing efforts to remediate those issues in order to maximize student success in the program.
- Although student demographics are not included in this report, we need to make sure that we are addressing the needs of different student populations (such as older returning students and students coming right out of high school).
- Overall the data is very positive, but it would be helpful to set targets in order to gauge our progress. We will need to move in this direction in order to meet the new accreditation standards.
**Board Plus/Delta**

“What is good about this report and what would you like to see changed?”

<table>
<thead>
<tr>
<th>+</th>
<th>Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We offer courses and support for students to meet the requirements for transfer from Lower Columbia College and to pursue successfully upper division college and university programs.

→ Lower Columbia College
Expected College Outcome

February 16th, 2011
Transfer: A Monitoring Report

Academic Transfer is one of Lower Columbia College’s seven college outcomes (e.g. mission areas). Transfer preparation is a very important function of a comprehensive community college and is one of the major system goals of the Washington State Community and Technical College System. Lower Columbia College offers transfer students a variety of options that have historically been accepted as the first two years of study towards a Bachelor’s degree by public institutions in Washington State, as well as some in Oregon, and most Washington private colleges and universities.

Key Performance Indicators in this Monitoring Report include:
1. LCC’s academic transfer rate
2. LCC transfer students’ academic performance at four-year institutions
3. Student/graduate satisfaction with academic instruction
4. Student attainment of General Education Outcomes

Other measures include:
✓ Enrollment, persistence, progress, and graduation of transfer students

The report is subject to concentrated review by faculty and staff at Lower Columbia College. Analysis from the review team is included at the end of the report. The Board is also being asked to review this report and provide input. The results of this report will be used in our planning process for next year.

Some of the action plans that have come about as a result of past reviews of the Transfer Monitoring Report include:

- As a result of LCC’s Information Literacy initiative, Library Services now provides programs and services that encourage and facilitate intellectual independence by emphasizing information literacy and providing complementary classroom instruction and on-going support to students and faculty. In fall 2009, Library Services worked with information literacy experts to develop and implement a comprehensive information literacy plan that has very successfully developed and integrated information literacy outcomes and instruction across the curriculum. In support of the initiative, Library Services and Instruction collaborated to apply for grants in support of the information literacy integration. LCC was awarded six Washington State Library Services and Technology Act (LSTA) grants totaling $21,770.00. The LSTA grants provided stipends to faculty in ABE, ESL, I-TRANS, Developmental English, Business, Early Childhood Education, English, Environmental Science, and Biology to imbed a librarian into their classes to facilitate information literacy instruction. This work has resulted in the creation of information literacy study guides, tutorials, and resources that can be accessed by both students and faculty online 24/7. The tools and lessons produced are an essential element to providing complete and inclusive educational services to all.
• **Curriculum revision and innovation** has been in full swing despite record high enrollment. Some examples include:
  o Pre-college math reform, funded through a Gates Foundation grant, which will benefit all students (including transfer students).
  o Development of support courses for General Chemistry and Anatomy & Physiology.
  o Development of new diversity courses—Multicultural Literature and Women in History—that meet the new diversity graduation requirement. Women in History is also being offered as a Capstone course.
  o Addition of a Capstone requirement for Nursing students since many transfer to four-year institutions. The math requirement for Nursing students has also been increased to include statistics.
  o Development of several courses for online delivery, including Introduction to Economics, Micro Economics and Macro Economics.
  o Development of the first academic I-BEST course in the state, which we call I-TRANS, to serve Basic Skills students who intend to transfer.
  o Receipt of a Gates Foundation grant to develop an academic I-BEST track for Early Childhood Education that has involved the creation of several interdisciplinary learning communities.

• Promotion of the **STEM disciplines** (Science, Technology, Engineering and Math) through inclusion of STEM faculty in recruiting events whenever possible and communication with STEM faculty at Clark College and Washington State University-Vancouver.
**Academic Transfer Rate: All Students (KPI)**

Lower Columbia College subscribes to a service called the National Student Clearinghouse, which allows us to track students to institutions outside Washington.

**Table 1: Total Transfers with Degree Status**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer students who had enrolled in a four-year institution by the subsequent fall (total number)</td>
<td>256</td>
<td>243</td>
<td>306</td>
<td>304</td>
<td>304</td>
</tr>
<tr>
<td>Number of students who completed associate degree at LCC prior to transfer</td>
<td>166</td>
<td>168</td>
<td>179</td>
<td>144</td>
<td>168</td>
</tr>
<tr>
<td>Percent of students who completed associate degree at LCC prior to transfer</td>
<td>65%</td>
<td>69%</td>
<td>58%</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>Number of students who transferred prior to completing an associate degree at LCC</td>
<td>90</td>
<td>75</td>
<td>127</td>
<td>160</td>
<td>136</td>
</tr>
<tr>
<td>Percent of students who transferred prior to completing an associate degree at LCC</td>
<td>35%</td>
<td>31%</td>
<td>42%</td>
<td>53%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Source: National Student Clearinghouse and Data Warehouse

- The proportion of students transferring after completing an associate degree increased 8% in 2009-10.

**Table 2: Transfer Rate for “Transfer Ready” students**

The Washington State Board for Community and Technical Colleges describes “Transfer Ready” as having at least 45 college level credits with a minimum GPA of 2.0. Students must have taken English composition and a quantitative reasoning course and earned a 2.0 or better in each. Additionally, students must have at least one course in each distribution area: Humanities, Social Science and Natural Science.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students achieving “Transfer Ready” status</td>
<td>293</td>
<td>252</td>
<td>300</td>
<td>371</td>
<td>388</td>
</tr>
<tr>
<td>Number of students still enrolled at LCC by the subsequent fall</td>
<td>142</td>
<td>132</td>
<td>135</td>
<td>198</td>
<td>163</td>
</tr>
<tr>
<td>Number of students not enrolled at LCC by the subsequent fall</td>
<td>151</td>
<td>120</td>
<td>165</td>
<td>174</td>
<td>225</td>
</tr>
<tr>
<td>Number of students not enrolled at LCC by the subsequent fall who transferred by that time*</td>
<td>91</td>
<td>71</td>
<td>91</td>
<td>93</td>
<td>121</td>
</tr>
<tr>
<td>Percent of students not enrolled at LCC by the subsequent fall who transferred by that time*</td>
<td>60%</td>
<td>59%</td>
<td>55%</td>
<td>53%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Source: National Student Clearinghouse & Data Warehouse

* by the subsequent fall

- The Transfer Rate has been above 50% for the past five years.

Transfer Monitoring Report / 4
Table 3: Transfer institutions of students enrolled in 2009-10 (all transfer students)

- Arizona State University (1)
- Ashford University (1)
- Bellevue College* (3)
- Biola University (1)
- Brigham Young University (5)
- Central Washington University (21)
- Chamberlain College of Nursing (1)
- City University of Seattle (11)
- Claremont McKenna College (1)
- Columbia Basin College* (2)
- Concordia University (3)
- Corban College (2)
- Cornish College of the Arts (1)
- East Tennessee State University (1)
- Eastern Oregon University (5)
- Eastern Washington University (9)
- Franklin University (2)
- George Fox University (2)
- Gonzaga University (6)
- Gordon College (1)
- Grand Canyon University (2)
- Hamline University (1)
- Indiana University (1)
- ITT Technical Institute (2)
- Lander University (1)
- Lewis-Clark State College (2)
- Liberty University (1)
- Limestone College (1)
- Linfield College (3)
- Loyola University Chicago (1)
- Marylhurst University (1)
- Montana State University (4)
- Multnomah University (2)
- North Central University (1)
- Northern State University (1)
- Northwestern University (1)
- Olympic College* (1)
- Oregon Institute of Technology (2)
- Oregon State University (2)
- Pacific Lutheran University (1)
- Pierce College* (1)
- Portland State University (10)
- Seattle Central Comm College* (1)
- Seattle Pacific University (1)
- Seattle University (1)
- Simpson University (1)
- St. Catherine University (1)
- The Evergreen State College (4)
- The University of Arkansas (1)
- University of Chicago (1)
- University of Hawaii (1)
- University of Kentucky (1)
- University of Montana (1)
- University of Nevada Las Vegas (2)
- University of Nevada Reno (1)
- University of New Mexico (2)
- University of Oregon (2)
- University of Phoenix (7)
- University of Portland (1)
- University of Tennessee (1)
- University of Washington (17)
- University of Wisconsin (1)
- Walla Walla University (1)
- Warner Pacific College (12)
- Washington State University (102)
- Wayland Baptist University (1)
- Western Governors University (1)
- Western Oregon University (2)
- Western WA University (13)
- Whitworth University (1)
- Willamette University (1)

*Baccalaureate program
Adequate student performance data from the baccalaureate institutions is often difficult to obtain. All available information is presented. Both the LCC average cumulative GPA and average cumulative GPA for ALL community college transfer students from the state of Washington (WA) are included where available.

### Table 4: Grade Point Averages at Transfer Institutions

<table>
<thead>
<tr>
<th></th>
<th>WSU-V**</th>
<th>WSU-P***</th>
<th>WSU-DP****</th>
<th>Western</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LCC</td>
<td>WA</td>
<td>LCC</td>
<td>WA</td>
<td>LCC</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>3.41</td>
<td>*</td>
<td>2.84</td>
<td>*</td>
<td>3.42</td>
</tr>
<tr>
<td># students</td>
<td>117</td>
<td>*</td>
<td>49</td>
<td>*</td>
<td>35</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>3.24</td>
<td>*</td>
<td>2.94</td>
<td>*</td>
<td>3.20</td>
</tr>
<tr>
<td># students</td>
<td>118</td>
<td>*</td>
<td>41</td>
<td>*</td>
<td>40</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3.21</td>
<td>*</td>
<td>2.75</td>
<td>*</td>
<td>3.29</td>
</tr>
<tr>
<td># students</td>
<td>126</td>
<td>*</td>
<td>47</td>
<td>*</td>
<td>35</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>3.27</td>
<td>*</td>
<td>2.81</td>
<td>*</td>
<td>3.13</td>
</tr>
<tr>
<td># students</td>
<td>123</td>
<td>*</td>
<td>45</td>
<td>*</td>
<td>40</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>3.33</td>
<td>*</td>
<td>2.76</td>
<td>*</td>
<td>3.12</td>
</tr>
<tr>
<td># students</td>
<td>129</td>
<td>*</td>
<td>53</td>
<td>*</td>
<td>41</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>3.25</td>
<td>*</td>
<td>2.78</td>
<td>*</td>
<td>3.41</td>
</tr>
<tr>
<td># students</td>
<td>128</td>
<td>*</td>
<td>43</td>
<td>*</td>
<td>46</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td># students</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>3.18</td>
<td>3.13</td>
<td>3.08</td>
<td>2.92</td>
<td>3.10</td>
</tr>
<tr>
<td># students</td>
<td>127</td>
<td>1122</td>
<td>42</td>
<td>3183</td>
<td>64</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>*</td>
<td>*</td>
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<td>*</td>
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<tr>
<td># students</td>
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<tr>
<td>Spring 2010</td>
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<td>*</td>
<td>*</td>
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</tr>
<tr>
<td># students</td>
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<tr>
<td>Fall 2010</td>
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<td># students</td>
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<tr>
<td>Spring 2011</td>
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<td></td>
</tr>
<tr>
<td># students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: individual universities (* indicates information not applicable or not available)

**Washington State University-Vancouver
***Washington State University-Pullman
****Washington State University Distance Programs

Transfer Monitoring Report / 6
Although they have no record of sending this information to LCC as per standard procedure, WSU has stated that they are unable to provide this information after the fact.

- Missing WSU data for academic year 2009-10 makes tracking progress difficult at this time.
Student/Graduate Satisfaction with Instruction (KPI)

Alumni of LCC’s transfer programs are surveyed each year.

Table 5: Transfer Alumni Survey

Proportion of Respondents Responding “good/very good” or “satisfied/very satisfied”

<table>
<thead>
<tr>
<th></th>
<th>2005-06 (n = 61)</th>
<th>2006-07 (n = 64)</th>
<th>2007-08 (n = 27)</th>
<th>2008-09 (n = 39)</th>
<th>2009-10 (n = 49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate the quality of instruction you received at LCC overall?</td>
<td>89%</td>
<td>95%</td>
<td>82%</td>
<td>87%</td>
<td>96%</td>
</tr>
<tr>
<td>How would you rate the quality of preparation you received at LCC re: preparation for succeeding in college overall?</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>90%</td>
</tr>
<tr>
<td>How satisfied were you with the availability of faculty at LCC?</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>100%</td>
</tr>
<tr>
<td>How satisfied were you with the availability of classes at LCC?</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>93%</td>
</tr>
<tr>
<td>How satisfied were you with the variety of classes offered at LCC?</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>95%</td>
</tr>
</tbody>
</table>

- The proportion of students reporting that the quality of instruction was good or very good rose sharply in 2009-10. A number of new questions were piloted in 2009-10 providing a baseline for future analysis.
Student Attainment of General Education Outcomes (KPI)

Communication and Interpersonal Skills were assessed in the summer of 2010 utilizing artifacts collected for this purpose during the 2009-10 academic year. A total of 110 artifacts were submitted for Communication, 101 of which were assessed. A total of 143 artifacts were submitted for Interpersonal Skills, 76 of which were assessed. Artifacts were assessed on a 5 point scale, with 3 indicating proficiency. A “5” on the scale is generally referred to as the “wow factor.”

Table 6: General Education Summer Assessment Institute 2010
(Average Scores)

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.

<table>
<thead>
<tr>
<th>A) Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>B) Students will develop and express their ideas clearly and reasonably for a unified purpose.</td>
<td>3.0</td>
</tr>
<tr>
<td>C) Students will demonstrate comprehension of a wide variety of materials.</td>
<td>2.8</td>
</tr>
<tr>
<td>D) Students will use credible evidence to support arguments and conclusions.</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Interpersonal Skills Interact effectively with individuals and/or within groups.

| A) Students will participate actively, demonstrating commitment to shared tasks. | 3.7 |
| B) Students will cooperate with others. | 3.6 |
| C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration. | 3.4 |
| D) Students will deal effectively with differences and resolve conflicts in a variety of settings. | 3.5 |

• Although scores are generally strong for Interpersonal Skills, it was determined that the outcome will be assessed again in summer 2011 in the hopes of conducting more “live” assessment (vs. assessment of static written documents). Many of the artifacts assessed in 2010 were printed discussion forums from online courses.
• Faculty continue to look for ways to help students increase their communication skills, particularly in terms of information literacy. Although this was the second round of assessment for Communication, comparisons are problematic due to changing the scale from 4-points to 5-points.
• Information Literacy has been integrated into all Transitional Studies courses and will be integrated into academic transfer courses next.
Transfer Enrollment and Graduation Summary

Transfer is one of four categories typically used to categorize student intent for attending college, along with training for the workforce, basic skills, and personal interest. Courses (that are state supported) are also categorized, including transfer (academic), workforce, and basic skills/developmental education.

Table 7: Enrollment and Graduation Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated headcount</td>
<td>1908</td>
<td>1885</td>
<td>2004</td>
<td>1977</td>
<td>2346</td>
</tr>
<tr>
<td>Transfer student population as a percent of all students</td>
<td>23%</td>
<td>23%</td>
<td>25%</td>
<td>21%</td>
<td>23%</td>
</tr>
<tr>
<td>FTE by institutional intent</td>
<td>1020</td>
<td>980</td>
<td>1016</td>
<td>1176</td>
<td>1391</td>
</tr>
<tr>
<td>FTE as percent of institutional FTE (state funding only)</td>
<td>44%</td>
<td>41%</td>
<td>43%</td>
<td>39%</td>
<td>37%</td>
</tr>
<tr>
<td>Transfer associate degrees granted</td>
<td>195</td>
<td>200</td>
<td>215</td>
<td>232</td>
<td>205</td>
</tr>
</tbody>
</table>

Data Source: SBCTC Data Warehouse, STUDENT Table by SID, Kind of Student "T" (Headcount); Access Monitoring Report for Academic FTEs; Fact Book (Registration Office) for transfer associate degrees granted and Percentage

- Academic (Transfer) FTE increased 18% in 2009-10.
- The number of transfer associate degrees granted decreased slightly.
- The percent of transfer FTE (by institutional intent) fell to 37% in 2009-10, the lowest figure in the five years depicted here.
1) **Based on the data in this report, how has LCC done a good job in providing students transfer education?**

- Historically, LCC students have performed well academically compared to other community college transfer students.
- LCC faculty are continuing to develop new and innovative course offerings.
- Satisfaction with the quality of instruction is high. It’s notable that satisfaction has been increasing during the recent enrollment boom.
- There are many different formats (face to face, online, hybrid, etc.) available for courses and degrees. It is evident that, from an instructional perspective, we have done a good job of protecting students from feeling the impact of the recent budget reductions.

2) **Based on the data in this report, what can LCC do to improve transfer education?**

- The percent of students getting degrees from LCC prior to transfer has been declining. However, there are many potential reasons for the decline. Most significantly, there are differences in the characteristics of LCC’s core population vs. students who are here in an attempt to weather the recession.
Board Plus/Delta

“What is good about this report and what would you like to see changed?”

<table>
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<th>+</th>
<th>Δ</th>
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</table>
Appendix H
Methodology of Core Indicators
Key Performance Indicator A: Student Performance

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

Description
Proportion of students receiving grades of 2.0 or better in college level workforce classes (numbered 100 and above). Grades excluded: I, N, P, R and V. Includes all students enrolled in college workforce classes, regardless of intent.

Frequency of Data Collection
- Annual

Recommended Methodology
Transcript files, link to Class table to utilize Institutional Intent Recat field (V = workforce).

Data Sources
- Data Warehouse

Benchmark
- 82% of students will successfully complete with 2.0 or better
Key Performance Indicator B: Demonstration of Program Competencies

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

Description
Assessment of student learning outcomes, or program competencies, in Professional/Technical program is critical. Program assessment (degree and certificate programs) is handled by program (e.g. degree or certificate program) at Lower Columbia College.

This indicator looks at the proportion of students achieving program competencies by individual program. There is tremendous variation among the programs for this indicator.

Frequency of Data Collection
Program assessment operates on a biennial reporting cycle.

Data Source
- Program Assessment Reports

Benchmarking
- Varies by program (see Data History: Lower Columbia College Core Indicators of Effectiveness for examples)

Notes
Although all programs at LCC participation in program assessment, more work is needed to ensure that all are appropriately aligned with state and/or industry standards/outcomes.
CORE THEME I: WORKFORCE AND ECONOMIC DEVELOPMENT

Key Performance Indicator C: Licensure/Certificate Rates

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

Description
Students in Lower Columbia College’s Nursing and Welding programs must take certification exams in their respective fields. Nursing students take the NCLEX (National Council Licensure Examination) and welding students take the WABO (Washington Association of Building Officials) exam. NCLEX scores are broken out into two groups: LPN (Licensed Practical Nurse) and RN (Registered Nurse).

Frequency of Data Collection
• Annual

Recommended Methodology
Note: pass rates are reported for the calendar rather than academic year.

Data Sources
• Nursing and Welding Departments for testing data
• Professional/Technical Monitoring & Customized Education Monitoring Report

Benchmark
• NCLEX: exceed 80% (state benchmark)
• WABO: 90% pass rate on first attempt
**Objective**
Provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development.

**Description**
The proportion of students who are employed nine months after completing their program.

**Frequency of Data Collection**
- Annual

**Recommended Methodology**
The Washington State Community and Technical College system runs an annual match with Employment Security records to obtain employment data. Employment rates exclude certain employees, including those who work for very small employers or have a job outside of Washington State, so formulas are used to calculate estimate employment rates.

**Data Source**
- Data Linking Outcomes Assessment database
- Professional/Technical & Customized Education Monitoring Report

**Benchmark**
- Meet or exceed the (Washington Community and Technical College) system average (varies from year to year)
CORE THEME I: WORKFORCE AND ECONOMIC DEVELOPMENT

Key Performance Indicator E: Employer Satisfaction

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

Description
The proportion of employers who indicate that their employees who are Lower Columbia College graduates exhibit skills and job performance that meets or exceeds other employees.

Frequency of Data Collection
- Annual

Recommended Methodology
Evaluation of LCC graduates’ performance compared to other employees, as reported by employers through surveys. Specific measure to be used: rating of overall professionalism.

Data Sources
- Early Childhood Education Employer Survey
- Professional/Technical Advisory Committee Member Survey
- Professional/Technical & Customized Education Monitoring Report

Benchmark
- 90% satisfied that skills and job performance meet or exceeds other employees

Notes
Various methods have been attempted regarding the collection of this data. Beginning in 2011-12, members of LCC’s Professional/Technical Advisory Committees will be asked to provide this information for all groups except Early Childhood Education, which utilizes its own survey.
CORE THEME I: WORKFORCE AND ECONOMIC DEVELOPMENT

Key Performance Indicator F: Relevance of Programs

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

Description
One of the most meaningful ways for LCC to evaluate relevance of its educational programs is to ask alumni to assess their training in comparison to their work site. In an annual alumni follow-up survey, LCC’s graduates are asked to assess on a Likert scale their training at LCC in relation to their job duties.

Frequency of Data Collection
- Annual

Recommended Methodology
- Professional/Technical Alumni Survey

Data Source
- Professional/Technical Alumni Survey Report
- Professional/Technical & Customized Education Monitoring Report

Benchmark
- 90% of alumni surveyed will report that their training at LCC was “good” or “very good” in relation to their job duties
CORE THEME I: WORKFORCE AND ECONOMIC DEVELOPMENT

Key Performance Indicator G:
Client assessment of programs and services

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

Description
Proportion of Business and Industry Services participants reporting satisfactory service.

Frequency of Data Collection
Collected quarterly, reported annually in the Professional/Technical & Customized Education Monitoring Report.

Recommended Methodology
This evaluation is distributed at Business and Industry (Customized Education) training and activities. The indicator is based on the proportion of respondents who report that the service provided “met” or “exceeded” their expectations.

Data Sources
- Business and Industry Services Client Evaluation
- Professional/Technical & Customized Education Monitoring Report

Benchmark
- 90% of respondents will indicate that services “met” or “exceeded” their expectations
CORE THEME II: TRANSFER AND ACADEMIC PREPARATION

Key Performance Indicator A: Basic Skills Achievement

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

Description
Level gains and goal attainment are reported as a result of student success via CASAS testing.

Frequency of Data Collection
Data collection is ongoing but reported in annual format (can also be broken out into quarters).

Recommended Methodology
WABERS+ (Washington Adult Basic Education Reporting System) is a database used by the Washington Community and Technical College System. Standard Reports within WABERS+ allow for comparison between individual colleges and the system (in terms of the proportion of students achieving their goal).

Data Source
- WABERS+
- Basic Skills/Pre-College Monitoring Report

Benchmark
Meet or exceed system average by category:
- Basic Literacy Skills goal attainment
- English Language goal attainment
- GED goal attainment
- CASAS testing/percent post testing
- CASAS testing/completion of program levels
Key Performance Indicator B: 
Academic Performance of Developmental 
Education Students

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

Description
This indicator looks at both the math and English pathways from two perspectives. First, success in developmental courses is measured by the proportion of students attaining a grade of 2.0 or higher (excluding grades I, N, P, R and V). Then, it looks at success in the first college level course, also measured in terms of attainment of a 2.0 or higher (excluding grades I, N, P, R and V).

Frequency of Data Collection
- Annual

Recommended Methodology
Success is considered to be achievement of a 2.0 (C) grade or better.

Data Source
- Transcript Files
- Basic Skills & Pre-College Monitoring Report

Benchmark
- Pre-college math success: 60%
- Pre-college English success: 70%
- Success in first college level math course: 70%
- Success in first college level English course: 70%
Key Performance Indicator C: Student Performance

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

**Description**
Proportion of students successfully completing (with grade of 2.0 or better) academic classes numbered 100 and above. Grades excluded: I, N, P, R and V. Includes all students enrolled in college level academic courses, regardless of intent.

**Frequency of Data Collection**
- Annual

**Recommended Methodology**
Transcript files, linked to Class table to select by Institutional_Intent_Recat (academic courses = “A”).

**Data Source**
- Data Warehouse

**Benchmark**
- 70% of attempted academic credits will be completed successfully.
CORE THEME II: TRANSFER AND ACADEMIC PREPARATION

Key Performance Indicator D: Transfer Readiness

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

Description
Number of students who reach transfer readiness, as determined by criteria established by the State Board for Community and Technical Colleges (attainment of at least 45 college level credits with a minimum GPA of 2.0; students must also have taken English composition and a quantitative reasoning course and earned a 2.0 or better in each; students must have at least one course in each distribution area as well: Humanities, Social Science and Natural Science).

Frequency of Data Collection
- Annual

Recommended Methodology
Cohorts provided by State Board for Community and Technical Colleges per established criteria.

Data Source
- SBCTC
- Transfer Monitoring Report

Benchmark
- 15% of enrolled transfer students will achieve transfer readiness each year
**CORE THEME II: TRANSFER AND ACADEMIC PREPARATION**

**Key Performance Indicator E: Demonstration of General Education Outcomes**

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

**Description**
Measurement of student attainment of the College’s established General Education Outcomes, including Communication, Critical Thinking, Interpersonal Skills, and Numeracy using faculty developed rubrics. A faculty led committee oversees the process of annual collection and evaluation of student artifacts. Interdisciplinary teams of paid faculty readers, led by a faculty coordinator, conduct the assessment during an annual General Education Summer Assessment Institute.

**Frequency of Data Collection**
Artifacts are collected quarterly and evaluated annually during the summer institute.

**Recommended Methodology**
Utilize locally developed rubrics to evaluate student work. Faculty coordinators for the General Education Summer Assessment Institute have received training in how to calibrate use of the instruments to ensure equitable evaluation. Ongoing calibration is ensured by close monitoring of the scoring with tie-breaking and re-calibration provided throughout the institute as needed.

**Benchmark**
- Aggregate scores of 3.0 or better on each outcome (2.0 in past cases where a 4-point rather than 5-point scale was used)

**Comments**
This is a very dynamic and engaging process for LCC faculty. Although quantitative scores are obtained each year through the scoring process, this is essentially a qualitative assessment project as the emphasis is on teaching and learning rather than the scores themselves.
CORE THEME II: TRANSFER AND ACADEMIC PREPARATION

Key Performance Indicator F: Academic Transfer Rate

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

Description
The proportion of “transfer ready” students who transfer by the subsequent fall, excluding students still enrolled at LCC. “Transfer Ready” student criteria is as follows (per the Washington Community and Technical College definition): transfer students who have earned at least 45 college level credits with a minimum GPA of 2.0. Students must have taken English composition and a quantitative reasoning course and earned a 2.0 or better in each. Additionally, students must have at least one course in each distribution area: Humanities, Social Science and Natural Science.

Frequency of Data Collection
• Annual

Recommended Methodology
Analyze annual cohort provided by the State Board for Community and Technical Colleges and exclude students still enrolled at LCC the subsequent fall. Utilizing the National Student Clearinghouse, determine what proportion of the remainder of the cohort has successfully transferred to a four-year (baccalaureate granting) institution by the subsequent fall.

Data Sources
• State Board for Community and Technical Colleges
• National Student Clearinghouse
• Transfer Monitoring Report

Benchmark
• 55% of “Transfer Ready” students will have transferred by subsequent fall, excluding students still enrolled at LCC
Key Performance Indicator G: Academic Success of Transfer Students after Transfer

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

Description
Average GPA obtained by transfer students at transfer institutions.

Frequency of Data Collection
- Annual

Recommended Methodology
The measurement of this indicator is dependent on reports provided by four-year institutions in Washington State. Currently there is a wide variety of detail provided by the different institutions, and report generation is not consistent. Figures are based on available data.

Data Source
- Four-year institutions
- Transfer Monitoring Report

Benchmark
- Average GPA of 3.0 or better to be obtained by students at transfer institutions
Key Performance Indicator H: Relevance of Programs

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

Description
Based on transfer alumni responses to a survey (post-graduation) asking them to rate their preparation for succeeding in college overall using a Likert scale.

Frequency of Data Collection
- Annual

Recommended Methodology
The indicator is based on the proportion of responses in which alumni rate their overall preparation for succeeding in college as “good” or “very good.”

Data Source
- Transfer Alumni Survey

Benchmark
- 85% of respondents will indicate that their overall level of preparation was “good” or “very good”
CORE THEME III: STUDENT ACCESS AND SUPPORT

Key Performance Indicator A: Participation Rates of Persons age 17 and Above Who Live within the College’s Service District

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

Description
This indicator measures the regional market penetration rate, indicating the proportion of adults residing in our service district who are enrolled at the College.

Frequency of Data Collection
- As available

Recommended Methodology
This information is provided on an occasional basis by the Office of Financial Management in Washington State. The proportion is determined by dividing college headcount by the population 17 and over in the designated service district). Rankings are by county (out of 39 counties in the state). Indicator is based on data for Cowlitz County which constitutes over 95% of Lower Columbia College’s service district. Information for Wahkiakum County is also available.

Data Source
- Washington State Higher Education Trends and Highlights, Office of Financial Management Forecasting Division
- Access Monitoring Report

Benchmark
- Fall within the top 5 in county rankings in Washington State (Cowlitz County)
CORE THEME III: STUDENT ACCESS AND SUPPORT

Key Performance Indicator B: Participation Rate of Diverse Student Populations

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

Description
This indicator describes the proportion of overall college enrollment that consists of students of color.

Frequency of Data Collection
- Annual

Recommended Methodology
Student Table, Racial_Ethnic_Code for headcount.

Data Source
- Data Warehouse
- Access Monitoring Report

Benchmark
- 1.8 times service district population
CORE THEME III: STUDENT ACCESS AND SUPPORT

Key Performance Indicator C: Enrollment

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

Description
Annual state supported enrollment generated compared to the target.

Frequency of Data Collection
- Annual

Recommended Methodology
In the Washington Community and Technical College system, annual FTE is calculated by adding all state supported credits and dividing by 45. FTE targets are set by the Washington State Board for Community and Technical Colleges.

Data Source
- Washington State Board for Community and Technical Colleges
- Access Monitoring Report

Benchmark
- Meet or exceed state target (100% or higher)
CORE THEME III: STUDENT ACCESS AND SUPPORT

Key Performance Indicator D: Student Persistence

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

Description
Fall to fall retention of full- and part-time first-time degree-seeking students.

Frequency of Data Collection
- Annual

Recommended Methodology
Fall cohorts are based on criteria developed for IPEDS by the Washington State Board for Community and Technical Colleges based on students who are planning to stay long enough to earn a degree.

Data Source
- Washington State Board for Community and Technical Colleges
- Integrated Post-Secondary Education Data System (IPEDS)—Feedback Report

Benchmark
- Meet or exceed national comparison in IPEDS Feedback Report (broken out for full-time and part-time students)
**CORE THEME III: STUDENT ACCESS AND SUPPORT**

**Key Performance Indicator E: Student Progress/Completion**

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

**Description**
Graduation Rate of first-time degree seeking students, based on 150% completion time. Comparative data is from the Integrated Post Secondary Education Data System (IPEDS).

**Frequency of Data Collection**
- Annual

**Recommended Methodology**
Fall cohorts are based on criteria developed for IPEDS by the Washington State Board for Community and Technical Colleges based on students who are planning to stay long enough to earn a degree.

**Data Source**
- Washington State Board for Community and Technical Colleges
- Integrated Post-Secondary Education Data System (IPEDS)—Feedback Report

**Benchmark**
- Meet or exceed national comparison in IPEDS Feedback Report
CORE THEME III: STUDENT ACCESS AND SUPPORT

Key Performance Indicator F: Student Satisfaction with Support Services

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

Description
Overall student satisfaction with support services.

Frequency of Data Collection
- Every three years

Recommended Methodology
LCC participates in the Community College Survey of Student Engagement (CCSSE) every three years. “Support for Learners” is one of five benchmark areas developed by the survey administrators. Questions included in this benchmark area include:
  - Providing the support you need to help you succeed at this college
  - Encouraging contact among students from different economic, social, and racial or ethnic background
  - Helping you cope with your non-academic responsibilities (work, family, etc.)
  - Providing the support you need to thrive socially
  - Providing the financial support you need to afford your education
  - Frequency: academic advising/planning
  - Frequency: career counseling

Data Source
- Community College Survey of Student Engagement (CCSSE)

Benchmark
- Meet or exceed national average (50th percentile)
CORE THEME III: STUDENT ACCESS AND SUPPORT

Key Performance Indicator G: Success of academic support programs

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

Description
Success of academic support programs (academic tutoring).

Frequency of Data Collection
- Annual

Recommended Methodology
The Learning Commons tracks student participation in tutoring and tracks success (defined as receiving a grade of 2.0 or higher) in the course for which they receive tutoring.

Data Source
- Learning Commons student records

Benchmark
- 80% of students receiving tutoring services will receive a grade of 2.0 or higher in the course for which they received tutoring.
Key Performance Indicator A: Professional Development of Faculty and Staff

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

Description
This indicator is based on average accrual of professional development units per FT faculty member. Per the LCC Faculty Contract, FT faculty may apply for and earn professional development units for undertaking continuing education and training that is relevant to the assignment.

Frequency of Data Collection
• Annual

Recommended Methodology
Professional development units are tracked by the College’s Human Resources Office, based on approved applications received from faculty.

Data Source
• LCC Office of Human Resources

Benchmark
• 8 or more average PDU’s accrued per FT faculty member per year

Notes
Please note that methodology for tracking professional development hours of staff (classified staff and administrative/exempt employees) is in development.
Objective
Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.

Description
This indicator is based on the percent of respondents who “agree” or “strongly agree” with satisfaction statements in a locally developed survey. The LCC Employee Survey focuses on communication, professional development and satisfaction with service departments. Departmental feedback is used in the (non-instructional) program assessment process.

Frequency of Data Collection
- Every two years in fall quarter

Recommended Methodology
- Percent of respondents who “agree” or “strongly agree” with the following statement: “I feel well informed about what is going on at LCC.”
- Percent of respondents who “agree” or “strongly agree” that they are satisfied with the opportunities for professional development available to them.

Data Source
- LCC Employee Survey
- Institutional Excellence Monitoring Report

Benchmark
- 85% of respondents who “agree” or “strongly agree” that they feel well informed about what’s going on at LCC
- 70% of respondents who “agree” or “strongly agree” that they are satisfied with the opportunities for professional development available to them
CORE THEME IV: INSTITUTIONAL EXCELLENCE

Key Performance Indicator C: Condition of Infrastructure

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

Description
This indicator looks at the overall condition of facilities on campus, as well as the proportion of buildings on campus that are in adequate to superior shape, indicating that no major maintenance or repair efforts are needed. The indicator also looks at technology on campus.

Frequency of Data Collection
- Every other year

Recommended Methodology
- Based on the Facilities Condition Survey which is conducted once every biennium (in odd years) this represents the proportion of buildings rated at 350 or below. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate
- An overall campus score is also provided through the Facilities Condition Survey
- For the technology indicator, the biennial employee survey assesses whether faculty and staff are satisfied with technology (in this case, the proportion of employees stating that they are “satisfied” or “very satisfied” with the availability of technology at LCC

Data Source
- SBCTC Facilities Condition Survey
- LCC Employee Survey

Benchmark
- Facilities Overall: average score for institution 350 or below
- Facilities by Building: 70% of buildings at 350 or below
- Technology: 90% of employees “satisfied” or “very satisfied” with availability of technology at LCC
CORE THEME IV: INSTITUTIONAL EXCELLENCE

Key Performance Indicator D: External Perceptions/Satisfaction with LCC

Objective
Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

Description
Assessment of external perception of LCC’s progress in achieving its College Outcomes (Access, Transfer, Professional/Technical & Customized Education, Basic Skills & Pre-College, Community Enrichment and Institutional Excellence)

Frequency of Data Collection
- Every three years

Recommended Methodology
Locally developed external perceptions/satisfaction survey distributed through the Chamber of Commerce, Cowlitz Wahkiakum Council of Governments e-mail lists, LCC website and local media channels. Proportion of respondents who “agree” or “strongly agree” that LCC “does a good job” of accomplishing its goals in a variety of areas.

Data Source
- Community Perception Survey
- Institutional Excellence Monitoring Report

Benchmark
- 90% of respondents will “agree” or “strongly agree” that LCC is doing a good job of achieving its College Outcomes
**CORE THEME IV: INSTITUTIONAL EXCELLENCE**

**Key Performance Indicator E: Student/Graduate Satisfaction**

**Objective**
Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

**Description**
Proportion of LCC graduates who agreed or strongly agreed that they participated in meaningful learning experiences at LCC.

**Frequency of Data Collection**
- Annual

**Recommended Methodology**
- Survey is administered to all graduation candidates and includes a variety of questions. In this case, the indicator is based on student responses of “agree” or “strongly agree” to the question of whether they participated in meaningful learning experiences at LCC.

**Data Source**
- LCC Graduate Survey
- Institutional Excellence Monitoring Report

**Benchmark**
- 85% of respondents will “agree” or “strongly agree” that they participated in meaningful learning experiences at LCC
CORE THEME IV: INSTITUTIONAL EXCELLENCE

Key Performance Indicator F:
Cultural Enrichment of Students & Community

Objective
Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

Description
Community participation in cultural activities and sporting events, compared to the population in the College’s service district.

Frequency of Data Collection
- Annual

Recommended Methodology
Attendance at cultural activities (primarily at our performing arts center) and sporting events is tracked by those responsible for the events and compared to the population in our service district. Comparisons to national rate are through the National Community College Benchmarking Project.

Data Sources
- Rose Center for the Performing Arts
- Associated Students of Lower Columbia College
- LCC Athletics Department
- U.S. Census/Office of Financial Management

Benchmark
- Meet or exceed national average (50th percentile)—National Community College Benchmarking Project—for both Cultural Activities and Sporting Events
Appendix I
Map of Core Indicators to KPI’s
# Map of Core Indicators (Accreditation) to Key Performance Indicators (Policy Governance)

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE THEME I</strong></td>
<td></td>
</tr>
<tr>
<td>A: Student performance**</td>
<td>Student persistence and performance</td>
</tr>
<tr>
<td>B: Demonstration of program competencies*</td>
<td></td>
</tr>
<tr>
<td>C: Licensure/certification rates</td>
<td>Licensure/certification rates</td>
</tr>
<tr>
<td>D: Placement rate in the workforce</td>
<td>Placement rate in the workforce</td>
</tr>
<tr>
<td>E: Employer satisfaction</td>
<td>Employer satisfaction</td>
</tr>
<tr>
<td>F: Relevance of programs</td>
<td>Relevance of programs</td>
</tr>
<tr>
<td>G: Client assessment of programs and services</td>
<td>Client assessment of programs and services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CORE THEME II</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Basic skills achievement</td>
<td>Basic skills achievement</td>
</tr>
<tr>
<td>B: Academic performance of developmental education students</td>
<td>Academic performance of developmental education students</td>
</tr>
<tr>
<td>C: Student performance**</td>
<td>Student persistence and performance</td>
</tr>
<tr>
<td>D: Transfer Readiness</td>
<td>Transfer Readiness</td>
</tr>
<tr>
<td>E: Demonstration of General Education Outcomes</td>
<td>Student attainment of General Education Outcomes (and student attainment of General Education Outcomes through Related Instruction, and Citizenship)</td>
</tr>
<tr>
<td>F: Academic transfer rate</td>
<td>Academic transfer rate</td>
</tr>
<tr>
<td>G: Academic success of transfer students after transfer</td>
<td>Academic success of transfer students (after transfer)</td>
</tr>
<tr>
<td>H: Relevance of programs</td>
<td>Relevance of programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CORE THEME III</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Participation rate of persons age 17 and above who live within the College’s service district</td>
<td>Participation rates of persons age 17 and above who live within the college’s service district</td>
</tr>
<tr>
<td>B: Participation rate of diverse student populations</td>
<td>Participation rate and success of diverse student populations</td>
</tr>
<tr>
<td>C: Enrollment</td>
<td>General enrollment</td>
</tr>
<tr>
<td>D: Student persistence</td>
<td>Student persistence and performance</td>
</tr>
<tr>
<td>E: Student progress/completion</td>
<td>Student progress</td>
</tr>
<tr>
<td>F: Student satisfaction with support services**</td>
<td>Student/graduate satisfaction with support services</td>
</tr>
<tr>
<td>G: Success of academic support programs*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CORE THEME IV</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Professional development of faculty and staff*</td>
<td></td>
</tr>
<tr>
<td>B: Faculty/staff satisfaction and morale</td>
<td>Faculty/staff satisfaction and morale</td>
</tr>
<tr>
<td>C: Condition of infrastructure*</td>
<td></td>
</tr>
<tr>
<td>D: External perceptions/satisfaction with LCC</td>
<td>External perceptions/satisfaction with LCC</td>
</tr>
<tr>
<td>E: Student/graduate satisfaction with instruction</td>
<td>Student/graduate satisfaction with instruction (and student/graduate satisfaction with basic skills instruction)</td>
</tr>
<tr>
<td>F: Cultural enrichment of students and community**</td>
<td>Cultural enrichment of students and community</td>
</tr>
</tbody>
</table>

*new indicators
**enhanced indicators
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.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>INDICATORS (observable characteristics describing levels of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>- Faulty or inappropriate grammar, word choice, and sentence mechanics significantly disrupt the meaning or distract the audience.</td>
</tr>
<tr>
<td></td>
<td>- Grammar, word choice, and sentence mechanics may have minor errors.</td>
</tr>
<tr>
<td></td>
<td>- Audience attention may be called away.</td>
</tr>
<tr>
<td></td>
<td>- Grammar, word choice, and mechanics are transparent, enhance meaning, and engage the audience.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>- Ideas are undeveloped and/or unclear.</td>
</tr>
<tr>
<td></td>
<td>- Work appears to have little sense of unity, coherence or order.</td>
</tr>
<tr>
<td></td>
<td>- Ideas and explanations are generally clear and complete.</td>
</tr>
<tr>
<td></td>
<td>- Work is organized cohesively and coherently overall.</td>
</tr>
<tr>
<td></td>
<td>- Ideas are explained very thoroughly and clearly.</td>
</tr>
<tr>
<td></td>
<td>- Organization facilitates understanding of ideas.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>- Paraphrases inaccurately, or frequently fails to explain or integrate source material.</td>
</tr>
<tr>
<td></td>
<td>- Summarizes and/or paraphrases source ideas accurately.</td>
</tr>
<tr>
<td></td>
<td>- Synthesizes information from a variety of sources representing diverse points of view.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>- Evidence is questionable.</td>
</tr>
<tr>
<td></td>
<td>- Source ideas may be poorly integrated with student ideas.</td>
</tr>
<tr>
<td></td>
<td>- Incorporates supporting evidence adequately.</td>
</tr>
<tr>
<td></td>
<td>- Sources are credible and appropriate for the context.</td>
</tr>
<tr>
<td></td>
<td>- Credible sources strongly support arguments and conclusions.</td>
</tr>
<tr>
<td></td>
<td>- Integration of sources is smooth if not transparent.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>- Source documentation is haphazard or missing.</td>
</tr>
<tr>
<td></td>
<td>- Quotations may be presented as paraphrase.</td>
</tr>
<tr>
<td></td>
<td>- Documentation is generally accurate, consistent and appropriate, but may have minor errors.</td>
</tr>
<tr>
<td></td>
<td>- Documentation is used accurately, appropriately, and skillfully.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>- Style of delivery distracts audience or interferes with meaning.</td>
</tr>
<tr>
<td></td>
<td>- Style of delivery is adequate (doesn’t enhance or detract).</td>
</tr>
<tr>
<td></td>
<td>- Style of delivery enhances ideas, improves clarity and is engaging.</td>
</tr>
</tbody>
</table>

*Unable to assess due to lack of evidence*
**Critical Thinking** Apply various techniques and processes using information, data, situations, or other forms of artistic expression, to draw logical, rational, ethical, and coherent conclusions.

<table>
<thead>
<tr>
<th>INDICATORS (observable characteristics describing levels of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
</tr>
<tr>
<td>A) Students will identify and define primary problems or issues.</td>
</tr>
<tr>
<td>B) Students will gather relevant and accurate information from a variety of sources and draw valid inferences from that information.</td>
</tr>
<tr>
<td>C) Students will be able to analyze and make judgments in response to problems, issues, and artistic expression using technique or processes appropriate to subject.</td>
</tr>
<tr>
<td>D) Students will propose and/or evaluate solutions based on the criteria of logic, ethical principles, and coherence.</td>
</tr>
</tbody>
</table>

*Unable to assess due to lack of evidence
**Interpersonal Skills** *Interact* effectively with individuals and/or within groups.

<table>
<thead>
<tr>
<th></th>
<th>*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Students will participate actively, demonstrating commitment to shared tasks.</td>
<td>-Rarely or never participates</td>
<td>-Participates occasionally</td>
<td>-Participates frequently</td>
<td>-Participates frequently move the task forward</td>
<td>-Participates frequently move the task forward</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Contributions are mostly off-topic</td>
<td>-Most contributions are relevant but may not be productive</td>
<td>-Demonstrates willingness to share in the task/s</td>
<td>-Demonstrates strong interest in the shared success of the group</td>
<td>-Demonstrates strong interest in the shared success of the group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Demonstrates little or no interest in the shared task/s</td>
<td>-Demonstrates willingness to share in the task/s</td>
<td>-Occasionally contributes to the achievement of shared goals</td>
<td>-Contributes regularly and actively to the achievement of shared goals</td>
<td>-Contributes regularly and actively to the achievement of shared goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Does not contribute to the achievement of shared goals</td>
<td>-Occasionally contributes to the achievement of shared goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) Students will cooperate with others.</td>
<td>-Ignores the contributions of others</td>
<td>-Acknowledges the contributions of others</td>
<td>-Encourages the contributions of others</td>
<td>-Encourages the contributions of others</td>
<td>-Facilitates consensus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Insists on using their ideas over others</td>
<td>-Considers modification of own contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Unwilling to compromise</td>
<td>-Demonstrates willingness to “go along”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.</td>
<td>-Rarely or never listens</td>
<td>-Listens respectfully</td>
<td>-Listens actively to the contributions of others</td>
<td>-Listens actively to the contributions of others</td>
<td>-Facilitates consensus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Ignores the feelings of others</td>
<td>-Usually attends to the feelings of others</td>
<td>-Consistently attends to the feelings of others</td>
<td>-Consistently attends to the feelings of others</td>
<td>-Facilitates consensus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Expresses thoughts and feelings ineffectively</td>
<td>-Occasionally expresses thoughts and feelings effectively</td>
<td>-Consistently expresses thoughts and feelings effectively</td>
<td>-Consistently expresses thoughts and feelings effectively</td>
<td>-Facilitates consensus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Doesn’t respond to conversational cues (signals that help manage the flow of conversation)</td>
<td>-Uses appropriate conversational cues</td>
<td>-Adjusts to others’ conversational cues</td>
<td>-Adjusts to others’ conversational cues</td>
<td>-Facilitates consensus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Non-verbal expression does not increase clarity of verbal message</td>
<td>-Occasionally expresses self non-verbally in a way that gives more clarity to verbal messages</td>
<td>-Consistently expresses self non-verbally in a way that gives more clarity to verbal messages</td>
<td>-Consistently expresses self non-verbally in a way that gives more clarity to verbal messages</td>
<td>-Facilitates consensus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Misinterprets non-verbal signals</td>
<td>-Interprets and responds to non-verbal signals appropriately</td>
<td>-Interprets and responds to non-verbal signals accurately</td>
<td>-Interprets and responds to non-verbal signals accurately</td>
<td>-Facilitates consensus</td>
<td></td>
</tr>
<tr>
<td>D) Students will deal effectively with differences and resolve conflicts in a variety of settings.</td>
<td>-Demonstrates inflexibility and an unwillingness to seek resolution and/or consensus</td>
<td>-Occasionally demonstrates flexibility and a willingness to seek resolution and/or consensus</td>
<td>-Consistently demonstrates flexibility and a willingness to seek resolution and/or consensus</td>
<td>-Consistently demonstrates flexibility and a willingness to seek resolution and/or consensus</td>
<td>-Consistently demonstrates flexibility and a willingness to seek resolution and/or consensus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Belittles others’ positions</td>
<td>-Acknowledges others’ positions</td>
<td>-Respects others’ positions</td>
<td>-Respects others’ positions</td>
<td>-Respects others’ positions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Expresses disagreement in a manner that increases disruptive tension and conflict</td>
<td>-Occasionally expresses disagreement in a manner that seeks to reduce disruptive tension and conflict</td>
<td>-Consistently expresses disagreement in a manner that seeks to reduce disruptive tension and conflict</td>
<td>-Consistently expresses disagreement in a manner that seeks to reduce disruptive tension and conflict</td>
<td>-Consistently expresses disagreement in a manner that seeks to reduce disruptive tension and conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Contributes to a defensive rather than a supportive climate</td>
<td>-Contributes to a supportive rather than defensive climate</td>
<td>-Actively promotes a supportive climate and diffuses defensiveness</td>
<td>-Actively promotes a supportive climate and diffuses defensiveness</td>
<td>-Facilitates consensus</td>
<td></td>
</tr>
</tbody>
</table>

*Unable to assess due to lack of evidence*
**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.

<table>
<thead>
<tr>
<th>INDICATORS (observable characteristics describing levels of performance)</th>
<th>*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Students will analyze, interpret and draw valid inferences** from graphical and numerical data.</td>
<td>-Most inferences are inappropriate or invalid.</td>
<td>-Inferences are mostly valid but may be incomplete.</td>
<td>-Inferences are valid, complete, and contain no irrelevant information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) Students will use quantitative skills to arrive at a solution/conclusion.</td>
<td>-Applies incorrect methods to arrive at a solution or conclusion.</td>
<td>-Standard methods of quantitative reasoning are correctly applied.</td>
<td>-Solutions are clear, concise and effective.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Students will use quantitative skills to assess the validity of a proposed solution/conclusion.</td>
<td>-Assessment of validity of proposed solution/conclusion is incomplete or inaccurate.</td>
<td>-Standard methods of quantitative reasoning are correctly applied to assess the validity of proposed solution/conclusion.</td>
<td>-Analyzes solution using multiple perspectives or methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D) Students will communicate numerical and mathematical processes using appropriate symbols, language and terminology.</td>
<td>-Processes are conveyed inaccurately. -Symbols or terminology may be used incorrectly.</td>
<td>-Most symbols and terminology used appropriately. -Processes are communicated effectively but may lack precision.</td>
<td>-Processes are communicated clearly, concisely, and effectively.</td>
<td></td>
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</tr>
</tbody>
</table>

**needs footnote explaining the meaning of “inference”**
Appendix K

Five Year Performance History: Core Indicators
### I-A. Student Performance
Proportion of students receiving grades of 2.0 or better in workforce classes numbered 100 and above. Grades excluded: I, N, P, R, and V. Includes all students enrolled in workforce classes, regardless of intent.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>82%</td>
<td>82.8%</td>
<td>81.7%</td>
<td>80.2%</td>
<td>82.4%</td>
<td>81.8%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### I-B. Demonstration of program competencies
Proportion of students achieving program competency benchmarks set by individual programs. Note: programs listed below are examples; comprehensive list to be developed.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education = 85%</td>
<td>100%</td>
<td>100%</td>
<td>85%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Business Management = 75%</td>
<td>--</td>
<td>89%</td>
<td>100%</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>--</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### I-C. Licensure/certification rates
Licensure and certificate rates are based on programs that require examination for completion (Nursing--NCLEX, and Welding--WABO).

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX/LPN = exceed 80% (state benchmark)</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>NCLEX/RN = exceed 80% (state benchmark)</td>
<td>91%</td>
<td>93%</td>
<td>82%</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>WABO = 90%</td>
<td>93%</td>
<td>88%</td>
<td>67%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### I-D. Placement rate in the workforce
Placement rate is based on data matching between college records and Employment Security records, based on employment status 9 months after graduation.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>LCC to exceed system</td>
<td>83%</td>
<td>81%</td>
<td>84%</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td>System average</td>
<td>81%</td>
<td>81%</td>
<td>83%</td>
<td>82%</td>
<td>74%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
### I-E. Employer satisfaction
Based on employer ranking of overall employee professionalism in comparison to other (non-LCC) employees.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>--</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>--</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### I-F. Relevance of programs
Proportion of respondents to Professional/Technical Alumni survey who report training at LCC was “good” or “very good” in relation to job duties.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>92%</td>
<td>79%</td>
<td>91%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>–</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### I-G. Client assessment of programs and services
Based on client evaluation of customized business and industry services (overall expectations were met or exceeded).

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>--</td>
<td>100%</td>
<td>93%</td>
<td>92%</td>
<td>98%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>–</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### II-A. Basic skills achievement (BASIC LITERACY)
Basic skill achievement measures the proportion of students accomplishing their stated goals, as measured through CASAS testing.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC to meet system average</td>
<td>20%</td>
<td>21%</td>
<td>29%</td>
<td>20%</td>
<td>27%</td>
</tr>
<tr>
<td>System Average</td>
<td>24%</td>
<td>31%</td>
<td>30%</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>–</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### II-A. Basic skills achievement (ENGLISH LANGUAGE SKILLS)
Basic skill achievement measures the proportion of students accomplishing their stated goals, as measured through CASAS testing.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC to meet system average</td>
<td>34%</td>
<td>42%</td>
<td>45%</td>
<td>36%</td>
<td>45%</td>
</tr>
<tr>
<td>System Average</td>
<td>40%</td>
<td>43%</td>
<td>44%</td>
<td>44%</td>
<td>49%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>–</td>
<td>–</td>
<td>✓</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
### II-A. Basic skills achievement (GED)

Basic skill achievement measures the proportion of students accomplishing their stated goals, as measured through CASAS testing.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC to meet system average</td>
<td>57%</td>
<td>62%</td>
<td>63%</td>
<td>74%</td>
<td>62%</td>
</tr>
<tr>
<td>System Average</td>
<td>38%</td>
<td>40%</td>
<td>39%</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### II-A. Basic skills achievement (CASAS POST-TESTING RATES)

Basic skill achievement measures the proportion of students accomplishing their stated goals, as measured through CASAS post-testing.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC to meet system average</td>
<td>46%</td>
<td>46%</td>
<td>54%</td>
<td>47%</td>
<td>59%</td>
</tr>
<tr>
<td>System Average</td>
<td>57%</td>
<td>59%</td>
<td>59%</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### II-A. Basic skills achievement (PROGRAM LEVEL GAINS)

Basic skill achievement measures the proportion of students accomplishing their stated goals, as measured through CASAS testing.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC to meet system average</td>
<td>47%</td>
<td>55%</td>
<td>58%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>System Average</td>
<td>57%</td>
<td>60%</td>
<td>59%</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### II-B. Academic performance of developmental education students (DEV MATH SUCCESS)

Academic performance as determined by receiving a grade of 2.0 or better in developmental math, excluding grades: I, N, P, R and V.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>60.5%</td>
<td>61.2%</td>
<td>56.4%</td>
<td>62.5%</td>
<td>60.7%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### II-B. Academic performance of developmental education students (DEV ENGLISH SUCCESS)

Academic performance as determined by receiving a grade of 2.0 or better in developmental English (reading and writing), excluding grades: I, N, P, R and V.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>71.8%</td>
<td>77.2%</td>
<td>68.4%</td>
<td>70.4%</td>
<td>70.1%</td>
</tr>
<tr>
<td>✓ = Achieved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
II-B. Academic performance of developmental education students (PERFORMANCE IN COLLEGE LEVEL MATH)

Academic performance as determined by grade of 2.0 or better received in first college level math course, excluding grades: I, N, P, R and V.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>80.6%</td>
<td>81.1%</td>
<td>74.1%</td>
<td>75.8%</td>
<td>74.3%</td>
</tr>
</tbody>
</table>

✓ = Achieved

II-B. Academic performance of developmental education students (PERFORMANCE IN COLLEGE LEVEL ENGLISH)

Academic performance as determined by grade of 2.0 or better received in first college level English course, excluding grades: I, N, P, R and V.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>66.2%</td>
<td>71.2%</td>
<td>79.0%</td>
<td>83.1%</td>
<td>68.5%</td>
</tr>
</tbody>
</table>

✓ = Achieved

II-C. Student Performance

Proportion of students receiving grades of 2.0 or better in Academic classes numbered 100 and above. Grades excluded: I, N, P, R, and V. Includes all students enrolled in academic courses, regardless of intent.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>70.1%</td>
<td>69.9%</td>
<td>70.1%</td>
<td>71.6%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>

✓ = Achieved

II-D. Transfer Readiness

Proportion of transfer students achieving “Transfer Ready” status each year as determined by using criteria developed by the Washington State Board for Community and Technical Colleges.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>293/1908 = 15%</td>
<td>252/1885 = 13%</td>
<td>300/2004 = 15%</td>
<td>371/1977 = 19%</td>
<td>388/2346 = 17%</td>
</tr>
</tbody>
</table>

✓ = Achieved

II-E. Demonstration of General Education Outcomes

Evaluation of student artifacts based on locally-developed rubrics on a 5-point scale. Artifacts are evaluated during the annual General Education Summer Assessment Institute.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication = 3.0</td>
<td>2.47</td>
<td>--</td>
<td>--</td>
<td>2.85</td>
<td></td>
</tr>
</tbody>
</table>

✓ = Achieved

Critical Thinking = 2.0* | -- | 2.15 | -- | -- |

✓ = Achieved

Interpersonal Skills = 3.0 | -- | -- | -- | 3.55 | 3.62 |

✓ = Achieved

Numeracy = 3.0 | -- | -- | 1.72 | -- | -- |
## II-F. Academic transfer rate
Proportion of students receiving transfer ready status who are not still enrolled at LCC by the subsequent fall who transfer to a four-year institution or program.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>55%</td>
<td>60%</td>
<td>59%</td>
<td>55%</td>
<td>53%</td>
<td>54%</td>
</tr>
</tbody>
</table>

✓ = Achieved

*evaluated on a 4.0 scale; will increase to 3.0 (5-point scale) for next evaluation.

## II-G. Academic success of transfer students after transfer
Average GPA of enrolled transfer students at public institutions in Washington, based on available data.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>3.19</td>
<td>3.11</td>
<td>3.15</td>
<td>3.13</td>
<td>3.09</td>
</tr>
</tbody>
</table>

✓ = Achieved

## II-H. Relevance of programs
Proportion of transfer alumni who respond (in a follow-up survey after graduation) that their preparation for succeeding in college overall was “good” or “very good.”

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>90%</td>
<td>83%</td>
</tr>
</tbody>
</table>

✓ = Achieved

## III-A. Participation rates of persons age 17 and above who live within the College’s primary service district
Participation rate calculated by the Office of Financial Management using the following formula: (Headcount/Population 17 and over) x 100. Published periodically. Figures are for Cowlitz County.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking: in top 5 counties</td>
<td>--</td>
<td>5th</td>
<td>--</td>
<td>--</td>
<td>3rd</td>
</tr>
</tbody>
</table>

✓ = Achieved

## III-B. Participation rate of diverse student populations
Enrolled students of color in comparison to service district.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8 times service district</td>
<td>16% (1.6)</td>
<td>19% (1.9)</td>
<td>20% (1.8)</td>
<td>20% (1.8)</td>
<td>19% (1.7)</td>
</tr>
<tr>
<td>Service District (15 and older)</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>

✓ = Achieved
### Data History: Lower Columbia College Core Indicators of Effectiveness

#### III-C. Enrollment
Percent of state FTE target attained (state support only).

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC</td>
<td>100%</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
<td>119%</td>
</tr>
<tr>
<td>National</td>
<td>100%</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
<td>148%</td>
</tr>
<tr>
<td><strong>= Achieved</strong></td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

#### III-D. Student persistence (FULL-TIME STUDENTS)
Fall-to-fall persistence rates of first-time, degree seeking students. Comparative data from IPEDS. Figures are for retention of full-time students. (*indicates data not yet available)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC</td>
<td>52%</td>
<td>53%</td>
<td>56%</td>
<td>65%</td>
<td>57%</td>
</tr>
<tr>
<td>National</td>
<td>53%</td>
<td>53%</td>
<td>60%</td>
<td>58%</td>
<td>*</td>
</tr>
<tr>
<td><strong>= Achieved</strong></td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>--</td>
</tr>
</tbody>
</table>

#### III-D. Student persistence (PART-TIME STUDENTS)
Fall-to-fall persistence rates of first-time, degree seeking students. Comparative data from IPEDS. Figures are for retention of part-time students. (*indicates data not yet available)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>LCC</td>
<td>44%</td>
<td>44%</td>
<td>32%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>National</td>
<td>38%</td>
<td>36%</td>
<td>40%</td>
<td>42%</td>
<td>*</td>
</tr>
<tr>
<td><strong>= Achieved</strong></td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>--</td>
</tr>
</tbody>
</table>

#### III-E. Student progress/completion
Graduation rates of first-time, degree seeking students based on 150% completion time. Comparisons are from IPEDS.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>LCC</td>
<td>24%</td>
<td>27%</td>
<td>28%</td>
<td>22%</td>
<td>35%</td>
</tr>
<tr>
<td>National</td>
<td>19%</td>
<td>20%</td>
<td>19%</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>= Achieved</strong></td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

#### III-F. Student satisfaction with support services
From the Community College Survey of Student Engagement, benchmark category “Support for Learners” which looks comprehensively at support services.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LCC</td>
<td>--</td>
<td>51&lt;sup&gt;st&lt;/sup&gt;</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>National</td>
<td>--</td>
<td>✔️</td>
<td>--</td>
<td>--</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Updated July 20, 2011
### III-G. Success of academic support programs

Academic success rates of students who have participated in tutoring at LCC.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>--</td>
<td>81%</td>
<td>82%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-A. Professional development of faculty and staff

Accrual of Professional Development Units by FT faculty (average unit earned).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
<td>8.5</td>
<td>7.9</td>
<td>7.5</td>
<td>6.4</td>
<td>7.5</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-B. Faculty/staff satisfaction and morale (COMMUNICATION)

Based on Employee Satisfaction Survey question: “I feel well informed about what is going on at LCC.” Employees who agreed or strongly agreed.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>82%</td>
<td>--</td>
<td>79%</td>
<td>--</td>
<td>87%</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-B. Faculty/staff satisfaction and morale (PROFESSIONAL DEVELOPMENT)

Based on Employee Satisfaction Survey question: “Overall, I am satisfied with the opportunities for professional development available to me (including off-campus opportunities).” Employees who agreed or strongly agreed.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>79%</td>
<td>--</td>
<td>69%</td>
<td>--</td>
<td>66%</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-C. Condition of Infrastructure (FACILITIES OVERALL)

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

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2001</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>350 or below</td>
<td>366</td>
<td>381</td>
<td>279</td>
<td>268</td>
<td>266</td>
</tr>
</tbody>
</table>

✓ = Achieved
### IV-C. Condition of Infrastructure (FACILITIES BY BUILDING)
Based on the Facilities Condition Survey which is conducted once every biennium (in odd years) this represents the proportion of buildings rated at 350 or below. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2001</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% at 350 or below</td>
<td>63%</td>
<td>73%</td>
<td>73%</td>
<td>75%</td>
<td>71%</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-C. Condition of Infrastructure (TECHNOLOGY)
Proportion of employees who report that they are “satisfied” or “very satisfied” with the availability of technology at LCC.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>92%</td>
<td>--</td>
<td>93%</td>
<td>--</td>
<td>86%</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-D. External perceptions/satisfaction with LCC
Based on input from a community perception survey re: progress toward attainment each of the College Outcomes. Administered every three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>93-98%</td>
<td>--</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-E. Student/graduate satisfaction with instruction
Based on LCC Graduate Survey in response to the question, “I participated in meaningful learning experiences at LCC.” Proportion that agreed or strongly agreed.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>91%</td>
<td>84%</td>
<td>84%</td>
<td>85%</td>
<td>87%</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-F. Cultural enrichment of students and community (CULTURAL ACTIVITIES)
Community participation in cultural activities in relation to community population. Comparison from the National Community College Benchmarking Project.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>70th Percentile</td>
<td>--</td>
<td>--</td>
<td>48%</td>
<td>41%</td>
<td>79%</td>
</tr>
</tbody>
</table>

✓ = Achieved

### IV-F. Cultural enrichment of students and community (SPORTING EVENTS)
Community participation in cultural activities in relation to community population. Comparison from the National Community College Benchmarking Project.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>70th Percentile</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>92%</td>
</tr>
</tbody>
</table>

✓ = Achieved

-- indicates that no data is available