Information about Lower Columbia College (LCC)

Lower Columbia College is a public institution located in Longview, Washington. Established in 1934, Lower Columbia became an official community college in 1961. In 1967, LCC joined the state-supported community college system. Today, the College includes 26 buildings on nearly 40 acres and enrolls over 6,000 students each year.

About this Catalog

Every effort is made to ensure that the information in this catalog is accurate at the time of publication (catalog certified as true and correct for content and policy). Acknowledging that policies, personnel, curricula, funding and legal authority can change, however, Lower Columbia College reserves the right to amend, revise or modify any provision printed in this catalog. Because curricula are regularly reviewed and revised, the College also reserves the right to add or withdraw courses without prior notification.

Students can rely upon the graduation requirements printed in the catalog that is active when they begin their degree programs, or they may take advantage of later changes to their degree programs. LCC will work with students to provide opportunities for degree completion and will honor discontinued degree requirements for five years after the student begins coursework for the degree.

The LCC Catalog is published in conjunction with the LCC Student Handbook, which contains such things as facility descriptions and school policies and procedures including student academic rights and responsibilities and the Code of Student Conduct. The Student Handbook is located at lowercolumbia.edu/publications/student-handbook.

Accreditation Statement

Lower Columbia College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

NWCCU is one of seven institutional accrediting agencies that operate within a scope of authority approved by the U.S. Department of Education (USDE). Institutional accreditors have traditionally had oversight over higher educational institutions within a selected subset of the 50 states and U.S. territories, along with institutions outside of the U.S., which have voluntarily sought membership for accreditation. However, under the new 2020 USDE regulations, the former regional accreditors are now allowed to operate nationally. Institutional accreditation serves to assure the educational community, parents, students, employers, policymakers, and the public that an accredited institution has met high standards of quality and effectiveness.

For the purposes of determining eligibility for United States government assistance under certain legislation, the Secretary of the U.S. Department of Education recognizes institutional accrediting agencies as reliable authorities on

the quality of education offered by educational institutions.

Institutional accreditation applies to an institution as a whole, not individual programs or units within the institution. Institutional accreditation agencies perform important functions, including fostering quality education and continuous improvement, and encouraging institutional efforts toward maximum educational effectiveness. The accrediting process requires institutions to examine their own missions, operations, and achievements. It then provides expert analysis by peer evaluators, which may include commendations for accomplishments as well as recommendations for improvement.

Inquiries regarding an institution's accredition status by the NWCCU should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities (NWCCU)
8060 165th Avenue N.E., Suite 100, Redmond, WA, 98052
(425) 558-4224
nwccu.org (www.nwccu.org/)

Accreditation by the NWCCU refers to the institution as a whole. Therefore, statements like "fully accredited" or "the program is accredited by the Northwest Commission on Colleges and Universities" or "this degree is accredited by the Northwest Commission on Colleges and Universities" are incorrect and should not be used.

In addition to institutional accreditation, specific programs at LCC have obtained specialized accreditation, including:

- The Lower Columbia College Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission and accredited by the Accreditation Commission for Education in Nursing (ACEN).
- The Lower Columbia College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment.

Apprenticeship Program

Apprenticeship combines employment, education and training in one workforce program. Employers and their employees develop, register and operate apprenticeship programs based on the needs of industry. Registered apprenticeship is governed by the Washington State Apprenticeship and Training Council (WSATC) under the authority of RCW 49.04 and WAC 296-05.

Apprenticeship Training Committees (ATC) run apprenticeship programs for various trades as approved by the WSATC. Acceptance into an apprenticeship program is determined by the program's selection procedures. Two primary components include provisions for an employer/employee relationship with paid on-the-job training for a specific occupation and at least 144 clock hours of related supplemental (classroom) instruction per year. On-the-job training experiences are conducted under the direct supervision

of a qualified journeyman who is affiliated with the apprentice's trade or program. Classroom instruction provides an opportunity to acquire knowledge and skills that supplement on-the-job training and work experience.

Lower Columbia College is a partner in the Registered Apprentice system and provides or supports the related supplemental classroom instruction when requested by an apprenticeship program. All related supplemental instruction courses will be assessed for the appropriateness of awarding college level credit and documented on student transcripts. Also, students earning direct credit at LCC through the Career Pathways/CTE Dual Credit program may be eligible to apply those credits toward the supplemental instruction component of a registered apprenticeship program.

LCC's apprenticeship advisor can refer you to the ATCs for the programs the College supports and provide you with information on applying Career Pathways/CTE dual credit toward an apprenticeship. Once accepted into a registered apprenticeship program, you may register for approved courses at LCC. Tuition for apprentices taking their required apprenticeship classes at LCC is reduced by 50% under WAC 131.28. Registered apprenticeship is part of the state Workforce Development System. Apprentices may be eligible for training assistance vouchers. Many apprenticeship programs are approved for veteran's education benefits.

See below for contact and other important information.

Phone number for LCC Apprenticeship Contact: (360) 442-2601

Webpage for Regional Apprenticeship Information: https://lni.wa.gov/licensing-permits/apprenticeship/apprenticeship-preparation

Assurances

Selected programs of study at Lower Columbia College are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Lower Columbia College does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

Lower Columbia College adheres to the Family Educational Rights and Privacy Act (FERPA) with regard to the privacy of student records and the appropriate release of student information, including directory and student records. More information about FERPA (www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) is available online and in the Academic Policies and Records section of this catalog.

In accordance with Title 38 US Code 3679 subsection (e), Lower Columbia College adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution

is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee;
- Require the student to secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Board of Trustees

Marc Silva, Chair, appointed March 2022
Branch Manager, Red Canoe Credit Union (Longview branch).

Bogyeong Kim, Vice Chair, appointed January 2023
Former English teacher in South Korea.

Alice Dietz, appointed October 2018
Public Relations Manager at Cowlitz PUD; former Director of Programs at Cowlitz Economic Development Council.

Michael Karnofski, appointed June 2020
Kelso City Council Member; former County Commissioner.

Liz Cattin, appointed March 2021
Director of Community Health for PeaceHealth Columbia Network.

See also: LCC Board of Trustees webpage (lowercolumbia.edu/trustees) .

Class Size and Student-Faculty Ratio

Class sizes vary depending on the discipline and available facilities and equipment. Certain disciplines, such as Nursing, must adhere to external standards that limit class size. Other disciplines, such as Machine Trades, Welding, and Automotive Technology, set class size according to the available equipment. The majority of LCC classes range from 15-35 students.

In 2022-23, LCC's student-faculty ratio was 13.91 for all students, and 11.26 for state-supported students.*

The student-faculty ratio indicates how many full-time equivalent students were on campus for every full-time equivalent faculty member. Full-time equivalency is determined by credits taken for students, and credits taught for faculty.

*Source: SBCTC website (Data Tables)

Clery Annual Security and Fire Safety Report Statement

Jeanne Clery Statement: Notice of Availability of

Annual Security and Fire Safety Report

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act of 1998, and as a part of the College's commitment to safety and security on campus, Lower Columbia College reports the mandated information about current campus policies concerning safety and security issues, the required statistics, and other related information for the past three (3) calendar years. Lower Columbia College's Annual Security and Fire Safety Report (lowercolumbia.edu/safety/crime-reports) is available online.

To obtain a paper copy of the report, please visit the Lower Columbia College Safety & Security Department located on the first floor of the Student Center at 1600 Maple Street, Longview, WA 98632.

Faculty and Administration at LCC

Administration

President

Charles (Matt) Seimears, Ph.D (2024)
B.S., Pittsburg State University; B.S., Newman University; M.Ed., Wichita State University; Ph.D., Kansas State University

Vice Presidents

Kristen Finnel, Ph.D (2019), Vice President of Instruction

A.A.S, Tidewater Community College; B.S., Norfolk State University; M.Ed., Concordia University; Ed.D., Edgewood College; PhD, Edgewood College

Wendy Hall (2003), Vice President of Effectiveness and College Relations
B.A., Whitman College; M.P.A., University of Washington

Sue Orchard, Psy.D (2016), Vice President of Student Services
B.A. and M.A., Eastern Washington University; Psy.D., Pacific University School of Professional Psychology

Kendra Sprague (2011), Vice President of Foundation, Human Resources and Legal Affairs
B.A., Washington State University; J.D., Willamette University College of Law

Nolan Wheeler (1994), Vice President of Administration
A.A., Lower Columbia College; B.A., Western Washington University; M.B.A., University of Phoenix

Deans

Merry Bond (2011), Dean of Instructional Programs/Nursing Program Director
A.A., Lower Columbia College; B.S., Washington State University; M.S. Capella University

Stefanie Gilberti (2008), Dean of Instructional Programs
B.S., North Dakota State University; M.A., Colorado State University

Tamra Gilchrist (2007), Dean of Instructional Programs
A.A., Lower Columbia College; B.S., M.S., Warner Pacific College

Jamie Martin, Ph.D. (2023), Dean of Instructional Programs

A.A., Umpqua Community College; B.A., University of Texas at Austin; M.A., Texas State University; Ph.D., Grand Canyon University

Department Directors

Magnus Altmayer (2019), Director of Registration/Registrar
B.A., Whitman College

Richard Arquette (2021), Director of Student Programs
B.A., Eastern Washington University; M.S., Oregon State University

Jason Arrowsmith (2016), Director of Security
A.A., Clark College; B.A., Washington State University; M.A., Central Washington University

Sheila Burgin (2008), Director of Development and Major Gifts
A.A., Lower Columbia College; B.S., Western Governors University

Desiree Gamble (2007), Director of Finance
A.A., Lower Columbia College; B.A., Washington State University

Sarah Griffith (2010), Director of eLearning and Education
B.A., Abilene Christian University

Richard Hamilton (2001), Director of Campus Services, Facilities and Capital Projects
A.S., City University; A.A., Lower Columbia College; B.A., Washington State University

Deanna (Andie) Ingram (2024), Director of International Student Programs
B.A., Whitworth University

Michaela Jackson (2001), Director of BAS Programs

A.A., Lower Columbia College; B.A., Concordia University

Kari Johnson (2018), Director of Early Learning Center
A.A.S., Lower Columbia College

Lindsay Keevy (2016), Library Director
B.A., California State University; M.L.S., San Jose State University

Mindy Leasure (2007), Director of Head Start/ECEAP/EHS
B.A., University of Washington; MSMOL., Warner Pacific College

Alyssa Milano-Hightower (2020), Director of Enterprise Services
B.S. CSU Stanislaus, M.B.A. CSU Stanislaus

Mary Kate Morgan (2013), Director of Disability and Access Services
B.A., Gonzaga University

Donna Myers (2024), Director of Outreach Services
B.S., University of Delaware; M.Ed., Wilmington University

Samantha Orth (2014), Director of Human Resources
A.A., Lower Columbia College; B.A., Washington State University

Jodi Reid (2010), Director of TRiO Programs
A.A., ITT Technical Institute; B.A., Washington State University; M.F.A., Northwest Institute of Literary Arts

Natalie Richie (2017), Director of Instruction Division Operations
B.S., Oregon State University; M.S., Warner Pacific University

Guadalupe (Lupe) Rodriguez (2012), Running Start Director
A.A., Lower Columbia College; B.A., Central Washington University

Kirc Roland (2001), Athletic Director
B.A., San Diego State University

Angel Ruvalcaba (2013), Director of Advising, One-Stop, & Testing
A.A., Clark College; B.S., Washington State University

Daniel (Dan) Ruiz (2024), Executive Director of Diversity Equity & Inclusion
B.S., Boise State University; M.S., Brigham Young University; M.H.A., University of North Carolina at Charlotte

Janel Skreen (2013), Director of Environmental Health and Safety
B.S., M.S., Washington State University

April Tovar Villa (2022), Director of Financial Aid
A.A., Clark College; B.A., Washington State University

Dani Trimble (2010), Workforce Programs Director
B.A., The Evergreen State College; M.Ed., Central Washington University

David Wallis (2024), Director of Information Technology Services
B.A., Western Washington University

Full Time Faculty (Tenured and Tenure-Track)

Natasha Allen (2021), Welding
A.A., Lower Columbia College

Jolynn Amrine, Ph.D., (2023), Language and Literature
B.A., John Brown University; M.A., Queen's University Belfast/University of Alabama; Ph.D., University of Alabama

Larissa Arnold, Ph.D., (2022), Psychology

A.A., Seward County Community College; B.A.S., M.S., Ph.D., Iowa State University

Lori Babbick (2024), Mathematics
A.A., Lower Columbia College; B.A. and M.S., Washington State University

Earnest (Trey) Batey, Ph.D. (2015), Anthropology
B.A., Louisiana State; M.A., Wichita State University; Ph.D., University of Arkansas

Hiedi Bauer (2006), English
A.A., Lower Columbia College; B.A., The Evergreen State College; M.A., Portland State University

Kimberly (Kim) Beebe (2022), Communications Studies
B.A., M.A., Oregon State University

William (Brad) Benjamin (2008), Mathematics
B.S., Miami University; M.S., Portland State University

Jessica Bilek (2023), Basic Education
B.A., Western Washington University; M.A., University of Washington

Elena Boleyn-Ross (2008), Physical Education
B.A., Pacific Lutheran University; M.A., University of Alabama

Amy Boultinghouse (2018), Nursing
A.A.S., Lower Columbia College; B.S., Western Governors University; M.S., Capella University

Kali Brandt (2018), Nursing
A.A.S., Lower Columbia College; B.S.N., Grand Canyon University; M.S.N., Western Governors University

Alexander (Alex) Brehm (2016), Communication Studies
B.A., Saint John's University; M.A., Portland State University

William (Henry) Brewster, Ph.D.
(2018), Mathematics
B.A., Colby College; M.Ed., University of Washington, Ph.D., Columbia University

Ashley Cahill (2021), Teacher Education
A.A., Highline Community College; B.A. and M.A., The Evergreen State College

Gina Challed (2010), Choral Director
B.A., Western New Mexico University; M.M., New Mexico State University

Becky Connolly (1999), Language and Literature
B.A., Eastern Washington University; M.S., Capella University

Julianna Cooper (2024), Nursing
A.A.S., Lower Columbia College; B.S.N. and D.S.N., Washington State University

Leszek Cromwell (2013), Mental Health Counselor
B.A., Central Washington University; M.S.W., Eastern Washington University

Dana Cummings (2008), Business
B.A., Washington State University; M.S., Strayer University

Robert (Rob) Davis, Ph.D. (2012), Instrumental Music
B.M., M.M., Brigham Young University; D.M.A., University of Southern California

Donald (Don) Derkacht (2002), Computer Science
B.S. and M.S.E.E., Washington State University

Kailie Drumm, Ph.D (2022), Nursing
A.A., A.A.S., Lower Columbia College; B.S.N., Ph.D, Washington State University

Alex Emerson (1994), Language & Literature
B.A., B.A., M.A., Central Washington University

James (Jim) Franz (2008), Economics
B.A., State University of New York Plattsburgh; M.A., California State University

Mark Gaither (2013), Business Technology
B.S.; Portland State University, M.A., University of Phoenix

Adrienne Godschalx, Ph.D (2023), Microbiology
B.S., Western Oregon University; M.S. and Ph.D., Portland State University

Becky Grabenhorst (2018), Nursing
A.A.S., Lower Columbia College; B.S., Grand Canyon University

Jeanne Hamer (1999), Nursing
A.A.S., Lower Columbia College; B.S.N, Washington State University; M.S.N., Washington State University

Armando L. Herbelin, Ph.D. (2002), Chemistry
B.S., Oregon State University; Ph.D., University of Washington

Klint Hull (2004), Language and Literature
B.A. and M.A., Eastern Washington University

Joshua Jaspers (2024), Welding
A.A.S., Lower Columbia College

Jones Kasonso, Ph.D (2024), Accounting
A.A., Zambia Institute of Chartered Accountants; B.A., Oxford Brookes University; M.B.A., Keller Graduate School of Management; Ph.D., Northcentral University

Lindsay Keevy (2016), Librarian
B.A., California State University; M.L.S., San Jose State University

Corry Kile (2011), Automotive Technology

A.T.D., Phoenix Institute of Technology

Jessica Kooiman (2006), Nutrition and Health
B.A., Westmont College; M.A., Liberty University

Ashleigh Kruckenberg (2023), Education
B.A. and M.A., Western Governors University

Louis LaPierre, Ph.D. (2004), Biology and Environmental Science
B.A. and Ph.D., University of California

Mary Leach (2005), Humanities
B.A., Washington State University; M.A., California State University

Abbie Leavens (2014), Language and Literature
A.A., North Iowa Area Community College; B.A., Waldorf University; M.F.A., University of California - Irvine

Amber Lemiere (2013), Language and Literature
A.A.; Lower Columbia College, B.A.; Washington State University, M.A., Northern Arizona University

Keith (Sunny) Liston, D.B.A. (2024), Business
M.B.A. and M.S., Golden Gate University; D.B.A., University of Phoenix

Peteris (Pete) Livins, Ph.D. (2008), Physics
B.S., State University of New York Stonybrook; Ph.D., University of Virginia

Amber MacLaren (2011) Nursing
A.D.N., Lower Columbia College; B.S.N. and M.S.N., Western Governors University

Jason Malozzi (2015), Mathematics
A.A., Harrisburg Area Community College; B.A., Penn State; M.S., Lehigh University

Emmeline (Emme) McCarthy (2023), Counseling
A.A., Lower Columbia College; B.A., University of Washington; M.S.W., Eastern Washington University

Michael Morris (2024), Diesel/Heavy Equipment Technology
A.A., Lower Columbia College

Joanna Mosser, Ph.D. (2018), Political Science
M.A., M.Phil., Ph.D., Yale University

Lucas Myers (2011), Biological Sciences
B.A., Linfield College; M.P.H. and A.T. Still University; M.S., New York Chiropractic College

Tamara Norton (1999), Nursing
A.A., Lower Columbia College; B.S.N. and M.S.N., Washington State University

Michael (Shane) Prine (2022), Visual Arts
B.A., Valdosta State University; M.A., Washington State University

Anita Quirk, J.D. (1993), Criminal Justice
A.A., Spokane Falls Community College; B.A., Walla Walla College; J.D. Lewis and Clark

Connie Ramos (2005), Nursing
A.A.S., Portland Community College; B.S.N. and M.S., Regis University

Elizabeth (Betsy) Richard (2015), Drama
B.A., City College; M.A., Eastern Michigan University

Benjamino (Stefan) Rijnhart (2015), Computer Science
A.A., Lower Columbia College

Mavourneen Rister (2010), Language and Literature, College Success

A.A., Lower Columbia College; B.A., Washington State University; M.A., National University (San Diego)

Gary Roeske (2013), Automotive
A.A., Mount Hood Community College

David Rosi (2003), Computer Science
A.A., Lower Columbia College; B.A., Central Washington State University; B.A., Western Washington State University; M.S., Nova Southeastern University

Morgan Salisbury, Ph.D. (2016), Earth Science
B.S., University of Idaho; M.S., Central Washington University; Ph.D., Oregon State University

Shari Samuels, Ph.D. (2015), Mathematics
B.S.E., Chadron State College; M.A.E., Chadron State College; Ph.D., Montana State University

Courtney Shah, Ph.D. (2007), History
B.A., Duke University; M.A., Brandeis University; Ph.D., University of Houston

Nathan Shepherd (2015), Machine Trades
A.A., Lower Columbia College

Terri Skeie (1996), Mathematics
A.A., Lower Columbia College; B.A., The Evergreen State College; M.S., Utah State University

Victoria Soladey (2009), Medical Assisting
A.A., Lower Columbia College; Medical Assistant Certificate, Apollo College

Ian St. Germain King (2019), BAS/OER Librarian
B.S., Embry-Riddle Aeronautical University; B.S., Stevens Henager College; MLIS, Wayne State University

Morgan Stierman (2023), Language and Literature
B.S. and M.A., University of Hawaii

Richard (Rick) Swee (1993), Mathematics
B.S. and M.A.T., University of Portland

Natalie Tonn (2019), Biology
A.A., Lower Columbia College; B.S., Humboldt State University; M.S., University of Michigan

Michal-Ann Ure (2008), College and Career Preparation
A.A., Lower Columbia College; B.S., Saint Martin's University; M.Ed., University of Phoenix

Barry Walther (2011), College and Career Preparation
A.A. Everett Community College; B.A. Western Washington University; M.A. Western Governors University

Marguerite (Nonnie) Weaver (1995), Sociology, Psychology
B.A., Hunter College; M.S.W., Walla Walla College

Adam Wolfer, Ph.D. (2000), Chemistry/ Chemical Engineering
B.S. and M.S, Oregon State University; M.S., Colorado State University; Ph.D., Oregon State University

Josie Zbaeren (2013), Early Childhood Education
A.A. Lower Columbia College; B.S.; Kaplan University; M.Ed., Walden University

Faculty and Administrators

with Emeritus Status

Name	Date Conferred
Dr. Vernon Pickett, President Emeritus	June 1997
Dr. Donald Fuller, Dean Emeritus	June 1998
Mr. Hilmar Kuebel, Dean Emeritus	May 1999
Mr. Bruce Cardwell, Trustee Emeritus	June 2000
Mr. Gary Healea, Trustee Emeritus	May 2005
Dr. Kurtz Carpenter, Faculty Emeritus	May 2005
Mr. Lionel Livermore, Faculty Emeritus	May 2005
Ms. Carol McNair, Faculty Emeritus	April 2006
Ms. Judith Irwin, Faculty Emeritus	April 2006
Ms. Ann Mottet, Trustee Emeritus	June 2006
Dr. Clint Benjamin	May 2008
Mrs. Evelyn Boyd, Faculty Emeritus	April 2009
Mr. Lyle Lovingfoss, Trustee Emeritus	November 2009

Name	Date Conferred
Ms. Kathy Demarest, Faculty Emeritus	January 2010
Ms. Mary Harding, Vice President Emeritus	June 2010
Ms. Mary Stone, Faculty Emeritus	April 2011
Ms. Helen Kuebel, Dean Emeritus	June 2011
Dr. James L. McLaughlin	June 2011
Mr. Michael Dugaw, Faculty Emeritus	December 2011
Mr. George Dennis, Faculty Emeritus	December 2011
Mr. Richard Kelly, Faculty Emeritus	December 2011
Mr. Jerry Zimmerman	December 2013
Ms. Kathy Meier	November 2014
Mr. Don Correll	May 2017
Mr. Dave Cordero	May 2017
Ms. Darlene DeVida	May 2017
Ms. Sharon Layton	May 2017
Mr. Joel Schaaf	May 2017
Mark Bergeson	April 2018
Joe Green	December 2018
Mrs. Rhonda Meyers, Faculty Emeritus	July 2020

Name	Date Conferred
Mr. David Benson, Faculty Emeritus	April 2021
Mr. Michael Strayer, Faculty Emeritus	April 2023
Mrs. Karen Joiner, Dean Emeritus	April 2023

Global Skills

LCC faculty developed a set of global skills that provide the foundation of the learning outcomes for all courses, programs, certificates and degrees at the college. Students are expected to have these skills when they graduate.

Communication

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

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

Critical Thinking

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

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

Quantitative Literacy (QL)

Also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

A. Students will explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
B. Students will convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

C. Students will perform mathematical calculations.
D. Students will make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
E. Students will make and evaluate important assumptions in estimation, modeling, and data analysis.
F. Students will express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Teamwork

Teamwork is individual behaviors that facilitate a team's ability to achieve a desired goal or outcome.

A. Students will make individual contributions to the team.
B. Students will facilitate the contributions of team members.
C. Students will foster a constructive team climate.
D. Students will respond constructively to conflict.

Key Performance Indicators

Workforce and Economic Development

1. Provide quality professional/ technical education for employment, skills enhancement, and career development.
   • Student performance
   • Demonstration of program competencies
   • College level math and English in first year
   • Completion
   • Licensure/certification rates
   • Success after completion (placement rate in the workforce)
   • Demonstration of General Education Outcomes (Global Skills)
2. Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.
   • Client assessment of programs and services

Academic Transfer

1. Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.
   • Student performance
   • Transfer readiness
   • Demonstration of General Education Outcomes (Global Skills)
   • College level math and English in first year
2. Provide the support for transfer students to successfully transition to upper division college and university programs.
   • Completion and academic transfer rate
   • Success after completion/ transfer

Preparation for College Level Studies

1. Ensure that learners who are under-prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.
   - Basic Education for Adults achievement
   - Academic performance of precollege students

Student Access, Support and Completion

1. Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.
   - Participation rates in service district
   - Enrollment
2. Provide students with the support needed to pursue and achieve their educational goals.
   - Student persistence
   - Completion
   - Student satisfaction with support services
   - Faculty-student engagement
   - Student satisfaction with instruction
   - Student sense of belonging

Institutional Excellence and

Community Enrichment

1. Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.
   - Employee satisfaction and morale
   - Condition of infrastructure
   - Employee demographics
   - Employee sense of belonging
2. Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.
   - External perceptions/ satisfaction with LCC

Limitation of Liability

The college's total liability for claims arising from a contractual relationship with the student in any way related to classes or programs shall be limited to the tuition and expenses paid by the student to the college for those classes or programs. In no event shall the college be liable for any special, indirect, incidental, or consequential damages, including but not limited to, loss of earnings or profits.

Mission, Vision and Values

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.

Vision

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

Values

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

Non-Discrimination and Anti-Harassment Information

Lower Columbia College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, veteran or military status, or use of a trained guide dog or service animal as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. All inquiries regarding compliance with Title IX, access, equal opportunity and/or grievance procedures should be directed to Vice President of Foundation, HR & Legal Affairs, 1600 Maple Street, PO Box 3010, Longview, WA 98632, title9@lowercolumbia.edu, Phone number, (360) 442-2120, Phone number/TTY (800) 833-6388. The notice of nondiscrimination is located at https://lowercolumbia.edu/disclosure/non-discrimination/.

Student Handbook

The Student Handbook (lowercolumbia.edu/publications/student-handbook) is published in conjunction with the LCC Catalog. The Handbook includes information on:

- Acceptable Use Agreement
- Department Directory
- Departments A to Z
- Facilities Directory
- Important Things to Know

- Academic Dishonesty
- Academic Standing
- Adding & Withdrawing from Classes
- Clery ASFR Statement
- Code of Student Conduct
- Copyright and File Sharing
- Drug-Free Schools and Communities Act
- Other Student Related Policies
- Student Academic Grievance Resolution Procedures
- Student Academic Rights & Responsibilities
- Technology Systems at-a-Glance
- Voter Registration Information
- Non-Discrimination and Reasonable Accommodations
- Non-Discrimination and Anti-Harassment Policy
- Discrimination and Harassment Complaint Procedure