

## 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.

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- **Faculty & Administration at LCC** ( [lowercolumbia.edu/publications/catalog/college-information/administration-and-faculty-at-LCC](http://lowercolumbia.edu/publications/catalog/college-information/administration-and-faculty-at-LCC) )
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- **Mission Statement** ( [lowercolumbia.edu/publications/catalog/college-information/mission-vision-values](http://lowercolumbia.edu/publications/catalog/college-information/mission-vision-values) )
- **Non-Discrimination & Anti-Harassment Information** ( [lowercolumbia.edu/publications/catalog/college-information/non-discrimination-anti-harassment-information](http://lowercolumbia.edu/publications/catalog/college-information/non-discrimination-anti-harassment-information) )
- **Student Handbook** ( [lowercolumbia.edu/publications/catalog/college-information/student-handbook](http://lowercolumbia.edu/publications/catalog/college-information/student-handbook) )

## 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 course work 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](http://lowercolumbia.edu/publications/student-handbook).

## Accreditation Statement

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

The NWCCU is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NWCCU is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the NWCCU should be directed to the administrative

staff of the institution. Contact information appears below.

Name of organization: Northwest Commission on Colleges and Universities (NWCCU)  
 Street address: 8060 165th Avenue N.E., Suite 100, Redmond, WA, 98052  
 Phone: **(425) 558-4224**  
 Website: [nwccu.org](http://nwccu.org) ( [www.nwccu.org/](http://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.

## Assurances

Selected programs of study at Lower Columbia College are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/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/students.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html) )** is available online and 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

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

Michael Karnofski, Vice Chair, appointed June 2020  
 Kelso City Council Member; former manager at Weyerhaeuser.

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

George Raiter, appointed December 2013  
 Retired Cowlitz County Commissioner; former manager at Weyerhaeuser and Reynolds Aluminum.

Marc Silva, appointed March 2022  
 AVP, Branch Manager, Columbia Bank (Longview branch).

See also: **LCC Board of Trustees webpage ( [lowercolumbia.edu/trustees](http://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 2020-21, LCC's student-faculty ratio was 14.78 for all students, and 12.11 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.

## 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](http://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

**Christopher C. Bailey** (2011)  
B.A., Western Washington University; J.D., University of Washington School of Law

#### Vice Presidents

**Kristen Finnel** (2019), Vice President of Instruction  
A.A.S., Tidewater Community College; B.S., Norfolk State University; M.Ed., Concordia University; Ed.D., Edgewood College

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

**Sue Orchard** (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

**Chris Peters** (2022), Dean of Instructional Programs  
B.A., University of Northern Iowa; M.B.A., Jackson State University; PhD, Walden University

**Theresa Stalick** (2011), Dean of Basic Education  
B.A., University of Oregon; M.A., University of Idaho

### Department Directors

**Magnus Altmayer** (2019), Director of Registration/  
Registrar  
B.A., Whitman College, M.S., Western Governors University

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

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

**Marie Boisvert** (2016), Director of International Student Programs  
B.A., State University of New York; M.A., California State University; Ed.D., Washington State University

**Nicole Faber** (2019), Director of Outreach Services  
B.A., Washington State University

**Byron Ford** (2018), Director of Advising and Testing  
B.A. and M.E., Western Washington 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

**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 Support Services  
B.A., Gonzaga University

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

**Brandon Ray** (2011), Director of Information Systems  
B.A., University of Portland; M.S., Warner Pacific College

**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

**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

**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

## Full Time Faculty (Tenured and Tenure-Track)

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

**Timothy Allwine** (2006), Business Administration and Technology  
B.S., Miami University; M.B.A., University of Montana

**Larissa Arnold, Ph.D.**, (2022), Psychology  
A.A., Seward County Community College; B.A.S., M.S., Ph.D., Iowa 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 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

**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

**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

**Justin Core** (2022), BAS-OLTM



A.A., Pierce College; B.A., Eastern Washington University; M.A., George Fox 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 Davis, Ph.D.** (2012), Instrumental Music  
B.M., M.M., Brigham Young University; D.M.A., University of Southern California

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

**James Dillinger** (2008), Diesel/Heavy Equipment  
A.A.S., Lower Columbia College

**Dawn M. Draus** (2003), Mathematics  
B.S. and M.S., Northern Arizona University; M.S. Utah State University

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

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

**James 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

**Sarah Ghasedi, Ph.D.** (2022), Language and Literature  
B.A., M.A., Oregon State University; Ph.D., University of Washington

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

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

**Mary Hebert** (2014), Mathematics  
B.A., Northwestern State University of Louisiana; M.S., Texas Tech University

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

**Jennifer Houge** (2011), Counseling  
B.A. and M.S., Eastern Washington University

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

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

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

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

**Mary M. 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

**Nadine Lemmons** (2006), Business Technology  
A.A.S., Lower Columbia College; B.A., George Fox University; M.B.A., Marylhurst University.

**Peteris 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

**David N. McCarthy, Ph.D.** (1974), Language and Literature  
B.A., M.A., Ph.D., University of California—Santa Barbara

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

**David Pittsley** (2016), Welding  
A.A.S., Lower Columbia College

**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 L. 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

**Jim C. Stanley** (1999), Accounting  
B.A., California State University; M.S., St. Cloud University

**Maggie A. Stuart** (1992), Business  
A.A.S., Lower Columbia College; B.S. Linfield College; M.B.A. Marylhurst University

**Richard J. 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

**Barry Walther** (2011), Transitional Studies

A.A. Everett Community College; B.A. Western Washington University; M.A. Western Governors University

**Michal-Ann Watts** (2008), Transitional Studies  
A.A., Lower Columbia College; B.S., Saint Martin's University; M.Ed., University of Phoenix

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

**Adam J. 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

Dr. Vernon Pickett, President Emeritus, 1997

Dr. Donald Fuller, Dean Emeritus, 1998

Mr. Hilmar Kuebel, Dean Emeritus, 1999

Mr. Bruce Cardwell, Trustee Emeritus, 2000

Mr. Gary Healea, Trustee Emeritus, 2005

Dr. Kurtz Carpenter, Faculty Emeritus, 2005

Mr. Lionel Livermore, Faculty Emeritus, 2005

Ms. Carol McNair, Faculty Emeritus, 2006

Ms. Ann Mottet, Trustee Emeritus, 2006

Dr. Clint Benjamin, Faculty Emeritus, 2008

Mr. Lyle Lovingfoss, Trustee Emeritus, 2009

Ms. Kathy Demarest, Faculty Emeritus, 2010

Ms. Mary Harding, Vice President Emeritus, 2010

Ms. Mary Stone, Faculty Emeritus, 2011

Ms. Helen Kuebel, Dean Emeritus, 2011

Dr. James McLaughlin, President Emeritus, 2011

Mr. Mike Dugaw, Faculty Emeritus, 2011

Mr. George Dennis, Faculty Emeritus, 2011

Mr. Richard Kelley, Faculty Emeritus, 2011

Dr. Jerry Zimmerman, Faculty Emeritus, 2013  
 Ms. Kathy Meier, Faculty Emeritus, 2014  
 Mr. Don Correll, Faculty Emeritus, 2017  
 Mr. Dave Cordero, Faculty Emeritus, 2017  
 Ms. Darlene de Vida, Faculty Emeritus, 2017  
 Ms. Sharon Layton, Faculty Emeritus, 2017  
 Dr. Joel Schaaf, Faculty Emeritus, 2017  
 Mr. Mark Bergeson, Faculty Emeritus, 2018  
 Mr. Joseph Green, Faculty Emeritus, 2019  
 Ms. Rhonda Meyers, Faculty Emeritus, 2020  
 Mr. David L. Benson, Faculty Emeritus, 2021

## 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.

1. Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.
2. Students will develop and express their ideas clearly and reasonably for a unified purpose.
3. Students will demonstrate comprehension of a wide variety of materials.
4. Students will use credible evidence to support arguments and conclusions.
5. Students will document source information.
6. 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.

1. Students will identify and define primary problems or issues.
2. Students will present relevant, accurate, and objective information and will draw valid inferences from that information.
3. Students will use techniques or processes appropriate to the subject to analyze and make judgments.

4. 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).

1. Students will explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Students will convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Students will perform mathematical calculations.
4. Students will make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. Students will make and evaluate important assumptions in estimation, modeling, and data analysis.
6. 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.

1. Students will make individual contributions to the team.
2. Students will facilitate the contributions of team members.
3. Students will foster a constructive team climate.
4. 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 skills achievement
  - Preparation of incoming students
  - Academic performance of developmental education 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 (overall)
  - Completion (overall)
  - Student satisfaction with support services
  - Faculty-student engagement
  - Student satisfaction with instruction

### Institutional Excellence

1. Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.
  - Employee satisfaction and morale
  - Condition of infrastructure
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

## Non-Discrimination Statement

Lower Columbia College offers over 70 associate degree and certificate options in a variety of fields, providing a rich complement of technical/professional, basic skills, and continuing education programs.

Degree or certificate seeking students must apply for program admission and register in the degree or certificate program. The College will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational education programs.

The 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, honorably discharged 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.

## Non-Discrimination and Anti-Harassment Policy

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, honorably discharged 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.

Harassment is defined as a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe, persistent, or pervasive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs and/or student housing.

- **Discrimination & Harassment Complaint Procedure ( [lowercolumbia.edu/publications/administrative-policies/\\_assets/documents/235.1A\\_Procedure.pdf](http://lowercolumbia.edu/publications/administrative-policies/_assets/documents/235.1A_Procedure.pdf) )**

## Title IX and Sexual Misconduct

Title IX helps to foster safe and respectful college environments that better protect students, faculty and staff from incidents of sex-based discrimination and sexual harassment, including sexual violence, relationship violence and abuse.

- Learn more at **Title IX and Sexual Misconduct ( [lowercolumbia.edu/titleix-sexual-misconduct](http://lowercolumbia.edu/titleix-sexual-misconduct) )**

Sexual Harassment is defined as a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment.

- **Hostile Environment Sexual Harassment** occurs when the conduct is sufficiently severe, persistent, or pervasive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs and/or student housing.
- **Quid Pro Quo Sexual Harassment** occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.

Sexual violence is a form of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, incest, statutory rape, domestic violence, dating violence, and stalking are all types of sexual violence.

- Learn more at **Title IX and Sexual Misconduct ( [lowercolumbia.edu/titleix-sexual-misconduct](http://lowercolumbia.edu/titleix-sexual-misconduct) )**

## For inquiries regarding this policy please contact:

Vice President of Foundation, HR & Legal Affairs, Title IX/EEO Coordinator  
Office: Administration Building, Rm. 122

Lower Columbia College, 1600 Maple Street, Longview, WA 98632

**(360) 442-2121,**

**title9@lowercolumbia.edu**

TTY/Video Relay Service: 7-1-1 or **(800) 833-6388**

Vice President for Student Services, Title IX/EEO Deputy Coordinator  
Office: Admission Center, Rm. 158  
Lower Columbia College, 1600 Maple Street, Longview, WA 98632

**360.442.2300**

**title9@lowercolumbia.edu**

TTY/Video Relay Service: 7-1-1 or **(800) 833-6388**

## Publications in Alternative Formats

College publications available in alternate formats upon request by contacting:

**Disability Support Services. ( lowercolumbia.edu/disability ) (360) 442-2340, TTY/Video Relay Service: 7-1-1 or (800) 833-6388**

## Non-Discrimination and Anti-Harassment Information in Spanish

DECLARACIÓN DE NO DISCRIMINACIÓN is located at [lowercolumbia.edu/disclosure/non-discrimination/non-discrimination-spanish](http://lowercolumbia.edu/disclosure/non-discrimination/non-discrimination-spanish).

## Student Handbook

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

- Facilities Directory
- Departments A to Z
- Important Things to Know
- Academic Dishonesty
- Academic Standards
- Adding & Withdrawing from Classes
- Code of Student Conduct
- Other Student Related Policies
- Student Academic Grievance Resolution Procedures
- Student Academic Rights & Responsibilities