

# 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](http://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 accreditation 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/](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.

## 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 an 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 (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/fpc/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpc/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

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.

Bogyong Kim, appointed December 2013

Former English teacher in South Korea.

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 2021-22, LCC's student-faculty ratio was 13.67 for all students, and 11.18 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](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

**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

**Theresa Stalick** (2008), Dean of Instruction/Director of College & Career Prep

B.A., University of Oregon; M.A.,  
University of Idaho

## 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  
Student Conduct and Security Services  
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

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

**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

**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

**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

**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

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

**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

**Adrienne Godschalx** (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 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

**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

**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 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

**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

**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 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

**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), College and  
Career Preparation  
A.A. Everett Community College; B.A.  
Western Washington University; M.A.  
Western Governors University

**Michal-Ann Watts** (2008), College and  
Career Preparation  
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

Mr. Michael Strayer, Faculty Emeritus

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. Judith Irwin, Faculty Emeritus, 2006

Ms. Ann Mottet, Trustee Emeritus, 2006

Dr. Clint Benjamin, Faculty Emeritus,  
2008

Mrs. Evelyn Boyd, Faculty Emeritus,  
2009

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, 2018

Ms. Rhonda Meyers, Faculty Emeritus, 2020

Mr. David L. Benson, Faculty Emeritus, 2021

Mr. Michael Strayer, Faculty Emeritus, 2023

Mrs. Karen Joiner, Dean Emeritus, 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 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, fall to winter, and fall to fall)
  - 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

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. 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](mailto:title9@lowercolumbia.edu), Phone number, **(360) 442-2120**, Phone number/TTY **(800) 833-6388**.

## Student Handbook

The **Student Handbook ( [lowercolumbia.edu/publications/student-handbook](http://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