LINN-BENTON COMMUNITY COLLEGE
YEAR SEVEN SELF-EVALUATION
AUGUST 10, 2016

Linn-Benton
COMMUNITY COLLEGE

YEAR SEVEN ACCREDITATION SELF-EVALUATION

LINN-BENTON COMMUNITY COLLEGE

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INSTITUTIONAL OVERVIEW

Linn-Benton Community College (LBCC) was established in 1966 as a two-year public college. LBCC's 104-acre Albany Campus is located just ten miles east of Corvallis, home to Oregon State University (OSU). LBCC has satellite campuses in Corvallis (the Benton Center) and in Lebanon and Sweet Home (the East Linn Centers). The LBCC Horse Center houses the Equine Management program just 1.5 miles north of the Albany Campus. An Advanced Transportation Technology Center opened in Lebanon in 2013-14 and is less than three miles from the Lebanon Center. Currently, we are building an Innovation Center at the site of the Advanced Transportation Technology Center as well as a Healthcare Occupations Building across the street from the Lebanon Center. Students can access academic support in the learning centers at each campus and in the library on the Albany Campus. The college has a campus bookstore, a small theater, a student-run coffee house, and a gym and recreation area for student use.

LBCC is a comprehensive community college. Students attend LBCC for many reasons: to earn an associate's degree or a transfer degree to a four-year college, to obtain employment training or to improve existing employment skills, or to enrich their lives through continuing education. Over 19,000 students take at least one class each year. Over 4,000 students attend LBCC full-time. About 30% of in-district high school students come directly to LBCC after graduation, a number that has remained remarkably consistent for the last decade. Roughly 20% of degree-seeking students are dual-enrolled with OSU through the Degree Partnership Program.

A wide-variety of classes and services are offered through LBCC's Albany Campus and regional centers. In addition, classes are offered in dozens of other locations throughout the district. LBCC employed just under 500 faculty members in 2015-16. The faculty-to-student ratio is 1:20. Special educational services for the community include Business and Employer Services, which serve the needs of the business and industrial community; the Family Resources and Education Department, where classes, workshops, and one-on-one consultations serve families and support the nonprofit agencies who work with families in the local communities; and the Cooperative Work Experience, Service Learning Program, and Apprenticeship Program, in which students receive practical experience in jobs related to their fields of study. This strong connection to—and support from—the local communities has become a foundational part of the college's accreditation work and is reflected in the core themes, objectives, and metrics discussed in this report.

Supported by tuition, local property taxes, and state revenue, the college is directed by seven elected LBCC Board of Education members. LBCC is accredited by the Northwest Commission on Colleges and Universities (NWCCU). LBCC received initial accreditation in 1972. Programs and courses are approved by the Higher Education Coordinating Commission, and lower division courses are approved for transfer to colleges and universities in the Oregon University System.

BASIC INSTITUTIONAL DATA FORM

Northwest Commission On Colleges and Universities

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 <u>Accreditation Handbook</u> for definitions of terms.

Institution: <u>Linn-Benton Community College</u>

Address: <u>6500 Pacific Blvd. SW</u>

City, State, ZIP: <u>Albany, OR 97321</u>

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☐ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Heavy Equipment/Diesel Technology	AAS Certificate	The AED Foundation	2011
Construction/Forestry Equipment Technology	AAS	The AED Foundation	2011
Automotive Technology	AAS Certificate	NATEF – ASE	2016
Nursing	AAS	Oregon Board of Nursing	2014

Occupational Therapy Assistant	AAS	Accreditation Council for Occupational Therapy Education	2011
Dental	Certificate	Commission on Dental Accreditation	2011
Polysomnography	Certificate	Committee on Accreditation of Polysomnographic Technologist Education	2016
Medical Assisting	AAS	Commission on Accreditation of Allied Health Education Programs and Commission of Medical Assistants	2015

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: <u>Based on IPEDS calculation. Full-time students in IPEDS report and then add part-time by multiplying part-time students by 0.335737</u>

Official Fall __2015__ (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 09/28/2015 - 12/13/2015	One Year Prior Dates: 09/29/2014 – 12/14/2014	Two Years Prior Dates: 09/30/2013 – 12/15/2013
Undergraduate	3761	3375	3616
Graduate			
Professional			
Unclassified			
Total all levels	3761	3375	3616

Full-Time <u>Unduplicated</u> Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall __2015__ (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 09/28/2015- 12/13/2015	One Year Prior Dates: 09/29/2014 – 12/14/2014	Two Years Prior Dates: 09/30/2013 – 12/15/2013
Undergraduate	5721	5314	5617
Graduate			
Professional			
Unclassified			
Total all levels	5721	5314	5617

Numbers of Full-Time and Part-Time <u>Instructional and Research Faculty & Staff</u> and Numbers of Full-Time (only) <u>Instructional and Research Faculty & Staff</u> by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number   Number of <u>Full Time</u> (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								

Research Staff and Research Assistant							
Undesignated Rank	138	346	1	10	17	94		16

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	76,663	11

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution:	7/1 through 6/30	
Reporting of income:	Accrual Basis	Accrual Basis
Reporting of expenses:	Accrual Basis	Accrual Basis

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:6/30/15	One Year Prior to Last Completed FY Dates:6/30/14	Two Years Prior to Last Completed FY Dates:6/30/13
CURRENT FUNDS			
Unrestricted			
Cash	3,665,238	3,469,471	3,694,175
Investments	49,456,016	15,539,436	10,175,056
Accounts receivable gross	5,706,125	4,685,722	4,953,854
Less allowance for bad debts	(1,445,657)	(1,297,491)	(1,204,995)
Inventories	315,542	336,782	364,172
Prepaid expenses and deferred charges	66,067	41,655	63,977
Other (identify)	0	0	0
Due from	0	0	0
Total Unrestricted	57,763,331	22,775,575	18,046,239
Restricted			
Cash	(651,739)	(633,623)	0
Investments	0	0	0
Other (identify) Receivables & Prepaid	1,282,877	900,942	783,065
Due from	0	0	0
Total Restricted	631,138	267,319	783,065

TOTAL CURRENT FUNDS	58,394,469	23,042,894	18,829,304
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	0	0	0
Other (identify) Net pension asset	16,109,823	27,376,777	25,384,768
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	16,109,823	27,376,777	25,384,768
PLANT FUND			
Unexpended	0	0	0
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	16,109,823	27,376,777	25,384,768
Investment in Plant			
Land	4,794,039	4,789,148	4,673,576
Land improvements	0	0	0
Buildings	36,465,333	38,350,687	38,521,021
Equipment	3,336,299	3,551,268	3,470,896
Library resources	0	0	0
Other (identify)	0	0	0
Total investments in plant	44,595,671	46,691,103	46,665,493
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	44,595,671	46,691,103	46,665,493
OTHER ASSETS (IDENTIFY) DEFERRED OUTFLOWS	1,605,997	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	120,705,960	97,110,774	90,879,565
CURRENT FUNDS			
Unrestricted			
Accounts payable	586,724	755,673	615,508
Accrued liabilities	5,546,738	4,753,089	4,636,808
Students' deposits	0	0	0
Deferred credits	772,033	560,707	1,011,855
Other liabilities (identify) Current debt due	4,945,864	4,392,428	4,052,448
Due to	304,363	248,369	(267,169)
Fund balance	0	0	0
Total Unrestricted	12,155,722	10,710,266	10,049,450
Restricted			
Accounts payable	233,064	174,236	198,585
Other (identify) Vacation payable & deferred	61,961	45,215	56,292
Due to	0	0	452,822
Fund balance	0	0	0
Total Restricted	295,025	219,451	707,699
TOTAL CURRENT FUNDS	12,450,747	10,929,717	10,757,149
ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed	0	0	0
Due to	0	0	0

Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Notes payable	4,774,124	5,121,449	5,423,727
Bonds payable	61,796,840	27,138,534	30,312,967
Mortgage payable	0	0	0
Other liabilities (identify) Termination & pension	7,248,660	2,238,240	1,807,940
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	73,819,624	34,498,223	37,544,634
OTHER LIABILITIES (IDENTIFY) DEFERRED INFLOWS	13,561,843	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	99,832,214	45,427,940	48,301,783
FUND BALANCE	20,873,746	51,682,834	42,577,782

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:6/30/15	One Year Prior to Last Completed FY Dates:6/30/14	Two Years Prior to Last Completed FY Dates:6/30/13
Tuition and fees	$15,974,421	16,260,986	15,447,280
Federal appropriations	8,770,307	9,252,608	10,558,991
State appropriations	$13,849,657	21,782,784	11,120,709
Local appropriations	9,612,562	9,043,913	9,030,778
Grants and contracts	5,574,020	4,601,054	4,620,879
Endowment income	0	0	0
Auxiliary enterprises	8,362,149	8,500,952	8,485,585
Other (identify) Investment, gain on pension	27,504	4,121,439	3,223,152
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	24,407,219	30,593,563	30,575,368
Research	0	0	0
Public services	169,400	160,977	87,369
Academic support	3,838,785	4,485,147	4,652,874
Student services	3,516,150	4,163,597	4,401,160
Institutional support	6,486,097	7,680,501	7,541,912

Operation and maintenance of plant	3,563,792	4,086,340	3,668,065
Scholarships and fellowships	4,973,867	5,684,093	7,563,563
Other (identify) Depreciation	2,706,167	2,708,169	2,710,943
Mandatory transfers for:			
Principal and interest	2,368,937	2,049,031	2,182,563
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	52,030,414	61,611,418	63,383,817
Auxiliary Enterprises			
Expenditures	4,376,205	4,471,069	4,877,150
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	4,376,205	4,471,069	4,877,150
TOTAL EXPENDITURE & MANDATORY TRANSFERS	56,406,619	66,082,487	68,260,967
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify) Capital contributions	502,824	1,623,803	2,312,288
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	5,764,001	7,481,249	(3,461,305)

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	**Last Completed FY Dates:6/30/15**	**One Year Prior to Last Completed FY Dates:6/30/14**	**Two Years Prior to Last Completed FY Dates:6/30/13**
For Capital Outlay	5,331,782	5,159,197	4,995,093
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	**Degree Programs**	**Academic Credit Courses**	**Student Headcount**	**Faculty Headcount**

Location	Program	Term	Student Enrollment	Faculty
LBCC Benton Center, 763 NW Polk Ave., Corvallis, OR, 97330	Foreign Language Associate of Science	Varies each Term	Student enrollment not exclusive to this location	not exclusive to this location
East Linn Workforce Development Center 44 Industrial Way, Lebanon, OR, 97355	Diagnostic Imaging Associate of Applied Science	Varies each Term	Student enrollment not exclusive to this location	not exclusive to this location
East Linn Workforce Development Center 44 Industrial Way, Lebanon, OR, 97355	Occupational Therapy Assistant Associate of Applied Science	Varies each Term	Student enrollment not exclusive to this location	not exclusive to this location
Advanced Transportation Technology Center 2000 W Oak Street, Lebanon, OR, 97355	Automotive Tech Associate of Applied Science	Varies each Term	Student enrollment not exclusive to this location	not exclusive to this location
East Linn Workforce Development Center 44 Industrial Way, Lebanon, OR, 97355	Medical Assistant Associate of Applied Science	Varies each Term	Student enrollment not exclusive to this location	not exclusive to this location

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

PREFACE

Significant Changes

LBCC submitted its year three self-study report in September 2013. Since that time, the college has continued to make improvements in order to increase student success and completion.

Critical to fulfilling the college's mission was aligning work with resources. Most of the college's processes, from scheduling classes to appropriating the annual budget, had been shaped from the perspective of delivering instruction. Shifting the focus to demonstrable student success has caused the college to rethink and redesign how it works.

One major shift is a commitment to making informed decisions using data. The college began this shift when it joined Achieving the Dream (ATD) in the spring of 2012. ATD, a coalition of more than 160 community colleges, provided tools and coaching to help design and measure efforts to increase student success and graduation. The Office of Institutional Research conducted a three-year graduation/success study of students and identified significant problem areas that assisted the college in choosing interventions to pilot as well as to wind down. This work with ATD supported the college's successful application to become one of the 30 members of the AACC Pathways Project.

The Pathways model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from their point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Central to the model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion. Students are helped to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education. LBCC is in its first year of this work, focusing on three areas:
1. Advising/Career Planning/Development
2. Meta Majors
3. Academic Program Mapping

Assessment of student learning outcomes is another area where the college has made significant and substantial changes and advances since the last accreditation visit. For at least 15 years, the college received recommendations to improve assessment at the course, program, and degree/certificate levels. In general, outcomes assessment efforts lacked a clear pathway and were met by resistance. In the spring of 2014, the college began a three-year assessment plan with a well-designed process, achievable goals, and a faculty-led team assisted by administration.

The changes in assessment strategies are significant for the college in that all credit courses now have defined and measureable learning outcomes, faculty report regularly on those learning outcomes, and the college uses the information to plan curricular changes to help students achieve the learning outcomes. In addition, the assessment plan includes revision of program-level learning outcomes during the 2016-17

academic year. LBCC has also adopted the Liberal Education and America's Promise (LEAP) institutional-level outcomes and is working with the Multi-State Collaborative to Advance Learning Outcomes project sponsored by the American Association of Colleges and Universities.

College leadership has also changed since 2013 with the appointment of one new trustee: Randy Camp, replacing Lyn Riverstone (resigned in 2015). On the college executive team, there is a new Vice President of Academic Affairs and Workforce Development, Ann Buchele, replacing Beth Hogeland (retired in 2015); a new Chief Information Officer, Michael Quiner, replacing Ann Adams (retired 2015); and a new Director of Accounting and Budget, Jess Jacobs.

Recently, the college purchased an 11-acre site in Lebanon for an Advanced Transportation Technology Center (ATTC), which includes a 35,000 sq. ft. industrial building that opened for students in 2013-14. It has a 10,000 sq. ft. classroom and a 15,000 sq. ft. heavy equipment, diesel, and transportation building. LBCC's ATTC is the only major training facility for alternative fuels vehicles between Seattle and San Francisco and serves as a first step toward creating a base for alternative technology in the Willamette Valley. Its high-end training in servicing, maintaining, restoring, and converting vehicles in traditional and alternative fuels will provide the transportation industry with the workers it needs to perform these functions and will provide completers with skills to compete in the labor market. In addition, the ATTC will work with the transportation industry to become a training site for incumbent workers.

In 2014, the community passed a $34 million bond measure to expand and upgrade facilities at LBCC's campuses in Albany, Lebanon, Sweet Home, and Corvallis. The bond is currently paying for improvements and expansion at the ATTC, building a new Healthcare Occupations Center next to Western University's medical school in Lebanon, expanding parking at the Benton Center in Corvallis, and upgrading a variety of buildings on the Albany Campus. Work on expanding the ATTC will concluded in the summer of 2016, and work on the Healthcare Occupations Building will finish in 2017.

In terms of governance, the college now has councils in two spheres: Innovations and Operations. The councils in the Innovations sphere focus on pushing the college to try new ideas, necessitating that each idea has an evaluation plan and can be expanded or ended easily based on evaluative findings. The Mission, Effectiveness, Resources, and Improvement Team (MERIT) oversees these councils, and ideas rise to MERIT for approval before moving over to the Operational sphere as part of standard operational procedures.

The councils in the Operations sphere focus on the day-to-day operations of our college. Operational councils are meant to embody tested and proven best practices and constitute normal systems for managing the campus. The operational sphere is overseen by the College Council.

Councils within both spheres are expected to make use of committees and workgroups. Committees tend to focus on issues surrounding a particular topic or subset of topics within the broader mandate of the council. Workgroups, contrastingly, are limited-duration groups tasked with a particular challenge or issue. Communication should travel both vertically from senior leadership to the oversight councils to the various workgroups and committees as well as horizontally as committee members—chosen to represent a diverse set of individuals—share with the broader campus. By ensuring easy access and diversity in membership, councils and committees encourage the whole of the campus to be active participants in decision-making, with transparency for all.
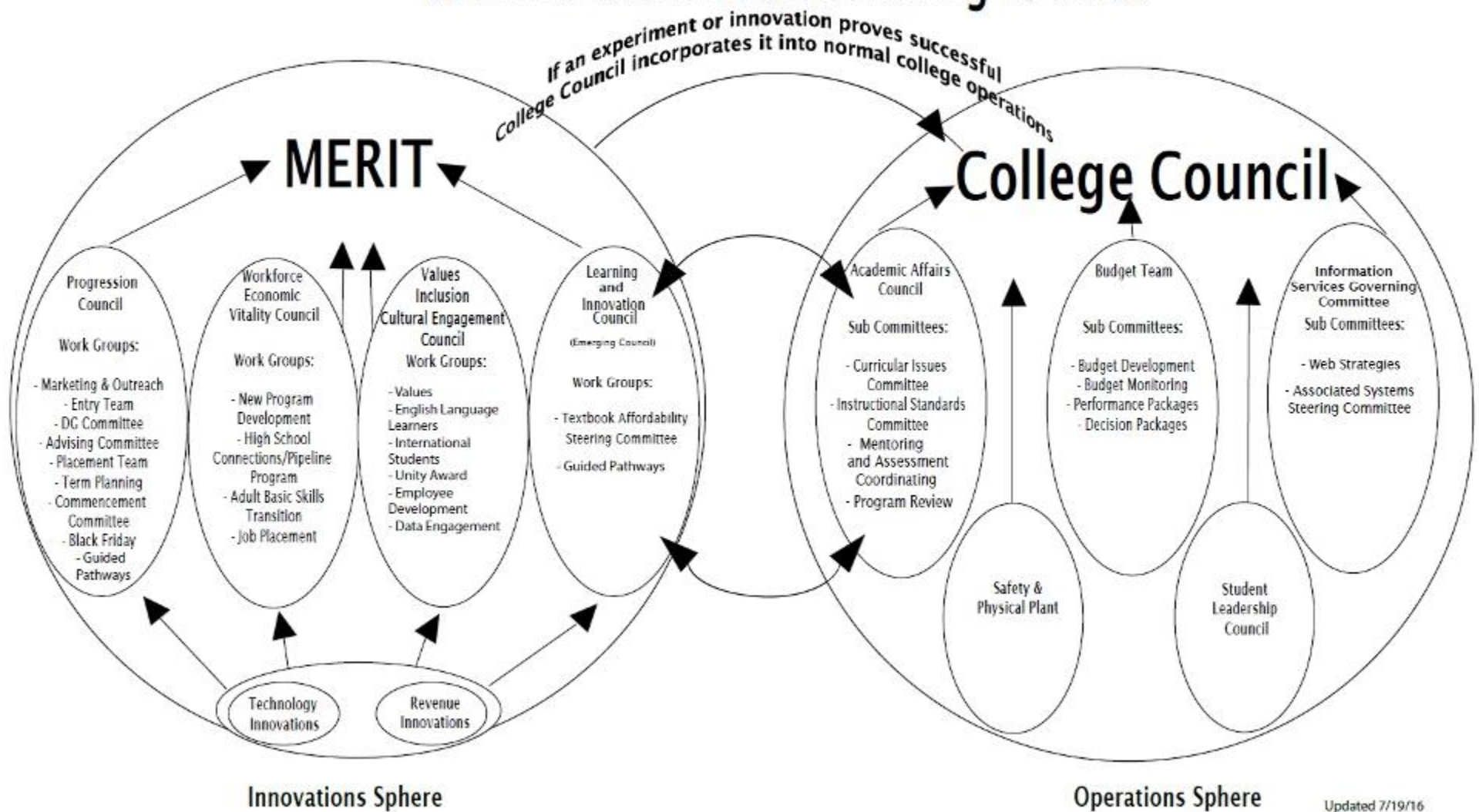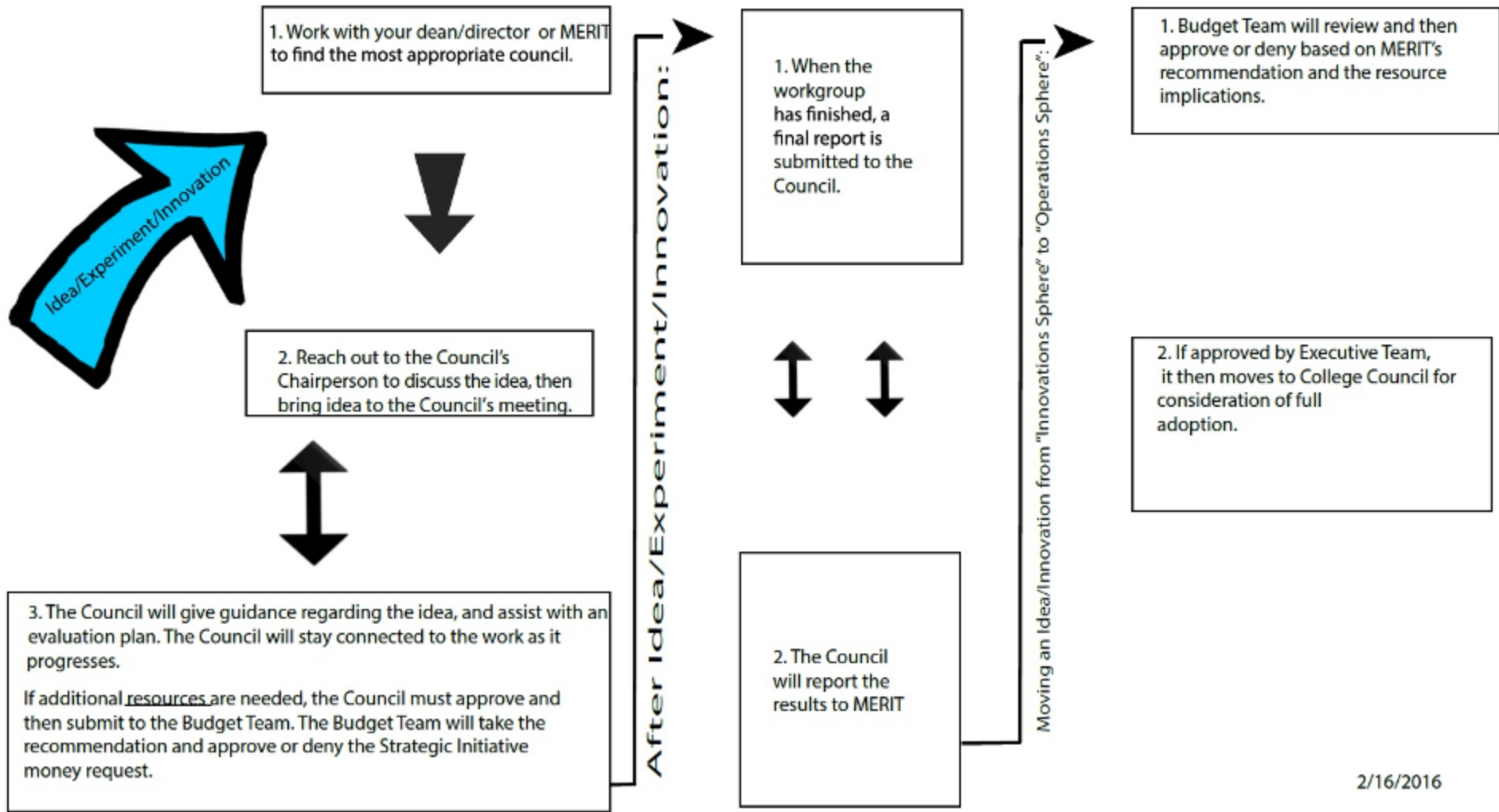
Councils and Decision-Making at LBCC

If an experiment or innovation proves successful College Council incorporates it into normal college operations

MERIT

Progression Council

Work Groups:

- Marketing & Outreach
- Entry Team
- DG Committee
- Advising Committee
- Placement Team
- Term Planning
- Commencement Committee
- Black Friday
- Guided Pathways

Workforce Economic Vitality Council

Work Groups:

- New Program Development
- High School Connections/Pipeline Program
- Adult Basic Skills Transition
- Job Placement

Values Inclusion Cultural Engagement Council

Work Groups:

- Values
- English Language Learners
- International Students
- Unity Award
- Employee Development
- Data Engagement

Learning and Innovation Council

(Emerging Council)

Work Groups:

- Textbook Affordability Steering Committee
- Guided Pathways

Technology Innovations

Revenue Innovations

Innovations Sphere

College Council

Academic Affairs Council

Sub Committees:

- Curricular Issues Committee
- Instructional Standards Committee
- Mentoring and Assessment Coordinating
- Program Review

Budget Team

Sub Committees:

- Budget Development
- Budget Monitoring
- Performance Packages
- Decision Packages

Information Services Governing Committee

Sub Committees:

- Web Strategies
- Associated Systems Steering Committee

Safety & Physical Plant

Student Leadership Council

Operations Sphere

Updated 7/19/16

Figure 1 – LBCC Council Structure

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Idea/Experiment/Innovation

1. Work with your dean/director or MERIT to find the most appropriate council.

2. Reach out to the Council's Chairperson to discuss the idea, then bring idea to the Council's meeting.

3. The Council will give guidance regarding the idea, and assist with an evaluation plan. The Council will stay connected to the work as it progresses.

If additional resources are needed, the Council must approve and then submit to the Budget Team. The Budget Team will take the recommendation and approve or deny the Strategic Initiative money request.

After Idea/Experiment/Innovation:

1. When the workgroup has finished, a final report is submitted to the Council.

2. The Council will report the results to MERIT

Moving an Idea/Innovation from "Innovations Sphere" to "Operations Sphere":

1. Budget Team will review and then approve or deny based on MERIT's recommendation and the resource implications.

2. If approved by Executive Team, it then moves to College Council for consideration of full adoption.

2/16/2016

Figure 2 – LBCC New Initiative Approval Process

The campus also provides wider transparency through a broad array of publicly accessible data tools for consumer-driven analysis. These are available on the [Office of Institutional Research's webpage](#).

LBCC has responded to the challenges of fluctuating state resources and enrollments over the last few years with a thoughtful and student-centered approach that was possible because of years of conservative fiscal oversight. The biggest challenge now is responding to declining enrollments while being strategic in planning for progress on improving performance. Faced with the pressures of fewer resources and more expectations, LBCC will nonetheless continue to ensure that the educational services it provides are innovative, relevant, and of the highest quality. The college will continue to be flexible and focused on its mission. The college staff continues to demonstrate its dedication to providing educational services at the most reasonable cost that are both fiscally responsible and sufficient to maintain the quality that is its hallmark.

Responses to Recommendations

1.B.1-2:   Explore the relationship between core themes and operational/service efforts of the institution to include administrative services (budget and finance), facilities, student services, and information technology.

MERIT and the President's Executive Team have established procedures by which all college functions (including budget and finance, facilities, student services, and information technology) are reviewed regularly to address how all functions support the core themes. This applies to the ongoing essential budget level as well as all requests for budget enhancements. Through the council structure, the college has directly tied mission fulfillment to administrative practice. This is visible through the connection of the Operations (administrative practice) to the Innovations (improvement for mission fulfillment) spheres. Ideas are rigorously tested and evaluated through piloting and experimenting in the Innovations sphere and then— once vetted—can be moved to standard practice in the Operations sphere. Development within the Innovations sphere incorporates all support departments (Facilities, IS, etc.) through the various councils that are tied directly to mission fulfillment. This allows ideas to derive from any source and receive consideration in light of the holistic campus mission.

2.A.1-3:   Increase the knowledge and understanding of the college community regarding their specific participant roles. Engage all group members in the development and implementation of appropriate indicators of success by fostering a reliance on data to inform and guide decisions.

The main focus in addressing this recommendation was on understanding and assessing participant roles. While data availability had been steadily improving, utilization of that data in decision-making—as well as an understanding of how decisions were made overall—was lacking. Although the college had an official Guide to Governance (written in 2009) that dealt with how committees and other formal groups drove college policy, the written document had little in common with the realities on the ground.

The shift to split decision making responsibilities between the Innovations and the Operations spheres, as well as directly tie the core themes and their measurements to specific college councils, has reshaped and clarified the flow of innovation. This is further strengthened by attaching monetary resources to specific core themes and councils and requiring that all new initiatives design evaluation plans for their work.

Similarly, the core theme measurement data (in the form of report cards) and other assessment data tools are available publicly on the college website to further increase transparency. Finally, the college has redesigned the summer planning process by switching from a loose series of independent retreats to a sequential model where MERIT meets first to review annual progress before determining a small number of clear, measurable goals and then passes them on to the councils to focus on during the upcoming year.

On their own, these changes alone are not enough to guarantee better engagement, but they have helped the college re-envision its planning process and has drawn greater attention to the importance of understanding how decisions are made, who makes them, how the community can participate, and—most critically—how to find and use data when designing improvements.

2.A.9-11:   Review administrative workloads on a regular basis to ensure that there continues to be adequate resources to accomplish necessary work.

Over the last year, LBCC has dramatically revised the administrative evaluation process. Previously, the process consisted of small scale peer surveying and a brief closed-ended self-evaluation conducted on a biannual basis. However, the administration questioned the appropriateness of using a classroom-style evaluation on management staff and determined that something that addressed workload and capacity would be better suited.

Now, management staff members are reviewed on an annual basis. At that time, the employee and their supervisor each write a reflection that discusses workload, accomplishments, and goals for the reviewee for the upcoming year. These reflections are then discussed at the subsequent goal setting meeting.

Every management staff member then addresses workload concerns each year. It should be noted, however, that not all resource needs may necessarily be met, but raising awareness becomes the first step.

2.A.12-14:   Revise the transfer of credit policy to include the means by which LBCC accepts credits taken elsewhere.

LBCC accepts college-level transfer credit from U.S. institutions of higher education accredited by regional accrediting associations. To have transfer credit evaluated for articulation to LBCC, official transcripts must be submitted to LBCC's Admissions Office.

All transcripts received by the Admissions Office become the property of LBCC. The Admissions Office will not provide copies of transcripts from other institutions. The Admissions Office is responsible for determining that transfer work meets general education college requirements. Departmental faculty are asked to evaluate program-specific coursework for transferability.

LBCC also accepts college-level transfer credit from foreign institutions of higher education recognized by the country's ministry/department of education and listed in the International Handbook of Universities. To have international transfer credit evaluated for articulation to LBCC, official transcripts and course descriptions must be submitted to LBCC's Admissions Office. Official transcripts and course descriptions must be in English. Non-English transcripts and course descriptions must be translated into English by a college-approved certified translator.

English Composition will not be accepted in transfer unless it was taken at an accredited U.S. college or university or an accredited English-speaking university.

The college's full policy can be found in Administrative Rule 4020-08. A new policy is being reviewed, tentatively to be approved by the College Council in October of 2016.

2.A.18-20:   There are examples of dated Human Resources policies in paperless format. Evaluators are concerned that dated policies and procedures may be publicly posted and suggest regular review and appropriate revision.

The 6000 series (Human Resources) of board policies have been comprehensively reviewed and updated to ensure the most current revisions are now posted. Board Operational Procedure 2035-A and Administrative

Rule 2035-01 explicitly clarify which positions are responsible for adding, deleting, and modifying each set of board policies and administrative rules. Board Operational Procedure 2035-A explicitly mentions that after a new policy is approved, those same responsible parties are to ensure prompt public posting of any approved addition, deletion, or revision. Further, each responsible position has been asked to conduct a similar comprehensive review of their policy set, to ensure that all current editions of policy and rule statements are promptly posted.

In addition, the Board Policy Review Schedule and the Administrative Rule Revision Schedule illustrate the timelines on which the college will regularly review and revise board policies and administrative rules.

2.B.1-6-1:   There exists concern that workloads, reorganizations, and other changes are causing lapses in the evaluation process, particularly for longer-term employees. The college has a documented and published process for regular evaluations of all employees, but the importance of this practice may not be understood fully by all supervisors.

The college has focused efforts over the past two years on targeted, concerted efforts intended to bring appraisals into full compliance for all staff. College leadership has teamed with Human Resources to provide specific direction to all managers who are responsible for performance reviews. Accreditation standards have been made clear, and full compliance has been made mandatory. All managers are aware that failure to comply with this directive may result in disciplinary action. If Human Resources becomes aware of a deficit in compliance, it is communicated to both the supervising manager and the applicable vice president. Vice presidents have been tasked with follow-up responsibility in the event that any manager fails to comply.

2.B.1-6-2:   Evaluation of faculty occurs in a substantive and collegial manner, though there are some gaps noted with respect to regular and systematic application of the process. Concern is noted about the unevenness of evaluation processes.

The college has engaged in targeted, concerted efforts to ensure regular completion of performance review for all employees (see response above).

In addition, college leadership has collaborated with a group primarily comprised of LBCC faculty to re-tool the faculty performance evaluation process. Upon the completion of this work, they will communicate the newly adopted process to all managers, so that a consistent, systematic application of the new process is the result. The committee established a deadline of the end of fall term of 2016 for the completion of its work.

2.C.1-8-1:   There is little consistency in public access to course-level outcomes as they appear on individual faculty websites. The evaluators strongly suggest that the college publish all course-level learning outcomes consistently and in a location more accessible to students.

All course-level learning outcomes are now easily accessible to students via LBCC's online catalog. LBCC launched SmartCatalog for the 2015-16 school year. Students can access the catalog by clicking on "Catalog" under the Quick Links tab on the LBCC homepage. The online catalog allows users to access LBCC courses and their associated learning outcomes by clicking on the course title. The catalog is also available in print, which includes course-level learning outcomes as well.

2.C.1-8-2:   There is little evidence of the faculty collectively taking responsibility for the assessment of student learning outcomes beyond assigning grades at the course level. Though good progress is currently being made with knowledgeable and committed instructional leadership and structures like the General Education Assessment Committee and specific departments, such as Writing, are doing very good work and can be a model for peers, the overall effort has lagged. Evaluators are very concerned that assessment efforts become consistent and systematic at course, program, and degree levels. It is recommended (#1) that the college continue its progress in clearly identifying and assessing student learning outcomes at the course, program, and certificate/degree level.

LBCC has received recommendations on learning outcomes assessment in various forms since at least 1999. A review of the college history and past accreditation reports reveals that several attempts at outcomes assessment have led to efforts that continued in earnest for a year or so and then faded in importance. In 1997, the institution received a general recommendation stating that "no central assessment scheme is in place." The suggestion at the time was to "define and assess student learning outcomes at the department and institutional levels." This recommendation came at a time when the assessment of learning outcomes was not well-defined. There were different schools of thought around assessment with poorly defined expectations, an ill-defined vocabulary, and little understanding of the process around assessment. In addition, the process was a top-down effort from institution to program, one which did not consider course-level student learning outcomes. In a continuous improvement model where one develops, implements, and evaluates a plan, it makes more sense for learning outcomes to start at the course level before moving up to program and institutional level outcomes, as the majority of the work around assessment is going on at the course level. If this goes well, then program and institutional level outcomes fall neatly into place.

The 1997 recommendation also noted that institutional effectiveness processes were not widely understood nor accepted. Thus, it follows that assessment of learning outcomes methods also needs definition and widespread acceptance. It is no wonder that initial efforts at outcomes assessment did not achieve the desired results, as there was little agreement and much confusion about the process.

In 1999, faculty worked to design and construct program curriculum using an outcomes-based model that led to the identification and revision of program learning outcomes. This effort did not address course-level student learning outcomes and was not effective in promoting an understanding of the assessment process. As a result, the effort met with resistance. Further, while program-level learning outcomes were established, the overall process of institutional effectiveness had yet to go through a complete cycle, and the assessment measures remained under development. Regular and systematic assessment was elusive, and there was still a misunderstanding of what the process fully entailed.

The regular interim report of 2002 notes that "still to be completed in the cycle for all programs are the development of outcomes for each course, the development of syllabi to achieve intended outcomes, and the creation of program assessment and performance criteria (benchmarks). In addition to program outcomes, a process for identifying college-wide student learning outcomes was initiated in fall 2002." The effort had temporary traction.

Similar recommendations came in 2010 and 2013. General education outcomes assessment was progressing and certain departments were making advances, but the effort was not consistent across the college. The college embarked on assessment plans that started with programs and then tried to fit course outcomes to the program. However, trying to identify program outcomes without first identifying all course-level student-learning outcomes was not an effective course of action.

The present effort around outcomes assessment started with course-level outcomes and is working toward program and institutional outcomes. With meaningful and measurable course-level outcomes, the process of continuous improvement can then develop program and institutional outcomes. Built into the current plan is an emphasis on closing-the-loop on assessment to engage the faculty in a meaningful process.

In order to address assessment of learning outcomes at all levels, the institution formed the Mentoring and Assessment Coordinating (MAC) Team during the winter of 2014. In response to recommendations from our accreditation reports, it became apparent that this needed to be a faculty-driven effort. Also noted was that, unlike the typical assessment development process that starts with institutional outcomes and works its way down to student learning outcomes, the MAC Team was going to address outcomes assessment beginning at the course level and work its way up through programs and then institutional outcomes.

The MAC Team's plan was simple: define a process with understandable vocabulary, get faculty to revise all course-level student learning outcomes over a two-year period, and then spend year three revising program-level outcomes. Reporting and closing-the-loop on the assessment process were included from the start of the process to coincide with completion of outcomes revision.

The first goal was to define the vocabulary around assessment. Due to previous college efforts around assessment, it was immediately clear that there was confusion around the meaning of objectives and outcomes. In addition, there was also confusion around the process, methods, and follow-up when assessing student learning outcomes. The MAC Team carefully defined teacher-centered learning objectives, student-centered learning outcomes, and the rest of the vocabulary around assessment.

The MAC Team held an assessment workshop in the summer of 2014 to develop and style its in-service faculty workshops for the upcoming fall term. Faculty members who were on the MAC Team attended the summer workshop training as a train-the-trainer session. The MAC Team faculty members then revised the presentation, making it their own. In addition to defining the vocabulary, outlining the process was also critical. Many assessment cycle diagrams existed, but the college developed its own to present this idea to faculty. Communicating a clear understanding of the process was determined key to the effort.

The MAC Team faculty delivered six assessment workshop sessions focused on defining the assessment process and vocabulary. The MAC faculty provided guidance on writing meaningful and measureable outcomes as well as on designing measurable assessment methods using examples from various disciplines.
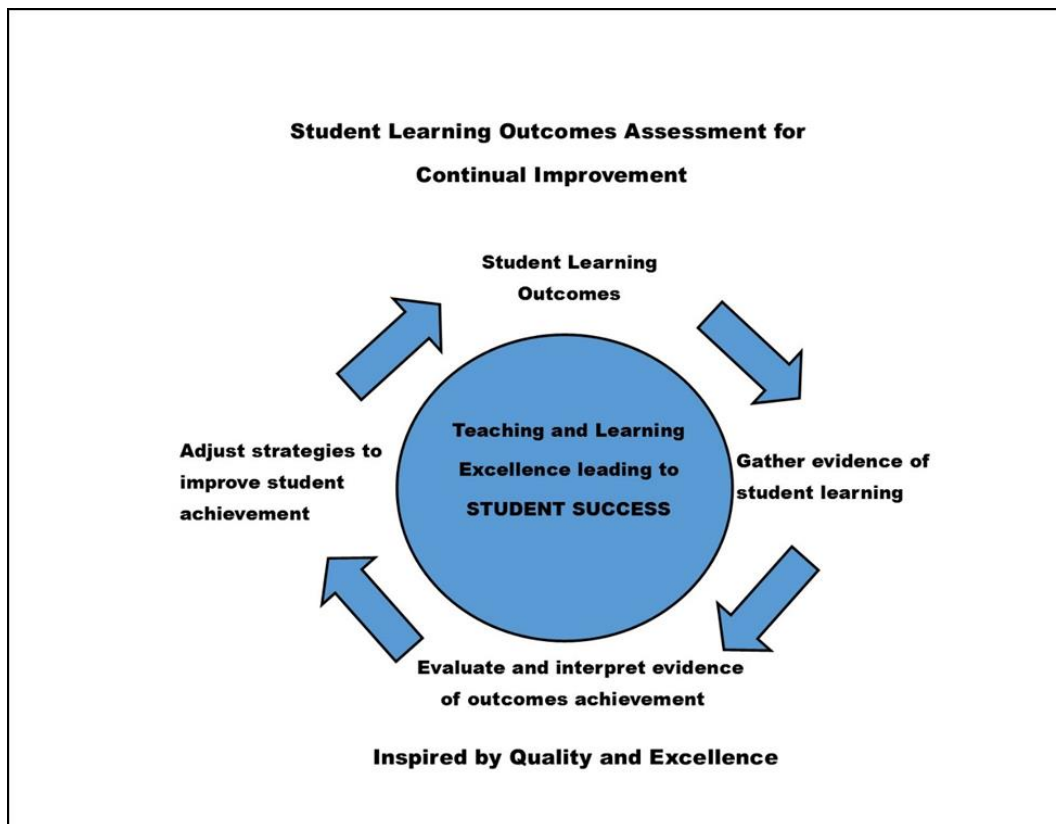
Figure 3 – LBCC Outcomes Assessment Cycle

During the fall term of 2014, faculty began revision of developmental and freshman-level transfer course student learning outcomes. The Curriculum and Scheduling Office developed an electronic course outline form to handle the submission of revised student learning outcomes (and other course changes, as needed). Members of the MAC Team worked with faculty members to revise student learning outcomes before submission to the Curricular Issues Committee. Once approved, course-level student learning outcomes were added to syllabi and to the college catalog.

Outcomes reporting began in the fall of 2014 for a limited set of courses, which included: Elementary Algebra (MTH 065), Intermediate Algebra (MTH 095), and College Algebra (MTH 111) as well as Intro to College Writing (WR 115), English Composition (WR 121), and Public Speaking (COMM 111). Instructors also began publishing approved outcomes on course syllabi and informed students of the new process in the spirit of improving student success. At this time, the MAC Team also developed an assessment website.

Faculty continued to revise student learning outcomes and submit them to the Curricular Issues Committee so that all developmental and freshman-level courses were complete by the end of the winter term of 2015. Reporting on course-level student learning outcomes continued through both subsequent winter and spring terms. When reporting, instructors collected data on the number of students meeting each of the course outcomes and provided reflections on why students did not meet the outcomes as well as potential solutions to address the issues.

Results:
- Winter 2015: faculty reported on ~40% of developmental and freshman-level courses
- Spring 2015: faculty reported on 48% of developmental and freshman-level courses

After considering externally available data collection tools, the MAC Team decided to develop its own collection system. In conjunction with the Office of Institutional Research, the college designed an internal data reporting tool, which is available on the MAC webpage.

When faculty members submit final grades for a term, they also submit course learning outcomes data and provide reflections. The data populate a spreadsheet, information is filtered by subject area, and results are routed back to academic divisions for closing-the-loop activities.

During the 2014-15 academic year, the college began distributing the collected data back to faculty for discussion and planning. Faculty members began identifying barriers to student achievement of learning outcomes and developing strategies to address those barriers. The MAC Team began planning how to make this a sustainable, college-wide effort for continuous improvement. In addition to the data collection efforts, in the spring of 2015, faculty members began revising sophomore-level and Career and Technical Education (CTE) course student learning outcomes. Many CTE areas also have outside accreditors with their own objectives and outcomes that needed revision to fit the LBCC model. It is interesting to note that many of the outside accreditors have teacher-centered learning objectives that they call outcomes and that this lack of consistency around assessment vocabulary presented issues to some LBCC programs. Redefining the terminology and providing consistency with usage has proven very useful.

During the spring term, the college also developed the Student Learning Outcomes (SLO) Dashboard where users can look at the outcomes reporting results by course. The SLO Dashboard is also located on the MAC webpage.

In order to maintain privacy, the site is password protected, but the password is ILoveOutcomes, and the data can be viewed by anyone with the password. Data is identified at the course section level (with instructor name and course section ID removed).

During the spring and summer of 2015, the college continued developing the continuous improvement process, designating department time to evaluate assessment reporting, determine issues, plan structured changes, and document proposed changes for reporting. Due to the implementation of SmartCatalog, revised course student learning outcomes are now published within the course descriptions and act as a place for students and faculty to have access to the outcomes. The MAC Team also worked on revisions to the reporting system and continued the implementation of the assessment plans. The team also worked on incorporating additional data sources, such as pre-post test scores, grade distribution analysis, qualitative inclusion of student evaluations of teaching, and continued engagement in academic discussions around continuous improvement and goal setting.

During the spring of 2015, The MAC Team asked each department to identify where it was with respect to the NWCCU Rubric for Evaluating Outcomes Assessment Plan and Progress. After each department determined its status on assessment, it then worked on setting goals to help it reach advanced stages of assessment. Considering the criteria, most departments considered themselves at the emerging or developed stages but realized that they needed continuous efforts to advance.

In the spring of 2015, the MAC Team also began planning assessment workshops for the upcoming fall in-service. The workshops centered on the development of assessment tools and the continued revision of sophomore-level transfer as well as CTE course student learning outcomes (collection of which would begin in fall term). It identified 758 courses that needed outcomes revision and began planning to get these through the Curricular Issues Committee approval process as outlined above.

As the MAC Team worked with faculty from all divisions to revise the remaining course outcomes, it continued reporting on previously approved outcomes. For the fall term of 2015, there was a 68% response rate. As the college moved through the outcomes approval process, the MAC Team developed a plan to begin reporting on roughly half of the sophomore-level and CTE courses during winter term of 2016, with full reporting by the end of spring term of 2016 for all courses.

Various departments within the college have already spent time in the analysis of outcomes reporting. The MAC Team and administration are working at making closing-the-loop activities around assessment a permanent part of college operations. The afternoon of the spring 2016 in-service focused on analyzing six terms of course-level student learning outcomes reporting, identifying barriers to student success, and planning to make course-level changes for the following academic year. In addition to this assessment day, the college is also restructuring subsequent in-service days and developing a plan to reinstate the Center for Learning and Innovation.

Currently, efforts around closing-the-loop on assessment are mainly focused in the academic divisions. As the college continues with outcomes reporting, the MAC Team is creating time to devote to outcomes assessment activities that focus on all courses throughout the college and engage all faculty in the process.

Future efforts will include additional assessment activities, including:
- gathering pre-post data and evaluate where appropriate
- collecting and tabulating course grade distributions
- continuing to engage in the academic discussions around assessment and continuous improvement
- collating assessment reports by division to reflect institution goals and results

With the close of the 2015-16 academic year, the MAC Team will begin planning for program learning outcomes (PLO) revision. It is the intent of the MAC Team to begin working on PLO revisions starting fall of 2016. While most programs have their outcomes in the college catalog, they will be refined to be meaningful and measureable as the college continues on its continuous improvement efforts.

In addition to refining the current outcomes, PLO assessment will rely more on indirect measures as well, including:
- analysis of course SLO data and reflection
- program review data
- surveys (alumni, graduates, and incoming freshmen)
- graduation rates
- persistence rates

As the college continues efforts around assessment, there is a plan to adopt the LEAP institutional outcomes:
- inquiry and analysis
- critical and creative thinking
- written and oral communication
- quantitative literacy
- information literacy
- teamwork and problem solving

Finally, in an effort to embrace continuous improvement, the college participated in the Multi-State Collaborative to Advance Learning Outcomes Assessment for the 2016 winter and spring terms to gauge where LBCC students are performing compared to other Oregon community colleges and other community

colleges from participating states. The college submitted student artifacts in Written Communication and Quantitative Literacy for evaluation. The college also sent two faculty members to be trained as scorers using the American Association of Colleges and Universities Value Rubrics during spring term of 2016. There should be data from this effort in early fall 2016, which will be disseminated and evaluated by faculty.

Perhaps the greatest challenges to continuous and sustainable assessment efforts at the college are behavioral. The college is working to create a culture of continuous improvement that includes requiring all faculty to report on student learning outcomes every term. As a next step, the college needs to build inter-departmental and inter-divisional shared learning sessions with discussions of barriers to student success as well as goal setting to address the identified issues, with evaluation after a period of implementation. The college can do this by rearranging its in-service days to extend throughout the academic year to keep assessment discussions continuing among the faculty. These behavioral changes will lead to increased faculty involvement in assessment and thus greater student success.

2.C.1-8-3:   Published information regarding non-traditional credit should be made clearer; the self-study provides a more comprehensive model.

Public information regarding non-traditional credit has been clarified through the creation of a Credit for Prior Learning (CPL) webpage. CPL information is also available in the LBCC online catalog. In addition, the administrative rule (4020-01), which governs CPL, has been updated.

2.C.9-11:   While the data, interpretation, and plans for related instruction in CTE programs intrigue the evaluators, there are concerns that the college maintain the objectives and rigor of general education and ensure instruction by qualified faculty who assess the results.

For all degree and certificate programs of 45 credits or more, the related instruction requirements are now clearly identified in each program's curriculum and are published in the college catalog along with the appropriate learning outcomes. For those programs with embedded related instruction, the area of related instruction is clearly identified in the course description and is reflected in the student learning outcomes.

Courses used to fulfill related instruction requirements are carefully scrutinized to ensure that the objectives and rigor of general education are maintained. The Curriculum and Scheduling Office provides both programs and the Curriculum Issues Committee with related instruction guidelines. These guidelines include requirements, detailed criteria, and student learning outcomes for the three areas of related instruction: communication, computation, and human relations. The Curricular Issues Committee uses these criteria to review and approve any course proposed to fulfill a related instruction requirement.

In response to data that indicated poor completion rates for some CTE programs may be due to the avoidance of coursework in related instruction areas, the college has explored ways to embed or contextualize these requirements. Some programs have chosen to address this challenge through stand-alone courses with contextualized content and student learning outcomes. Program faculty has worked closely with faculty from the appropriate instructional areas to develop these courses and to ensure that standards of quality were maintained and program outcomes met. Examples of contextualized courses include Math and Measurement for Welders, Technical Writing for CTE, and Customer Service for Auto Tech. Course descriptions clearly identify the related instruction content as it applies to the specific program. Student learning outcomes articulate what students will be able to do with respect to the related instruction area upon successful completion of the course. All courses designed to meet the related

instruction requirements through stand-alone contextualized coursework are subjected to the same careful scrutiny—and held to the same standards of rigor—as all other general education courses.

Other programs have chosen to embed content and learning outcomes within program-required courses. In the 2015-16 academic year, three programs (Electrician Apprenticeship Technologies, Mechatronics/ Industrial Automation Technology, and Water, Environment and Technology) are using this approach. All three programs have elected to embed the three-credit computation requirement across three courses, with one-credit of computation in each course. Similar to the development of contextualized courses, programs with embedded instruction work closely with faculty from the relevant department to ensure that standards of high quality are maintained and programs outcomes are met. Course descriptions provide clear identification of the computation content, and the student learning outcomes clearly articulate what students will be able to do upon completion of the course. All courses designed to meet the related instruction requirements through embedded instruction are subjected to the same careful scrutiny—and held to the same standards of rigor—as all other general education courses.

As with all LBCC courses, instructors of courses that meet related instruction requirements must meet the minimum qualifications as outlined in AR 4010-01. This is true for both contextualized as well as embedded related instruction courses. The Curriculum and Scheduling Office determines the approval of every instructor, which includes a careful review of the instructor's academic background, education attainment, and work experience as they apply to the course description and student learning outcomes.

2.F.1-8:   A definitive written agreement outlining the roles and responsibilities of both the LBCC Foundation and the college to each other is on file, though it is dated 1999. The college and the LBCC Foundation should consider regularly reviewing the written agreement to ensure currency and alignment with mission fulfillment.

LBCC's Board of Education and the LBCC Foundation Board of Trustees reviewed the written agreement in late 2013. Both bodies voted to renew it with minor revisions, and it was signed in January of 2014, with a commitment to review the agreement at least once every five years.

2.G.1-4:   It is recommended (#2) that the college develop, implement, and regularly assess a facilities master plan that is consistent with its mission, core themes, and long range educational and financial plans (2.G.3). It is recommended (#3) that the college develop assessment measures to assist in evaluating whether facilities infrastructure is appropriate and adequate to support mission and core themes of the college (2.G.1.).

A needs assessment conducted by the college in 2013 identified a need for more CTE facilities and degree partnership offerings for students bound for OSU, largely in the engineering and business fields. LBCC placed a $34 million bond measure before the voters in 2014 to fund:
- completion of the Advanced Transportation Technology Center to add an Innovation Center and Heavy Equipment/Diesel Center
- construction of a Healthcare Occupations Center to house all Healthcare programs, including expansion of the Nursing program
- addition of classroom space at the Benton Center to expand instructional space for students dually enrolled at OSU
- repurposed space on the Albany campus to allow for expansion of the Welding, Machine Tool, and Mechatronics programs as well as reinstatement of the Non-Destructive Testing program, identified as a key need by local industry

The bond funds have been combined with city, state, and federal funds; industry support; and private donations, creating a total construction budget of just over $51 million.

In conjunction with the current construction work, the college has completed development of a 10-year facilities master plan. The on-going implementation of the plan is overseen by the Facilities Master Plan Advisory Committee (FMPAC), with all college functions represented on the committee.

To ensure successful implementation of the plan, assessment measures are under development and will be utilized by the FMPAC to ensure that facilities infrastructure is adequate to meet the college's mission and core themes. FMPAC members will be actively involved in prioritizing the aspirational goals of the plan to determine which facilities projects will be funded annually.

A project to combine the college's facilities master plan with its IT master plan and Academic Affairs strategic plans has just begun. The groups responsible for each individual plan will coordinate to assess progress toward meeting the mission statement, strategic goals, and core themes.

Voters in the district have a history of support for facilities improvements. The bond measure approved in 2014 will be retired in 2031. In addition to its regular assessment of progress on the master plan, the FMPAC will formalize a new list of facility needs in 2023, ten years following the last needs assessment. That effort will inform the decision to take a new general obligation measure to the voters that would follow on the current bond at no increased cost to taxpayers.

2.G.5-8-1:   The college does not have in place benchmarks or other measurements that the technology infrastructure is sufficient or adequate to meet the needs of users. It is recommended (#2) that the college engage in technological planning that provides opportunities for input for its technology support staff and constituencies who rely on technology for institutional operations, programs, and services (2.G.7). It is recommended (#3) that the college develop assessment measures to assist in evaluating whether the technology infrastructure is appropriate and adequate to support the mission and core themes of the college (2.G.8).

The college is developing a long-range technology strategic plan that guides the college's investment in technology infrastructure and ensures that the college provides essential technology to support both instruction and administrative needs in the future. The initial stages of this plan, an off-campus assessment of the Information Services (IS) Department and a comparison of other peer institutions, have been completed (see 2.G.8). This assessment has also helped to identify the following success metrics:
- Customer Service
  - employee satisfaction, as measured by periodic survey
  - issue resolution, as measured by both first contact resolution and time to resolution
- Operations
  - service availability, defined as the percentage of time critical services are up and running during scheduled hours of operation
  - security, measured by the number of security incidents or the attainment of security compliance goals
- Applications
  - project scorecard, based on achievement of project success metrics
  - project backlog
- Financial
  - IS spending as % of institutional spending
  - IS spending per college FTE

- Innovation
  - number of strategic innovation projects with assigned executive sponsors
  - number of formal processes or structures that support innovation

LBCC has made significant technology investments that have greatly improved student access to technology, increased support staff in IS, and upgraded the college's data communications infrastructure to improve reliability of mission-critical systems. Investments have also been made in additional software solutions to provide for better availability and integration of data with Banner:
- Banner Online Data Store and Cognos Business Intelligence and Analytics
- Ellucian DegreeWorks
- Ellucian Mobile
- Laserfiche Forms and Workflow
- EMS MasterCalendar

The projects to install and incorporate these software tools require substantial IS resources, and special focus is being placed on project planning methodology and management. Looking to the future, topics of importance for the college include "Bring Your Own Devices," desktop virtualization, middleware integration, identity management, and cloud technologies. In preparation for these future strategic projects, the college anticipates expanded virtualization, data storage and network infrastructure, and increased access to wireless and updated wired connections college-wide.

Various committees and groups comprised of technology support staff and representatives of staff, faculty, and students are constituted and meeting regularly to provide input in the planning process and to receive communications about technology improvements (see 2.G.7). Also, for the first time, information services staff and tools were included in the academic program evaluations to measure if the technology provided is sufficient for the successful operation of the specific programs.

In addition, IS will use assessments of two student populations to determine if the infrastructure and technology resources are adequate for student academic needs:
- All new incoming students (students enrolled in their first five credits of a program) will be surveyed to gauge their level of expertise with technology, their expectations of technology access and resources at the college, and how frequently they plan to engage with technology in their studies.
- All newly completed students (students earning an award within the past 12 months) will be surveyed to gauge the level of technology they have experienced since completing their studies, whether they felt adequately prepared by the college for the technology tools they are encountering, and how frequently technology was integrated into their coursework.

2.G.5-8-2:   The procedure for computer equipment replacement does not meet the standard. The accreditation team recommends that the college develop, implement, and review a technology update and replacement plan to ensure adequate support to operations, programs, and services.

The objective of the college information technology strategic plan is to maintain all information technology equipment at a level that supports the strategic goals of the collage in its operations, services, and instructional missions. The plan is designed to protect investments in equipment and minimize future costs for maintenance and replacement so that the sustainability of the college's infrastructure is preserved.

All technology equipment is physically inventoried on an annual basis, and the inventory is maintained in a database that provides historic and current notes and statuses of college resources. The IS Department is

responsible for keeping the inventory records and tracking the location, access, use, and operability of all computing, networking, and media equipment used by the college. In addition, as new equipment is purchased and delivered to the college, it is also inventoried as part of the staging and implementation processes. The campus inventory is updated as equipment reaches end-of-life and is removed from use. LBCC's standard is to evaluate any personally used or publically accessible workstations (desktop, laptop, or endpoint client) maintained on the college inventories regularly (at least every four years). The evaluation will be as to whether the device meets the requirements of its current use-case. If it is determined that the device is no longer capable of meeting the use-case requirements, it will be either replaced or upgraded to meet the requirements of its deployment. Replaced equipment may find suitable deployment for other campus use-cases, or it may be removed from service and from the college inventory.

The college does not specify a set requirement standard for all college endpoints, as the technology landscape evolves so quickly and various use-cases come with such a wide field of specifications that a published standard is likely to fuel an exceptions-based model that will quickly be meaningless. Likewise, the time when an organization could make a clear age-based or time-period constrained usage and replacement policy is passed. The new standard is that all college technology assets must be reviewed and evaluated on their four-year anniversary at a minimum.

LBCC dedicates a portion of its funding towards a technology reserve fund. The purpose of the reserve fund is to purchase new and repair or replace existing technology equipment as well as purchase software and services. The actual use of the reserve fund is determined through a forecasting and budgeting process, beginning with analysis from the IS staff, who provide input and follow the guidelines of the information technology update plan. The annual budgeting and spending plans are reviewed by the technology advisory groups and committees (see 2.G.7). A rolling three-year projection that considers all college needs and priorities is maintained. Currently, LBCC earmarks approximately $500,000 per year for the technology reserve fund, but the budget committee and IS reviews the adequacy of that funding level regularly and will make adjustments as facilities and technologies expand.

In addition, a per credit technology fee is assessed (see Administrative Rule 7055-04). A portion of the technology fee is used for technology updates that directly impact current students. Besides the replacement and upkeep of existing equipment, requests are made for new technology resources during the annual budget development process and reviewed by the college leadership for appropriateness. Then the requests are forwarded to the Tech Fee Committee for final review (see 2.G.7).

Through the use of roll-down methods, computers are often relocated rather than replaced. For example, the Computer Science Program requires more frequent upgrades to stay instructionally current and, as a result, it receives new computers more frequently than other departments. When its computers are replaced, the two-year-old computers are reallocated to the Business Administration Labs, which do not require the most current technology. This strategy provides updated computers to multiple program areas without purchasing a full complement of new computers each year. The maximum planned replacement cycle for instructional lab computers is four years. Funds to support this effort are provided from the college's universal access fees. Standards for academic technology replacement are reviewed and revised by the affected program faculty, deans, and IS staff.

The final goals of the technology replacement plan are to:
1. assure that appropriate computing resources are available in computing facilities, classrooms, and college offices to support the mission of the college, and
2. assure that each faculty and staff member who uses computing resources in their position has a computer of sufficient capability to fulfill their job responsibilities.

MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 1, 2, and 3

ER 1 OPERATION STATUS

LBCC began offering classes for degree programs in September of 1967 and has been in continuous operation thereafter.

ER 2 AUTHORITY

LBCC is authorized to operate under ORS 341.009 and LBCC Board Policy 2010. ORS 341.009 establishes the community college system and directs it to offer associate degrees for both transfer and workforce educations and to provide programs to prepare students for the transition from high school to college-level courses. Board Policy 2010 reiterates the enabling statutes and establishes the college as a two-year publicly funded postsecondary institution governed by a locally elected board of education.

ER 3 MISSION AND CORE THEMES

LBCC's mission, core themes, and objectives were fully revised by MERIT during the 2012-13 academic year. MERIT will review and analyze the related data points each year to make recommendations for continued improvement, suggest budgetary implications related to that improvement, and assist in the accreditation reporting process. LBCC's Board of Education adopted the revised mission at its October 2012 meeting and the core themes at its July 2013 meeting. The three core themes are derived from the mission statement and are appropriate to a degree-granting institution of higher education. The core themes and objectives shape how the college uses its resources and are dedicated to meeting the post-secondary educational needs of the community.

Standard 1.A Mission

LBCC's mission is *to engage in an education that enables all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities*. This mission represents the college's developing understanding that serving students well means preparing them for better lives when they leave.

The LBCC Board of Education adopted the mission statement at its October 2012 meeting. The mission is published in the online catalog, the campus website, and all other major campus publications. It is also printed on posters that are displayed in various locations on the main and satellite campuses.

To ensure the mission is fulfilled, the college identified three strategic goals:
- Productivity Goal: increase completion by 50% (to 1,300 completers per year) while maintaining the current FTE enrollment
- Equity Goal: ensure that completion is demographically representative of the district
- Quality Goal: ensure that completion represents a demonstrable capacity to better one's life and to contribute back to the community

Each goal has measurements that align with the core theme objectives (see the core theme sections below). Each year, MERIT reviews and analyzes the data points related to each core theme objective and each strategic goal. Each has three levels of success.

The *attainable goal* describes the baseline functioning of the campus; when LBCC falls below an attainable goal, it is failing against its own historical trend. This goal becomes a clear redline that calls for immediate and corrective interventions.

The *actionable goal* describes a defined target for campus improvement over a relatively short time period (generally three to five years). These goals call for the campus to make changes towards a specific end, where the campus believes it has the necessary components and strategies that will allow it to reach this goal.

The *aspirational goal* describes a long-term outcome. While it may not be seen as eminently achievable, these goals must be a realistic outcome given sufficient effort and progress. For example, a 100% graduation rate would not be an aspirational goal (rather unattainable); however, doubling the graduation rate is reachable, albeit not likely in the immediate future.

Standard 1.B Core Themes

EDUCATIONAL ATTAINMENT

LBCC focuses on demonstrable educational attainment as the pathway to long-term student success and community enrichment through providing supported gateways to personal and professional growth. Ensuring that students have the opportunity to enter—and the support and environmental structure to persist within—educational programs of quality is a critical aspect of both the campus mission and the broader academic culture. This relationship does not begin and end only when a student is enrolled in LBCC but rather reaches into the regional high schools, four-year institutions, and employers through educational partnerships and advisory relationships meant to strengthen the preparedness of the student.

Meeting this challenge requires LBCC to be flexible, responsive, and critically reflective in helping each student obtain their educational attainment goals. Each step along the path to completion has to be considered and reviewed as part of a logical progression that serves the desires of students while ensuring they are making measurable progress towards a certificate, degree, or successful transfer beyond LBCC. Evaluative practices focused on overall educational attainment should reflect less on subject-matter specifics (as seen in program evaluation) and more on defining and mending the pipeline that pushes students towards successfully obtaining a degree or certificate.

Similarly, new data analysis paradigms now support educational institutions in embracing the use of data to help them understand the differential successes of their students. These approaches often advocate a methodical examination of disaggregated sets of students rather than simply viewing the institution as a whole, with a single graduation rate or a single set of indicators as well as a movement away from viewing the institution as merely a snapshot in time—as is usually seen through term-by-term enrollment numbers or graduation class size—to viewing it in terms of cohorts, defined as sets of students who begin seeking their educational goals at the same time. The adoption of the cohort model allows for comparison on how similarly situated students achieve their goals. While compliance reporting to the Integrated Postsecondary Education Data System (IPEDS) has long embraced the use of cohorts, new initiatives are now asking institutions to employ data far beyond purely mandatory state and federal reporting. This approach has had broad implications for the investigation of outcomes across LBCC.

Data at LBCC are accessed and analyzed along several already identified loss points. Assessing outcomes and success requires data to be collected regularly along this pipeline as well as through external indicators. Broadly, these phases include: entering student data, course success and programmatic data, student completion/transfer data, and state and national data sources.

Entering Student Data: Degree-seeking students applying to LBCC must complete matriculation documents that request demographic data that in turn enables the institution to look at educational attainment in terms of groups such as gender, ethnicity, and age. Similarly, the computerized placement tests required of matriculated students allows the institution to examine the academic preparedness of new entrants. And while these data are critical for communicating with the college's high school educational partners, they also enable the design of improvement efforts meant to ease transition into the college. Recent innovations include math boot camp, mandatory participation in Destination Graduation (a student success course), and mandatory advising. Going forward, these data will be considered along cohort lines to enable comparison of how different student groups are changing. Results from the Survey of Entering Student Engagement (SENSE) is applied to planning and evaluation of the entering student experience.

Course Success and Programmatic Level Data: Course outcomes are collected quarterly by the institution. While the recording of enrollment and grades is a classical first step in measuring student success, more directed examination helps LBCC develop an understanding of the particular strengths and weaknesses of its courses. Similarly, regular areas of concern, such as developmental coursework completion and completion of the appropriate writing and math courses, can be examined to better streamline and strengthen student momentum towards completion. Another benefit of the cohort model is that retention by specific groups of students and coursework becomes accessible. Results from the Community College Survey of Student Engagement (CCSSE) are utilized to evaluate and guide program and service changes.

Innovations councils, composed of staff and faculty, have started addressing some of these challenges, such as reviewing students' foundational needs and improving student programmatic progression.

Student Completion/Transfer Data: Completion data typically describe how many graduates an institution has at a particular moment. Cohort considerations bring to light programmatic and demographic-based time-to-degree measures. The use of the college's annual [Graduate Follow-Up Survey](#) also helps to assess details about graduates—whether or not they continued as students or became employed.

It is also important to engage in conversations with LBCC's university partners in order to determine how transfer students perform at the four-year level and how educational attainment at LBCC meets the needs of students entering a four-year institution. The majority of students graduating from transfer programs continue their education at OSU. Many are co-enrolled with OSU while attending LBCC through the Degree Partnership Program. Both institutions have identified staff who maintain this relationship.

State and National Data: The National Student Clearinghouse allows the college to track students who continue their education after leaving LBCC. This can include those who "swirl" by attending another community college or those who move into the four-year university system. While it may not provide an indicator of their success at these institutions, it does still allow broad insight into transfer student behavior.

Similarly, the use of Oregon state employment and wage data provides information on how these students perform financially. The census and other national data sets help the college understand how the region is developing. These data indicate the degree to which the district is becoming a better educated community and if this education is spread in a way that is reflective of the overall demographic trends.

There are nine objectives for this core theme:
- Objective A: Students will transition successfully into the college.
- Objective B: Students will successfully complete developmental coursework.
- Objective C: Students will complete the general education requirements of their programs.
- Objective D: Transfer students will complete WR 121 and the college-level math requirement for their degree.
- Objective E: Students will complete a large mass of credits early in their educational career.
- Objective F: Students will be retained from term-to-term.
- Objective G: Students will achieve academic success (graduation or transfer to a four-year institution).
- Objective H: Academic success will be demographically representative of our district.
- Objective I: A majority of eligible residents of Linn and Benton Counties will hold postsecondary credentials.

[The report card, which contains detailed metrics and evaluation data, can be found here.](#)

CULTURAL RICHNESS

One of LBCC's goals is to provide an experience that produces culturally literate individuals capable of interacting, collaborating, and solving problems in an ever-evolving community and diverse workforce. LBCC provides opportunities to explore differences in a safe, positive, and nurturing environment. This is embodied through the college's Diversity Commitment Statement:

> *LBCC recognizes and affirms difference and variety as integral to an inclusive representation of humanity and the educational community. To thrive as an academic institution, LBCC fosters a learning and working environment that encourages multiple perspectives and the free exchange of ideas. LBCC values diverse teaching and learning viewpoints among our faculty, staff, and students to promote academic excellence and a healthy work environment. LBCC expects all who work, study, or teach at the college to be committed to these principles [that] are an essential part of our focus, goals, and mission.*

Cultural literacy is defined in the general education student learning outcomes:

> *To be culturally literate is to learn of, understand, and respect cultural differences by articulating an understanding of the historical basis of cultural ideas, behaviors, and issues of inequality and/or by relating how cultural background influences our reactions to or interactions with others.*

Cultural literacy is a thread woven throughout the curricula and college experience for all members of the college community, be they student, employee, or community member. The aspiration for culturally literate individuals is situated within a campus community that offers cultural richness.

Cultural richness represents the multi-faceted goals of incorporating cultural literacy and civic engagement into an inclusive and welcoming campus. Cultural richness embodies the promise of a community that supports life-long growth and enrichment through engagement. To better incorporate cultural richness throughout the college, a systematic training program for all employees on how to address difference and a formal review and expansion of cultural literacy education for students is under development. Expanding cultural richness is a challenging but worthy goal that requires the participation of the whole campus.

To evaluate the success of these goals, LBCC is expanding the collection and analysis of both student and employee data. The college is collecting data on student participation in civic and cultural opportunities, creating an annual campus climate survey, and adding measures of student learning outcomes for all cultural literacy offerings. There will also be an evaluation of the staff/faculty training program.

LBCC currently participates in the CCSSE and the SENSE on respective three-year cycles. Both CCSSE and SENSE include questions about students' perceptions of the inclusivity of the campus environment and about the institution's ability to foster dialogue among diverse groups. Participating in these national surveys allows for comparison with peer groups across the country. Their use also makes longitudinal tracking possible.

CCSSE and SENSE are both purely student-focused data collection tools, however. The cultural richness of an entire educational institution also includes the perceptions of its staff and faculty as well as its visitors. LBCC is developing two secondary survey tools, one as an expanded student and employee campus climate survey—along the lines of CCSSE and SENSE—and one as a general post-event survey. The first will allow the relevant data to be collected and analyzed in non-CCSSE and non-SENSE years as well as give the institution the opportunity to focus on particular target areas as needed. The second will consist of an extremely short exit survey that can be used by most campus events and activities. This survey will provide

information about how the casual guest perceives the campus and will allow each individual event to be evaluated for cultural richness so that event planners can adjust their programming in the future.

Similarly, a recent restructuring of the club and co-curricular funding model will assist with tracking the breadth and depth of student involvement in formal campus activities, and plans are in place to formalize and strengthen the data collection process that surrounds tracking both student attendance at on-campus events and student volunteering habits off campus. LBCC has also elected to participate in the National Study of Learning, Voting, and Engagement through the Center for Information and Research on Civic Learning and Engagement, which will supply the institution with information on students' voting habits, a typical measure of civic engagement.

Beyond these usual types of tracking, LBCC will also evaluate its students' and employees' demonstrable growth in cultural proficiency during formal courses and trainings through specifically tailored assessment tools. Students who enroll in designated Cultural Literacy/Human Relations courses, required for many of the programs offered at LBCC, will undergo an appropriate assessment experience at the end of the course. The assessments will be designed to be comparable across courses with diverse subject matters. Similarly, all faculty and staff who participate in the planned cultural literacy trainings (discussed above) will complete an assessment at the end of training.

Finally, data from the census and the American Community Survey are used in conjunction with LBCC's own demographic records to evaluate the degree to which the LBCC student body reflects the demographic composition of its service district.

There are seven objectives for this core theme:
- Objective A: Students will display a high level of civic engagement.
- Objective B: Students will improve their ability to interact with values, opinions, and/or beliefs different than their own as a result of their experiences at LBCC.
- Objective C: Students completing designated Cultural Literacy/Human Relations courses will demonstrate attainment of Cultural Literacy outcomes.
- Objective D: Individuals will feel welcome and included at LBCC.
- Objective E: LBCC employees will improve their ability to interact with values, opinions, and/or beliefs different than their own as a result of their experiences at LBCC.
- Objective F: LBCC employees completing training will demonstrate attainment of Cultural Literacy outcomes.
- Objective G: LBCC students will interact with an increasing number of students from diverse backgrounds.

The report card, which contains detailed metrics and evaluation data, can be found here.

ECONOMIC VITALITY

LBCC emphasizes economic vitality as essential to both its students and the region. LBCC stresses increasing the skills and capacities needed by regional employers and universities to provide graduates with opportunities for employment and continuing education. Strengthening connections is an important part of the campus direction so that members of the region can see the return on investment that results from having LBCC as an active part of the community.

Meeting this challenge necessitates documenting what students are learning within their programs while ensuring that programs offer what employers are asking for when they hire or what universities are expecting of students when they transfer. LBCC engages in evaluative practices that extend from within educational programs to students after completion and to regional businesses. These phases include: programmatic and course-level outcomes and assessments; graduate follow-up studies and employee records; business sector needs assessments; analysis of regional, state, and national data; and economic investment analyses.

Similarly, CTE programs at LBCC undergo regular review every two years. In the 2015-16 academic year, the review process was revised to become more transparent, set higher expectations, and specify the data that programs are expected to provide as part of the review process. The revised goals for program review create programmatic benchmarks and reflect Oregon's commitment to its 40-40-20 education plan. These benchmarks include a series of moderate improvement goals that grow toward long-term aspirational goals.

Part of this expanded assessment includes data-driven analysis that seeks to understand programmatic successes and failures. Student learning outcomes within courses and programs serve as a critical piece of this assessment. Not only do they provide information on what a student should know, they are crafted in such a way that they provide observable and testable outcomes. Outcomes are reviewed and validated as part of the program assessment process. CTE programs also include input from advisory committees composed of employers from the region who have a clear, vested interest in the college's programs meeting their needs. Including feedback and support from these committees as part of review broadens the applicability of the analysis and provides feedback from a critical perspective not found on campus.

LBCC's CTE programs also incorporate technical skills assessments, as required by the state of Oregon. Outcomes of these assessments provide another external benchmark against which program achievement can be examined. LBCC will make use of these assessments as another form of review, with a goal of significantly exceeding the average pass rate.

As noted above, a student's time at the college is only the first step. To promote holistic economic vitality, it is critical that LBCC understand and appreciate what occurs after a student has left campus. The first part of this analysis is the annual Graduate Follow-Up Survey, which asks students about their educational and employment history since graduating as well as their opinion on various educational benefits received from LBCC. These data also feed back into the program review process, helping to define and expand upon success benchmarks. However, while the survey provides a window into the first year after graduation, this period is just the start of a student's career or further education. In the future, using employment records and employer surveys will help capture some of that later period.

Through the Oregon Employment Department (OED), the college is beginning to have measures that will allow the tracking of student wages over time so that LBCC can see how well its graduates are succeeding in increasing their earning power, an indicator of whether or not they realize a return on their investment. Similarly, LBCC is also developing a new survey tool for regional employers, as their perspectives and

opinions can greatly inform the program review process. Employer satisfaction can also be suggestive of opportunities for promotion and increased wages. Finally, it is imperative that the campus be responsive to its community with eyes not only upon the present but on what the future may bring as well.

On a larger scale, business sector needs assessments are an in-depth survey of a particular sector's current and envisioned future and can be valuable data for the college. Each assessment is a highly involved process that takes several months to complete due to the use of surveys, interviews, focus groups, and secondary data analysis. Working in conjunction with a particular division, LBCC's goal is to complete one sector needs assessment annually, which will help inform the creation, dissolution, and review of the programs that are crafted to serve that sector. LBCC commits to providing programs that lead towards employment, and this in-depth analysis of trends can help stave off practices that are focused purely on maintaining the status quo. Recent needs assessments have included Healthcare, Education, Transportation and Warehousing, and Biosciences. While these in-depth analyses can only occur for a sector periodically, the campus also makes use of relationships throughout the region, state, and nation to understand how the economy is expected to change.

There are five objectives for this core theme:
- Objective A: Graduates will meet industry standards by demonstrating mastery of technical skills and program learning outcomes.
- Objective B: Graduates of Career and Technical Education (CTE) programs will be employed in their field of study.
- Objective C: Graduates of transfer programs will be enrolled in four-year institutions.
- Objective D: Programs will respond to the changing needs of industry and community employers.
- Objective E: CTE graduates will have higher salaries, and the region will see a strong return on investment.

The report card, which contains detailed metrics and evaluation data, can be found here.

RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 2 through 21

ER 4 OPERATIONAL FOCUS AND INDEPENDENCE

LBCC operates under Oregon's statuary authority, codified under ORS 341.009. The college is guided by policies set by its board of education, composed of elected citizens representing the college's service district. Under this authority, LBCC establishes and manages its programs and services and operates as a public institution of higher education with primary emphasis on transfer programs and CTE programs. Support programs—designed to prepare students for college entry, support students academically while enrolled, and deliver community education and enrichment—are also offered.

ER 5 NON-DISCRIMINATION

LBCC works diligently to maintain a culture of respect, upright conduct (for both staff and students), and non-discrimination. This culture manifests itself in board policies, administrative rules, and training curriculum. The Nondiscrimination and Nonharassment policy (Board Policy 1015) provides unequivocal leadership direction about the atmosphere the LBCC Board of Education expects as well as general prohibitions and expectations for statutory compliance. The Nondiscrimination, Nonharassment Statements and Procedures (Administrative Rule 1015-01) lays out the manner in which the college will process the legitimate claims/concerns of the college's various constituencies. These processes have been reviewed and deemed responsible by legal counsel and were developed with input from the entire college community within the representative forum of the College Council. In addition, they make clear the college's expectations regarding personal behavior in the course of college business and while on college property as well as delineate processes for dealing with questionable conduct in a direct and upright manner.

Standards of conduct for LBCC's student population are contained within the Student Rights and Responsibilities Handbook, which communicates both behavioral expectations and the processes for dealing with concerns.

Staff training on topics related to nonharassment and nondiscrimination are provided through the Human Resources Department. Such trainings are monitored and tracked within the Human Resources Department to ensure consistent completion. In addition to these policies and rule statements, LBCC's Diversity Achievement Center works year-round to provide engaging topics to the college community related to difference, inclusion, and respect.

ER 6 INSTITUTIONAL INTEGRITY

LBCC is commitment to ethical behavior and to the ethical treatment of faculty, staff, and students. This commitment is reflected in the 1000 series of board policies and the college's administrative rules. It is also included in the faculty association and classified staff association collective bargaining agreements (CBAs).

The college complies with all state and federal laws regarding equal employment opportunity, nondiscrimination, and rights to reasonable accommodations for disabled employees. The college follows all requirements of the Americans with Disabilities Act and Oregon's disability laws.

Further, the college is committed to providing safe working conditions to all employees as well as the rights of due process, privacy, association, academic freedom, and materials contained in personnel files. In addition, the president does not allow any practice, activity, decision, or situation which is unlawful, imprudent, or in violation of commonly accepted business and professional ethics or is contrary to the provisions set forth in the board policies manual.

ER 7 GOVERNING BOARD

The LBCC Board of Education consists of seven members, each of whom is elected by the voters within their district zones. Members reside within the zones from which they are elected. Board members are elected to fill a four-year term of office except in those cases where a board member has been elected or appointed to fill an unexpired term. Board members have no contractual, employment, or financial interest in the institution.

Legal power and responsibility for the operation of the college rests with the board. The board establishes and reviews college policies and oversees the general management of funds and properties. The board ensures the college achieves appropriate results, at an appropriate cost, and that the college advances its mission, core themes, strategic goals, and plans.

ER 8 CHIEF EXECUTIVE OFFICER

The Chief Executive Officer is Dr. Greg Hamann, who began his tenure as President of LBCC in February of 2010 (see 2.A.10). President Hamann reports to the LBCC Board of Education and serves as the clerk of the board. He sets annual goals that are approved by the board, and his performance is evaluated by the board annually. Dr. Hamann's full-time responsibility is providing leadership and direction in overseeing the business of the college. While he attends board meetings and retreats, executive sessions, and budget meetings, he neither chairs nor is a member of the board.

ER 9 ADMINISTRATION

LBCC employs over 50 managers and exempt staff to provide leadership for the institution's major support and operational functions. Three vice presidents report to the president, the Vice President of Academic Affairs and Workforce Development, the Vice President of Finance and Operations, and the Vice President of Student Affairs. The vice presidents oversee most activities at the college and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and core themes. The Director of Human Resources, the Director of Institutional Advancement, and the Director of Development and Government Relations also report to the president.

Academic Affairs and Workforce Development Division develops a supportive structure that enhances the college curriculum and new curricular initiatives, takes a lead role in hiring and promoting faculty, supports faculty research and teaching, and administers all academic departments and programs, the library, and

offices within the division. The Dean of Instruction, the two directors of the regional centers, and the five academic deans report to the Vice President of Academic Affairs and Workforce Development.

The Student Affairs Division provides gateways to ensure that students have the opportunity to enter the college as well as the support and environmental structure to persist within educational programs. The Vice President of Student Services oversees the Enrollment Services Department; the Student Engagement Department; the Counseling Department and the Career Center; the Center for Accessibility Resources; the Diversity, Inclusion, and Equity Department; the Financial Aid and Veterans Services Department; the Student Assessment Department; and Student Life and Leadership, International Student Programs, Student Conduct, and Athletics.

The Finance and Operations Division provides the needed financial information, tools, services, and support to enhance the college's ability to deliver and manage all necessary programs. The Vice President of Finance and Operations is responsible for the Accounting and Budget Department, the Business and Auxiliary Services Department, the Facilities Department, the Information Services Department, the Office of Institutional Research, and the Safety and Loss Prevention Department.

ER 10 FACULTY

LBCC employed 140 contracted full-time and 330 non-contracted part-time faculty in 2014-15. LBCC's Administrative Rule 4010-01 outlines the college's guidelines for approving and hiring faculty. Preference is given to individuals with a master's degree in the appropriate subject area. The minimum requirement for hiring is 27 graduate hours in the primary subject area or 24 quarter hours in the secondary subject area. LBCC's faculty-to-student ratio is 1:20. The credentials of full-time and part-time faculty candidates are reviewed by the Human Resources Department, the Dean of Instruction, and the hiring committee (typically consisting of the division dean and program faculty).

The work performance of faculty is evaluated on a set schedule and monitored by the Human Resources Department. Faculty members are on trial service for three years and are evaluated each year. Once on a continuing contract, they are evaluated every other year until year ten and then every three years after that. Information gathered for the faculty appraisal process comes from many sources—learner/client, peer/colleague, support staff, administrators, and self-reflection. It is ongoing, formal or informal, and wide-ranging, providing a basis for professional growth and establishing a pattern of performance over time to be used for personnel decisions. The appraisal system nurtures new faculty by providing opportunities to enhance understanding of the mission, core themes, and the goals of the department, division, and college.

ER 11 EDUCATIONAL PROGRAM

LBCC offers a variety of degree and certificate programs in support of its mission. Programs are designed to meet the educational goals of students, whether that is transfer, employment, or skill enhancement. Programs and courses are guided by identified student learning outcomes. Courses are delivered via face-to-face, technology enhanced, and fully online.

LBCC offers the Associate of Arts Oregon Transfer (AAOT) degree and the Oregon Transfer Module (OTM), which satisfy the lower-division general education requirements of any institution in the Oregon University System. The Associate of General Studies (AGS) degree is awarded to students who complete a two-year curriculum and who most often want a specialized career interest not captured in existing college programs.

The college offers an Associate of Science (AS) Oregon State Direct Transfer degree with emphasis options in more than 30 specific areas. In addition, the college offers 24 Associate of Applied Science (AAS) degree programs and 30 certificate programs in CTE areas. CTE programs prepare students to enter the workforce with appropriate knowledge, skills, and abilities tied to specific business and industry competencies.

Instructional programs are aligned with the core themes. Student learning outcomes are designed to ensure that students, upon graduation:
1. have mastered the content of their programs,
2. are able to contribute meaningfully (financially and as an engaged citizen) to their community, and
3. are able to benefit personally from their education.

Program student learning outcomes are displayed in the college catalog and are available online on program-specific webpages. General education outcomes for the AS and the AAOT are also available in the college catalog. Each course offered at LBCC is required to list specific course outcomes on the official course outline. Enrolled students have access to learning outcomes for courses through the college catalog and the course syllabus.

ER 12 GENERAL EDUCATION AND RELATED INSTRUCTION

The AAOT satisfies the lower-division general education requirements of any institution in the Oregon University System and is offered without a designated major. It is recognized by the colleges and universities as meeting institutional lower division general education requirements but not necessarily school, department, or major requirements with regard to courses or GPA.

The OTM allows students to complete most (45 credits) of the general education transfer requirements for the AAOT without beginning a program of study at LBCC. Upon transfer, the receiving institution may specify additional coursework for a major or degree requirement to make up the difference between the OTM and the institution's total general education requirements.

The AS is a transfer degree especially intended to facilitate transfer to OSU. Students who complete the degree and are accepted to OSU will be admitted as having completed all lower-division general education (Baccalaureate Core) requirements but not necessarily school, department, or major requirements with regard to courses or GPA. LBCC faculty work closely with OSU faculty to outline program emphasis requirements at the 100- and 200-level that can be completed at LBCC. These are included in the LBCC catalog and are available through program websites and printed materials.

All AAS degrees and certificates requiring at least 45 credits include courses that fulfill general education requirements in the areas of communication, computation, and human relations. The college values the additional related instruction that has been required by the college and recognizes that this information may be embedded in program content rather than offered in stand-alone classes.

ER 13 LIBRARY AND INFORMATION RESOURCES

Consistent with its mission and core themes, LBCC provides an array of library services and information resources in a variety of formats. The library maintains an extensive and systematically updated print collection and subscribes to online periodical, reference, e-book, and media databases, providing users with resources regardless of their physical location. Guided by the collection development policy, librarians

collaborate with faculty to select resources based on the needs of the college's programs and services. Interlibrary loan service provides access to resources that are not readily available in the library's collection.

ER 14 PHYSICAL AND TECHNICAL INFRASTRUCTURE

LBCC serves Linn and Benton counties, with the main campus in Albany and regional centers in Corvallis, Lebanon, and Sweet Home as well as the Advanced Transportation Technology Center in Lebanon and the Horse Center in Albany. The college campuses offer comprehensive educational and training opportunities and student support services to the approximately 205,672 people who live in the two-county area. Facilities are generally located in areas having the greatest population, offering specialty programming unique to each site. The college takes a long-term approach to facilities planning, particularly as it projects future or expanding needs in career and technical areas. LBCC has a facilities master plan that is periodically updated in response to such factors as funding, property acquisitions, changing program needs, facility condition discoveries, and other changes.

LBCC currently holds approximately 124.67 acres of property, with 722,851 square feet of building area. The college has begun a capital construction campaign based on the findings of a needs assessment conducted in 2013. That assessment identified a need for more CTE opportunities as well as more transfer courses in support of the school's Degree Partnership Program with OSU. The program includes construction of a Healthcare Occupations Center, completion of the Advanced Transportation Technology Center, expanded instructional space at the Benton Center, and renovated space on the Albany Campus for Welding, Machine Tool, Mechatronics, and Culinary Arts programs. Industry leaders have identified a need to hire more than 1,000 skilled technicians in the coming five years, and the LBCC capital construction program is aimed at filling a portion of that need.

The college has appropriate and adequate technology systems and infrastructure to fulfill its mission, goals, and core themes. The college provides a complete range of technology solutions designed to support the academic needs of faculty and students, the business needs of the college staff and administration, and the extended needs of its partner organizations. All locations within the college's district have received network upgrades in recent years and, within the last year, the IS Department has collaborated with various areas to assist in the creation of new software applications and business processes to meet critical college needs. LBCC provides a variety of desktop and online applications to support its educational mission.

The college supports almost 2,000 computers for faculty, staff, and students. Students have access to 1,036 computers, housed between all college sites. Each site has at least one computer lab open to students during business hours. The administrative, instructional, and student computing hardware and software are updated on a regular schedule. These investments include computer labs and learning centers for students, digital delivery of instructional materials, multi-media-equipped classrooms, and a secure wireless network for use by students, faculty, and staff at all college sites.

ER 15 ACADEMIC FREEDOM

The LBCC Board of Education affirms that faculty members and students have the right to pursue teaching and learning with full freedom of inquiry within the context of an approved course outcome guide. This policy is detailed in Board Policy 4050.

In addition, the faculty CBA includes further emphasis on academic freedom and responsibility as found in Article 26 - Academic Freedom. Additional board policies and administrative rules related to academic freedom include:

- [1015 - Nondiscrimination and Nonharassment](#)
- [1020 - Government Ethics and Conflicts of Interest](#)
- [1045 - Standards of Conduct](#)
- [1050 - Equal Opportunity Statement](#)
- [4010 - Instruction and Curriculum Responsibilities](#)
- [4015 - Instructional and Curriculum Change and Flexibility](#)
- [4020 - Curricular Standards and Evaluation of Student Accomplishment](#)
- [4045 - The Study of Controversial Issues](#)
- [7030-01 - Students Rights, Responsibilities and Conduct Code](#)

ER 16 ADMISSIONS

The college publishes its admissions policy in the catalog and online on the website. Special admissions bulletins and applications are also available. Policy appeals are made to the Director of Enrollment Services.

ER 17 PUBLIC INFORMATION

The 2016-17 catalog is available online on the website or physically in the LBCC Bookstore. In the catalog, requirements are represented in the following ways, by publicly disclosing:

- the institutional mission
- entrance requirements and procedures
- the grading policy
- information on academic programs and courses, including degree and program completion requirements
- expected learning outcomes are outlined in individual programs of study
- course learning outcomes
- names, titles, degrees held, and conferring institutions for administrators and full-time faculty
- information about rules and regulations for conduct, rights, and responsibilities, including where to obtain a full copy of student rights and responsibilities
- tuition, fees, and other program costs
- refund policies and procedures for students who withdraw
- opportunities and requirements for financial aid
- LBCC's academic calendar

ER 18 FINANCIAL RESOURCES

The college has an ongoing history of financial planning focused on fulfilling its mission and making progress on meeting its strategic goals. On a monthly basis, the college prepares a financial report that is provided to the LBCC Board of Education as part of the finance and operations report. In addition to projected revenues and expenditures compared to the budget for the general fund, occasional updates are provided with a multi-year perspective. The board has established a target of maintaining 10% of operating revenue in the

ending fund balance each year. This target provides adequate available cash flow for the first few months of the fiscal year prior to the receipt of most resources and stability when there are unexpected declines in resources. The Community College Support Fund (CCSF) declined from a peak of $500 million in 2007-09 to $395.5 million in 2011-13. The 2015 legislative session increased the funding level to $550 million, of which LBCC receives just less than 7% based on a formula that considers enrollment for the past three years. The increased funding level allowed the board to hold tuition steady for two years. The board will now consider tuition increase proposals that will allow the college to restore programs that were reduced during the funding decline as well as staff new facilities that come on line as capital construction projects are completed.

During the funding downturn, reserves were created to ensure the funding of maintenance, technology, instructional equipment, and roof replacement with annual contributions from the general fund. These reserves have provided additional stability in funding the replacement and renewal cycles regardless of year-to-year variation in operational funding. The creation and utilization of these reserves has mitigated some of the fiscal constraints the college encountered over the past decade and provided ongoing maintenance and technology replacement even when state funding declined. A general obligation bond measure, approved by district voters in November of 2014, combined with other federal and state support, has allowed the college to launch a $52 million capital construction campaign. Projects include construction of a new Healthcare Occupations Center, completion of the Advanced Transportation Technology Center, expansion of instruction space at the Benton Center, and seismic and other upgrades on the Albany Campus. The measure will require no new taxes from district property owners as the school's last bond measure will be retired in 2016.

ER 19 FINANCIAL ACCOUNTABILITY

The independent accounting firm Kenneth Kuhns and Company performs an audit annually. Every five years, an audit firm is selected by the LBCC Board of Education through a request for proposal process, and the firm reports directly to the board. The audit includes an opinion on the overall financial reporting of the college with a separate opinion based on the college's compliance with its major federal award programs. The auditors review the internal controls during the annual audit and provide a report on the college's control over financial reporting. The results of the audit, including all opinions and findings, are published in the college's annual financial report.

At the conclusion of the audit, the audit firm provides a letter to the board and senior management, addressing their scope of work, any difficulties encountered, and material findings. The audit report is then presented to the board at the December meeting. Any findings are addressed by the lead auditor with the board at this time. College administration then follows up on findings and makes any necessary corrections.

The college continues to receive unqualified opinions on its financial statements. The college has not received a financial statement finding in more than a decade because of its diligence in maintaining sufficient controls and providing accurate financial reporting. Three audit findings related to the major federal award programs were identified in the most recent audit. Each of the findings has been resolved with the appropriate federal department.

ER 20 DISCLOSURE

LBCC discloses all information the commission requires to carry out its evaluation and accreditation functions in an accurate and timely manner. Additions, deletions, and changes in programs are reported to the commission as they are planned and are summarized in an annual report to the commission.

ER 21 RELATIONSHIP WITH THE ACCREDITATION COMMISSION

LBCC accepts the standards and related policies of the commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with commission policy. Further, LBCC agrees that the commission may make known the nature of any action, positive or negative, regarding LBCC's status with the commission to any agency or members of the public requesting such information. LBCC publishes copies of its official annual reports and required accreditation self-evaluation and progress reports on its public website.

Standard 2.A Governance

2.A.1

The LBCC Board of Education works on behalf of constituencies and communities to ensure the college achieves its mission, core themes, and strategic goals. The board governs by policy, establishing written governing policies at the broadest level possible.

Whenever appropriate, the board assures interested persons and/or groups affected by the proposal an opportunity to express their views prior to the board's adoption of a policy statement, as outlined in [Board Policy 2015](#).

Board policies are linked to internal administrative rules. Administrative rules are proposed and reviewed by the College Council, whose members represent management, faculty, classified staff, and students. Proposals can be submitted to the College Council by any group on campus. Proposals are reviewed by the council and then sent to college management, exempt staff, and the presidents of the college associations for their input and modification. This input is considered at a second review of the proposal by the council and is incorporated into the proposal, if appropriate. The council then approves the proposal. A complete review of administrative rules takes place annually.

LBCC's philosophy of governance is designed to foster informed, strategic decision making. It is based on five pillars of shared decision making:
- Shared vision – shared ideals are expressed in the mission, core themes, strategic goals, and values statements.
- Shared engagement – everyone must be involved in their office, department, or division and ensure that individual contributions are significant to the overall quality of the institution.
- Shared respect – the basis for respect is the assumption that everyone is trying to do their best work; begin with that assumption, and disagreements are framed in the context of people having different perspectives, rather than someone being right or wrong, and if there is to be engagement at all levels, meetings must model respect for all participants, where respectful behavior creates a culture of trust, essential for the sharing of information and the avoidance of denial.
- Shared information – individuals need to be personally responsible for being informed and for informing others; the best thinking requires the sharing of critical information, explanation of context, and implications.
- Shared risk – everyone studies information available, agrees on assumptions about the future, bases opinions on data, feels their opinions are respected, and moves forward.

In 2009, the college drafted its first guide to governance. The governance structure was designed to support the college's 2006-11 strategic plan, which is outlined in the 2009 Guide to Governance. When Dr. Hamann assumed the college presidency in 2010, he had a different vision for the college. This was articulated in twelve strategic initiatives, which were shared with the college in September of 2012. Dr. Hamann's vision is more closely aligned with the revised standards for accreditation than was the 2006-11 strategic plan. Under his leadership, the mission statement and core themes were revised in 2012-13, and strategic goals were developed. In 2015-16, the [guide to governance](#) was updated reflecting these changes.

It is fundamental to the health of the college that decision-making councils and committees operate in a culture of common vision that is committed to mission fulfillment, engagement, mutual respect, and

information sharing based on trusted data. The goal of the new council and committee structure is to produce timely, well-reasoned, and inclusive decisions that are transparent to the campus and community.

As such, there are now councils in two spheres, Innovations and Operations. The councils in the Innovations sphere focus on pushing the college to try new ideas, necessitating that each idea has an evaluation plan and can be expanded or ended easily based on evaluative findings. The MERIT oversees these councils, and ideas rise to MERIT for approval before moving over to the Operations sphere as part of standard operational procedures.

The councils in the Operations sphere focus on the day-to-day operations of our college. Operational councils are meant to embody tested and proven best practices and constitute normal systems for managing the campus. The Operations sphere is overseen by the College Council.

Councils within both spheres are expected to make use of committees and workgroups. Committees tend to focus on issues surrounding a particular topic or subset of topics within the broader mandate of the council. Workgroups, contrastingly, are limited-duration groups tasked with a particular challenge or issue. Communication should travel both vertically from senior leadership to the oversight councils and then to the various workgroups and committees as well as horizontally as committee members, chosen to represent a diverse set of individuals), share with the broader campus. By ensuring easy access and diversity in membership, councils and committees encourage the whole of the campus to be active participants in decision-making, with transparency for all (see Significant Changes above for a visual representation).

The campus also provides wider transparency through a broad array of publicly accessible data tools for consumer-driven analysis. These are available on the Office of Institutional Research's webpage.

2.A.2

LBCC is a two-year, publicly funded, post-secondary educational institution governed by a local elected board of education. The district was formed in 1966 pursuant to ORS 341.025 to 341.283, according to the expressed will of the electorate to establish a community college in Linn and Benton counties. It is a municipal corporation of local government with the authority to levy property taxes. The board derives its authority from the expressed will of the electorate, the provisions of the Constitution of the State of Oregon, the Oregon Revised Statutes, the Rules and Regulations of the Oregon State Board of Education, and its own policies. The college and its board of education are a political subdivision of the state, authorized to carry out the state's educational policies as set forth in ORS 341.009. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered. College policies and procedures are accessible on its website, as are forms and other procedural documents.

The LBCC Board of Education delegates its authority for administering the laws and policies governing the college to the college president, with the understanding that the following types of decisions will be referred to the board:
- cases where policy is not clear,
- cases where there is no policy governing a particular situation,
- awarding all bids for goods and services,
- authorizing all budget transfers between appropriation categories,
- establishing salary schedules,
- personnel contracts that will bind the board, and
- other matters which the president wishes to call to the attention of the board.

The most important and most sensitive relationship to be maintained by the board is the one it achieves with the president. To this end, Board Policy 3015 outlines principles that have been accepted as guidelines in the development of that relationship, stating that a clear delineation of functions between the board's policy making and the president's administration shall be maintained.

2.A.3

LBCC monitors its compliance with the NWCCU's standards for accreditation. The college's accreditation liaison officer is the Vice President of Academic Affairs and Workforce Development and is a member of the executive team. The position also serves on the broader leadership team and chairs MERIT, which plays the primary role in monitoring progress towards mission fulfillment through the core themes and their associated report cards.

LBCC monitors the impact of CBAs, legislative actions, and external mandates. Legislative action is followed closely by the president, the Director of Development and Government Relations, and the college's senior managers.

The institution is proactive with many governmental decision makers. LBCC treats elected officials as it does donors or board members of a business from whom it is seeking funds. The college establishes mutual relationships, engages around common interests, shares opportunities and challenges, and takes actions needed for the college and community to move forward.

Communication with elected officials is an on-going activity. The college does this with face-to-face meetings with local legislators—and not just during session—to keep them apprised of campus initiatives, issues, challenges, and interest in statewide policy issues. The president and the Director of Development and Government Relations take the primary lead in contacting legislators. The board members, members of the LBCC Foundation Board of Trustees, and industry partners are also active in both planned and opportunistic communications.

Establishing relationships outside the legislative session helps legislators know the college and its issues, allowing them to take advantage of any opportunities to assist. The Oregon legislative sessions are intense and short, and targeted communications are very effective, such as phone calls, emails from people that legislators know and trust, and handwritten notes. Additional information on targeted issues provided by students, faculty and staff, donors and college partners, and members of the general public frequently result in legislative action.

Using the donor model, the college keeps federal officials informed via district staff. Congressional and senate staff are able to influence policy makers, assist with agencies, arrange periodic visits by members to campus, and arrange meetings for selected campus leadership in Washington. Federal officials appreciate concrete examples of how the college serves their constituents and fulfills their public service mission.

At the local level, mayors, county commissioners, and city counselors can open doors and make connections that lead to funding. Local community leaders are often willing advocates for the college and are voices of support at the state and federal level. Like the college staff, elected officials are committed to moving the community forward.

2.A.4

As outlined in [Board Policy 2015](#), the LBCC Board of Education consists of seven members, each of whom is elected by the voters within district zones. Members reside within the zones from which they are elected. Board members are elected to fill a four-year term of office except in those cases where a board member has been elected or appointed to fill an unexpired term. Board members have no contractual, employment, or financial interest in the institution. One current board member is retired from a contracted faculty position.

Legal power and responsibility for the operation of the college rests with the board. The board establishes, reviews, affirms, or revises all college policies on a prescribed four-year cycle, per [Board Policy 2035](#) and [Board Policy 2035-A](#), and oversees the general management of funds and properties. The board ensures that the college's resources are appropriately and effectively applied toward the achievement of clearly identified objectives and that the college advances its mission, core themes, strategic goals, and plans.

2.A.5

As provided for in [Board Policy 2015](#), the board acts as a committee of the whole. Board members have authority only when acting as a board legally in session. The board cannot be bound in any way by statements or actions by individual board members. Any duty imposed upon the board, as a body, must be performed at a regular or special board meeting at which time a quorum is present and a motion is carried by a majority of the board members and must be a matter of record. The consent to any particular measure obtained from individual members when not in session is not an act of the board and is not binding upon the district. The board's work may be managed through committees, with decisions made by the full board based on committee recommendations.

2.A.6

Board Policies [2005](#) and [2035](#) as well as [Board Operational Procedure 2035](#) delineate the board's commitments to govern by policy and together lay out the process by which the board carries out its duty to establish, review, modify, and oversee all institutional policy statements.

As a whole, the 2000 series of board policies, board operating procedures, and administrative rules lays out the board's policies regarding its own organization and operation. The board establishes, reviews, and affirms or revises all college policies on a prescribed four-year cycle and recently completed a complete cycle of review in June of 2015.

2.A.7

The board is responsible for hiring, evaluating, and—if necessary—terminating LBCC's president. The president serves as the administrative head of the college and reports directly to the board. The administrative duties detailed in the president's job description must be accomplished consistent with board policy and the president's employment agreement.

The board, through its policies and practices, provides mutual clarity regarding the distinct and corresponding roles of the board and the president, ensuring that they together pursue the college's

mission, goals, and core themes and that their actions are consistent with the college's values. The specific operational means by which the board's expressed effects are pursued shall be the purview of the president and may be expressed in the form of administrative rules. The president's autonomy in conducting operations is limited by statute and the requirements of current CBAs.

The board appoints the president as clerk of the board, as provided by Oregon Revised Statutes. The duties of the clerk are outlined in Board Policy 2030.

2.A.8

The board assesses its own performance as a board in order to identify its strengths as well as areas in which it may improve its functioning (per Board Policy 2020). The ultimate goal of the process is to ensure that LBCC is a top-performing college that benefits its students and its community. The board conducts a self-evaluation prior to its annual planning retreat, which includes:
- developing a set of goals for the next year that are made available to the public and provide direction for the work of the board,
- allowing each member of the board to complete a board assessment survey,
- allowing community members, the president, managers, faculty, classified staff, and students who regularly interact with the board to complete an assessment survey, and
- discussing the evaluation findings.

2.A.9

LBCC's administrators:
- establish leadership and provide direction in overseeing the business of the college,
- develop and maintain guidance and support to the college in order to assure compliance with all federal, state, and college rules and regulations,
- are charged with planning, organizing, and managing the college and with assessing its achievements and effectiveness, and
- provide the needed financial information, tools, services, and support to enhance the college's ability to deliver and manage all vital and necessary programs.

Three vice presidents report to the president. The vice presidents oversee most activities at the college and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and core themes. The Director of Human Resources, the Director of Institutional Advancement and the Director of Development and Government Relations also report directly to the president. The three vice presidents are the Vice President of Academic Affairs and Workforce Development, the Vice President of Student Affairs, and the Vice President of Finance and Operations.

The Academic Affairs and Workforce Development Division develops a supportive structure that enhances college curriculum and new curricular initiatives, faculty hiring and promotion, support for faculty research and teaching, and the administration of all academic departments and programs, the library, and offices within the division of Academic Affairs.

The Student Affairs Division provides gateways to ensure that students have the opportunity to enter the college and the support and environmental structure to persist once there. It assists students in navigating

through college quickly and efficiently and in developing coherent academic plans, using resources effectively to achieve institutional goals, forging educational partnerships that advance student learning, and building supportive and inclusive communities. Two services—Advising and Partnerships—are integrated and shared by the Academic Affairs Division and the Student Affairs Division to engage and connect faculty, staff, and the community.

The Vice President of Finance and Operations ensures the provision of the financial information, tools, services, and support needed to enhance the college's ability to deliver and manage all necessary programs and operations. In addition to serving as the college's chief financial officer, the vice president oversees Facilities, the Business Office, the Information Services Department, the Office of Institutional Research, and the Safety and Loss Prevention Department.

2.A.10

LBCC employs a president who has a full-time responsibility to the college and serves as the clerk of the board. Dr. Greg Hamann has served as president of LBCC since February of 2010, after serving seven years as president of Clatsop Community College. State legislative policy and funding for Oregon's community colleges are a major focus for Dr. Hamann, but he is equally committed to developing stronger connections between the college and the communities that LBCC serves. The college continues to build community and workforce partnerships though efforts like the construction of the Advanced Transportation Technology Center, which focuses on alternative fuels.

Within the LBCC campus community, Dr. Hamann is actively focused on incorporating a strong commitment to completion through partnering with other colleges and state and national initiatives like the Pathways Project and the Voluntary Framework of Accountability (VFA).

Dr. Hamann has a doctorate in educational leadership from Gonzaga University and a master's degree in counseling psychology from Trinity Evangelical Divinity School. He earned his bachelor's degree in psychology and social studies at the University of Minnesota. In addition to his 16 years of service in community colleges, Dr. Hamann has taught middle school, lead counseling and residence life programs at Bethel College, served as chief administrative and financial officer at Northwest College, and directed student development, human resources, and other administrative services at Whitworth College.

At the state level, he serves on the Quality Education Commission, is a member of the Community College and Workforce Develop Outcomes Funding Task Group, is Treasurer of the Oregon Community College Association, and is a member of the Governor's Willamette Valley Regional Solutions Team. All of these state-level activities connect Dr. Hamann to the state's ongoing conversation about and implementation of the 40-40-20 education goal.

2.A.11

The college employs over 50 contracted managers and exempt staff, including deans, directors, and managers who oversee and support the day-to-day operations of their respective areas of responsibility (current organization charts can be viewed here). Managers work collaboratively across institutional functions and units to foster fulfillment of the mission and accomplishment of strategic goals and core theme objectives. Work groups and task forces are created as needed for special projects and initiatives. Managers are also active in their respective state-level groups.

The college is divided into three major operational units, each led by a vice president. Academic Affairs and Workforce Development managers include the Dean of Instruction, the directors of the two regional centers, and five academic deans: Academic Foundations; Business, Applied Technology, and Industry Division; Liberal Arts, Social Sciences, and Humanities; Healthcare; and Science, Engineering, and Mathematics.

Student Affairs includes the Enrollment Services Department; the Student Engagement Department; the Counseling Department and the Career Center; the Center for Accessibility Resources; the Diversity, Inclusion, and Equity Department; the Financial Aid and Veterans Services Department; the Student Assessment Department; and Student Life and Leadership, International Student Programs, Student Conduct, and Athletics. Two services are integrated and shared by Academic Affairs and Student Affairs to engage and connect faculty, staff, and the community. These are Advising and Partnerships, which includes the Degree Partnership Program with OSU, the High School Partnerships program, and Connections. Connections includes Athletics, Co-Curricular Clubs, Journalism, Music, Theater, and Student Life and Leadership.

Finance and Operations is responsible for Accounting and Budget, Business and Auxiliary Services, Facilities, Information Services, Institutional Research, and Safety and Loss Prevention.

Each dean and director has administrative and exempt staff to manage various departments and programs within their area of responsibility. Managers are hired through an open, competitive process. Position descriptions for all management and exempt staff positions are kept on file in the Human Resources Department. All managers set yearly goals with their supervisor and are evaluated through a newly introduced annual process that includes self-reflection and discussion with their supervisor.

2.A.12

Academic policies are available online for review by students, staff, and the community. Board policies and administrative rules related to academic affairs are detailed in the 4000 series. In addition, academic policies specifically relevant to students are found in the catalog (available in online and in print) and are also included on many of the student webpages. Furthermore, relevant academic policies are included in the Faculty Handbook.

The College Council is charged in part with the review, revision, and development of college policy and administrative rules. The College Council is broadly and inclusively representative of the college community. Representatives include faculty, classified staff, students, management, and other administrative positions. During the review process, the College Council recommends changes and additions to the LBCC Board of Education. Policy review is included on the agenda each month at the board regular meetings as part of the continuous policy review processes at the college.

2.A.13

LBCC library policies are available on the library's website. These policies are created, published, and enforced to educate library patrons on the use of an academic library, to protect college resources, and to maintain a welcoming environment (per Board Policy 4025). Library staff members regularly review and update these policies (per Administrative Rule 4025-01). As part of the college's regular review of administrative rules, the librarians have also reviewed and revised college copyright policies and other administrative rules related to the library.

2.A.14

Transfer credit policy and procedures (Board Policy 4020 and related administrative rules in the 4020 series) are published online. In addition, information about transferring credit is available for students during the application process. At that time, students are able to request a transcript evaluation by completing an online form. Transfer information is also available to faculty online.

LBCC accepts college-level credits earned in academic certificate and degree programs from colleges and universities that are accredited by regional accrediting associations, and have an "AG" symbol for credit acceptance as indicated in the *Transfer Credit Practices of Designated Educational Institutions*, published by the American Association of Collegiate Registrars and Admissions Officers. For matriculated students, transfer credits are transcripted when received, with the name of the institution and the number of credits listed. Transfer credits are not posted for non-matriculated students.

Lower-division credits may be transferred to most colleges throughout the United States. Lower-division students may transfer up to 108 credit hours to schools in the Oregon State System of Higher Education. Students planning to transfer credits to another institution are encouraged to work with an advisor when planning a transfer program. LBCC recommends that students contact the college or university to which they will transfer to acquire acceptance in planning appropriate classes for their program of study. The college maintains articulation agreements with many regional institutions.

2.A.15

Since the year three report, the college has reviewed and modified related board policies and administrative rules related to this standard. The revision process established a board policy that provides principles guiding the content of the Student's Rights and Responsibilities statement. The content of the Student's Rights and Responsibilities statement now resides in Administrative Rule 7030-01. Shifting the statement from a board policy to an administrative rule allows changes to be proposed to the College Council rather than the board. The college adopted a revised academic integrity administrative rule (7030-02) that more clearly defines expectations, violations, and the process for addressing violations.

Through the review of administrative rules, the college has recognized a gap in clarity regarding the appeal of a student's removal from an academic program based on academic performance. College leadership is reviewing process and policy options.

LBCC is currently in a lawsuit involving an alleged failure to make a reasonable accommodation and discrimination under the ADA that resulted in the student's inability to continue in the program.

LBCC has invested in software to allow for filing complaints and reports of suspected violations of students' rights and responsibilities online. Students can complete an incident form, which is then routed to Public Safety, Student Affairs, or the Human Resources Department.

2.A.16

The college has an open admissions policy, meaning that anyone may enroll at the college as long as the individual has a high school diploma or equivalent, enters the college through a campus high school

program, or is enrolled in GED or community education courses. Students must be admitted to the college if they plan to take more than five credits per term or seek a degree or certificate. Returning students do not reapply. Transfer students apply and may waive placement tests through the transcript evaluation process. Students enrolled in credit courses and/or who are degree-seeking take a set of three placement tests in reading, writing, and mathematics. A placement test in computer proficiency is available without charge. Placement tests are used to guide students to appropriate courses. Faculty and staff teach students, both online and in registration sessions, how to use placement tests to identify appropriate courses and course levels. Prerequisites and placement scores are enforced registration requirements; however, faculty may override a placement after review of a student's knowledge, skills, and abilities. Details about new student processes, admissions, and placement are available in the catalog as well as on the website.

Appeal processes and policies are available in [Administrative Rule 7030-01](). Suspension appeal forms are also available online. The Director of Enrollment Services manages academic suspensions and appeals in a fair and timely manner (within a week).

2.A.17

Since the year three report, co-curricular programs have moved forward with implementation of the changes begun in 2013. The Student Activity Program Budget Committee is now comprised of student government representatives, co-curricular student representatives, and co-curricular advisors. They have implemented a requirement that all co-curricular programs make annual budget requests supported with justification for funding requirements. This process now holds programs accountable for having a purpose and conducting related activity. This process has also resulted in ending some programs and reallocating resources to more productive ones.

An additional .5 FTE of a classified position has been added to Student Life and Leadership to support student clubs, co-curricular programs, and advisors.

Relevant board policies and administrative rules include:
- [7015-03 - Student Governance]()
- [7015-04 - Student Clubs]()
- [7015-05 - Co-Curricular Organizations]()
- [7020 - Co-Curricular Speakers & Organizations]()
- [7030-01 - Student Rights, Responsibilities, and Conduct Code]()
- [7030-02 - Academic Integrity]()
- [7030-04 - Expectations of Students on Field Trips and Other Official Off-Campus Activities]()
- [7030-05 - Student Conduct and Student Complaints]()

2.A.18

The Human Resources Department policies and procedures ([the 6000 series of board policies and administrative rules]()) are maintained on a regular basis per the college's board policy review schedule and incorporate feedback from both the board and the internal college community through the College Council review process, which runs parallel to the board's review schedule. In this manner, the authors of the policies gather input from multiple sources, including classified staff, faculty, management, administration, and students. The purpose of the policy review process is to ensure that the policies are written in a clear and

understandable manner and that they are consistent, fair, and equitably applied among the college's various populations. Access to all board policies and administrative rules are provided online to both employees and the community at large.

2.A.19

Each employee group is fully apprised of their conditions of employment. Terms and conditions of employment for contracted classified employees are contained within the CBA for the LBCC Independent Association of Classified Employees (IACE). Where the classified CBA is silent on terms or conditions of employment, LBCC board policies and administrative rules apply. Terms and conditions of employment for contracted faculty employees are contained within the CBA for the LBCC Faculty Association. Where the faculty CBA is silent on terms or conditions of employment, LBCC board policies and administrative rules apply. Terms and conditions of employment for management, exempt, and confidential employees, as well as all non-contracted employees, are delineated in LBCC board policies and administrative rules.

There are appraisal handbooks and process direction for classified, faculty, and management staff to ensure that evaluations are fair, consistent, and include elements that lead to professional development and goal setting. These handbooks are available to all staff through the website.

2.A.20

The Human Resources Department maintains and retains an extensive set of records related to payroll administration, recruitment/hiring, benefits administration, personal medical information (on some staff), performance management, and employment history. Department staff who are responsible for ensuring the security and confidentiality of records are fully trained and made explicitly aware of the sensitive nature of all the information they handle. Each appropriate job description clearly states the expectation of strict security and confidentiality of records. In addition, each staff member is asked to sign a personal statement affirming their commitment to security and confidentiality of records. Personnel files, employee medical files (where applicable), benefit administration files, payroll files, and other sensitive records are stored either in a records vault with carefully limited and monitored access or behind lock and key at individual work stations or offices. In addition, the college as a whole affirms its commitment to security and confidentiality of records through Board Policy 5090 and Administrative Rule 5090-01, which explicitly mention records related to payroll and employment and delineate measures taken to assure record security as well as steps to be taken in the event of an identified confidentiality breach.

2.A.21

The Executive Director of Advancement oversees publications and public information to ensure the college is represented clearly, accurately, and consistently. Information regarding academic programs and degrees is mainly communicated through the catalog and website. Information related to instructional programs and degrees is produced collaboratively by the Advancement Office and the appropriate instructional area and is reviewed by faculty and administrators as appropriate.

2.A.22

LBCC's commitment to ethical behavior with regard to the treatment of faculty and staff is reflected in the 1000 series of board policies and administrative rules as well as in the faculty and classified staff association CBAs. The college complies with all state and federal laws regarding equal employment opportunity, nondiscrimination, and rights to reasonable accommodations for disabled employees. Further, the college is committed to providing safe working conditions to all employees as well as rights of due process, right of privacy, rights of association, rights of academic freedom, and rights regarding materials contained in personnel files. In addition, the president does not allow any practice, activity, decision, or situation which is unlawful, imprudent, or in violation of commonly accepted business and professional ethics or is contrary to the provisions set forth in the board policies manual.

2.A.23

LBCC's Board Policy 1045 and Administrative Rule 1045-01 obligate employees to abide by the college standards of conduct. Board Policy 1020 ensures compliance with state regulations in regards to board ethics and conflicts of interest.

2.A.24

LBCC's Board Policy 4030 gives clear guidelines on the use of intellectual property within the daily work of the college.

2.A.25

LBCC's accreditation status is prominently posted both on the website and within the catalog.

2.A.26

LBCC ensures that contractual agreements are consistent with the goals of the institution, adhere to institutional policies and procedures, and comply with the commission's standards for accreditation. Relating to instructional contracts, when the college contracts with an external agency to deliver a class, the instructor is required to meet the college's minimum hiring requirements and the class is required to include the same student learning outcomes—with comparable measures of achievement—as classes taught by LBCC faculty. Relating to general contracts, LBCC utilizes a comprehensive review process to ensure scope of work, start and completion dates, and financial terms of each contract are consistent with adopted board policies and administrative rules (per the 6000 series). This process includes reviews by risk management to ensure insurance requirements are satisfied, legal counsel (as needed) to ensure legal sufficiency, and the institution's procurement specialist to ensure compliance with all statutory purchasing and contracting provisions.

2.A.27

The LBCC Board of Education affirms that faculty members and students have the right to pursue teaching and learning with full freedom of inquiry within the context of an approved course outline. This policy is detailed in Board Policy 4050. In addition, the faculty CBA includes further emphasis on academic freedom and responsibility as found in the free search for truth and its free exposition. Additional board policies and administrative rules related to academic freedom include:

- 1015 - Nondiscrimination and Nonharassment
- 1020 - Government Ethics and Conflicts of Interest
- 1045 - Standards of Conduct
- 1050 - Equal Opportunity Statement
- 4010 - Instruction and Curriculum Responsibilities
- 4015 - Instructional and Curriculum Change and Flexibility
- 4020 - Curricular Standards and Evaluation of Student Accomplishments
- 4045 - The Study of Controversial Issues
- 7030-01 - Students Rights, Responsibilities and Conduct Code

2.A.28

The college's support of independent thought is embedded within its institutional values. They are:

- Opportunity – we support the fulfillment of potential in ourselves and each other
- Excellence – we aspire to the highest ideal with honesty and integrity.
- Inclusiveness – we honor and embrace the uniqueness of every individual, and promote the free and civil expression of ideas, perspectives and cultures.
- Learning – we commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities.
- Engagement – we openly and actively connect as students, faculty, staff, and community.

The college's core themes further demonstrate this support of independent thought. Specifically, objective B of the Cultural Richness core theme states that "students will improve their ability to interact with values, opinions, and/or beliefs different than their own as a result of their experiences at LBCC." In addition, Board Policy 4045 states that "because an essential component of a strong educational program is the open exchange of ideas and because critical thinking abilities are needed for effective citizenship in our society, LBCC staff will encourage the study of controversial issues. Free discussion is a right extended to thoughtful citizens, but no one has the right to abuse this freedom by expressing views that are derogatory, malicious or abusive towards others."

2.A.29

Those with teaching responsibilities are assured of the right to interpret findings and communicate conclusions without being subjected to any interference, molestation, or penalization because these conclusions are at variance with those of constituted authorities or organized groups beyond the college (Board Policy 4050). Included with this right is the responsibility to study, to investigate, to present and interpret, and to discuss facts and ideas concerning human society and the physical and biological world in all branches and fields of knowledge. While striving to avoid bias, the faculty member may present the conclusions to which they believe the evidence points.

In addition, Board Policy 4030 provides explanation of policy related to copyrights, patents, and the development of instructional materials. Additional help for classroom instructors related to copyright is available on the website. These topics are also integrated into professional development programs that are provided for faculty.

2.A.30

The LBCC Board of Education has a series of board polices that guide the president and college administration in the oversight and management of financial resources. These polices are reviewed and updated on a regular schedule as part of the board's ongoing policy review cycle. Board Policy 3010 designates the college president as the responsible party for the administration of the college. Board Operating Procedure 3030-A requires the president to develop and submit the annual budget. Board Policy 2060 provides guidance to the budget committee. The board annually designates the budget officer through resolution. The business officer is responsible for accounting, investing, and maintaining all funds (Board Policy 5020).

The college has a history of strong and deliberate financial planning. A five-year financial projection model helps administration to plan proactively to keep resources and requirements balanced while maintaining a board-designated target for fund balance that provides a buffer for revenue declines. Projections for computer-related infrastructure and major maintenance needs are updated regularly and inform budget requirements. Roof replacement requirements are projected up to the lives of the roofs. Capital planning and related debt requirements are incorporated into the financial planning process.

The college's budget process is established by Oregon statute (ORS 294). The budget calendar is approved by the LBCC Board of Education. It outlines the elements of the budget process and assists administration to ensure legal compliance. Prior to the public budget process, the budget officer uses financial models to project the revenue and expenditure outlook for the subsequent fiscal year. In January, the board sets the framework for budget development, incorporating strategic plan elements as well as general budget direction. The proposed budget for the general fund is built based on the current year, accounting for known changes in personnel expenditures due to contractual obligations and adjustments for expected changes in benefits costs, materials, services, and capital outlay. Performance (for ongoing costs) and decision (for one-time expenditures) packages are used to address requests for additional budget authority. The budget team, consisting of the three vice presidents, the Director of Accounting and Budget, and the budget coordinator, works under the direction of the president and with budget managers in the divisions and departments to prepare an administration recommendation of a proposed balanced budget for review by the budget committee. The budget committee is comprised of the seven members of the board and seven appointed representatives of the community. The budget committee considers the proposed budget, approves it with any suggested changes, and then schedules a public hearing to be held prior to the board adopting the budget.

On an annual basis, the board provides authority for inter-fund borrowing, investment of funds, and depositories and authorized signatories. Board Policy 5020 and Administrative Rule 5020-01 provide the basis for oversight and management of college investments. Transfer of budget appropriations are authorized per ORS 294.463. Any resolution authorizing transfer of funds is brought to the board for approval at a regularly scheduled public board meeting.

Fundraising is the responsibility of the LBCC Foundation, and gifts and donations are accepted per the Foundation's gift acceptance policy (Administrative Rule 8010-01).

The college debt policy ([Board Policy 5025](#)) requires it to follow state law and to receive LBCC Board of Education approval prior to the issuance of any debt instruments. Additionally, the college is limited in the amount of bonded debt it may incur by [ORS 341.675](#).

Standard 2.B Human Resources

2.B.1

The college continually assesses staffing needs to assure its ability to meet the needs of students and to assure the overall allocation of personnel is aligned with the college's strategic goals. During the annual budget process, critical conversations take place between the president, vice presidents, and area managers regarding staffing needs. In addition, each department is committed to process improvement and training of its support staff to meet changing institutional needs. The hiring prioritization process begins with each department's review of needs based on outcomes. The rationale for replacing any vacant position is assessed in light of the college's mission, strategic goals, and values. Recommendations are communicated to the appropriate vice president, who then brings the recommendation to the executive team for review. The executive team meets monthly and makes final decisions on the filling of positions, subject to approval by the president.

A web-based applicant tracking system is used for all college hiring. The criteria, qualifications, and procedures for selection of personnel—along with the position description for each opening—is available on the applicant tracking system.

Position descriptions for all administrative and support positions were developed during a classification study and are reviewed as part of the employee's appraisal process and/or when changes in duties or responsibilities take place. Part of this periodic assessment focuses on a workload and staffing analysis, intended to determine whether workloads and staffing are aligned with strategic goals. Each position description reflects essential duties and responsibilities, authority, and the knowledge, skills, and abilities required.

2.B.2

The work performance of administrators and staff are evaluated on a set schedule and monitored by the Human Resources Department. The schedule and process for appraising administrators is contained in the MESA/Confidential Performance Review Process and includes options for feedback on administrative traits from colleagues, direct reports, supervisors, and the employee's self-appraisal.

The performance appraisal process for contracted classified employees is contained within the CBA for the LBCC IACE and the Classified Appraisal Process instructions.

Information gathered for the faculty appraisal process comes from many sources—learner/client, peer/colleague, support staff, administrators, and self-reflection. It is ongoing, formal or informal, and wide-ranging, providing a basis for professional growth and establishing a pattern of performance over time to be used for personnel decisions. The appraisal system nurtures new faculty by providing opportunities to enhance understanding of the mission, core themes, and the goals of the department, division, and college. Faculty are appraised on schedules outlined within the faculty CBA for the LBCC Faculty Association and the Faculty Appraisal Handbook.

2.B.3

Newly hired contracted faculty are provided with initial orientation and professional development training through the LBCC Instructional Strategies Institute (ISI). ISI is required for all contracted faculty in their first year of employment. The institute is sponsored by the Academic Affairs Office and is one element of LBCC's commitment to continuous improvement of instruction and instructor support services. Much of the content of ISI has been developed by existing LBCC faculty who also serve as guest presenters. LBCC has offered ISI for over twenty years, and it has changed and adapted to meet the professional development and orientation needs of both participants and the college.

Professional growth and development is the primary purpose for faculty performance appraisal at LBCC. Considerable effort is undertaken to employ faculty members who are fully qualified in their disciplines, who have demonstrated or shown potential for significant personal and professional growth, and who are committed to the mission and values of the college. It is expected that faculty members, whatever qualifications or experience they possess upon initial employment, will mature as professionals and continue to grow throughout their careers. It is through professional growth and wise personnel decisions that the college maintains and strengthens the quality of faculty at the institution. As part of the agreement between the college and the Faculty Association (articles 19 and 20 of the faculty CBA), the monies have been made available to support professional development opportunities for faculty. Administrative authority for these monies rests with the president following a review process by the Professional Development Committee. In addition, funds are available for professional development activities for part-time non-contracted faculty. Guidelines and instructions for each employee group are posted on the website.

Career and professional development for classified employees benefits both the employee and the college by providing the opportunity for eligible employees to obtain additional education, training, and experiences that will enhance their career potential. Professional development guidelines for contracted classified employees are contained within the classified CBA for the LBCC IACE. Article 14 of the CBA focuses on career development opportunities. The classified professional development fund exists for the purpose of helping LBCC contracted classified employees attend workshops, training, conferences, and classes that enhance their ability to perform their job or promote career growth. Guidelines are posted on the website.

The college is committed to providing opportunities for staff development necessary to ensure the management and exempt employees at LBCC will grow in their areas of responsibility. Employees have the responsibility and the opportunity to participate in professional development activities through professional membership and attending growth-oriented career workshops, seminars, conferences, and classes that enhance their ability to perform their job or promote career growth. Funds may also be accessed to provide tuition assistance for continuing education. The Management and Exempt Staff Association (MESA) Professional Development Committee administers college funds for this purpose through guidelines approved by the president. Time to attend workshops and conventions will be granted upon proper application, approval, and availability of college funds. Guidelines are posted on the website.

Additionally, all employee groups have access to the benefit of internal tuition waivers that may be accessed for the purpose of pursuing professional growth opportunities at LBCC. Tuition waiver benefits for represented employees are contained in the associations' respective CBAs. Tuition waiver benefits for non-represented employee groups are contained in Administrative Rule 6025-01.

2.B.4

LBCC employed 140 full-time contracted and 330 part-time non-contracted faculty members in 2014-15. Administrative Rule 4010-01 outlines the college's criteria for hiring and approving faculty. LBCC's faculty to student ratio is 1:20. The credentials of full-time and part-time faculty candidates are reviewed by the Human Resources Department, the Dean of Instruction, and the hiring committee. A list of contracted faculty members, with their degrees and conferring institutions, is included in the catalog.

2.B.5

Each faculty member creates a work plan with their dean at the end of spring term for the following academic year. The terms of the work plan are included in the faculty CBA. Teaching faculty have an annual 45-credit equivalency (CE) workload, with an average of 15 CE each term. For example, a faculty member who teaches three-credit classes would teach five classes each term. Non-teaching faculty, such as librarians and counselors, have a 33-hour workload per term. This means they are assigned to their primary work for 33 hours each week, with seven discretionary hours.

In addition to teaching, faculty are expected to keep office hours, advise students, attend department and division meetings, and serve on college committees. Faculty may receive release time or be paid on the overload scale if a specific duty takes an excessive amount of time to perform or if they are assigned to a special project.

Completed work plans are filed in the Academic Affairs Office. If a change has to be made in a work plan mid-year, the change is initialed by both the faculty member and the dean, and the revised work plan is kept on file.

2.B.6

The work performance of faculty is evaluated on a set schedule and monitored by the Human Resources Department. Faculty members are on trial service for three years and are evaluated each year. Once on a continuing contract, they are evaluated every other year until year ten and then every three years after that. Information gathered for the faculty appraisal process comes from many sources—learner/client, peer/colleague, support staff, administrators, and self-reflection. It is ongoing, formal or informal, and wide-ranging, providing a basis for professional growth and establishing a pattern of performance over time to be used for personnel decisions. The appraisal system nurtures new faculty by providing opportunities to enhance understanding of the mission, core themes, and the goals of the department, division, and college. The faculty appraisal process is outlined in the faculty CBA for the LBCC Faculty Association and the Faculty Appraisal Handbook. Currently, there is a committee made up of managers and faculty working to revise the appraisal process. That work will be completed in December of 2016.

The college believes that the appraisal process is an important part of professional development. Each faculty member sets goals for the academic year and reviews progress made during appraisal meetings. While concerns are addressed at appraisal meetings, the goal is to not have faculty hear about concerns for the first time at the appraisal. Such concerns are addressed at the time that they arise. When a problem persists, the dean works with the faculty member to create an improvement plan.

Standard 2.C Education Resources

2.C.1

LBCC offers a variety of degree and certificate programs in support of its mission. Programs are designed to meet the educational goals of students, whether that is transfer, employment, or skill enhancement. Programs and courses are guided by identified student learning outcomes. Courses are delivered via face-to-face, technology enhanced, and fully online.

LBCC offers the Associate of Arts Oregon Transfer (AAOT) degree and the Oregon Transfer Module (OTM), which satisfy the lower-division general education requirements of any institution in the Oregon University System. The Associate of General Studies (AGS) degree is awarded to students who complete a two-year curriculum and who most often want a specialized career interest not captured in existing college programs. The college offers an Associate of Science (AS) Oregon State Direct Transfer degree with emphasis options in more than 30 specific areas. In addition, the college offers 24 Associate of Applied Science (AAS) degree programs and 30 certificate programs in CTE areas. CTE programs prepare students to enter the workforce with appropriate knowledge, skills, and abilities tied to specific business and industry competencies.

CTE programs work closely with advisory committees to design programs that address the employment needs of students. The Curriculum and Scheduling Office provides program developers with a checklist and approval timeline to help guide the process. New program ideas are developed in close consultation with the appropriate advisory committee, the division dean, and the chief academic officer. The early stages of program development include labor market analysis, identification of student learning outcomes, curriculum design, and course development. In addition to guidance provided by the Curriculum and Scheduling Office, program developers are encouraged to reach out to the Workforce and Economic Vitality Council and the MAC Team as resources.

Once a new program idea is fully developed, it is presented to the Curricular Issues Committee for initial approval. The Curricular Issues Committee is an internal, faculty-led, curriculum review committee that is comprised of faculty representatives from transfer and CTE departments, along with several resource members from various other departments. The Curricular Issues Committee reviews all new and revised courses and programs and makes recommendations to the Academic Affairs Office. If the proposed program is approved by the Curricular Issues Committee, it is then forwarded to the college's executive committee for review and approval. If the executive committee approves, the proposed program is then presented to the LBCC Board of Education for approval. Once board approval is secured, the program is submitted to the Oregon Department of Community Colleges and Workforce Development (CCWD). New certificates and degrees are then submitted by CCWD to the Higher Education Coordinating Commission (HECC) for final approval before being submitted to NWCCU.

Program student learning outcomes for each program are included in the catalog for easy access by students. Course outcomes are stated on all course outlines, which are on file with the Academic Affairs Office, included in the catalog, and listed on the course syllabus.

Programs and courses are assessed regularly. The MAC Team provides support, guidance, training, and resources in the identification and assessment of outcomes. The Faculty Handbook details the important role that contracted faculty play in instructional development and assessment. Faculty participate in curriculum development, assessment of student learning outcomes, development and revision of course outlines, and updates in technological changes and developments in their subject area. Part-time faculty may also be included in review of curriculum, program, or course changes.

2.C.2

Each course offered at LBCC is required to list specific course outcomes on the official course outline. Student learning outcomes for each course are provided in the college catalog. Administrative Rule 4010-01 provides details regarding this requirement. Enrolled students have access to learning outcomes for courses through the catalog and the course syllabus. Guidelines for syllabus development are included in the Faculty Handbook and in professional development programs offered to faculty. In addition, some departments publish course outcomes on their department webpages.

Program-specific outcomes for all degrees are also included the catalog.

2.C.3

LBCC follows generally accepted practices for transcripting institutional credit based on the grading policies set forth in Administrative Rule 4020-10. Grading policies are published in the catalog and on institutional transcripts. Faculty base grades on student achievement relative to established learning outcomes. Learning outcomes are included on the official course outline guide and in the catalog. Each course is reviewed on a regular basis by qualified faculty members at the departmental level. Any modifications or changes are vetted through the college's Curricular Issues Committee and approved at the state level.

2.C.4

All degree programs offered at LBCC are approved at the state level, following the guidelines established by the CCWD. Prior to submission to the state, there is an internal review process by the faculty-led Curricular Issues Committee. The Curricular Issues Committee reviews general education and related instruction requirements and provides feedback to departments about breadth, depth, and synthesis of learning. Some disciplines, such as the sciences and mathematics, have more clearly defined progressions of skill development and content acquisitions. Many courses are sequenced and classes are easily identified along a progression from entry-level to advanced. This sequencing is more challenging in other disciplines, such as literature and the social sciences. To address this challenge, departments are using student success data, as well as other forms of evidence, to assess the alignment of prerequisite coursework. In addition, many departments have developed first-term advising guides as well as term-by-term advising guides for various programs.

In addition to the above, in fall of 2015, the college was invited to be one of 30 schools to participate in the Pathways Project led by the AACC. As part of this project, LBCC is participating in a series of institutes designed to support the creation and implementation of clearly structured program maps that lead students to completion.

The catalog publishes details for each degree program, including general education requirements, course sequencing, and other degree completion requirements. Specific details for students transferring to OSU are included in the program descriptions for the AS degrees. In addition, CTE programs work closely with industry through advisory committees to design programs and courses that enhance employability of graduates. Admission and graduation requirements are clearly defined and published in the catalog and on the website. In addition, students and advisors have access to an online degree audit system that details the graduation requirements for each degree. For programs that have additional admission requirements,

guidelines are available online, and dedicated program staff are available to assist potential students. All incoming students are assigned a faculty advisor, and an advising handbook has been developed to assist faculty when they are advising students.

2.C.5

Processes for curriculum changes are outlined in the Faculty Handbook and in the documentation provided by the Curricular Issues Committee. Any faculty member may bring ideas for new programs or program options to the attention of the division dean or the Dean of Instruction. The issues to be considered include:
- reason for new program
- impact on other programs
- estimated cost of program, including equipment and staffing needs
- employment data for program completers

Proposals for new programs receive extensive review by the division dean, the Chief Academic Officer, the Curriculum Manager, and the Dean of Instruction prior to being submitted to the Curricular Issues Committee for approval. Upon approval by the Curricular Issues Committee, proposed programs are then submitted for approval to the LBCC Board of Education. There are specific state guidelines to be followed and applications to be submitted in order to receive state approval for adding new programs or program options. The Academic Affairs Office provides assistance to each department throughout the curriculum development and revision process. Curriculum revisions occur on an annual basis and must be completed before catalog material for the upcoming year is due for submission. A course outline for any new or revised course must be submitted to the Academic Affairs Office. Only the revisions that have been approved by the Curricular Issues Committee and by the CCWD are included in the new catalog.

Deans hire, supervise, and appraise faculty. Faculty participate in the search process, serve on hiring committees, and recommend candidates for hire, thus enjoying significant influence in the hiring process. Applicants are screened initially by the Human Resources Department to determine if minimum standards have been met (Administrative Rule 4010-01). The hiring committee reviews the qualified applicants and determines which candidates to interview. At a minimum, the finalist's file is reviewed by both the Dean of Instruction and the Vice President of Academic Affairs and Workforce Development. When possible, finalists meet with either the Dean of Instruction or the vice president during the interview process. Commitment on hiring faculty follows board approval of the hire.

The college employs about 300-350 part-time faculty each year. Positions are advertised by the Human Resources Department, and applicants who do not meet the minimum qualifications are screened out (Administrative Rule 4010-01). Additional review and evaluation of an applicant's academic transcripts is performed by the Academic Affairs Office. The division dean conducts interviews and hires applicants as needed. Faculty, particularly department chairs, are often instrumental in this process. Depending on the urgency of need, the department chair may assume the lead role in the hiring process. Once hired, the supervisor or division's administrative assistant submits the necessary paperwork to the Human Resources Department to set up the new hire in the system.

The Faculty Handbook details the important role that contracted faculty play in instructional development and assessment. Faculty participate in curriculum development, program assessment of student learning outcomes, course outline revisions, and updates in technological changes and developments in their subject area. Part-time faculty may also be included in review of curriculum, program, or course changes.

2.C.6

Teaching faculty work in partnership with faculty librarians to integrate the use of library and information resources into the learning process. Librarians provide input into curriculum planning for college-wide student success efforts such as Destination Graduation, the mandatory first-term course for incoming college students. In the past, the librarians have also worked with academic departments to review and revise program and course-level student learning outcomes to ensure that information literacy outcomes were included. Information literacy is a stated outcome for the college's Writing program, most notably in English Composition (WR 121). Writing faculty worked with faculty librarians to develop an information literacy assignment and instruction session for all sections of WR 121. In addition to the Writing Department, faculty from a variety of disciplines request course-integrated information literacy instruction sessions, where librarians teach students to find, evaluate, and use information resources.

Teaching faculty collaborate with librarians to design research assignments that integrate library resources and address information literacy learning outcomes. Faculty direct students to use library resources by placing links to the library in their syllabi, instructor webpages, learning management system course shells, assignments, and other course materials. Faculty librarians work with teaching faculty to create course guides on the library's website. These LibGuides point students to information resources that will help them successfully complete their assignments. Faculty also work with librarians in library collection development by advising on purchase and discard of library materials in their disciplines.

2.C.7

LBCC offers a number of options for students to earn credit based on previous learning experience (Administrative Rule 4020-01). This type of credit is referred to as credit for prior learning.

Credit for prior learning is awarded based upon approved college policies and procedures, and—with the exception of the American Council on Education (ACE) recommendation for military credits—is limited to a maximum of 25% of the credits needed for a degree or one-year certificate. Credit is awarded only for courses within LBCC's regular curricular offerings. Student achievement of the learning outcomes for the course credit must be evaluated and documented as described below. Awarded credit is transcripted in accordance with standards established by the American Association of Collegiate Registrars and Admissions Officers and is notated on the student's transcript. LBCC makes no assurances regarding the number of credits to be awarded prior to the completion of the review process, nor makes any assurances regarding the articulation of credit for prior learning by any receiving transfer institution.

Credit for prior learning may be awarded through challenge exams, military credit, professional licensure, College-Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB).

Challenge Exam: Students may earn course credit by successfully completing an exam or skill demonstration. Challenge exam opportunities must be approved by the Instructional Standards Committee. Program faculty create exams that allow students to demonstrate mastery of course learning outcomes. They are responsible for monitoring the success of students in the next course. There is growing interest in developing additional exams that can accelerate student completion.

Military Credit: LBCC follows ACE guidelines in awarding credit for military training. Service members who present a DD-214 are eligible to be awarded three physical education activity credits. Official transcripts

from respective branches of the military are required. Faculty are involved in reviewing ACE recommendations for credit in relation to course outcomes.

Professional Licensure: Where appropriate, a professional license may replace up to 25% of the program credits toward an AAS degree or certificate program of 45 credits or more. The student must meet with the program faculty to determine the appropriate courses for which the student will receive credit.

CLEP: LBCC awards credit for courses articulated to CLEP exams. Students who meet requirements must submit official scores to receive credit. Accepted CLEP scores and the related credit awards are published on the LBCC website.

AP: LBCC awards credit for courses articulated to AP exams. Students who meet requirements must submit official scores to receive credit. LBCC follows the awarding guidelines as established by a statewide agreement among community colleges and public universities. Accepted AP scores and related course credit awards are published on the LBCC website.

IB: LBCC awards credit for courses articulated to IB exams. Students who meet requirements must submit official scores to receive credit. LBCC follows the awarding guidelines as established by a statewide agreement among community colleges and public universities. Accepted IB scores and related course credit awards are published on the LBCC website.

2.C.8

LBCC accepts college-level transfer credit from U.S. institutions of higher education accredited by regional accrediting associations (per Administrative Rule 4020-08). To have transfer credit evaluated for articulation to LBCC, official transcripts must be submitted to LBCC's Admissions Office.

All transcripts received by the Admissions Office become the property of LBCC. The Admissions Office will not provide copies of transcripts from other institutions. LBCC's Admissions Office is responsible for determining acceptance of transfer work to meet general education college requirements. Departmental faculty are asked to evaluate program-specific coursework for transferability.

International Transfer Credit: LBCC accepts college-level transfer credit from foreign institutions of higher education recognized by the Ministry or Department of Education of that country and listed in the International Handbook of Universities.

To have international transfer credit evaluated for articulation to LBCC, official transcripts and course descriptions must be submitted to LBCC's Admissions Office. Official transcripts and course descriptions must be in English. Non-English transcripts and course descriptions must be translated into English by a college-approved certified translator.

English Composition will not be accepted in transfer unless taken at an accredited U.S. college or university or an accredited English-speaking university.

2.C.9

LBCC offers two different transfer degrees with different general education core requirements: the Associate of Science (AS) and the Associate of Arts Oregon Transfer (AAOT). The AS degree is an associate degree program that allows seamless transfer to OSU. The 43-credit general education core of the AS degree maps directly to Oregon State's Baccalaureate Core. The AS general education core is divided into skills requirements in writing (6 credits), communication (3 credits), mathematics (4 credits), health and physical education (3 credits), and perspectives requirements in biological and physical sciences (12 credits), cultural diversity (3 credits), difference, power, and discrimination (3 credits), literature and the arts (3 credits), social processes and institutions (3 credits), and western culture (3 credits). General education learning outcomes for the AS are published in the catalog. In addition to general education core requirements, students preparing to transfer to the College of Liberal Arts at OSU must also complete a set of Liberal Arts Core requirements.

The AAOT degree is an associate degree that is accepted at all Oregon University System schools as meeting lower-division general education requirements. The AAOT general education core includes foundational requirements in writing (9 credits), communication (3 credits), mathematics (4 credits), health and wellness (3 credits), and general education discipline studies requirements in arts and letters (9-12 credits), social sciences (12-16 credits), sciences (16-20 credits), and cultural literacy (3 credits). General education learning outcomes for the AAOT are published in the catalog.

The Associate of Applied Science (AAS) degree is designed to prepare students for direct entry into the workforce. The AAS contains nine credits of general education (called related instruction for this degree). These requirement includes computation (3 credits), communication (3 credits), and human relations (3 credits). Related instruction learning outcomes for the AAS are published in the catalog. Some programs have specific computation, communication, and human relations requirements. These are specifically identified in program curricula and published in the catalog.

All one-year (45 credits or more) certificates include the nine-credit related instruction requirements described above and are published in the catalog.

2.C.10

LBCC's two transfer associate degree programs (the AS and the AAOT) have distinct general education requirements with associated learning outcomes. Learning outcomes for the AAOT were developed by a statewide committee and adopted by all Oregon community colleges. Because the outcomes were developed statewide and are part of a statewide transferrable degree, they are directly relatable to LBCC's Educational Attainment core theme. The AAOT is a single degree without specific programs or majors, so the program outcomes are identical to the general education requirements.

The AS degree is a direct transfer degree to OSU. Each category for the AS degree has identifiable and assessable outcomes. At the time of LBCC's year three report, OSU had criteria for general education courses but no outcomes. OSU has since developed outcomes for each AS category; however, LBCC has not yet adopted all of OSU's outcomes in order to maintain alignment between the AS and AAOT outcomes (many courses count for both degrees, so alignment of the outcomes is critical to ensure a reasonable number of outcomes to assess). Over the last two years, conversations between LBCC and OSU's Writing Departments have confirmed that the outcomes are close in spirit. LBCC and OSU are also collaborating on one specific category of the AS degree: Difference, Power, and Discrimination (DPD). After a year of

collaboration, the two institutions have adopted a model by which all of LBCC's current DPD courses will explicitly list OSU's DPD outcomes in the 2016-17 catalog, and OSU's DPD outcomes will become the AS outcomes by winter of 2017. Systematic work on the remaining categories of the AS degree is a goal over the next three years (the plan can be viewed here). LBCC's AS degree program outcomes are not yet consistently and explicitly mapped to the AS degree general education requirements. This is a specific goal of the team working on assessment for 2016-17.

2.C.11

The AAS degree and certificate programs of 45 credits or more contain nine credits of related instruction in communication (3 credits), computation (3 credits), and human relations (3 credits). When program appropriate, related instruction requirements may also include computer literacy, job search, safety, and environmental awareness instruction. Related instruction learning outcomes are published in the catalog.

Related instruction requirements may be met through specifically identified stand-alone courses, through contextualized courses designed to meet unique program needs, or embedded within program classes. To satisfy related instruction requirements, programs (with the assistance of advisory committees and/or the Curricular Issues Committee) select courses that are relevant to the success of their graduates. Each related instruction component has a set of guidelines that specify the assessable general learning outcomes that must be included in the course outline in order for that course to be approved by the Curricular Issues Committee as satisfying a related instruction requirement for a program.

For embedded related instruction, the number of related instruction credits met by a given course must be identified. In addition, the course description must clearly identify specific course content that meets the related instruction requirement. Furthermore, student learning outcomes must clearly demonstrate that the identified portion of the related instruction requirement is met. Each program is required to complete a related instruction matrix, showing how related instruction requirements are fulfilled. The related instruction matrix is kept on file in the Curriculum and Scheduling Office.

In general, the vast majority of programs address related instruction areas of computation, communication, and human relations by requiring discrete courses within the college's general education core or through stand-alone discipline-based courses. Where appropriate to the program, computer literacy, job search, safety, and environmental awareness are more often embedded within program courses in order to address unique program needs. Whether stand-alone or embedded, courses that meet related instruction requirements are identified in program curriculum and are published in the catalog.

Faculty teaching general education core courses, program courses satisfying related instruction requirements, or courses with embedded related instruction must meet minimum hiring standards as outlined in Administrative Rule 4010-01. In most cases, this requires a master's degree in the discipline (if teaching a transfer course) or demonstration of competency through a combination of education and professional work experience (if teaching a program course or a program course with embedded related instruction). In the case of embedded related instruction, the instructor must meet the minimum hiring standards for both the related instruction component of the course and the discipline-based components.

2.C.16

Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals. Non-credit classes offered through Business and Employer Services align

with LBCC's mission and goals by setting teaching standards that foster creativity, critical thinking, leadership, and success for all students. LBCC's business and industry partners expect and demand classes that meet or exceed these standards. Classes are designed and offered in response to the training and continuing education needs expressed by business and industry in the community. Business development, leadership, management, and interpersonal workplace skills classes are all in high demand, and offerings are well attended both through the Small Business Development Center, Professional Skills Development, and Contracted Training. Workplace skill development and industry-recognized credential classes in Wildland Fire Fighting, Pesticide Applicator, Forklift, Traffic Control Flagger, and Mechatronics are a few of the department's popular offerings to individuals wishing to improve their employability or build skills useful in their current jobs. The Small Business Development Center offers courses, seminars, and advising in formats that fit small business owners, enabling that segment of the population to access services that give them tangible help in improving their business success. The Family Connections Department offers workshops and short-term classes to working childcare providers. These are aligned with both Oregon's Childhood Care and Education training system and with LBCC's Child and Family Studies certificate and degrees. Intentional career pathways allow students to complete a credential through the Family Connections Department's offerings and then apply these toward state-approved awards.

2.C.17

The college maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses (per Board Policy 4010). Continuing education and special learning activities, programs, and courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities. The BES Department lead is a trained instructional designer and experienced teacher who oversees and monitors all Contracted Training and Professional Skills Development courses and instructors to ensure that content and instruction meet standards expected by business and industry partners. All instructors maintain their teaching credentials and currency through their industry's governing body or through ongoing professional development in their fields. BES faculty meet regularly to evaluate courses and teaching effectiveness and to plan future offerings. The SBDC director oversees all SBDC program, course, and seminar development, coaching instructors to the highest standards for academic quality. Though BES and SBDC courses are all non-credit, there is a standard process for ensuring all aspects of design, development, and delivery are consistently monitored and evaluated to ensure valid and meaningful learner outcomes. Instructors and business advisors are screened for appropriate knowledge and experience to deliver services that result in improved business performance for all clients.

2.C.18

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is:
- guided by generally accepted norms,
- based on institutional mission and policy (per Board Policy 4055),
- consistent across the institution wherever offered and however delivered,
- appropriate to the objectives of the course, and
- determined by student achievement of identified learning outcomes.

BES does not directly grant CEUs to students, but it provides documentation, course outlines, instructor credentials, and other information students can use in seeking CEUs from their professional associations or accrediting bodies. BES instructors who are contracted to teach courses that will be used to grant participants CEUs provide all relevant course details requested by the contracting organization or accrediting body. The Education, Child and Family Studies Department offers classes, often during summer term, for working K-12 teachers and instructional assistants needing CEU's. The Oregon Teacher Standards and Practices Commission awards CEUs on a clock-hour bases for participants enrolled in workshops and trainings. Participants in college-level classes earn two CEUs for every hour of class. This is to recognize the hours spent outside of classes reading, writing papers, and preparing for exams. Because participants get double the number of CEU's for college classes, this is a popular avenue for professional development. The department works closely with area schools to provide classes that are needed by employees.

2.C.19

The institution maintains records that describe the number of courses and nature of learning provided through non-credit instruction. BES tracks various course statistics, including number of courses offered, number of students served, and company satisfaction. In addition, students evaluate all classes for quality and value. All SBDC client registrations, whether for courses or seminars, are tracked in the federal data base, Center IC, and Banner. In addition, individual advising client interactions are documented in Center IC, and future impacts are tracked. Family Connections also documents training for each child care provider served. Family Connections also trains providers to develop professional portfolios that are used to document their applications to Oregon's Professional Development Registry.

Standard 2.D Student Support Resources

2.D.1

LBCC has added focused resources since the year three report to assist various student populations in support of the college's strategic goals of productivity and equity.

To address equity, LBCC's has established the Department of Equity, Diversity, and Inclusion. This department plays a critical role in creating change within the college to support the needs of various student communities. Beginning in fall of 2016, the college will also have a Hispanic Outreach and Retention Specialist. The position will focus on engaging LBCC with the fast-growing Hispanic population and will support Hispanic students as they navigate the campus, network, and are active in the life of the college.

The Office of Disability Services has now become the Center for Accessibility Resources (CFAR). This name change better describes LBCC becoming a low documentation service for all student experiencing learning difficulty. The college has added a position to work directly with classroom faculty members on tailoring their classes to meet students' accommodation requirements. The Support Lab is part of the CFAR, which continues to be a support space to teach students how to use various accommodations technologies.

A Veterans' Center was established in January of 2016 with cooperation of the Veterans' Club. It has community support agencies visit to assist with vocational rehabilitation benefits and temporary employment, and it is staffed with Veteran's Affairs-approved work study students.

To address productivity, several process and programs have been redesigned to improve the student experience and their ability to move through the college.

The Roadrunner Express Lab was created in Takena Hall to provide a number of self-serve computers for students who are applying for admission, registering, filing for financial aid, and utilizing other online services. The lab is staffed with trained student support.

The New Student Center (NSC) is an innovation that began in fall of 2015 and involved revamping the college's entry process. LBCC was not satisfied with the number of students lost between admission and registration as well as with the percentage of students who did not register for their writing and math courses in the first term. First, the college shifted the admissions fee to a first term fee, increasing the yield from application to admission to just shy of 100% as well as shifting the conversion from application to enrollment from 27% to 50%. Next, the NSC is available for appointments on an hourly basis, a change from the large orientations offered only on select days. The more individualized NSC experience involves clarifying their degree and major intent, which then leads to a faculty-recommended first term of courses that include writing and math. This experience has proved to significantly increase the percentage of new students enrolled in writing and math in their first term. Student satisfaction is very high, and most students report that they know the next steps to take before classes begin.

The Enrollment Services Department completed a review of processes and identified transcript evaluation as the largest bottleneck for entering students. The process created problems in financial aid and advising, confused students, involved both paper and electronic document management, and lacked communication to students about transcript receipt or a completed evaluation. The department invested in process evaluation and training on existing software to reduce the evaluation time from six or eight weeks to an average of a single week. Students now receive emails when transcripts arrive and are notified when they can view a completed credit evaluation online.

2.D.2

The LBCC Public Safety Office exists to provide a safe and secure environment for members of the LBCC community to study, work, and play. The Public Safety Department seeks to bridge the gaps and establish relations between the college community and the communities in which it resides.

A staff of officers provides 24-hour patrols in and around the Albany Campus buildings, allowing for prompt response to requests for assistance ranging from reports of possible criminal activity to vehicle accidents, emergencies, and possible safety hazards. The Public Safety Department informs students and staff of recent public safety incidents, offers tips on crime prevention and personal safety, answers questions regarding security and safety-related topics, and provides general information.

The staff is trained and certified through the State of Oregon Department of Public Safety Standards and Training. Officers have authority granted by the Oregon Legislature under ORS 341.300. Officers and office staff receive specialized training each year in first aid and CPR, emergency response protocols, hazardous materials procedures, applicable Occupational Safety and Health Administration requirements, defensive tactics, and alarm response procedures.

Timely Warning and Emergency Notification: In accordance with Board Policy 1030, Administrative Rule 1030-01, and the Higher Education Opportunity Act (Clery Act), timely warnings regarding a serious health or safety threat are confirmed by the Safety and Loss Prevention Manager and, after consultation with LBCC administration, issued by the Public Information Officer or the Safety and Loss Prevention Director to the college community. The notice is communicated as widely as necessary for the circumstances using email, emergency mass notification systems, the LBCC website, and the public address system.

Campus Crime Reporting: As required by the Jeanne Clery Disclosure of Campus Security Policy, statistics for the Annual Campus Security Report are derived from incidents reported to LBCC's campus security authorities (the Campus Public Safety Office, Counseling Center, Associate Dean of Student Services, all LBCC managers, coaches, and student club advisors) in cooperation with local law enforcement agencies. These statistics include anonymous and confidential reports. Reports of concerns, suspicious behavior, and criminal activities can be submitted directly to the Public Safety Office or via an online reporting system.

Statistics of criminal activity on campus and campus security policies are reported to the campus community through an annual report, distributed to campus authorities and available online. Additionally, information about public safety policies, services, programs, and training can be found on the Public Safety webpage.

Sexual Harassment/Assault/ Personal Violence: LBCC takes a proactive stance against sexual harassment, sexual assault, and personal violence per Board Policy 1015 and Administrative Rule 1015-01 as well as student protection under Title IX of the 1972 Education Amendment. Information about reporting protocols, disciplinary procedures, and resources is available on the LBCC website.

Inappropriate student behavior—both definitions and appropriate responses—are addressed in Administrative Rule 1015-01 and 7030-01 as well as in the Personal Empowerment Through Self Awareness training required of all new students and staff.

The Threat Assessment Team, a multi-disciplinary team, operates at LBCC to identify, prevent, assess, manage, and reduce interpersonal and behavioral threats to the safety and well-being of students, faculty, staff, and visitors. Individuals may report behaviors of concern to the Public Safety Office, a member of the Threat Assessment Team, or via the online report.

Video Surveillance Network: In 2012, LBCC standardized and centralized the video surveillance for all cameras on all campuses. In 2013, a video surveillance and recording system was installed to deter crime and assist the Public Safety Department in protecting the campus community and college property and is now operating in high traffic and risk areas in accordance with Administrative Rule 5045-07. Since then, the college has added cameras at the Lebanon Center, the Advanced Transportation Technology Center, and all new construction, and it will continue to add security cameras at existing facilities.

Master Security Plan: In June of 2015, a security consultant was hired to review the physical security of LBCC properties and the emergency response protocols. From that review, the college is developing a master security plan that prioritizes projects to address the recommendations of the consultant. As funding becomes available, projects will be completed according to the priorities determined by a planning committee. Such projects include installation of an access control system, expansion of the video surveillance system, installation of window security film in vulnerable and densely occupied areas, installation of bollards in front of a number of building and campus entrances, and increased Public Safety staffing for video surveillance and the safety of officers.

A centralized access control system is being introduced with all new construction. As funding becomes available, exterior doors on existing facilities will be added to the access control system for increased physical security, ease of granting and discontinuing access to individuals, and quick response for lock-down to an active shooter or other imminent danger.

2.D.3

Over the past two years, LBCC has changed its admissions process to allow easier access as well as a more informed decision by the students (per Administrative Rule 7075-02). With the creation of the NSC, students meet with staff and student ambassadors one-on-one to go over placement options, expedited remediation programs, and major selection. Now, students do not declare a major until they meet with a staff member in the NSC. From there, they enroll in a Destination Graduation course and are assigned a faculty advisor who works with them to create a comprehensive education plan (per Administrative Rule 4010-02).

2.D.4

When academic programs are suspended, LBCC follows the guidelines established by the CCWD (see Program Amendments, Suspensions, and Deletions), which includes the teach-out obligations. If needed, LBCC coordinates with other Oregon community colleges to identify courses that students could use to satisfy degree requirements. On occasion, courses are substituted to give students a clear path to program completion.

2.D.5

LBCC publishes a catalog that provides students and other stakeholders with current and accurate information that includes:
- institutional mission and core themes
- entrance requirements and procedures
- grading policy

- information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings
- names, titles, degrees held, and conferring institutions for administrators and full-time faculty
- rules, regulations for conduct, rights, and responsibilities
- tuition, fees, and other program costs
- refund policies and procedures for students who withdraw from enrollment
- opportunities and requirements for financial aid
- academic calendar

The current catalog—as well as multiple past years—are available online (the current year is also available in print at the LBCC Bookstore).

2.D.6

This information is published in the catalog for programs with related requirements, on program websites, and in promotional brochures.

2.D.7

Since the year three report, the following board policies and related administrative rules have been revised to reflect current principles, definitions, and processes:
- 7040 - Student Records and Disclosure of Student Records
- 7040-01 - Student Records and Disclosure of Student Records
- 7040-02 - Directory Information
- 7040-03 - Collection and Use of SSNs

2.D.8

LBCC's Financial Aid Office strives to ensure that all students are awarded the maximum federal and state aid that is available to them. The Financial Aid Office uses Banner as its financial aid management system. Banner allows the Financial Aid Office to build crosswalks with the Enrollment Services Department and the Business Office.

LBCC participates in the following federal programs: Pell Grant, Supplemental Education Opportunity Grant, and Direct Loans (subsidized, unsubsidized, and parent plus). In conjunction, the college awards Oregon Opportunity Grants to eligible students per the state's approval.

LBCC has developed a scholarship database that is maintained by the Foundation Coordinator. The Financial Aid Office has an advisor who is responsible for collaborating with the Foundation Coordinator to ensure that students are aware of the scholarship database as well as award scholarships to students.

The Financial Aid Office has four Financial Aid Advisors, two Financial Aid Processors, one Financial Aid Assistant, one Veteran's Specialist, one Assistant Director of Financial Aid, and a Director of Financial Aid and Veterans.

All LBCC students have access to the Financial Aid webpage, which allows future and prospective students to learn the processes for applying for financial aid at the college.

2.D.9

LBCC informs all students who receive federal or state federal aid of their repayment obligations within the established federal guidelines. The college has partnered with American Student Assistance to use their debt management tool (called SALT).

In conjunction, one of the Financial Aid Processors works with all students who exit the college. A graduation report is shared with the Financial Aid Office each term. The Financial Aid Processor contacts the students via e-mail or mails out a packet to all students who have either applied for graduation or dropped below six credits. The process has helped the college ensure that students are aware that they are exiting LBCC with student loan debt. Students are strongly encouraged to use the National Student Loan Database System to view their federal student loans.

2.D.10

Administrative Rule 4010-02 affirms LBCC's commitment to advising, last updated in 1997. The Advising Committee, created in 2011, is made up of eight faculty members from across campus and has worked to design and improve a campus-wide academic advising system. The committee also submitted a revised administrative rule for approval by the College Council. With assistance from the National Academic Advising Association, the college created an advising philosophy statement:

> *Academic advising is the process of helping students match the college's resources to their own education needs and career goals so that they get the maximum benefit from their college experience and, at graduation, are prepared for life after college. Faculty advisors help students plan their academic careers through the creation of a partnership. This includes preparing for registration, resolving academic problems, and offering academic/educational/career advice. Faculty advisors should also be able to assist students with planning for internships and employment opportunities within their disciplines as well as advising about baccalaureate and additional career/technical school applications. In addition, faculty advisors should listen carefully when students reveal personal problems affecting their success and, when necessary, make referrals as appropriate.*

The Advising Committee worked closely with the Destination Graduation Committee to incorporate advising into the first term course for new students, beginning fall term of 2012. Assigning a specific faculty advisor to each newly admitted student was an especially important goal for both committees. Matching a student's specific major to a faculty advisor was the ultimate goal; in addition, using counselors' expertise in advising undecided students through career investigation was important.

The Advising Committee was then challenged in September of 2015 by college administrators to take advising to the next level. In response, it suggested in February of 2016, the creation of an Advising Center. The Advising Center would be staffed by faculty advisors representing all divisions, thereby joining the strengths of program faculty advisors, general faculty advisors, and career exploration advisors to focus specifically on entering students. Program faculty advisors would participate on a rotating basis, eventually filling up divisions with well-trained and experienced advisors. The Advising Center would be centrally located as well as the headquarters for an early alert system implemented for strategically chosen classes, creating a support component to assist faculty advisors in early intervention.

Eventually, students will transition to individual faculty advisors in their chosen field of study. It addition, this will expand the college's capacity to assign a specific advisor to more than just students taking Destination Graduation, explore early alert interventions, and continue, enhance, and expand the proactive, intrusive, and developmentally appropriate advising strategies currently being used.

The goals for the Advising Center are:
- establish a clear, visible, and easy-to-identify location for first-year advising
- create opportunities for multiple contacts with students and establish a strategic relationship for maximum advising influence in early terms
- intervene early for classroom non-attendees and under-performers through an early alert system and intrusive advising, resulting in higher performance and reduced financial aid appeals
- challenge student thinking related to career and major selection, expose students to multiple strategies to determine best fit, and determine appropriateness of selection based on abilities, personal characteristics, and values; this should reduce number of major changes and increase satisfaction with selection and completion of degrees
- transition students from Advising Center advisors to major-specific advisors when appropriate, using criteria developed by individual programs
- expand capacity to assign specific advisors to more than only Destination Graduation students, thereby advising all degree-seeking students without regard to enrollment status or entry term; in addition, scale capacity to serve special populations in inclusive and culturally appropriate ways
- enhance intentional training of advisors to build skills in developmental, proactive, and intrusive advising, including relational skill building; career exploration and confirmation; content-specific expertise for advising, career, and life decisions; and use of tools and technology
- operate Advising Center between terms and during summer on a reduced schedule, staffed by one advisor per day (two advisors prior to financial aid deadlines)

Over the last four years, determining accurate major codes (used to assign advisors) has been a constant burden. Each year, LBCC makes adjustments in strategy and technology to improve the process. Another challenge was the realization that students do not participate in optional activities. As a result, LBCC now requires students to take Destination Graduation as well as see their advisor and develop an education plan. This decision has called on the expertise of the IS Department to support the technology required.

The Advising Committee, during each in-service, has trained faculty in the tools and information needed to provide sound educational planning and academic advice. There are also many resources for advisors on the [Advisor Resource webpage](). Additional training and resources will come with the creation of a full-time faculty position, called the Advising Coordinator, in fall of 2016.

The Advising Committee has outlined the advising strategies and processes in an advising policy, vetted and approved by division deans. It is clear that support from administration is paramount to establishing a successful advising strategy that involves faculty.

Technology has been an on-going challenge throughout the advising implementation process. Advisors incorporate many different advising tools into their meetings with students. Most of these advising tools have a unique purpose, requiring a unique login, a unique PIN, and a distinctive list of access instructions. Although useful for students, the collective tools do not speak to each other and do not allow the college to collect usable data. To remedy this situation, LBCC has purchased DegreeWorks, which will replace these disparate tools with one unified system (although it will require a four-year implementation process).

Process adjustments made in the 2015-16 academic year included:

- allowing major and advisor changes only before the third week of term in order to give the system stability for both staff and students
- testing a manual early alert system in selected math courses
- requiring a small pilot of students to obtain registration PINs from their advisors

2.D.11

Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately (per Board Policy 7020). Primary oversight of co-curricular programs is provided by the Associate Dean of Student Engagement in collaboration with the Student Life and Leadership Team. The associate dean is the manager of Student Life and Leadership, which houses student government, student activities and events, clubs, co-curricular programs, a student-run business (The Hot Shot Café), and the student union.

Co-curricular programs are designed to enhance learning and student development and engagement. In 2012, faculty, management, and students created a new vision for co-curricular programs to align more closely with LBCC's goals and values. That process created a team to oversee co-curricular organizations, including the budget, activities, and review process. The oversight team is composed of one manager, four faculty members, the Finance Director of the Student Leadership Council, and four additional students (two from clubs and two from other co-curricular programs). Co-curriculars are expected to create activities and opportunities for students to apply knowledge and skills learned in the classroom to learning opportunities outside the classroom and in settings where they form relationships and learn to work with other students and advisors.

As a result of the new vision and design, new board policy, administrative rules, and operating protocols were written that lay out the process by which the college holds clubs and co-curricular programs to high standards with specific outcomes. Funding will be awarded to groups that demonstrate direct value for students in the group and general value for the student body and college community. Funding for co-curricular activities is tied to academic standards. Each group is expected to work to improve student retention and student success in the classroom by engaging students outside the classroom. All expenses are audited through the Student Life and Leadership Office and monitored by the Associate Dean of Student Engagement.

All programs must follow board polices, administrative rules, and departmental policies and procedures as set out in college publications and training materials. Regular advisor training and student leader training is also conducted. Co-curricular learning programs are open and available to all students and organized with ties to an academic department. Co-curricular programs are supervised by a faculty advisor. Program activities and events are created and planned through student-faculty collaboration. Beginning in spring of 2015, co-curriculars are required to undergo program review once every three years. The oversight committee examines whether the co-curricular program is delivering the educational experience and engagement it promised to deliver when created and funded. Students who receive talent grants are required to account for their leadership and contributions to the college. Program review is required for a program to be eligible for continued funding on a student-fee funding model.

Athletics is considered a co-curricular learning experience at LBCC. The Athletic Director provides leadership for the college's athletic teams following the guidelines set by the NWCCU. As part of the budget reductions experienced in 2012-13, the athletics program was reduced from four teams to two: women's volleyball and men's basketball. In the spring of 2015, LBCC added a baseball team as well as a women's basketball team in

the 2015-16 academic year. These teams and coaches are expected to produce students who are progressing toward certificates and degrees (for more on athletics, see 2.D.13).

Clubs are organized by a student-led petition process. They are governed through the Student Leadership Council and its subordinate oversight group, the Council of Clubs. A staff member serves as the Club Coordinator, monitoring all expenditures and activities. Clubs must verify that they are active and have adequate membership each year by submitting evidence to the Club Coordinator. Clubs are open to all who choose to belong and support the specific club mission, consistent with the inclusiveness value of the college. Clubs are expected to create social opportunities, build community and civic engagement, and allow individuals with shared interests to explore those interests. A staff member advises each club and oversees all spending transactions prior to their submission for approval to the Associate Dean of Student Engagement. Clubs are eligible to receive $100 per year as seed money; club members raise funds to supplement budgets. Clubs often earn additional funds by sponsoring and working at courtyard lunches on the Albany Campus. Clubs may request up to an additional $500 in a club grant for a special community activity.

Student governance at the college is led by the Student Leadership Council. The council conducts business, both governance and social activity planning, through open meetings and in small work groups. The council allocates student fees for student governance initiatives and student event programming. A Finance Committee and a Judiciary Committee execute oversight of council spending and accountability for actions. The Student Leadership Council has input on spending student fees for other student-approved programming and has supported the costs of graduation, events, and activities, including blood drives, educational gatherings, voter registration drives, and other emergent services. Student governance at the college is an educational and leadership development program committed to excellence, learning, and engagement. Students engage in conversations and trainings to improve their capacity to embrace diversity and to be culturally fluent. To serve on the council, students must be in good academic standing and promote the values of the college. Student leaders learn about college policies and rules, to help other students navigate the college, and to give voice to student needs and concerns.

2.D.12

The college has three auxiliary operations: the Bookstore, Food Services, and Printing Services. Overall, the auxiliary operations are responsible for generating sufficient revenues through sales of goods and services to cover personnel and all other expenses. All three auxiliary operations make annual payments to the college for overhead as well as a percentage of their profits. College operating funds are not used to support Printing Services or the Bookstore; however, Food Services is integrated with the Culinary Arts Department, sharing staff, coordinating food purchases, and otherwise enhancing the quality of both programs. The Bookstore, Food Services, and Printing Services seek student and customer input regularly through surveys and other feedback opportunities and make adjustments whenever possible. The auxiliary services are proactive in providing value to customers, such as book rentals and online price comparisons in the Bookstore or the introduction of composting and compostable elements in Food Services. All auxiliary services exist to support the mission of the college, its students, and its employees.

Bookstore: The Bookstore supports the college mission by providing excellent service and reasonably priced educational materials to the campus community. The Bookstore has locations at the Albany Campus as well as the Benton and Lebanon Centers. In addition to acquiring materials at these physical locations, students may place online orders for shipment to their homes. The Bookstore provides new, used, rental, and e-book

textbooks, agency/scholarship charging, and a textbook buyback program. Additionally, it offers general merchandise, educational supplies, computers, electronics, software, and sundries and snacks.

Bookstore staff work closely with faculty and administrators regarding purchasing educational materials. Likewise, the Bookstore meets regularly with Student Life and Leadership concerning textbook affordability. Bookstore management is active in campus efforts to provide open educational resources (OERs) to hold down student costs. The Bookstore seeks input from students, faculty, staff, and administrators through the Bookstore website, Facebook, text messages, and email.

Food Services: LBCC provides retail dining services and catering services at the Albany Campus and vending services at all college locations. Food Services operates the Commons Cafeteria, Courtyard Café, and Santiam Restaurant in partnership with the Culinary Arts Department. This partnership is unique in that the central kitchen is both a classroom and a working commercial kitchen that offers a rich learning experience for students. The learning environment has been enhanced with the 2016 opening of a new demonstration kitchen that allows instructors to demonstrate techniques in a classroom setting. The excellent food provided through this collaboration, offered at or below market pricing, increases the cultural richness of the campus and attracts individuals to LBCC. The Santiam Restaurant serves coffee and pastries each morning and offers a fine dining experience for lunch.

Food Services has taken a leadership role in the support of sustainability and offers compostable bins to dispose of recyclable food waste and specific compostable paper and plastic products. Additionally, it has partnered with the Horticulture Department in serving and highlighting organic produce grown at the college. Food Services collaborates with the LBCC Foundation and Student Life and Leadership in offering reasonably priced catered events for alumni and students. It requests feedback from all customers at the point of sale and through its website, email, and Facebook.

Printing Services: Printing Services supports the mission of the college by supplying design, printing, and copying services to the college community and to non-profit organizations in the district. In addition to a central location, Printing Services manages a fleet of copiers throughout the college. Printing Services also oversees coin-operated copiers for student convenience and serves students by providing a one-stop printing center. Ordering is available at the Albany Campus and online with daily delivery to all centers. Services include syllabus and classroom-handout printing to help instructors provide quality education to their students, affordable course-packet printing for student purchase at the Bookstore, variable data printing, bindery, and poster printing. Printing Services conducts an annual comparison of prices and adjusts accordingly to remain competitive and to provide reasonably priced educational materials for students. Printing Services seeks input from customers at the time of sale and provides detailed information on the printing services website regarding services.

2.D.13

Intercollegiate athletics and its related financial operations are consistent with LBCC's mission and core themes. Athletics is committed to serving the district by giving recruitment preference to local students. The recruitment criteria require that 40% of student athletes be from the district or contiguous counties and that 80% are from the state of Oregon. The college has set an expectation that 50% of student athletes will complete their educational goals at LBCC (graduation or transfer to four-year institution). Intercollegiate athletics supports this mission by providing athletes with structured learning activities that teach and promote responsibility, team work, ethical conduct, problem solving, punctuality, work ethic, integrity, and concern for quality. The purpose is to provide athletic activities that are both challenging and competitive

for participants and encourage academic and personal growth. LBCC measures the academic progress of student athletes through use of the Athletics Data Dashboard, which is updated each term and tracks overall alignment with college goals. The dashboard includes recruitment demographics, averaged GPA, progress toward momentum and milestone points, completion of key courses, average study-table time, campus and community engagement activities, graduation and transfer rates, and retention rates. Administration meets with the Athletic Director and coaches each term to review dashboard data and discuss plans for improvement and progress.

The Athletic Director is responsible for the program, which reports to the Associate Dean of Student Engagement. Rules for academic eligibility and tuition waivers are set by the Northwest Athletic Conference (NWAC). Academic eligibility is verified by the Director of Enrollment Services. Financial aid and tuition waiver awards are approved by the Financial Aid Office prior to approval by the NWAC Office.

Co-curricular organizations and their related financial operations are consistent with LBCC's mission and core themes. Co-curricular organizations are closely tied to academic programs and provide both a learning experience and camaraderie among students who share similar academic interests. Co-curricular activities allow students to become deeply involved in their education by offering hands-on opportunities for learning, performance, competition, and travel. Co-curricular funding originates from student fees, and as student-fee-based programs, co-curricular organizations must present and justify their budgets to a Co-Curricular Budget Committee of student representatives and faculty advisors. The budget committee is chaired by the Student Leadership Council Finance Director and has as its membership four student representatives and four faculty advisors. The Associate Dean of Student Engagement acts as an advisor to the budget committee and ensures that the committee meets to hear requests from co-curricular organizations, administers necessary business for co-curricular organizations, and makes recommendations for continued funding to the Vice President of Student Affairs.

Co-curricular organizations allocate talent grants (tuition waivers) to qualified students. The college has documented criteria for the awarding of talent grants that include a minimum GPA, minimum credit commitment to the institution, expectations for awardees, and a limit on how often an award can be given to individual students. Co-curricular advisors, the Office of Student Affairs, and the Financial Aid Office validate the eligibility and approve students to receive talent grants each term.

2.D.14

For distance learning courses and programs, LBCC provides students with a unique username and password based on their official admission and registration records. The initial password expires on first login, and a new password must be created by the student. Any assistance provided to the student regarding their account requires the student to verify their identity. The student must enter their username and password each and every time the student enters into a distance education course. More information can be found on the eLearning webpage. There are no charges associated with the identity verification process. Students who wish to have their exams proctored follow LBCC-approved procedures, show proof of current enrollment, and provide photo identification.

Standard 2.E Library and Information Resources

2.E.1

For the past several years, the [LBCC Library](#) has focused on aligning its activities with the college's core themes. Most of the library's resources and services were already aligned with the educational attainment objectives, so the library has now been attempting to assess how effectively library resources and services contribute to student success (see 2.E.4).

In 2015, the library conducted an extensive analysis of the 33,000 items in its physical collection. The data gathered in the report demonstrates that the collection is comparatively well-used and is well-aligned with user needs and interests. The reserves collection is the most heavily used portion of the collection, accounting for 6,594 circulations out of 14,002 total last year. Although the currency of the collection has been steadily improving, there are still some areas of the print collection that should be updated.

The library's subscriptions to electronic resources provide a greater variety of current materials. Library users have unlimited access to over 136,000 e-books and 117,000 electronic journal titles. The shift in focus to electronic resources has not only increased the currency, breadth, and depth of the collection but has also improved point-of-need access to information resources for all LBCC students, especially distance students and those at the centers. Usage of the library's electronic resources also demonstrates their growing importance, with 48,890 e-book chapters and 39,191 articles accessed last year. The upcoming year's implementation of the library's new open-source discovery layer, FindIt, is expected to dramatically increase usage of the library's electronic resources.

In addition to the collection and instructional support of LBCC's academic programs, the library's focus on educational attainment also broadened to the needs of the college's non-credit students. For example, the librarians created a "Readers Collection" aimed at the college's growing population of English language learners as well as Adult Basic Skills and Developmental Studies students. Librarians have also been teaching a basic computer skills course for such students. The library department chair also served on the statewide Developmental Studies Task Force.

Librarians have also been on the forefront of textbook affordability efforts as another avenue to increase student access and success. Librarians chair the Textbook Affordability Steering Committee and the Open Educational Resources Best Practices Committee. By encouraging faculty to replace textbooks with e-books accessed through the library's databases, the LBCC Library is saving students up to $125,000 per year. The librarians have applied for a Library Services and Technology Act (LSTA) grant to expand this program to all of Oregon's community colleges. In early 2015, librarians began to promote the use of open educational resources by offering trainings, providing support, and creating an OER interest group and related web pages. Since then, the adoption of OERs has exploded, saving LBCC students up to $500,000 per year. In the spring of 2016, LBCC librarians partnered with librarians at two other community colleges to apply for a $300,000 Achieving the Dream OER Initiative grant to create an OER AAOT degree.

The library has also been at the center of college efforts related to the cultural richness. When the college adopted its five values two years ago, library staff embraced the value of inclusion, making it a goal to host at least one event with a cultural literacy learning outcome per term. The library also secured a grant to increase understanding of the issues that transgender and gender nonconforming people often encounter. In the past two years, the library has facilitated the following:
- a panel on improving services for transgender students (winter 2015)

- weekly culture tables at the Diversity Achievement Center, bringing together international and local students to share information about each other's cultures (spring 2015)
- sponsorship of culture tables with the inclusion of students from LBCC's English Language Acquisition program (fall 2015)
- a display of Japanese art and artifacts (fall 2015)
- a student panel sharing information about hijabi practices (winter 2016)
- a lecture on transgender health (winter 2016)

To help increase the economic vitality of the community, the library received a two-year LSTA grant. In the first year, the grant allowed the libraries in the towns of Scio, Harrisburg, and Sweet Home to migrate to the Linn Libraries Consortium's shared integrated library system. In the second year, the consortium libraries began resource sharing via courier delivery. This resource-sharing project has greatly increased the number of books available to the patrons of all participating libraries; for LBCC students, access to materials has increased nearly eightfold. The LBCC Library has always served the greater community by providing library services to any member of the public. Now, most residents of Linn County can also have LBCC Library resources conveniently delivered to their local library.

2.E.2

Library employees meet weekly to discuss problems and make decisions collaboratively. Decision-making is based on a variety of data, including usage statistics, customer surveys, informal feedback, and employee observations (see the Library Material Selection and Collection Development policy). For example, after collaborating with several campus departments to track and analyze computer usage statistics across all campus computer labs, the library discovered that it would be possible to absorb all of the disparate labs and computer support services into a single service point in the library. By partnering with the IS Department, the library was able to expand its hours by 19 hours per week and student computer support services by 40 hours per week.

Every day, the library takes hourly headcounts and uses online forms to track technical and reference questions. Expanded library hours were determined based on usage statistics and user feedback. The expansion of library weekend hours to both Saturday and Sunday was determined by student survey.

In the spring of 2015, the library received hundreds of comments related to library services and staff on the Campus Environment and Student Services Survey. This user feedback has been very valuable as the library staff sets goals and makes plans for the future. Several themes have been identified (e.g. the importance of mitigating problems with the campus printing system and the need for more quiet study space). Because the feedback was so helpful, the librarians have been designing several different ways to solicit open-ended feedback from users, including point-of-use feedback forms and focus groups.

Five years ago, in response to budget cuts and personnel shortages, the library staff examined workloads and workflows to determine how to increase efficiency and maximize patron value. After examining the library's work and its value, the librarians developed a plan to remedy several major problems and improve library services. In the past five years, the LBCC Library:
- became a founding member of the Linn Libraries Consortium and began sharing library resources across Linn County
- migrated to an open-source integrated library system
- began consortium-wide training, improved the system catalog, and implemented authority control
- increased access to e-books and other electronic resources

- received supervision of and expanded student computer support services
- hired an Electronic Resources Librarian and increased overall staffing
- implemented an open-source discovery layer
- weeded and updated the entire print collection and did an extensive collection analysis
- expanded library hours
- began planning for the expansion of library services to the centers in Lebanon and Corvallis

2.E.3

The librarians staffing the reference desk provide point-of-need research help and instruction in person as well as by phone, email, or chat (see LBCC Library Instruction Services). The availability of this one-on-one support has increased by 22 hours per week in the past five years. Faculty librarians collaborate with academic departments and classroom faculty to provide class-integrated information literacy instruction to students. LBCC librarians have continued their work with the college's Writing, Developmental Studies, and High School Partnerships programs to teach information literacy skills and concepts necessary for students to succeed later in college. In addition, LBCC librarians have collaborated with faculty members from a variety of disciplines to provide information literacy instruction tailored to their curriculum. Librarians consult on information literacy standards and curriculum at the Information Literacy Advisory Group of Oregon and the Oregon Writing Educators Advisory Committee.

The three-year vacancy of a full-time library faculty position and the subsequent restructuring, including the added responsibility of student computer support services, led to a dramatic decrease in the number of instruction sessions. The instruction program reached its nadir in 2014-15, with only 71 sessions taught, a 54% decrease from the peak in 2008. The recent addition of a third full-time librarian and the dedication of a computer classroom for library instruction will allow the librarians to begin to rebuild the instruction program. Librarians have also begun mapping course learning outcomes and will begin promoting tailored instruction for courses with information literacy-related outcomes. For two years, the library has been surveying incoming students about their information literacy skills as part of Destination Graduation. Librarians are planning to work with faculty to create targeted instruction that will increase capacity for skills identified as the most vital. With the implementation of these new plans, the librarians expect to see an increase in their instructional services.

Meanwhile, librarians have continued with their curriculum support work, most notably in the area of OERs. Librarians are working with faculty across the college to integrate online resources from the library's existing subscriptions into classes and to help faculty adopt OERs in their courses. To date, librarians have worked with over 40 faculty members and expect others to consult librarians as they begin considering OERs.

The campus bond project has provided the opportunity for the expansion of library services across the service district. Librarians have been instrumental in helping design a Library/Learning Center space for the new Healthcare Occupations Building in Lebanon. A librarian is part of the design committee for the expansion of the Benton Center as well. Librarians are working with Learning Center staff to design an expanded facility that will include library services.

2.E.4

The library uses a variety of methods to assess the quality, adequacy, utilization, and security of library resources (see Board Policy 4025). The librarians maintain a timeline to systematically inventory, weed, and

update the entire physical collection on a five-year cycle. The print periodical and reserves collections are reviewed and updated at least once per year, with the input of interested faculty. Librarians review monthly and yearly bibliographic, circulation, interlibrary loan, and database reports to make collection management decisions.

The librarians carefully reviewed the results of recent collection analyses and have begun to make adjustments to acquisitions and collection management practices. For example, the librarians are using the data analysis this year in the review and update of resources in Language/Literature and Medicine. The librarians are planning to conduct an analysis of electronic resources and incorporate this data into the print collection analysis for a more comprehensive picture of the quality, adequacy, and utilization of the library's resources. The library plans to conduct a collection analysis at least every five years.

In May of 2015, LBCC conducted the Campus Environment and Student Services Survey. This survey will be conducted every three years. Respondents expressed very high satisfaction with library services:
- 94% of library users were either extremely satisfied or mostly satisfied
- 6% were somewhat satisfied, and only 1% were not at all satisfied
- Nearly all library users agreed that the library staff is helpful (98%)

In the five years since the survey was last conducted, there has been a 7% increase (from 79% to 86%) in the percentage of respondents who reported using the library and a 12% increase in the percentage of respondents who have used the library multiple times.

The survey also included questions about the respondents' use of library services to complete research assignments. A high percentage of respondents (88%) reported completing a class assignment that required research during the 2014-15 academic year, and 84% of these had used library services to complete their assignments. Nearly 86% of students who used library services to complete their assignments felt that using the library helped them to be more successful.

LBCC librarians have recently created several assessments designed to gauge the quality and adequacy of library services. The librarians have revised the Student Appraisal of Library Instruction form to include questions that indirectly assess student learning. Librarians have also created feedback forms for library programs, reference interactions, and interlibrary loan transactions. Each of these assessments is given immediately after the user engages with the library service and includes questions related to the service's impact. Finally, in the spring of 2016, the library created a survey designed to assess quality and adequacy of the reserves collection—the most popular service. In the future, this and other surveys related to library collections will be administered in conjunction with the collection analysis.

Standard 2.F Financial Resources

2.F.1

The college has an ongoing history of financial planning focused on fulfilling its mission and meeting its strategic goals. On a monthly basis, the college prepares a financial report that is provided to the LBCC Board of Education. In addition to projected revenues and expenditures compared to the budget for the general fund, occasional updates are provided with a multi-year perspective. The board has established the college target of having 10% of operating revenue for the ending fund balance in the general fund each year. The 10% target (approximately $5 million in 2016) provides adequate available cash flow for the first few months of the fiscal year prior to the receipt of most resources as well as stability when there are unexpected declines in resources. The Community College Support Fund (CCSF) declined from a peak of $500 million in 2007-09 to $395.5 million in 2011-13. The 2015 Oregon Legislature increased the funding level to $550 million, of which LBCC receives just less than 7% based on a formula that considers enrollment for the past three years. The increased funding level allowed the board to hold tuition steady for two years. The board will now consider tuition increase proposals that will allow the college to restore programs that were reduced during the funding decline as well as staff new facilities that come on line as capital construction projects are completed.
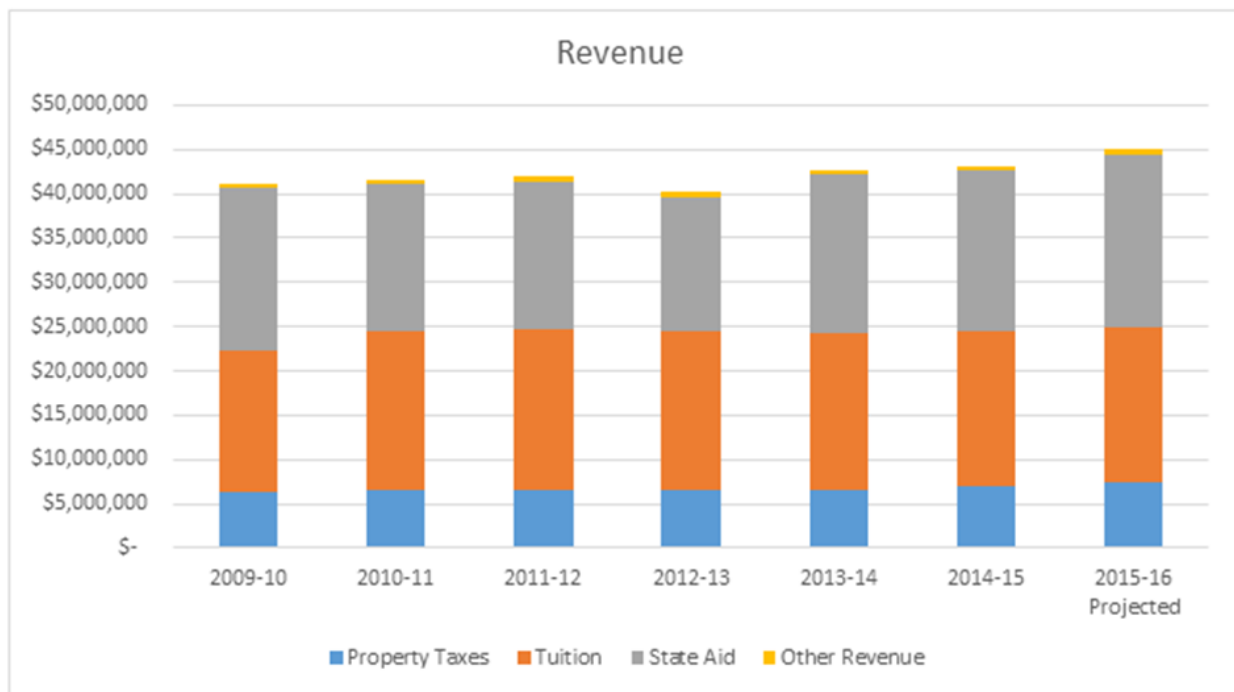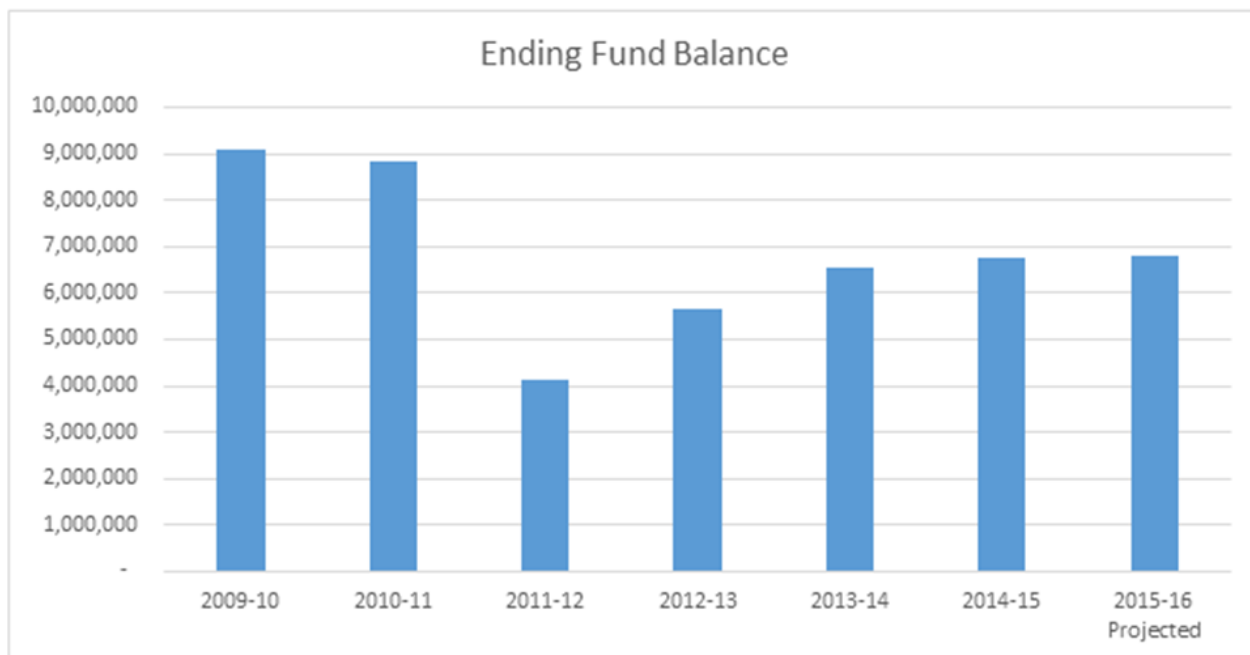

Figure 4 – LBCC Revenue

Figure 5 – LBCC Ending Fund Balance

During the funding downturn, reserves were created to ensure the funding of maintenance, technology, instructional equipment, and roof replacement with annual contributions from the general fund. The creation and utilization of these reserves has mitigated some of the fiscal constraints the college encountered over the past decade and provided ongoing maintenance and technology replacement even when state funding declined. A general obligation bond measure, approved by district voters in November of 2014, combined with other federal and state support, has allowed the college to launch a $52 million capital construction campaign. Projects include construction of the Healthcare Occupations Center, completion of the Advanced Transportation Technology Center, expansion of instruction space and parking at the Benton Center, and seismic and other upgrades on the Albany Campus. The measure will require no new taxes from district property owners as the school's last bond measure will be retired in 2016.

2.F.2

The college has an ongoing history of conservative budgeting that is reflected in the budget development process. The LBCC Budget Team, consisting of the three vice presidents, the Director of Accounting and Budget, and the Budget Coordinator, prepare the proposed budget based on early input from the board for consideration by the LBCC Budget Committee, made up of the LBCC Board of Education plus seven public members. Beginning with long-range planning, both revenues and expenditures are projected for the upcoming five years by the budget team. This allows the budget committee to recognize long-term implications of budget decisions, both relating to expenditures and tuition rates. The current year's budget is continually monitored and updated throughout the year, and the revised budget becomes the basis for the subsequent year as well as the long-range projections.

The proposed budget for the general fund is built based on the current year with known changes in personnel expenditures due to contractual obligations and strategic redesign. Materials, services, and capital expenditures are also adjusted for any expected changes. Each major revenue source is projected independently based on its unique characteristics and known changes. The Vice President of Student Affairs

works with the Director of Accounting and Budget to project enrollment changes, taking into account program expansion based on the new facilities coming on line.

In non-general fund budgets, the college has a practice of budgeting only for expected revenues in existing grant and contract funds. In addition, the college has created a mechanism that allows budget managers to request additional budget authority if larger than expected activity occurs. This allows a more realistic budget for these resources across all funds. Any new grants during the year are referred to the board for additional budget authority.

To move from the initial revenue assessment to a final adopted budget, the budget evolves frequently due to changing circumstances, such as enrollment, state revenue forecasts, and negotiations with employee groups. The college takes a strategic approach to creating a balanced budget. Programs and services are reviewed for both potential investments and reductions. The college incorporates significant changes each year; the ability to evolve and adapt quickly is essential as needs can change quickly.

2.F.3

Both financial planning and the annual budget are focused on implementing the college's core themes and strategic goals. All requests for budget changes are required to identify the specific core theme or strategic goal they are designed to address, and budget team decisions and recommendations are based on analysis of those ties. Metrics are established to allow for periodic review of progress.

Assessment is overseen by MERIT, with input from a variety of councils and work groups. Individual course and program assessments, coordinated through the MAC Team, are shared with the budget team, who considers the results as it develops the budget. The data are evaluated to pinpoint opportunities for improvement and the type of resources needed to make an impact on results. The college's formal budget process is established per Oregon statute (ORS 294). Internally, the college begins the budget process in October. The Budget Officer projects the revenues and rolled-over expenditures, known as the essential budget level, and provides the information to the budget team, who then reviews the information and determines the assumptions to be used in building the proposed budget. The budget team combines the feedback from the assessment and planning work with the revenue and expenditure projections to outline the critical choices the college could make. The choices are brought to the board and budget committee members with recommendations at a January board meeting.

Once the board confirms the direction of budget development and the assumptions incorporated by the budget team, the team determines if reductions or investments are appropriate based on the most current information and board direction. The college updates a set of written financial guidelines that assist in the development of the annual budget. The guidelines are based on the parameters confirmed by the board to manage financial issues, maintain long-term fiscal stability, and enable the college to implement strategic initiatives. The guidelines provide direction for budgeting operating funds, grants, auxiliary activity, and other funds. Budget managers then begin working within individual departments to prepare the budget. Departments and divisions begin the process of identifying department needs for the upcoming budget year. There is an iterative process tied to the budget calendar and its critical path for formal presentation of the proposed budget to the Budget Committee. Budget investments (or reductions) are tied to the impact on strategic goals and core themes of the college. Budget requests are submitted to area managers, vice presidents, and ultimately the president.

Summarized budget requests are presented to the budget team and evaluated as a whole, and the team makes a recommendation to the president on investments or reductions for the budget, keeping in mind that a balanced budget is required. The draft budget is shared with constituent groups on campus at a series of informal meetings attended by faculty, staff, and students. The president and the Budget Officer then present the proposed budget to the LBCC Budget Committee for deliberations.

The budget committee is comprised of the seven voter-elected LBCC Board of Education members and seven appointed members from the college district. The budget committee analyzes the budget as proposed by the administration, makes recommendations, receives public comment, and approves the proposed budget and the tax rate to be levied. The college publishes the budget and provides public notice of budget hearings via local newspapers. A complete copy of the proposed budget and any presentation material is made available on the college's website.

Following approval of the proposed budget, the board holds a public hearing, receives public testimony, makes any adjustments within its authority, and adopts the budget prior to June 30th of each year. The Business Office monitors any budget changes subsequent to the adoption of the budget and appropriate board action is taken according to ORS 294 and applicable board policy.

The college has several written policies and procedures regarding the development of the annual budget. These policies explain the role of the board, its duties and responsibilities (Board Policy 2015), the college budget committee (Board Policy 2060), and the role and responsibilities of the president (Board Operational Procedure 3030-A).

2.F.4

The college uses the Banner Finance system, which provides a comprehensive, integrated financial management approach that enables the college to track, maintain, and process all financial data. It enables the college to meet generally accepted accounting principles requirements and addresses the latest Financial Accounting Standards Board (FASB) and Government Accounting Standards Board (GASB) positions on accounting and financial reporting (see Board Policy 5020). The college regularly installs updates and upgrades to the system in order to maintain compliance with new or changing laws and regulations. Information in Banner Finance is available in real time to budget managers and college finance staff and allows for accurate and timely retrieval of financial information through queries and reports. The annual financial statements for the college are prepared using Banner system financial data. The statements are prepared on an accrual basis and are based on the GASB 35 business-type reporting model as required by the GASB.

The college follows the Committee of Sponsoring Organizations framework for identifying, documenting, and assessing internal controls. Reliable financial reporting, compliance with applicable laws and regulations, and efficiency of operations are key to the college's internal control process and are readily supported by the Banner system. Internal controls and the assessment of these controls are part of the daily work of college staff. Particularly in the financial arena, separation of duties, documentation of assets, compliance with college policy and procedure, and review of processes and procedures occurs on a daily basis. New controls are put into place as necessary. A desk review of the college's internal control processes takes place annually, with a follow-up review by college auditors.

2.F.5

LBCC has established plans and procedures to ensure the facilities and equipment are capable of supporting its mission, goals, and core themes. The college has used long-range capital master planning to project facility needs and requirements for several years into the future. A needs assessment conducted in 2013 identified demand for both more CTE programs as well as transfer courses to support the school's Degree Partnership Program with OSU. Based on that assessment, a general obligation bond measure for $34 million was placed on the November 2014 ballot by the board and approved by district voters. Combined with additional state and federal funds, the total program value is $52 million and will result in the construction of the new Healthcare Occupations Center, completion of the Advanced Transportation Technology Center, expansion of instructional space and parking at the Benton Center, and upgrades to the Welding, Machine Tool, and Mechatronics programs on the Albany Campus. Now that LBCC has received regulatory approval, the school will also reinstate the Non-Destructive Testing program that was discontinued several years ago. This need was specifically identified by local industry as critical to training and retaining qualified technical staff.

The capital construction program serves as the basis for the college's new facilities master plan, directing capital expenditures for the next ten years. For the acquisition, renovation, and furnishing of facilities, there are four primary resources: general obligation bonds, certificates of participation, allocated funds received from the state, and the college's internal, administratively restricted resources. Ordinary ongoing facility maintenance is funded through the facilities operating budget. Major maintenance is supported through the maintenance reserve, funded with annual general fund transfers. This allows the college to support a preventative maintenance program and have reserved resources for unexpected large repairs or longer cycle maintenance. A multi-year facility major maintenance plan is used to prioritize and match projects with available funding. Equipment reserves, established for technology and instructional equipment, are also funded through general fund transfers. Student fees have been established for technology and media equipment that students touch as part of their instruction. This ensures a dedicated and consistent source of funds to provide updated equipment. Any time net additional square footage is increased due to a construction project, the operational impacts are also carefully considered. Funding sources are dedicated for both facility operations, such as utilities and custodial, as well as the increase in educational programs.

The college has utilized general obligation bond financing for the majority of its capital projects. General obligation bonds are referred to voters and repaid through property tax assessments that are outside tax limitations. When bond financing is not available, or when other revenues are available to cover the debt, certificates of participation or full faith and credit obligations are used to finance capital construction. Non-bond obligations are modest in size to ensure there is not an unreasonable drain on resources needed for educational purposes. The college has limited its debt to infrastructure improvements and funds equipment needs through its reserves. Board Policy 5025 guides the use and limits of debt. ORS 341.675 limits the amount of bonded debt to 1.5% of real market value within the college's taxing district. Board Policy 5025 is more restrictive, setting the board-approved limit at 65% of the statutory limit, but the college is well below the policy's debt limits. As of June 30th, 2015, the college's general obligation bonded debt was $36,539,708—roughly 10.4% of the statutory limit. Debt for capital projects is reviewed periodically, controlled carefully, and justified. The college has a debt service schedule for 2015–2016 to 2029–2030 for general obligation bonds, certificates of participation, and pension obligation bonds.

2.F.6

The college has three auxiliary operations: the Bookstore, Food Services, and Printing Services. Overall, the auxiliary operations are responsible for generating sufficient revenues through sales of goods and services to cover personnel and all other expenses. All three auxiliary operations make nominal annual payments to the college for overhead as well as a percentage of their profits. In addition, the Bookstore pays approximately $67,000 annually for debt incurred for the 2006 remodel of the store. College operating funds are not used to support Printing Services or the Bookstore. The Food Services operation is integrated with the Culinary Arts Department, and the cafeteria operation acts as an instructional lab, providing students with practical experience in food service operations. Culinary Arts and Food Services support each other, sharing staff, coordinating food purchases, and otherwise enhancing the quality of both programs.

2.F.7

The independent accounting firm Kenneth Kuhns and Company performs an audit annually (past audits are available here). Every five years, an audit firm is selected by the LBCC Board of Education through a request for proposal process, and the firm reports directly to the board. The audit includes an opinion on the overall financial reporting of the college with a separate opinion based on the college's compliance with its major federal award programs. The auditors review the internal controls during the annual audit and additionally provide a report on the college's control over financial reporting. The results of the audit, including all opinions and findings, are published in the college's annual financial report.

At the conclusion of the audit, the firm provides a letter to the board and senior management addressing its scope of work, any difficulties encountered, and material findings. The audit report is then presented to the board at the December meeting. Any findings are addressed by the lead auditor with the board at this time. College administration then follows up on any findings and makes any necessary corrections.

The college continues to receive unqualified opinions on its financial statements. The college has not received a financial statement finding in more than a decade because of its diligence in maintaining sufficient controls and providing accurate financial reporting. Three audit findings related to the major federal award programs were identified in the most recent audit. Each of the findings has been resolved with the appropriate federal department.

2.F.8

The LBCC Foundation is a 501(c)(3) Oregon nonprofit corporation organized pursuant to ORS Chapter 61 and operating subject to the Charitable Trust and Corporation Act. The LBCC Foundation maintains an arm's-length relationship with the college, as defined in an agreement between the two entities. The LBCC Foundation exists for the express purpose of raising and managing funds for the benefit of the college and its students, faculty, and community and for advancing and promoting the interests and development of the college. The LBCC Foundation consists of a 16-30—member voting board of trustees (currently 16) that is separate from the college's board. At least two members are appointed from the LBCC Board of Education to act as liaisons and attend LBCC Foundation board meetings to enhance the working relationship between the college and the LBCC Foundation without attempting to control the LBCC Foundation's board. The board is guided by its own bylaws and polices.

The Executive Director of the LBCC Foundation is responsible for managing the foundation's activities. The treasurer is responsible for financial reporting to the board but may delegate responsibility to a fiscal officer for current accounting and regular reporting of fiscal activities. The college provides accounting services for the LBCC Foundation, and together they keep complete records of all gifts. The LBCC Foundation's Finance Committee is responsible for investment management within the investment and endowment policies and has both self-directed and professionally managed investments. The LBCC Foundation uses the investment firm of Edward D. Jones as well as The Commonfund and the Oregon Community Foundation to manage and diversify its investments. The LBCC Foundation reports its income annually on IRS Form 990 and is audited annually by an independent firm of certified public accountants on its financial statements.

Oregon is one of about a dozen states that closely monitors organizations involved in charitable gift annuities. The LBCC Foundation is registered with the state to transact business in these annuities and reports its annuities business annually to the state.

Standard 2.G Physical and Technological Infrastructure

2.G.1

LBCC serves Linn and Benton counties, with the main campus in Albany and regional centers in Corvallis, Lebanon, and Sweet Home as well as the Advanced Transportation Technology Center in Lebanon and the Horse Center in Albany. The college campuses offer comprehensive educational and training opportunities and student support services. LBCC draws students from the entire college district, and facilities are generally located in areas that have the greatest population, offering specialty programming unique to each site. Regional centers offer a broad range of instructional offerings and serve the population of the immediate vicinity but do not offer the depth of programming or full student support services available at the main campus in Albany. Specialized centers are unique in that they offer education and training for specific programs or populations. LBCC recognizes the value of its diverse facility offerings and strives to improve the quality of its educational programs, provide increased exposure of programs and students to industry leaders, and provide enhanced student support services to the approximately 205,672 people who live in the district. Historically, college enrollment growth has followed population growth, as indicated by historical gross participation rates (total enrollment divided by total population). More recently, expansion is due to meeting specific needs, such as in career and technical areas. The college takes a long-term approach to facilities planning, particularly as it projects future or expanding needs in career and technical areas.

LBCC has begun a capital construction campaign based on the findings of a needs assessment conducted in 2013. That assessment identified a need for more CTE opportunities as well as more transfer courses in support of the school's Degree Partnership Program with OSU. The program includes construction of a Healthcare Occupations Center, completion of the LBCC Advanced Transportation Technology Center, expanded instructional space and parking at the Benton Center, and renovated space on the Albany Campus for the Welding, Machine Tool, Mechatronics, and Culinary Arts programs. Industry leaders have identified a need to hire more than 1,000 skilled technicians in the coming five years, and the capital construction program is aimed at filling a portion of that need.

The needs assessment resulted in the development of a $34 million general obligation bond measure that voters approved in November of 2014. Construction on an expanded culinary classroom with demonstration kitchen has been completed, and construction has begun on both the Healthcare Occupations Center and the expansion of the Advanced Transportation Technology Center. Design is underway on the expansion of the Benton Center and the repurposed space on the Albany Campus. The current construction program will add more than 84,000 sq. ft. of additional instructional space and will renovate more than 150,000 sq. ft. of existing space, allowing LBCC to increase the number of Nursing students, double the number of Automotive Technician and Heavy Equipment students, and increase classes in the Welding, Machine Tool, Mechatronics, and Culinary Arts programs as well as expand the Degree Partnership Program with OSU.

Earlier capital campaigns resulted in 232,986 sq. ft. of new facilities since 2003. The square footage increase was distributed across the college district at three facility locations and allowed LBCC to offer more classes and programs, increasing both the breadth and depth of the college's offerings. LBCC currently holds approximately 124.67 acres of property, with 722,851 sq. ft. of building area. The biggest challenge in the coming years will be better utilization of existing space—specifically classrooms. As facility operational budgets become increasingly strained under state economic conditions, the college will need to assess how efficiently and effectively existing square footage is being used and make adjustments more dynamically.

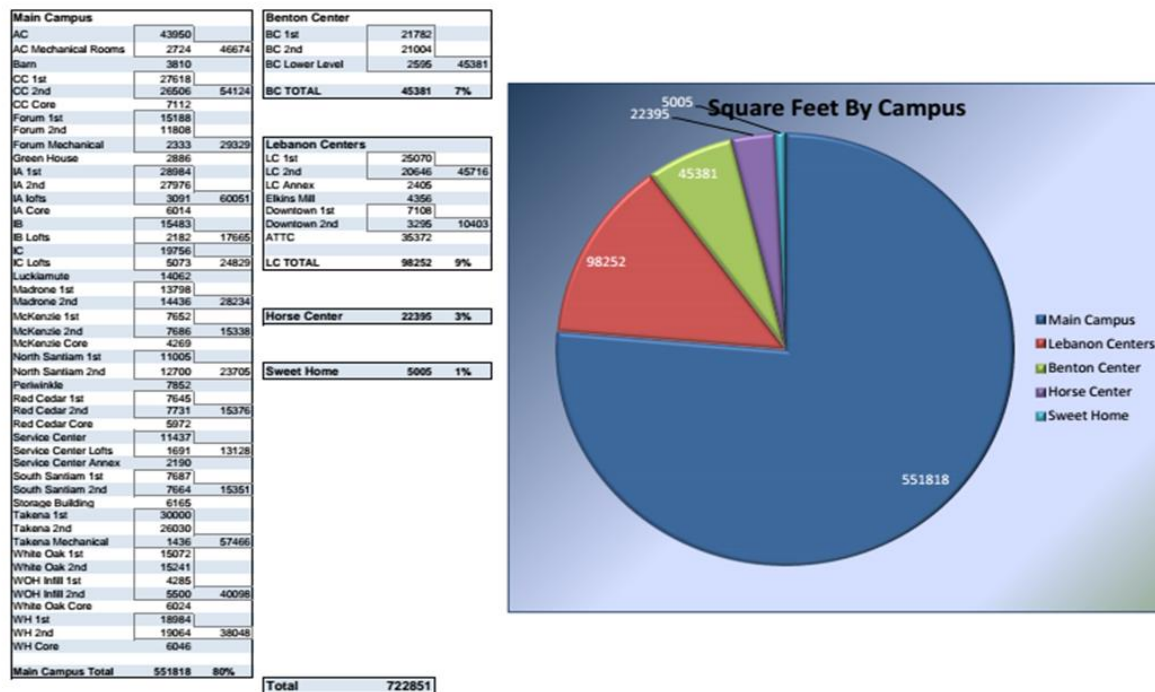| Campus/Building	Square Feet	Acres
Albany Campus	551,818	98.99
Lebanon Centers	98,252	16.325
Benton Center	45,381	2.44
Horse Center	22,395	6.91
Sweet Home	5,005	N/A
LBCC TOTAL	722,851	124.665

Figure 6 – LBCC Property and Building Data

Figure 7 – LBCC Square Footage by Campus

The Americans with Disabilities Act (ADA) accessibility requirements were recognized as a high priority for LBCC to address in the early 1990s and continue to be a top priority today. During 1992-93, an ADA work team completed an ADA audit and created a list of priorities, including visual fire alarm panels, signage, parking lots, restrooms, door pulls, and power door operators. The completion of the priorities was largely funded by the passage of a bond measure in 1994. Elevators, ramps, restrooms, and shower rooms were made ADA compliant. This effort continued from 1994 to 2010. The effectiveness of these efforts was recognized with the positive outcome of the 2009-10 Oregon Department of Education (ODE) civil rights onsite review of the CTE programs in the district. ODE reviewed ADA policies, procedures, operations, functions of positions and departments, and physical access issues related to buildings, classrooms, general room ADA access, and related furnishings and signage.

Fundamental to the college's efforts to keep college facilities accessible to the entire community are the operational procedures for keeping facilities compliant with the ADA accessibility requirements. In addition to designing and constructing all facilities in compliance with governing code, the college employs a Disability Services Coordinator who acts as a point of contact and advocates for persons with special needs concerning ADA accessibility.

Construction and maintenance activities are ongoing. These activities include the construction of new facilities and the reconstruction, renovation, and repair of existing facilities, all of which offer an opportunity to review ADA compliance in the context of the project, incorporate new or revised code provisions, and make general enhancements in the accessibility and compliance of its facilities.

During the winter of 2009, the college performed a survey and analysis of all Albany Campus parking lots to assess compliance with ADA accessible parking requirements. These were completed as part of the Madrone Hall construction project. Every year, when the parking lot is slurry coated, striping adjustments are made and new signage installed to meet more current ADA standards.

The college will continue to address ADA accessible routes across campus as issues are identified. Work orders relating to ADA work are a priority. The intent of this effort is to facilitate better communication with members with disabilities in the community and to better address maintenance activities and repairs that could present challenges to users.

LBCC has a very active cross-disciplinary Safety Committee that meets monthly. The committee is proactive in ensuring the health and safety of students, staff, and the public. The LBCC Public Safety Office is responsible for providing first aid care, preventive security, campus safety program consistency, traffic management, coordination with law enforcement agencies, emergency preparedness, and hazardous materials handling and disposal.

Public Safety staff is responsible for reading and becoming familiar with the emergency response procedures and safety plans published by the Safety and Loss Prevention Department and for completing safety trainings commensurate with their respective job duties according to the Safety Training Matrix. Staff members are also encouraged to receive training and keep updated in both CPR and first aid. Building emergency coordinators are trained in basic emergency response and evacuation procedures. Any potential health or safety hazards are reported immediately to the Public Safety Office.

The Safety Committee has been established to identify and mitigate potential hazards and to monitor ongoing compliance with state and federal occupational safety and health requirements. In order to minimize the risk of personal injury and losses, the college pursues:
- Prevention and Mitigation – provision of safe facilities, equipment, and materials; provision of applicable safety training; and establishment of safe practices that are strictly observed
- Preparedness – establishment of strategies, processes, and protocols to prepare the college for potential emergencies
- Response – prepared personnel, facilities, and equipment ready to effectively contain and resolve an emergency
- Recovery – establishment of procedures, resources, and policies to assist the college and staff in returning to a functioning status after an emergency.

LBCC will be told what to do in public health emergencies by the Federal Emergency Management Agency/Homeland Security, the World Health Organization/Center for Disease Control, the State of Oregon Public Health, and county public health agencies.

County public health agencies will follow the directions and guidelines of the state and federal agencies on handling pandemics and other emergencies. If a public health emergency is declared, then LBCC could be used by emergency agencies with or without college approval. Based on federal and state guidelines, the public health agencies may order schools to be closed for up to 12 weeks; however, there may be some mitigation options depending on the situation.

The blood borne pathogens plan was developed to address employees who may have occupational exposure to blood borne pathogens such as hepatitis B, hepatitis C, and HIV in the course of their work. Engineering and work practice controls, a training program, and a post-exposure evaluation are provided to identified employee groups as well as to students performing work-study for the college in these same areas. LBCC has developed an Employee Blood Borne Pathogens Exposure Control Plan, located in the Human Resources Department and made available to all employees covered by the plan. The plan addresses exposure determination, which employees are covered under the plan, engineering and work practice controls, housekeeping, regulated waste disposal, laundry procedures, hepatitis B vaccination and declination, post-exposure evaluation and follow-up, labeling and signs, training, record keeping, and review of the plan.

Students participating in a program at the college that requires clinical or cooperative work experience off-campus, who are covered by the college's workers' compensation insurance, are also covered by the Employee Blood Borne Pathogens Exposure Control Plan when working at an off-campus site. A Student Blood Borne Pathogens Exposure Control Plan has been developed to address students who may be exposed to blood or other potentially infectious materials while participating in class work on campus. In the event a student incurs an exposure incident while taking part in an LBCC class on campus, the college will pay for baseline testing of the student and the source as well as approximately one hour of counseling for the student. If a student in a health-related program incurs an exposure while taking part in a clinical lab on campus, the college will pay for follow-up testing as recommended by occupational medicine during the twelve months following the exposure.

Safety inspections are conducted quarterly by select LBCC staff and public safety officers to identify potential safety hazards and ensure compliance with OSHA safety standards. The Facilities Department follows up on identified hazards to rectify concerns and maintain the safety of buildings and grounds. The Safety and Loss Prevention Department maintains written safety programs to comply with OSHA general industry requirements and provides access to safety training and monitoring of employee protocols for compliance with these standards. Access to safety programming is available on the Public Safety website as well as safety training requirements by job classification.

All LBCC facilities conform with governing codes and regulations related to occupant safety. Since 2009, survey data indicate the outcomes adopted by the college to enhance facility ADA access, safety, security, and emergency preparedness have been met.

The ODE conducted an onsite civil rights review of the college's CTE programs in 2009-10. The review included ADA policies, procedures and operations, functions of positions and departments, and physical access issues related to buildings, classrooms and general rooms, related furnishing, and signage. LBCC received a confirmation of corrective actions taken in January of 2011 from the ODE. An Oregon OSHA survey was completed in September 2009 that included meeting minutes, policy/program reviews, a 300 log, and an injury/illness review. All were found to be in compliance. A full campus survey was completed with several minor issues found. These issues were corrected.

The 2011 and 2012 Affiliated Risk Management reports found fire safety and suppression systems at LBCC facilities safe and operational. Some testing and inspection procedures were clarified, and strategies were suggested to manage contractors and increase sprinkler coverage on campus.

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The LBCC Campus Public Safety Office exists to provide a safe and secure environment. A staff of eight public safety officers provides 24-hour patrols in and around the Albany Campus, allowing for prompt response to requests for assistance ranging from reports of possible criminal activity to vehicle accidents, emergencies, and possible safety hazards. The Campus Public Safety Department provides information informing students and staff of recent public safety incidents, tips on crime prevention and personal safety, answers to questions regarding security and safety-related topics, personal safety escorts, and general information.

The staff is trained and certified through the State of Oregon Department of Public Safety Standards and Training. Public safety officers have authority as granted by the State of Oregon Legislature under ORS 341.300. Officers and office staff receive specialized training each year in first aid and CPR, emergency response protocols, hazardous materials procedures, and alarm response procedures. Additionally, electronic alarm systems are maintained throughout the facilities to detect fire and break-ins at various locations.

In 2012, LBCC standardized and centralized the video surveillance for all cameras on all campuses. In 2013, a video surveillance and recording system was installed to deter crime and assist public safety in protecting the campus community and college property and is now operating in high traffic and risk areas in accordance with Administrative Rule 5045-07. The college has continued to add security cameras at most facilities and is planning to install the camera network at the new Advanced Transportation Technology Center in Lebanon. This is standard in the capital construction projects funded by the recent bond measure.

In accordance with Board Policy 1030, Administrative Rule 1030-01, and as required by the Clery Act, timely warnings regarding a serious health or safety threat will be confirmed by the LBCC Director of Safety and Loss Prevention. If warranted, a warning is issued by the Public Information Officer or the Safety and Loss Prevention Director to the college community after consultation with LBCC administrators. The notice will be communicated as widely as necessary for the circumstances, using college email, emergency messaging system, and the public address system.

The LBCC Threat Assessment Team, a multi-disciplinary team, identifies, assesses, prevents, manages, and reduces interpersonal and behavioral threats to the safety and well-being of students, faculty, staff, and visitors. Individuals may report behaviors of concern to the Public Safety Office, a member of the Threat Assessment Team, or via an online report.

The buildings on the LBCC campuses are well maintained, even though some are older. The structural integrity, building envelope, and mechanical, electrical, and plumbing systems function well. The structures adequately provide a safe, clean, and comfortable environment for learning. To maintain this level of quality, an LBCC multi-disciplinary team works with design professionals to develop building designs and follow the construction process on all building projects. All LBCC facilities are designed and constructed to conform with governing codes and regulations related to occupant safety. The LBCC Facilities Director monitors the design and construction of all projects, ensuring quality. During construction, LBCC staff and construction team members meet weekly to ensure specifications are followed and that any changes are in the long term interest of the college. A third-party, independent consultant is engaged to commission the project, verifying all building components and building systems are constructed and function as designed.

Since 2004, LBCC has converted all of its campus utility drawings to an AutoCAD format. This work includes utilities with emergency shut-offs, life safety, parking, ADA, and emergency management as well as all campus building data, including square footage, doors, room numbers, keys, and hazardous materials locations. These drawings are readily available to Facilities Department staff and contractors. Complete and accurate infrastructure drawings improve system reliability, prevent system outages, and prepare LBCC for

timely responses to emergencies or utility failures. This helps retain maintenance funds for quality and rehabilitation-related work. The LBCC Facilities Department maintains the AutoCAD listing of systems, program-required components, and building data available for use.

Since 2005, LBCC has constructed multi-story buildings, all of which were designed, constructed, and monitored to a LEED Silver Equivalence level. The science building, Madrone Hall, is LEED certified. Sustainability is an area of primary focus for LBCC. Beyond energy and resource efficiency, sustainable buildings are also generally enduring, efficient, and designed with special attention to occupant enjoyment and satisfaction. LBCC's most recent additions to the campus exemplify these qualities.

LBCC maintains a plan for strategic maintenance and repair of facilities. It includes a comprehensive listing of all capital repairs and maintenance and a timeline for updating buildings for appearance, efficiency, and ADA compliance. This listing is updated annually, with completed projects removed and newer requests or needs added, and priorities are addressed during the summer months. ADA, safety issues, and regulatory and OSHA requirements are always given priority. A major maintenance reserve fund exists for major infrastructure projects, equipment refurbishment/repairs, or emergency repairs. The college transfers $300,000 to this fund each year. A separate fund has been set up to replace building roof systems, required on a 20-25—year cycle.

2.G.2

LBCC has implemented a Hazard Communication Program and Spill Response Plan to protect its employees' and students' health and safety and to comply with state and federal regulations. Administrative Rule 5095-01 requires the college to comply with all pertinent regulations concerning workplace safety and hazardous materials exposure, purchase, handling, use, and storage in college facilities. All personnel who work with materials that are considered potentially hazardous or work in areas that have potentially hazardous materials must be properly trained in prudent handling and use procedures. College guidelines require that:
- chemicals purchased should not exceed the quantity that will be used in one academic year
- departments will attempt to reduce or eliminate their use of hazardous materials and generation of hazardous wastes to the greatest extent practical
- all hazardous wastes must be handled, stored, and disposed of in accordance with the Environmental Protection Agency, Occupational Safety and Health Administration, and pertinent Oregon statutes
- safety data sheets must be kept current and available during working hours for every chemical used in each department in accordance with Oregon statute, and a hazardous materials inventory and respective safety data sheet review will be conducted annually
- chemicals must be stored in compliance with Oregon statute, the Oregon fire marshal, and the Environmental Protection Agency regulations, and chemicals not used within twelve months shall be reviewed for removal from the college

LBCC's hazardous materials handling, storage, and waste disposal protocols are published on the Public Safety Department webpage. Training for employees on hazardous communication, hazardous materials handling, and hazardous waste disposal are also available online.

2.G.3

The LBCC [facilities master plan](#) has traditionally been a living document that is periodically updated in response to such factors as funding, property acquisitions, changing program needs, facility condition discoveries, and other changes. This approach has enabled LBCC to respond quickly to funding and market opportunities and deliver several exciting new projects in recent years.

LBCC contracted with FFA Architects & Interiors (Portland, Oregon) to assist with developing the current plan. Development of the plan, finalized in July of 2016, was led by the LBCC FMPAC, made up of senior administrators as well as representatives of all campus groups, including faculty, students, and staff.

The plan builds on work already completed in preparing for a general obligation bond measure approved by district voters in 2014. That bond measure included funding for a number of major projects:
- a new healthcare training facility
- expansion of classroom and parking capacity at the Benton Center in Corvallis
- the final phases of the Advanced Transportation Technology Center in Lebanon
- repurposing and modernizing space for the Welding, Machine Tool Technology, and Mechatronics programs as well as some general classrooms on the Albany Campus
- Major maintenance projects on the Albany Campus and at the Benton Center

To give an example of the LBCC planning process, the Advanced Transportation Technology Center started as an idea to extend the Automotive Technology program to allow students to work on hybrid, alternative fuel, and electric vehicles. With a private donation of $2 million, a donation of $1.5 million by the City of Lebanon, and a $1.5 million grant from the U.S. Economic Development Administration, the project is well on its way. Phase one of this project was to move the existing Automotive Technology program to a 32,000 sq. ft. engineered steel building on 11.05 acres in Lebanon. That move was completed in 2014. Phase two of the project is to move the Heavy Equipment/Diesel program into a new building at the site in September of 2016. A portion of this new building will be constructed for industry use and research related to both programs. The site will have charging stations for electric vehicles and a refueling station for propane and compressed natural gas. As both programs leave the Albany Campus, the vacated space will allow for the expansion of the Welding and Mechatronics programs.

The State of Oregon Community College Capital Building Fund was approved by the Oregon Legislature in 2013 and includes $8 million for a new Healthcare Occupations Center to be built in Lebanon. Construction started in the fall of 2015 with site preparation, and building construction started in spring of 2016. Lebanon is home to a newly constructed medical school and a new veterans' home. Placing LBCC's health programs in Lebanon is a cooperative venture with the city and the medical school.

The City of Albany has demonstrated its support of the expanded career technical programs on the Albany Campus with a pledge of $2.9 million for capital equipment purchases. City of Corvallis officials are supporting acquisition of new facilities in Corvallis to allow for expansion of Degree Partnership Program offerings at the Benton Center. Renovation of the property is scheduled to begin in fall of 2016 and will include expanded parking—a critical shortage at the current location. Students have cited the lack of parking as a major impediment to attending classes there. The expanded instructional space, coupled with more than double the parking space, will improve the effectiveness and efficiency of the Benton Center as the college aims to expand its degree offerings with OSU.

The LBCC Facilities Master Plan carries this work forward and identifies additional projects to be undertaken in the next 10 years.

2.G.4

New equipment costs for new programs and for programs moving into newly constructed buildings are built into the construction and planning budgets. LBCC provides for replacement of instructional equipment through a decision package process. The equipment and technology reserve is supported with annual general fund transfers of $500,000, with annual expenditures that average about the same amount. The fund is designed to keep hardware current and to support software across all instructional and support areas. A dedicated reserve for instructional equipment was also created in 2012 and has grown to $200,000. This reserve provides sustainable funding for cyclical replacement of instructional equipment. In addition, several instructional programs have a strong history of acquiring grants and private donations for equipment. The Business Office keeps an active schedule of all fixed assets of the college. The system is used to track all college vehicles, grounds equipment, tools, machines, and appliances. At the instructional level, deans submit instructional equipment requests on an annual basis during the budget planning process. The budget team prioritizes the equipment requests and makes a recommendation to the president and budget committee. Instructional equipment funds are also available for unexpected or emergency needs that occur during the year and between planning cycles.

2.G.5

Consistent with the overall mission and objectives of the college, the vision, goals, and objectives of the IS Department meet the educational needs of students, faculty, and staff.

IS provides the following instructional services:
- classroom media equipment
- distance and distributed learning services
- web project design and development
- faculty instruction and training
- media materials preview and acquisition
- multimedia production and duplication
- video engineering, production, and technical services

LBCC provides an email address for every registered student and access to Google Apps for Education.

LBCC has a 10mb network that connects the Albany Campus with the Sweet Home Center, the Lebanon Center, and the Advanced Transportation Technology Center. There is also a 1GB line from the Albany Campus to the Benton Center. Internally, the college network provides 1GB bandwidth to student, staff, and faculty workstations. Wireless access is available in two forms: a secured wireless network for users with proper credentials and an unsecured wireless network for students and guests. Each year, the wireless coverage on campus is evaluated, and additional wireless access points or additional bandwidth is provided to match coverage and performance with wireless access demand.

The primary data center supports several physical servers and over 80 virtual servers to allow for increased service without the associated overhead of power and cooling. The storage area network is evaluated every year, and storage is added to provide for the growth in storage needs. IS has implemented a backup procedure that replicates server data among the geographically dispersed locations. For redundancy and security, backups are rotated weekly around four separate locations, including one at a local bank. Additionally, through a reciprocal support agreement, a server is located at Central Oregon Community

College in Bend, Oregon, and LBCC's transactional enterprise resource planning data is copied to it nightly as a component of the disaster recovery plan.

IS provides a number of desktop and online software applications to support the educational mission of the college. The enterprise information system, Banner, is the core source for institutional data as well as for the management of institutional identities for authentication. As such, it is the primary gateway to a variety of online student resources such as AdvisorTrac, Student Scheduler, and Degree Runner as well as registration, financial aid, and billing and payment. Faculty and students use Moodlerooms as a learning management system for over 400 online, hybrid, and in-class course sections.

The college supports over 2,000 computers for faculty, staff, and students. A breakdown of the college computer equipment inventory, as of December 2015, by location follows:

Center	Desktops	Laptops	Total
Albany	1,437	300	1,737
ATTC	10	35	45
Benton	105	40	145
Lebanon	130	10	140
Sweet Home	40	0	40
Total	**1,722**	**385**	**2,107**

Each site has at least one computer lab open to students during business hours. The Media Services Department supports a variety of classroom technology. All classrooms have internet access, digital projectors, DVD players, and instructor workstations.

2.G.6

IS provides technical support and assistance for personal computer use, email and shared calendaring, network and internet access, telephone and voicemail, and Banner (see the Media Services webpage). The Media Services Department maintains a small faculty computer lab for training on classroom presentation equipment and Moodlerooms.

All staff and faculty have access to Google Apps for Education, which includes Gmail, Google Drive, Google Calendar, and other applications. Training for employees on email and calendaring includes in-person classes, short videos available on-demand, and one-on-one consultations. During in-service, IS offers training sessions on technologies, internet security, and various Google applications for all faculty and staff.

Student support is provided through staffed computer labs at each site. The library and IS collaborate on providing extended hours staffing of the Student Help Desk in the library. Destination Graduation includes instructions on using Moodlerooms, the Student Help Desk, and student email. Students are required to use these resources during the class to prepare them for using these technology resources in future courses. The course also covers library resources, advising, financial aid, and a graduation checklist.

Faculty members are offered a Moodle basic training course that helps prepare them for using Moodlerooms as a component of their instruction. Staff are given initial tutorial on the Banner system. Additionally, the Banner support team provides monthly Banner Bunch sessions to give continued training on commonly used

features and new updates to the enterprise system. The web team provides similarly themed training in monthly Web Box sessions for staff and faculty that manage web content.

2.G.7

There are several groups and committees that are comprised of both IS staff and other campus stakeholders that meet regularly with the goal of collecting input, discussing technology initiatives, and helping to prioritize technology projects to align them with campus objectives (see the Information Services Strategic Plan for more information).

The Administrative Systems Steering Committee: comprised of the Banner support staff and operational experts from the various college offices, this group works to plan upgrades and improvements to the campus enterprise system.

The Web Strategies Group: includes representatives from the Student Services Division, various instructional departments, the library, the College Advancement Office, and the IS web team and works to discuss campus web improvements and plan the future of the college web presence.

The IT Security Group: collects networking technology, desktop support, enterprise technology, and media support staff to evaluate IT security risks and develop infrastructure and policy remedies.

The Technology Fee Faculty Committee: as part of an annual process to review and prioritize spending from the Student Technology Fee fund, requests are accepted from any department after approval by the dean, and faculty meet with IS and Media Services staff to review, evaluate, and prioritize requests.

The Budget Team: reviews all proposals for budget increases, one-time investments, or requests for strategic funds and gives feedback on prioritization and funding; many of these proposals involve using technology to enhance services, and when technology is a component of the request, IS is consulted and involved in the review and decision.

The Technology Innovation Council: ensures that efforts to improve the technology infrastructure and environment on campus match with the strategic objectives of the college, that sufficient resources are provided to meet the stated goals, and that IS remains accountable and transparent to the college.

2.G.8

LBCC has a designated technology reserve fund that is jointly managed by the Vice President of Finance and Operations and the Chief Information Officer. Annually, a rolling three-year budget is developed so that technology expenditures can be anticipated and planned for.

IS reviews the standard workstation hardware and software configuration each year in consultation with academic departments and evaluates the campus desktop workstations for adequate performance and usability compared to the designated use-case of each workstation.

Student lab, faculty, and staff desktop computers are evaluated and upgraded or replaced as needed. The college schedules replacements and upgrades so that the expenditures for new equipment and the workload for updates remain equal throughout the year. Upgrades to memory, solid state drives, networking

technology, and operating systems have made it possible to extend the lifecycle of equipment. Servers, switches, uninterrupted power supply devices, wireless access points, and other network technology are replaced as needed.

Classroom technology is also on a replacement cycle depending on the life-cycle of the specific equipment. The college has been upgrading the campus telephone system to voice over internet protocol, with only the Lebanon Center still needing an upgrade.

As part of the development of a long-range technology strategic plan to guides the college's investment in technology infrastructure, IS has worked with an outside consulting firm to make a management-focused assessment of the status and direction for information technology at LBCC. This assessment has provided insight into how the organization compares to its peers and includes specific recommendations for improvement and the implementation of best practices learned from other colleges of similar size and focus.

This initial assessment provides the foundation for a comprehensive technology planning document (see the Information Services Strategic Plan), incorporating improvement project timelines as well as planning equipment replacement and software upgrades needed by the college.

INSTITUTIONAL PLANNING

Standard 3.A Institutional Planning

3.A.1

Planning practices have traditionally been a combination of various groups retreating during the summer and then participating in an all campus retreat where decisions were made around strategic objectives and goals to drive completion of the campus mission in the upcoming year. This disparate process had benefits—it encouraged broad participation and gave many campus entities a voice—however, ending the summer with long lists of goals without any rigorous direction or screening often led to differential treatment; some goals enjoyed immediate action while others had little traction.

Challenging this approach—and based within the college's new dual-sphere orientation—is a broad revision to the summer planning cycle, one that promotes transparency and data-based planning to holistically respond to the goals and measurements embedded in the core themes. Because of this split in governance, the parallel processes will be discussed separately, along with the final reconciliation process.

MERIT, in its role as the head of the Innovations sphere, becomes the central driver in summer planning for that side. Reviewing such data as the Campus Values Report, yearly reports from the various councils, and fresh data on measures within the core themes enables MERIT to work from a data-oriented process with less reliance on anecdotes. The MERIT retreat becomes a systematic review and discussion about what central goals within the core theme metrics should be tasked to the various councils.

MERIT, at the conclusion of its retreat, provides a small number of goals (one or two) to each council. These will be their focus during the upcoming academic year, beginning with their own summer retreats. It is important to note that this is conceptualized as a high-level process. MERIT does not recommend solutions or interventions; its role is to ask the councils to put their resources and efforts into making significant change on the specified goals.

The councils (and MERIT) meet regularly throughout the year, with MERIT acting as support and oversight of the work occurring within the councils. Throughout the year, each council is asked to keep MERIT informed (e.g. research conducted, interventions piloted, results evaluated, etc.). This concludes with a final report at the end of the year, where the council may put forth any initiatives that it feels should be moved to the Operations sphere as well as other plans for the next year. This allows MERIT to understand where potential interaction effects may occur and reduce—if not completely eliminate—cross-purpose work.

Another change that will be introduced this upcoming fall during in-service is robust council membership training. While the campus is confident in the viability of the new structure, helping councils embrace this new role is critical and should help further the above process by clarifying expectations, timelines, documentation, and other supporting structures that make the model effective.

However, it is unrealistic to expect all goals to be met within an annual budget or organizational cycle, so planning must have a historical context and remain grounded within the overall mission of the college. The current core theme metrics that have guided the college's work have existed for nearly four years. While minor revisions have occurred, such as changing a data source or clarifying terminology, the intent and directionality embodied has remained consistent.

The adoption of the Innovations sphere as the repository and champion of improvement on these metrics has served to further clarify participants' roles and improve adherence to and awareness of the metrics. Now, there are clearly defined responsible entities—councils whose chairs are aware of their specific role in overall mission fulfillment and in planning how to get there.

Similarly, the councils of the Operations sphere also hold several summer retreats. They are also provided any relevant information from the Innovations sphere—both data and the MERIT-selected goals. While they are focused more on traditional college processes, it is critical that these groups understand what the Innovations sphere is focused on, why those goals are the targets, and how any related initiatives will be operationalized, since, if a process moves from pilot testing and experimentation to becoming normal behavior by the college, that initiative will become their responsibility.

At the conclusion of the summer planning process, the President's Leadership Team has a final retreat to combine all the information—paying particular attention to details from the College Council and MERIT— update, and revise the overall institutional strategic objectives for the year. This meeting is no longer the place to introduce new topics but rather to do a final airing of the insights and discussions held by the councils and frame them within a single improvement narrative. The output is a list of objectives that stand as a touchstone for the year—a touchstone derived from the college's history of goal defining and planning from previous years and additional data shared during the earlier summer sessions. These objectives are shared with the college at the beginning of the academic year at the fall in-service presentation.

3.A.2

As discussed in 3.A.1, a wide variety of councils, committees, and workgroups are involved in the planning work of the college. To help ensure a broad, representative membership, these councils often have mandatory position or employee affiliation-based memberships. For example, MERIT includes a representative from each council, the two bargaining units, the Institutional Research Office, the three vice presidents, and selected critical groups (such as a representative from the Pathways project). Students are encouraged to participate, particularly through the support of the Student Leadership Council. Similarly, in the Operations sphere, the Academic Affairs Council includes representatives from every academic department as well as deans and administrators.

As much as is possible, minutes and other meeting artifacts are made publicly accessible via the website to ensure as many opportunities as possible for transparency and input.

3.A.3

As discussed in 3.A.1, data have become critical to the overall planning process. The core theme metrics define multiple levels of measurement for each listed objective. The report cards include a five-year data trend, allowing councils to view trends and directionality. While there is always the question of causation as opposed to correlation, the college endeavors to use data throughout its improvement planning process.

3.A.4

Another development over the last academic year was to more clearly tie funding decisions to mission fulfillment and the strategic objectives. This functions differently dependent on the nature of the funding.

Strategic funds requests are limited term monies meant to help test or achieve a short-term objective. These requests filter through the Innovations sphere, which then ties these requests directly to the council's work and the associated core theme. While this may sometimes be tangential (e.g. monies to make a technology change that will improve how advisors communicate with students), the thread should be clearly connected to mission fulfillment.

Performance and decisions packages filter up through the traditional hierarchy structures but again utilize a process that explicitly asks what objective or goal they further and how funds will help reach these goals.

Finally, resource decisions are ultimately decided by the budget team, who is empowered to help schedule and allocate funds.

3.A.5

LBCC is vulnerable to a number of natural and human-caused hazards that can affect college property, assets, operations, and the human population on campus. To respond effectively to and recover from these hazards, LBCC has developed a plan to address response, continuity, and mitigation activities related to emergency management.

The college's Emergency Response Plan, in accordance with Board Policy 5100 and Administrative Rule 5100-01, provides general guidance for an all-hazards approach to emergency management activities. The plan describes the emergency response structure in accordance with FEMA's Incident Command System.

Emergency preparedness drills, training, and incident command preparation are tested throughout the academic year. An all-campus emergency drill is conducted each quarter, including an annual evacuation drill, an earthquake response drill (done in conjunction with organizations throughout the state of Oregon), and either a lock-down drill for an active shooter or a shelter-in-place drill for toxic air hazards. Each of these emergency situations includes annual training for staff on response protocols prior to the all-campus drill.

With the FBI's 2015 release of the agency's active shooter study showing an increasing frequency of active shooter events and recent incidents of terrorism within the United States, LBCC has increased its emphasis on active shooter response protocols and training. Safety forums have been held on main and satellite campuses, active shooter response training is currently being conducted in departmental and program groups, and learning and working environments are being reviewed for possible mitigation projects to aid staff in active shooter and lockdown response.

The shelter-in-place protocol has been developed to include automated HVAC and fan shut down and pre-determined shelter locations in each building. An online emergency map set as well as physical building maps show occupants where shelter rooms are located.

LBCC has developed a college Community Emergency Response Team (CERT) to assist incident command staff in responding to an emergency or disaster on campus or in the surrounding community. The CERT is sponsored by the City of Albany Emergency Management Department. Members are trained to do search

and rescue, medical triage, establish a field medical operations area, extinguish small fires, and shut off utilities as needed.

In 2012-2013, LBCC finalized [the LBCC Natural Hazards Mitigation Plan (NHMP)](#) in collaboration with LBCC departments, campus community stakeholders, and staff in the University of Oregon Emergency and Continuity Office. The NHMP is an effort to prepare for the long-term effects resulting from natural hazards. It is impossible to predict exactly when hazards will occur or the extent to which they will affect the college. However, with careful planning, it is possible to create a resilient campus that will benefit from long-term recovery planning efforts. LBCC's NHMP includes a number of action items to improve the organization's preparedness and response to a natural disaster, including managing hazardous trees, planning safe rooms and pedestrian travel in winter storms, conducting mass evacuation of campuses, and seismic improvements to buildings. LBCC has completed seismic upgrades to one building thus far, has received a grant to do so on one more, and has applied for additional grant funding to upgrade four other buildings. A steering committee oversees the progress of action items in the NHMP, the updating process for the five-year review, and the renewal with the Federal Emergency Management Agency.

All departments at LBCC have worked together to create a Business Continuation of Operations Planning (COOP) Plan. The goal of the plan is to provide a coherent viewpoint from which to assess, strategically plan, and manage a catastrophic event to effectively minimize any interruption of business and services. In the case of a business or service interruption, the plan will provide useful information and direction to resources to return to fully operational status as quickly as possible.

Though no plan can cover all situations or anticipate all events, the COOP serves as a guide and resource manual during an emergency by providing critical information in a uniform, easy-to-use format and in one central location. Individual department plans are coordinated within LBCC (and externally as needed) to resume normal operations as quickly as possible by identifying critical functions and work priorities, key staff, order of succession, delegation of authority, alternative facilities, resources needed to maintain functions or return to normal operations, and interim coping strategies.

A COOP committee meets annually to review the plan, discuss gaps, and set timelines and requirements of the annual update process.

CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

Executive Summary of Eligibility Requirements 22 and 23

ER 22 STUDENT ACHEIVEMENT

LBCC publishes program-level outcomes within the catalog for degree and certificate programs. Through its faculty-led MAC Team, faculty members report on outcomes for students within their courses, leading to regular meetings and review within departments around improvement and overall effectiveness.

ER 23 INSTITUTIONAL EFFECTIVENESS

LBCC makes use of a wide array of data inputs to understand and improve its effectiveness. This includes core theme evaluation through the MERIT metrics, findings from student outcomes through the MAC Team, and other evaluative inputs such as surveys and ad-hoc analyses. The Office of Institutional Research's website offers a large suite of tools to allow exploration and analysis as well as to support an overall culture of inquiry and data utilization.

Standard 3.B Core Theme Planning

3.B.1

Educational Attainment

([For future reference, the report cards for all three core themes can be viewed here](#)).

MERIT plays the primary role in directing fulfillment of the Educational Attainment theme, designing the initial goals and objectives; however, the actual work of planning how to achieve those goals falls to two councils within the Innovations sphere. First, the Progression Council focuses on the connective tissue that strings together the student experience (both inside and outside the classroom) and is responsible for developing ideas and implementing change in this space. This council has been active for more than a year and has helped plan and implement interventions around the student orientation process and advising. The Progression Council's new partner in this is the recently formed Learning and Innovation Council, which will be tasked with planning and directing improvements within the classroom space. As these councils share a responsibility for a common core theme, MERIT is aware of its critical role in helping to support them and facilitating communication to reduce the potential cross-purpose work.

The planning process began with the introduction of the core theme report cards with their transparent goals and clearly delineated targets. During the first year of the report cards, these goals were broadly discussed—often in support of an initiative of interest (such as the Accelerated Learning Project in Writing)—but no particular entity claimed ownership of the work. And, to the detriment of overall improvement, these goals became simply one of many within the planning scheme, allowing them to be easy to dismiss. With no progress (and under new leadership) the decision came to not only assign a report card to a particular council but to also include more specific expectations of improvement targets. During the planning retreats of the summer of 2015, MERIT selected primary targets and assigned them to the councils as their focuses for the year with the explicit demand that they develop action plans for improvement. For the Progression Council, that target was fall-to-fall retention (objective F), and while it spent 2015-16 working with the Office of Institutional Research to develop retention-focused tools and further refining early student success initiatives, there was disappointingly little movement on the selected success measurement. Furthermore, while the council launched some new ideas (such as a new advising center), its overriding goal did not seem tied to the objective that was intended to be their preeminent focus. This finding, as MERIT met over the year, led to the development of council member training to strengthen ownership and develop more realistic timelines for improvement work (the first one will be held in fall of 2016).

In summary, the Educational Attainment theme has been well articulated with success targets that MERIT believes to be reasonable, achievable, and necessary if the college is to better serve its students and community. Where MERIT has been challenged, however, is in the functioning of the councils that are tasked with owning those success targets. For this theme, further dividing responsibility for it between the Progression Council and the Learning and Innovation Council, along with the associated training and support, will lead to more manageable workloads and reduce some of the paradox of choice that has slowed the innovation model.

Further, the creation of the strategic investment fund allows councils to tie funds to core theme fulfillment by supporting and recommending the allocation of resources where they will lead to movement on the success targets. This process, initiated during the 2014-15 academic year, uses a centralized template that

incorporates data and evaluation plans that must be approved by the appropriate council before being recommended to the Budget Team.

Cultural Richness

Similar to Educational Attainment discussed above, MERIT serves as the primary owner of the objectives and goals that define Cultural Richness. Similarly, based on challenges in achieving success targets, the ownership of this core theme has shifted, now belonging to the Values, Inclusion, and Cultural Engagement (VICE) Council, the combination of a committee that focused on campus values and the long-standing Diversity and Civic Engagement Council. MERIT hoped this would bring the forward momentum of the Values Committee into the broader mission of the Diversity and Civic Engagement Council. MERIT tasked the VICE Council with focusing on the college's employees' ability to interact with values, opinions, and/or beliefs different than their own (objective E).

However, the challenges inherent in bringing together two committees—or perhaps merely the increased size and variety of opinion—led to little movement on this objective. While summative end-of-year reporting from the council showed that it had engaged in a good deal of planning and discussion, with a proposed set of changes for processes in the Human Resources Department as well as training around engaging with diversity, little demonstrable change occurred within the VICE Council's first year. Again, as with the Progression Council, MERIT will provide enhanced training and support specially designed to improve the council's function and move it from conversation to implementation in a more appropriate timeframe.

Economic Vitality

The final council tasked with a core theme, the Workforce and Economic Vitality Council (WEVC), was tasked with ensuring that programs respond to the changing needs of industry and community employers (objective D). WEVC suffered from a similar lack of initial movement, but by the end of the year, it was planning to introduce a new business and industry needs assessment process to elicit broader feedback from area employers. While this is an improvement, insofar as it has developed a legitimate action plan to respond to its assigned target, nothing has yet commenced, and collecting data does not equate to realized action. Therefore, it is imperative that WEVC move further faster.

In other respects, as with VICE, WEVC is also empowered to allocate resources through the strategic fund request process.

3.B.2

Educational Attainment

As discussed in 3.B.1, the Progression Council did not focus on the primary objective assigned to them. However, it did see movement on other targets on the report cards. For example, one goal of objective A states that 80% of Destination Graduation-eligible students will meet an advisor in the 1st term. The Progression Council spent several months developing a plan for a new advising center to ensure that more

students begin relationships with faculty advisors as early as possible. This plan included dramatic shifts in resources and staffing.

The Learning and Innovation Council has yet to meet and therefore has not planned any specific actions. The upcoming summer MERIT retreat will begin the process of explicitly assigning it a success target and including it within the new training regimen.

It should again be noted (as discussed in 3.B.1) that providing resources (through the strategic investment fund) is meant to encourage initiatives that more closely align to the college's core themes (and their respective objectives and goals) and grant more budgetary control to the councils.

Cultural Richness

While the VICE Council unveiled a proposal to address its primary target, it too had very little action during its first year beyond maintaining its work around college values. Through primarily a series of surveys, its findings make up part of a report that details the broader campus planning process, giving it the potential to inform interventions and planning changes.

Similarly, while not focused on the primary targets as provided by MERIT, VICE also supported a college-wide survey around student services as well as the continued utilization of SENSE and CCSSE.

Economic Vitality

As discussed in 3.B.1, WEVC has developed a plan to administer one to two business and industry needs assessments each year. There is an expectation that the data gained will then be used to grow programs in light of the changing needs of local industry. It did also (similar to the above councils) start other work around employer needs, but these were more tenuously connected to the core theme.

3.B.3

Educational Attainment

As discussed above, MERIT and the councils, through their various planning retreats, lead the planning process through a data-based approach where the report cards are the source for recognizing and showing mission fulfillment and meeting core theme objectives.

More broadly, data provisioning is generally a strong suit for the college. Beyond the robust report card metrics (detailing a five-year trend), this includes specific data tools such as the Laserfische program review tool to retention, enrollment, and developmental dashboards meant to display larger trends (available on the Progression Council's webpage).

In terms of Educational Attainment, as championed by the Progression Council, specialized tools include a fall-to-fall retention overview dashboard, allowing users to compare multiple cohorts alongside dynamic characteristic group filters (such as gender or program of study). This allows council members, as well as the

public, to see how retention varies and begin to understand some of the issues around retention for various student groups.

Evaluation has increasingly become a major consideration in determining that an intervention or program is furthering the college mission. One example within Educational Attainment has been the strategic discontinuation of developmental course offerings in reading. Earlier analysis of data showed that it was not having a beneficial impact on its target population, which led to revisions within the program, but after it still continued to be unsuccessful, it ultimately began to be phased out. In the spirit of continuous improvement, the college is now exploring alternative ways to support students with reading difficulties. The effectiveness of those alternatives will be measured and assessed.

Cultural Richness

The Cultural Richness report card and its assigned council, VICE, has been more challenged in measurable outcomes than either of the other themes, often because its questions fall outside the traditionally captured data or, as in the case of voter registration, its data are updated infrequently (in this case, due to the nature of the election cycle).

This has meant that one of its primary challenges has been to decide how to capture more actionable information. As discussed in 3.B.2, the council has several student-level surveys but has not found reliable data sources for all its metrics. Furthermore, because surveys such as CCSSE or SENSE occur every three years, tracking change can be a slow proposition. Embedding their metrics within the report card (e.g. 50% of respondents will indicate the top two levels on the four CCSSE diversity questions) do make these surveys important, but knowing how effective a given intervention has been in moving that needle is challenging.

In recognition of the above, the council has discussed refining and revising the core theme metrics as the initial logic that led to them may have been too optimistic about the realities of data collection. It is impossible to adequately incorporate data into planning and improving when those data are not available. The VICE Council, in its new form, hopes to more quickly revise and find measurable metrics within the objectives laid out for mission fulfillment of the Cultural Richness theme.

Economic Vitality

Unlike VICE, WEVC has a cleaner set of metrics. For example, the objective B goal that states 80% of CTE graduates will be employed in their field within nine months of graduation is collected through the college's annual Graduate Follow-Up Survey. Survey questions discuss overall employment status, employment in the student's field of study, and time to find employment.

While tasked with responding to changing employer needs, WEVC also spent time focusing on advisory committees, whose input plays a major role in multiple goals of objectives A and D. The benefit of focusing on improving advisory committee function is that the committees serve as a critical data link in the program improvement process—many CTE programs are required to have one as part of their industry-specific accreditations. Strengthening these committees is a crucial first step toward using data to drive program and core theme fulfillment. The business and industry needs assessments, when introduced, will provide another critical data source through their in-depth analysis into a particular industry and the needs of the community around it.

Standard 4.A Assessment

4.A.1

Educational Attainment

Assessment and planning, through the summer retreat model, are indelibly linked. Purposefully, the college has attempted to maintain flexibility in order to not become beholden to a classic—but rigid—strategic plan; instead, LBCC uses the objectives laid out in the core theme as its long-term directional guide (alongside the college strategic goals of productivity, equity, and quality). This shift first began with the revised summer planning process, one that became much more data-driven through a deliberate focus on the success targets within the report cards as well as some secondary sources (such as the Values Committee report). Furthermore, during periods such as in-service, the college community is updated on the relevant data and the strategic goals for the upcoming year.

MERIT, in its role overseeing accreditation and the Innovations sphere, reviews all the metrics annually during its summer retreat (MERIT report cards). It also engages in continual assessment and evaluation by reviewing each council multiple times throughout the academic year. This process is mirrored by each council as, for example, Progression Council reviews the data to help understand and document gaps in the student progression pipeline and then tasks workgroups to develop interventions to improve those gaps. Educational attainment, as it is composed primarily of traditional data pieces in education, is mostly complete in terms of useable data sources, but it still requires focus to collect and assess those sources. One such case is the aspirational goal within objective H. Initially, the goal was impossible to meet because of the myriad of demographic groups and data available. Now, this metric will be modified during the upcoming summer Progression Council retreat, where it will define a current focus among the possible demographic groups. This will provide actual usability and assessability to this goal.

As discussed with in 3.B, councils have been varied in their overall effectiveness. For Progression Council, the council met monthly and made use of several workgroups, including one focused on the new advising center and one continuing to work with the Achieving the Dream initiatives (such as the Accelerated Learning in Writing Project and the Destination Graduation). Because assessment and evaluation were tied closely to the Achieving the Dream model, these particular initiatives had evaluation plans that relied on specific data extracts. Another part of the council began piloting early alert systems with the help of interested faculty members. While pursuing several different valuable projects, the council had weaknesses in workflow and communication (again leading to the need for greater support and guidance as discussed above).

Cultural Richness

As discussed above, VICE has been challenged in collecting all the data required for a systematic analysis of its goals and objectives. While available data were reviewed (both through the report cards and through supplemental collections such as the survey on college values), VICE was left with numerous points where no data existed. As such, VICE was challenged in both planning and assessing as it tried to find methods of improvement and has, therefore, been tasked to reconsider solutions for collecting the data that would enable more rigorous assessment. Again, the council ownership model being utilized appears robust and responsive but challenged, in this case, by lack of data.

It is imperative that VICE move from discussing the issues to responding to the goals and objectives within its report card and implementing change ideas. Once functional, each council is expected to be part of a continuing cycle of innovation and improvement that requires data utilization as its primary method of determining what to move towards the Operations sphere and what to discard.

Economic Vitality

As has been consistent with all the councils, WEVC has relied on a mix of metrics from its core theme report card as well as less than ideal data to assess its actions.

WEVC does benefit from having more routinized data collection as compared to VICE. One particular point of pride is that the college expends considerable resources on its Graduate Follow-Up Survey. Taking the time to earn a 60% response rate (on average) requires a broad-based survey methodology but lends considerably higher reliability to the data collected. Its annual nature also allows a regular comparison of results with previous years. While this collection alone is insufficient to determine total mission fulfillment of economic vitality, it is a critical player alongside the additional inputs from the advisory committees and the business and industry needs assessment reintroduction.

4.A.2

Educational Attainment

Academic program review is tied to all three core themes for the campus, albeit primarily with Educational Attainment and Economic Vitality. The historical program review process is detailed below, with individualized notes for each core theme following after. In brief, as the core theme report cards have become tied to planning and assessment, their impact extends into areas that may have once seemed more removed. This is a benefit that builds upon the increased clarity and focus gained through the revised planning process and increased transparency possible with the report cards.

LBCC's program review process has undergone substantial change over the last two years. It has evolved from a self-reporting model based on each program's individual, and sometimes informal, method of reporting to a comprehensive, college-wide process with a standardized system to collect and analyze data.

During the 2013-14 academic year, a Program Effectiveness Team (PET) was established, consisting of faculty, deans, and support staff from various departments, to begin the revision of the program review process. Throughout the year, this team researched what data would be most useful in helping formulate continuous improvement plans for each program and created the draft version of the program review questions to guide the review process. The Office of Institutional Research created a portal to make accessing data easier. These data were collected from various resources, including the Graduate Student Follow-Up Survey, class size, fill rates, program graduates, completion rates, and financial data. During the 2014-15 academic year, every academic program was expected to complete a comprehensive program review using the draft questions and newly created process along with the supplied data.

From this initial trial year, the PET collected feedback from those involved in the process regarding its effectiveness and what changes would make it better, what areas of the review needed clarification, and what needed to be added or removed, as detailed in the 2015-16 process.

The PET has identified three distinct program categories for review: academic programs, student services, and operations. Each sector will have its own comprehensive review process. The college has focused on the academic programs review process first, beginning in the 2015-16 academic year, which will be completed by programs every two years. At the same time, the college is also beginning to formulate the student services review process, to be implemented during the 2016-17 academic year, followed by the operations review process the next year.

Substantial research was conducted by the college's IS Department to identify software that could be used for inputting, storing, and reporting program review information, with Laserfiche emerging as the top choice. The IS Department created a standardized form that is used for helping staff input data for each program as well as to store the data for future reference. Reports can also be printed using this software.

The PET, through their research, inquires, and development process, identified three different distinct areas for the academic program review: CTE programs, transfer programs, and academic support programs. Individualized program review questions were created for each but included the following categories for all academic programs:

- an introduction where each program should describe its mission and how it aligns with the three strategic goals of LBCC
- information about the curriculum, including changes in the field over the past two years, what recommendations the program's advisory committee or stakeholders have, inclusiveness of part-time faculty, effectiveness of teaching methods, and whether lab equipment and instructional technology are up to date
- teaching and learning information, including students' use of advisors, course outcomes and assessment, faculty professional development, cohort graduation and completion rates, and career or further educational pathways
- community information, including outreach activities, promotional materials, projected employment outlook and wages, demographics of students, enrollment, persistence rates, high school and other partnerships, and job placement
- financial information, including direct cost of the program, FTE and revenue generated, average course fill rates, ratio of full- to part-time faculty, and average cost per FTE
- a concluding analysis, describing the strengths, opportunities, and challenges associated with the program
- an improvement plan for the next two years to improve the effectiveness of the program and its potential to contribute to one or more of LBCC's three strategic goals, prioritized into actionable steps, and listing required resources and personnel and the evaluation plan

Upon completion of the program review, the relevant dean will provide a review summary to the Vice President of Academic Affairs and the president, addressing specific information they want administration to know about the program, what anomalies (if any) there are with the program, and if there is anything in the program review that needs further explanation.

The new program review process is now to be completed every two years for each program. It was determined that this is the frequency required for continuous improvement as well as the most useful for the college's budget review process. The high frequency of program review encourages ongoing conversation, review, and improvement of the programs rather than waiting three to five years to review programs as was the previous practice. Ongoing review of programs by the faculty and deans will be continuous with the action steps built into the plans.

Beginning in spring of 2016, the deans and directors met to continue the improvement of the program review process by first discussing the effectiveness of the questions included in the survey—whether they

captured data that are useful for continuous improvement and whether other types of information should be collected moving forward. Faculty and staff will soon also have opportunities to give feedback, through a survey as well as informal conversations with their departments. This information will be presented to the PET to evaluate and revise the program review process as necessary for the following year.

As discussed above, program review has undergone sweeping revisions as the college has tried to increase the value and usefulness of its assessment of programs and services. In terms of Educational Attainment, there are multiple references to the report card within the program review process. One example, which has caused consternation as the college grapples with the concept, is the program cohort graduation rate (objective G). Rather than simply reporting the number of graduates in a given year, programs are expected to acknowledge and reflect upon an actual graduation rate to acknowledge the students who are not finishing the program or not finishing in a fashion that seems appropriate for a two-year institution.

Cultural Richness

Similarly, Cultural Richness indicators have a place in program review. This is primarily through tracking selected demographics groups within a program and its courses. This ties directly to objective G, asking faculty members to think about who is in their program and what implications there may be because of that mix. Such conversations may result in changes to the presentation of a program (e.g. marketing or high school relationships).

Economic Vitality

In the past, program review was exclusively the providence of CTE programs, as a way of tying the various inputs of CTE data (such as advisory committees) in order to keep the programs relevant to the needs of the community. As program review has changed, the review has become much more rigorous. The previously discussed Graduate Follow-Up Survey results are included, representing both objectives B and C. Again, the move has been to more closely tie core themes and mission fulfillment with processes around broader programmatic assessment and review.

4.A.3

Educational Attainment

Similar to the revised program review process, student learning outcomes and their tracking and assessment has also undergone dramatic revision. Paralleling the above, the relevance to each core theme will be discussed in its respective subsection, but the historical development is listed once for readability and ease.

As noted in the follow-up report on learning outcomes assessment from the previous accreditation visit, the college is engaged in a multi-year plan to address learning outcomes at the course, program, and institutional level. Faculty are the leaders in this effort, and while the college has made previous attempts at assessment plans in the past, the present effort has been met with enthusiasm for its simplicity and effectiveness.

As the institution has just recently started with student learning outcomes assessment at the course level (beginning in the 2014-15 academic year), LBCC will address the program- and institutional-level learning outcomes in the overall assessment plan. The assessment of course-level learning outcomes is ongoing, and the college is working to refine the process by building time to close the loop on assessment. The college has revised all of the learning outcomes to be meaningful and measureable for the approximately 950 courses that are in the college's catalog.

The college has multiple locations other than the main campus, including the Benton Center, the Lebanon Center, the Advanced Technology and Transportation Center, and the Sweet Home Center. Regardless of how and where they deliver courses, all faculty reside within academic divisions in the college structure, and thus, all faculty are engaged in outcomes assessment, reporting, and the subsequent follow-up. Additionally, many programs (such as Nursing) have third-party accreditations for which assessment data is collected, reviewed, and submitted for evaluation.

The college's assessment plan, developed by both faculty and administration, sets out to tackle the student-centered, course learning outcomes first and then address program- and institutional-level outcomes. To that end, the college has completed the revision of all course student learning outcomes. During the revision process, the college collected outcomes assessment data for courses that had achieved SLO approval by the Curricular Issues Committee.

As part of the assessment of the student learning outcomes process, the Curricular Issues Committee reviews both new and revised course outlines. New courses are sent to the state for approval, while revised courses with their student learning outcomes are published in the catalog.

As LBCC continues to assess course learning outcomes, the college anticipates that it will begin revising program-level outcomes beginning in the summer of 2016 and continuing through the academic year. Many programs already have program learning outcomes that are published in the catalog, and although those program-level outcomes have not been mapped with the revised student learning outcomes, the college sees that as part of the forthcoming process. The college will undertake the task of student to program learning outcome mapping throughout the year. LBCC will continue to revise the program learning outcomes and the review process to include an assessment of graduation rates, success after transfer and graduation, and the program's financial information.

Currently, the college has met its goal of collecting, reflecting on, and setting goals to improve student learning outcome achievement through assessment data for all courses. All courses have submitted outcomes data as well as reflection on relevant issues at least once through the present assessment plan. The college has developed assessment data collection and evaluation tools for faculty use that are located on the MAC Team's webpage.

In addition to the data collection and evaluation tools, LBCC is working to engage faculty in the process of identifying issues with student learning outcomes from the data collected and to set goals to improve student success through teaching and learning excellence. The college dedicated its spring 2016 in-service to student learning outcomes discussions where departments on the academic side of the house discussed the data collected and identified strategies to improve student achievement. This college-wide effort is the first of its kind at LBCC, and the intended result is for each academic department to identify plans for improvement that will be implemented in the upcoming academic year. The CTE programs collected and discussed data on student learning outcomes for the first time. Concurrently, the non-academic departments undertook a self-assessment and improvement exercise, including goal setting.

As a result of those faculty-led efforts, department chairs were tasked with writing a summary of their departments' discussions around the assessment of student learning outcomes. In general, the responses were positive, and faculty reported that the time spent was well worth the effort. Each division will compile a report on assessment for this past year to document the proposed changes for the upcoming academic year.

Integral to student learning outcomes and the assessment process is the idea of continual improvement to achieve excellence in teaching and learning. To that end, LBCC is also reinstating the Center for Learning and Innovation and anticipates that the center will also address the assessment of student achievement at all levels. The plan for this reinstatement was developed by one of the MAC Team faculty, and the college envisions that the MAC Team will become an integral part of the new center.

Assessment of student learning outcomes at LBCC is a recent endeavor, and it is worth noting that the process is faculty-led. Not only have faculty led the drive to revise outcomes, all teaching faculty have been involved in developing and utilizing appropriate assessment tools. The college has also engaged with the Multi-State Collaborative to Advance Learning Outcomes Assessment Demonstration Year project, where the college will submit student artifacts (i.e. work samples) for evaluation using the VALUE rubrics. The college hopes to use the data from this project to engage in further discussions around assessment, student success, and teaching and learning excellence. As LBCC continues with its assessment plan, it will be revising and evaluating program-level outcomes, and it intends to adopt the LEAP outcomes as its institutional outcomes.

As discussed above, student learning outcomes have received critical faculty and administrative support in recent years. While the college is still within the process of moving from course-level to program-level and institutional-level outcomes, the success in revising and collecting data on so many course-level learning outcomes is a noteworthy achievement. While Educational Attainment tends to focus on higher-level outcomes, the quality of courses is critical to the college as a whole. For example, objective B is predicated on the idea that the coursework within developmental education is of a quality to prepare the student to progress to college-level courses. The work of the MAC Team as well as faculty throughout the college on outcomes assessment is a critical player in ensuring that this is true.

Cultural Richness

When developing the Cultural Richness metrics, it was clear that the college needed to tie Cultural Richness fulfillment to the courses and programs of the institution—not just speak positively of diversity and inclusion but ensure it was valued enough to be a required part of both the curricula as well as events and activities on campus. Furthermore, courses designated as cultural literacy and/or human relation courses will be reviewed to ensure they are meeting the assessed outcomes.

These tasks align with objectives B and C, specifically with individual goals such as adopting a campus-wide cultural literacy learning outcome and that 33% of courses designated as cultural literacy or human relations will review/update their learning outcomes. This adds another layer (through MERIT and VICE) to help support this work. While the MAC Team has had solid forward momentum, the college expects a continued review and expansion of student learning outcomes tied to cultural literacy.

Economic Vitality

While Economic Vitality may seem more removed from the course-level learning outcomes work, outcomes should be tied not only to the expectations of a course but the overall program as well, especially in terms of satisfying the expectations of employers. Much of this is documented through the revised program review process and other data collection avenues, such as advisory committees (as discussed in 4.A.2), but the student learning outcomes revision process is a critical piece in ensuring that the data move from simply understanding the realities to making course- programmatic-level changes.

4.A.4

Educational Attainment

As discussed in greater detail in 4.A.1, the college has spent several years refining, revising, implementing, and expanding its holistic evaluation of programs and services nested within the framework of the core themes and their metrics.

These pieces are integrated most clearly through the resource allocation requests. The utilization of the new strategic investment request process means that, as funds are requested to change a program or to bring in additional expertise or other fiscal resources, resources must be connected and assessed holistically as part of overall mission fulfillment. As an example, for the upcoming 2016-17 year, funds were approved to add one FTE to the Math Department to respond to staffing needs as well as to ensure students have opportunities to begin and complete their appropriate math courses as early as possible. Similarly, a small amount was approved to support moving the Accelerated Learning Program in Writing from the Innovations sphere to the Operations sphere, again based on evaluative findings and the goals set out for Educational Attainment (under objectives B and D). All of the approved packages for the 2016-17 academic year can be viewed [here](.).

Beyond the obvious fiscal changes based on the holistic integration of data, assessment, program review, and the core themes, the president's Executive Team plays a critical role as it is comprised of the three vice presidents, all of whom are connected to these various pieces of data and resource alignment. As program review continues to be revised, the hope is that it can be further connected to these conversations.

Cultural Richness

Similar to Educational Attainment above, the holistic approach of integrating data and assessment has become most transparent in the expenditure of resources. Based on the data, two FTE staff were added explicitly to support Cultural Richness at the college. Directed towards students, a one FTE classified position has been added to promote LBCC as a College of Choice for Latino students. For all employees, a one FTE position has been created in the Human Resources Department to promote hiring, training, and retaining a diverse workforce. This hire speaks directly to objective E, which was the MERIT target set for the 2015-16 academic year, again showing the clear line between evaluation and institutional action.

Economic Vitality

As detailed with the preceding core themes, Economic Vitality follows a straight line, particularly in the arena of responding to the changing community needs (objective D). This began with the capital construction bond measure discussed earlier, much of which is focused on growing CTE programs within the communities served by LBCC.

Correspondingly, multiple funds were approved to support this project and better serve the community needs. In summary, 3.1 faculty FTE and three classified FTE were approved to better meet these needs and provide increasing quality and value for the students and the community.

4.A.5

Educational Attainment

The expansion of assessment, program review, and overall data utilization has led to increasingly holistic approaches to viewing the college and its work, in particular the tying of funds to core themes and the cyclical nature of program review, outcomes assessment, and the summer planning retreats (see the Guide to Governance).

One clear example that ties programmatic services to outcomes and review is athletics. Two years ago, community members pushed to revive several sports that the college had recently discontinued. When this push began, college leadership were adamant that funding a sport purely for entertainment value was insufficient to justify the expense. Rather, such programs should be explicitly tied to student success—in other words, the success targets of the core themes. Thus, a series of measures were introduced to empirically prove that the program was providing actual academic value to the participants. As such, a dashboard for the athletic teams was created, detailing relevant points such as retention, graduation, GPA, community service, and various other milestones.

While athletics is the first area to be so completely and transparently tied to the core themes, college leadership believes that it is a model that should be replicated with other programs and services. The challenge, of course, will be in holding the college accountable if a program shows poor results. As yet that has not come to pass, but it is expected that LBCC will have the constitutional fortitude to act as it should.

Another example of considering how the college offers courses, with respect to the three core themes, is the LB iLearn Campus, where the college provides an online model free of the traditional term-based structure. While it was initially offered with the support of a Department of Labor grant, as the grant draws to a close, the college needs to assess the long-term viability of this program. Beginning this discussion were lengthy analyses that included market segmentation, price-affordability, forecasting success, and enrollment. Again, the college has worked to detail realistic metrics that will decide whether or not the campus maintains the program. The summary of the iLearn sustainability analysis, as an example, can be found here.

Cultural Richness

Akin to Educational Attainment above, Cultural Richness metrics have been woven into program review as well as the student learning outcomes assessment though the work of the MAC Team. As discussed in 4.A.2,

program review purposefully includes measures regarding student demographics in order to understand who participates in particular programs. Similarly, being mindful of the importance of engaging and connecting students, the college has provided data tools that encourage disaggregating student services and classroom experiences data along demographic groups. [SENSE results](#), for example, have been designed to display various demographic comparison data. And while student self-perception is only one piece of utilization data, it provides a critical perspective when incorporating the student experience into the evaluation of programs and services. As noted earlier, SENSE occurs only once every three years, meaning that tracking change can be slow; however, a rigorous, nationally normalized survey can add immense value to understand how LBCC students perceive their educational experience as compared to the broader nation. Few other areas enjoy such a broad view, and while the college is still struggling to put these findings to use (beyond discussion and reflection), they have the potential to strengthen the alignment between students' perceived needs and the college's processes and policies.

Economic Vitality

As discussed above, within the auspices of Economic Vitality comes some of the most varied and in-depth provisioning of data resources to help assess the holistic alignment of programs. This includes the aforementioned program review, advisory committees, and the new business and industry needs assessment process. Furthermore, several programs also take part in separate programmatic accreditations, which also ensures this alignment, as well as the technical skills assessments required of CTE programs.

4.A.6

Educational Attainment

Over the past two years, LBCC has focused on designing an improved assessment process throughout the college. One particularly strong point has been the faculty-led MAC Team, which has fundamentally reshaped assessment by systematically reviewing and revising course outcomes for both measurability and clarity and introducing an evaluation cycle to ensure that these are collected consistently for all courses. Through work with the Office of Institutional Research, this has resulted in a simple web-based data entry form that feeds into a results dashboard where those with permissions can look at outcome results, both in aggregate and at an individual level. This coincides with the other changes around program review, meritorious data-based funding, and the reliance on core theme metrics to provide a complete re-imagining of assessment and data utilization to improve student success. And, as discussed in 4.A.2, program review has also undergone dramatic revision, in order to improve assessment and improvement.

From the Educational Attainment perspective, reviewing assessment processes and utilization (particularly within the planning process of the summer) is an ongoing concern. From the changes to the Operations and Innovations spheres to the plans to launch council trainings, assessment practices are continually improving.

Cultural Richness

As detailed above, assessment in terms of Cultural Richness has been under revision. As noted in the Cultural Richness report card, there is a desire to develop an overall campus-wide cultural literacy outcome (under

objective B). This, along with increased inclusion of Cultural Richness indicators in program review, similarly shows the development of a more robust assessment process.

Economic Vitality

As described in 4.A.1, Economic Vitality has received considerable interest from the college in terms of the assessment and revision of its data processes and utilization. Based on a wide array of inputs, assessment in this area will continue to develop to meet the requirements of its associated report card and community needs as well as ensuring that the completion of a CTE program means a student is prepared to successfully transition into the workforce.

Standard 4.B Improvement

4.B.1

Educational Attainment

As with the discussions throughout 4.A, the vast explanatory pieces will only be repeated once, with the unique variations for each core theme listed under each heading for better readability.

Assessment of the core themes and college programs serves as the basis for decision making throughout LBCC. The structure of the report cards, for example, highlights this critical role. By setting three distinct levels of goals (attainable, actionable, and aspirational), the model is not solely about reaching a single goal but rather showing longer-term plans (aspirational) as well as the historical baseline (attainable). Certainly, college efforts are expected to be geared towards reaching the actionable goals in the short term, but the larger framing helps to define the college's full expectations. Within the context of the summer planning retreats, these report cards stand as measures of overall mission fulfillment, driving the planning process by acting as focal points for the councils. Similarly, with both strategic investments as well as performance and decision packages, a demonstrable connection to improving target metrics plays a pivotal role.

By the same token, program review helps to inform what programs should do to remain viable. These data build throughout the review process to provide information, both for the program's internal improvement as well as to support any resource allocation requests. Data utilization and assessment are increasingly becoming the lingua franca of the college, particularly among the college leadership.

An integral part of incorporating data so holistically into the college community is the availability of publicly assessable data tools. Community members have access to interactive data tools that are regularly updated via the Office of Institutional Research's webpage. The goal is to not just have static data but rather data that can be individually tailored by the users. Finding ways to break apart complex metrics into smaller, more actionable pieces and then equipping decision makers with ways to easily access and utilize that data is the driving force within the suite of analytics available to the college.

Cultural Richness

Adding to the above program assessments are the multiple measures based on national surveys (such as CCSSE and SENSE) as well as alternative college instruments. As noted throughout 4.A, data findings are promoted to the college. In the case of CCSSE and SENSE, this includes interactive web tools, presentations during in-service, and on-call presentations to divisions in consultation with their leadership. The Campus Environment and Student Services Survey (run in the most recent non-SENSE/non-CCSSE years) also provides feedback to the student service areas to help inform evaluation.

Economic Vitality

Finally, as noted in 4.A.1, Economic Vitality uses multiple data sources as well. Various changes have been made as a result of assessing and reviewing those sources, including a renewed focus on advisory

committees and their standards of conduct (e.g. their role, membership, length of service, etc.) and focusing on the data needs that led to the reconstituting of the business and industry needs assessments. While these improvements are still early in development, the work of WEVC in implementing these changes will yield increased improvement dividends.

4.B.2

Educational Attainment

LBCC's student learning outcomes assessment plan, with its resultant data collection and closing-the-loop efforts, has highlighted a need to re-invent and reestablish the Center for Teaching and Learning. Presently, the college is planning to rebuild it as the Center for Learning and Innovation. Central to the revival of a center is that it be faculty-led and that it address opportunities for professional development pertinent to improving teaching and learning effectiveness. The issues identified from the assessment of learning outcomes are integrally linked to effective teaching and learning strategies. In other words, the conversations about improving teaching and learning are directly related to assessment. Potential topics to be addressed by the new center include effective strategies for inquiry-based learning, best practices for delivery of online courses, matching assessment tools to effectively measure learning outcomes, and evaluating the results of the college's assessment plan and of its participation in the Multi State Collaborative to Advance Learning Outcomes Assessment Demonstration Year project. The overall goal is to make sure that students are equipped with the proper skill to be successful as they transfer to a university or enter the job-market when they complete their programs.

The college's assessment effort over the last two years has led to the development of curriculum plans to address student achievement issues identified from outcomes assessment. These plans were developed by faculty at the spring 2016 in-service and are slated for implementation in the 2016-17 academic year. As the college continues to collect assessment data, it will be able to evaluate the effectiveness of curricular changes and make adjustments as needed.

While LBCC has revised all course-level student learning outcomes and plans to continue with program- and institutional-level outcomes revision, it will remain engaged in the process of evaluating course-level learning outcomes. Additionally, the MAC Team will begin the analysis of course-level grade distributions and retention data as it works to implement the new Center for Learning and Innovation. The college anticipates that the examination of all these data sources will help refine its assessment efforts. Coupled with the results of the Multi State Collaborative to Advance Learning Outcomes Assessment Demonstration Year project and the assessment results to date, there is a good roadmap to continue the assessment work. Strong faculty engagement overall in these efforts indicates that faculty members understand the integral connection between outcomes assessment and teaching and learning excellence.

The final aspect of 4.B.2 is the timely availability of student learning assessments, which will require a two-part discussion. First, it is the responsibility of every faculty member to return student assessments in a timely fashion so that students know where they stand with respect to their course grades. This includes evaluated assessments (both formative and summative) such as homework, quizzes, papers, and exams as well as the rendering of real-time student grades.

The second aspect revolves around the reporting of student learning outcomes by faculty into the system and then reporting that data back to the faculty for evaluation. As noted previously, faculty have access to the assessment data through the MAC Team webpage. In this way, both faculty and administration can

query outcomes reporting information at any time. In addition, the aggregate data from the reporting is used to gauge the overall reach of the assessment effort.

Over the two-year period of revamped assessment work, the college has seen a continual increase in the faculty response rate for student learning outcomes reporting. In the future, the college also expects that faculty will engage in further discussions around the data and goal setting to increase student success, retention, and graduation rates. It should be noted that when the MAC Team's effort began in the summer of 2014, very little outcomes assessment reporting was occurring. As the MAC Team began work, it concluded that there was a lack of understanding around assessment processes and vocabulary. The MAC Team set about to define an assessment process with its concomitant vocabulary and to do this in such a way as to engage all faculty in an ongoing and useful process.

The MAC Team also found that most assessment methods assess one or two outcomes per course per year and that this practice does not reveal useful information because the comparison groups change continually. Conversely, assessing all student learning outcomes every term, while labor-intensive, is more useful for comparing student achievement. LBCC can then compare all outcomes every term in order to identify where students face the most barriers and determine how to address those barriers. The final goal, of course, is continual improvement in all areas. With the present assessment plan and the results from the last two years, the college anticipates this will continue to be a beneficial endeavor well into the future.

Cultural Richness

Cultural literacy learning outcomes have also become a primary interest to LBCC. In the upcoming year, the MAC Team plans to partner with VICE to further cultural literacy outcomes assessment throughout the college in order to improve the overall educational experience for students and strengthen LBCC as a whole.

Cultural literacy outcomes assessment will then couple with the renewed focus on LBCC employees' ability to interact with difference, including the expenditure of targeted funds to promote hiring, training, and retaining a diverse faculty and staff. By focusing on multiple methods of improvement, the college hopes to more dramatically improve the whole college environment in regards to inclusion.

Economic Vitality

While only a few short years ago program review was merely an easily ignored compliance form, the college has made vast strides in trying to bring holistic review and assessment to all sectors of the college. As, in many ways, Economic Vitality represents the added value after leaving LBCC (for both the student and the community), assessment and improvement are critical to the college's programs remaining relevant so that students possess the necessary abilities to succeed in their fields. The shift to embedding general education requirements into certain programs highlights one of the college's recent changes in service of that goal.

For example, when the Welding Department saw that students were leaving without graduating but still finding gainful employment, it was inspired to consider a programmatic change. In the short-term, a student who departed the program early still gained skills and was able to get a well-compensated position; however, in the long-term, a degree would give them the ability to complete future educational goals as well. In response, specialized writing and math courses were introduced, ones that met the same rigorous student learning outcomes as their traditional counterparts but that translated them into a language that

spoke to the needs of the students in the program. Faculty have reported much higher rates of completion of these outcomes as a result.

Making use of assessment and programmatic data are critical in uncovering challenges to student success. It takes the combined efforts of faculty and administration to respond to and overcome these challenges—and it all rests upon a basis of understanding and documenting the system and its outcomes.

MISSION FUFILLMENT, ADAPTATION, SUSTAINABILITY

Executive Summary of Eligibility Requirement 24

ER 24 SCALE AND SUSTAINABILITY

LBCC has based its core themes and their measurements around reasonable goals that it believes will help the college meet the needs of students. It has used mission fulfillment as a guiding force in how it chooses to allocate its improvement resources. Similarly, infrastructure as well as human and fiscal resources are budgeted conservatively to reduce risk and maintain affordability for students. While enrollment has seen swings (potentially tied to economic shifts), the college believes it has both grown carefully when necessary and reduced only when required.

Standard 5.A Mission Fulfillment

5.A.1

Mission effectiveness within the institution is tied directly to the assessment and improvement approaches discussed in 4.A.1 through 4.A.6. Throughout the 2012-13 academic year, the institution worked to redefine its measures of success to streamline and clarify in ways that promote ownership and realistic measurability. This coincided with improvement and student success efforts such as Achieving the Dream as well as state-level work on potential performance-based funding that sought to change practices and move from enrollment to completion as the main goal of the college.

The council structure is a direct culmination of expanding a systematic and reflective investigation of the successes and failures of the institution and shifting to a model that relies on transparent use of data versus anecdote or belief.

5.A.2

As noted, mission fulfillment that is clear and relatable has been a primary focus of the college throughout its assessment and evaluative practices over the last several years. The cyclical nature of the councils (and their cross-campus representation) into the summer retreats is intentional, with a goal of broad ownership and heightened awareness of data.

Of particular note, the transparency of college data has become a high priority for the institution. The report cards, as well as details on projects being undertaken by the councils, are publicly available on the councils and committee's section of the website. The Office of Institutional Research's webpage also has a variety of interactive data tools and visualizations available to the public.

Standard 5.B Adaptation and Sustainability

5.B.1

LBCC's mission is reflected in the three core themes and informs the three strategic goals, and each of these factors is integral to the development of the college's annual budget and its intentional support of them. The college has an established essential budget level, but beyond that level, all requests for increased or new funding are required to explicitly state which strategic goal, core theme, or college value they are intended to support and how metrics will be established to measure their effectiveness.

Funding increases are allowed through three mechanisms:
- Performance packages: these are ongoing expenditures deemed critical to meeting the college mission that become part of the essential budget level once adopted; faculty and classified positions, both those restored from earlier reductions and those newly added, are adopted through this method.
- Capital project operating costs: these are operational costs incurred with the addition of new facilities, including instruction, instructional support, student services, and plant operational costs.
- Strategic funds: these are short-term funds (two years or less) to test new concepts for potential ongoing funding through performance packages, if proven effective; for instance, the college's OER project was funded with $50,000 of strategic funds, resulting in potential textbook savings of more than $500,000 per year for students.

The LBCC Budget Team weighs all requests, considering how each contributes to the mission, core themes, strategic goals, and values of the college. The proposed budget is presented to the LBCC Budget Committee, which then approves it and forwards it to the LBCC Board of Education for adoption.

In addition to the immediate impact of spending decisions, the budget is projected out for five years to determine the medium-term impact of those decisions (an example of a budget projection model is available here). The board has established a goal of maintaining an ending fund balance of 10% of annual revenue. Revenue is projected against increased spending to determine if new programs are sustainable without dropping the ending fund balance below that threshold.

At times of decreased funding, the board has intentionally allowed the ending fund balance to drop below the target to lessen the impact of spending reductions made to reflect decreased revenue. As enrollment and state funding stabilize, the fund is rebuilt to reflect the 10% goal. LBCC reached that point in 2015, and so the budget for 2015-16 allowed for investment in restoring some of the program reductions made earlier. Faculty and classified positions were added to that budget and are planned for the 2016-17 budget as well.

5.B.2

LBCC's institutional planning cycle has intentionally evolved in conjunction with adjustments in resource allocation and governance structures to establish a strong relationship between resource allocation, effectiveness, and mission fulfillment. The current planning cycle is the result of annual input from the LBCC Board of Education retreat, MERIT retreat, the President's Leadership Team, and budget team.

Prior to 2014-2015, the LBCC planning cycle involved various committees and work groups reviewing enrollment and fiscal data related to the core themes and suggesting direction for the following year. A retreat of institutional leaders from various committees, employee groups, and students then developed long lists of action items to address the deficiencies in meeting the core theme objectives. Through on-going input from those involved, the college made adjustments to improve the planning process and the relationship between governance, assessment, evaluation, and resource allocation. LBCC's involvement in Achieving the Dream assisted in developing these competencies as well as the current planning process.

The new planning cycle, formalized in 2014-2015, incorporates a streamlined governance structure, broader assessment, and tighter integration with the budgeting process. Councils complete an annual assessment of their progress on specific strategic objectives and review data related to their respective core themes, strategic goals, and strategic objectives (see MERIT report cards). Based on the councils' assessment of progress and data, they make recommendations for continuing and/or adding additional objectives. MERIT reviews the council assessments and makes recommendations to the president for strategic objectives for the following year—objectives that are directly related to the core theme and strategic goals.

MERIT's recommendations are vetted through the annual planning retreats of the President's Leadership Team and the LBCC Board of Education. Emerging from these retreats is a set of strategic objectives for the ensuing academic year. The strategic objectives are communicated to the appropriate councils and become the basis for the agendas of the council retreats. The councils develop an approach for addressing their assigned strategic objectives. The approach includes identifying who will work on the strategic objectives and developing an assessment plan for any effort undertaken to address the objectives. The strategic efforts of the councils are connected to the budget cycle in order to allow for the development of requests for strategic funds for experimental efforts or to support performance packages.

Departments requesting strategic funds to address core theme objectives and strategic goals submit strategic funds requests to the appropriate council. The council reviews the strategy, implementation plan, and assessment plan. The council then forwards a recommendation concerning the request to MERIT. MERIT reviews all the strategic fund requests from the councils and prioritizes them for the budget team.

Towards the end of the academic year, the councils assess their work on the strategic objectives and review the impact of these efforts on their strategic goals and core theme objectives. They then craft recommendations about the next steps to address continuous progress and forward them to MERIT. As the planning cycle renews, the evaluation of the past year informs the directions to be taken in the year ahead.

5.B.3

The college collects and disseminates information about the broad range of topics described in 4.A.1 to keep the college updated on the progress being made on the objectives, core themes, and strategic goals. Publically available dashboards and survey results inform the councils and governance groups concerning policy and program impacts.

Feedback from the external environment is accumulated from numerous sources and brought into the development and improvement process of college programs.

LBCC's relationships with local K-12 schools and universities engage numerous areas of the college in developing effective pathways for students. The Educational Partnerships Department works closely with K-12 partners and connects academic and support departments with K-12 colleagues to improve student

preparedness and the transition to college. The Degree Partnership Office works closely with OSU staff, advisors, and faculty to support strong academic articulation and coordinated student support on the path pursued by the majority of LBCC's transfer students.

The college has strong relationships with businesses in both the district and the state. The president is a member of the Oregon Business Council. The college is a member (and the president is on the board) of the National Coalition of Certification Centers. LBCC's transportation programs have begun hosting and sponsoring the national Green Transportation Summit and Expo to bring together businesses, non-profits, and government agencies in the northwest. Locally, the college's advisory boards are intentionally utilized to inform programs about current workforce needs and changes. LBCC has growing relationships with the chambers of commerce in the area that are informing longer-term efforts to meet employment needs and educate the community about careers in local industry. The college enjoys strong business-education partnerships with the region's primary healthcare provider, Samaritan Health Services. Several of LBCC's CTE programs have business partnerships that include Snap-On, John Deere, Fiat-Daimler, Pape Equipment, Allegheny Technologies, Oregon Freeze Dry, and National Frozen Foods.

College leaders are active in several state organizations. Student leaders are active in the Oregon Student Association. Institutional leaders regularly participate in projects and meetings of their respective state councils, comprised of colleagues from the other community colleges. Most campus leaders are also required to participate in community service organizations as a strategy for connecting with diverse community leaders.

Members of the college are regularly engaged with local, state, and federal government to learn about and influence educational reform. The college is active in the Oregon Community College Association. LBCC's government relations lead regularly connects student and campus leaders with government officials and hearings of interest. The college enjoys open lines of communication with the HECC, the CCWD, and congressional staff. Through the recent capital bond efforts, the college has enjoyed regular interaction with local mayors, city council members, and staff. LBCC is active on the two Workforce Investment and Opportunity Act boards in the service district.

LBCC accesses national trends and promising practices through involvement with organizations committed to supporting educational reform. As one of the 30 AACC Pathways Project colleges, LBCC is fully engaged in the learning and institutional change resources made available through this initiative. The college has been a member of Achieving the Dream and most recently joined the Education Advisory Board.

The information gleaned from these activities is brought into the governance and council structure described in 2.A.1.They are disseminated through campus forums and in reports provided to the LBCC Board of Education. This rich flow of information assists the college in evaluating its current effectiveness and in developing new efforts to better serve the needs of the community.

CONCLUSION

This self-study represents a snapshot of LBCC. The college has striven to serve the educational needs of the local community throughout nearly 49 years of operation. Up until about five years ago, LBCC was oriented towards universal access to higher education. There was very limited academic advising, a high level of curricular incoherence, and very low success rates in completing the developmental sequences in writing and math. LBCC's overall graduation rate of about 11% reflected this emphasis on access. The college is proud of the cultural shift being made toward the concept of degree and certificate completion.

More concretely, LBCC has begun work in almost all areas that feature components of the AACC Pathways Project model. The college has completely revamped the student entry process, developing areas of interest that are similar to meta-majors and guide undecided students towards a more structured set of choices to begin their college career. The college has improved the number of students taking math and writing in their first term and has developed several acceleration options that allow students to progress faster. LBCC has embedded writing, math, and human relations into most of the CTE programs, developing a number of new courses and hiring dedicated, full-time faculty to develop these tailored courses to fit the student needs. The college's transfer curricula have been scrutinized for alignment with partner universities, and comprehensive advising guides have been created that are approved by both parties. LBCC's partnership with OSU is thriving and serves thousands of students per year. Lastly, and most importantly, the college has shifted its entire orientation to be evidence-based. There are regularly updated dashboards to track progress on all of the key initiatives, and the college reviews those dashboards frequently and makes changes mid-stream.

Despite those achievements, there is still work ahead. Participation in the AACC Pathways Project is adding much-needed momentum as well as serving as a framework for thinking critically and creatively about promoting retention, progression, and completion and learning from peer institutions about application of promising practices in support of students.

The council structure supports innovation and college-wide participation, and all initiatives include evaluation plans. Data are used to assess the outcomes of the decisions made and to determine the need for corrective adjustments. While this is true for all aspects of the college—including resource allocation, policies and procedures, and the council structure—it is especially true for student learning outcomes. LBCC is an outcomes-driven institution, where student success is based on evidence of outcomes achievement.

At the administrative level, the college is moving from a reactive to a proactive scheduling approach. As LBCC dives deeper into program mapping as part of the AACC Pathways Project, course scheduling will be driven by student needs.

At the student service level, the college is moving from on-demand to intrusive advising. The work from the faculty advising committee, coupled with the emerging Advising Center, has shown stronger engagement of faculty and students in the advising process.

As noted, this self-study captures LBCC at this point in time. It reflects the organization of its work to ensure a true focus on the mission, core themes, and strategic goals. At the same time, it also reflects a new way of working that will change and improve as the college continues to examine its students' long-term success.

GLOSSARY OF TERMS

Abbreviation	Definition
AAOT	Associate of Arts Oregon Transfer
AAS	Associate of Applied Science
ACE	American Council on Education
ADA	Americans with Disabilities Act
AGS	Associate of General Studies
AP	Advanced Placement
AS	Associate of Science
ATD	Achieving the Dream
ATTC	Advanced Transportation Technology Center
CBA	Collective Bargaining Agreement
CCSF	Community College Support Fund
CCSSE	Community College Survey of Student Engagement
CCWD	Community College and Workforce Development (Oregon Department of)
CE	Credit Equivalency
CERT	Community Emergency Response Team
CEU	Continuing Education Unit
CLEP	College-Level Examination Program
COOP	Continuation of Operations Planning
CPL	Credit for Prior Learning
CTE	Career and Technical Education
DPD	Difference, Power, and Discrimination
FASB	Financial Accounting Standards Board
FMPAC	Facilities Master Plan Advisory Committee
FTE	Full-Time Equivalency
GASB	Government Accounting Standards Board
HECC	Higher Education Coordinating Commission
IACE	Independent Association of Classified Employees
IB	International Baccalaureate
IPEDS	Integrated Postsecondary Education Data System
IS	Information Services
ISI	Instructional Strategies Institute
LBCC	Linn-Benton Community College
LEAP	Liberal Education and America's Promise
LSTA	Library Services and Technology Act
MAC	Mentoring and Assessment Coordinating
MERIT	Mission, Effectiveness, Resources, and Improvement Team
MESA	Management and Exempt Staff Association

NHMP	Natural Hazard Mitigation Plan
NSC	New Student Center
NWAC	Northwest Athletic Conference
NWCCU	Northwest Commission on Colleges and Universities
ODE	Oregon Department of Education
OED	Oregon Employment Department
OER	Open Educational Resource
OSU	Oregon State University
OTM	Oregon Transfer Module
PET	Program Effectiveness Team
PLO	Program Learning Outcomes
SENSE	Survey of Entering Student Engagement
SLO	Student Learning Outcomes
VFA	Voluntary Framework of Accountability
VICE	Values, Inclusion, and Cultural Engagement
WEVC	Workforce and Economic Vitality Council