Year Three Self-Study Report

Linn-Benton
COMMUNITY COLLEGE

Presented to the

Northwest Commission on Colleges & Universities
September 2013

Table of Contents

4

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. 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. A new Advanced Transportation Technology Center will be opening in Lebanon in 2013-14, and is less than three miles from the Lebanon Center. Students can access academic support in the Learning Centers at each campus and in the Library on the main campus in Albany. 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 program; to obtain employment training or to improve existing employment skills; or to enrich their lives through continuing education. Over 22,000 students take at least one credit and/or non-credit class each year. Over 6,000 students attend LBCC full time, making it the sixth largest (of seventeen) community college in Oregon. About 30 percent of in-district high school students come directly to LBCC after graduation, a number that has remained remarkably consistent for the last decade. One third of degree seeking students are dual-enrolled with Oregon State University 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 full and part-time faculty in 2012-13. The faculty to student ratio is typically1:20. Special educational services for the community include Business and Employer Services, which serves 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 our local communities has become a foundational part of our accreditation work and is reflected in the core themes, objectives, and metrics discussed in this report. Additional facts about LBCC and our students can be found on our Institutional Research web site.

Supported by tuition, local property taxes and state revenue, the college is directed by seven elected Board of Education members. Linn-Benton Community College is accredited by the Northwest Commission on Colleges and Universities. LBCC received initial accreditation in 1972. Its accreditation was reaffirmed in 1982, 1992, and 2002. The Commission conducted a full-scale visit and evaluation in fall 2007 and reaffirmed the college's accreditation in January 2008. A focused visit in the fall of 2009 resulted in two recommendations to which the college subsequently responded. The Commission accepted the college's response to these and LBCC was not asked to respond to any recommendations in their Fall 2011 Year One Self-Study report. Courses are approved by the Oregon State Board of Education, and lower division courses are approved for transfer to colleges and universities in the Oregon University System.

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 Accreditation Handbook for definitions of terms.

Institution: Linn-Benton Community College

Address: 6500 Pacific Blvd SW

City, State, ZIP: Albany, OR, 97321

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	2012
Construction/Forestry Equipment Technology	AAS	The AED Foundation	2012
Automotive Technology	AAS Certificate	NATEF – ASE	2012
Nursing	AAS	Oregon Board of Nursing	2003
Diagnostic Imaging	AAS	Registry of American Radiologic Technologists	2003
Occupational Therapy	AAS	Accreditation Council for Occupational	2010

7

		Therapy Education	
Assistant			
Dental	Certificate	Commission on Dental Accreditation	2011
Polysom	Certificate	Committee on Accreditation of Polysomnographic Technologist Education	2010
Medical Assisting	AAS	Commission on Accreditation of Allied Health Education Programs and Commission of Medical Assistants	2010

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

Official Fall ___2012___ (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 9/24/2012-12/9/2012	One Year Prior Dates: 9/26/2011-12/11/2011	Two Years Prior Dates: 9/27/2010-12/12/2010
Undergraduate	3,882	4,224	4,662
Graduate			
Professional			
Unclassified			
Total all levels	3,882	4,224	4,662

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

Official Fall ___2012___ (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 9/24/2012-12/9/2012	One Year Prior Dates: 9/26/2011-12/11/2011	Two Years Prior Dates: 9/27/2010-12/12/2010
Undergraduate	2,825	3,125	3,541
Graduate			
Professional			
Unclassified			
Total all levels	2,825	3,125	3,541

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

Total Number   Number of Full Time (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	133	350	2	9	17	94		11

8

Lecturer and Teaching Assistant	17	60	5	6	6			
Research Staff and Research Assistant								
Undesignated Rank								

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	75,013	12
Lecturer and Teaching Assistant	39,870.59	10.24
Research Staff and Research Assistant		
Undesignated Rank		

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: _____

Reporting of income: Accrual Basis   _____   Accrual Basis   _____

Reporting of expenses: Accrual Basis   _____   Accrual Basis   _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
CURRENT FUNDS			
Unrestricted			
Cash	19329517	13585116	16066366
Investments			
Accounts receivable gross	4276192	4168066	4469776
Less allowance for bad debts			
Inventories	398507	413397	407228
Prepaid expenses and deferred charges	63721	73548	11238
Other (identify)	300000	300000	300000
Due from			
Total Unrestricted	24367937	18540127	21254608
Restricted			
Cash	1536373	2599942	2954232
Investments			
Other (identify)			
Due from			
Total Restricted	1536373	2599942	2954232

TOTAL CURRENT FUNDS	25904310	21140069	24208840
ENDOWMENT AND SIMILAR FUNDS			
Cash			
Investments			
Other (identify)			
Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Cash			
Investments			
Other (identify)			
Total unexpended			
Investment in Plant			
Land	3789606	3781556	3524614
Land improvements			
Buildings	39655799	41811704	40894046
Equipment	3214054	3303028	3230798
Library resources			
Other (identify)			
Total investments in plant	46659459	48896288	47649458
Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS			
OTHER ASSETS (IDENTIFY)	25138197	27601711	26386529
TOTAL OTHER ASSETS	71797656	76497999	74035987
TOTAL ASSETS	97701966	97638068	98244827

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
CURRENT FUNDS			
Unrestricted			
Accounts payable	1093188	1373683	743653
Accrued liabilities	4870672	4004069	4338736
Students' deposits	1163417	719805	1054331
Deferred credits			
Other liabilities (identify)	3775016	3668375	3409227
Due to	213903	215104	203005
Fund balance	12600768	9625892	11097501
Total Unrestricted	23716964	19606928	20846453
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance	1536373	2599942	2954232
Total Restricted	1536373	2599942	2954232
TOTAL CURRENT FUNDS	25253337	22206870	23800685
ENDOWMENT AND SIMILAR FUNDS			

Restricted			
Quasi-endowed			
Due to			
Fund balance			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended			
Investment in Plant			
Notes payable			
Bonds payable	38753645	41406848	43961569
Mortgage payable			
Other liabilities (identify)	1793038	1930625	1528911
Due to			
Other plant fund liabilities (identify)			
TOTAL INVESTMENTS IN PLANT FUND	40546683	43337473	45490480
OTHER LIABILITIES (IDENTIFY)			
TOTAL OTHER LIABILITIES	40546683	43337473	45490480
TOTAL LIABILITIES	51662879	53318509	55239432
FUND BALANCE	14137141	12225834	14051733

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
Tuition and fees	15258387	20735627	18692758
Federal appropriations	15437156	16937055	13458228
State appropriations	22497400	13757966	26603051
Local appropriations	9049991	8830944	8722683
Grants and contracts	71709	1674162	5346515
Endowment income			
Auxiliary enterprises	5729438	6094908	5826021
Other (identify)	4317252	9198420	7913823
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	33285912	33273305	28653312
Research	206249	209514	193830
Public services	102272	83452	125559
Academic support	5422393	5192006	4695418
Student services	4546485	4449373	4303792
Institutional support	7342444	7293399	7302473
Operation and maintenance of plant	0	0	0
Scholarships and fellowships	9182533	15164596	14644440

Other (identify)			
Mandatory transfers for:			
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)	206249	209514	187714
Total Educational and General	60294537	65875159	60106538
Auxiliary Enterprises			
Expenditures	6056126	5966139	5786121
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises	6056126	5966139	5786121
TOTAL EXPENDITURE & MANDATORY TRANSFERS			
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	3896499	4073620	4794314
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	1473822	1314164	15876106

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	**Last Completed FY Dates:**	**One Year Prior to Last Completed FY Dates:**	**Two Years Prior to Last Completed FY Dates:**
For Capital Outlay	14757513	16802563	18695796
For Operations	27870000	28320000	28675000

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**

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

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 Since Our Last Accreditation Visit: Dr. Greg Hamann assumed the presidency of Linn-Benton Community College in February 2010. A visionary leader, Dr. Hamann emphasizes the "why" of our work: to help students live demonstrably better lives, and in doing so contribute more fully to our community. This vision has brought attention and focus to the new accreditation standards and process. Through his leadership, the college has a revised mission statement and core themes with meaningful objectives and metrics. 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.* Within this statement are the college's three core themes: *educational attainment, cultural richness, and economic vitality.*

This work has happened at the same time the state has prepared to move to a performance based funding model that will go into effect in 2014-15. Dr. Hamann is a leader in this work at the state level, and LBCC has been able to blend the funding performance measures with the objectives for our core themes. To ensure that the mission is fulfilled and the core themes realized, LBCC has identified three strategic goals. The *productivity goal* is to increase completion by 50%, while maintaining enrollment. The *equity goal* ensures that completion is demographically representative of the District. The *quality goal* ensures that completion represents a demonstrable capacity to better one's life and to contribute back to our community.

Dr. Hamann presented twelve strategic initiatives to the college in September 2012, designed to direct resources to fulfilling our mission and reaching our strategic goals by focusing on student preparation, persistence, and completion. The initiatives were vetted in discussions in various college forums throughout the spring and summer of 2012, culminating in a critical conversations document that was reviewed with the Board in November 2012.

Critical to focusing on fulfilling our mission was aligning how we work, and how we allocate our resources, with reaching this goal. Most of our processes, from scheduling classes to determining the annual budget, have been shaped from the perspective of *delivering* instruction. Shifting the focus to *demonstrable student success* has caused us to rethink and redesign how we work.

A major shift for us is a commitment to making informed decisions using data. To help us be steadfast in this commitment, we joined the Achieving the Dream (AtD) initiative in spring 2012. AtD, a coalition of more than 160 community colleges, provides tools and guidance to community colleges so they can use data to design and measure efforts to increase student success and graduation. Using the AtD data collection system, our Institutional Research office conducted a three year "retrospective" of student performance and identified significant problem areas. A third of new students were not enrolling in needed

14

developmental classes. Of those who did, only about 4% progressed through all the developmental sequence classes to the gatekeeper college-level class within a year. Students in Career and Technical Education programs were exiting these programs before completing general education requirements. Students planning to transfer to four year institutions were leaving LBCC after one year and not showing up at any other two or four year college the following fall.

Four Solutions Groups were formed to identify strategies for addressing these problems: making the transition into college level classes successfully (**Foundational Solutions**), completing Career and Technical Education programs (**Occupational Solutions)** and completing the classes needed for successful transfer to four year institutions (**Transfer Solutions**). The fourth area, **Virtual Solutions**, addressed all three barriers for students who are unlikely to enroll in classes offered on campus. Faculty was asked to participate in the group tackling the problem of greatest interest to them. As the work progressed, faculty and staff in Student Affairs identified a need to help students connect to LBCC, to faculty, and to other students. A fifth group, **Connections,** was created to focus on strengthening student success through the intentional development of interpersonal relationships. Faculty known for their interest and success in engaging students were recruited for this work.

As work progressed, we began to understand better how to align our resources to support student progression through completion. In March 2013, the office of Academic Affairs and Workforce Development shared an instructional redesign with the Board and college campus, with an implementation date of July 1, 2013. The redesign was the result of six months of weekly meetings of nine managers leading the Solutions work. During the design phase, faculty had regular opportunities for input. For example, the president held monthly "Wild Thinker's Forums" and coffees, the redesign was a regular topic at the bimonthly Academic Affairs Council meetings and two of the deans had weekly "drop-in" lunches for faculty to share ideas.

Two work areas were identified to serve students new to LBCC. **Academic Foundations,** an instructional division that assists students with their academic transition into college, includes remedial classes, the required orientation class for new students (Destination Graduation), ABE/GED, the High School Partnerships Program, and selected general education classes that are good starting places for students new to college. The goal of the **Connections** group in Student Affairs is to engage students in the life of the campus and connect them to clubs, extracurricular activities, and to classes known for high levels of interpersonal interaction.

To address student progression through academic programs, the academic divisions were reorganized. The work of the academic divisions is much more focused than it has been in the past, with each division working on specific projects related to student progression and completion. Each project is shaped

by data collected for AtD. Projects will develop and change as we better understand our students and their performance.

The **Science, Engineering and Mathematics Division** will work with other community colleges in Oregon to design alternate pathways for students in mathematics, such as Carnegie's Statway pathway. **Liberal Arts, Social Science and Humanities** is leading the work of transfer programs on the state-wide Degree Qualifications Profile Project, assessing general education student learning outcomes, and "scaffolding" the content of programs to increase the likelihood that students will begin a program in entry level classes and enroll in increasingly complex classes as they move through their program. **Business, Applied Technology and Industry** has a large number of Career and Technical Education programs and will lead the work on offering related instruction in ways that make completing these classes impossible for students to avoid. The fourth division, **Healthcare, E-Learning, and Media**, will house the College's virtual delivery program, providing competency based instruction to students not likely to attend LBCC in a traditional way. We hope to have the first programs offered through the virtual delivery system available to students in 2013-14. This division is also home to our Health Occupations programs. Health Occupations and the virtual programs will share one dean (who has been the dean of the Health Occupations programs) until the virtual program is large enough to become an instructional unit of its own.

The biggest change in resource allocation is within the academic divisions. In the past, departments have had budget lines for contracted faculty, department chair work, summer instruction, part time faculty, and classified support. These lines rolled from one year to the next, and supported work that also rolled forward. For example, the schedule of classes was developed years ago and has rolled forward each year. Little attention has been given to *what* classes students need *when,* and the idea of moving funds from one department to another would have been close to impossible.

Two "transition" steps were taken in 2012-13. A zone scheduling model was put into place for spring term 2013. This model breaks the day into five two hour zones. Within each zone, a range of classes is offered, with limits set for each type of class. For example, a 40% limit may be set for general education. This means that the same number of general education classes has to be offered in each zone, rather than clustering all offerings between 9:00am and 2:00pm each day. In planning for summer term 2013, an effort was made to offer classes that were either appropriate for students entering the college fall term 2013, or that help students make up ground lost during their first year of college (e.g. not completing developmental classes or not completing a large enough total number of credits). Essentially, funds for summer term were pooled to address these two issues. Departments no longer planned a schedule by asking faculty if they wanted to teach something during the summer and then asking what they wanted that class to be.

We developed a three year plan for the AtD project that outlines three initiatives. One is strategic scheduling. The zone scheduling described above is the first stage in a three stage plan to move to strategic scheduling. By stage three, we will be using students' academic plans to predict the number of classes needed each term. At this stage, seats should be available in every class for students who want to take a specific class in a particular term.

A second AtD initiative is academic advising. Described more fully in Standard 2.D.10, the college has escalated its advising efforts since spring term 2012. A goal was set for fall 2012 for every student new to LBCC to have an academic advisor within the first four weeks of their first term. Students are expected to meet with their advisor at least twice each year. Faculty are more fully trained as advisors. An outcome of this work is tightening the link between good advising and careful program planning. In the transfer divisions, faculty are working to scaffold the content of their programs so that classes can be scheduled according to increasing levels of difficulty. This will allow students to take increasingly complex classes as their knowledge and skill levels develop. This type of program progression already exists in most Career and Technical Education programs.

The third initiative is developmental progression and consists of several projects in the Academic Foundations Division and one in the Science, Engineering and Mathematics Division. These include plans to help students move through developmental classes more quickly, an ideal first term with student cohorts, and alternatives to math pathways, such as a statistics pathway.

We have also added, modified and suspended programs. We have added: an Occupational Therapy Assistant Associate of Applied Science degree, a Green Technician certificate, a Computer Information Systems: Health Infomatics Associate of Applied Science degree, and four career pathways certificates related to Water, Environment and Technology. Based on community survey feedback and recommendations from advisory committees, we have made curricular changes in a variety of programs to ensure that our graduates are well prepared for employment. Several programs have modified their Associate of Science degrees to more closely align with Oregon State University: the Elementary Education program has been divided into three distinct degree programs, Exercise and Sport Science has created five options, and Sociology has created two individual tracts. Other programs have been suspended: the Early Literacy certificate, Instructional assistant AAS and one-year certificate, the Visual Communication AAS, the advanced Graphic Design one-year certificate, the Employment Skills certificate, and the Welding two-year certificate.

We have opened and renovated new facilities. In 2009, we opened Madrone Hall, a science building dedicated to enhancing space for laboratory science classes. In 2011, Red Cedar Hall and White Oak Hall were renovated to focus on

modern science education. The college purchased an 11-acre site in Lebanon for an Advanced Transportation Technology Center (ATTC), which includes a 35,000-square–foot industrial building that will be ready for students in 2013-14. Plans call for a 10,000-square-foot classroom and a 15,000-square-foot heavy equipment, diesel and transportation building to be built on the site. LBCC's Advanced Transportation Technology Center will be the only major training facility for alternative fuels vehicles between Seattle and San Francisco and will serve 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.

We have accomplished all of this while experiencing significant financial challenges. Since our last full-scale accreditation visit in 2007, we have experienced a substantial reduction in state funding, from a high of a $500M allocation to community colleges in 2007-09 to a low of $395.5M in 2011-13. To adjust to this, we have made reductions across the campus and increased tuition on an almost annual basis. Just this year, we reduced $2.9M, a loss (or holding open) of 24 positions and three programs, and downsized three other programs. We have also experienced significant changes in student enrollment. Enrollment reached an all-time high in 2009-2011, with over 8,000 full time equivalent students each year. Enrollment started dropping in 2011-12 and dipped an additional three percent in 2012-13, to slightly over 6,900 FTE. For an institution increasingly dependent of tuition, the drop in enrollment is significant.

Linn-Benton Community College 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. Our biggest challenge now is responding to declining enrollments, while being very strategic in our planning for progress on improving our performance. Faced with the pressures of fewer resources and more expectations, we will nonetheless continue to insure that the educational services we provide are innovative, relevant, and of the highest quality. We will continue to be flexible and focused on our mission. The college staff continues to demonstrate their dedication to providing educational services at the most reasonable cost that is both fiscally responsible and sufficient to maintain the quality that is our hallmark.

Response to the Year One Peer-Evaluation Report: The Year One Peer-Evaluation Report noted that LBCC had made significant strides toward crafting core themes in support of our mission statement. The evaluation panel had some concerns that the mission statement implied some outcomes that might prove difficult to measure objectively. The panel was also concerned that not all

aspects of the college mission were addressed and that some assessment tools needed to be developed. Based on these concerns, the panel made two recommendations:

> Recommendation 1: that the college develops its definition of mission fulfillment to ensure the connection between the institution's purpose, characteristics, and expectations and develop the assessment tools necessary to substantiate its acceptable threshold of mission fulfillment (1.A.2).

> Recommendation 2: that the college reviews its core themes and associated objectives and indicators to ensure the indicators are meaningful assessments of the objectives and that the resulting assessment substantiates the accomplishment of the objective(s) of the core theme(s) (1.B.2).

Linn-Benton Community College began working on these recommendations spring term, 2012. Carol Schaafsma, the Executive Vice President of Academic Affairs and Workforce Development retired and Dr. Beth Hogeland, the new EVP and new Accreditation Liaison Officer, started April 1, 2012. Dr. Hogeland chairs LBCC's Mission, Effectiveness, Resource and Improvement Team (MERIT), the college's ongoing accreditation committee.

MERIT serves as the college's eyes and ears related to demographic, financial, student performance, and other relevant data. The team oversees the development and identification of core themes, objectives, and indicators. MERIT assesses the college's effectiveness in fulfilling our mission and meeting our strategic goals and the objectives of our core themes. This ongoing assessment now guides the institution's planning and resource allocation processes. MERIT membership reflects the campus community and is comprised of faculty, classified and management employees, and representatives of Associated Student Government. The members of MERIT are identified in Attachment B.

As MERIT began the work of responding to the evaluation panel's recommendations, we believed the bulk of the work would be around clarifying the objectives and indicators for each of the three core themes, and then identifying meaningful assessment tools. We soon learned that we needed a more specific mission statement. By September 2012, MERIT recommended the Board change LBCC's mission

> **From:** *LBCC supports the dreams of our students by providing comprehensive programs and services that are innovative and accessible. We are passionately committed to meeting the educational needs of individuals, businesses and our communities through learner-centered and life-changing experiences.*

To: 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.*

The Board adopted the new mission at their October 2012 meeting. To ensure that the mission is fulfilled, we identified three strategic goals: 1) The *productivity goal* is to increase completion by 50%, while maintaining enrollment. 2) The *equity goal* ensures that completion is demographically representative of the District. 3) The *quality goal* ensures that completion represents a demonstrable capacity to better one's life and to contribute back to our community.

The goals were easy to remember: *productivity*, *equity*, and *quality*. MERIT works to engage the campus community in continuously improving institutional effectiveness. Using the simplicity of the strategic goals as a model for writing the core themes, MERIT recommended, and in July 2013 the Board approved changing the core themes

From:
#1   We will strengthen the economic vitality of our community by providing a better educated and technically skilled workforce.
#2   We will increase the educational attainment of our community by offering a continuum of learning opportunities.
#3   We will enhance cultural proficiency and citizen involvement within our community by sponsoring related learning opportunities.

To:
#1   Educational Attainment
#2   Cultural Richness
#3   Economic Vitality

The three themes have multiple objectives, each with specific indicators and measures. These allow overall improvement to be measured while also ensuring progress by measuring steps along the way. For example, objectives for the *educational attainment* theme include completing developmental classes, passing the gatekeeper classes in writing and mathematics, earning 15 and 30 credits, and graduating. These measures to progress toward graduation were taken from the college's *achievement compact* with the state. They also align with the data points chosen for the Achieving the Dream initiative. This intentional alignment allows staff to have clear, direct goals to focus their work and measures of both student progress and success.

MERIT reviews the college's annual assessment data each summer and makes recommendations to the president for areas of improvement. These recommendations are reviewed and discussed by participants at the President's Leadership Retreat each September. Recommendations from that group guide the college's choices for strategic investments, and guide budget and resource

allocation planning. This culminates in the Board adopting a critical conversations document at their November meeting. This process allows the college to connect our resources and planning with our mission, core themes, performance indicators, strategic goals and plans for improvement.

UPDATED CHAPTER ONE

Eligibility Requirements

ER 2 **Authority:** *The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Linn-Benton Community College is authorized to operate under Oregon State Statute (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. LBCC BP 2010 reiterates the enabling statutes and establishes the college as a two-year publicly funded post-secondary institution governed by a locally elected Board of Education.

ER 3 **Mission and Core Themes:** *The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support the education mission and core themes.*

Linn-Benton Community College's mission, core themes and objectives were revised by the Mission, Effectiveness, Resources and Improvement Team (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 their October 2012 meeting and the core themes at their July 2013 meeting (Please note, the previous link will be live once the meeting minutes have been approved, shortly after September 18th). 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 our community.

STANDARDS

The accreditation standards are principle-based statements of expectations of quality and effectiveness for institutions accredited by the Northwest Commission for Colleges and Universities. They functions as: 1) indicators of educational quality and effectiveness by which institutions are evaluated; and 2) a framework for continuous improvement. They blend analysis and synthesis to enable holistic institutional self-reflection and peer evaluation by examining the institution's mission, its interpretation and translation of that mission into practice; appraisal of its potential to fulfill its mission; and evaluation of the results of its efforts to achieve that mission.

Standard One - Mission, Core Themes, and Expectations *examines institutional purpose and intentions. It requires a clear statement of institutional mission, articulation of mission fulfillment, and identification of core themes within that mission. It also requires a delineation of core theme objectives, each with assessable indicators of achievement and rationale for the selection of these indicators. A core theme is a manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives. Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice.*

1. A   Mission

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

Linn-Benton Community College'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.* After a careful review of our student outcomes data, we realized that only about 15% of our students were completing a certificate or degree within three years. Those who leave LBCC with some college credits but no credential, are not likely to find meaningful employment in jobs that pay a living wage. Completion matters. Serving students has been our passion. Our revised mission represents our developing understanding that serving students well means preparing them for better lives when they leave us.

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

23

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

To ensure the mission is fulfilled, we identified three strategic goals:

- o The *productivity goal* is to increase completion by 50% (to 1,300 completers per year), while maintaining the current FTE enrollment.

- o The *equity goal* ensures that completion is demographically representative of the District.

- o The *quality goal* ensures that completion represents a demonstrable capacity to better one's life and to contribute back to our community, making a difference for our community after they complete.

Each goal has measures that align with the core theme objectives. A complete listing of objectives and measures ("report card") is available on the Institutional Research and Grant Support web page and appended to this report (see appendices D, E, and F).

Each year, MERIT reviews and analyzes the data points related to each core theme objective and each strategic goal. Each has three levels of "goal attainment". 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 clearly 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-range desired 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.

1.B   Core Themes

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

LBCC has adopted three core themes (described in 1.B.2) that collectively encompass our mission:
> Core Theme #1: Educational Attainment
> Core Theme #2: Cultural Richness
> Core Theme #3: Economic Vitality

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

Core Theme #1: 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, rigor, and strength that prepare them for what comes next 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 regional employers, through educational partnerships and advisory relationships meant to strengthen the preparedness of the student.

Meeting this challenge requires LBCC be flexible, responsive, and critically reflective in helping each student obtain his or her 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 our 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. The use of evidence in improving educational attainment is varied and generally falls within a *culture of evidence* rubric, such as that promoted by recently embraced initiatives like Achieving the Dream (AtD), which asks institutions to make use of and disseminate information about their practices with an eye towards student success.

As a national reform movement, AtD supports educational institutions in embracing the use of data to help them understand the differential successes of their students. This approach supports 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. This process is then furthered by a similar 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, the AtD method asks institutions to employ data far beyond purely mandatory state and federal reporting. This approach has broad implications for the investigation of outcomes across LBCC, which is further supported by AtD and its belief that inclusion across all levels of the institution is a necessary prerequisite to adopting a culture of evidence that truly promotes student success.

AtD asks institutions to first consider baseline data that describe prior years of students as placed into separate cohorts and serve as a comparison group for future changes implemented through decisions made as part of the data review process. These decisions can range from performing policy review and revisions to introducing or ending different student intervention initiatives. What is critical is that these and future decisions are based upon data. AtD then, serves as a framework upon which to drive and evaluate institution activity as well as provides access to support and practices incorporated within other AtD-participating institutions.

Data at LBCC is 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 provide 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 preparedness of new entrants. And while these data are critical for communicating with our high school educational partners, they also enable the introduction and consideration of improvement efforts meant to ease the transition into the college. Recent innovations under study include a pilot math bootcamp and mandatory participation in DG, a student success course. Going forward, these data will be considered along cohort lines to enable comparison of how different student groups are changing.

Course Success and Programmatic Level Data: Course outcomes are collected quarterly by the institution. While the recording of enrollment and grades is a

26

classical first step in measuring student success, more directed examination facilitates LBCC in developing an understanding of the particular strengths and weaknesses of its courses. Courses that can serve as particularly large roadblocks—the so called "High Enrollment, Low Success" courses—can be noted and given particular attention. Similarly, regular areas of concern, such as the completion of developmental coursework or enrollment and completion of appropriate writing and math courses, can be examined to better streamline and strengthen the student's momentum towards completion. As part of the recognition of a cohort model, term-to-term retention by specific groups of students and program/coursework becomes accessible. Considering student behavior and historical exit points for various groups can inform changes, such as mandatory advising in part of driving educational plans and schedules.

Programs and degree plans should be reviewed for both how well they meet content needs (as seen in program reviews) but also how effectively the program appropriately scaffolds and moves the student along the path to completion. These accumulations of milestones and momentum points have become a mandatory aspect of state compliance reporting through the introduction of achievement compacts—again stressing the consideration of data and improvement across all the Oregon community colleges.

"Solution Groups" composed of institution staff and faculty members have already started addressing some of these challenges, such as reviewing the foundational needs of students and improving students' programmatic progression, including general education requirements.

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. They also offer the potential to examine course selections that were successful for students when options were provided. The use of our annual Graduate Follow-Up Survey also helps to assess details about our completers—whether or not they continued as students or became employed.

It is also important to engage in conversations with our university partners, insofar as we need to know how our transfer students fare in comparison to traditional students at the four-year level and how well 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 Oregon State University. Many are co-enrolled with OSU while attending LBCC through our Degree Partnership Program. Both institutions have identified staff who maintain this relationship.

State and National Data: The National Student Clearinghouse (NSC) provides us with an opportunity 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, such as their current employment, their employment history, and how much are they paid. The Census and other national data sets help us understand how our region is developing. We use these date to determine the degree to which we are becoming a better educated community, and to determine if this education is spread in a way that is reflective of our overall demographic trends.

We have identified nine objectives for Core Theme #1: Educational Attainment. These are presented in the following table, with goals, data sources, and action and implementation processes. The related scorecard is found in Appendix D.

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 our-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.

Figure 1. Core Theme #1

Core Theme #1
EDUCATIONAL ATTAINMENT

Objectives	Goal	Data Sources	Action & Implementation Processes
Objective A: Students will transition successfully into the college.	**Attainable Goal:** **A.** 80% of matriculated new students will complete Destination Graduation (DG) in their first term. **Actionable Goal:** **A.** 80% of students will meet with an advisor during their first term. **B.** The campus will improve gateway and pivot course availability. **C.** 65% of matriculated students will attempt 12+ credits in the fall. **D.** 75% of students will earn all credits attempted during their first term. **Aspirational Goal:** **A.** 80% of students will pass all units attempted during their first term. **B.** Exceed state average on all six SENSE benchmarks.	*1)* Registration Records *2)* DG; AdvisorTrac Systems *3)* Scheduling Team Report *4)* SENSE survey results	Implementation requires continuation of on-going improvement initiatives and culture change as well as continued use of campus data resources: *1)* Institutional Research will standardize reports on DG Participation as well as Full-Time/Part-Time status and credit completion. *2)* AdvisorTrac and DG will capture who has seen an advisor during the Fall term (as well as created an academic plan). *3)* Qualitative "check" will see whether or not a typified student could obtain the appropriate courses during open registration and quantitatively assess who is turned away/course behavior using the registration system. *4)* LBCC will participate in the national SENSE survey every three years.
Objective B: Students will successfully complete developmental coursework.	**Attainable Goal:** **A.** 55% of developmental students will complete a developmental course in their first term. **Actionable Goal:** **A.** 40% of developmental students will complete their required courses within five terms. **Aspirational Goal:** **A.** Developmental students needing gateway writing and math will complete comparably with those placed at college-level.	*1)* CPT Results *2)* Registration Records	Implementation requires continued use of campus data resources as well as regular communication and data support with developmental faculty and advising faculty: *1)* Easier provision of placement information (CPT results) to advising faculty as well as promoted use of course enrollment (and course availability). *2)* Standardized comparison (such as through the Faculty Data Zone) of completion in gateway and other developmental courses based upon previous course achievement.
Objective C: CTE students will complete the general education requirements of their programs.	**Attainable Goal:** **A.** 80% of CTE students will complete two general education courses by the end of their third term. **Actionable Goal:** **A.** General education courses will be scheduled that at least one section does not conflict with CTE coursework. **B.** 50% of CTE students will complete all general education coursework by their fourth term. **Aspirational Goal:** **A.** General education, to the extent possible, will be embedded within their CTE coursework.	*1)* Registration Records	Implementation requires the continued use of data as well as work to refine and revise scheduling and explore the use of embedding to streamline CTE general education requirements: *1)* Institutional Research will standardize reports using either ATD or IPEDS cohort that note course taking by major code with particular emphasis to shared general education pivot courses.

Core Theme #1
EDUCATIONAL ATTAINMENT

Objectives	Goal	Data Sources	Action & Implementation Processes
Objective D: Transfer students will complete WR 121 and the college-level math requirement for their degree.	**Attainable Goal:** A. 33% of transfer students will complete a gateway course within their first year. **Actionable Goal:** A. 25% of transfer students will begin the appropriate math or writing coursework within their first term. **Aspirational Goal:** A. 50% of transfer students will begin the appropriate math or writing coursework within their first term.	1) Registration Records	Implementation requires the continued use of data as well as work to refine and revise both scheduling and scaffolding: 1) Institutional Research will standardize reports using either ATD or IPEDS cohort that note percentages along major groupings.
Objective E: Students will complete a large mass of credits early in their educational career.	**Attainable Goal:** A. More than half of the total credit students will be full-time. **Actionable Goal:** A. 40% of full-time students will take 14+ credits each term. B. 70% of credit students will earn 15 credits in their first two terms. C. 60% of credit students will earn 30 credits in their first four terms. D. 75% of students will complete all credit attempted each term **Aspirational Goal:** A. Early credit completion will be focused on pivot and gateway courses to ensure that credits completed are useful towards degree attainment.	1) Registration Records	Implementation requires the continued use of data as well as work to refine and revise both scheduling and scaffolding: 1) Institutional Research will standardize reports using either ATD or IPEDS cohort that note percentages along full-time status.
Objective F: Students will be retained from term-to-term.	**Attainable Goal:** A. 75% of new fall students will re-enroll in winter. **Actionable Goal:** A. 85% of new fall students will re-enroll in winter. B. 75% of new fall students will re-enroll in spring. C. 60% of new fall students will re-enroll in fall. **Aspirational Goal:** A. Retention rates will be comparable across demographic groups.	1) Registration Records	Implementation requires the continued use of data as well as work to refine and revise both scheduling and scaffolding: 1) Institutional Research will standardize reports using either ATD or IPEDS cohort that note disaggregated percentages.

EDUCATIONAL ATTAINMENT

Objectives	Goal	Data Sources	Action & Implementation Processes
Objective G: Students will achieve academic success (graduation or transfer to a four-year institution).	**Attainable Goal:** A. 11% of credit students will graduate. B. 20% of credit students will transfer. **Actionable Goal:** A. 20% of credit students will graduate. B. 30% of credit students will transfer. **Aspirational Goal:** A. 30% of credit students will graduate. B. 40% of credit students will transfer.	1) Registration Records 2) NSC Data	Implementation requires the continued use of data as well as revising attainable and actionable goals in light of changing state average graduation rates for "sister schools" (Clackamas, COCC, and Lane) and all Oregon community colleges: 1) Institutional Research will standardize reports using either ATD or IPEDS cohort that note disaggregated percentages. 2) National Student Clearinghouse data to check post LBCC enrollment.
Objective H: Academic success will be demographically representative of our district.	**Attainable Goal:** A. Enrollment will be representative of the district. **Actionable Goal:** A. Student retention and credit accumulation will continue to be comparable for all groups. **Aspirational Goal:** A. Student graduation will be comparable across age, gender, ethnic, and socio-economic groups.	1) US Census Data; American Community Survey (ACS) results 2) Registration Records	Implementation requires regular reviewing of diversity within the region as well as on campus, from initial enrollment (outreach, marketing, etc.) through credit accumulation and retention into final completion. This requires: 1) Census and ACS data to review different groups Registration and achievement data disaggregated and compared statistically.
Objective I: A majority of eligible residents of Linn and Benton Counties will hold postsecondary credentials	**Attainable Goal:** A. Educational attainment will be similar to other Oregon counties. **Actionable Goal:** A. Educational attainment will be significantly higher than other Oregon counties. **Aspirational Goal:** A. Educational attainment per capita will be in the top decile nationally.	1) US Census Data; American Community Survey (ACS) results	Implementation results from the completion of the preceding goals, seeing a broad, better educated populace within the service district. This requires focus on both success and access, with results being seen when compared to state and national regions: 1) Census and ACS data will be used to compare educational attainment across different regional/state/national areas.

Core Theme #2: Cultural Richness. One of Linn-Benton Community College's (LBCC) main foci is providing 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 focus is embodied through our 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 our 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 our multi-faceted goals of incorporating cultural literacy and civic engagement into an inclusive and welcoming campus. Cultural richness entails the promise of a community that supports life-long growth and enrichment through engagement. To better incorporate cultural richness throughout the college, we are developing a systematic training program for all employees on how to address difference, and conducting a formal review and expansion of cultural literacy education for students. We want to become a more inclusive and welcoming campus, and strengthen civic engagement throughout the LBCC community. Expanding cultural richness is a challenging but worthy goal that requires the participation of the whole campus.

To evaluate how successfully we meet these goals, we are expanding the collection and analysis of both student and employee data. We are collecting data on student participation in civic and cultural opportunities, creating a campus climate survey that will be administered annually, and adding measures of student learning outcomes for all cultural literacy offerings. We will also evaluate the staff/faculty training program.

Self-Reported Experience (Survey) Results. LBCC currently participates in the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (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

32

dialogue among diverse groups of people. Participating in these national surveys allows for comparison with a variety of peer groups across the country. Their use also makes longitudinal tracking possible, allowing us to identify and respond to trends in the data.

CCSSE and SENSE are both purely student-focused data collection tools. 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/faculty/staff 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 the need arises. 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 and coordinators can adjust their programming in future.

Demonstrated Involvement and Skill Growth Data. LBCC will track many of the traditional frequency indicators of an involved and culturally rich campus. 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 (NSLVE) through the Center for Information and Research on Civic Learning and Engagement (CIRCLE), 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 both its students' and its faculty and staffs' 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 certificates and degrees 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 earlier) will complete an assessment at the end of training.

Campus Composition Analysis. Data from the Census and the American Community Survey is 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.

We have identified seven objectives for Core Theme #2: Cultural Richness. These are presented in the following table, with goals, data sources, and action and implementation processes. The related score card is found in Appendix E.

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.

Figure 2. Core Theme #2

Core Theme #2
CULTURAL RICHNESS

Objectives	Goal	Data Sources	Action & Implementation Processes
Objective A: Students will display a high level of civic engagement.	**Attainable Goal:** A. 45% of eligible students are registered to vote. B. Create and maintain a Volunteer and Service Learning Opportunity Database. c. 25% of students will attend a live performance, sporting event, or special event on campus. **Actionable Goal:** A. 55% of eligible students are registered to vote. B. 25% of students will vote. C. 50% of students will volunteer for at least ten hours each year. D. 25% of students will participate in a student club or co-curricular activity, and of those, 25% devote at least six hours per week. E. 50% of students will attend a live performance, sporting event, or special event on campus. **Aspirational Goal:** A. 50% of students will vote. B. 75% of students will volunteer for at least ten hours each year. C. 60% of students will participate in a student club or co-curricular activity, and of those, 50% devote at least six hours per week. D. 75% of students will attend a live performance, sporting event, or special event on campus. related questions.	*1)* CIRCLE National Study of Learning, Voting, and Engagement *2)* Various Department Records	Implementation requires a continued commitment to collecting the necessary attendance and participation data: *1)* This grant-funded national study will provide actual registration and voting habits of LBCC students. *2)* The Connections division will collect and track student attendance at events and student volunteer habits, the Student Affairs division will track club and co-curricular activities.
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.	**Attainable Goal:** A. At least an average of 40% of respondents will indicate the top two levels on the four CCSSE diversity-related questions. **Actionable Goal:** A. At least an average of 50% of respondents will indicate the top two levels on the four CCSSE diversity-related questions. B. At least 50% of credit students will report an ability to interact with difference on a supplemental data-collection instrument (when developed). **Aspirational Goal:** A. 50% LBCC will adopt a campus-wide Cultural Literacy student learning outcome. B. At least an average of 60% of respondents will indicate the top two levels on the four CCSSE diversity-related questions. C. At least 30% of non-credit students will report an ability to interact with difference on a supplemental data-collection instrument (when developed).	*1)* Various Department Records *2)* CCSSE and SENSE Survey Results *3)* Supplemental Data Collection Instrument	Implementation requires the continued use of current data as well as the development and refinement of the supplemental data collection tool: *1)* The Diversity and Civic Engagement Council will design and propose a relevant college-wide student learning outcome. *2)* LBCC will participate in the national CCSSE and SENSE surveys on differing three-year cycles. *3)* When developed, this tool will replace CCSSE/SENSE in non-survey years as well as augment and refine the student perception data already collected.

CULTURAL RICHNESS

Objectives	Goal	Data Sources	Action & Implementation Processes
Objective C: Students completing designated Cultural Literacy/ Human Relations courses will demonstrate attainment of Cultural Literacy outcomes.	**Attainable Goal:** **A.** At least 80% of students attempting designated courses will pass said courses. **Actionable Goal:** **A.** At least 85% of students attempting designated courses will pass said courses. **B.** Review and update the student learning outcomes of these designated courses. **Aspirational Goal:** **A.** A higher percentage of students in these designated courses will demonstrate an improvement in their ability to meet the cultural diversity outcomes using appropriate assessment tools. **B.** A higher percentage of students in these designated courses will report improvement in their ability to interact with difference than students in non-designated credit courses.	1) Various Department Records 2) Supplemental Data Collection Instrument 3) Registration Records	Implementation requires continued use of current data as well as the development and refinement of the supplemental data collection tool: 1) Relevant faculty will work with the Diversity and Civic Engagement Council and others to refine course-level student learning outcomes. 2) When developed, this tool will replace CCSSE/SENSE in non-survey years as well as augment and refine the student perception data already collected. 3) Institutional Research will standardize reports on the attempts and completions of relevant courses.
Objective D: Individuals will feel welcome and included at LBCC.	**Attainable Goal:** **A.** At least an average of 70% of respondents will indicate the top two levels on relevant questions in SENSE and/or other supplemental data-collection instruments (when developed). **Actionable Goal:** **A.** At least an average of 80% of respondents will indicate the top two levels on relevant questions in SENSE and/or other supplemental data-collection instruments (when developed). **B.** At least an average of 80% of student/staff/community respondents will indicate the top two levels on relevant questions in other supplemental data-collection instruments (when developed). **Aspirational Goal:** **A.** At least an average of 85% of student/staff/community respondents will indicate the top two levels on relevant questions in supplemental data-collection instruments (when developed). **B.** Responses will be comparable across age, gender, ethnic, and socio-economic groups, where identifiable.	1) CCSSE and SENSE Survey Results 2) Supplemental Data Collection Instrument	Implementation requires continued use of current data as well as the development and refinement of the supplemental data collection tool: 1) LBCC will participate in the national CCSSE and SENSE surveys on differing three-year cycles. 2) When developed, this tool will replace CCSSE/SENSE in non-survey years as well as augment and refine the student perception data already collected.

CULTURAL RICHNESS

Objectives	Goal	Data Sources	Action & Implementation Processes
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.	**Attainable Goal:** **A.** At least an average of 60% of respondents will indicate the top two levels on relevant questions in other supplemental data-collection instruments (when developed). **Actionable Goal:** **A.** At least an average of 70% of respondents will indicate the top two levels on relevant questions in other supplemental data-collection instruments (when developed). **Aspirational Goal:** **A.** At least an average of 80% of respondents will indicate the top two levels on relevant questions in other supplemental data-collection instruments (when developed).	*1)* Supplemental Data Collection Instrument	Implementation requires the development and refinement of the supplemental data collection tool: *1)* When developed, this tool will replace CCSSE/SENSE in non-survey years as well as augment and refine the student perception data already collected.
Objective F: LBCC employees completing training will demonstrate attainment of Cultural Literacy outcomes.	**Attainable Goal:** **A.** At least 80% of trained employees will pass the post-training assessment (when developed). **Actionable Goal:** **A.** Evaluate and revise training and appraisal process for new employees. **B.** At least 90% of new contracted employees will complete training (when developed). **Aspirational Goal:** **A.** At least 15% of existing contracted employees will complete training (when developed). **B.** At least 90% of trained employees will pass the post-training assessment (when developed).	*1)* Various Department Records	Implementation requires the development and refinement of the employee training option: *1)* When developed, the assigned department will track training utilization as well as the results of any related assessments.
Objective G: LBCC students will interact with an increasing number of students from diverse backgrounds.	**Attainable Goal:** **A.** LBCC enrollment will reflect current district composition. **Actionable Goal:** **A.** Create a recruitment strategy and marketing campaign aimed at increasing diversity on campus. **B.** LBCC enrollment will reflect the current district composition of those aged 18 and under (a proxy for reflecting district high school enrollment). **Aspirational Goal:** **A.** LBCC enrollment will reflect the current district composition of those aged 10 and under (a proxy for reflecting the district composition of the future).	*1)* Various Department Records *2)* US Census and American Community Survey Data	Implementation requires regular review of the data regarding diversity both on campus and in the district as well as a clearly defined and consistently executed marketing and recruitment strategy: *1)* The Institutional Advancement department will work with relevant parties to create and refine the marketing campaign. *2)* US Census and American Community Survey data will be used to define and compare demographic composition across various areas.

Core Theme #3: Economic Vitality: Linn-Benton Community College emphasizes economic vitality as essential to both its students and the region. LBCC stresses increasing students' skills and capacities needed by regional employers and regional universities to provide graduates with opportunities for employment and continuing education. Strengthening connections are an important part of the campus direction insofar as members of our region should be able to see the return on investment that results from having LBCC as an active part of the community.

Meeting this challenge necessitates documenting what our 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 our educational programs to students after completion and finally to regional businesses. These phases include: programmatic and course level outcomes and assessments; graduate follow-up studies and employee records; and business sector needs assessments, analysis of regional, state, and national data, and economic investment analyses.

Programmatic and Course Level Outcomes and Assessments. Educational attainment is an investment by the student. Entering the community college is a first, and perhaps critical, step in beginning a career within the workforce or starting down a path to a four-year (or higher) degree. It is imperative that the college ensure its educational offerings meet the needs of students and qualifies them for their next step, be it showing technical competency to an employer, passing competency exams, or successfully transferring to a partner institution.

Career and Technical Education programs at LBCC undergo regular assessment/review every three years. In the 2012-13 academic year, the assessment process was revised to become more transparent, set higher expectations, and specify the data programs are expected to provide as part of the review process. The revised goals for program review create individualized programmatic benchmarks, and reflect Oregon's commitment to its 40-40-20 education plan. These benchmarks include a series of moderate improvement goals that escalate toward long-term aspirational goals.

Part of this expanded assessment includes data-driven analysis within a *culture of evidence* that seeks to understand programmatic successes and failures. Student Learning Outcomes (SLOs) 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 should be crafted in such a way that they provide observable and testable outcomes. SLOs are reviewed and validated as part of the program assessment process. Career and Technical Education programs also include input from advisory committees composed of employers from the region who have a clear, vested interest in 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 that may not be found on campus.

LBCC's Career and Technical Education 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.

Graduate Follow-Up Studies, Employer Surveys, and Employment Records. As noted above, entering the college is only a first step. To promote regional and student 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 our annual Graduate Follow-Up Survey. Each year, the campus undertakes a survey of individuals who graduated in the prior year to find out their experiences post-LBCC. While waiting a year to reach our graduates does increase the difficulty, it is only by letting some time pass that we can understand how these students have found success—or not. The survey 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 benchmarks of success. While the Graduate Follow-Up Survey provides a window into the first year after graduation, this period is often just the start of a student's career or further education. In future, using employment records and employer surveys in addition will help capture some of what comes even later.

Through the Oregon Employment Department (OED), we are beginning to have measures that will let us learn about former student wages over time. This will allow us to see how well our graduates are succeeding in increasing their earning power, an indicator of whether or not they realize a return on their investment with us. Similarly, we are also developing a new survey tool for regional employers, as their perspectives and opinions can help characterize more broadly their thoughts on our programs and how our students have done. Employer satisfaction can 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 what the future may bring.

Business Sector Needs Assessments, Analysis of Regional, State, and National Data, and Economic Investment Analyses. Business sector needs assessments are an in-depth survey of a particular sector's current and envisioned future. 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 has a goal to complete a sector needs assessment annually, which will help inform 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 just focused 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.

The Linn-Benton-Lincoln Workforce Investment Board (WIB) both seeks and provides data to help strengthen the regional workforce. Similarly, LBCC makes use of data provided by the OED and national projections, such as the Census and the American Community Survey, to understand how our region is changing, both in terms of the population demographics and employment sector growth. Economic analyses, such as the recent Economic Contribution study conducted by EMSI, can serve as another external source to understand the economic impact provided to students and the region and will be repeated as feasible.

We have identified five objectives for Core Theme #3: Economic Vitality. These are presented in the following table, with goals, data sources, and action and implementation processes. The related score card is found in Appendix F.

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.

Figure 3. Core Theme #3

Core Theme #3
ECONOMIC VITALITY

Objectives	Goal	Data Sources	Action & Implementation Processes
Objective A: Graduates will meet industry standards by demonstrating mastery of technical skills and program learning outcomes.	**Attainable Goal:** A. Programs will average an 80% success rate on their primary technical skills assessment. **Actionable Goal:** A. Programs will average an 80% success rate on both a primary and a secondary technical skills assessment. **Aspirational Goal:** A. Every CTE program will employ and improve based upon a full spectrum of assessment sources (including institutional, industry, advisory group, and national/international competencies).	1) Technical Skills Assessment (Required by the State of Oregon) 2) Advisory Committee input 3) Institutional Program Learning Outcomes/Course Student Learning Outcomes 4) Licensures/Certification results 5) Periodic Program Review 6) Annual Indicator Review 7) Faculty-led research/data-collection	**Implementation includes several practices meant to foster the use of data and results within programs:** 1) Standardized assessments that allow comparison across a range of students, and where applicable, learning environments. 2) External review of content and methods employed within the program. 3) Annual review of how SLOs connect to the goals of the program as well as LBCC's mission and core themes. Do they remain relevant, appropriate, and exhaustive of subject matter and representative of our mission? 4) Administration and integration of examinations defining work within the field. 5) Program Review, including not only quantitative data on achievement but also data that explore qualitative feedback from students and employers. 6) In non-program review years, deans and Department chairs are responsible for annual review of quantitative indicators, including enrollment within the program and course passage rate. 7) Annual review of changing standards; department chairs and faculty have a duty to remain current on developments within their field to improve and expand assessment tools.
Objective B: Graduates of Career and Technical Education (CTE) programs will be employed in their field of study.	**Attainable Goal:** A. 70% of CTE graduates will be employed in their field within nine months of graduation. **Actionable Goal:** A. 80% of CTE graduates will be employed in their field within nine months of graduation. **Aspirational Goal:** A. 90% of CTE graduates will be employed in their field within nine months of graduation. B. More than 50% of CTE graduates employed in their field will start that employment within three months of graduation.	1) Graduate Follow-Up surveys	**Implementation requires the regular administration of the LBCC Graduate Follow-Up survey as well as the request, collection, and review of state and federal reports:** 1) Descriptive and inferential statistical analysis on the annual Graduate Follow-Up, which occurs nine months post-graduation; questions include employment status, employment in their field, and time to employment.
Objective C: Graduates of transfer programs will be enrolled in four-year institutions.	**Attainable Goal:** A. 75% of transfer graduates will enroll at a four-year institution within nine months of graduation. **Actionable Goal:** A. 80% of program graduates will enroll at a four-year institution within nine months of graduation. **Aspirational Goal:** A. 90% of transfer graduates will enroll at a four-year institution within nine months of graduation. B. Programs will smooth and strengthen the connection between their educational offerings and the transition into four-year coursework at regional and state institutions.	1) Graduate Follow-Up surveys 2) National Student Clearinghouse (NSC) Data 3) State/university data on transfer-student success and community college transfer rates	**Implementation requires that the campus make a concerted effort to identify students within their respective programs as soon as possible. Similarly, program faculty must ensure that they remain aware of changes occurring not only in their field but also in the Oregon University System (OUS):** 1) Graduate Follow-Up survey results, in conjunction with NSC data, will be used as part of a cohort model to see where transfer graduates enroll after LBCC. 2) NSC data to capture post LBCC enrollment. 3) Deans and department chairs have a duty to regularly review course articulation and program overview for baccalaureate programs within their subject. A priority is placed on ensuring that students have at least one clear and smooth transition from LBCC to an OUS campus.

Core Theme #3
ECONOMIC VITALITY

Objectives	Goal	Data Sources	Action & Implementation Processes
Objective D: Programs will respond to the changing needs of industry and community employers.	**Attainable Goal:** **A.** Every CTE program will document the use of industry/community employer feedback as part of program review. **Actionable Goal:** **A.** CTE programs will engage in secondary and tertiary employer/industry data collection (such as more frequent surveying, industry contacts, professional development/conference attendance). **Aspirational Goal:** **A.** Regional employers will report a preference for applicants with LBCC training over other education providers.	1) Employer surveys 2) Advisory Committee recommendations 3) Faculty-led research/data-collection. 4) Institutional Program Learning Outcomes/Course Student Learning Outcomes 5) Business needs assessment process	Implementation requires regular feedback and data collection from our regional employers. While this can take many approaches, programs should conduct a survey of employers at least once every three years. Similarly, programs and faculty must be proactive in monitoring changes: 1) Statistical analyses on employers' perspectives from employers on how our students are performing; outcomes sought include if our graduates "add value" to the work place and opportunities for professional growth (advancement) within the field. 2) External review of content and methods employed within the program. 3) Annual review of changing standards; department chairs and faculty have an affirmative duty to remain current on developments within their field to improve and expand assessment tools. 4) Annual review of how SLOs connect to the goals of the program as well as LBCC's mission and core themes. Do they remain relevant, appropriate, and exhaustive of subject matter and representative of our mission? 5) Business needs assessment process is a sector wide study that can inform decision making by including a wider selection of sector stakeholders.
Objective E: CTE graduates will have higher salaries, and the region will see a strong return on investment.	**Attainable Goal:** **A.** 2/3 of CTE graduates will report that LBCC has improved their wage-earning capability and/or gained them a more satisfactory job. **Actionable Goal:** **A.** CTE graduates will experience significant wage growth as compared to their prior-to-credential earnings. **Aspirational Goal:** **A.** Repeated economic analyses will show a steady growth in economic benefits provided to the community.	1) Graduate Follow-Up surveys 2) Workforce Investment Board, Oregon Employment Department, Federal reports, and wage match reports 3) Economic analyses	Implementation requires collection of wage data from the state to monitor growth as well as continued participation in economic analyses that can help explore regional change more broadly and graduate follow-up surveys: 1) Descriptive statistical analysis on the annual Graduate Follow-Up survey, which occurs nine months post-graduation; questions include perceptions about a satisfactory job and wage-earning capability. 2) State and federal data on employment and salaries; primary importance is state of Oregon wage match data, which will be used to compare student wages before and after completing their degree program. 3) Economic benefit studies can provide an understanding of what the campus is providing for the resources put into it.

Chapter Two - Resources and Capacity *assesses institutional inputs. It requires an evaluation of major institutional functions, resources, and infrastructure to enable a determination of the institution's potential to succeed in fulfilling its mission.*

Eligibility Requirements

ER 4 - Operational Focus and Independence: *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

> Linn-Benton Community College operates under Oregon's statuary authority, codified under ORS 341.009. The college is guided by policies set by the Board of Education, an elected Board 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 Career and Technical Education (CTE) programs. 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: *The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

> Linn-Benton Community College works diligently to maintain a culture of respect, upright conduct (for both staff and students) and non-discrimination. This culture most concretely manifests itself in Board Policy, Administrative Rule and training curriculum. BP 1015- Non-Discrimination and Non-Harassment provides unequivocal leadership direction about the atmosphere the Board of Education expects, as well as general prohibitions and expectations for statutory compliance. AR 1015-01- Non-Discrimination, Non-Harassment Statements and Procedures 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, BP 1045 and AR 1045-01 make clear the college's expectations regarding personal behavior in the course of college business and while on college property, and also 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, and likewise communicate both expectations, and the processes for dealing with concerns. The Student Rights

and Responsibilities Handbook is available to the student population through the LBCC Paperless Office web page, and is a subject covered within the process for new student orientation.

Staff training on topics related to non-harassment and non-discrimination are provided through the Human Resources Department on their Training and Development web page. Such trainings are monitored and tracked within Human Resources to assure consistent completion. In addition to these policy and rule statements of expectation and process, LBCC's Diversity Achievement center works year-round to provide engaging topics to the college community related to difference, inclusion, and respect, in all of their various dimensions.

ER 6 - Institutional Integrity: *The institution establishes and adheres to ethical standards in all of its operations and relationships.*

Linn-Benton Community College is commitment to ethical behavior and to the ethical treatment of faculty and 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 negotiated agreements.

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 law (ORS 659.400).

Further, the college is committed to providing safe working conditions to all employees, as well as rights of due process, rights 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.

ER 7 - Governing Board: *The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship ore personal financial interest with the institution.*

The Linn-Benton Community College 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. Two current Board members are past employees of the college; one is retired from a contracted faculty position. See BP 2015.

Legal power and responsibility for the operation of the college rests with the Board. The Board established 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. See BP 2015.

ER 8 - Chief Executive Officer: *The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.*

The Chief Executive Officer is Dr. Greg Hamann, who began his tenure as president of LBCC in February 2009 (see 2.A.10 for a brief biography). President Hamann reports to the 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: *In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.*

LBCC employs 43 contracted and 4 part-time non-contracted managers/exempt staff to provide leadership and management for the institution's major support and operational functions. Three vice presidents report to the president, the Executive 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 of its 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 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 with the division of Academic Affairs. The Dean of Instruction, the two Regional Centers (Benton and East Linn) Directors, and five academic deans report to the Executive Vice President of Academic Affair and Workforce Development: the Academic Foundations Division dean, the Business, Applied Technology and Industry Division dean, the Liberal Arts, Social Sciences and Humanities Division dean, the Health Occupations Division and Virtual College dean, and the Science, Engineering and Mathematics Division dean.

Student Affairs provides gateways to ensure that students have the opportunity to enter and the support and environmental structure to persist within educational programs. The Vice President of Student Services oversees: Admission/Records/Registration, Connections, the Counseling and Career Center, CWE/Service Learning, Disability Services, Diversity Achievement Center, Financial Aid, First Stop Center, Non-traditional Careers, Student Assessment, and Student Life and Leadership.

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

ER 10 - Faculty: *Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

LBCC employed 143 contracted and 351 part-time non-contracted faculty in 2012-13. Following OAR 589-008-0100 Guidelines for the Formation of College Personnel Policies, LBCC's AR 4010-01 outlines the college's guidelines for approving and hiring faculty. Preference is given to individuals with a master's degree in the subject area to be taught. A minimum for hiring is 27 graduate hours in the primary subject area, or 24 quarter hours in the secondary subject area. LBCC's typical faculty to student ratio is 1:20. The credentials of full-time and part-time faculty candidates are reviewed by Human Resources, the Dean of Instruction, and the hiring committee, which typically consists of the division dean and department/program faculty.

The work performance of faculty is evaluated on a set schedule and monitored by Human Resources. Faculty are on trial service for three years and are evaluated each year. Once on 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, wide-ranging, provides a basis for professional growth, and establishes 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 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 on the College's website.

ER 11 - Education Program: *The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognizable fields of study.*

The college offers a variety of degree and certificate programs in support of our mission: *to provide an education that enables all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities.* Programs are designed to meet the educational goals of students, whether transfer, employment or skill enhancement. Programs and courses are guided by identified student learning outcomes. Courses are delivered 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, who most often want a specialized career interest not captured in existing college programs. The college offers an Associate of Science Oregon State Direct Transfer (AS) degree with emphasis options in 35 specific areas. In addition, the college offers 30 Associate of Applied Science (AAS) degree programs and 35 certificate programs in Career and Technical Education (CTE). CTE programs prepare students to enter the workforce with appropriate knowledge, skills and abilities tied to specific business and industry outcomes and competencies.

Instructional programs are aligned with our 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 printed in the college catalog and are available online on program specific web pages. General education outcomes for the Associate of Science and the Associate of Arts Oregon Transfer are printed in the college catalog (page 25 and page 103). Each course offered at Linn-Benton Community College is required to list specific course outcomes on the official course outline. Enrolled

students have access to learning outcomes for courses through the course syllabus.

ER 12 - General Education and Related Instruction: *The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g. applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.*

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. Foundational Requirements learning outcomes and Discipline Studies Learning Outcomes are listed on pages103-4 of LBCC's 2013-14 catalog. Courses satisfying these requirements are listed on pages 104-5.

The Oregon Transfer Module (OTM) allows students to complete most (45 credits) of the general education transfer requirements for the AAOT without beginning a program of studies at LBCC. Upon transfer, the receiving institution may specify additional coursework for a major or degree requirements to make up the difference between the OTM and the institution's total General Education requirements. Required courses for the OTM are listed on pages 117- 118 of the LBCC catalog.

The AS degree is a transfer degree intended especially to facilitate transfer to Oregon State University (see pages 25-28 of the LBCC catalog). 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 (pages 29-58) and are available through department/program websites and printed materials.

All AAS degrees and certificates requiring at least 45 credits include required courses fulfilling general education (related instruction) requirements in the areas of communication, computation, and human relations (see page 59 of the LBCC 2013-14 catalog). LBCC is undergoing a transition to new degree requirements, shifting from a long standing requirement of 19 credits to 9 credits. The college values the additional related instruction that has been required by the college and

recognizes that this information may be imbedded in program content rather than offered in stand-alone classes.

ER 13 - Library and Information Resources: *Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.*

Consistent with its mission and core themes, Linn-Benton Community College 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, ebook and media databases, providing our 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 LBCC Library's collection.

ER 14 - Physical and Technical Infrastructure: *The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

Linn-Benton Community College serves Linn and Benton Counties (OR), with the main campus in Albany, regional centers in Corvallis, Lebanon and Sweet Home, the Horse Center in Albany, and the Advanced Transportation Technology Center in Lebanon. The campuses offer comprehensive educational and training opportunities and student support services to the approximately 203,355 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 currently holds approximately 113.62 acres of property, with 687,479 square feet of building area. The college has added 197,614 square feet of new facilities in the past ten years, allowing more classes and programs and increasing both the breadth and depth of offerings. Facilities comply with the ADA accessibility requirements. A cross disciplinary Safety Committee meets monthly and ensures that buildings, parking lots, and all other campus spaces are maintained in a manner that protects, staff and the general public. LBCC has a Master Building Plan that is periodically updated in response to such factors as funding, property acquisitions, changing program needs, facility condition discoveries and changes.

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 Information Technology 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 2000 computers for faculty, staff and students. Students have access to 1036 computers, housed at 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 institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

The Linn-Benton Community College 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 BP 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 (Article 26 - Academic Freedom). Additional policies related to academic freedom include:
- 1015 - Nondiscrimination and Non-harassment Policy
- 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
- 7035 - Students Rights, Responsibilities and Conduct

ER 16 - Admissions: *The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

The College publishes its admissions policy in the LBCC College Catalog, each term's course schedule, and online on the LBCC website at www.linnbenton.edu/admissions/academic-regulations or http://www.linnbenton.edu/admissions/forms-and-applications. Special Admissions Bulletins and Applications can be found at. These policies are followed closely. Appeals are made to the Vice President of Student Affairs.

ER 17 - Public Information: *The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policies; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

The 2013-14 catalog is available in print and on-line in three formats (PDF, html and as an online Scribd document). In the catalog, requirements are represented in the following ways:
- The institutional mission is published on page 3. Because the core themes had not been approved by the LBCC Board of Education when the catalog was printed, they do not appear in the 2013-14 catalog.
- Entrance requirements and procedures are published in table format on page 5 with an in-depth description on pages 6-7.
- The grading policy is on page 7.
- Information on academic programs and courses is included on pages 21 through 23, including degree and program completion requirements on pages 23 through 24.
- Expected learning outcomes are outlined in individual programs of study, pages 29 through 118. Course learning outcomes are included on Course Outcome Guides and syllabi.
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty are located on pages 186-189.
- Information about rules, regulations for conduct, rights, and responsibilities, including where to obtain a full copy of student rights and responsibility is located on page 9. Complete information is located on the college website.
- Tuition, fees, and other program costs are listed on pages 9 and 10.
- Refund policies and procedures for students who withdraw from enrollment are listed on pages 10-11.
- Opportunities and requirements for financial aid are listed on pages 10-12.
- LBCC's Academic calendar is on page 1.

ER 18 - Financial Resources: *The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources,*

and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

LBCC demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. The college has an ongoing history of financial planning focused on fulfilling its mission. A financial report is provided to the Board of Education as part of the Finance and Operations report at the Board's monthly meetings. Projected revenues and expenditures compared to budget for the general fund are provided, as well as occasional updates to provide a multi-year perspective.

Maintaining adequate reserves balances is critical to the sustainability of any organization. The college has a target of $4M for the ending fund balance in the general fund in odd numbered years and a $7.8M target in even numbered years. The two targets are the result of uneven state resource distribution. A target of $4M 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. Over the last three biennia, the level of state support declined in terms of initial appropriation and mid biennium reductions, from a peak of $500M in 07-09 to $395.5M in 11-13. We experienced a decline in FY13 and ended the year with less than $2M general fund resources. The result was both larger than normal tuition increases and program and service reductions. We have made the necessary adjustments to operations for the current and subsequent year to balance inflows and outflows; but, to build back the ending fund balance to the target levels over the next three years, additional revenues will need to be generated or additional spending reductions will need to be made. Throughout this wave of enrollment increases and subsequent decreases, and ebbing state support, we have been able to avoid any cash flow issues that would have required any short term borrowing at year end.

As changes to budget projections have materialized over the last few years, the college has consistently come up with a thoughtful and appropriate response and implemented it effectively. Resiliency has perhaps become a larger aspect of our planning than long term sustainability, but the outcome has been the desired level of financial stability. Reserves have been created to insure funding of maintenance, technology, instructional equipment and roof replacement, with annual contributions from the general fund. Strategies to smooth out variations in the Public Employees Retirement System (PERS) rates have been implemented as well as reserves to buffer unemployment insurance rates. The creation and utilization of these reserves has mitigated some of the fiscal constraints the college has encountered over the past decade, and provided ongoing maintenance and technology replacement even when faced with sharp declines in year to year revenues.

At the same time operational resources have been constrained, efforts to generate resources for capital projects have been successful. Our latest projects

are the result of a variety of funding sources, with borrowing minimized by successful fundraising, partnerships and state contributions. (Exhibit 2.10) The college is planning for a future bond election to coincide with the expiring levies, and is in the process of determining the most complimentary projects to include on the ballot.

ER 19 - Financial Accountability: *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Result from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.*

The independent auditing firm, Kenneth Kuhns and Company, performs an audit annually. Every five years an audit firm is selected by the College 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 audit firm provides a letter to the Board of Education and senior management addressing their scope of work, any difficulties encountered, and material findings. The audit report is then presented to the College Board of Education at the December Board meeting. Any findings would be addressed by the lead auditor with the Board of Education at this time. College administration would then be responsible for following up on the findings and making the necessary changes.

The college continues to receive unqualified opinions on its financial statements. The college has not received a management letter in over a decade because of its diligence in maintaining sufficient controls and providing accurate financial reporting.

ER 20 - Disclosure: *The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation function.*

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, most often, as they are planned and are summarized in an annual report to the Commission.

ER 21 - Relationship with the Accreditation Commission: *The institution 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, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Linn-Benton Community College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, LBCC agrees that NWCCU 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 to the NWCCU on its public website.

2.A - Governance

2.A.1 *The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

The Linn-Benton Community College 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 (AR). AR's are proposed and reviewed by College Council, whose members represent management, faculty, classified staff and students. Proposals for ARs can be submitted to 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 ARs 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 – Our shared ideals are expressed in our mission, core themes, strategic goals, and values statements.
- Shared engagement – Each of us must be involved in our office, department, or division and see that our 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 his or her best work. If we begin with that assumption, then disagreements are framed in the context of people having different perspectives, rather than someone being right or wrong. If we expect engagement at all levels, meetings must model respect for all participants. Respectful behavior creates a culture of trust, essential for the sharing of information and the avoidance of denial.
- Shared information – We need to be personally responsible for being informed and for informing others. Our best thinking requires the sharing of critical information, explanation of context, and implications.
- Shared risk – We study information available to us, we agree on assumptions about the future, we base our opinions on data, we feel our opinions are respected, and we move forward.

In 2009, we drafted our first Guide to Governance. Our current governance structure follows this guide. The governance structure was designed to support the college's 2006-11 strategic plan, which is outlined in the 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 2012. (See appendix G) Dr. Hamann's vision is more closely aligned with the revised standards for accreditation than was the college's 2006-11 strategic plan. Under his leadership, the mission statement and core themes were revised in 2012-13 and strategic goals were developed. A next step for us is to revise the Guide to Governance to reflect these changes.

It is fundamental to the health of the college that our 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 data we trust. The goal of the committee structure is to produce timely, well-reasoned, and inclusive decisions that are transparent to the campus and community. Councils fill an advisory role to senior administration over a broad range of issues essential to the vitality of the campus and overall mission achievement, in part, by including diverse representatives from throughout campus. Each council is constituted under a specific charge and includes managers, faculty, staff, and students. The College Council is charged with coordinating the responsibilities of other councils and aligning their work with the overall campus strategic goals and initiatives.

More narrowly focused work occurs in committees. Committees tend to focus within the issues surrounding a particular topic and work to achieve and improve within this area. They also place a primary emphasis on communication from within their area. Committees will also tend to have broad representation from both students and employees. For example, the Academic Affairs Council's (AAC) membership includes all department chairs on campus. AAC meets twice each month and is the primary body representing the instructional interests of faculty.

2012-13 was a year of rapid change for the college. The mission and core themes were revised, twelve strategic initiatives were started, the recommendations from a year of self-study as part of Foundations of Excellence were implemented, and the work of Achieving the Dream (AtD) initiated. Beyond the conversations arising out of committees, councils, departments, divisions, and initiative implementation teams, the president hosted conversations each month, a morning coffee and an afternoon Wild Thinkers' Forum. The president also created a blog to solicit written input for faculty and staff. He considered every idea and responded to each person who wrote. All faculty and staff were given multiple opportunities to participate in planning and decision making, whether as a council or committee member or as a participant in these conversations with the president.

Input on decisions from the unions representing faculty and classified employees is also routinely discussed in labor-management meetings. Student leadership determines how student funds will be used through parliamentary process and makes recommendations to administration.

2.A.2 *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitable administered.*

Linn-Benton Community College 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 is 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 our website, as are forms and other procedural documents.

The 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 of Education:

- Cases where policy is not clear,
- Cases where there is no policy governing a particular situation,
- Awarding of all bids for goods and services,
- Authorizing of 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, "A clear delineation of functions between the Board's policy making and the president's administration shall be maintained.

2.A.3 *The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

LBCC monitors its compliance with the Northwest Commission on Colleges and Universities' standards for accreditation. The college's Accreditation Liaison Officer (ALO) is the Executive Vice President of Academic Affairs and Workforce Development and is a member of President's Staff. The ALO works closely with the President's Staff and MERIT, regarding Commission standards.

LBCC monitors the impact of collective bargaining agreements (CBAs), legislative actions, and external mandates. (classified CBA; faculty CBA) Legislative action is followed closely by the president, the Director of Development and Government Relations, and the colleges senior managers.

The institution is proactive with a number of levels of governmental decision makers. We treat elected officials as we do donors, or Board members of a business/Foundation from whom we are seeking funds. We establish mutual relationships, engage around common interests, share opportunities and challenges, and take actions needed for the college/community to move forward.

Communication with elected officials is an on-going activity. We do this with face-to-face meetings with local legislators, not just during session but year round, to keep them apprised of campus initiatives, issues, challenges and interest in

statewide policy issues. The college president and Director of Development/Government Affairs take the primary lead in contacting legislators. Board of Education members, members of the 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 our issues, allowing them to take advantage of opportunities to assist us. 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 hand written 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/Senate staff are able to influence policy makers, assist with agencies, arrange periodic visits by members to campus, and/or 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 or federal level. Like the college staff, our elected officials are committed to moving the community forward.

Governing Board

2.A.4 *The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board – as they relate to the institution – are clearly defined, widely communicated, and broadly understood.*

As outlined in BP 2015, the Linn-Benton Community College 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. Two current Board members are past employees of the college; one is retired from a contracted faculty position.

Legal power and responsibility for the operation of the college rests with the Board. The Board established 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.

2.A.5 *The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

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 of the total Board 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 *The board establishes, reviews regularly, reviews as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

BP 2005- *Principles of Governance,* BP 2035- *Board Policy Development and Revision,* and AR 2035-01- *Board Policy Development and Revision,* 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 set of Board Policies and Administrative Rules (entitled *The Board of Education)*, lays out the Board's policies regarding its own organization and operation. The Board reviews and develops policies on a regular schedule and just completed a review of the 2000 series Spring 2013.

2.A.7 *The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

The Board is responsible for hiring, evaluating and if necessary, terminating Linn-Benton Community College's president/CEO. The president serves as the administrative head of the college and reports directly to the Board of Education. The administrative duties detailed in the president's job description must be accomplished consistent with Board policy and the president's employment agreement. See BP-3020.

The Board ensures that there is mutual clarity about the distinct yet cooperative roles of the Board and the president, as both pursue the college's mission, goals

and core themes. 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. See BP-3035.

The Board appoints the president as Clerk of the Board, as provided by Oregon revised Statutes. The duties of the Clerk are outlined in BP 2030.

2.A.8 *The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

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. 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 their annual planning retreat which includes:

- developing of a set of goals for the next year that are made available to the public and provide direction for the work of the Board,
- each member of the Board completing a board assessment survey,
- community members, the president, managers, faculty, classified staff and students who regularly interact with the Board completing an assessment survey, and
- discussing the evaluation findings.

Leadership and Management

2.A.9 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

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 of its 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 Executive Vice President of Academic Affairs and Workforce Development, the Vice President of Student Affairs, and the Vice President of Finance and Operations.

Academic Affairs and Workforce Development develops a supportive structure than 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.

Student Affairs provides gateways to ensure that students have the opportunity to enter, and the support and environmental structure to persist within, educational programs. Student Affairs assists students in navigating through college quickly and efficiently and in developing coherent academic plans, uses resources effectively to achieve institutional goals, forges educational partnerships that advance student learning, and builds supportive and inclusive communities. Two services – Advising and Partnerships - are integrated and shared by Academic Affairs and Student Affairs 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, business and auxiliary services, information services, and institutional research.

2.A.10 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

LBCC employs a president/CEO who has full-time responsibility to the college and serves as the Board Clerk. Dr. Greg Hamann has served as president of Linn-Benton Community College since February 2010, after serving seven years as president of Clatsop Community College (OR). 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 his college and the communities that LBCC serves. New programs such as Mechatronics and Occupational Therapy Assistant are examples of programs that have been developed to meet a specific workforce need in local industry and health care.

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 Win-Win, Foundations of Excellence, and AtD.

Dr. Hamann has a doctorate in educational leadership from Gonzaga University and a master's 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 (MN), served as chief administrative and financial officer at Northwest College (WY), and directed student development, human resources, and other administrative services at Whitworth College (WA).

President Hamann is chair-elect of the American Association of Community College's (AACC) President's Academy and a member of AACC's 21st-Century Commission Implementation Steering Committee. In these roles, he is afforded the opportunity to contribute to and help define the collective direction of the 1400 community colleges in the country. 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 the 40-40-20 education goal.

2.A.11 *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institutions major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.*

The college employs 43 contracted and 4 part-time noncontracted managers/exempt staff, including deans, directors and managers who oversee and support the day-to-day operations of their respective areas of responsibility. Managers work collaboratively across institutional functions and units to foster fulfillment of the mission and accomplishment of strategic goals and core theme objectives. Managers meet regularly for these purposes, e.g. in the monthly manager's meeting and the twice monthly Instructional Management Team. 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 two Regional Centers (Benton and East Linn) Directors, and five academic deans report to the Executive Vice President of Academic Affair and Workforce Development: the Academic Foundations Division dean, the Business, Applied Technology and Industry Division dean, the Liberal Arts, Social Sciences and Humanities Division dean, the Healthcare, E-Learning, and Media Division dean, and the Science, Engineering and Mathematics Division dean.

Student Affairs includes Admission/Records/Registration/Enrollment, Counseling and Career Services, CWE/Service Learning, Disability Services, Diversity Achievement Center, Financial Aid, First Stop Center, Non-traditional Careers, Student Assessment, and Student Life and Leadership. 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 Oregon State University (described in 2.C.8) and the High School Partnerships program, and Connections. Connections includes athletics, co-curricular clubs, journalism, music, theater, Student Life and Leadership, and Welcome Day (described more fully in the introduction to this report).

The Vice President of Finance and Operations is responsible for Accounting and Budget, Business and Auxiliary Services, Facilities, Information Services, Institutional Research, Grant Support, 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/exempt staff positions are kept on file in Human Resources . All managers set yearly goals with their supervisor and are evaluated on a set schedule monitored by Human Resources.

Policies and Procedures

Academics

2.A.12 *Academic policies – including those related to teaching, service, scholarship, research, and artistic creation – are clearly communicated to students and faculty and to administrators and staff with responsibility related to these areas.*

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 - Academic Affairs. In addition, academic policies specifically relevant to students are found in the college catalog (available in print

and online) and are also included in many of the student webpages at www.linnbenton.edu. Furthermore, relevant academic policies are included in the Faculty Handbook, specifically pages 4 -12 and 47 - 49.

College Council is charged in part, with the review, revision, and/or development of college policy and administrative rules. 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, College Council recommends changes and additions needed for consideration by the Board of Education. Policy review is included on the agenda each month at the Board of Education regular meetings, as part of the continuous policy review processes at the college.

2.A.13 *Policies regarding access to and use of library and information resources – regardless of format, location, and delivery method – are documented, published and enforced.*

The LBCC Library publishes its policies regarding access to and use of library and information resources in the "About the Library" section of its 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. Library staff members regularly review and update these policies.

2.A.14 *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of studies between institutions in completing their educational programs.*

Transfer-of-credit policy and procedures (Board Policy 4020, 4025, and Administrative Rule 4020-08) are published online at the Board Policy and Administrative Rules web page. 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 in the Advising Handbook and online at the Transfer Connections web page.

The college 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 are 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 in planning a transfer program. We recommended 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.

Students

2.A.15 *Policies and procedures regarding students' rights and responsibilities – including academic honesty, appeals, grievances, and accommodations for persons with disabilities – are clearly stated, readily available, and administered in a fair and consistent manner.*

Policies and procedures regarding students' rights and responsibilities are available in the LBCC *Student Rights, Responsibilities and Conduct Code,* on the *Student Right to Know* website, on the LBCC Paperless Office at *Student Rights and Responsibilities or Board Policies and Administrative Rules,* and via link published annually in the LBCC College Catalog. Faculty are strongly encouraged to reference Student Rights and Responsibilities in course syllabi. LBCC offers a course to new students called Destination Graduation, where students are taught about their rights and responsibilities. Posters of the seven positive behaviors expected from LBCC students are exhibited around campus and in classrooms. These posters provide the link to the full student rights and responsibilities and conduct code. The code sets the seven standards of expected behavior and provides examples of the behaviors that subject a student to coaching and/or consequences. The code also explains student rights, the process for filing a complaint or concern, the appeal process, and offers a detailed code on grading, academic integrity, and the no-harassment policy. Policies are fairly administered by the Associate Dean, Student Affairs or her designee and are subject to review/appeal to the Vice President of Student Services.

The LBCC policy on accommodations for persons with a disability is similarly widely published at LBCC. During summer 2013, LBCC is integrating further information about the availability of disability accommodations into our admissions form and Roadrunner Entry orientation processes. The LBCC College Catalog provides information about disability accommodations and how to request services. The LBCC website takes individuals to detailed information about sample accommodations and how to request accommodations. The page also offers tips and strategies on success with specific types of disability impacts. More than 95% of LBCC students completing department surveys report being aware of LBCC disability accommodations. LBCC sets a high standard for

disability access and support. We use a person-centered, interview model for planning accommodations that incorporates, that does not solely rely on full medical documentation of a disability. The policy is fairly administered through cooperative planning between student and disability staff, overseen by the Office of Disability Services Manager. Appeals are heard by the Associate Dean, Student Affairs. Appeals are extremely rare, as students' needs are well addressed. In 2013, LBCC did lose its faculty position in Disability Services. To ensure full support of students with disabilities, Counselors in the Career & Counseling Center will begin to partner more closely with the Office of Disability Services to provide accommodations for students with mental health disabilities and accommodation plans (particularly students at risk of harm to self). LBCC plans to bring training on Universal Design of Learning to campus fall 2013. In addition, the Americans with Disabilities Act Committee plans to review job descriptions campus-wide in 2013-14 to ensure all positions that should have ADA knowledge include this requirement.

2.A.16 *The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its education programs – including its appeals process and readmission policy – are clearly defined, widely published, and administered in a fair and timely manner.*

The College has an open admissions policy, meaning that anyone may enroll at the college so long as the individual has a high school diploma or equivalent or enters the college through Campus High School Programs or is enrolled in GED or community education courses. Students complete an admissions application if they plan to take more than 8 credits per term or seek a degree. 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 through Banner enforced registration requirements. Faculty may over-ride a placement after review of a student's knowledge, skills, and abilities. Details about new student processes, admissions, and placement are available in the LBCC College Catalog as well as the LBCC website.

Appeal processes and policies are available in student rights and at student right to know, as well as at academic regulations. Suspension appeal forms are also available online. Additionally forms and appeal processes can be located by full text search of the LBCC website. The Director of Enrollment Services manages

academic suspensions and appeals in a fair and timely manner (within days to a week).

2.A.17 *The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

LBCC co-curricular activities are linked to LBCC Student Life and Leadership. Each co-curricular program is advised by a faculty member, registered with Student Life, funded through a student fee budget process, and evaluated periodically (every 1-3 years) by a student and staff committee. The primary policy on co-curricular programs was re-written and approved Spring 2013 and is available on the Paperless Office, under Administrative Rules and Board Policies at BP 7015-05. Students can explore and join co-curricular programs from the LBCC website by general search or by going to the Student Life and Leadership pages. Co-curricular programs are open to all students willing to participate per program goals. Co-curricular programs submit written report which are reviewed annually by a budget committee. Co-curricular program accountability is in the process of redesign at LBCC. A new rule was approved Spring 2013 to begin "close program review" every three years of each co-curricular program. A committee of students, faculty, and a college manager will require each program to establish its program outcomes and goals, to account for progress on those outcomes and goals, and to be scrutinized every three years by both an academic department and the budget committee prior to approval for continuation and funding.

The primary student publication of LBCC is a school newspaper called *The Commuter*. The newspaper is student-run as a co-curricular program. The rights of free speech and freedom of the press related to this student publication are published under student rights as in 2.A.15 as well as online.

Human Resources

2.A.18 *The institution maintains and publishes its human resources policies and regularly reviews them to ensure they are consistent, fair, and equitable applied in its employees and students.*

Human Resources policies and procedures are maintained on a regular basis per the college's board policy review schedule and incorporate feedback from both the Board of Education 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 HR 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 Rule Statements are provided to every newly hired employee, and are published to the entire college community through the LBCC Paperless Office on an ongoing basis.

2.A.19 *Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

LBCC employed 974 individuals in FY13, 383 contracted and 591 part-time noncontracted (PTNC). These included 47 managers/exempt employees (43 contracted and 4 PTNC), 494 faculty (143 contracted and 351 PTNC), and 433 classified staff (196 contracted, 2 contracted confidential, and 236 PTNC).

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 faculty 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 are delineated in LBCC Board Policies and Administrative Rules. Terms and conditions of employment for all non-contracted employee groups are likewise contained within the LBCC Board Policies and Administrative Rules.

There are appraisal handbooks 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 LBCC Paperless Office on the Human Resources Forms and Information page.

2.A.20 *The institution ensures the security and appropriate confidentiality of human resources records.*

Human resources maintains an extensive set of records related to payroll administration, recruitment/hiring, benefits administration, personal medical information (on some staff), and the chronicling of performance management and employment history. Human resources staff responsible for ensuring the security and confidentiality of records are fully trained and made explicitly aware of the sensitive nature of the information they handle. Each appropriate job description in human resources clearly states the expectation of strict security and confidentiality of records. In addition, each staff member in human resources 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 BP 5090 and AR 5090-01, which explicitly mention records related to payroll and employment as a focus, and delineate measures taken to assure record security and steps to be taken in the event of a confidentiality breach.

Institutional Integrity

2.A.21 *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs and services.*

The Executive Director of Institutional 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 college catalog and website. Information related to instructional programs and degrees is produced collaboratively by Institutional Advancement and Instruction, and is reviewed by faculty and administrators as appropriate.

2.A.22 *The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

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 college administrative rules, as well as in the faculty association and classified staff association negotiated agreements. 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 law (ORS 659.400). 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 *The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

LBCC's BP 1045 and AR 1045-01 obligate employees to the college standards of conduct. BP 1020 ensures compliance with ORS Chapter 244 Government Ethics in regards to Board ethics and conflict of interest.

2.A.24 *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

LBCCs BP 4030, Copyrights, Patents, Development of Instructional Materials, gives clear guidelines on the use of intellectual property within the daily work of the college.

2.A.25 *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

LBCC's accreditation status is stated in college's catalog (page 3) and online.

2.A.26 *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services – with clearly defined roles and responsibilities - is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.*

LBCC ensures that contractual agreements are consistent with the goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation. For example, when the college contracts with an external agency to deliver a class, the instructor has to meet the college's hiring requirements and the class has to include the same student learning outcomes, with comparable measures of achievement.

Academic Freedom

2.A.27 *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures and harassment.*

The Linn-Benton Community College 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 BP 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 (Article 26 - Academic Freedom). Additional policies related to academic freedom include:

- 1015 - Nondiscrimination and Non-harassment Policy
- 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
- 7035 - Students Rights, Responsibilities and Conduct

2.A.28 *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

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

- Believe in the potential of everyone
- Pursue excellence
- Create opportunities for success
- Serve our community with integrity
- Celebrate the gifts of diversity
- Ignite creativity
- Awaken the teacher and learner in all of us

The college's core themes further demonstrate this support of independent thought. Specifically, Objective C of Core Theme #3 states that "LBCC will assist

students in seeing difference, understanding the value that difference makes, and developing skills for responding in positive and affirming ways.

In addition, BP 4045 states*: "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 *Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

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 (BP 4050). Included with this right is the responsibility that emphasizes the obligation 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 employee may present the conclusions to which he or she believes the evidence points.

In addition, BP 4030 provides explanation of policy related to copyrights, patents and the development of instructional materials. Additional help for classroom teachers related to copyright is available at the online Copyright Center which is maintained by the Media Services department. These topics are also integrated into professional development programs that are provided for full- and part-time faculty at the college.

Finance

2.A.30 *The institution has clearly defined policies approved by its governing board, regarding oversight and management of financial resources – including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

The Board of Education has a series of polices that guide the President and administration in oversight and management of financial resources. These polices have been reviewed and updated in the last three to four years as part of the Boards ongoing policy review cycle. BP 3010 designates the college President as the responsible party for administering the college. BP 3025 designates the President to develop and submit the annual budget. BP 2060 provides guidance to the budget committee. The LBCC Board of Education

annually designates the budget officer through resolution. The business officer is responsible for accounting, investing and maintaining all funds (BP 5020).

The college has a history of strong and deliberate financial planning. A four-year financial projection keeps resources and requirements on a balanced trajectory years into the future, while maintaining a target for fund balance that provides a buffer for revenue declines. Three- or four-year projections for computer-related infrastructure and major maintenance needs inform budget requirements. Roof replacement requirements are projected for 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 in October. It outlines the elements of the budget process and ensures 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. A Board work session in November 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, with known changes in personnel expenditures due to contractual obligations and adjustments for expected changes in benefits costs, materials, services, and capital outlay. A decision package process is used to address requests for additional budget. The budget goes through a series of iterations and updates as it passes between the vice presidents and budget managers in the divisions and departments, resulting in 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 LBCC Board of Education and seven appointed representatives of the community. After approval of the proposed budget, a public hearing is held prior to the Board adopting the budget.

On an annual basis, the Board of Education provides authority for inter-fund borrowing, an order authorizing investment of funds, designates depositories and authorizes signatories. BP 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 transfer is brought to the Board of Education for approval at a regularly scheduled public Board meeting.

Fundraising is the responsibility of the Linn-Benton Community College Foundation and gifts and donations are accepted per the Foundation's Gift Acceptance policy.

The college has a debt policy (BP 5025) that requires it to follow Oregon Revised Statutes and to receive College 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 Oregon Statute 341.675 (Authority to incur bonded indebtedness; aggregate amount).

2.B - Human Resources

2.B.1 *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualification, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.*

The College continually assesses staffing needs to assure its ability to meet the needs of students and to maintain support and operational functions. During the annual budget process, critical conversations take place between the President, Vice Presidents and area managers regarding staffing level 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 need based on outcomes. The rational for replacing a vacant position is communicated to the appropriate vice president who brings the recommendation to the College's Budget Team for review. The Budget Team meets semimonthly and makes the decision on filling positions, subject to approval by the President.

A web-based applicant tracking system (ATS) 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 ATS.

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 when changes in duties or responsibilities take place. Each position description reflects essential duties, responsibilities, authority, knowledge, skills and abilities required.

2.B.2 *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

The work performance of administrators and staff are evaluated on a set schedule and monitored by Human Resources. The schedule and process for appraising administrators is contained in the Management/Exempt Appraisal Handbook and includes feedback on administrative traits from colleagues, direct reports, supervisor and the employee's self-appraisal.

The performance appraisal process for contracted classified employees is contained within the CBA for the LBCC Independent Association of Classified Employees (IACE) and the Classified Appraisal Process on the College's website.

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, wide-ranging, provides a basis for professional

growth, and establishes 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 vision, mission, philosophy, and 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 on the College's website.

2.B.3 *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

Professional growth is the primary purpose for faculty appraisal at Linn-Benton Community College. 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 18 and 19 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 College President following a review process by the Professional Development Committee. In addition, funds are available for professional development activities for part-time adjunct faculty. Guidelines and instructions for each employee group are posted on the College's 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/or experiences that will enhance their career potential at the College. Professional development guidelines for contracted classified employees are contained within the classified CBA for the LBCC Independent Association of Classified Employees (IACE). Classified professional development fund exists for the purpose of helping LBCC contracted classified employees attend workshops, training, conferences, and classes which enhance their ability to perform their job or promote career growth. Guidelines are posted on the College's 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 memberships and attending professionally enhancing career workshops, seminars, conferences, and classes which 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 (MESA) Professional Development Committee administers college funds for this purpose through guidelines approved by the president. Time to attend workshops and conventions is granted upon proper application, approval and availability of college funds. Guidelines are posted on the college's website.

2.B.4 *Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

LBCC employed 143 contracted and 351 part-time non-contracted faculty in 2012-13. Following OAR 589-008-0100 Guidelines for the Formation of College Personnel Policies, LBCC's AR 4010-01 outlines the college's guidelines for approving and hiring faculty. Preference is given to individuals with a master's degree in the subject area to be taught. A minimum for hiring is 27 graduate hours in the primary subject area, or 24 quarter hours in the secondary subject area. LBCC's typical faculty to student ratio is 1:20. The credentials of full-time and part-time faculty candidates are reviewed by Human Resources, the Dean of Instruction, and the hiring committee, which typically consists of the division dean and department/program faculty. A list of contracted faculty, with their degrees and conferring institutions, is included in the college's catalog, pgs. 186-189.

2.B.5 *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

Each faculty member creates a work plan with his/her dean at the end of spring term for the following academic year. The terms of the work plan are included in the faculty association contract. Teaching faculty have an annual 45 credit equivalency (CE) work load, with an average of 15 CE each term. For example, someone who teaches three credit classes teaches five classes each term. Non-teaching faculty, such as librarians and counselors, have a 33 hour work load 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 he/she is 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 *All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation*

process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The work performance of faculty is evaluated on a set schedule and monitored by Human Resources. Faculty are on trial service for three years and are evaluated each year. Once on 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, wide-ranging, provides a basis for professional growth, and establishes 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 goals of the department, division, and college. The faculty appraisal process is outlined in the CBA for the LBCC Faculty Association and the Faculty Appraisal Handbook on the College's website.

At LBCC, we believe that the appraisal process is an important part of professional development. Each faculty members sets goals for the academic year and reviews progress made during appraisal meetings. While concerns are addressed at appraisal meetings, we work to not have faculty hear about concerns for the first time at the appraisal. We try to address concerns at the time they arise. When a problem persists, the dean works with the faculty member to create an improvement plan.

2.C - Education Resources

2.C.1 *The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

The college offers a variety of degree and certificate programs in support of our mission to provide an education that enables all of us to participate in, contribute to, and benefit from the cultural richness and economic vitality of our communities. Programs are designed to meet the educational goals of students, whether transfer, employment or skill enhancement. Programs and courses are

guided by identified student learning outcomes. Courses are delivered face-to-face, technology enhanced, and fully online.

Linn-Benton Community College offers the Associate of Arts Oregon Transfer (AAOT) degree and the Oregon Transfer Module, which satisfy the lower-division general education requirements of any institution in the Oregon University System. The Associate of General Studies degree is awarded to students who complete a two-year curriculum, which may include lower-division collegiate and/or career and technical coursework. The college offers an Associate of Science Oregon State Direct Transfer (AS) degree with emphasis options in 35 specific areas. In addition, the college offers 30 Associate of Applied Science (AAS) degree programs and 35 certificate programs in Career and Technical Education (CTE).

Career and Technical Education programs work closely with advisory committees to design programs that address the employment needs of students. When a new program idea is developed, it is first presented to the college's Board of Education for approval, prior to submission to the Oregon Department of Community Colleges and Workforce Development (CCWD) for initial approval. New programs and courses are reviewed and approved by an internal curriculum committee. Curricular Issues is a faculty led review committee that is comprised of faculty representative from transfer and CTE departments along with several resource members from various departments on campus. Curricular Issues reviews all new and revised courses and programs and makes recommendations to the Academic Affairs office. The Academic Affairs office then submits all revised and new courses and programs to CCWD via the WebForms online tool. Some certificates and degrees are also submitted to the State Board of Education for final approval.

Instructional programs are aligned with our core themes. Student learning outcomes are designed to ensure that students, upon graduation
- have mastered the content of their programs
- are able to contribute meaningfully (financially and as an engaged citizen) to their community, and
- are able to benefit personally from their education.
Program student learning outcomes are printed in the college catalog and are available online on program specific web pages.

Programs and courses are assessed regularly. 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, recommend course outline revisions, and keep updated in technological changes and developments in their subject area (p. 37). Part-time faculty may also be included in review of curriculum, program, or course changes.

2.C.2 *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

Program outcomes are printed in the college catalog and are available online on program specific web pages. General education outcomes for the AS and the AAOT are printed in the college catalog, pages 25 and 103.

Each course offered at Linn-Benton Community College is required to list specific course outcomes on the official course outline. AR 4010-01 provides details about this requirement. Enrolled students have access to learning outcomes for courses through the course syllabus. Guidelines for syllabus development are included in the Faculty Handbook and included in professional development programs offered to faculty. In addition, some departments publish course outcomes on their department web pages.

2.C.3 *Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

LBCC follows generally accepted practices for transcripting institutional credit based on the grading policies set forth in AR 4020-10. Grading policies are published in the catalog (page 8) 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. Each course is reviewed on a regular basis by qualified faculty members at the departmental level. Any modifications or changes are vetted through Curricular Issues, the internal curriculum committee, and approved at the state level.

2.C.4 *Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

All degree programs offered at LBCC are approved at the state level, following the guidelines established in the CCWD Handbook. Prior to submission to the state, there is an internal review process by Curricular Issues, a faculty-led curriculum committee, which reviews general education and related instruction requirements, along with providing feedback to programs 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, for others, 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, the solutions group focusing on transfer issues (now the Arts, Humanities and Social Sciences Division) is working on "scaffolding" all transfer programs. This involves, for example, breaking down a student learning outcome (e.g. to develop critical thinking skills) into progressive steps into deeper critical thinking and aligning these steps with specific classes.

The college catalog publishes details for each degree program, including general education requirements, course sequencing, and other degree completion requirements. Specific details for students transferring to Oregon State University are included in the program descriptions for the AS degrees. In addition, career and technical education 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 which details the graduation requirements for any degree that the student is interested in earning. For programs that have additional admission requirements, guidelines are available online and dedicated program staff is available to assist potential students work through the requirements. 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 *Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

Processes for curriculum changes are outlined in the Faculty Handbook (page 13), and in the documentation provided by the internal curriculum committee, Curricular Issues. 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; and
- employment data for program completers

Proposals for new programs receive extensive review by the division dean and the Dean of Instruction, as well as other administrative staff, prior to a recommendation being made 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 program/department throughout the curriculum development and revision process.

Curriculum revisions are done on an annual basis and should be completed by the time catalog material for the upcoming year is due for submission. Course outlines for any new or revised courses must be submitted for each revision. Only the revisions that have been approved by Curricular Issues, the internal curriculum committee (Curricular Issues handbook, page 60), and by CCWD (if applicable) 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 having significant influence in the hiring process. Applicants are screened initially by Human Resources to determine if minimum standards have been met (AR 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 Executive Vice President of Academic Affairs and Workforce Development. When possible, finalists meet with either the Dean of Instruction or the EVP during the interview process. Commitment on hiring faculty follows Board approval of the hire.

The college employs about 250 part-time faculty each year. Positions are advertised by Human Resources and applicants who do not meet the minimum qualifications are screened out by HR (AR 4010-01). The hiring supervisor, 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 (for next day/week versus for next term), 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 Human Resources to set up the new hire in the system in order to receive wages, etc.

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, recommend course outline revisions, and keep updated in technological changes and developments in their subject area (Faculty Handbook, p. 37, and Curricular Issues Handbook). Part-time faculty may also be included in review of curriculum, program, or course changes.

2.C.6 *Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the teaching and learning process.*

Linn-Benton Community College teaching faculty work in partnership with faculty librarians to integrate the use of library and information resources into the learning process. This integration of resources occurs by a variety of methods, including:

- At the invitation of instructors, faculty librarians teach up to forty-five course-integrated information literacy instruction sessions per term. In these sessions, students learn to find, evaluate, and use information resources.
- English faculty worked with faculty librarians to develop a required information literacy assignment and instruction session for all sections of WR121.
- Faculty librarians work with academic departments to review and revise program and course level student learning outcomes in order to ensure that information literacy is included in the outcomes.
- Teaching faculty collaborate with librarians to design research assignments that integrate library resources and address information literacy learning outcomes.
- 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 direct students to use library resources by placing links to the library in their syllabi, instructor web pages, Moodle course shells, assignments, and other course materials.
- Librarians and faculty work together in library collection development. Faculty request additions to the collection in a variety of formats. Librarians work with faculty in the purchase and discard of library materials.
- Librarians provide representation in the Information Literacy Advisory Group of Oregon (ILAGO) as well as the Oregon Writing Educators Advisory Committee (OWEAC). In both groups, they consult on information literacy standards and curriculum and report back to LBCC faculty.
- Librarians provide input into curriculum planning for college-wide student success efforts, including "Destination Graduation" - the mandatory first-term course for incoming college students.

2.C.7 *Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the*

number of credits to be awarded prior to the completion of the institution's review process.

LBCC offers a number of options for students to earn credit based on previous learning or experience (AR 4020-01). This type of credit is referred to as non-traditional credit. Credit is awarded based on recognized standards and with the approval of teaching faculty. Awarded credit is transcripted in accordance with standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Credit by Challenge Exam. Students may earn course credit by successfully completing an exam or through skill demonstration. Challenge exam opportunities must be approved by the Instructional Standards committee. Program faculty create exam(s) 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.

Credit for Military Training. LBCC follows ACE guidelines in awarding credit for military training. Service members who present a DD-214 are automatically awarded three physical education activity credits. Official transcripts from respective branches of the military are required. Faculty is involved in reviewing ACE recommendations for credit in relation to course outcomes.

Credit for Prior Learning (CPL). LBCC awards CPL in one area. Students in our non-credit childcare training program are eligible to earn education course credits upon successful completion of designated trainings. Faculty certifies successful completion of the required training sequence and informs students of the option to have course credit awarded.

College Level Examination Program (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.

Advanced Placement (AP), LBCC awards credit for courses articulated to AP exams. Students who meet requirements must submit official scores to receive credit. LBCC follows the score and credits to be awarded 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.

International Baccalaureate (IB). LBCC awards credit for courses articulated to IB exams. Students who meet requirements must submit official scores to receive credit. LBCC follows the score and credits to be awarded 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 *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to the procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

LBCC evaluates transfer credit for quality and relevance. The college involves teaching faculty in reviewing program specific courses. General education course outlines are reviewed by the Curricular Issues committee. Courses fulfilling requirements for the AAOT must include the student learning outcomes developed by a statewide committee with members representing Oregon's community colleges and the Oregon University System. Courses fulfilling Oregon State University's Baccalaureate Core requirements for the AS degree must include the student learning outcomes identified by OSU's Bacc Core committee. LBCC's Curricular Issues committee ensures each general education course meets these requirements.

LBCC has established articulation and co-enrollment programs with institutions and programs when a pattern of student enrollment has been identified, or agreements have been created to facilitate continued education through clear transfer programs. The Transfer Connections website provides information about established articulation agreements.

LBCC has a dual enrollment program with Oregon Technological Institute that allows a student to be jointly admitted and enrolled through online courses. Students have articulated pathways to various bachelor's degrees.

LBCC has a long standing degree partnership program (DPP) with Oregon State University. Students who meet the OSU admissions criteria can co-enroll in both institutions. Students who begin their studies at LBCC can enroll in the DPP program after they have completed 24 credits with a minimum grade point average of 2.25. The AS degree is articulated as a block transfer degree. The program has developed a reverse transfer agreement to enable students to earn the AAOT or AS degree.

Undergraduate Programs

2.C.9 *The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the*

84

breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

LBCC offers two different transfer degrees with different general education cores. The AS degree is an associate degree program that allows seamless transfer to Oregon State University. The general education core maps directly onto Oregon State's Baccalaureate Core. This degree includes 43 credits of general education in: Writing (6 credits), Communication (3 credits), Mathematics (4 credits), and "Perspectives," which include Health & Physical Education (3 credits), Biological & Physical Sciences (12 credits), Cultural Diversity (3 credits), Literature & the Arts (3 credits), and Difference, Power, and Discrimination (3 credits).

The AAOT degree is a transfer associate degree that is accepted at all Oregon University System schools as meeting lower-division general education requirements. The general education core of this degree contains 61 credits spread across writing, communication, math, sciences, and arts and literature (see Table 4 below).

The AAS degree is an applied associate degree that contains nine credits of general education (also called related instruction in this degree). These credits include: mathematics, communication, and human relations.

Figure 4: Comparison of the General Education Cores of the AS, AAOT, and AAS degrees

COMPARISON OF THE GENERAL EDUCATION CORES OF THE AS, AAOT, AND AAS DEGREES

AAOT *category name* AS *category name*	AAOT	AS	AAS
Mathematics	1 class, plus option of taking additional classes as part of the Science/Math/ Computer Science category.	4 credits	3 credits, but often below college transfer level (100+)
Writing	3 classes	6 credits	
Communication	1 class	3 credits, same choices as AAOT	3 credits (most often WR 121, written communication)
Health/Wellness/ Fitness; Health & Physical Education	1 class	3 credits (PE 231)	
Arts & Letters; Literature & the Arts	3 classes	3 credits	
Cultural Literacy; Cultural Diversity	1 class from Arts & Letters or Social Science	3 credits	
Human Relations			3 credits
Social Science; Social Processes and Institutions	4 classes	3 credits	
Science/Math/ Computer Science; Biological & Physical Sciences and Physical Sciences	4 classes	12 credits	
Difference, Power, and Discrimination		3 credits	
Western Culture		3 credits	

*These categories are also listed in Appendices A, B, and C of the catalog

*These categories are also listed in Appendices A, B, and C of the catalog (pages 25-28, 59, 103-105).

2.C.10 *The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

Our 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. Learning outcomes for the AS degree were developed by faculty at Oregon State University teaching in these general education areas. Since classes often meet requirements for both the AS and the AAOT, we were experiencing difficulty in assessing different (yet similar) outcomes for the same classes. Our Curricular Issues committee recently approved a proposal to align the two sets of learning outcomes for general education.

2.C.11 *The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

As indicated in Table 4 (2.C.9), applied degree and certificate programs of 45 credits or greater contain nine credit hours of related instruction in communication, computation, and human relations. (See "AAS and Certificate General Education/Related Instruction Requirements). Related instruction requirements may be embedded within program classes and may also include computer literacy, job searching, safety, and environmental awareness instruction.

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 outcome guide in order for that course to be approved by the Curricular Issues Committee as satisfying a related instruction requirement for a program (see "Forms" in Curricular Issues Handbook).

In general, related instruction areas of computation and communication exist as discrete courses within the college's general education core, while human relations, job searching, safety and environmental awareness are embedded within program courses. Faculty teaching either general education core courses or program courses satisfying related instruction requirements must meet

minimum hiring standards for contracted or non-contracted faculty as outlined in AR 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 with embedded related instruction. For example, the Welding Program requires faculty to demonstrate proficiency in welding through specialized certifications, degrees, and professional work history. In fall 2011, faculty within the Welding Program identified a skills gap between the early computational skills required for success within the program and the average mathematical proficiency of entering students. Unfortunately, due to the well scaffolded curriculum within the Mathematics sequence, these early math skills were not taught in math courses to welding students until weeks after they were needed within the Welding Program. To address the skill gap, the Welding Program developed an additional 1-credit welding course in Construction Measurement to both supplement the required general education mathematics courses and to compliment the computation skills needed for success in the first-year, first-term course Blueprint Reading for Welders. Rather than selecting an experienced journeyman level welder to teach the Construction Measurement course, program faculty instead advocated for hiring a developmental mathematics instructor experienced in teaching students with low-levels of mathematics proficiency. The resulting course is highly contextualized to teaching computational workplace skills for the Welding Trade.

Graduate Programs

2.C.12 – 2.C.15

Linn Benton Community College does not offer any graduate programs.

Continuing Education and Non-Credit Programs

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 & Employer Services (BES) align with LBCC's mission and goals by setting teaching standards that foster creativity, critical thinking, leadership and success for all of our students. Our 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 our business and industry partners. Business development, leadership, supervision/management and interpersonal workplace skills classes are all in high demand by business and industry students and our offerings are well attended both through the Small Business Development Center and through Professional Skills 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 (SBDC) offers courses, seminars and advising in formats that fit small business owners, enabling that segment of the population to access services that change their lives through giving 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 Family Connection's offerings and then apply these toward state approved certificates and degrees.

2.C.17 *The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or 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 Business & Employer Services (BES) department chair, a trained instructional designer and experienced teacher, oversees and monitors all Contracted Training and Professional Skills Development courses and instructors to ensure that content and instruction meet standards expected by our business and industry partners. All of our instructors maintain their teaching credentials and currency through their industry's governing body (e.g. National Wildfire Coordinating Group and National Wildfire Suppression Association, Department of Agriculture, etc.) 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, who is a trained instructional designer, oversees all SBDC program, course and seminar development, coaching instructors to the highest standards for academic quality. Though our programs are all non-credit, we have 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 our clients.

2.C.18 *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

BES does not directly grant CEUs to students, but 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 (Ed/CFS) 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 Ed/CFS Department works closely with area schools to provide classes that are needed by employees. For example, district superintendents have recently approached the faculty requesting classes on assessment. The department honors these requests through ED 199 Special Topics.

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

Business & Employer services tracks course statistics including number of courses offered, number of students and company satisfaction, per Oregon State Legislature Key Performance Measure 10 – BITS (Business Industry Training System) Company Satisfaction. In addition, students evaluate all of our classes for quality and value.

All Small Business Development Center client registrations, whether for courses or seminars, are tracked in both the federal data base, CenterIC and in Banner. In addition, individual advising client interactions are documented in CenterIC and impacts tracked.

Family Connections (FC) also documents training for each child care provider served. FC also trains providers to develop professional portfolios that are used to document their applications to Oregon's Professional Development Registry.

2.D - Student Support Resources

2.D.1 *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Linn-Benton Community College provides an effective learning environment by connecting students with programs and services that support student engagement in and out of the classroom, enhancing the potential of all students to be successful. The programs and services include enrollment services (admissions, registration, and credit/ degree evaluation), student assessment, advising, counseling, disability services, financial aid, learning center (tutoring and study skills), veterans affairs, student life and leadership, diversity achievement center, library services, career services, and technical assistance for online courses.

All students who are registered for non-credit and/or credit educational programs are assisted toward successful completion of their educational goal. Regardless of what course a student is registered for, all students may receive a student ID card and have it validated for the term. The student ID card and validation sticker allows students access to free bus transportation throughout the service district; access to the library, learning center services, and campus activities. All students are issued a Web Runner and student e-mail account.

To improve student success, several services are available and tailored to special student populations. The Office of Disability Services advises students about appropriate accommodations and trains students on the use of various accommodation technologies. Veterans' Affairs supports active military service members with the Tuition Assistance program and service veterans with related educational benefit programs.

Student success is supported by physical and virtual environments. The learning center and library offer private and group study space with computers or wireless connectivity. All students have email accounts available and wireless access throughout the college. Public computers are available. Students have Moodle accounts and support during regular business hours. The Moodle support team is in Takena Hall during the first week of classes to assist students with account access and with information about wireless and email accounts.

The Learning Center provides a wealth of academic resources. Services include:
- Math assistance, calculator checkout, computer lab and computer support,
- Testing Center, individual tutoring by appointment, Tutor-Assisted Study Support (TASS) - group tutoring for targeted courses

- Writing Center for help on papers for any class, Mini-courses for vocabulary improvement, note taking and test-taking skills,
- ESOL writing assistance, and individual assistance for college reading and study skills courses.

Computers, calculators, math and study skills video tapes, standard office equipment, and a coin operated copy machine are available for student use. Learning Center services are available at the Albany campus, as well as the Benton, Lebanon and Sweet Home Centers.

2.D.2 *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

The Linn-Benton Community College Campus Public Safety Office exists to provide a safe and secure environment for members of the LBCC community to study, work and play. Campus Public Safety seeks to bridge the gaps and establish relations between the college community and the communities in which we reside.

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 Campus Public Safety Department informs students and staff of recent public safety incidents, tips on crime prevention and personal safety, answers to questions regarding security and safety-related topics, and general information.

The public safety staff is trained and certified through the State of Oregon Department of Public Safety Standards and Training (DPSST). Public safety officers have authority 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 (HAZMAT) procedures, and alarm response procedures.

Timely Warning and Emergency Notification. In accordance with LBCC BP 1030 and AR 1030-01 and by the Higher Education Opportunity Act (Clery Act), timely warnings regarding a serious health or safety threat will be confirmed by the Safety and Loss Prevention Manager and, after consultation with LBCC's administration, be issued by the Public Information Officer and/or the Safety and Loss Prevention Manager to the college community. The notice will be communicated as widely as necessary for the circumstances using college email, emergency messaging system, and/or the public address system.

The College's Emergency Response Plan, in accordance with Board Policy 5100 -01, provides general guidance for an all-hazards approach to emergency management activities. The plan describes College emergency response structure in accordance with FEMA's Incident Command System. Complete information on LBCC's Emergency Response Plan may be found at the college website.

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, student club advisors) in cooperation with local law enforcement agencies. These statistics include anonymous and/or confidential reports. Criminal activity on campus is reported to the campus community through an annual report, distributed to campus authorities and available online to all.

2.D.3 *Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.*

BP 7075 – Enrollment Management describes the general enrollment guidelines for the college. This policy is implemented through AR 7075-02 – Enrollment Standards. Some programs have limited space and are considered to be "Special Admission" programs. The conditions that determine if a program may restrict enrollment are set forth in AR 7075-03 – Special Admission Program Requirements.

LBCC is approved by the USCIS for admission of F1 and M1 international students. LBCC is currently recertification is pending with SEVP. LBCC has a partnership with the English Language and Culture Institute (ELCI) to provide non-credit college preparatory language instruction. The partnership began in November of 2012. The ELCI si working with LBCC to increase the presence of international students on campus in an effort to increase student diversity and bring more global perspectives to our student population.

LBCC admits applicants as Degree Seeking students eligible to register for full time coursework and priority registration after they have applied, paid the application fee, taken placement tests, and completed Roadrunner Entry/Advising. Linn-Benton orients students to advisors, programs, policies, procedures, and involvement opportunities through New Student Orientation (NSO). NSO is comprised of Road Runner Entry (a web-based guide to basic

college information), a registration session, and a one-credit course - Destination Graduation (DG).

Starting in the fall of 2012, students were required to take Destination Graduation (DG), a one credit first year experience course. The course was piloted for two years, but was not required of all students. In fall of 2012 it was required for all newly admitted students who had not earned 24 credits and a 2.0 GPA from another school. Students in the Degree Partnership Program with Oregon State University were not required to take the class because many students participate in the OSU orientation program.

DG is taken during the first five weeks of a student's first term. DG provides information and support early in their college career so students have the tools to be successful. In the Fall, DG starts the week before other classes to give students time to get acclimated to campus and to reduce anxiety about starting college.

Destination Graduation grew out of non-credit workshops offered as electives in the past. It provides a transition from high school and from the work place for students entering college. Transfer students with more than 24 hours are exempt but may take the class if they choose and are encouraged to do so. Working with Achieving the Dream, we hope to determine the extent to which Destination Graduation increases student retention and completion.

There are nine student learning outcomes for DG:
1. Identify their responsibilities as students
2. Identify characteristics of successful students
3. Identify, in themselves, barriers to college success and develop strategies to overcome those barriers.
4. Apply introductory critical thinking skills in a variety of contexts
5. Navigate important educational software such as Moodle and Google Docs
6. Develop a specific academic plan related to their career/educational goal
7. Locate support services and educational resources
8. Establish relationships with peers, LBCC faculty and staff
9. Establish a long-term advising relationship with a designated academic advisor

All DG sections are taught by contracted faculty and students are placed with faculty in their major when possible. Within DG, each student is assigned an advisor and develops a specific education plan related to their career/educational goals. Having assigned advisors means students are more likely to have meaningful interactions with their advisors, take the proper courses in the proper sequence, and avoid courses that will not count toward their major.

Course books and planners are provided for all students. The course books were developed by faculty to maintain consistent content, and faculty receive training and instructor guide books before teaching the class for the first time.

Transfer of credit policies are established in Board Policy and Administrative Rule. The college nationally accepted standards for awarding credit for prior learning and has established guidelines for awarding credit in Administrative Rule.

College and program requirements for graduation are published in the catalog. College requirements are established in AR 4020-13. Program requirements are available on graduation worksheets. Students are able to track their progress towards their educational objective by using our degree audit system called Degree Runner. This tool was launched in 2011.
To graduate, students apply a term in advance of expected graduation. They submit an application and a completed graduation worksheet for each program signed by an advisor. Once the degree evaluation is completed students are informed of any deficiencies they need to complete in their last term. The college has begun to auto-award some credentials. Students completing state approved Career Pathway Certificates, the Oregon Transfer Module, and an Associates degree through our reverse transfer agreement with Oregon State University do not need to apply for graduation.

Commencement is held each June. All students who completed a program during the academic year are invited to participate in the ceremony.

2.D.4 *In the event of program elimination or significant change in requirements, the institution makes appropriate and arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.*

When academic programs are suspended or deleted, LBCC follows the guidelines established by the Oregon Department of Community Colleges and Workforce Development which lists the teaching-out obligations. If needed, LBCC will coordinate with other Oregon community colleges to identify courses that student could use to satisfy degree requirements. On occasion, courses are substituted to give students a clear path to program completion.

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*
   a) *Institutional mission and core themes;*
   b) *Entrance requirements and procedures;*
   c) *Grading policy;*
   d) *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;*
e) *Names, titles, degrees held, and conferring institutions for administrators
and full-time faculty.*
f) *Rules, regulations for conduct, right, and responsibilities;*
g) *Tuition, fees, and other program costs;*
h) *Refund policies and procedures for students who withdraw from
enrollment;*
i) *Opportunities and requirements for financial aid; and*
j) *Academic calendar.*

The 2013-2014 catalog is available in print and online in three formats (PDF, html
and as an online Scribd document). In the catalog, requirements are represented
in the following ways:

a) The institutional mission is published on page 3. (Because the core
themes had not been approved by the LBCC's Board when the
catalog was printed, they do not appear in the 2013-14 catalog.)
b) Entrance requirements and procedures are published in table
format on page 5 with an in-depth description on pages 6-7.
c) The grading policy is on page 7.
d) Information on academic programs and courses is included on
pages 21 through 23, including degree and program completion
requirements on pages 23 through 24.
e) Expected learning outcomes are outlined in individual programs of
study, pages 29 through 118. Course learning outcomes are
included on Course Outcome Guides and syllabi.
f) Names, titles, degrees held, and conferring institutions for
administrators and full-time faculty are located on pages 186-189.
g) Information about rules, regulations for conduct, rights, and
responsibilities, including where to obtain a full copy of student
rights and responsibility is located on page 9. Complete information
is located on the college web site.
h) Tuition, fees, and other program costs are listed on pages 9 and
10.
i) Refund policies and procedures for students who withdraw from
enrollment are listed on pages 10-11.
j) Opportunities and requirements for financial aid are listed on pages
10-12.
k) LBCC's Academic calendar is on page 1.

2.D.6 *Publications describing educational programs include accurate information on:*
*a) National and/or state legal eligibility requirements for licensure or entry into an
occupation or profession for which education and training are offered;*
*b) Descriptions of unique requirements for employment and advancement in the
occupation or profession.*

Publications are readily available to transfer and career technical students and include accurate information on:

   a)   National and/or state legal eligibility requirements for licensure or entry into occupations or professions. This information is published in the 2013-14 catalog on pages 29-118, for programs with eligibility requirements. Departments also publish brochures, planning guides and other information pieces for students that include this information.

   b)   Descriptions of unique requirements for employment and advancement in the occupation or professions. This information is published in the 2013-14 catalog on pages 29-118 under the specific programs for which unique requirements are relevant. Departments also publish brochures, planning guides and other information pieces for students that include this information.

2.D.7 *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

LBCC adheres to state regulations and national best practices regarding the security and retention of student and institutional records as set forth by the AACRAO Retention of Records Guide and regulations that are developed specifically for Oregon community colleges(Oregon State Archives page). All electronic records are backed up nightly, and the college houses this data in a separate location. Paper records have been backed up on a document imaging system and are stored remotely on a server.

The college has a privacy policy for confidentiality and release of student records which are connected to an overall Board Policy. LBCC publishes this policy annually in the college catalog (page 8) and on the college website. Additionally, it sends a notification to all students annually. The college releases information only in accordance with this policy, which in turn, is in accordance with federal law and the Family Educational Rights and Privacy Act. LBCC adheres to federal laws and best practices around the storage and retrieval of student records.

2.D.8 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

Accountability regarding an effective and accountable program of financial aid is measured and verified by the US Department of Education, the Oregon Department of Education, the Oregon Student Access Commission, the LBCC

Financial Aid Administrator and annual audits by an outside entity. Linn Benton Community College awards financial aid based on federal, state and Institutional guidelines.

Information regarding the categories of financial assistance is published and made available to prospective and currently enrolled students in the 2013-14 catalog on pages 10-12, and on the college website. Information on Types of Financial Aid, Foundation Scholarships, and Other financial assistance are also available on the website.

2.D.9 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

Repayment obligations are monitored quarterly by the financial aid office for students who have dropped out of their classes. This information is in Administrative Rule, on pages 11-12 of the 2013/14 catalog, on the financial aid menu of the student WebRunner account and on the LBCC Financial Aid website.

Linn-Benton regularly monitors the student loan program and the loan default rate. Students with high loan balance codes from the US Department of Education must meet in person with a financial aid advisor. Students new to LBCC are informed of their repayment obligations through required entrance counseling. All students are required to do exit counseling when they complete their program or leave LBCC. They are also informed of their responsibilities when they sign their master promissory note for loans. Students are contacted by their loan servicers directly for billing and repayment requirements.

2.D.10 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Linn-Benton Community College is filled with faculty and staff who care deeply about student success. The college has an Administrative Rule affirming the commitment to advising. However, opportunities for improvement with academic advising were found during a year-long self-study, done as part of the Foundations of Excellence project in 2011-12. The self-study found that academic advising lacked consistency, reliability, clarity and uniformity across campus. An Advising Committee composed of faculty from all divisions was formed, and we immediately began designing a campus wide program for improving academic advising. All program components were adapted from the National Academic Advising Association philosophy:

Academic Advising is the process of helping students match the College's resources to their needs and goals so that they get the maximum benefit from their college experience and, at graduation, are prepared for life after college. Academic 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 advice. Academic 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 career/technical school applications. Also, academic advisors should listen carefully when personal problems are revealed and, when necessary, make referrals as appropriate.

Planned winter and spring terms of 2012, the advising program began with new students fall term, 2012. The Advising Committee worked closely with the First Year Experience Committee to incorporate advising into the required first term course for new students, DG. Faculty members are assigned to all newly admitted LBCC students taking DG. Students are assigned a faculty advisor based on their indicated degree and major. We hope to match faculty with students in their own subject area, but this is not always possible. Assigning advisors by student major highlighted our need for accurate major codes. We have struggled with major codes over the years and tried to keep them accurate and up-to-date. We continue to create more accurate, less cumbersome, and more purposeful ways for students to declare a degree and major.

The Advising Committee has trained faculty in the tools and information they need to provide sound educational planning and academic advice. The first training took place Spring 2012, and continued throughout the 2012-13 academic year. We hope new students form long-term relationships with their faculty advisors. To this end, we wanted faculty teaching DG to have a class of their own advisees. We are having trouble matching faculty availability with designated DG assignments. We still have a goal of creating a meaningful first connection between faculty and their advisees during DG.

One homework assignment of DG is to have students contact their academic advisors, introduce themselves, and set their first advising appointment. DG students create an education plan with their advisor. A template for the Education Plan is in the students' DG Handbook and on the Resources for Advisors webpage.

Students can make appointments to meet with their advisor, and faculty advisors are able to communicate with their advisees using AdvisorTrac, an online advising tracking tool linked to Banner. Purchased in April 2012, AdvisorTrac was challenging and slow to implement. We changed a classified employee's assignment to implementing AdvisorTrac, and this boosted the process.

AdvisorTrac provides tools for taking notes, sharing notes, keeping academic records, collecting demographics, communicating, and collecting data.

An Advising Syllabus is being created to provide information on what the student should expect from their academic advisor as well as reminding the student of their own responsibilities in the advising relationship. These responsibilities include learning online tools to help with staying on track in their program, being prepared for their advising appointment, following their Education Plan, using resources on and off campus, and asking questions.

The next advising appointment should occur during spring term of the student's first year. At this time, student and advisor meet to review the student's academic progress and GPA, monitor time to degree/certificate completion, and discuss progress toward his/her immediate and long-range academic goals. Students will be encouraged to enroll in the classes they need to take fall term. If they have not made satisfactory progress during their first year (e.g. not earned enough credits or not completed developmental sequences), they may be encouraged to take these classes summer term. The advising goal for the first year is to improve fall-to-fall retention rates.

Two meetings between advisor and advisee take place during the student's second year. The first occurs fall term. The second takes place either winter or spring term, depending on the needs of the student. The purpose of the second meeting is to review graduation deadlines, and/or establish a third-year academic plan. The advising goal for the second year is to help the student plan for graduation and either transfer or entry into the workforce.

2.D.11 *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

Primary oversight of co-curricular programs is provided by the Associate Dean of Student Affairs, by collaborating 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, the student ambassador program, clubs, co-curricular programs, student-run businesses (The Hot Shot Coffee House), and the student union.

A committee of managers, faculty, and students was formed fall term 2012 to re-envision LBCC clubs and co-curricular activities, including athletics. The goal was to create activities and opportunities for students to apply knowledge and skills outside the classroom, in settings where they form relationships with other students and advisors. The outcome of the committee's work is to hold clubs and co-curricular programs to higher standards, with specific agreed upon outcomes. Funding will be awarded to groups demonstrating 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 Affairs. All programs must follow BP's and AR's 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 exist to create learning outside the classroom which is related to and expands classroom learning. Examples of LBCC co-curricular programs follow: music, theater, sciences, deep space, remote-operated vehicles, equestrian, diversity, faith-orientations, sexual identity, non-traditional careers, student leadership, auto, heavy equipment, manufacturing, welding, culinary arts, and publications. Co-curricular programs are supervised by a faculty advisor. Program activities and events are created and planned through student-faculty collaboration.

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 Northwest Athletics Association of Community Colleges. As part of the budget reductions experienced in 2012-13, the athletic program was reduced from four teams to two: women's volleyball and men's basketball. (For more information on Athletics, see 2.D.13.)

Clubs are organized by any student on campus initiating a petition process. They are governed through the Associated Student Government body called the Student Leadership Council. 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. Clubs are expected to primarily fulfill goals to create fun, social opportunities, to build community and civic engagement on campus, and to 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 Affairs. Clubs can receive $100 per year as "seed money" and club members can raise funds to augment budgets. They often earn additional funds by sponsoring and working at Courtyard lunches that gather students together socially and they may request up to $500 in a club grant for a special community activity.

A student-led and student-composed team awards funding for co-curricular learning programs, including Athletics and clubs. Similarly, the Student Leadership Council, through open meetings, allocates student fees for student governance initiatives and student event programming. These transactions are recorded in official minutes. The Student Leadership Council has input on spending student fees for other student-approved programming and has

supported the Student Handbook, graduation, parenting consultations, activities at LBCC centers, and other emergent services.

Related Board Policy: Student Governance
Related Administrative Rules: Student Governance , Campus Clubs and CoCurriculars, and Cocurricular Organizations

2.D.12 *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

The college has three auxiliary operations: the Bookstore, Food Services, and Printing Services (which includes convenience copiers). 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. College operating funds are not used to support Printing Services or the Bookstore. Food Services are 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 seek student and customer input regularly through surveys or 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 with web vendors in the bookstore, or introduction of composting and compostable elements in food services. All auxiliary services exist to support the mission of the college, its students and employees.

Bookstore. The bookstore supports the college mission by providing excellent service and reasonably priced educational materials. The bookstore has locations at the Albany Campus and the Benton, Lebanon, and Sweet Home 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, they offer general merchandise, educational supplies, computers, electronics, and software, and sundries and snacks.

Bookstore staff work closely with faculty and administrators regarding purchasing educational materials and recommend the most reasonably priced options. Likewise, the bookstore meets regularly with Student Life and Leadership concerning textbook affordability. The bookstore seeks input from students, faculty, staff, and administrators through the bookstore website, Facebook, text messages, and email.

102

Food Services. LBCC provides retail dining services and catering services at the Albany campus and vending services at all college locations. Food services operate 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/lab and working commercial kitchen that offers a rich learning experience for students. 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 from the community. The Santiam Restaurant serves coffee and pastries each morning and offers a fine dining experience for lunch.

LBCC's Food Service has taken a leadership role in support of sustainability and offers compostable bins to dispose of recyclable food waste and specific compostable paper and plastic products. Additionally, they have partnered with the Horticulture Department in serving and highlighting organic produce grown at the college. This partnership is extending in 2013-14 as the two departments are joining together to develop a Farm-to-Table program option. Food service collaborates with the LBCC Foundation and Student Life and Leadership in offering reasonably priced catered events for alumni and students. They request feedback from all their customers at the point of sale and through the "Dining on Campus" 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 service district. In addition to a central location, Printing Services manages a fleet of copiers throughout the college for staff. Printing Services also oversees coin operated copiers for student convenience and serves students by providing a one-stop center for printing for class or personal projects. Ordering is available at the Albany campus and on line 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 charged by local businesses and adjusts prices 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 athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

Intercollegiate athletics and its related financial operations are consistent with Linn-Benton's mission and core themes. Goals of the Athletics Department include helping students persist in their academic programs, developing leadership skills, working as part of a team and demonstrating sportsmanship. The Athletic Director is responsible for the program, which reports to the Associate Dean of Student Affairs. Rules for academic eligibility and tuition waivers are set by the Northwest Athletic Association of Community Colleges. Academic eligibility is verified by the college's Director of Enrollment Services/Registrar. Financial aid and tuition waivers awards are approved by the Financial Aid Office prior to approval by the NWAACC office.

The 2012-13 redesign of co-curricular programs tightened the relationship between these programs and academics. Starting July 1, 2013, Athletics was moved into the Connections area of Student Affairs. The Athletic Director and the faculty in the Health and Human Performance Departments are working to design a sports program that includes more students than just our student athletes. The goal is to emphasize physical health and well-being by opening our facilities (e.g. weight room, gymnasium, etc.) to more students and offering physical education activities classes at times and in ways that encourage more students to participate. We hope to employ student athletes to support these efforts.

2.D.14 *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

For distance learning courses and programs, LBCC provides students with a unique username and password based on his or her 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 his or her account requires the student to verify her or his identity. The student must enter his or her user name and password each and every time the student enters into a distance-education course. 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 a photo identification.

2.E - Library and Information Resources

2.E.1 *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

The mission of the LBCC Library is to provide resources, services and an environment that supports the mission, strategic goals, core themes and curriculum of the college. The library supports the educational attainment, cultural richness and economic vitality of LBCC's community by providing an array of library services and information resources in a variety of formats. In accordance with the library's collection development policy, librarians select resources to develop a balanced, useful and high-quality collection. The librarians base purchasing decisions on changes in the curriculum, faculty requests, interaction with students, interlibrary loan and circulation reports, and reviews of highly recommended titles. To better meet the needs of library users, the librarians are currently exploring the implementation of patron-driven acquisition of eBooks and options for increasing access to popular fiction.

Reflecting the ever-growing importance of online materials, the library's collection development is shifting focus from print acquisitions to electronic subscriptions. This move from ownership of physical materials to providing access to electronic resources has increased the currency, breadth and depth of the collection and has improved point-of-need access to information resources. The library provides access to over sixty online periodical, reference, eBook and media databases. The library owns about 33,500 print books, 6,000 eBooks and 4,500 audiovisual materials. In addition, the library provides access to over 88,000 eBooks and 12,000 streaming videos. The library subscribes to sixty print periodicals and provides access to over 22,000 electronic journals through periodical database subscriptions. These periodical databases are heavily used, with at least 43,000 searches over the past academic year. Interlibrary loan service provides access to resources that are not readily available in the LBCC Library's collection.

In order to better meet the needs of the community, the LBCC Library is partnering with other Linn County libraries to pursue an LSTA grant that seeks to increase borrowing between libraries with the use of a shared catalog and a courier to deliver materials. The library has always served the greater community by providing library services to any member of the public. The LBCC Library and the college community have already benefitted from the collaborative efforts of three libraries that allowed the library to move away from a costly integrated library system (ILS) to an open source ILS, resulting in a savings of more than $12,000 per year. Now, the library is seeking to expand the benefits of this consortium to include greater resource sharing and to extend the benefits to a larger portion of the community.

Usage reports and user feedback demonstrate that several library services are very important to library users, specifically quiet study space, reserve materials checkout and access to computers. With over two hundred seats for individual or group study, the library is one of the most important study spaces on campus and provides some of the only designated areas for quiet study. Circulation of the 1,300 items on reserve represented over forty percent of the library's more than 19,000 checkouts over the past year. Access to these course materials is important for students who may not have the means to purchase their own textbooks. Although library users are increasingly using laptops and handheld devices, the forty one public desktop computers are still one of the library's most-used resources, from the opening of the library at 8am to its close at 7pm.

2.E.2 *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources, faculty, staff, and administrators.*

In the years since the college moved away from using Institutional Effectiveness goals for strategic planning, the library has used a less formal, yet still productive planning process. At the beginning of every academic year, the library staff meets to discuss major goals for the year. When necessary, the library closes for an afternoon to allow the staff to meet for in-depth discussion and planning. Library employees meet weekly to discuss problems and to report on the progress of work. Decisions are made collaboratively and are based on a variety of data including usage statistics, customer surveys, informal feedback and employee observations.

Once per quarter, the library has a "Stats Week," recording hourly headcount, computer usage and the number of questions answered at all three of the service areas. When the library was faced with a significant reduction in staffing, library employees used this data to make decisions on which open hours to reduce and which to maintain. Usage statistics, combined with circulation data and user feedback, have also demonstrated the importance of the "library as place." Library usage more than doubled after the library remodel in 2008. Through surveys and written and verbal comments, library users have repeatedly stressed the importance of quiet space in the library. In response to this feedback, the library purchased smaller tables and rearranged furniture, resulting in both a more welcoming and significantly quieter environment. The library staff is planning to remodel the stacks area in order to respond to the changing usage patterns in the library, to upgrade to earthquake-safe shelving, and to provide more user-friendly access to the collections.

The library's planning process has guided positive changes in the midst of major upheaval. Over the past six years, the library staff have successfully planned and implemented a remodel project, multiple restructurings due to budget cuts, including significant changes to every position in the library and the conversion to a new integrated library system. The project of converting to the new open-source ILS, Evergreen, has been the library employees' major focus for the past

year and a half. As a result of this project, library patrons have seen direct improvement to library services, such as email and text notifications, and library staff has enjoyed greatly improved workflow. In addition, the library has used the cost savings to purchase subscriptions to the E-library eBook database and EBSCO's A to Z tool for organizing e-resources. The librarians have investigated the purchase of a discovery service with the cost savings.

2.E.3 *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

Faculty librarians collaborate with academic departments and classroom faculty to provide information literacy instruction to students through instruction integrated into class sessions. During the 2011-12 academic year, librarians taught information literacy skills and concepts to over 2,300 students, approximately one third of the full time students. Every term, a portion of these instructional sessions occur at the college's centers and at local high schools offering classes through the College Now program. Librarians also provide college employees with one-on-one instruction and workshops on a variety of topics during in-service, faculty orientations and at selected times throughout the year.

Although the library has historically maintained a robust information literacy instruction program, the six years from 2006-2012 saw a twenty five percent decrease in the number of face-to-face instructional presentations, down from 155 to 116 sessions per year. The ongoing vacancy of a full-time library faculty position has led to the restructuring of the library's instruction program to focus on preparing classroom faculty and part-time librarians to provide information literacy instruction. The librarians have also been working to improve online instructional resources by using LibGuides and by incorporating library resources into Moodle course shells.

Library users also have access to one-on-one research help and instruction from the librarians staffing the reference desk forty one hours per week. Reference services are provided in person, by phone, email or chat. The librarians are also investigating text-a-librarian reference services. When LBCC Librarians are not available, the library website refers students to the L-Net chat reference service that is provided twenty four hours a day, seven days a week through the Oregon Libraries Network.

Collaboration with the Media department moved the college's Student Help Desk, the technology support service for students, to the library's service desk at the beginning of 2013. This move provided at least fifteen additional hours per week to the Student Help Desk service and significantly increased student access to

point-of-need technology help. Since that time, library and media staff has helped students with between 400 to 950 technical questions per month.

2.E.4 *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The librarians at LBCC regularly use a variety of methods to assess the quality, adequacy and utilization of library resources, including bibliographic, circulation and interlibrary loan reports and staff observations from interactions with library users. Every year, selected subject areas are reviewed and updated with the input of subject faculty. In the 2007-08 academic year, the entire physical collection was weeded as part of the remodel project. Since that year, the librarians have maintained a timeline to systematically weed and update the entire physical collection on a five year cycle. As a result of this focus on increasing the currency and relevance of the collection, the library has removed at least 10,000 outdated items. In addition, the library has undertaken the ambitious project of replacing and removing obsolete formats from the collection. Slides have been replaced by the ARTstor collection, audio cassettes have been replaced by CDs and streaming music databases and VHS tapes have been replaced by DVDs and streaming video databases. The print periodical and reserves collections are reviewed and updated at least yearly, with the input of interested faculty. Librarians also evaluate the library's electronic collections yearly by reviewing database cost and usage statistics, running side-by-side trials of similar databases and seeking feedback from subject faculty.

The librarians have researched ways to improve the assessment of information literacy instruction, including efforts to revise the *Student Appraisal of Library Instruction* form in order to solicit more useful feedback. During the 2009 winter quarter, the library surveyed Writing 123 students, asking them about the library resources used in their required research paper and the effectiveness and ease of use of library resources. Results showed that information literacy instruction led to greater use of desired library resources, including LibGuides. Results also showed a correlation between classroom instruction sessions and follow-up use of reference desk services.

Every few years, Linn-Benton Community College conducts a Student Satisfaction and Campus Climate Survey of credit students. This survey includes several questions about frequency of library use and overall satisfaction with their library experience. Results from the most recent survey, from the 2009-10 academic year, showed that 78.7% of respondents had used the library, with 64.2% having returned multiple times. Of those who used the library, 57.1% reported that they were "very satisfied," 43.8% were "somewhat satisfied" and only 0.4% "not at all satisfied".

Recognizing that existing assessments were inadequate to evaluate the quality, adequacy and use of library resources and services for distance students and customers at the college centers, the library administered a very short survey in the 2011-12 academic year. Unfortunately, an inadequate number of distance students responded to this survey. Results from respondents at the college centers indicated that most respondents were somewhat familiar with a variety of library resources, especially the EBSCO databases. The librarians are currently working with the Institutional Research office to create new survey instruments to be administered in the near future.

2.F - Financial Resources

2.F.1 *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

The college has an ongoing history of financial planning focused on fulfilling its mission. On a monthly basis, the college prepares a financial report that is provided to the Board of Education as part of the Finance & Operations report. In addition to projected revenues and expenditures compared to budget for the general fund, occasional updates are provided with a multi-year perspective.

The college has a target of $4 million for the ending fund balance in the general fund in odd numbered years and a $7.8 million target in even numbered years. The two targets are the result of uneven state resource distribution, providing 3 payments in odd numbered years and 5 payments in even numbered years. Beginning in FY11, the college changed how it managed the fluctuations in state revenue in the budget process by no longer accruing the deferred payment and, from FY12 and after, budgeting as if 4 payments were received every year. This made our fund balance more reflective of available resources and underscored the need to preserve a prudent reserve. A target of $4 million 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. In the current year we have had such a decline and expect to end the fiscal year with less than $2 million of General Fund resources. The necessary adjustments to operations were made for the current and subsequent year to balance inflows and outflows; but, to build back the ending fund balance to the target levels over the next 3 years, additional revenues will need to be generated or additional spending reductions will need to be made. Over the last 3 biennia the level of state support has been declining in terms of initial appropriation and mid biennium reductions. The appropriation for community colleges in Oregon has declined from a peak of $500 million in 07-09 to $395.5 million in 2011-13. Both larger than normal tuition increases as well as program and service reductions have resulted.
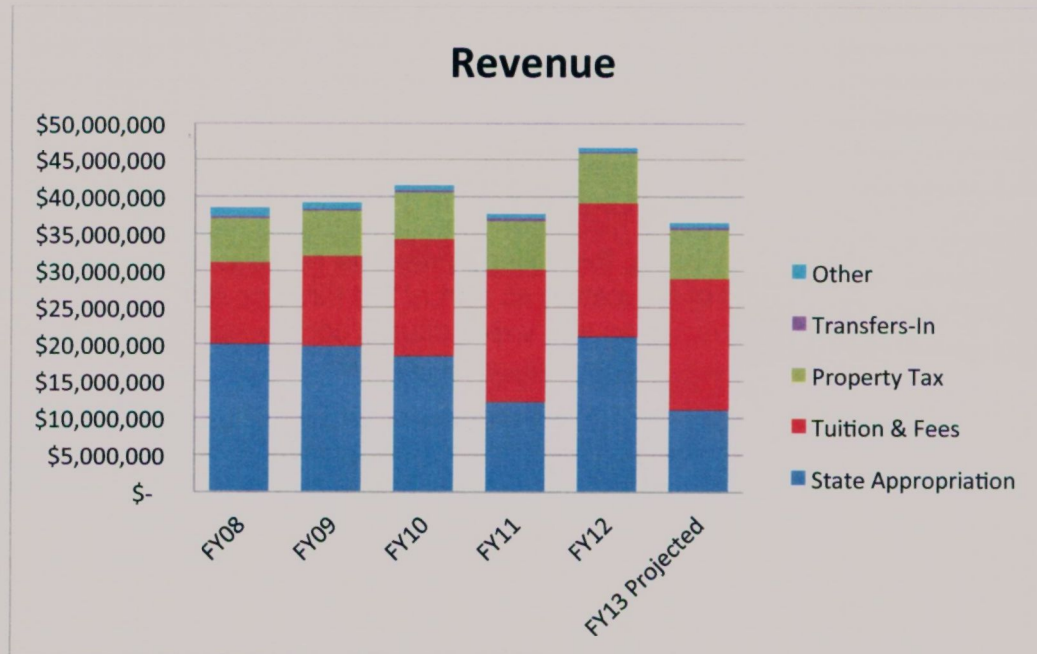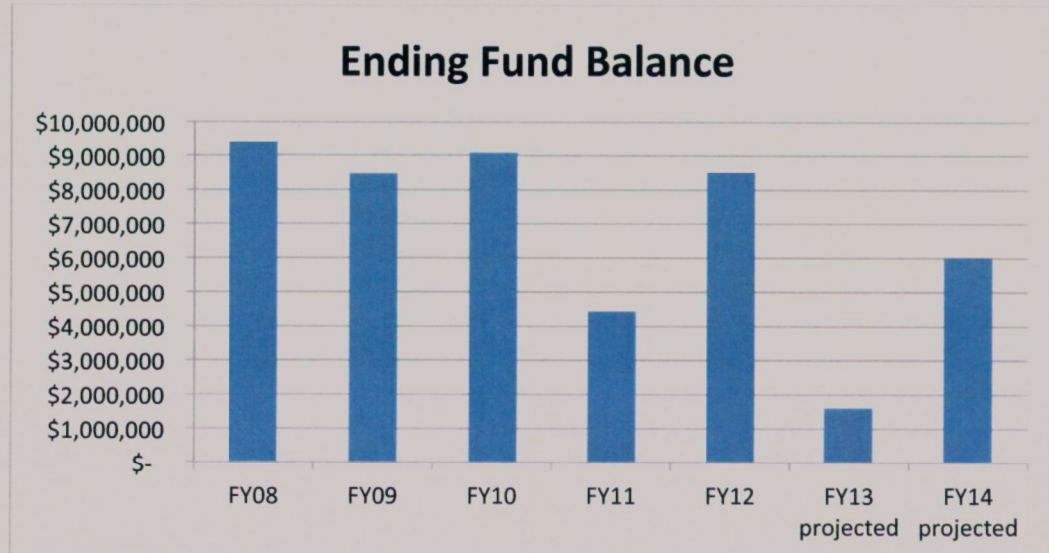
Figure 5. Revenue

Revenue

Legend:
- Other
- Transfers-In
- Property Tax
- Tuition & Fees
- State Appropriation

Y-axis: $- to $50,000,000
X-axis: FY08, FY09, FY10, FY11, FY12, FY13 Projected

Figure 6. Ending Fund Balance

Ending Fund Balance

Y-axis: $- to $10,000,000
X-axis: FY08, FY09, FY10, FY11, FY12, FY13 projected, FY14 projected

Throughout the last few years, we have managed both declining state resources and a surge of enrollments due to the recession. The college is now experiencing the other side of the counter cyclic forces of the economy and enrollment. The legislature is anticipating greater availability of funds due to the easing of the recession and has appropriated $450 million for Oregon community colleges. At

111

the same time, our enrollment is declining to pre-recession levels. Throughout this wave of enrollment increases and subsequent decreases, and ebbing state support, we have been able to avoid any cash flow issues that would have required any short term borrowing at year end.

As changes to budgeted projections have materialized over the last few years, the college has consistently come up with a thoughtful and appropriate response and implemented it effectively. Resiliency has perhaps become a larger aspect of our planning than long term sustainability, but the outcome has been the desired level of financial stability. Reserves have been created to insure 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 our replacement and renewal cycles regardless of year to year variation in operational funding. In addition, strategies to smooth out cost variation of Public Employees Retirement System (PERS) rates have been implemented with some success as well as reserves to buffer unemployment insurance rates. The creation and utilization of these reserves has mitigated some of the fiscal constraints the college has encountered over the past decade, and provided ongoing maintenance and technology replacement even when faced with sharp declines in year to year revenues.

At the same time operational resources have been constrained, efforts to generate resources for capital projects have been successful with the completion of the Science and Technology building, renovation projects in 2012, and starting the Advanced Transportation and Technology Center in 2012-13. The college last passed a general obligation bond in 2000, and those bonds will not be retired until 2016. The college is sensitive to the financial pressures on the taxpayers of the district, which was only heightened during the recession. So in the last few years, all projects under consideration had to be funded without general obligation bond resources. Both of our latest projects are the result of a variety of funding sources, but borrowing has been minimized with successful fundraising, partnerships and state contributions. The college is planning for a future bond election to coincide with the expiring levies, and is in the process of determining the most complimentary projects to include on the ballot.

2.F.2 *Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*

The college has an ongoing history of conservative budgeting for resources and that is reflected in the budget development process. For example, the FY14 budget was developed with a state appropriation level of $410 million, even while the Governor's budget was based on $428 million, primarily because the revenue side of the budget had not been identified. Beginning with long-range planning, both revenues and expenditures are projected for the upcoming four years. This helps define any potential long-term negative trends and highlights vulnerabilities. The current-year 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 (operating) 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. When comparing projected revenue versus projected expenditures, if there is a shortfall, it is addressed in a thoughtful and deliberate manner. The budget team has twice a month meetings to monitor both short and long term fiscal operations and formulate responses. 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 which allows budget managers to request additional budget 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 of Education for additional budget authority.

To get from the initial revenue assessment to a final adopted budget, the budget evolves frequently from many changing circumstances such as enrollment, state revenue forecasts, or negotiations with employee groups. For the past several years, the budget development has occurred with a projected shortfall in funding. The college takes a strategic approach to creating a balanced budget. Rather than an across-the-board approach, programs and services are reviewed for both cuts and needed investments. Revenues are also reviewed to look for opportunities to increase them. This year the introduction of differential tuition for certain lab classes and career technical programs was implemented to both generate revenues more in relation to cost and to even the playing field somewhat when making program expansion/reduction decisions. The college incorporates significant changes each year as the need to evolve and adapt quickly is essential at the community college level as needs can change quickly.

2.F.3 *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

Both planning and the annual budget are focused on implementing the core themes and objectives, strategic goals, and achievement compact results of the college. The development of the plan includes assessment of progress on various objectives and strategic goals. Assessment is done by various groups, including the Mission Effectiveness Resources and Improvement Team (MERIT), the Achieving the Dream core team, and individual program evaluations. The data is evaluated to pinpoint opportunities for improvement and the type of resources needed to make an impact on results. As the year progresses, the discussion is distributed to wider audiences for input and refinement such as the president's retreat and college wide communications. The college's formal budget process is established per Oregon Statute (ORS 294 Public Financial Administration, Exhibit A). Internally, the college begins the budget process in October. The budget officer projects the revenues and rolled over expenditures

113

and provides the information to the budget team who reviews the information and determines the assumptions. 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 of Education and Budget Committee members with recommendations at a November "Critical Conversations" meeting to confirm the college administration is on the right path regarding budget development and assumptions. Once the Board confirms the direction of budget development, the Budget Team determines if reductions or investments are necessary 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 program and department needs for the upcoming budget year. There is an iterative process tied to the budget calendar and its critical path for 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, the vice presidents and president.

Summarized budget requests are presented to the Budget Team and evaluated as a whole, and the Budget Team makes a recommendation to the president on investments or reductions for the budget, keeping in mind that a balanced budget is required. The president (and the budget officer) then presents the proposed budget to the College Budget Committee for deliberations.

The College Budget Committee is comprised of the seven voter-elected College 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 public website.

Following approval of the proposed budget, the Board of Education holds a public hearing, receives public testimony, makes any adjustments within their authority, and adopts the budget prior to June 30. 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 Board policy.

The college has several written policies regarding the development of the annual budget. These policies explain the role of the Board of Education, their duties and responsibilities (BP 2015), the college budget committee (BP 2060) and the role and responsibilities of the President (BP 3025).

114

2.F.4 *The institution ensures timely and accurate financial information through its use an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

The college uses the Ellucian Higher Education 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 GAAP requirements and addresses the latest FASB and GASB positions on accounting and financial reporting. The college regularly installs updates and upgrades to the Banner system in order to maintain compliance with new or changing laws or 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 Government Accounting Standards Board (GASB).

The college follows the Committee of Sponsoring Organizations (COSO) 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 at least annually with a follow-up review by college auditors.

2.F.5 *Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

Linn-Benton Community College 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. The master plan developed in 2000 was utilized and revised to meet the facility needs of the college over the past decade. Towards the end of the plan's life, major changes in the college's ability to generate capital resources delayed the creation of a new long range comprehensive facilities plan. The college utilized a more opportunistic and pragmatic approach to capital planning that is based on

narrowing down the options to the most critical and fundable projects. The result was that the new science building and the remodel of the existing Science and Technology building were the only projects that were active after 2008. Defining needs and opportunities continues in an ongoing manner, but development of detailed plans does not occur until sufficient resources have been identified to make the project viable. The opportunities for capital projects that were last shared with the Board of Education are described in the capital planning update.

For the acquisition, renovation, and furnishing of facilities, there are four primary resources. They are General Obligation bonds (GO bonds), Certificates of Participation (COPs), 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 facilities repairs or longer cycle maintenance. A multi-year facility major maintenance plan is used to prioritize and match projects with funding plans.

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 the 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 taxes 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 5035 guides the use and limits of debt. Oregon Revised Statute 341.675 limits the amount of bonded debt to 1.5 percent of real market value within the college's taxing district. Policy 5035 is more restrictive, at 65 percent of the statutory limit, but the college is well below the policies debt limits. As of June 30, 2013, the college's general obligation bonded debt was $6,711,962 - roughly 2.0 percent of the statutory limit. Debt for capital projects is reviewed periodically, controlled carefully, and justified. The college has a debt service schedule for 2013–2014 to 2027–2028 for general obligation bonds, certificates of participation, and pension obligation bonds.

2.F.6 *The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

The college has three auxiliary operations: the Bookstore, Food Services, and Printing Services (which includes convenience copiers). 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 $63,000 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 instructional 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 *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

The independent auditing firm, Kenneth Kuhns and Company, performs an audit annually. Every five years an audit firm is selected by the College 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 audit firm provides a letter to the Board of Education and senior management addressing their scope of work, any difficulties encountered, and material findings. The audit report is then presented to the College Board of Education at the December Board meeting. Any findings would be addressed by the lead auditor with the Board of Education at this time. College administration would then be responsible for following up on the findings and making the necessary changes.

The college continues to receive unqualified opinions on its financial statements. The college has not received a management letter in over a decade because of its diligence in maintaining sufficient controls and providing accurate financial reporting.

2.F.8 *All institutional fundraising activities are conducted in a professional and ethical manner and comply with government requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.*

The Linn-Benton Community College Foundation is an a 501(c)(3) Oregon nonprofit corporation organized pursuant to ORS Chapter 61 and operating subject to the Charitable Trust and Corporation Act, ORS 128.610 to 128.750. The Foundation maintains an arm's-length relationship with the college that is 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 Linn-Benton Community College and its students, faculty, and community and for advancing and promoting the interests and development of Linn-Benton Community College. The LBCC Foundation consists of a 16–30 member voting Board of Trustees (currently 16) that is separate from the college's Board of Education. At least two members are appointed from the LBCC Board of Education to act as liaisons and attend Foundation Board meetings to enhance the working relationship between the college and the Foundation without attempting to control the Foundation Board. The Foundation Board is guided by its own bylaws and polices.

The Executive Director of the Foundation is responsible for managing the activities of the Foundation. The treasurer is responsible for financial reporting to the Board of Trustees, but may delegate responsibility to a fiscal officer for current accounting and regular reporting of fiscal activities. The college provides accounting services for the Foundation and together the Foundation and college keep complete records of all gifts. The Foundation's finance committee is responsible for investment management within the Foundation investment and endowment policies, and has both self-directed and professionally managed investments. The Foundation uses the investment firm of Edward D. Jones as well as The Commonfund to manage and diversify its investments. The 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. The Linn-Benton Community College Foundation Annual Report for 2012. Oregon is one of about a dozen states that closely monitors organizations involved in charitable gift annuities. The foundation is registered with the state to transact business in these annuities, and the foundation reports its annuities' business annually to the state.

2.G - Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 *Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs and services.*

Facilities. Linn-Benton Community College serves Linn and Benton counties, with the main campus in Albany and regional centers in Corvallis, Lebanon and Sweet Home, 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 having 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, such as the Equine Center. Linn-Benton 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 203,355 people who live in the two-county area. Historically, college enrollment growth 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 become increasingly accessible to the community since 2003, which is reflected in the following construction and renovation projects increasing square footage and Civil Rights recognition:

- Library / Learning Center remodel project - 2007
- North Santiam Hall – new general purpose classrooms- 2006
- Madrone Hall – new science building (phase 1) - 2009
- White Oak Hall – remodel old science building (phase 2) - 2011
- Activities Center – expand and remodel - 2006
- Benton Center expansion - 2004 Benton Center Addition / Parking lot redesign – 2004
- East Linn Center – new construction – 2003
- Acquired Horse Center – 2006

This has resulted in 197,614 square feet of new facilities since 2003. The square footage increase has been distributed across the college district at three facility locations and has allowed Linn-Benton to offer more classes and programs,

increasing both the breadth and depth of the college's offerings. Linn-Benton currently holds approximately 113.62 acres of property, with 687,479 square feet 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 be assessing how efficiently and effectively existing square footage is being used, and make adjustments more dynamically. In addition, capital construction resources have been more limited and uncertain as we rely on donors and the state for more resources and less as a result of property taxes for bonded debt. From a facilities perspective, our goal is more student completion, in less time, requiring no additional space.

Figure 7. Linn-Benton Community College Property and Building Data

Linn-Benton Community College Property & Building Data

Campus / Building	Square Feet	Acres
Main Albany Campus	551,818 Square Feet	98.99 Acres
East Linn Center (includes, Lebanon Downtown Center)	62,880 Square Feet	5.2825 Acres
Benton Center	45,381 Square Feet	2.44 Acres
Horse Center	22,395 Square Feet	6.91 Acres
Sweet Home	5,005 Square Feet	N/A - inside High
LBCC Total	**687,479 square feet**	**13.62 Acres**

Figure 8. Square Feet by Campus

Square Feet by Campus

Legend:
- Main Campus
- East Linn
- Benton Center
- Horse Center
- Sweet Home

Pie labels: 22395, 5005, 45381, 62880, 551818
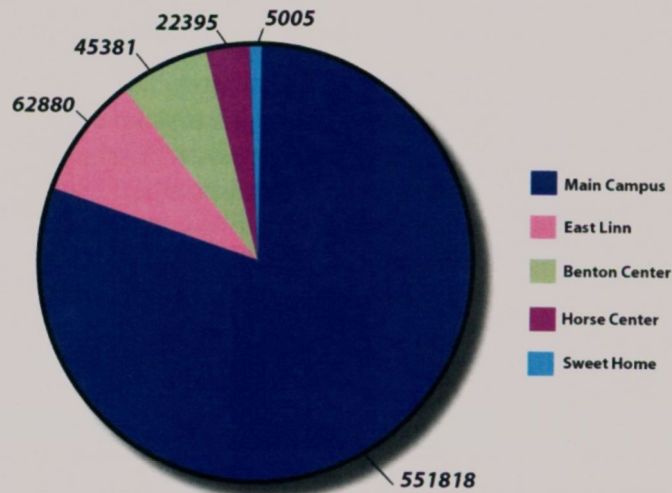
MAIN CAMPUS

AC	43950	Periwinkle		
AC Mechanical Rooms	2724	**Total**		**7852**
Total	**46674**			
		Red Cedar 1st	7645	
Barn		Red Cedar 2nd	7731	
Total	**3810**	**Total**		**15376**
CC 1st	27618	Red Cedar Core		
CC 2nd	26506	**Total**		**5972**
Total	**54124**			
		Service Center	11437	
CC Core		Service Center Lofts	1691	
Total	**7112**	**Total**		**13128**
Forum 1st	15188	Service Annex		
Forum 2nd	11808	**Total**		**2190**
Forum Mechanical	2333			
Total	**29329**	South Santiam 1st	7687	
		South Santiam 2nd	7664	
Green House		**Total**		**15351**
Total	**2886**			
		Storage Building		
IA 1st	28984	**Total**		**6165**
IA 2nd	27976			
IA Lofts	3091	Takena 1st	30000	
Total	**60051**	Takena 2nd	26030	
		Takena Mechanical	1436	
IA Core		**Total**		**57466**
Total	**6014**			
		White Oak 1st	15072	
IB	15483	White Oak 2nd	15241	
IB Lofts	2182	White Oak Infill 1st	4285	
Total	**17665**	White Oak Infill 2nd	5500	
		Total		**40098**
IC	19756			
IC Lofts	5073	White Oak Core		
Total	**24829**	**Total**		**6024**
Luckiamute		WH 1st	18984	
Total	**14062**	WH 2nd	19064	
		Total		**38048**
Madrone 1st	13798			
Madrone 2nd	14436	WH Core		
Total	**28234**	**Total**		**6046**
McKenzie 1st	7652	**MAIN CAMPUS TOTAL**		**551818**
McKenzie 2nd	7686			**80%**
Total	**15338**			
McKenzie Core				
Total	**4296**			
North Santiam 1st	11005			
North Santiam 2nd	12700			
Total	**23705**			

BENTON CENTER

BC 1st	21782
BC 2nd	21004
BC Lower Level	2595
Total	**45381**

BENTON CENTER TOTAL	**45381**
	7%

EAST LINN

ELC 1st	25070
ELC 2nd	20646
Total	**45716**
ELC Annex	
Total	**2405**
Elkins Mill	
Total	**4356**
Downtown 1st	7108
Downtown 2nd	3295
Total	**10403**

EAST LINN TOTAL	**62880**
	9%

HORSE CENTER

Total	**22395**

HORSE CENTER TOTAL	**22395**
	3%

SWEET HOME

Total	**5005**

SWEET HOME TOTAL	**5005**
	1%

LBCC Construction and Building Alteration History – 2009 Civil Rights Building – Program Data for building and alteration dates with program details.

Accessibility. The ADA accessibility requirements were recognized as a high priority for LBCC to address in the early 1990's. During 1992-93, an ADA work team completed an ADA audit and a list of priorities was created: visual fire alarm panels, signage, parking lots, restrooms, door pulls, and operators. As seen on the 2009 Civil Rights Building Program spreadsheet, (link) the completion of the priorities was largely funded by the passing of a bond measure in 1994. Elevators, ramps, restrooms and shower rooms were made ADA compliant. The details on the 2009 Civil Rights Building Program spreadsheet show a focused effort to bring all LBCC campuses into ADA compliance. 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 civil rights onsite review of the career and technical programs in the district. ODE reviewed ADA policies, procedures, operations, functions of positions and departments, and physical access issues related to buildings, classrooms and general (all) room ADA access, and related furnishings and signage. LBCC received a Corrective Actions: Completed, letter dated January 4, 2011 from the Oregon Department of Education. See Exhibit PI-9 Civil Rights Review Compliance and PL-2 2009 Civil Rights Building – projects.

Fundamental to the college's efforts to keep college facilities accessible to the entire community are the operational procedures for maintaining 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 and an annual fund has existed for many years to address identified ADA issues. The intent of this effort is to facilitate better communication with members with disabilities in our community, and to allow facilities to better address maintenance activities and repairs that could present challenges to users.

Safety. 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 in general. The Public Safety Office is responsible for providing first aid care, preventive security, ensuring campus safety program consistency, traffic management, coordination with law enforcement agencies, emergency preparedness, and hazardous materials handling and disposal.

Staff is responsible for reading and becoming familiar with the Emergency Response Procedures and safety plans published by Safety and Loss Prevention, and for completing safety trainings commensurate with their respective job duties according to the Safety Training Matrix found on the LBCC website. Staff is 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 and/or safety hazards should be reported immediately to the Public Safety Office.

A 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 & Mitigation - provision of safe facilities, equipment and materials; provision of applicable safety training; and establishment of safe practices which are strictly observed

- Preparedness – establishment of strategies, processes, and protocols to prepare the college for potential emergencies

- Response – preparing personnel, facilities, and equipment to effectively contain and resolve an emergency, and

- Recovery – establishment of procedures, resources, and policies to assist the college and staff in return to a functioning status after an emergency.

Planning for Infectious Diseases. The Surgeon General of the United States has determined that there is a classification of infectious diseases that does not put people at risk in terms of casual contact. This classification includes Acquired Immune Deficiency Syndrome (AIDS). Therefore, Linn- Benton Community College will treat persons with these diseases in the same manner as individuals with handicapping or disabling conditions. The college will not discriminate against employees with AIDS or any other infectious disease that does not put people at risk through casual contact, so long as they are otherwise qualified to perform their job.

Blood Borne Pathogens Plan. 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 and scope 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. Linn-Benton Community College has developed an Employee Blood Borne Pathogens Exposure Control Plan. This plan is located in Human Resources, 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 OPIM 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 and approximately one hour of counseling for the student. If a student in a health related program incurs an exposure while taking part in an LBCC 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 and Safety Programs. 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 to these standards. Access to safety programming is available on the LBCC website while safety training requirements, by job classification, and training access is available online as well.

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 Oregon Department of Education conducted an onsite civil rights review of the college's Career and Technical Education programs in 2009-10. The review included ADA policies, procedures, and operations, functions of positions and departments, and physical access (ADA) issues related to buildings, classrooms

and general (all) rooms, related furnishing and signage. LBCC received a Corrective Actions: Completed, letter dated January 4, 2011 from the Oregon Department of Education. See Exhibit PI-9 Civil Rights Review Compliance and PL-2 2009 Civil Rights Building – projects.

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 low issues, but not serious issues, found. These issues corrected. See Exhibit PI-7 OR-OSHA inspection909 (1).docx and PI-8 LBCC OSHA 09-24-2009.docx

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.

Emergency Preparedness. The College's Emergency Response Plan, in accordance with BP 5100 and AR 5100-01, provides general guidance for an all-hazards approach to emergency management activities. The plan describes College emergency response structure in accordance with FEMA's Incident Command System. Complete information on LBCC's Emergency Response Plan may be found at the college website.

Emergency preparedness drills/training and incident command (IC) preparation have occurred systematically over the last five years. Incident command staff have been trained in the use and operation of the IC principles here at LBCC for one real event, a suspected active shooter (false alarm), several natural hazard table top events, and an extended electrical failure.

Two evacuation drills are completed every year, primarily for training fire response and fire responders. Additionally, a Hazardous Environment/Shelter-in-Place protocol has been developed, tested and exercised in a drill. Safe areas/ rooms have been established and stocked/fan shut down coordinated for all campuses.

Over the last year, we have developed 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. The written plan has been accepted by FEMA.

Over the last several years, all departments and functions at LBCC have worked together to create a Business Continuity Plan that is in the final stages of development. Individual department plans are coordinated within LBCC, and externally as needed, to assure normal operations can be resumed as quickly as possible after any kind of physical, man-made, operational, natural disaster or interruption of service.

Security. The Linn-Benton Community College 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 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 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 Public Safety staff is trained and certified through the State of Oregon Department of Public Safety Standards and Training (DPSST). Public Safety officers have authority as granted by the State of Oregon Legislature under ORS 341.300. Our officers and office staff receive specialized training each year in First Aid and CPR, emergency response protocols, hazardous materials (HAZMAT) 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 LBCC's AR 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 (ATTC) in Lebanon.

Timely Warning, Emergency Notifications, and Emergency Response, In accordance with LBCC Board policy 1030, Administrative Rule 1030-01, and as required by the Higher Education Opportunity Act (Clery Act), timely warnings regarding a serious health or safety threat will be confirmed by the Safety and Loss Prevention Manager, and a warning issued by the Public Information Officer and/or the Safety and Loss Prevention Manager to the college community after consultation with LBCC's administrators. The notice will be communicated as widely as necessary for the circumstances, using college email, emergency messaging system, and/or the public address system.

The CARE team, a multi-disciplinary threat assessment 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 CARE team, or via an online report.

Quality/Quantity. 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 but the smallest 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 make sure specifications are followed, and to ensure 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 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. See Exhibit PI-10 AutoCAD Layers for the full listing of systems, program required components and building data available for use.

Since 2005, Linn-Benton has constructed multi-story buildings, all of which were designed, constructed, and monitored to a LEED Silver Equivalence level. The new science building, Madrone Hall, is LEED certified. Sustainability is an area of primary focus for Linn-Benton. Beyond energy and resource efficiency, sustainable buildings are also generally enduring, efficient, and designed with special attention to occupant enjoyment and satisfaction. Linn-Benton'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. We have spent an average of $15,000 per year, for the last five years, on these types of projects. A Major Maintenance reserve fund of $800,000 exists for major infrastructure projects, equipment refurbishing/repairs, or emergency repairs. We add another $300,000 to this fund each year - and spend

it. A separate fund has been set up to replace building roof systems, required on a 20–25 year cycle. See Exhibit PI-3 FINAL-CAPITAL-MM PROJECT

As a result of having all of this information up to date, LBCC was able to obtain $1,500,000 of federal funding for 'shovel ready' projects in 2009. This resulted in significant energy efficiency and infrastructure projects completed that year.

2.G.2 *The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

Linn-Benton Community College has implemented a Hazard Communication (HazCom) Program and Spill Response Plan to protect its employees' and students' health and safety, and to comply with OAR437 Division 2, Subdivision Z (CFR 1910.1200 Hazard Communication), the United States Environmental Protection Agency, Title 40, Code of Federal Regulations (paragraphs 260-271) and the Oregon Department of Environmental Quality Small Quantity Hazardous Waste Generator Handbook. LBCC's AR 5095-01 establishes the requirement 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 and/or work in areas that have potentially hazardous materials must be properly trained in prudent handling and use procedures. College guidelines require:

- Chemicals purchased should not exceed the quantity that will be used in one academic year.
- Departments will attempt to reduce and/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 EPA, OSHA, and pertinent Oregon statutes.
- Material Safety Data Sheets (MSDS)/Safety Data Sheets (SDS) must be kept current and available during working hours for every chemical used in each department in accordance with OR-OSHA statutes, and a hazardous materials inventory and respective MSDS/SDS review will be conducted annually.
- Chemicals must be stored in compliance with OR-OSHA, Oregon fire marshal, and EPA regulations. Chemicals not used within twelve months shall be reviewed for removal from the college.

Linn-Benton Community College's hazardous materials handling, storage, and waste disposal protocols are published on the LBCC Public Safety Department web pages. Training for employees on hazardous communication, hazardous materials handling, and hazardous waste disposal are available online at LBCC's e-learning site.

2.G.3 *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

The current plan for the development of facilities at Linn-Benton Community College (LBCC) began with the Fletcher/Farr/Ayotte PC Architecture, Planning and Interiors Group in 2001. The plan, issued in September 2002, was prioritized and managed by a senior leadership team, The Capital Planning Task Force. The results include:

- Library / Learning Center remodel project - 2007
- North Santiam Hall – new construction - 2006
- Madrone Hall – new science building (phase 1) - 2009
- White Oak Hall – remodel old science building (phase 2) - 2011
- Activities Center – expand and remodel - 2006
- ADA upgrade projects – 1994 - 2009
- Elevator installations new / upgraded - 2002
- Parking and building access improvements – 2009 - 2010
- Bookstore relocation with increased updated space - 2006
- Expansion and / or improve efficiency of student services, health occupations, health and human services, campus storage, auto body, classroom spaces, and business office. - 1996 - 2006
- Replace aging central plant chiller and complete phase 1 of the installation an automated building control system. - 2009
- Benton Center Addition / Parking lot redesign – 2004
- East Linn Center – new construction – 2003
- Acquired Horse Center – 2006

The LBCC Master Building 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 changes. This approach has enabled LBCC to respond quickly to funding and market opportunities and deliver several exciting new projects in recent years. A priority for LBCC now is to learn, understand and adapt to the 'new normal'. The economic conditions have changed over the last several years. There is little funding for expansion and several programs have been reduced or eliminated. It is unlikely that we will grow significantly larger than we are now, but we expect to develop differently. The immediate concern is to maintain our investment in our facilities and business services, and to identify and respond to opportunities as they are identified. Several opportunities have been identified and are being actively developed and funded to support the college's mission, core themes, and financial plans.

The ATTC started as an idea over five years ago, to extend the Auto Technology program to train students to work on the hybrid, alternative fuel and electric vehicles now on the road. With a private donation of $1M, a donation of $1.5M by

the City of Lebanon, and a $1.5M grant from the U.S. Economic Development Administration, the project is well on its way. Phase 1 of this project is to move the existing Auto Technology program to a 32,000 square foot engineered steel building on 11.05 acres in the City of Lebanon. Design work is completed and bid out. LBCC's Board of Education has approved the project and construction started in July 2013. Phase 2 of the project is to move the Diesel program into a newly constructed building at the site in September 2014. A third support building will be constructed for both programs. The ATTC 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 legislature in Spring 2013 and includes $8M for a new Health Occupations building to be built in Lebanon. With a projected cost of $16M, LBCC must match state funds with local money. We hope to launch a successful bond campaign. Lebanon is home to a newly constructed medical school and a soon to be constructed veterans' hospital. Placing LBCC's health programs in Lebanon is a cooperative venture with the city of Lebanon and the medical school. For example, we hope to build a pathway from our AAS degree in Nursing to a MSN in Nursing offered in the same location.

2.G.4 *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

New equipment costs, for new programs and/or for programs moving into newly constructed buildings, are built into the construction and/or 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 $450,000, with annual expenditures that average about the same amount. A dedicated reserve for instructional equipment was created in FY12 and will grow to $150,000 in FY14. In addition, several instructional programs have a strong history of acquiring grants and private donations for equipment

Linn-Benton's Accounting Services department 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, division deans submit instructional equipment requests on an annual basis during the budget planning process. Funds are then allocated from the Vice President of Finance and Operation's office. Instructional equipment funds are also available for unexpected or emergency needs that occur during the year and between planning cycles.

Technological Infrastructure

2.G.5 <u>Technology Systems and Infrastructure</u>

Consistent with the overall mission and objectives of the college, the vision, goals, and objectives of the Information Services Division meet the educational needs of students, faculty and staff.

The division 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; and video engineering, production and technical services. In 2011, LBCC converted to Gmail for students and began providing an email address for every registered student.

LBCC has a 10mb network which connects the main Albany site with our centers in Sweet Home and Lebanon. There is also a 1Gb line to the Benton Center in Corvallis. Internally, the college network provides 1Gb Bandwidth to student and staff computers. Wireless access is available in two forms - a secured access net for college business and a separate net for student and guest use. Additional wireless access points are added each year to improve coverage.

The primary data center supports 25 physical servers and 78 virtual servers to allow for increased service without the associated overhead of power and cooling. The storage area network (SAN) has been upgraded to meet increasing storage demands. We have also implemented a new backup procedure to speed the process of making backup tapes. For redundancy and security, tapes are rotated weekly around four separate locations including one at a local bank. Additionally, a server is located at the community college in Bend and Banner data is copied to it continually as an additional safeguard against catastrophic failure.

LBCC provides a variety of desktop and online applications to support the educational mission. The core enterprise system, Banner, is the authoritative 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, Scheduler, Degree Runner (a degree evaluation tool) as well as registration, financial aid, billing and payment.

In 2008, based on faculty recommendations and a usability study, the college converted the Blackboard online learning system to Moodle. An additional online support specialist was also hired. During the most recent fall term, LBCC offered 43 online courses and 28 hybrid courses. We also supplemented 329 sections of traditional courses with Moodle content including over 70 sections of Destination Graduation. The college also licenses Blackboard Collaborate as a tool for distance learning and student support.

The college supports almost 2000 computers for faculty, staff and students. There are 1036 student computers including all the college sites. Each site has at least one computer lab open to students during business hours. Media Services supports a variety of classroom technology. Almost 100% of classrooms have

Internet access, with a DVD and computer connected to projection equipment. Many classrooms also have smart boards

2.G.6 Training and Support in Effective Use of Technology

Information Services provides technical support and assistance for: personal computer use, e-mail and shared calendaring, network and Internet access, telephone and voice mail, and the college's enterprise resource planning (ERP) software, Banner™, which provides financial, financial aid, payroll, and student records services. Distance Education and Media Services maintain a small faculty computer lab for training on classroom presentation equipment and Moodle.

During the 2012-13 academic year, LBCC is converting staff and faculty to also use Gmail. This will provide a shared address book with students. Many faculty are using Google docs to share documents with students and other faculty members. Training for employees on the new email and calendaring includes in-person classes, short videos available on demand and individualized consultation.

Student support is provided through staffed computer labs at each site. The Library and Distance Education departments collaborate on providing student help desk services in order to provide extended hours. The DG initiative which all new incoming students must take their first term includes during week 1 instructions on using Moodle, the student help desk and student email. Students are required to use these resources during the DG class to prepare them for using these technology resources for future courses. The course also covers library resources, advising, financial aid and a graduation checklist.

2.G.7 Technology Infrastructure Planning Process

All mission investment proposals are reviewed by the president's budget team for feedback, prioritization and funding. Many of these involve using technology to enhance services. Recent examples are the purchase of AdvisorTrac software to better connect students to advisors and investigation of both a future student relationship management portal and a current student portal.

There is also an annual process to review and prioritize spending from the student technology fee fund and the technology reserve fund. Requests are accepted during the budget development process from any department after approval by the division dean. These are first reviewed by the president's budget team and then reviewed by Information Services for cost and fit with the allowable guidelines around spending from each of the funds. Finally a committee of faculty meets to review and approve the requests that make it through the first two reviews. Members of the college can provided input to college leadership at any time during the review process.

2.G.8 Technology Update and Replacement Plan

LBCC has a designated technology reserve fund which is jointly managed by the vice-president of Finance and Operations and the Information Services director. Annually, a rolling three year budget is developed so that technology expenditures can be anticipated. Information Services reviews the standard configuration each year in consultation with departments with speciality disciplines. Departments are provided a list of computers up for replacement each year and are asked to prioritize the work so it can be spread throughout the year. Student lab computer are usually prioritized for replacement during the summer.

Student lab, faculty and staff desktop computers are replaced on a four year cycle. Monitors are replaced as needed since they typically have a longer life than the CPUs. The college has worked to "smooth" our replacement cycle so that the expenditures for replacement and updates are about equal each year. We are also leveraging Windows 7 and mid-life memory upgrades to boost the life span of this technology. Servers 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 started planning an gradual upgrade of the telephone system to VOIP.

Information Services coordinates the licensing of software campus-wide using the Microsoft Campus Agreement and discounts available through the Organization for Educational Technology and Curriculum (OETC) for other software.

CONCLUSION

This self-study represents a snapshot of Linn-Benton Community College (LBCC). It captures the campus in the midst of a time of rapid change and a commitment to fulfilling its revised mission. LBCC has a long, stable history of service and dedication to our students and community. Many of the founding staff and faculty members of the college grew up professionally here, accepting their first positions in their twenties and working until their retirement. Their devoted shepherding of the college as it grew led to an intensely community-centric institution. As a result, LBCC is beloved by our community and there are many stories of how attending school here changed people's lives.

However, the college has changed in the last several years. Many of our employees have been hired within the last five years, replacing long-term employees as they retire. The country has experienced the most significant recession since the Great Depression and enrollment has swung from all-time highs to significant lows in response. Funding for community colleges has also changed significantly, with less revenue available from state and local taxes. Along with forced reductions in services and staffing, in an effort to operate within a balanced budget, tuition has increased regularly for students. Most of these changes are being experienced across Oregon and the country as a whole. Responding to these changes necessitated both a revision to our mission and a realization that *how* we work needs to change.

LBCC has always prided itself on offering the right programs at the right time for our students and community. Continuing this tradition requires responding to the changing economic and educational situations experienced within the district and throughout the region. As such, we are becoming much more intentional in how we define our work and in what we offer to our community.

Our mission statement has been tightened, shifting the focus from *what we do*, "support the dreams of our students" and "meeting the educational needs of individuals", to *what the outcome is for graduates*. Our new 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 community*.

Central to this change is the belief that *attending* college is not enough. As we looked seriously at student achievement data, we saw that the majority were not staying with us through program completion and graduation. Many students left college within a year of enrolling and most without completing even the remedial classes needed for entry into college level classes. Dropping out can have significant negative impacts on a person's future, such as being unlikely to obtain a job that pays more than minimum wage and, unlikely to advance into more complex and higher paying positions. Consequently, we are now focused on *completion* and our core themes include measuring points of progress toward this goal as well as employment success after graduation.

Celebrating diversity has also been an espoused value and theme of LBCC. Supported by our student achievement data, we are now better able to recognize and start to address completion and success differences amongst various groups. We want to shift from simply *inviting and welcoming* students from varying racial, ethnic and socioeconomic groups to ensuring that all students experience the same level of academic success.

These changes, moving from access to success, are impacting all areas of the college. At the instructional level, the shift is from *teaching* to *learning*. Our current program and course outcomes are visual signs that we are in the process of understanding what this shift entails. Career and Technical Education programs, perhaps due to numerous external assessments, are further along in this development than most of the general education and transfer areas. For example, identifying a competent weld is often more straightforward than assessing mastery of critical thinking in a single class. Transfer programs are working on *scaffolding* their curriculum so that the development and demonstration of higher level thinking skills can be more easily assessed.

At the administrative level, the shift is in how we schedule our classes, from being *reactive* to *proactive*. Until this past year, our schedule rolled forward from one year to the next, offering classes according to faculty preference and times of day that had seemed to work for students previously. As we understand student learning needs in greater depth, we are becoming more intentional in our scheduling. We are in the process of transitioning to a *progressive* scheduling model to ensure that the classes students need are available when they need them.

At the student service level, the shift is in advising, from *on-demand* to *intrusive*. Until recently, faculty helped students understand the list of program classes in the catalog or respond to specific questions. Sessions with advisors now include information about how to progress successfully through remedial classes to college level classes, and how to create a multi-term schedule that builds increasing competence, skill and knowledge, all with an emphasis on starting advising from the first term and then repeating regularly.

Moving forward, the campus has also begun to reflect on its decision-making and priority-setting processes. As reflected in this self-study, we are rethinking our campus resources and better aligning these with meeting our core themes and strategic goals. This past year, 2012-13, we changed our budgeting process significantly to align with instructional changes. For example, deans pooled the summer faculty lines to focus on classes that help students enter college more successfully or make up ground lost in their first year. Prior to this, we offered classes that faculty were interested in teaching or that we thought would be of general interest to the community.

We are also making significant changes in student services. For example, clubs and co-curricular activities have always been a vital part of student life at LBCC. These have been created around student interests, with a goal of engaging students in campus life. We are now looking at co-curricular activities as a way of extending the classroom into a setting where students can apply the knowledge and skills learned in class. As a result,

135

these programs will increase the number of opportunities for students to practice, increase, and refine their skills for their employability after graduation.

In the fall of 2012, President Hamann shared twelve new strategic initiatives with the college. Much of 2012-13 was devoted to making these changes, such as reorganizing instructional programs, redesigning student services, and revising the budgeting process. This year, 2013-14, will be a year of working within the new structure. With the support of the Achieving the Dream network, we are now focused on *using* data to drive our decision making and improve programs.

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

APPENDICES

APPENDIX A

GLOSSARY OF TERMS AND ACRONYMS USED BY LBCC

Accreditation	The Northwest Commission on Colleges and Universities oversees the accreditation of colleges, schools, and online universities in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. The self-study cycle is seven years, with reports written in years one and three and a full self-study in year seven. A panel of peer-evaluators team assesses the institution's adherence to the standards and recommends improvements. LBCC's last full self-study was completed in 2007. A one-year self-study was completed in 2011.
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science Degree
ABE	Adult Basic Education
ABS	Adult Basic Skills
ACT	American College Testing service
ADA	Americans with Disabilities Act
AI	Appreciative Inquiry
AP	Academic Policy
AP	Advanced Placement
APA	Academic Planning Assistants are classified staff who assist entering students with creating an academic plan that outlines a path for completing their chosen degree.
AS	Associate of Science Degree
AtD	Achieving the Dream is an initiative that provides tools and guidance to community colleges so they can use data to design and measure efforts to increase students success and graduation. success.

ATTC	Advanced Transportation Technology Center
AY	The Academic Year runs for four quarters and starts in summer term.
CALL	Computer Assisted/Aided Language Learning
CBA	Collective Bargaining Agreement
CCWD	The Oregon Department of Community Colleges and Workforce Development is responsible for providing policy guidance and technical assistance and distributing resources to support workforce and education programs throughout the state.
CEU	Continuing Education Units
CIA	The Council of Instructional Administrators consists of the academic vice presidents and deans of instruction from Oregon's 17 community colleges. The group meets quarterly to discuss and coordinate instruction at the colleges.
CLEP	College Level Examination Program
CLO	Course Learning Outcome
CPL	Credit for Prior learning
CPT	Computerized Placement Test
CS	Computer Science
CSSA	The Council of Student Services Administrators is a statewide affiliation of community college staff engaged in the development of campus student services. The VP of Student Services is our lead representative.
CTE	Career Technical Education
CWSI	The College Wide Success Indicators was an annual college report of the institution's effectiveness. Academic progress measures included graduation rates, transfer rates, academic preparation and need for basic skills development, and employment after graduation. The CWSI has been replaced by measures of core themes and supplanted but older reports are available on the IR web page.

DE	Developmental Education or sometime Distance Education
DG	Destination Graduation is 1 credit class for students new to college. Students are oriented to the college, learn strategies for being successful student, meet their faculty advisor and develop an academic plan.
DL	Distance Learning
DPP	The Degree Partnership Program is a formal agreement between LBCC and OSU that allows students to enroll concurrently in both institutions.
DVR	Department of Vocational Rehabilitation
DWP	Dislocated Workers Program
ESD	Educational Service Districts provide centralized administrative, special education, instructional and technology services to K-12 school districts. For example, the Linn-Benton-Lincoln ESD in Albany serves school districts in those three counties.
ESOL	English for Speakers of Other Languages is a non-credit program for non-native speakers to learn to think, write, read and speak English.
FA	Faculty Association
40-40-20	An educational goal set by the state of Oregon to have 40% of adults earn an associate's degree, 40% a bachelor's degree, and 20% a high school diploma.
FTE	Full Time Equivalency is the basis for determining how much funding we receive from the state for each full time student served. An FTE is defined as 510 contact hours, the number of hours a single student taking 15 credits spends in class that term. We also use the FTE designation to determine the percentage of a full time (40 hour) work week for employee contracts. For example, a person who works 40 hours per week is 1.0 FTE, while someone who works 30 hours per week is at .75 FTE.
FY	Fiscal Year which for LBCC runs from July 1 to June 30.
GED	General Education Development which is roughly equivalent to a high school diploma

IACE	Independent Association of Classified Employees
IB	International Baccalaureate
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
LDC	Lower Division Credit courses are usually transferable to a four year college.
MERIT	The Mission, Effectiveness, Resources and Improvement Team oversees the college's adherence to accreditation standards. MERIT assesses the college's effectiveness in fulfilling our mission and meeting our strategic goals and the objectives of our core themes.
NSC	National Student Clearing House
NSO	New Student Orientation
NSF	National Science Foundation
NWCCU	Northwest Commission on Colleges and Universities is our accrediting body.
OCCA	The Oregon Community College Association is the advocacy voice for Oregon's 17 community colleges at state. OCCA is also a source for information about the 17 colleges (http://www.osba.org/edlinks/colleges.asp)
OCCDLA	The Oregon Community College Distance Learning Association strengthens the professional practice and continuous improvement of distance education in Oregon through an open exchange of knowledge and experiences. OCCDLA receives some funding from CCWD. The Director of Instructional Technology is our current member.
OCCCIR	The Oregon Community College Council of Institutional Researchers is a group of IR directors from the 17 colleges and representatives from CCWD. They meet quarterly to coordinate research and statewide data needs.
OCCITA	The Oregon Community College Information Technology Association is a group of the IT directors from the 17 colleges. They

meet quarterly to share best practices, regulatory responses and coordinate IT services. The Director of Information Services is our current member.

OED   Oregon Employment Department

OLMIS   The Oregon Labor Market Information System provides us feedback on job placement and forecasts of future job openings in Oregon.

OSU   Oregon State University

OTM   Oregon Transfer Module

OUS   The Oregon University System consists of the public universities in the state: Oregon State University (OSU - Corvallis and Bend), University of Oregon (U of O - Eugene), Western Oregon University (WOU - Monmouth), Eastern Oregon University (EOU - La Grande), Southern Oregon University (SOU - Ashland), Oregon Institute of Technology (OIT - Klamath Falls and Portland) and Portland State University (PSU - Portland). Oregon Health and Science University (OHSU) is an affiliate.

PD   Professional Development (sometimes called Staff Development)

PLO   Program Learning Outcome

R&D   Research & Development

RWRT   Regional Workforce Response Team

SLO   Student Learning Outcome

TELT   Training Effective Literacy Tutors

TOPS   Tracking of Programs & Students is the state level reporting system for ABE/GED courses and graduations.

TSCC   Tax Supervising and Conservation Commission

WIA   Workforce Investment Act

WIB   Workforce Investment Board

APPENDIX B

2011-13 MISSION, EFFECTIVENESS, RESOURCE and IMPROVEMENT TEAM

Accreditation Liaison Officer and MERIT Chair:
Dr. Beth Hogeland, Executive Vice President, Academic Affairs and Workforce Development

Faculty: selected by the Faculty Association
Richenda Hawkins, Library
Jan Fraser-Hevlin, Counseling
Kristi Murphy, Health and Human Performance
James Redden, Music

Classified: selected by the Classified Association
Michael Budke, Financial Aid
Linda Dompier, Business, Applied Technology and Industry
Justene Malosh, Institutional Research
Jane Tillman, Admissions and Registration

Management: selected by MESA
Jennifer Ketterman, Academic Affairs Specialist
Gary Price, East Linn Centers Director
Dr. Katie Winder, Arts, Social Science, and Humanities Division Dean

Specific Positions:
Danny Aynes, Director of Enrollment Management
Betty Neilsen, Director of Accounting and Budget
Dr. Jonathan Paver, Dean of Instruction
Dr. Justin Smith, Director of Institutional Research

Student Members: rotating slots designated by the Associated Student Government

Ad hoc members:
Dr. Greg Hamann, President
Dr. Bruce Clemetsen, Vice President of Student Affairs
Jim Huckestein, Vice President of Finance and Operations

APPENDIX C

YEAR THREE SELF-STUDY WRITING TEAM

Chair and Accreditation Liaison
Dr. Beth Hogeland, Executive Vice President of Academic Affairs and Workforce Development

Standard One – Mission, Core Themes and Expectations
Dr. Beth Hogeland, EVP of Academic Affairs and Workforce Development
Dr. Justin Smith, Director of Institutional Research
Justene Malosh, Institutional Research

Standard 2.A Governance
Dr. Beth Hogeland, EVP of Academic Affairs and Workforce Development
Dale Stowell, Director of Institutional Advancement

Standard 2.B Human Resources
Scott Rolen, Director of Human Resources

Standard 2.C Education Resources
Dr. Jonathan Paver, Dean of Instruction and team leader
Dr. Ann Malosh, Dean of Health Care and the Virtual College
Dr. Katie Winder, Dean of Arts, Social Sciences and Humanities

Standard 2.D Student Support Resources
Dr. Bruce Clemetsen, Vice President of Student Affairs and team leader
Dr. Lynne Cox, Associate Dean of Student Affairs
Randy Falk, Athletic Director
Bev Gerig, Financial Aid Director
Jan Konzack, Director of Enterprise Services
Sally Moore, Dean of Academic Foundations
Dr. Jonathan Paver, Dean of Instruction
Steve Smith, Director of e-Learning
Dale Stowell, Director of Institutional Advancement

Standard 2.E Library and Information Support Services
Richenda Hawkins, Library Department Chair
Ann Adams, Director of Information Technology

Standard 2.F Financial Resources
Jim Huckestein, Vice President of Finance and Operations and team leader
Betty Nielsen, Director of Accounting and Budget

Standard 2.G Physical and Technological Infrastructure
  Jim Huckestein, Vice President of Finance and Operations and team leader
  Ann Adams, Director of Information Technology
  Scott Krambuhl, Director of Facilities
  Marcene Olsen, Director of Safety and Loss Prevention

Administrative Support Staff
  Stephanie Kerst
  M'Liss Runyon
  Lacey Purkey

Appendix D
Educational Attainment Report Card

Core Themes and Objectives

Educational Attainment

What does it mean?

One of LBCC's main focuses is 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, rigor, and strength that prepare them for what comes next is a critical aspect of both the campus mission and the broader academic culture. Furthermore, this relationship does not begin and end only when a student is enrolled with LBCC but rather reaches into the regional high schools, four-year institutions, and regional employers as well through educational partnerships and advisory relationships meant to strengthen the preparedness of the student still within the high school, transferring to the university system, or seeking employment.

Meeting this challenge necessitates that LBCC be flexible, responsive, and critically reflective insofar as we serve diverse roles in helping each student obtain his or her educational attainment goals. Therefore, 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.

As part of examining the broader "pipeline," data at LBCC will be 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.

Objectives

A. Students will transition successfully into the college.

B. Students will successfully complete developmental coursework.

C. CTE students will complete the general education requirements of their programs. *under review*

D. Transfer students will complete WR 121 and the college-level math requirement for their degree.

E. Students will complete a large mass of credits early in their educational career.

F. Students will be retained from term-to-term.

G. Students will achieve academic success (graduation or transfer to a four-year institution).

H. Academic success will be demographically representative of our district.

I. A majority of eligible residents of Linn and Benton Counties will hold postsecondary credentials.

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COMMUNITY COLLEGE

1

Educational Attainment

Definition of the "Triple-A" Goals

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.

Actionable Goal: describes a clearly 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 specified end, where the campus believes it has the necessary components and strategies that will allow it to reach this goal.

Aspirational Goal: describes a long-range desired 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 (but rather unobtainable); however, doubling the graduation rate is reachable, albeit not likely in the immediate future.

Overall Report Card

Objectives	Goals	Grade
A. Students will transition successfully into the college.	**Attainable:** • 80% of DG-eligible students will complete Destination Graduation (DG) in their 1st term.	🚫
	Actionable: • 80% of DG-eligible students will meet an advisor in the 1st term. • The campus will improve gateway and pivot course availability. • 65% of the ATD cohort will attempt 12+ credits in the 1st fall. • 75% of the ATD cohort will earn all credit attempted in the 1st term.	🚫
	Aspirational: • 80% of the ATD cohort will earn all credits attempted in the 1st term. • Exceed state average on all six SENSE benchmarks.	🚫
B. Students will successfully complete developmental coursework.	**Attainable:** • 55% of the developmental ATD cohort will complete a developmental course in the 1st term.	🚫
	Actionable: • 40% of the developmental ATD cohort will complete their required courses in five terms.	🚫
	Aspirational: • The developmental ATD cohort needing gateway writing and math will complete comparably with those placed at college-level.	🚫

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2

Educational Attainment

Overall Report Card (cont...)

Objectives	Goals	Grade
C. CTE students will complete the general education requirements of their programs. *under review*	**Attainable:** • 80% of the CTE ATD cohort will complete two general education courses by the 3rd term.	🚫
	Actionable: • General education courses will be scheduled that at least one section does not conflict with CTE coursework. • 50% of the CTE ATD cohort will complete all general education coursework by the 4th term.	🚫
	Aspirational: • General education, to the extent possible, will be embedded within CTE coursework.	🚫
D. Transfer students will complete WR 121 and the college-level math requirement for their degree.	**Attainable:** • 33% of the transfer ATD cohort will complete a gateway course in the 1st year.	🚫
	Actionable: • 25% of the transfer ATD cohort will begin the appropriate math or writing coursework in the 1st term.	🚫
	Aspirational: • 50% of the transfer ATD cohort will begin the appropriate math or writing coursework in the 1st term.	🚫
E. Students will complete a large mass of credits early in their educational career.	**Attainable:** • More than half of the ATD cohort will be full-time in the 1st fall.	⭐
	Actionable: • 40% of the ATD cohort will attempt 14+ credits per term in 1st year. • 70% of the ATD cohort will earn 15 credits in the 1st two terms. • 60% of the ATD cohort will earn 30 credits in the 1st four terms. • 75% of the ATD cohort will earn all credit attempted in the 1st year.	🚫
	Aspirational: • Early credit completion will be focused on pivot and gateway courses to ensure that credits completed are useful towards degree attainment.	🚫
F. Students will be retained from term-to-term.	**Attainable:** • 75% of the ATD cohort will re-enroll in winter.	⭐
	Actionable: • 85% of the ATD cohort will re-enroll in winter. • 75% of the ATD cohort will re-enroll in spring. • 60% of the ATD cohort will re-enroll in fall.	🚫
	Aspirational: • Retention rates will be comparable across demographic groups throughout the 1st two years.	🚫

Linn-Benton
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3

Educational Attainment

Overall Report Card (cont...)

Objectives	Goals	Grade
G. Students will achieve academic success (graduation or transfer to a four-year institution).	<u>Attainable:</u> • 11% of the IPEDS cohort will graduate. • 20% of the IPEDS cohort will transfer.	⭐
	<u>Actionable:</u> • 20% of the IPEDS cohort will graduate. • 30% of the IPEDS cohort will transfer.	🚫
	<u>Aspirational:</u> • 30% of the IPEDS cohort will graduate. • 40% of the IPEDS cohort will transfer.	🚫
H. Academic success will be demographically representative of our district.	<u>Attainable:</u> • The ATD cohort will reflect the district.	🚫
	<u>Actionable:</u> • ATD cohort retention and credit accumulation will be comparable for all groups.	🚫
	<u>Aspirational:</u> • ATD cohort graduation will be comparable across age, gender, ethnic, and socio-economic groups.	🚫
I. A majority of eligible residents of Linn and Benton Counties will hold postsecondary credentials.	<u>Attainable:</u> • District educational attainment will match other Oregon counties.	⭐
	<u>Actionable:</u> • District educational attainment will significantly surpass other Oregon counties.	🚫
	<u>Aspirational:</u> • District educational attainment per capita will be in the top decile nationally.	🚫

Definition of Our Two Cohorts

<u>Achieving the Dream (ATD) Cohort</u>: All degree-seeking students who enrolled for credit at LBCC for the first time in fall term of the cohort year.

<u>Integrated Postsecondary Education Data System (IPEDS) Cohort</u>: All first-time (never been to college anywhere else), full-time, degree-seeking students who enrolled for credit at LBCC for the first time in *either* summer or fall term of the cohort year.

Linn-Benton
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4

Educational Attainment

Five-Year Progress Report

Objectives	Goal Levels	Goal Details	2007-08	2008-09	2009-10	2010-11	2011-12	Trend*	Data Sources
A	Attainable	80% of DG-eligible students will complete Destination Graduation (DG) in their 1st term.	N/A	N/A	N/A	N/A	N/A	▬	1
	Actionable	80% of DG-eligible students will meet an advisor in the 1st term.	N/A	N/A	N/A	N/A	N/A	▬	2
		The campus will improve gateway and pivot course availability.	N/A	N/A	N/A	N/A	N/A	▬	1,3
		65% of the ATD cohort will attempt 12+ credits in the 1st fall.	N/A	60%	58%	52%	54%	↓	1
		75% of the ATD cohort will earn all credit attempted in the 1st term.	N/A	69%	70%	70%	70%	▬	1
	Aspirational	80% of the ATD cohort will earn all credits attempted in the 1st term.	N/A	69%	70%	70%	70%	▬	1
		Exceed state average on all six SENSE benchmarks.	N/A	N/A	N/A	N/A	N/A	▬	4
B	Attainable	55% of the developmental ATD cohort will complete a developmental course in the 1st term.	N/A	49%	51%	49%	52%	↑	1
	Actionable	40% of the developmental ATD cohort will complete their required courses in five terms.**	N/A	N/A	22% 39%	23% 40%	24% 39%	▬	1
	Aspirational	The developmental ATD cohort needing gateway writing and math will complete comparably with those placed at college-level.	N/A	No	No	No	No	▬	1
C *"under review"*	Attainable	80% of the CTE ATD cohort will complete two general education courses by the 3rd term.							1
	Actionable	General education courses will be scheduled that at least one section does not conflict with CTE coursework.	N/A	N/A	N/A	N/A	N/A	▬	1
		50% of the CTE ATD cohort will complete all general education coursework by the 4th term.							1
	Aspirational	General education, to the extent possible, will be embedded within CTE coursework.	N/A	N/A	N/A	N/A	N/A	▬	other
D	Attainable	33% of the transfer ATD cohort will complete a gateway course in the 1st year.**	N/A	25% 38%	23% 32%	21% 39%	22% 32%	↓	1
	Actionable	25% of the transfer ATD cohort will begin the appropriate math or writing coursework in the 1st term.**	N/A	16% 26%	16% 22%	15% 26%	16% 22%	↓	1
	Aspirational	50% of the transfer ATD cohort will begin the appropriate math or writing coursework in the 1st term.**	N/A	16% 26%	16% 22%	15% 26%	16% 22%	↓	1

*a substantive trend requires a 3% or higher change between the first and the last years listed.

**math on top, writing on the bottom

Linn-Benton COMMUNITY COLLEGE

5

Educational Attainment

Five-Year Progress Report (cont...)

Objectives	Goal Levels	Goal Details	2007-08	2008-09	2009-10	2010-11	2011-12	Trend*	Data Sources
E	Attainable	More than half of the ATD cohort will be full-time in the 1st fall.	N/A	60%	58%	52%	54%	↓	1
	Actionable	40% of the ATD cohort will attempt 14+ credits per term in the 1st year.	N/A	19%	18%	15%	16%	↓	1
		70% of the ATD cohort will earn 15 credits in the 1st two terms.	N/A	56%	57%	55%	53%	↓	1
		60% of the ATD cohort will earn 30 credits in the 1st four terms.	N/A	35%	46%	43%	41%	↑	1
		75% of the ATD cohort will earn all credit attempted in the 1st year.	N/A	69%	70%	70%	70%	▬	1
	Aspirational	Early credit completion will be focused on pivot and gateway courses to ensure that credits completed are useful towards degree attainment.	No	No	No	No	No	▬	1
F	Attainable	75% of the ATD cohort will re-enroll in winter.	N/A	75%	78%	77%	75%	▬	1
	Actionable	85% of the ATD cohort will re-enroll in winter.	N/A	75%	78%	77%	75%	▬	1
		75% of the ATD cohort will re-enroll in spring.	N/A	64%	68%	67%	63%	▬	1
		60% of the ATD cohort will re-enroll in fall.	N/A	46%	49%	48%	45%	▬	1
	Aspirational	Retention rates will be comparable across demographic groups throughout the 1st two years.	N/A	No	No	No	No	▬	1
G	Attainable	11% of the IPEDS cohort will graduate.	13%	14%	11%	12%	11%	▬	1
		20% of the IPEDS cohort will transfer.	15%	16%	17%	17%	22%	↑	6
	Actionable	20% of the IPEDS cohort will graduate.	13%	14%	11%	12%	11%	▬	1
		30% of the IPEDS cohort will transfer.	15%	16%	17%	17%	22%	↑	6
	Aspirational	30% of the IPEDS cohort will graduate.	13%	14%	11%	12%	11%	▬	1
		40% of the IPEDS cohort will transfer.	15%	16%	17%	17%	22%	↑	6
H	Attainable	The ATD cohort will reflect the district.	N/A	N/A	No	No	No	▬	1,7
	Actionable	ATD cohort retention and credit accumulation will be comparable for all groups.	N/A	No	No	No	No	▬	1
	Aspirational	ATD cohort graduation will be comparable across age, gender, ethnic, and socio-economic groups.	No	No	No	No	No	▬	1
I	Attainable	District educational attainment will match other Oregon counties.***	36% 38%	35% 38%	37% 39%	39% 38%	38% 39%	▬	7
	Actionable	District educational attainment will significantly surpass other Oregon counties.***	36% 38%	35% 38%	37% 39%	39% 38%	38% 39%	▬	7
	Aspirational	District educational attainment per capita will be in the top decile nationally.	No	No	No	No	No	▬	7

*a substantive trend requires a 3% or higher change between the first and the last years listed.   ***Linn/Benton on top, all other Oregon on bottom

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6

Educational Attainment

Data Sources

1) Registration Records
IR-standardized aggregate student information from Banner.

2) AdvisorTrac System
Faculty-supplied information on number of advisee visits and other advising appointment-related information.

3) Scheduling Team Reports
Results of the scheduling team's annual audit, checking to see whether or not a typified student could obtain the appropriate courses during open registration and quantitatively assessing who is turned away/ course behavior using the registration system.

4) SENSE Benchmark Reports
Standardized scores based on the six benchmark topics of the Survey of Entering Student Engagement (SENSE), typically administered by LBCC every three years. Please visit www.linnbenton.edu/ institutional-research/ccsse-and-sense/sense for more information.

5) Computerized Placement Test (CPT) Results
IR-standardized aggregate student information from the CPT system.

6) National Student Clearinghouse (NSC) Data
NSC data to capture post-LBCC enrollment.

7) US Census and American Community Survey Data
Large-scale data to compare educational attainment across different regional, state, and national areas.

Linn-Benton
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7

Core Theme #2: Cultural Richness Report Card

Core Themes and Objectives

Cultural Richness

What does it mean?

One of Linn-Benton Community College's (LBCC) main focuses is on providing an experience that produces *culturally literate* individuals capable of interacting, collaborating, and problem-solving in an ever-evolving community and diverse workforce. LBCC will provide opportunities to explore differences in a safe, positive, and nurturing environment. This focus is embodied through our 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."

Evaluating successful progress on this focus will require the campus to broadly expand the collection and analysis of data for student and employees. These include data around student participation in civic and cultural opportunities as well as the formulation and annual administration of a campus climate survey alongside course evaluation questions within our cultural literacy offerings. Finally, the creation and inclusion of a staff/faculty training program will offer the opportunity to share the centralness of cultural richness more broadly.

Objectives

A. 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.

B. Students completing designated Cultural Literacy/Human Relations courses will demonstrate attainment of Cultural Literacy outcomes.

C. Individuals will feel welcome and included at LBCC.

D. 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.

E. Employees completing training will demonstrate attainment of Cultural Literacy outcomes.

F. Students will interact with an increasing number of students from diverse backgrounds.

G. Students will display a high level of civic engagement.

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1

Cultural Richness

Definition of the "Triple-A" Goals

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.

Actionable Goal: describes a clearly 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 specified end, where the campus believes it has the necessary components and strategies that will allow it to reach this goal.

Aspirational Goal: describes a long-range desired 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 (but rather unobtainable); however, doubling the graduation rate is reachable, albeit not likely in the immediate future.

Overall Report Card

Objectives	Goals	Grade
A. Students will display a high level of civic engagement.	Attainable: • 45% of eligible students are registered to vote. • Create and maintain a Volunteer and Service Learning Opportunity Database. • 25% of students will attend a live performance, sporting event, or special event on campus.	🚫
	Actionable: • 55% of eligible students are registered to vote. • 25% of students will vote. • 50% of students will volunteer for at least ten hours each year. • 25% of students will participate in a student club or co-curricular activity, and of those, 25% devote at least six hours per week. • 50% of students will attend a live performance, sporting event, or special event on campus.	🚫
	Aspirational: • 50% of students will vote. • 75% of students will volunteer for at least ten hours each year. • 60% of students will participate in a student club or co-curricular activity, and of those, 50% devote at least six hours per week. • 75% of students will attend a live performance, sporting event, or special event on campus.	🚫

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2

Cultural Richness

Overall Report Card (cont...)

Objectives	Goals	Grade
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.	**Attainable:** • 40% of respondents will indicate the top two levels on the four CCSSE diversity questions.	⭐
	Actionable: • 50% of respondents will indicate the top two levels on the four CCSSE diversity questions. • 50% of credit students will report an ability to interact with difference on a supplemental data collection instrument.	🚫
	Aspirational: • Adopt a campus-wide Cultural Literacy student learning outcome. • 60% of respondents will indicate the top two levels on the four CCSSE diversity questions. • 30% of non-credit students will report an ability to interact with difference on a supplemental data collection instrument.	🚫
C. Students completing designated Cultural Literacy/Human Relations courses will demonstrate attainment of Cultural Literacy outcomes.	**Attainable:** • 80% of students attempting designated courses will complete them.	⭐
	Actionable: • 85% of students attempting designated courses will complete them. • Review /update the student learning outcome of designated courses.	🚫
	Aspirational: • A higher percentage of students in designated courses will demonstrate an improvement in their ability to meet the cultural diversity outcomes using appropriate assessment tools. • A higher percentage of students in designated courses will report improvement in their ability to interact with difference than other students.	🚫
D. Individuals will feel welcome and included at LBCC.	**Attainable:** • 70% of respondents will indicate the top two levels on relevant questions in SENSE and/or supplemental data collection instruments.	🚫
	Actionable: • 80% of respondents will indicate the top two levels on relevant questions in SENSE and/or supplemental data collection instruments. • 80% of student/staff/community respondents will indicate the top two levels on relevant questions in other supplemental data collection instruments.	🚫
	Aspirational: • 85% of student/staff/community respondents will indicate the top two levels on relevant questions in supplemental data collection instruments. • Responses will be comparable across demographic group, where identifiable.	🚫

Linn-Benton
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3

Cultural Richness

Overall Report Card (cont...)

Objectives	Goals	Grade
E. 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.	Attainable: • 60% of respondents will indicate the top two levels on relevant questions in other supplemental data collection instruments.	🚫
	Actionable: • 70% of respondents will indicate the top two levels on relevant questions in other supplemental data collection instruments.	🚫
	Aspirational: • 80% of respondents will indicate the top two levels on relevant questions in other supplemental data collection instruments.	🚫
F. Employees completing training will demonstrate attainment of Cultural Literacy outcomes.	Attainable: • 80% of trained employees will pass the post-training assessment.	🚫
	Actionable: • Evaluate and revise training and appraisal process for new employees. • 90% of new contracted employees will complete training.	🚫
	Aspirational: • 15% of existing contracted employees will complete training. • 90% of trained employees will pass the post-training assessment.	🚫
G. Students will interact with an increasing number of students from diverse backgrounds.	Attainable: • Enrollment will reflect district composition.	🚫
	Actionable: • Create a recruitment strategy and marketing campaign aimed at increasing campus diversity. • Enrollment will reflect district composition of those aged 18 and under.	🚫
	Aspirational: • Enrollment will reflect district composition of those aged 10 and under.	🚫

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4

Cultural Richness

Five-Year Progress Report

Objectives	Goal Levels	Goal Details	2007-08	2008-09	2009-10	2010-11	2011-12	Trend*	Data Sources
A	Attainable	45% of eligible students are registered to vote.	N/A	N/A	N/A	N/A	N/A	▭	1
		Create and maintain a Volunteer and Service Learning Opportunity Database.	N/A	N/A	N/A	N/A	N/A	▭	2
		25% of students will attend a live performance, sporting event, or special event on campus.	N/A	N/A	N/A	N/A	N/A	▭	2
	Actionable	55% of eligible students are registered to vote.	N/A	N/A	N/A	N/A	N/A	▭	1
		25% of students will vote.	N/A	N/A	N/A	N/A	N/A	▭	1
		50% of students will volunteer for at least ten hours each year.	N/A	N/A	N/A	N/A	N/A	▭	2
		25% of students will participate in a student club or co-curricular activity, and of those, 25% devote at least six hours per week.	N/A	N/A	N/A	N/A	N/A	▭	2
		50% of students will attend a live performance, sporting event, or special event on campus.	N/A	N/A	N/A	N/A	N/A	▭	2
	Aspirational	50% of students will vote.	N/A	N/A	N/A	N/A	N/A	▭	1
		75% of students will volunteer for at least ten hours each year.	N/A	N/A	N/A	N/A	N/A	▭	2
		60% of students will participate in a student club or co-curricular activity, and of those, 50% devote at least six hours per week.	N/A	N/A	N/A	N/A	N/A	▭	2
		75% of students will attend a live performance, sporting event, or special event on campus.	N/A	N/A	N/A	N/A	N/A	▭	2
B	Attainable	40% of respondents will indicate the top two levels on the four CCSSE diversity questions.	N/A	40%	N/A	N/A	43%	↑	3
	Actionable	50% of respondents will indicate the top two levels on the four CCSSE diversity questions.	N/A	40%	N/A	N/A	43%	↑	3
		50% of credit students will report an ability to interact with difference on a supplemental data collection instrument.	N/A	N/A	N/A	N/A	N/A	▭	4
		Adopt a campus-wide Cultural Literacy student learning outcome.	N/A	N/A	N/A	N/A	N/A	▭	2
	Aspirational	60% of respondents will indicate the top two levels on the four CCSSE diversity questions.	N/A	40%	N/A	N/A	43%	▭	3
		30% of non-credit students will report an ability to interact with difference on a supplemental data collection instrument.	N/A	N/A	N/A	N/A	N/A	↑	4

*a substantive trend requires a 3% or higher change between the first and the last years listed.

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5

Cultural Richness

Five-Year Progress Report (cont...)

Objectives	Goal Levels	Goal Details	2007-08	2008-09	2009-10	2010-11	2011-12	Trend*	Data Sources
C	Attainable	80% of students attempting designated courses will complete them.	80%	78%	81%	86%	85%	↑	5
	Actionable	85% of students attempting designated courses will complete them.	80%	78%	81%	86%	85%	↑	5
		Review /update the student learning outcome of designated courses.	N/A	N/A	N/A	N/A	N/A	▬	2
	Aspirational	A higher percentage of students in designated courses will demonstrate an improvement in their ability to meet the cultural diversity outcomes using appropriate assessment tools.	N/A	N/A	N/A	N/A	N/A	▬	2
		A higher percentage of students in designated courses will report improvement in their ability to interact with difference than other students.	N/A	N/A	N/A	N/A	N/A	▬	4
D	Attainable	70% of respondents will indicate the top two levels on relevant questions in SENSE and/or supplemental data collection instruments.	N/A	60%	N/A	N/A	N/A	▬	3
	Actionable	80% of respondents will indicate the top two levels on relevant questions in SENSE and/or supplemental data collection instruments.	N/A	60%	N/A	N/A	N/A	▬	3
		80% of student/staff/community respondents will indicate the top two levels on relevant questions in other supplemental data collection instruments.	N/A	N/A	N/A	N/A	N/A	▬	4
	Aspirational	85% of student/staff/community respondents will indicate the top two levels on relevant questions in supplemental data collection instruments.	N/A	N/A	N/A	N/A	N/A	▬	4
		Responses will be comparable across demographic group, where identifiable.	N/A	No	N/A	N/A	N/A	▬	3,4
E	Attainable	60% of respondents will indicate the top two levels on relevant questions in other supplemental data collection instruments.	N/A	N/A	N/A	N/A	N/A	▬	4
	Actionable	70% of respondents will indicate the top two levels on relevant questions in other supplemental data collection instruments.	N/A	N/A	N/A	N/A	N/A	▬	4
	Aspirational	80% of respondents will indicate the top two levels on relevant questions in other supplemental data collection instruments.	N/A	N/A	N/A	N/A	N/A	▬	4

*a substantive trend requires a 3% or higher change between the first and the last years listed.

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6

Cultural Richness

Five-Year Progress Report (cont...)

Objectives	Goal Levels	Goal Details	2007-08	2008-09	2009-10	2010-11	2011-12	Trend*	Data Sources
F	Attainable	80% of trained employees will pass the post-training assessment.	N/A	N/A	N/A	N/A	N/A	▭	2
	Actionable	Evaluate and revise training and appraisal process for new employees.	N/A	N/A	N/A	N/A	N/A	▭	2
		90% of new contracted employees will complete training.	N/A	N/A	N/A	N/A	N/A	▭	2
	Aspirational	15% of existing contracted employees will complete training.	N/A	N/A	N/A	N/A	N/A	▭	2
		90% of trained employees will pass the post-training assessment.	N/A	N/A	N/A	N/A	N/A	▭	2
G	Attainable	Enrollment will reflect district composition.	No	No	No	No	No	▭	6
	Actionable	Create a recruitment strategy and marketing campaign aimed at increasing campus diversity.	N/A	N/A	N/A	N/A	N/A	▭	2
		Enrollment will reflect district composition of those aged 18 and under.	No	No	No	No	No	▭	6
	Aspirational	Enrollment will reflect district composition of those aged 10 and under.	No	No	No	No	No	▭	6

*a substantive trend requires a 3% or higher change between the first and the last years listed.

Data Sources

1) CIRCLE National Study of Learning, Voting, and Engagement
Registration and voting habit reports on LBCC students. Please visit http://www.civicyouth.org/about-circle/nslve/ for more information.

2) Various Department Records
Aggregate student information as supplied from the internal tracking of the relevant department.

3) CCSSE and SENSE Survey Results
Results from the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE), typically administered by LBCC every three years. Please visit http://www.linnbenton.edu/institutional-research/ccsse-and-sense for more information.

4) Supplemental Data Collection Instrument
To be developed. It will most likely be an electronic student survey that is administered in non-CCSSE or non-SENSE years.

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7

Cultural Richness

Data Sources (cont...)

5) Registration Records
IR-standardized aggregate student information from Banner.

6) US Census and American Community Survey Data
Large-scale data to compare demographic composition across different regional, state, and national areas.

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8

Core Themes and
Objectives

Economic Vitality

What does it mean?

One of LBCC's main focuses is on driving economic vitality to benefit both its students and the region through providing an increase in student skill and capacity that is responsive to the needs of our regional employers and regional universities while providing opportunities to our completers. Strengthening connections are an important part of the campus direction insofar as members of our region should be able to see the return on investment that results from having LBCC as an active part of the community.

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

Objectives

A. Graduates will meet industry standards by demonstrating mastery of technical skills and program learning outcomes.

B. Graduates of Career and Technical Education (CTE) programs will be employed in their field of study.

C. Graduates of transfer programs will be enrolled in four-year institutions.

D. Programs will respond to the changing needs of industry and community employers.

E. CTE graduates will have higher salaries, and the region will see a strong return on investment.

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1

Economic Vitality

Definition of the "Triple-A" Goals

<u>Attainable Goal</u>: 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.

<u>Actionable Goal</u>: describes a clearly 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 specified end, where the campus believes it has the necessary components and strategies that will allow it to reach this goal.

<u>Aspirational Goal</u>: describes a long-range desired 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 (but rather unobtainable); however, doubling the graduation rate is reachable, albeit not likely in the immediate future.

Overall Report Card

Objectives	Goals	Grade
A. Graduates will meet industry standards by demonstrating mastery of technical skills and program learning outcomes.	<u>Attainable:</u> • Programs will evidence an 80% average success rate on their primary technical skills assessment.	⭐
	<u>Actionable:</u> • Programs will evidence an 80% average success rate on both a primary and a secondary technical skills assessment.	🚫
	<u>Aspirational:</u> • Every CTE program will employ and improve based upon a full spectrum of assessment sources.	🚫
B. Graduates of Career and Technical Education (CTE) programs will be employed in their field of study.	<u>Attainable:</u> • 70% of CTE graduates will be employed in their field within nine months of graduation.	🚫
	<u>Actionable:</u> • 80% of CTE graduates will be employed in their field within nine months of graduation.	🚫
	<u>Aspirational:</u> • 90% of CTE graduates will be employed in their field within nine months of graduation. • More than 50% of CTE graduates employed in their field will start that employment within three months of graduation.	🚫

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2

Economic Vitality

Overall Report Card (cont...)

Objectives	Goals	Grade
C. Graduates of transfer programs will be enrolled in four-year institutions.	**Attainable:** • 75% of transfer graduates will enroll at a four-year institution within nine months of graduation.	⭐
	Actionable: • 80% of transfer graduates will enroll at a four-year institution within nine months of graduation.	🚫
	Aspirational: • 90% of transfer graduates will enroll at a four-year institution within nine months of graduation. • Programs will smooth and strengthen the connection between their educational offerings and the transition into four-year coursework at regional and state institutions.	🚫
D. Programs will respond to the changing needs of industry and community employers.	**Attainable:** • Every CTE program will document the use of industry/community employer feedback as part of program review.	⭐
	Actionable: • CTE programs will engage in a secondary and tertiary employer/ industry data collection	🚫
	Aspirational: • Regional employers will report a preference for applicants with LBCC training over other education providers.	🚫
E. CTE graduates will have higher salaries, and the region will see a strong return on investment.	**Attainable:** • 2/3 of CTE graduates will report that LBCC has improved their wage-earning capability and/or gained them a more satisfactory job.	⭐
	Actionable: • CTE graduates will experience significant wage increase as compared to their prior-to-credential earnings.	🚫
	Aspirational: • Repeated economic analyses will show a steady growth in economic benefits provided to the community.	🚫

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3

Economic Vitality

Five-Year Progress Report

Objectives	Goal Levels	Goal Details	2007-08	2008-09	2009-10	2010-11	2011-12	Trend*	Data Sources
A	Attainable	Programs will evidence an 80% average success rate on their primary technical skills assessment.	N/A	N/A	N/A	94%	93%	→	1
A	Actionable	Programs will evidence an 80% average success rate on both a primary and a secondary technical skills assessment.	N/A	N/A	N/A	95%	95%	→	1, 2, 3, 4, 7
A	Aspirational	Every CTE program will employ and improve based upon a full spectrum of assessment sources.	No	No	No	No	No	→	1, 2, 3, 4, 5, 6, 7
B	Attainable	70% of CTE graduates will be employed in their field within nine months of graduation.	81%	72%	64%	70%	68%	↓	8
B	Actionable	80% of CTE graduates will be employed in their field within nine months of graduation.	81%	72%	64%	70%	68%	↓	8
B	Aspirational	90% of CTE graduates will be employed in their field within nine months of graduation.	81%	72%	64%	70%	68%	↓	8
B	Aspirational	More than 50% of CTE graduates employed in their field will start that employment within three months of graduation.	N/A	N/A	N/A	N/A	N/A	→	8
C	Attainable	75% of transfer graduates will enroll at a four-year institution within nine months of graduation.	66%	69%	77%	79%	76%	↑	8, 9
C	Actionable	80% of program graduates will enroll at a four-year institution within nine months of graduation.	66%	69%	77%	79%	76%	↑	8, 9
C		90% of transfer graduates will enroll at a four-year institution within nine months of graduation.	66%	69%	77%	79%	76%	↑	8, 9
C	Aspirational	Programs will smooth and strengthen the connection between their educational offerings and the transition into four-year coursework at regional and state institutions.	IP	IP	IP	IP	IP	→	10
D	Attainable	Every CTE program will document the use of industry/community employer feedback as part of program review.	Yes	Yes	Yes	Yes	Yes	→	2
D	Actionable	Every CTE program will engage in secondary and tertiary employer/industry data collection (such as more frequent surveying, industry contacts, professional development/conference attendance).	No	No	No	No	No	→	2, 3, 7, 11, 12
D	Aspirational	Regional employers will report a preference for applicants with LBCC training over other education providers.	N/A	N/A	N/A	N/A	N/A	→	3, 11, 12

*a substantive trend requires a 3% or higher change between the first and the last years listed.

Linn-Benton COMMUNITY COLLEGE

4

Economic Vitality

Five-Year Progress Report (cont...)

Objectives	Goal Levels	Goal Details	2007-08	2008-09	2009-10	2010-11	2011-12	Trend*	Data Sources
E	Attainable	2/3 of CTE graduates will report that LBCC has improved their wage-earning capability and/or gained them a more satisfactory job.	N/A	N/A	69%	65%	66%	↓	8
	Actionable	CTE graduates will experience significant wage increase as compared to their prior-to-credential earnings.	N/A	N/A	N/A	N/A	N/A	▬	13
	Aspirational	Repeated economic analyses will show a steady growth in economic benefits provided to the community.	N/A	N/A	N/A	N/A	N/A	▬	14

*a substantive trend requires a 3% or higher change between the first and the last years listed.

Data Sources

1) Technical Skills Assessment
Standardized assessments that allow comparison across a range of students, and where applicable, learning environments. Please visit www.linnbenton.edu/institutional-research/technical-skills-assessment for more information.

2) Advisory Committee Input
External review of content and methods employed within the program.

3) Institutional Program Learning Outcomes/Course SLOs
Annual review of how SLOs connect to the goals of the program as well as LBCC's mission and core themes. Do they remain relevant, appropriate, and exhaustive of subject matter and representative of our mission?

4) Licensure/Certification Results
Administration and integration of examinations defining work within the field.

5) Periodic Program Review
Program review, including not only quantitative data on achievement but also data that explore qualitative feedback from students and employers.

6) Annual Indicator Review
In non-program review years, deans and department chairs are responsible for annual review of quantitative indicators, including enrollment within the program and course passage rate.

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5

Economic Vitality

Data Sources (cont...)

7) Faculty-led Research/Data Collection
Annual review of changing standards; department chairs and faculty have a duty to remain current on developments within their field to improve and expand assessment tools.

8) Graduate Follow-Up Survey
Descriptive and inferential statistical analysis on the annual Graduate Follow-Up, which occurs nine months post-graduation; questions include employment status, employment in their field, and time to employment. Please visit www.linnbenton.edu/institutional-research/graduate-follow-up for more information.

9) National Student Clearinghouse (NSC) Data
NSC data to capture post-LBCC enrollment.

10) State/University Data on Transfer Student Success and Community College Transfer Rates
Deans and department chairs have a duty to regularly review course articulation and program overview for baccalaureate programs within their subject. A priority is placed on ensuring that students have at least one clear and smooth transition from LBCC to an OUS campus.

11) Employer Surveys
Statistical analyses on employers' perspectives from employers on how our students are performing; outcomes sought include if our graduates "add value" to the work place and opportunities for professional growth (advancement) within the field.

12) Business Needs Assessment Process
Business needs assessment process is a sector wide study that can inform decision making by including a wider selection of sector stakeholders. Please visit www.linnbenton.edu/institutional-research/our-communities-and-region/business-industry-needs-assessment for more information.

13) WIB, Oregon Employment Department, Federal Reports, and Wage Match Reports
State and federal data on employment and salaries; primary importance is state of Oregon wage match data, which will be used to compare student wages before and after completing their degree program.

14) Economic Analyses
Economic benefit studies can provide an understanding of what the campus is providing for the resources put into it.

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6

APPENDIX G

Education Redesign - A Strategic Plan for LBCC

PROGRESS Document

Strategic Purpose

In order to engage in the quality and breadth of education needed to "enable all of us to participate in, contribute to, and benefit from the cultural richness and economic vitalities of our communities," we must redesign our education delivery model in a manner that BOTH reduces the "unit cost of production" and expands the effectiveness of that model to a broader range of students. And, while it does not capture all of what we do, the principle metric of our effectiveness must be "Student Completion," defined as the student's documented achievement of a readily identifiable and cohesive program of study that results in a demonstrable capacity to better one's life and to contribute back to our community. Thus defined, the true purpose of Education Redesign is greater learning for a greater number of our citizens.

Strategic Goals

In order to act on and achieve this Purpose, we need to pursue these three Strategic Goals:

1. Increase Student Completion by 50% - (we currently document approximately 850 completions of Associates Degrees and Program Certificates). This is our "Productivity" Goal.

2. Ensure that Completion is demographically representative of our District – results that are similarly achieved for everyone, everywhere in the District. This is our "Equity" Goal.

3. Ensure that Completion represents a demonstrable capacity to better one's life and to contribute back to our community – making a difference for our students and for our communities after they complete. This is our "Quality" Goal.

NOTE: "Completion" needs to be defined in accordance with our Strategic Purpose (i.e. "A student's documented achievement of a readily identifiable and cohesive program of study that results in a demonstrable capacity to better one's life and to contribute back to our community").

Mission

LBCC is a community of individuals, committed to a Purpose that inspires and enables us to do some amazing things. Unfortunately, the "Why" of our shared work is not fully captured in our current Mission statement which, in the thinking/writing of people like Simon Sinek and John Kotter, is more of a statement of "What." With this in mind, the

first step on this Strategic effort is to revise the Mission Statement to more clearly align with Purpose, and to serve more effectively as a guide for what and what not to do.

1. Proposed Mission Statement – Statement of Purpose

"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."

2. Review and Revise our Core Themes to form the basis for what NWCCU refers to as "Mission Attainment." One possibility for this might be to adopt the three Strategic Goals as a foundation for these Themes.

3. Develop new messages, tag-lines, and all communications materials/resources to reflect this new Mission – this renewed focus on what our Mission has always been.

Initiatives

I was the French writer Antoine de Saint-Exupery (author of <u>The Little Prince</u>) who said "A goal without a plan is just a wish" and so, beyond Strategic Mission and Strategic Goals, this document includes a starting list of 12 specific initiatives intended to help us move forward in pursuit of our Purpose. These Initiatives are in varying stages of development, be it broader input, further refinement, or initial implementation. For each Initiative, a specific strategy for accessing effectiveness in outcome achievement will be developed and implemented to guide us in determining continuation, modification, expansion, and/or discontinuation.

1. Redesign/Reorganize the Instructional Program of the college to reflect and respond to the educational needs and experiences of our students, and the communities of which they are a part.

    a. Divisional alignment around educational progression instead of program/content similarity

    b. Education "Clusters" that enhance students' opportunities to develop a broader knowledge and skill foundation for future employment or further education. (ex: Career/Technical cluster that allows/encourages a student to acquire a broader technical skills base on which to build welding expertise)

    c. Course/section offerings in the numbers, at the times, and through the array of modalities that best responds to the projected course progression that students are most likely to follow if they are to complete their chosen program

    d. Program/course offerings that are demonstrably connected to current and/or anticipated employment in our communities and to further educational opportunities

2. Redesign/Reorganize Student Services into two distinct but not mutually exclusive, dynamically structured areas – one focused on Teacher Services and the other focused on Learner Services – together focused on Education Support Services.

   a. Teacher Services

      i. The purpose of this area is to equip and support teachers/advisors/learning guides to be effective with the broadest range of students

      ii. This area would include departments/programs currently identified as:

         1. Disability Services

         2. Center for Teaching and Learning

         3. Counseling Services (Advising Services?)

         4. Diversity and Civic Engagement

   b. Learner Services

      i. The purpose of this area is to equip and support students/learners to be successful in their education pursuits

      ii. This area would include departments/programs currently identified as:

         1. Learning Resource Center

         2. Tutoring

         3. Veteran's Services

         4. Registration

         5. Financial Aid

3. Regroup and re-focus Co-Curricular Clubs, Activities, and Teams into a cohesive and demonstrable strategy for increasing student success and developing a vibrant, inclusive community environment not just for the program participants but for all members of the LBCC community.

   a. Funding would be dependent on and scaled to each activity's ability to achieve these outcomes

   b. Would serve as a rubric for both activity continuation and addition

4. Develop eLearning as a functional comprehensive delivery model, primarily for degree completion but also for extended time completion, schedule conflict

mitigation, and other learning needs that are not adequately addressed through our traditional delivery model.

    a. All on-line, including content, instructional design, student services, administration, etc.

    b. Self-supporting (and perhaps even income generating) Business Model

5. Redesign our Partner Programs around the partner relationship in order maximize our capacity to make dynamic application of those programs toward the development and maintenance of effective pathways for student to progress from one educational level to the next.

    a. Provide a coordinated point of contact for K-12 that includes all K-12/LBCC delivery programs, including

        i. Expanded Options

        ii. Expanded Diplomas

        iii. Dual Credit

        iv. Perkins (Tech-Prep)

        v. Trades Education Partnerships

    b. Provide a coordinated point of contact for 4-year institutions that includes all 4-yr/LBCC delivery programs, including

        i. DPP (OSU, OIT, etc)

        ii. Program/Degree Articulation

        iii. Transfer Agreements

    c. Provide a coordinated point of contact for Business partners, including

        i. SBDC

        ii. SBM

        iii. Workforce Training

        iv. CTE (and other) Advisory Boards

        v. Direct Business Support for Academic Programs

6. Develop a "comprehensive advising" program, built on the foundational resource of faculty but including many more, providing each student with a personal relationship with a person who will assist and support each student in the successful application of the college's educational resources to the effective pursuit and completion of their program.

a. All Registration, Program Requirement, Elective Options, Articulation, and other content resources will be available to both student and advisors via real-time electronic media.

b. We will incorporate electronic student service and support systems.

7. Measure success in terms of how our students – and our communities – benefit from our completions.

a. Publish our performance measures and use them to inform future directions.

b. Provide school districts with periodic (annual?) reports that quantitatively summarize the performance of their graduates at LBCC, including:

i. Remediation needs

ii. GPA

iii. Completion

iv. All the above disaggregated by participation in dual-credit and expanded options programs

8. Develop and implement a plan that helps establish LBCC as the "community college of choice" for minority – especially Hispanic – students.

9. Develop and implement a Business Model for Enterprise Programs that ensures profitability for current programs and incentivizes the development of future programs in support of the educational purposes of the college.

10. Develop and implement a Business Model for Community Education that results in both a clearer focus on meeting community needs and in approximating self-support (or even generating revenue support for credit programs)

11. Develop and implement a comprehensive Tuition and Fees Philosophy and Model that more accurately and transparently connects total/real student cost with program cost and the anticipated capacity for graduates of their respective program to recoup that cost.

12. Develop and implement a Capital Campaign that provides an increasing amount of operating resources for the college; eventually up to 10% of the college's general operating budget.

Implementation Components

At a level "below" Initiatives, these are suggested components for their implementation.

1. "Reverse" the course-section scheduling process, starting with anticipated/projected student needs and then scheduling course/sections and assigning (hiring?) instructors to staff that schedule.

a. Utilize existing technology to aggregate incoming students' degree planners into a schedule for subsequent terms

b. Utilize existing (or yet to be acquired) software capabilities to build a comprehensive schedule that minimizes course/section conflicts for students who are on normative program pathways

c. Utilize eLearning to mitigate otherwise unavoidable course/section schedule conflicts

2. Make program pathways concrete, clear, and lean (fewer options, more prescribed structure)

3. Clearly identify FOR OUR STUDENTS the proficiencies required for success in every one of our classes AND we will identify and provide MULTIPLE means by which students can gain and demonstrate these proficiencies. This is more than and different than simply identifying and requiring prerequisite classes, including

a. Experiential bases for proficiency

b. Module-based proficiency acquisition

c. Testing

4. Move to a delivery system that is significantly asynchronous in content delivery while making use of scheduled/synchronous time more exclusively for application/interactive/experience WITH content.

a. Most courses will incorporate an asynchronous on-line capacity to complete the course after the 11-weeks of the term have expired

b. More programs will be built around (or provide an option of) a foundation of asynchronous delivery combined with intense, short-term face-to-face group application/interactive/experience WITH content.

c. Over-all, teaching and learning will shift more (but not completely) to asynchronous models, where faculty (and students) spend less time in a classroom and more time as one-on-one learners and learning guides.

5. Make all course information and syllabi available to all students via course management software

6. Develop and/or take advantage of centralized processes and curricular resources that hold promise for increasing our effectiveness, and efficiency?

a. Utilize open-source content/curriculum wherever possible

b. Use technology to streamline administrative processes

c. Standardize software utilization and support

171

d. Focused support for fewer software options

e. Create regional and state level partnerships that enable us to combine resources in pursuit of shared objectives

f. Consolidate financial aid processes

7. Advising/Counseling Questions and Ideas

    a. What is the LBCC Definition of Advising?

        i. Suggestion: A trustworthy personal relationship (or relationships) that guides and supports a student in the effective use of LBCC's resources in preparing them to participate in, contribute to, and benefit from the cultural richness and economic vitality of their community.

    b. Who is the point person (with appropriate responsibility and authority) for Advising?

    c. How are we going to track and document success?

    d. What specific component roles can these categories of people play

        i. Faculty

        ii. Staff/Management

        iii. Students

        iv. External Resources

    e. A Specific Role for Counseling Services?

        i. Training Resources for Faculty

        ii. Training, Supervision, and Coordination of Peer Counseling

        iii. Broker of external resources available to students for mitigating the impediments to their success

8. Intentionally integrate the work and data needs of AtD, Accreditation, Achievement Compacts, and Continuous Improvement into a single evidence-based strategy for student success

    a. Cohort-based

    b. Longitudinal

    c. Individually-identifiable students as the unit of measure

    d. Capacity to aggregate and dis-aggregate on the basis of multiple variables

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