Linn-Benton Community College

Evaluation of Institutional Effectiveness Report
October 2023

Northwest Commission on Colleges and Universities

Linn-Benton
Community College

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Instructions to the Reviewer

Links in this document will take the reviewer to one of two places:

1) The Linn-Benton Community College website. All public-facing pages will display when the reader clicks the link. These are designated as hyperlinks with blue, underlined text.

2) A document linked in the appendix. These are designated as blue text with no underline. Links to evidence referenced more than once within a standard appear only with the first reference.

Report Contributors

Accreditation Liaison Officer: Dr. Ann Buchele

Contributors: Danny Aynes, Leslie Hammond, Sam Hines, Justene Malosh, Justin Smith, Jess Winans, Katie Winder, Amber Vore

Eligibility Requirements

We attest that Linn-Benton Community College (LBCC, or the college) remains compliant with the Northwest Commission on Colleges and Universities (NWCCU) Eligibility Requirements.

Institutional Overview

Linn-Benton Community College is a public two-year institution located in the northwest of Oregon, with five locations in Linn and Benton Counties. LBCC's 104-acre Albany Campus is located just ten miles east of Corvallis, home to Oregon State University (OSU). LBCC has satellite campuses in Corvallis, with the Benton Center and Chinook Hall; and in Lebanon, with the Advanced Transportation Technology Center, the Healthcare Occupations Center, and the Lebanon Center. Chinook Hall opened in 2022, with the focus to offer more transfer courses that serve OSU dual-enrolled students. The LBCC Horse Center houses the Equine Management program just 1.5 miles north of the Albany Campus. Linn-Benton Community College (hereafter LBCC) also offers extended learning at various sites.

Founded in 1966, LBCC first received accreditation status in 1972 and has maintained that accreditation without interruption. LBCC is the sixth largest of Oregon's seventeen community colleges, educating more than 12,000 students per year. Students attend LBCC for many reasons: to earn an associate's degree or a transfer degree to a four-year college, to obtain employment training or to improve existing employment skills, or to enrich their lives through continuing education. Over 2,500 students attend LBCC full-time. About 30% of in-district high school students come directly to LBCC after graduation, a number that has remained remarkably consistent for the last decade, with a small decline to 22% during the years of the COVID-19 pandemic. Roughly 13% of degree-seeking students are dual-enrolled with OSU through the Degree Partnership Program.

Through its work with Guided Pathways, LBCC offers seven core areas of study, leading to more than 70 career technical education and transfer degree programs. The college has more than 300 business partners in its programs.

A wide-variety of classes and services are offered through LBCC's Albany Campus and centers. In addition, classes are offered in dozens of other locations throughout the district. LBCC employed 409 faculty members in 2023. The 2022 faculty-to-student ratio was 1:15. LBCC offers services and training for the community through opportunities including the Small Business Development Center, which serves the needs of local small businesses by teaching entrepreneur skills and helping with access to statewide networks; and the Mid-Valley STEM-CTE Hub makerspace called The Mill, which is designed to facilitate equitable community access to equipment, resources, and reciprocal learning opportunities. Special educational services for the community include 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 and Apprenticeship Program, in which students receive practical experience in jobs related to their fields of study. This strong connection to—and support from—the local communities is essential to LBCC and is reflected in our mission statement and objectives.

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

Preface

Since our last seven-year self-study report, LBCC completed the Healthcare Occupations Center in Lebanon, Oregon. This building is next to the WesternU Oregon (COMP-Northwest), and close to both the Samaritan Lebanon Community Hospital and the Edward C. Allworth Oregon Veterans' Home. LBCC also opened Chinook Hall in Corvallis, expanding the Corvallis Campus to better support dual-enrolled students.

In 2016, LBCC joined the initial national cohort of 30 colleges participating in Guided Pathways led by the American Association of Community Colleges. The purpose of Guided Pathways is to assist students with understanding the steps they need to take to graduate or transfer, connecting them with resources and advisors at key points so no student is left without help. Participation in this cohort led to many changes at LBCC, including the creation of seven Meta Majors, the creation and maintenance of Program Maps, use of student navigators, and the implementation and use of Watermark Student Success and Engagement (previously AVISO) for student alerts and engagement. In 2022, LBCC joined the three-year national cohort of 15 colleges in Rural Guided Pathways, which seeks to focus on the needs of rural institutions, work on how to apply guided pathway strategies in a rural context, and embed community partners in the guided pathways work.

College leadership has also changed since 2017. In 2020, Dr. Lisa Avery took the role of President, replacing Greg Hamann (retired 2020). On the college executive team, the Vice President of Student Affairs separated from LBCC and the division was combined with Academic Affairs and Workforce Development to create Academic and Student Affairs, overseen by Dr. Ann Buchele (Vice President). There is a new Vice President of Finance and Operations, Sheldon Flom, replacing Dave Henderson (retired 2020); a new Chief Information Officer, Tim Rager, replacing Michael Quiner (retired 2022); a new Executive Director of Institutional Equity, Diversity, and Inclusion, Jason Dorsette, replacing Javier Cervantes (separated 2021); and a new Executive Director of Human Resources, Heather Mercer, replacing Scott Rolen (retired 2023).

In 2022, the community passed a $16 million general obligation bond, which will be used to construct a new Agriculture Center three miles from the Albany LBCC campus, renovate and re-open the LBCC childcare center, and make critical repairs to aging facilities. This bond opened a matching appropriation from the state of Oregon for $8 million, and helps make the college eligible for future state and federal childcare grants.

Response to Topics Previously Requested by the Commission

Type 1: Standards Substantially in Compliance but in Need of Improvement

> • Finding Type 1: Fall 2022 Policies, Regulations, and Financial Review - The following standards are areas substantially in compliance but where improvement is needed. (2020 Standard(s) 2.I.1)

During the 2022-23 academic year, the new Facilities Director wrote a new Facilities Master Plan to better clarify our policies and rules regarding maintenance and use of LBCC facilities. During the same year, the new Chief Information Officer developed a new Technology Master Plan to address maintenance of technology and technology infrastructure.

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

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

The LBCC Board of Education adopted the mission statement at its October 2012 meeting. To ensure the mission is fulfilled, the college identified three strategic goals:

- Productivity Goal - increase completion by 50% while maintaining the current FTE enrollment
- Equity Goal - ensure that completion is demographically representative of the district
- Quality Goal - ensure that completion represents a demonstrable capacity to better one's life and to contribute back to the community

Each goal had measurements that aligned with the core theme objectives, and each year MERIT (Mission, Effectiveness, Resources and Improvement Team) reviewed and analyzed the data points related to each core theme objective and each strategic goal. In the spirit of continuous improvement, we realized that having these strategic goals, and also our 14 metrics (see 1.B.1), was confusing to our campus community and has quite a bit of redundancy. Therefore, we stopped calling out the strategic goals and just focused exclusively on the 14 metrics.

Currently, we are going through a comprehensive process to update our mission statement and expect a new mission statement by the end of 2023.

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Defining institutional effectiveness has been in the context of the campus' three core themes (Educational Attainment, Cultural Richness, and Economic Vitality) embedded within its mission. Each of these has been metricized in a series of annually updated report cards. These fourteen (14) metrics are overseen both by the MERIT council, which is specifically tasked with mission fulfillment, and the sub councils under MERIT, who are tasked with the metrics around the specific core themes. Both MERIT and the sub councils are broadly representative of the campus, involving staff, faculty, administration, and students. Most of these councils meet monthly throughout the academic year to discuss the metrics and strategic initiatives focused on improving the metrics. In the late summer, MERIT holds a retreat to focus on metric review, broad planning for the year, and directives for each sub council to undertake during the academic year, with the goal of improving the metrics. Additionally, each council has access to funds it can use to finance new strategic initiatives designed to improve its report card metrics.

Before approaching the appropriate council for funding, an initiative requester—who can be any faculty or staff member—must first complete a proposal, which includes a general narrative, a target report card metric, an itemized budget, a timeline, and an evaluation plan. The evaluation plan must include multiple metrics with baseline and target values. After completing a proposal draft, the requester must have the evaluation plan approved by LBCC's Office of Institutional Effectiveness, who ensures the plan is measurable and useful for determining the success of the initiative. At this point, the council members discuss the initiative proposal and decide via majority vote whether to allocate funding towards the work. If they vote no, they often give the requester feedback on what would make a more powerful proposal; otherwise, if they approve the initiative, the council sends the proposal to the college's Budget Team for final approval.

Strategic initiatives are generally funded for either one or two academic years, and during that time, the council receives regular updates from the requester about the progress, especially around the metrics from the initiative's evaluation plan. At the end of the funding period, the council determines whether the initiative was successful enough to become part of the college's standard operating procedures. If not, the initiative is either terminated—if the council and the requester feel it has served its purpose—or it can be modified and resubmitted for additional funding by going through the strategic initiative funding process again. If, however, the council votes to nominate the initiative for continual funding, it moves to MERIT. Strategic initiatives, such as funding student ambassadors to call students who hadn't registered yet and funding embedded tutors, have shown impacts on student

retention rates and pass rates, and had strong enough data for the Budget Team to move the projects to the general fund for continuation.

Within academic programs and the general educational mission, student learning is assessed through the collection of student level outcomes. While at the start of this cycle outcomes were aggregated at the level of the individual course, they have now been collected at the individual student level for several years. This enables programmatic and general education outcomes to be assessed across courses. Equally important are tools that allow the disaggregation of outcome achievement along common demographics.

Program review, a biennial process for all units, is modeled after a process improvement/continuous improvement model where both academic and non-academic units are asked to define a mission, a process map, metrics, and areas for improvement.

Faculty and Staff Evaluations

LBCC takes improvement very seriously, and part of that is ongoing evaluations. The purpose of reviews for all groups on campus are personal professional growth and development, and intentional goal setting in alignment with the college's mission and objectives. LBCC is clear that reviews/appraisals are for professional growth and improvement, and are distinct from discipline processes. For most groups, a key part of their review is feedback from peers as well as from their direct supervisor.

Performance review processes for classified employees are articulated in the Classified Performance Review Processes and Resources. The Management/Exempt and Confidential review process is described in this document and reviews are prescribed to be performed once a year.

Performance review processes for Part-time Faculty are found in Article 17 of the PTFA Collective Bargaining Agreement, and performance review processes for Full-time Faculty are referred to in the Full-time Faculty Contract and further articulated in the Faculty Appraisal Handbook. Additionally, course evaluations of teachings are run for every course every term through the Watermark Course Evaluations and Survey system – these evaluations are run by the Office of the Vice President of Academic and Student Affairs. Course evaluations of teaching begin for the majority of courses week 6 and close at the end of week 9, assuring that they conclude before finals week, and are set up to maintain student anonymity. Full-time and part-time faculty, and their direct supervisor (dean), are able to access their results in the system after final grades are posted for the term.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

LBCC has attempted to make planning around overall mission fulfillment and institutional effectiveness a dynamic process, through its metric creation process that allows new ways to measure and assess itself throughout the accreditation cycle. The MERIT report cards actively promote this model by embedding spaces for metric development and consideration while leaving the overall goal of improvement static. This is meant to counter the tendency to focus on the solution system versus the solution or outcome we are focused on. As an example of this process, within the core theme of Educational Attainment, one goal is that "Students onboard successfully into the College." Throughout the cycle, as changes have been made in campus processes, the way of assessing this outcome has changed. Currently, the data it looks at is both student satisfaction (self-reported), as well as schedule changes made by students as a proxy. However, work is ongoing to improve that calculation by making use of degree audit software to better understand first term fidelity. While all of these approaches are valid, having flexibility around the calculation (and not being tied to only one way of collection) keeps the focus on what is actually believed as critical – the successful onboard.

Comparisons do not generally exist at this level of aggregation. Turning to national comparators, LBCC uses IPEDS data to gather outcomes and retention data from a broader national constituency. Using the custom comparison group tool to focus on similar sized, similar urbanization, and similar Carnegie classification for associate institutions, we have a group of eight comparators from a variety of states (see most recent Data Feedback Report). These provide a high level lens to help situate mission fulfillment within a high level context and understand where peers are going. Other comparisons, through projects such as Guided Pathways data collection, have also allowed for comparisons where the campus is actively involved in improvement efforts.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

LBCC has two spheres of governance, the Innovation Sphere (which is overseen by MERIT) and the Operations Sphere (which is overseen by College Council). MERIT and the three sub councils of MERIT (Progression, Workforce, and Learning Innovation) all include membership of classified staff, full-time and part-time faculty, administrators, and students. These councils are responsible for strategic initiative funding, which is funding available to experiment and try ways to improve overall institutional effectiveness. Anyone on campus is allowed to come up with proposals for strategic initiatives, and after meeting with Institutional Effectiveness to connect the appropriate data to the initiative, presents the proposal to the council which oversees the metrics they are trying to improve. The councils discuss the proposal and evaluation plan and decide to fund it for one to two years or not. If a project is funded, the project leads present occasional updates, and then at the end of the period, reports on the data and outcomes. Projects which are unsuccessful or had a negligible impact do not

negatively impact those who prepared the proposal; LBCC is supportive of all innovation attempts. If a project had an impact and was successful, MERIT decides to recommend it or not to Budget Team to be moved to the general fund and to continue.

The Operations Sphere is overseen by College Council, whose membership is made up of the President, Vice Presidents, Executive Directors, and representatives from the management, classified, full-time and part-time faculty, and students. College Council's roll is to provide advice, recommendations, and decisions on institutional goals and purposes, such as the development or revision of Board Policies and Administrative Rules. The other councils under College Council (Academic Affairs, Safety and Physical Plant, Student Leadership, and IT Governance) are responsible for making decisions and providing support in their realm of supervision.

Planning at LBCC starts over the summer with the Executive Team and the Board of Education retreats. At both of these retreats, the President works to set the goals and objectives for the year. The members of the Executive Team then take the objectives they are responsible for to the councils they work with, and use these objectives and goals to help drive the work of those councils and committees for the year. Additionally, the Vice President of Academic and Student Affairs works with the division deans over the summer to review programs and make goals for new program development or program review. Beginning in December, managers meet individually with the Budget Team to make budget changes or requests that will help them meet the goals and work for the areas they oversee. In the winter/early spring, the Budget Team begins holding public budget forums to share overarching budget information and gather feedback from people on campus.

As part of annual planning, a reinvigorated academic planning model has been introduced (the first meeting in Summer 2022) to help direct and target institutional resources around the core mission of education for our students. During this meeting, the deans and Vice President of Academic and Student Affairs discussed every degree and certificate offered at LBCC, particularly looking at feedback from program faculty, advisory committees, and university partners, as well as the data from the Program Demand Index regarding the numbers of majors and graduates in each program. Follow-up meetings included next steps for various degrees, with the goal of making the program more relevant and impactful for the students. Additionally, this discussion helped the group discuss programs that are no longer necessary or beneficial to students and need to be reduced.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

LBCC monitors its internal environment in several ways, including monthly "Roadrunner Reports" from the President, which addresses concerns on campus, legislature updates, events in campus and the community, and acknowledges successes of LBCC staff, faculty, and students. The President meets monthly for check-ins with the president and vice president of the Independent Association of Classified Employees; monthly for check-ins with the two manager leads of MESA (the Management and Exempt Staff group); monthly for check-ins with the Vice President of Academic and Student Affairs and the president and president elect of the Faculty Association; and monthly for check-ins with the Vice President of Academic and Student Affairs and the president and vice president of the Part-time Faculty Association. These monthly check-ins allow the President to be aware of concerns or issues as they arise, and allow improvements/reviews to be made quickly before problems escalate.

Additionally, regular council and committee meetings bring pertinent matters to the Executive Team. The Vice President of Academic and Student Affairs meets weekly with the division deans to discuss matters related to the academic areas, both using the meeting to gather feedback to take to the Executive Team and to bring information from the President and Executive Team to the deans for them to share with their divisions.

One of the data tools that the campus uses to assess programs and its long range plans is a "Program Demand Index." This tool builds a model of programmatic outlook both internal and external by factoring in three pieces:

1. Enrollment data by counting the number of students who were enrolled in the program for at least one credit during the given year;
2. Graduation data by counting the number of awards in the program for the given year; and
3. Employment outlook data using the Oregon Occupational Employment Projections report as prepared by Oregon Employment Department using a Standard Occupation Classification code to Classification of Instructional Program match

These pieces are then sorted to create "tiers" to help assess what programs may need additional review and revision. Alongside this data, career and technical programs make use of advisory committees to inform the external outlook. Each CTE (Career Technical Education) program on campus is required to hold two advisory committee meetings per academic year. An advisory committee must have at least six members who are not LBCC representatives, including at least one person who works in the position students are training for and at least one former student who competed the program within the last six years. These committees are led by the department chair and are often also attended by the dean. At least one of the meetings must include a set of required questions such as "in what ways can we improve the training of our students to meet your needs?" and "when hiring, do our certificate(s) provide candidates with an advantage over a candidate who does not have the certificate, why or why not?" Notes for these meetings are required to be submitted to the Office of Academic and Student Affairs. The information from the committees and program demand index help

programs stay informed and make needed updates or pivots to better prepare students for their future employment.

LBCC monitors its external environment through regular communication between the Board of Education and the College President, including, but not limited to, monthly Board Meetings. Additionally, the President frequently attends legislative sessions in the state capitol, inviting the appropriate faculty or management, as needed.

LBCC strongly supports faculty, management, and staff in attending professional development conferences. These conferences and events allow those who attend to both learn new skills and information to help their professional growth, and keeps faculty and staff aware of local and national trends and changes. LBCC also actively seeks out opportunities that will help LBCC grow and meet changing needs of students; one such example is the Guided Pathways cohort. LBCC was part of the initial national cohort of 30 Guided Pathways community colleges in 2016, as well as part of the national cohort of 15 community colleges for the Rural Guided Pathways project in 2022. Through the work with Guided Pathways, LBCC has been a leader in using national data and trends regarding community colleges and their students to make changes that increase student retention and improvement.

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

Linn-Benton Community College offers degree programs with appropriate content and rigor consistent with our mission. The [full list of our programs](#) can be found in our catalog, which clearly shows the certificate or degree a student will receive upon completion of requirements, as well as the program learning outcomes for each program. All programs have clearly identified student learning outcomes that lead to college level degrees, certificates, or credentials. Interviews with faculty and staff confirmed learning outcomes assessment is highly developed and programs are systematically evaluated for rigor, currency, relevance, and applicability to identified fields of study. Program learning outcomes are mapped to individual courses and documented. Transfer degrees conform to guidelines and requirements set forth by the Higher Education Coordinating Commission. Associate of Arts and Science degrees and Major Transfer maps have articulation agreements and/or Memorandums of Understanding with four-year transfer institutions that ensure Transfer students enroll with a junior standing. Applied Associate Degrees and Certificates are developed and reviewed in consultation with Advisory Committees to ensure currency and applicability to recognized fields of study.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based on student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Each of our programs within our certificates and degrees have specific program learning outcomes that represent the culmination of various course learning outcomes. These outcomes were developed by faculty and are reviewed by our Curricular Issues Committee. The Curricular Issues Committee pays close attention to the measurability and level of course outcomes, using a standard list of guidelines that were developed by MAC (Mentoring and Assessment Coordinating Team), a faculty-led group who initially led the work of defining vocabulary around assessment and objectives, and the revision of course and program level outcomes.

The appropriate scope and depth of student learning is determined in our career technical programs through annual review of curriculum with our Advisory Committees and, when appropriate, a process called DACUM (Developing a Curriculum). Our lower division transfer course outcomes are determined either through a state process (for the Associate of Arts Oregon Transfer) or through frequent communication and collaboration with faculty and advisors at our primary transfer institution, OSU (Oregon State University), to ensure articulation of and appropriate sequencing for students pre- and post-transfer. New or revised transfer courses are not approved in Curricular Issues without evidence of these conversations, typically from OSU.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

LBCC has three main degree types: the AAOT (Associate of Arts, Oregon Transfer), AS (Associate of Science), and AAS (Associate of Applied Science). We also offer certificates. Degree learning outcomes are published in the annual catalog for each of our degree types. Our AAOT degree, which has no specific majors within it, is a statewide degree with outcomes determined at the state level.

Associate of Science degrees are designed for students who intend to transfer to Oregon State University. A major part of the AS degree is the general education course areas of writing/composition; communication; mathematics; health and physical education; biological and physical sciences; cultural diversity; difference, power and discrimination; literature and the arts; social processes and institutions; western culture; and foreign language. Each of these general education course areas have general education outcomes which are published in the catalog. Additionally, each AS degree has program-specific outcomes published in the catalog under that program.

Additionally, AAS degrees have program outcomes published in the catalog at the top of each program's description. In addition, the general education core of the AAS degree (called Related Instruction) has learning outcomes published in the catalog here.

Certificate programs are embedded within AAS degrees and share the same Related Instruction outcomes. In addition, each has certificate-specific learning outcomes published at the top of each program's catalog description.

Our AGS (Associate of General Studies) degree does not have published learning outcomes in the catalog. This degree is intended only for students with extenuating circumstances and is a blend of the AAOT and AS general education cores.

Information on learning outcomes for each individual course is published in the course catalog. This information is also provided to students in the schedule of classes under each course (see screenshot). In addition, course syllabi contain the learning outcomes; faculty are required to turn in their syllabi each term, and these syllabi are stored in our Community Archive.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

LBCC is an open access institution and generally admits all students as long as they are at least 18 years of age or have completed high school; these requirements are listed in our catalog and on the admissions page of the website. Certain programs have been designated as "special admissions" and have distinct admissions requirements which are explained in detail in the bulletin for the program. Students can view that information on our website along with dates the application will open for submission.

Graduation requirements for each degree are listed in the catalog. There is a section for the general education for the degree, and for specific program requirements. The Graduation page of the LBCC website lists the graduation application deadlines for each term, as well as the applicable forms and information.

LBCC utilizes the Ellucian product DegreeWorks as a degree audit software. Graduation requirements are also maintained there, and it is used as a checklist and planning tool for students and advisors as students progress towards graduation.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assessing student learning, and improving instructional programs.

LBCC evaluates all credit-taking students at both the course and the program level. Instructors evaluate each student on the designated learning outcomes for each course (available

publicly in the catalog). These outcomes are aggregated and used, alongside faculty reflections, within departments and have automatically created dashboards that allow for analysis along disaggregation, such as gender, race/ethnicity, and age.

Within academic programs and the general educational mission, student learning is assessed through the collection of student level outcomes. At the end of each term, when faculty submit grades, they also submit the student learning outcomes for their courses. The monitoring of submission of outcomes happens each term by the deans/associate deans, the Office of Institutional Effectiveness, and the Vice President of Academic and Student Affairs; the percent of courses with outcomes on file is also a metric overseen by a MERIT sub council. While at the start of this cycle outcomes were aggregated at the level of the individual course, they have now been collected at the individual student level for several years. This will enable programmatic and general education outcomes to be assessed across courses. Equally important are tools that allow the disaggregation of outcome achievement along common demographics.

In winter 2021, each program reviewed and aligned their course learning outcomes to the program learning outcomes. This alignment allows us to track students' progress toward meeting program learning outcomes as they progress through their courses. Additionally, at the end of each term, departments meet together to discuss program and course learning outcomes, particularly if there is an outcome they feel needs correction. The summary of these discussions is submitted to an electronic repository and is accessible by the deans and Office of the Vice President of Academic and Student Affairs. In our Career Technical programs, advisory committees meet at least twice a year, during which they discuss needs of the program and how to better prepare students for employment, including, if applicable, program learning outcomes that need to be updated.

LBCC operates a biannual program review process based on the continuous improvement PDSA cycle. Units (both academic and non-academic) are asked to define their mission, how they complete their mission, collect data, and select at least one area to improve and define an improvement plan. The goal is to be action oriented, leading to iterating improvements throughout a cycle. These program reviews have provided shareable best practices and allows areas of the college to understand each other and shape goals/priorities outside of just the unit being reviewed.

In both these models, program faculty are central and lead the effort. In outcomes, the faculty meet as a department to evaluate, reflect, and discuss changes or improvements that might need to be made. Within program review, while the Office of Institutional Effectiveness and Deans are administrative supports, these units specify their mission and metrics. There is commonality and support in ensuring a clear line from mission to metrics and improvements, but fundamentally this work is conducted by faculty for their improvement.

When changes need to happen, such as revisions to credit courses, new credit courses, or new academic program proposals, these proposals go to the Curricular Issues Committee for approval before they are submitted for state approval and inclusion in the academic catalog. Curricular Issues Committee membership is largely full-time faculty from departments across campus, with the Financial Aid Director and Manager of Curriculum and Scheduling serving as resource members.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Transfer Programs:

LBCC has established general education or core competencies across its degree programs. Our Associate of Science degrees constitute the bulk of our transfer programs, and those have a general education core that matches that at OSU. These include: Writing/Composition; Communication; Mathematics; Health and Physical Education; Cultural Diversity; Literature and the Arts; Western Culture; Biological and Physical Sciences; Social Processes & Institutions; and Difference, Power, and Discrimination.

The AAOT degree program (a single program) utilizes the general education core established at the state level and includes very similar categories to those at OSU (in fact, OSU accepts the AAOT in lieu of their regular general education requirements). These include: Writing and Information Literacy; Speech/Oral Communication; Mathematics; Health, Wellness, and Fitness; Arts and Letters; Social Sciences; Science, Math, Computer Science; and Cultural Literacy.

Because of the similarity, we have aligned our outcomes wherever possible. A student taking COMM 111: Public Speaking, for example, will meet the outcomes of both the related AS and AAOT (they are identical for Communication and Speech/Oral Communication). Due to the fact multiple courses can satisfy some general education categories, the course outcomes do not always match word-for-word with the general education outcomes. However, faculty have studied the general education outcomes when designing course outcomes. An example of this is WR 121: English Composition, which meets part of the AS and AAOT general education outcomes, which are aligned as: read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences; locate, evaluate, and ethically utilize information to communicate effectively; and demonstrate appropriate reasoning in response to complex issues. These broad outcomes are broken into more granular outcomes for WR 121 (students take at least one additional higher level writing

course after WR 121 to fulfill the general education category): anticipate and identify the needs of their audience in a variety of academic writing situations; use rhetorical elements (such as introduction, thesis, development and support, rebuttal, narration, and conclusion) to organize and clarify their writing; practice foundational research methods by finding, evaluating, incorporating, and citing appropriate sources; and write in clear, effective language.

Career Technical Programs:

Our career technical programs, including certificates, have a shared set of core competencies that we call [Related Instruction](). This includes the categories of Communication, Computation, and Human Relations, with associated additional criteria to meet each category requirement. Related Instruction can be satisfied through stand-alone courses or through embedded instruction. The Curricular Issues Committee ensures each AAS program and certificate contains this core, which is tracked through the curriculum management system. These outcomes are also assessed through assessment of course outcomes, or occasionally through capstone experiences.

Future Plans:

Our faculty are interested in pursuing more holistic institutional outcomes for LBCC. This work requires addressing the significant challenge of serving over 500 students per term who are dually-enrolled at OSU and primarily engaged with OSU's general education curriculum and the fact that we offer short-term certificates and full 90-credit degrees across vocational and transfer areas. However, we are hoping to incorporate some outcomes that we wish to especially focus on outside of the standard categories (e.g. global learning, civic engagement). The Institutional Outcomes committee is tasked with this work.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning.

LBCC has systematically worked to remove the barriers separating support planning and practices from the academic experience of students. From an organizational standpoint, this started with an integrated academic and student affairs centralization under the Vice President for Academic and Student Affairs, with both academic deans and "support deans" being integrated into the same workgroup of deans and directors. This group meets monthly to discuss concerns, needs, priorities, changes, and college operations. Having integrated organizational positions, the campus further makes use of data and feedback within its systems, both for planning and improvement through the strategic initiative process, all of which are data-driven pilots of interventions specifically focused on improving outcomes. Examples include piloting, with assessment data, different math tutoring projects, and supporting and expanding student clubs (to drive retention via engagement models). These

projects, when successful, are recommended for planning and support beyond the pilot funding through performance packages that affect the overall general funding of an area.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor and quality.

Linn-Benton Community College accepts college-level [transfer credit](#) from regionally accredited post-secondary institutions. The Admissions Office determines transferability of credits, working with the department chairs and faculty, as needed, to evaluate transfer coursework for equivalencies. When LBCC receives a transcript, they contact the student to make sure they still would like it to be evaluated. LBCC does initial evaluation by looking at what OSU has done due to the fact OSU has more transfer articulations and LBCC wants to assure the students are given the credits similar to what OSU would give them. Courses that don't match OSU and appear to be general education courses are sent to the department chairs to review and determine if they should be accepted. If a student is unsatisfied with the credits they are given, they can request a faculty look at the course description, outcomes, and syllabus to make the final decision. Students are notified via email when the process is completed, and results are available on their unofficial transcript section of their student account. The policies regarding transfer credit are clearly explained in [Administrative Rule 4020-08](#).

Credit awarded for prior learning will be posted on the student's academic transcript in accordance with the standards of the American Association of Collegiate Registrars and Admissions Officers. The [Credit for Prior Learning Administrative Rule 4020-01](#) outlines the different types of credit LBCC awards in alliance with national standards. There is also a student facing website designed to outline what is accepted and can be awarded before students submit their information. Lists of acceptable scores are maintained for national exams like CLEP, AP, etc., and based on state common standards in how credit will be awarded. LBCC staff are trained by the American Council on Education to evaluate military transcripts and award credit based off of those experiences. Challenge Exams are professionally proctored in the LBCC Testing Center.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study, demands on student intellectual or creative capacities;

knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/ or relevant professional practice.

LBCC does not offer graduate programs.

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements relate to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

The college provides recruitment and admissions outreach and support to community and K-12 school districts in the following ways: school visits, recruiter presence at college and career fairs, academic program participation in college and career fairs, on-site personnel at four rural high schools, meetings with prospective students and families, campus and program tours, numerous outreach and engagement events on campuses, college-wide open houses, tailored messaging to prospective students related to academic interests, Career Technical Education early signing day opportunity and event, the Roadrunner Advantage Program early registration opportunity, and accelerated learning dual credit opportunities. Each year, LBCC holds Roadrunner for a Day, an event in which area high school seniors visit campus and experience a day as a college student; faculty offer mini-class lectures so students can see what LBCC courses are like, student life and leadership provide engaging activities during the day, and students tour campus. About a week later, LBCC holds Explore LB, an open house targeted toward adult learners and high school students; LBCC opens the Albany campus to the community for a tabling event where visitors can visit with faculty, staff, and administration and receive information about our programs, student services, and meet student life and leadership.

Upon admission, students are registered for an online orientation course in our learning management system, Moodle. The online orientation includes learning modules on how to access and navigate our systems, how to understand majors and degrees, how to plan the first term (which includes how to read and interpret program maps), how to assess writing and math placement, and how to register for classes. The orientation includes a mandatory appointment with an onboarding Navigator who confirms their choices, ensures they understand the requirements for their chosen degree, answers any questions, and explains the student's next steps.

Prior to the COVID-19, LBCC had a survey for students who completed orientation to track satisfaction and look at potential changes and improvements. During the pandemic, LBCC suspended the orientation due to the volume of changes that needed to occur, but a refreshed orientation satisfaction survey will begin again. However, during the pandemic, LBCC made continual changes based on feedback from the enrollment expert and student

ambassadors based on their interactions with students. Since they work with every student, LBCC was able to adjust practices and protocols based on student behavior during and after orientation to address gaps in understanding and common challenges.

All students who register are assigned an Academic Advisor and Navigator upon their appointment for registration. The Navigator sends consistent messaging and offers proactive assistance to students regularly throughout the term. The Advisor encourages the student to meet to create an education plan in their first term. The mandatory First Year Seminar class includes a mandatory assignment of completing an Education Plan with an Advisor in order to pass the course.

Staff in the Transcripts and Graduation Services office regularly monitor progression toward degrees and use our student retention software to message students who appear to be close to meeting graduation requirements about next steps. Graduation steps and requirements are available on the [website](#).

Transcript procedures for transfer are available on the [website](#).

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Evaluating itself internally, LBCC has made use of streamlined and focused report cards upon which to evaluate itself. At the beginning of each accreditation cycle, the campus undertakes a metric defining phase where the campus mission and values are used to operationalize measurements of success. Embedded within these are the populations and areas that the campus plans to focus its efforts. This list of metrics is purposefully kept narrowly constrained and are attempted to be crafted not in the language and intentionality of doing works or specific solution plans but rather about outcomes of the institution. This combination of lead and lag indicators are updated annually as part of planning processes, but the most recent versions are always available on the [campus website](#) for review.

However, building comparison data that is usable and focuses on leading and not just lagging indicators has been a challenge. Partnering with the Oregon Community College Association and its Student Success Center, LBCC is hosting and collecting data on a 17-institution student success dashboard. Data collection for the first year is ongoing with the first year of data for all Oregon Community Colleges within the tool in May 2023. While, for purposes of managing workload for the other institutions in the state, this will only be one year of data (versus the

historical data LBCC has for itself), this will set up a local comparison tool that has early metrics and continues through the student lifecycle.

While national comparison data is used from the IPEDS data feedback report, it is limited in its disaggregation to only specific items. This data is incorporated into the campus planning processes, but we must acknowledge it does not go as deeply in scope or detail as the emergent statewide system.

1.D.3 The institution's disaggregated indicators of student achievement should be widely available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used to continuous improvement to inform planning, decision making, and allocation of resources.

LBCC has long advocated for transparent access to disaggregated data for student success. The Big Four student success lifecycle is publicly available to anyone and allows disaggregation along multiple factors. Similarly, the annually refreshed MERIT Report Cards, which detail movement towards mission fulfillment, are posted on the website and reviewed by the Board (review broken up over several Board meetings).

This iteration of our student success model is meant to encapsulate both leading and lagging indicators of success, but allows easy comparison within common disaggregates used by the campus. LBCC is hosting and managing the statewide dashboard using the Big Four model alongside the Oregon Student Success Center, which will allow the same metrics to be examined for the state as a whole and with a subpopulation of competitors within the state system.

LBCC recently redrew its national comparison report within IPEDS and now hosts these lag indicators publicly, as well.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

LBCC has long advocated for transparent access to disaggregated data for student success. The Big Four student success lifecycle is publicly available to anyone and allows disaggregation along multiple factors. Internally focused MERIT report cards are both longitudinal tracking of success as well as an avenue for internal "grant" funding to allow for innovation. Through the innovation council structure, $400,000 are available for distribution each budget year specifically to allow for individuals to try new ideas. LBCC acknowledges that improvement requires risk, and the chance of failure and these funds speak specifically

to how we enable that. Councils oversee diverse sets of metrics, and requesters go through a process that involves building our evaluation criteria to assess success.

In 2019, LBCC began using Watermark Student Success and Retention (previously AVISO), to serve as an early alert system. This software also allows faculty and advisors to send notes and alerts for students, and refer them to resources on campus. It also tracks analytics on a student, allowing faculty or advisors to monitor things like attendance and make referrals or connections as needed.

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit. Policies and procedures make it clear that these processes protect student privacy. Notification to students at the time of registration of any additional charges associated with verification procedures. Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.

Regular and substantive interaction (RSI) expectations were shared with all faculty and were presented to all deans and department chairs at Academic Affairs in November 2021 and January 2022. RSI is addressed in LBCC's Online Course Design Checklist, which was developed by LBCC faculty and staff and is largely based on SUNY's OSCQR. The members of Academic Affairs voted on the adoption of the rubric to set quality standards for online courses. The checklist can be used by faculty when developing courses as a self-review, or as part of the online course certification process which is currently funded through the college's strategic funds. In addition, the Center for Teaching Excellence provides faculty development opportunities that address RSI, and the Center for Teaching Excellence faculty and eLearning staff incorporate RSI into individual consultations with faculty on online teaching and learning. The Center for Teaching Excellence faculty are currently developing a program to ensure all online courses for the 2023-2024 academic year meet RSI standards.

The institution's Distance Education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1) Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6)

LBCC offers distance education courses as one potential modality. We do not offer any exclusively distance education programs at this time. In the future, as we grow our distance education offerings, proposals to move a program wholly online will run through a parallel process to review the quality of course offerings and to review alignment with the college's

mission and academic strategic plan, as well as the readiness of our infrastructure to support students in that online program.

Our courses which are offered online have identical learning outcomes to their face-to-face counterparts and are assessed through the same process, including being part of the department-level outcomes discussion around potential course improvements. Our levels of student achievement do occasionally vary by modality, which we can see in our course level Tableau database, and which is analyzed course-by-course to understand whether it is course quality or student selection or readiness for the modality that is driving the difference.

Standard 2: Governance, Resources and Capacity

Note: Evidence of these standards is found in our [Year Six Policies, Regulation, and Financial Evaluation Report and the Year Six Response to Reviewer Questions](#), with some additional information or changes since that report noted below.

Standard 2.A: Governance

2.A.1 The college provided clear evidence of effective institutional governance in its policies and procedures, Board Policies and Administrative Rules, and through the Board of Education, composed of elected officials, who have no contractual, employment relationship, or personal financial interest in the institution.

2.A.2 The college has an effective leadership structure with appropriately qualified administrators, who have appropriate levels of authority for fulfilling their responsibilities.

2.A.3 The college employs an appropriately qualified chief executive officer with full-time responsibility to the college and prior experience as a community college campus President. The LBCC President does not serve as Chair of the Board.

2.A.4 The structure of LBCC's decision-making councils and committees is inclusive of faculty(full- and part-time), staff, students, and administrators; this structure ensures the broad cross-campus views of faculty, staff, students, and administrators are considered on matters in which they have a direct and reasonable interest.

Standard 2.B: Academic Freedom

2.B.1 The college demonstrated strong adherence to the principles of academic freedom and independence, and clearly provides information for staff/faculty and students regarding various types of harassment or abuse.

2.B.2 The college provided evidence their policies and procedures promote an environment supportive of freedom of expression and respectful engagement.

Standard 2.C: Policies and Procedures

2.C.1 The college provided evidence of their intent of valuing the multiplicity of avenues leading to achieving the requirement for graduation while ensuring the overall quality and value of LBCC education.

2.C.2 The college provides information regarding the policies, procedures, and timelines related to student rights and responsibilities on the college website, and maintains an Equal Opportunity and Statement of Nondiscrimination in five languages (linked at the bottom of every LBCC webpage; the statement outlines a student's options for requesting disability accommodations).

2.C.3 The college demonstrated their admissions and placement policies and procedures are appropriate and allow flexibility to address unique student situations without compromising student success.

2.C.4 The college provided evidence of policies and procedures regarding secure retention and backup of student records, as well as user roles and responsibilities.

Standard 2.D: Institutional Integrity

2.D.1 The college represents its mission, services, and course offerings to students and the community in a thorough and accurate way through its website and catalog. Announcements and press requests are handled consistently and in a timely manner through the Institutional Advancement Office.

2.D.2 The college demonstrated they have sufficient policies, procedures, and processes for the reporting of complaints/grievances, both internal and external.

2.D.3 The college provided evidence of their Board Policies and Administrative Rules, which clearly prohibits conflicts of interest for both Board Members and employees by referencing Oregon Revised Statutes, and which cover both conflicts of interest and whistleblowing, and prohibits retaliation in the event of whistleblowing.

Standard 2.E: Financial Resources

2.E.1 The college demonstrated their use of formal financial statements and internal financial management reports to actively track, manage, and demonstrate financial stability. LBCC provides monthly financial updates to the Board of Education.

2.E.2 The college provides campus-wide budget forums in the fall and spring each fiscal year. The LBCC budget process is centered around Oregon Budget Law, which sets a general format, budget dates/milestones, and a formal approval process.

2.E.3 The college follows state and federal laws in addition to its own Board Policies and Administrative Rules in its management of finances. An annual financial audit is conducted by independent auditors, and an annual compliance audit is conducted to ensure grant funds are spent in accordance with law and grant regulations.

Standard 2.F: Human Resources

2.F.1 The college provided clear evidence it informs their employees regarding conditions of work, rights and responsibilities, and evaluation, retention, promotion, and termination procedures through its Board Policies and Administrative Rules, as well as the bargaining unit's collective bargaining agreements.

2.F.2 The college provides full- and part-time faculty, staff, and administrators with internal trainings opportunities and inservice sessions, as well as providing professional development funding to the employee groups.

2.F.3 The college provided evidence regarding hiring, reductions, evaluations, and expectations/responsibilities, as well as a current organizational chart.

2.F.4 The college provided documentation regarding the timelines and procedures for performance reviews for the different employment groups/bargaining units.

Standard 2.G: Student Support Services

2.G.1 The college provided evidence of programming and services that support effective learning environments for all LBCC students. The college includes and addresses diversity, equity, and inclusion within the context of the students it serves.

2.G.2 The college catalog is available on the website; information in the catalog is current and accurate.

2.G.3 The college provides bulletins for the healthcare programs, which are published on the website and contain information regarding eligibility requirements for licensure or entry into that occupation or profession, the education/training needed, and additional information and program requirements.

2.G.4 The college provides clear and accessible policies, procedures, general information, and documentation regarding financial aid and eligibility. Information regarding financial aid, veteran's benefits, and scholarship opportunities are found on the college website, and published materials are available and posted in high-traffic areas.

2.G.5 The college provided evidence it monitors student loan programs and regularly publishes loan default rates on its website.

2.G.6 The college provides students with a strong advising support, including an Academic Advisor and Navigator, to support academic needs and connect students with interventions and resources, as needed. College-wide advising is monitored and undergoes a program review every two years to focus on continuous improvement and goal setting.

2.G.7 The college provided evidence of their use of Single Sign On by all students, including those in distance education. LBCC proctors tests through Testing Services, and connects remote students to pre-approved testing centers nationally and worldwide.

Standard 2.H: Library and Information Resources

2.H.1 LBCC has undergone several changes to staffing in the library due to budget reductions, namely the reduction of our full- and part-time faculty librarians. Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Reference and Instruction:
Reference desk services are performed by Reference Assistants (classified staff) under the direction of the Library Director, who is a degreed librarian. The Reference Assistants will staff the reference desk and offer tours and orientations of the library. Reference Assistants will also work with faculty to prepare research guides and bibliographies, and provide general resources for faculty to use in their classroom and for students to use generally. Course faculty design course-integrated information literacy instruction; LBCC plans to provide workshops with the Center for Teaching Excellence to address information literacy training for classroom faculty in order to ensure information literacy instruction is delivered by faculty.

Collection Development and Maintenance:
Collection management is done by almost every position in the library (either through financial management, processes, etc.), with the work of selection and deselection done exclusively by faculty. The Library Director and teaching faculty collaborate to make these decisions, with the assistance of a "book jobber" for lists of suggested materials for courses and deselection managed through metrics and guidelines (instructional faculty make the final

decision as to what is removed based on program and mission needs). This process applies to both online and physical resources.

Library Online Systems and Databases:
The Library Director performs systems and discovery with the use of services-for-hire and contract work in conjunction with the college Information Services Department. LBCC is planning on applying to the Orbis Cascade Alliance and shifting from Evergreen to Ex Libris for our library system. Much of the maintenance of the systems is carried out by a part-time IS classified staff or contracted support services.

Other Duties:
Management and operation pieces of the library, such as the determination of open hours, services to be provided by the library, oversight of the Student Help Desk and Circulation and Technical Services, and library representation outward to the rest of campus and the larger region, are managed by the Library Director. LBCC library provides access to services and resources in support of students and their education in a manner that meets accreditation standards.

Standard 2.I: Physical and Technology Infrastructure

2.I.1. The college developed new facilities and technology master plans under the direction of the new Facilities Director and CIO (respectively) during the 2022-23 academic year.

APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Linn-Benton Community College
(Name of Institution)

Dr. Lisa Avery
(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

8/10/2023
(Date)

Appendix

Documents linked in the report which are not available on Linn-Benton Community College's public facing website.

Linn-Benton
Community College

Preface notes:

We have to "prove" the following:

Facilities master plan, including
    ☐ Equipment replacement policies/procedures
    ☐ Procedures for assessing sufficiency of physical facilities
    ☐ Policies and procedures for ensuring accessible, safe, and secure facilities
    ☐ Policies/procedures for the use, storage, and disposal of hazardous waste

Facilities Master Plan

Linn-Benton Community College continues to maintain, upgrade, and expand physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure that healthful learning environments support and sustain the Colleges' mission, academic programs, and services. The growth and development of LBCC's physical resources and assets across its diverse portfolio of buildings on four campuses and several off-site leased facilities reflects the organization's enduring dedication to the betterment of the community and higher education. It's the responsibility of the Facilities Department to maintain the highest quality environment for the three core themes of LBCC - Educational Attainment, Cultural Richness, and Economic Vitality - to succeed and thrive. LBCC facilities are expected to operate in a highly efficient and effective manner in providing safe and secure building and system infrastructures to ensure the success of the core mission. LBCC operates and manages 20 buildings and structures on the University's main Campus in Albany, with over 551,000 square feet of occupied building space. Linn-Benton overall currently holds over 113 acres of property having 687,479 square feet of building area including health care training, automotive & heavy equipment, laboratories, animal care facilities, education and maker space, and administrative areas.

- ● Equipment replacement policies

GENERAL: Repair or Renovation Projects that require mechanical and/or electrical equipment system upgrades shall avoid "like for like" replacement. Existing performance, current requirements, and new available technologies are to be reviewed and considered as part of any projects. Coordinate requirement with LBCC Facilities Department.

PROJECT TYPES:

Repair - The patching, restoration, or painting of materials, elements, equipment, or fixtures for the purpose of maintaining such materials, elements, equipment, or fixtures in good or sound condition. (Example: patch and paint).

Renovation - The replacement in kind, strengthening, or upgrading of building elements, materials, equipment, or fixtures, that does not result in a reconfiguration of the building spaces within. (Example: Equipment in-kind replacement; finishes replacement).

Modification - The reconfiguration of any space; the addition, relocation, or elimination of any door or window; the addition or elimination of load-bearing elements; the reconfiguration or extension of any system; or the installation of any additional equipment. (Example: Replacement with new/different equipment; physical remodel).

Reconstruction - The reconfiguration of a space that affects an exit or a corridor shared by more than one occupant space; or the reconfiguration of a space such that the rehabilitation work area is not permitted to be occupied because existing means of egress and fire protection systems, or their equivalent, are not in place or continuously maintained. (Example: Unit/wing reconfiguration).

Addition - An increase in the building area, aggregate floor area, building height, or number of stories of a structure. (Example: New building/expansion).

GOVERNING BODIES of the PURCHASING SYSTEM

All public contracting in the State of Oregon is governed by Oregon Revised Statutes and Administrative Rules Chapter 279, which states in part that it is the policy of the State of Oregon to encourage public contracting competition that supports openness and impartiality to the maximum extent possible.

Other laws, rules, and policies governing LBCC's acquisitions include the Linn Benton Community College's Board Policies 5035 - Purchasing, Insurance, Inventory, and Bids, 5080 - LBCC Contract Review Board, and 5085 - Sale of Goods and Services and Administrative Rules AR5035-04 Purchasing-General, AR5035-07 Disposition of Surplus College Assets, AR5035-08 Disposal of Items Acquired for Student Instructional Experiences and Subsequent Resale, and AR5080-01 LBCC Contract Review Board Rules and the current Community College Rules of Procurement.

Board Policies and Administrative Rules - These policies are to provide for the fair and equitable treatment of all persons involved in public purchasing by LBCC, to maximize the purchasing value of public funds, and to provide safeguards for maintaining a procurement system of quality and integrity in requirement of the State of Oregon for Community Colleges and Local Units of Government.

College furniture, computer, printer, and media equipment have prescribed purchasing procedures.

BIDDING and PURCHASE REQUIREMENTS

Unless otherwise exempted, College acquisitions are based on the following solicitation methods. When feasible, competitive quotes are encouraged at any level of purchase/spend.

SMALL PROCUREMENTS *(less than $10,000)* Purchases under $5,000 may be completed by individual departments and placing an order via procurement card or direct invoice. Obtaining three (3) competitive quotes is not required under 10k. A PO may be placed as the contract or acceptance if the vendor's offer or agreement requires.

Purchases totaling $5,000 and over require a PO, with few exceptions, see AR5035-04. Informal quotes are encouraged from $5,000 to $10,000. Items with an individual value of $5,000 or more require capital asset accounting and an official LBCC PO to acquire. See AR5035-04.

INTERMEDIATE PROCUREMENTS*($10,000 to $100,000)* - Purchases of $10,000 and over require at least three (3) written competitive quotes. Departments may conduct quotes for goods with assistance from LBCC Purchasing. An official LBCC PO is required to complete the purchase. Depending on the nature of the goods a Request for Quotation may be issued by Purchasing. In the case of services or goods combined with Services, at or above the 10k threshold, a Request for Quotation **must** go through Purchasing.

Any purchase over $25,000 requires an informational agenda report to the Board of Education.

All purchases over $50,000 for public works (i.e., painting, carpet, major renovation) or $5,000 in public improvement (i.e., construction, improvement of real property) are applicable to BOLI wage rules and law, and often require special insurance, bonds, and are processed by LBCC Purchasing, with limited exceptions - see Facilities or Capital Construction Manager first for any needs in this category.

LARGE PROCUREMENTS ($100,000+) - With limited exceptions, purchases for goods or services and public projects $100,000 and greater require a formal sealed competitive process, per the specific Invitation to Bid or Request for Proposal issued. These contracts require Board of Education pre-approval and are processed by LBCC Purchasing.

Procurements over $50,000 for public works (i.e., painting, carpet, major renovation) or $5,000 in public improvement (i.e. construction, improvement of real property) are applicable to BOLI wage rules and law, and often require special insurance, bonds, and are processed by LBCC Purchasing, with limited exceptions- see Facilities or Capital Construction Manager first for any needs in this category.

ADMINISTRATIVE RULE NO: 5035-02

TITLE: GUIDELINES FOR THE PURCHASE OF STUDENT SUPPLIES AND MATERIALS

PURPOSE
To outline responsibilities for the acquisition of supplies and materials.

STATEMENT

A. Protective Clothing
Protective clothing—clothing that protects the individual from injury—shall be paid for and provided by the college with the exception of protective clothing that requires special fitting and is retained by the student. Protective clothing includes special aprons, gloves, goggles, and similar items that are retained by LBCC.

B. Uniforms
Uniforms are those garments that are usually associated with a career and technical programs or those garments required for a specific class. Included are uniforms required in the health occupations and physical education classes and coveralls required in the automotive, heavy equipment/diesel, and related programs. Such garments will be provided by the student unless otherwise recommended by the specific program and approved by the Vice President of Academic and Student Affairs. Each department may designate a uniform that it requires for class participants to wear. Team jerseys, such as those used in physical education, shall be provided by the college or the foundation.

C. Laundry and Cleaning
Students are responsible for laundering their own uniforms unless otherwise recommended by the specific program and approved by the Vice President of Academic and Student Affairs. Towels, fender aprons, and other such laundry items are provided by the college and laundered by the college.

D. Laboratory Equipment and Materials
Individual equipment and materials that will ultimately be used as the individual enters a career shall be purchased by the student. Examples are, individual hand tools in the automotive and mechatronics programs, and drafting instruments for the drafting and engineering graphics students. Basic laboratory kits, which include project-oriented materials and which may be obtained through the bookstore, shall be purchased by the student. Heavy duty tools and equipment, which are generally supplied by an employer for an employee, shall be provided by the college. Special consumable items, such as polishing and sanding discs (which are attached to the equipment) shall be provided by the student or absorbed in the cost of the repair or price of the project. Exceptions to this provision of AR 5035-02 shall be at the discretion of the Vice President of Academic and Student Affairs.

E. Consumable Supplies
Consumable supplies include basic materials consumed in normal activities during class activities. Examples of such items include: drafting paper, drafting pencils, art supplies, paint, and science supplies such as frogs, slides, chemicals, and similar items. Supplies shall be provided by the college unless the supplies are of the kind customarily provided at student expense. The Vice President of Academic and Student Affairs may approve

fees to cover the cost of consumable supplies, or necessary field experiences, whenever in his/her judgment fees are necessary to provide appropriate educational experiences. Imposed fees are reviewed and approved annually by the Vice President of Academic and Student Affairs.

F. Instructional Materials

Instructional materials include course syllabi and outlines, reprints and hand-outs, special paper, pens, etc. Course syllabi and outlines shall be provided in class or on the Web at no cost to students. Workbooks and project books shall be made available through the Bookstore.

G. Certification Materials

Payment for professional pins that are made available to individuals who complete technical or vocational programs shall be at the discretion of the department chair. Certification test fees shall be paid by the student even though testing is arranged by the college. Printing of LBCC certificates, degrees, and diplomas shall be at college expense.

H. Food

Foods consumed as a meal in a community education class are paid for by the student. Food consumed in food courses as part of the Culinary Arts curriculum is free to students.

DATE OF LAST REVIEW: 10/31/16

ADMINISTRATIVE RULE NO: 5035-07

TITLE: DISPOSITION OF SURPLUS COLLEGE ASSETS

PURPOSE
To establish procedures for disposal of surplus property.

STATEMENT
When college equipment or materials are no longer required for college purposes, the applicable Administrative Rules and Board Policy will govern the disposal of surplus property.

This Administrative Rule will facilitate the prompt disposal while protecting the college, its employees, and Board of Education from practices that would give, or appear to give, a pecuniary benefit to college staff or Board members.

Distribution to other campus departments (outlined in C.1. below) will serve as the preferred course of action for disposal.

With approval of the director of accounting and budget or his/her designee, net monies realized from the sale of surplus property will be deposited according to any restrictions of the initial

funding source and will, whenever possible, be deposited to an account from which replacement supplies and equipment may be purchased by departments disposing of items.

PROCESS

The following process pertains to any items with an original purchase price of $5,000 or more. These fixed assets are formally documented through an inventory process (AR 5035-06) and are subject to guidelines for official removal.

Any assets under the $5,000 threshold are still college property and must be removed in accordance with one of the methods outlined in section C. No official notification or documentation (as outlined in sections A and B) is required.

A. Each responsible administrator will declare items surplus by notifying the Facilities administrative office on Asset Disposal forms. The property will be specifically identified or listed by location.
B. The Facilities administrative office will inspect the property within 30 days of receipt of the notification and determine the disposal method. The responsible administrator is encouraged to note a preference for disposition methods on any items.
C. The Facilities administrative office will dispose of the items in one or more of the following ways:
   1. Distribution to Other Campus Departments
      Screen items declared surplus for potential utilization by other campus departments. A list will be circulated periodically of items available for distribution. When items are selected, the requesting individual will initiate an Asset Transfer form.
   2. Sale, Trade, or Donation to Other Public Agencies
      Make direct sales to other political subdivisions at prices set by the director of accounting and budget or his/her designee. Property may be exchanged with or donated to another public agency upon approval by each agency's chief executive officer or designee. Such an exchange shall be documented as public record.
   3. Consignment
      Consign items to auction or to a sales lot. The college will be reimbursed on either a percentage or a flat-fee basis for such consignments.
   4. Oral/Silent Auction or Sale
      Hold campus auctions, oral or silent, or an auction in conjunction with other local public agencies. Such auctions or sales will be advertised in local newspapers, the *Insider,* and the *Commuter*.
   5. Internet-based Auction or Sale
      Hold competitive web auctions or a web-based auction in conjunction with other public agencies. Such auctions or sales will be of sufficient duration to attract a reasonable number of bidders.
   6. Sealed Bids
      Advertise items in local papers, college *Insider*, and the *Commuter* for sale by sealed bid. Minimum prices may be established by director of accounting and budget or his/her designee. If there is no sale at the minimum and the sealed bid process is repeated on the same item, no minimum price will be set on the

subsequent sealed bid. All bids may be rejected if no acceptable bid is received and alternate disposal process selected.

7. Trade In
   When it is prudent to dispose of items by trade in, the purchase order for the replacement item will clearly detail the full price of the replacement item and the allowance value of the item traded in.

Sale or disposal by any means other than those outlined above must be approved by the vice president of finance and operations or his/her designee.

DATE OF LAST REVIEW: 10/31/16; 10/21/2020

- ## Procedures for assessing sufficiency of physical facilities

LBCC strives to create a quality environment for all users of its facilities. We recognize that along with a master plan for its physical development, comes a requirement for strategic maintenance and repair of our facilities as well. LBCC maintains a comprehensive listing of all capital repairs, maintenance and updating for appearance and efficiency for all buildings, systems, ADA, and requested projects for all campuses within the LBCC system. This listing is updated annually with completed projects removed and newer requests or needs added. ADA and safety issues are always a priority, along with regulatory and OSHA requirements as well.

BOARD POLICY SERIES NUMBER: 5045

TITLE: USE OF FACILITIES

PURPOSE
To establish appropriate uses of college facilities.

STATEMENT
It shall be the policy of Linn-Benton Community College to utilize its facilities for college purposes. When facilities are not in use for college-related purposes, the facilities will be made available to the public according to priority and the college's ability to meet the request.

Priority categories of users are as follows:

1. college instructional and Board activities;
2. college meetings and events;
3. nonprofit organizations, meetings, and events; and
4. private organizations, meetings and events.

The college shall maintain an Administrative Rule governing the use of college facilities. The president may deny or limit the use of college facilities, within the applicable federal and state laws, to any individual or group unable, or unwilling, to comply with the Administrative Rule.

- ## Policies and procedures for ensuring accessible, safe, and secure facilities

Accessibility

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 "Americans with Disabilities Act" (ADA) accessibility requirements. In addition to designing and constructing all facilities in compliance with governing code, the college staffs and maintains a [Center for Accessibility Resources](), with several Accommodation Specialists, who act as points 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. In April of 2023 the College completed the renovation of the Calapooia Center building restrooms, making them ADA compliant.

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 clear the intended ADA access routes, 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. Its function is designed to be consistent with college mission and goals, to proactively make every effort to ensure the health and safety of its 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 are responsible for reading and becoming familiar with the Emergency Response Procedures and safety plans published by Safety and Loss Prevention, and to complete safety training commensurate with their respective job duties according to the Safety Training Matrix found on the LBCC website. Staff are also encouraged to receive training and keep updated in

both CPR and First Aid. Building emergency coordinators are trained in basic emergency response and evacuation procedures. Any potential health and/or safety hazards should be reported immediately to the Public Safety Office.

The safety committee was 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 will pursue:

- 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.

Security

The Linn-Benton Community College Public Safety Office exists to provide a safe and secure environment where members of the LBCC community study, work and play. A staff of eleven Public Safety Officers provides 24-hour patrols in and around the campus buildings, allowing for prompt response to requests for assistance ranging from reports of possible criminal activity to vehicle accidents, emergencies, and possible safety hazards. The Public Safety Department 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 the 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.

The Public Safety office monitors and maintains a video surveillance and recording system on all campuses, with emphasis on high traffic and high risk areas in accordance with LBCC's Administrative Rule 5045-07 in order to deter crime and assist Public Safety in protecting the campus community and college property. The College has continued to add security cameras as resources allow.

ADMINISTRATIVE RULE NO: 5045-06

TITLE: DOOR SECURITY SYSTEM

PURPOSE
In order to maintain security and safety for staff, faculty, and students, and to protect college buildings, equipment, and other facilities, all employees will follow the protocols and policies for control of keys and key access cards (also known as "key cards" and "access cards") and have the responsibility to ensure college property and college- controlled property are secure.

STATEMENT

A. AUTHORITY FOR KEY AND KEY ACCESS CARD ISSUANCE
Issuance of keys and access cards **to employees** is based upon work-related need for entry to specific areas of campus. Campus Public Safety is responsible for administration of the key policy and tracking of all keys and key access cards issued.

Facilities is responsible for maintenance of all door hardware, locksmith services, maintaining the overall keying structure of buildings, and providing the Public Safety Office with up-to-date facility key maps.

The Great Grand Master key and key card with "campus master all levels" access will open all locks on all campuses. This access is limited to certain LBCC Incident Command staff and college administrators. The authority for issuance of Great Grand Master keys is from the president or his/her designee.

"D" keys open electrical vaults, mechanical rooms, and such other areas on main campus where access must be strictly limited for health and safety reasons. The "D" function keys are issued under the authority of the vice president of finance & operations or his/her designee to LBCC Maintenance, Information Systems, and Public Safety personnel who have specific needs to use said function key.

"B" master keys open most doors in all main campus buildings, and issuance is limited to personnel with emergency response roles and job responsibilities across campus requiring frequent and extended hours of access. "B" master keys are issued under the authority of the vice president of finance & operations or his/her designee. At the Benton Center, a "C" master, and at the Lebanon Center, an "A" master, are used and authorized in the same manner.

The individual building master keys open most doors in individual buildings. The authority of issuance is from the president, the vice presidents, or the dean/director of the respective employee in consultation with the director of safety & loss prevention.

The Area & Room keys access rooms within individual buildings or entire areas of individual buildings. The authority for issuance is by the division dean or director (or vice president or president in the absence of the respective dean/director) of the respective employee in consultation with the director of safety & loss prevention.

Any open room needs to be under the control of a college employee or designated representative. The employee vacating a room shall ensure the room is locked.

B. KEY/ KEY CARD ISSUANCE PROCESS
Employees who require key or card access to college facilities must complete, or have

the division/department administrative assistant complete, a Key/Access Card Request form indicating the rooms/buildings to which access is required and submit the request to the Public Safety Office or, for access to rooms at the centers, to the Center Coordinator or his/her designee. Public Safety or the Center Coordinator assigns the key and/or key card access according to the request and the role of the individual. The appropriate director, dean, vice president, or president is then provided the form for authorization.

The Public Safety Office/Center Coordinator issues the approved key and/or card access normally within 1-2 business days of receiving the authorization. Upon key/card pick-up, information and identification will be verified and keys/card issued to the person responsible for them. Keys and cards are issued from the Public Safety Office on main campus and can be picked on main campus or may be delivered to the center's key designee.

Keys and key cards generally will not be issued to students or non-employees of the college. Upon the signature of the division dean/director, keys or key card access may be issued to responsible students who are also employees of the college and who, by the employment status, have the normal employer/employee relationship, including liability, workers' compensation and blanket bond insurance coverage. Directors/deans will authorize issuance of keys to student employees only when the requirements of the job regularly necessitate the issuance of keys. Key cards may be issued to students whose program of study requires use of a lab area that is controlled by LBCC's access control system, and is under supervision of an LBCC employee, and when access is necessary during hours the building or room is normally secured.

C. CONTRACTOR ACCESS

Individuals contracted to perform services for LBCC may check out a key for the area to which they need access from the Public Safety Office or the respective center's key designee. However, keys must be returned at the end of each work day or when work is completed, whichever is first. Keys will not be allowed to be retained overnight. Contractors must wear an LBCC identification badge that has been requested and approved by the division/department supervisor for which the contractor is performing work before keys will be issued.

In buildings controlled by access control, a key card request must be submitted with hours and days of access required, as well as specific buildings/rooms. Authority for key card issuance will be by the division dean or department director (or the director of safety & loss prevention in the absence of the respective dean/director).

D. SPACES LEASED TO EXTERNAL AGENCIES

Employees of partner agencies leasing LBCC-owned facilities or spaces will complete a Key/Access Card Request form indicating the rooms/buildings to which access is required and submit the request to the Public Safety Office or, for access to rooms at the centers, to the Center Coordinator or his/her designee. The supervisory authority of the partner agency must approve the requested access as well as the respective LBCC director, dean, or vice president.

When an agency employee is terminated or leaves, the agency supervisor is responsible to collect the employee's key and return it to Public Safety or the respective center's key designee.

E. KEY/KEY CARD RETURN PROCESS
    Keys and key cards will be returned to the Campus Public Safety Office or the outlying center by the person who signed for the keys. A photocopy of the cancelled key/card request form will be given to the key/card holder and should be retained until the next audit as verification of return. Keys/cards no longer in use should be returned promptly.
F. KEY/KEY CARD TRANSFER POLICY
    Keys and key cards shall not be transferred. Key transference from one person to another does not absolve the signed key holder of responsibility. Keys shall be returned to the Campus Public Safety Office (or outlying center designee) and then reissued to the appropriate, approved party using key/card issuance procedures.
G. KEY/KEY CARD HOLDER RESPONSIBILITY
    Lost or misplaced keys and key cards are a serious threat to college security. Persons issued college keys or key cards are responsible to safeguard these against loss or theft. Should loss or theft occur, the incident must be reported to the Public Safety Office (x4440 or cell phone (541) 926-6855) or the respective center's key designee immediately. Keys/key cards loaned to other people are still the responsibility of the signed key/card holder. Any staff person possessing keys that have not been authorized is subject to disciplinary action.

    Managers who approve issuance of keys and/or key cards are responsible for diligent effort to assist in the recovery of those items. Keys reported as lost or stolen, or found to be missing during the key audit, will carry a $50 charge per key, payable to the Business Office. Lost or stolen key card replacements will carry a fee of $10, payable to the Business Office.

H. LOST KEY/KEY CARD RE-ISSUANCE PROCESS
    Before missing keys or key cards are reissued, the designated key/card fee payment must be made to the Business Office. The keys and/or cards shall not be replaced until the Campus Public Safety Office or applicable center key designee receives proof of payment and an approved request form is filled out.
I. BROKEN KEYS/KEY CARD POLICY
    There is no charge for keys that break off in locks or keys/key cards that are, for other reasons, no longer serviceable. The key/card, or some portion thereof, must be brought to the Campus Public Safety Office where it will be identified and exchanged for a new key/card. No new key/card request form is required.
J. KEY/KEY CARD AUDIT
    An inventory of all keys and access cards will be taken annually. Keys and access cards not inventoried will be listed as "lost" keys in the report to the President's Staff and key/card holders will be billed by the Business Office in accordance to the fee stated in this policy
K. LOCKING DEVICES
    No locking devices shall be installed on college doors independent of the college keying system unless previously authorized in writing by the public safety manager and facilities director.
L. BUILDING OPENING AND CLOSURE PROCEDURES
    At main campus: Monday-Friday, except days of college closure, exterior doors will be unlocked by 6am. If there are no scheduled events or classes in the Event Management System (EMS) for the evening and staff are not present in a building, doors will begin to be secured at 5:00pm. If there are events scheduled in EMS or if staff are present in a building, doors will be locked at 9pm.

On weekends and closure days, exterior doors will be unlocked and locked according to events scheduled in the EMS or special requests made via the Public Safety Request form. The public safety officer-on-duty will respond to requests for door unlocks by staff/faculty. Officers will verify the identity and authorization of the person requesting access before opening any door.

At LBCC centers: Unlocking and locking times will follow each center's specific hours of operation and scheduled events.

DATE OF LAST REVIEW: 1/5/17

ADMINISTRATIVE RULE NO: 1015-02

TITLE: REQUESTS FOR DISABILITY RELATED ACCOMMODATION

PURPOSE

To advance the college's strategic goal of equity, to honor the college's value of inclusion, and to comply with the requirements of state and federal law related to reasonable accommodation and access to education and educational materials for persons with disabilities.

STATEMENT
The right to request disability related reasonable accommodation is afforded to all employees and students by the Americans with Disabilities Act (ADA) and related laws. Failure to grant a reasonable accommodation to a qualified employee or student could potentially constitute a form of unlawful discrimination. The college has the right to employ the least expensive/invasive accommodation that allows the student/employee to fully perform/participate. As such, this Administrative Rule is associated with Board Policy 1015 - Nondiscrimination and Non-harassment. In addition, under re-authorization of the ADA and additional technology standards, educational institutions must design accessible materials and services and purchase accessible materials, software programs and videos, including textbooks available in accessible formats, accessible websites, accessible software and learning platforms, and accessible literature, handouts and publications. LBCC commits to making materials accessible from the point of design or purchase.

A. PROCESS - STUDENTS

Requests for accommodation are routinely resolved by the Manager of the Center for Accessibility Resources (CFAR) or designee.

Formal Request

1. Requests are processed in the following manner: CFAR shall publish to the LBCC website clear directions, forms or links for initiating and using accommodations. Students shall follow the published **CFAR process** and participate in the confidential interactive planning process, providing evidence of disability as necessary.
2. If the request for accommodations cannot be resolved through the interactive process, the student may proceed to the informal or formal resolution process for reconsideration.

Resolution Process

1. The student shall make the CFAR Manager aware in writing that the student believes there is a denial of reasonable accommodations, clearly stating:
   a. What disability impact/need is unmet and why, and
   b. One or more accommodations that would adequately meet the student's needs.
   c. The CFAR Manager shall have seven (7) days to resolve the request after notice of denial.
2. After those seven (7) days, the student may present the same written request or expanded request to the Dean of Students. It may be resolved at this level, or the student and Dean may agree that the request should be presented to the Disability, ADA, and Equity Compliance Committee for review.
   a. When the request is forwarded to the ADA Committee, it will be forwarded by the Dean of Students in writing with a copy to each committee member. If the request is to appeal an adverse decision of a prior step, the student may write a supplemental statement.
   b. The student will receive written notification of the ADA Committee's decision and/or recommendations.

B. PROCESS - EMPLOYEES

Informal Request

If an employee requires a workplace adjustment or accommodation that draws on resources and /or decisions within the supervisor's control, an informal request may expedite a solution.

1. The employee may choose to make an oral or written request directly to his/her immediate supervisor for consideration.
2. The supervisor will meet or communicate with the employee and discuss accommodations as appropriate.
3. The supervisor will respond to the request and may seek guidance from CFAR Manager.
4. If the employee's needs are met, the matter is resolved. If the supervisor and the employee are unable to agree to a plan, the employee is directed to the Formal Process below.
5. Supervisor will notify the CFAR Manager when informal requests are agreed upon and implemented.

Internal Formal Request/Appeal Process

CFAR shall publish to the LBCC website clear directions, forms and/or links to a database for initiating and using accommodations. The employee making a formal request shall follow the published CFAR process and participate in the confidential interactive planning process, providing documentation as necessary per statutory allowances.

1. Employees will complete an accommodation request form and direct it to the CFAR Manager, where the interactive process of accommodation planning

begins. If an employee's need is ergonomic only, the employee may complete the request for an ergonomic assessment, which will be carried out timely.
2. If the request cannot be resolved through the interactive process between employee and CFAR, the employee may proceed to one of two resolution processes.
   a. Request reconsideration by the direct Supervisor of the CFAR Manager or the ADA & Equity Compliance Committee.
   b. The Supervisor/Committee may gather information from both the employee and CFAR prior to recommendations. The employee will receive written notification of the recommendations for resolution.
3. Within thirty (30) college business days, employees may appeal a denial of a reasonable accommodation by using the **online formal complaint** process system. The appeal would be heard by the Director of Human Resources or designee. The employee will be notified of the Director's decision in writing within thirty (30) college business days. If the Director requests additional medical documentation as part of the appeal process, timelines may be adjusted accordingly. The Director's determination shall be final.

DATES OF LAST REVIEW: 12/15/09, 10/04/12, 06/04/15; 05/02/19

- Policies/procedures for the use, storage, and disposal of hazardous waste

ADMINISTRATIVE RULE NO: AR 5095-01

TITLE: HAZARDOUS MATERIALS

PURPOSE
To comply with all pertinent regulations concerning workplace safety and hazardous materials exposure, purchase, handling, use, and storage in facilities operated by Linn-Benton Community College.

STATEMENT
Hazardous materials are products, materials, or mixtures that are defined as, could be, or are considered to be, potentially hazardous by local, state, or federal statutory regulatory definition. All personnel who work with materials that are considered potentially hazardous and/or work in areas that have potentially hazardous materials shall be properly trained in prudent handling and use procedures in compliance with pertinent local, state, and federal statutes.

   A. Inventory/Purchase

      1. The purchase of chemicals should not exceed the quantity that will be used in one academic year.

2. Ideally, chemicals chosen for purchase should be used up in the process for which they were purchased or have a college-approved disposal process established for dealing with excess product. College approval may be given only by the LBCC director of safety and loss prevention.

3. All departments will attempt to reduce and/or eliminate their use of hazardous materials and generation of hazardous wastes to the greatest extent practical. Reasons for any chemical not used up by the process for which the chemical was purchased must be documented in accordance with relevant EPA, OSHA, and DEQ regulations. All hazardous wastes shall be handled, stored, and disposed of in accordance with EPA, OSHA, and pertinent Oregon statutes.

4. Safety Data Sheet (SDS) files shall be kept current and available during working hours for every chemical used in each department in accordance with OR-OSHA statutes. SDS files shall be updated at least once per year, as well as SDS sheets added upon purchase of new products throughout the year.

5. Chemicals shall be stored in compliance with OR-OSHA, Oregon fire marshal, and EPA regulations. Chemicals not used within twelve (12) months shall be reviewed for removal from the college. An inventory and location of all hazardous materials stored in each building/program/department will be completed annually in conjunction with updating of SDS files.

6. No chemical or hazardous material will be accepted as a gift or donation by the college without approval of the director of safety and loss prevention. Departments or staff who are interested in accepting chemicals as gifts or donations shall request a review with Safety and Loss Prevention before accepting the item. This includes promotional materials and product samples.

7. Any spill, accident, or release of chemicals on LBCC property shall be reported immediately to Safety and Loss Prevention, Public Safety, and relevant Facilities responders trained in incident response procedures consistent with applicable statutes and guidelines established by the director, safety and loss prevention.

B. Training

1. Hazardous-materials training shall be incorporated into applicable curricula, thereby protecting students from hazard exposure and educating them in proper handling. Training shall include neutralization, detoxification, and/or disposal procedures.

2. Chemical users and persons involved in purchase of chemicals shall fulfill all applicable OSHA and EPA training requirements. LBCC supervisors will be responsible for ensuring that persons in identified job tasks are

trained and remain current in their training. Related employee training records will be maintained by each department/division.

3. LBCC's director of safety and loss prevention, in conjunction with division/department management, will identify each job task by classification and job description along with the required training. Part-time instructors shall be included in training where applicable.

4. LBCC will provide the needed training as required by the job and applicable regulatory requirements. Training that cannot be provided internally will be provided by other sources. Evacuation and emergency procedures will be included in the training. Safety and Loss Prevention will provide assistance in emergency procedure planning and drills as needed by each department. Building administrators will be responsible for implementation of the emergency response plan for their respective buildings in cooperation with Safety and Loss Prevention.

C. Inventory

1. Safety and Loss Prevention will maintain an inventory and filing system documenting the chemical and hazardous-material inventory for all departments, along with a copy of each Safety Data Sheet (SDS) for compliance with all applicable local, state, and federal laws. Each department will be responsible for updating/revising its files with Safety and Loss Prevention no later than November 15 for each academic year. Safety and Loss Prevention will initiate this process by sending copies to departments of present records on file for review in October. These file copies should be returned with any changes by March 1st.

2. Safety and Loss Prevention will be responsible for any official college documentation and correspondence regarding LBCC compliance with applicable hazard/safety/ environmental regulations.

DATE OF LAST REVIEW: 02/02/23

Executive Summary

One modern truth we all have experienced is that technology has changed the very fabric of our society. It has changed the way we interact with each other, changed power dynamics of our global culture (i.e. the democratization of knowledge), changed the way companies, and entire industries are surviving and thriving.

The COVID-19 pandemic has accelerated this change, bringing new ways of work, and requiring new ways to support and reach our students. Higher education today must rise to the challenge of changing demographics, declining enrollment and completion, shrinking budgets, new and changing demands from businesses.

This IT Plan recognizes Linn-Benton Community College's need to establish a strong foundation in which to support not only basic operations, but also innovation and agility. It recognizes that in order to excel and be adept at "digital transformation", we need to create a solid foundation for growth.

Governance

Several governance structures have been created to oversee strategy related to data management and security, technology integration and support, and technology operations. Through governance, LBCC can enable support mechanisms for faculty, staff, and students to ensure effective use of technology.

IT Governance Council: cross-functional group of stakeholders that assists in making decisions and ensuring IT investments and projects align with the college's goals and objects. Stakeholders are responsible for approving and prioritizing IT initiatives across the institution. This group also evaluates the outcomes of IT projects and investments to determine if they have achieved the desired results for the institution.

Associated Systems Steering Committee: cross-functional group of Banner data owners, stewards, and subject matter experts that work collaboratively with the IT Banner team to strategize and prioritize efforts along 4 key areas: 1) Banner availability and maintenance 2) Technical support 3) Regulatory compliance and 4) Project management and support

Academic Technologies Committee: this cross-functional group oversees and guides the integration of technology for teaching and learning. In addition to managing the technology portfolio utilized by faculty, this governance group coordinates faculty training and pedagogical support.

Infrastructure and Networking

LBCC's current focus will be to ensure physical hardware is adequate to support the college's mission and vision. In order to understand and maintain equipment needed, LBCC has decided to engage with the following replacement plan. This plan will also take into consideration future needs, ensuring scalability, reliability, and security.

Type of Hardware	Lifecycle Replacement
Desktops and Laptops	5 years
TVs and conference equipment	5 years
UPS and batteries	5 years
Network printers	5 years
Document cameras	6 years
Projectors	7 years
A/V infrastructure (Extron)	7 years
Cameras / microphones	7 years
Array microphone replacement	7 years
Servers	7 years
Storage Area Network (SAN)	7 years
WiFi Network	7 years
Network switches	8 years
Network firewall	10 years
Multi-function copiers	10 years

Budget and Resource Planning

The budget is based on supporting the technology replacement plan as well as any contractual obligations we may have with service providers. Plans for hardware replacements are allocated within each IS sub-department. Staff salaries and benefits are considered the responsibility of the college, thus are not included in these summaries.

IS Expense Budget Summary	FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28

Acad Tech Svcs (ATS)	$544,750	$481,750	$400,740	$443,750	$462,550
Client Svcs (CS)	$330,632	$284,280	$286,355	$304,658	$307,072
Ent App Svcs (EAS)	$461,673	$448,961	$459,356	$472,942	$489,544
Infra Svcs (IS)	$232,200	$319,500	$332,500	$434,500	$215,000
SUB TOTAL	$1,569,255	$1,534,491	$1,478,951	$1,655,850	$1,474,166
College-wide Software / Applications	$1,578,378	$1,641,513	$1,707,174	$1,775,461	$1,846,479
GRAND TOTAL	$3,147,633	$3,176,004	$3,186,125	$3,431,311	$3,320,645

Compliance and Risk Management

We recognize the critical importance of cybersecurity and are committed to establishing a robust cybersecurity program to protect our institution's sensitive information and infrastructure. We are taking proactive measures to ensure compliance with relevant IT laws, regulations, and standards, while also mitigating cybersecurity risks. Our initiatives include:

1. Partnership with Oregon State University for Cybersecurity Monitoring: To strengthen our cybersecurity capabilities, we have established a strategic partnership with Oregon State University (OSU). This collaboration enables us to leverage OSU's expertise and resources in monitoring and detecting potential cybersecurity threats. Through this partnership, we benefit from advanced threat intelligence, real-time monitoring, and access to OSU's cybersecurity student and academic professionals for incident response support and guidance.

2. Partnership with Cybersecurity and Infrastructure Security Agency (CISA): We have also engaged with CISA to provide cybersecurity monitoring and guidance. Through their cyber hygiene services, we are able to continuously assess the health of our internet-accessible assets by checking for known vulnerabilities, weak configurations, and suboptimal security practices.

3. Cybersecurity Audit by SIG: To assess the effectiveness of our cybersecurity measures and identify areas for improvement, we have engaged SIG Corporation to conduct a comprehensive cybersecurity audit. This audit will evaluate our existing security controls, identify vulnerabilities, and provide recommendations for enhancing our cybersecurity posture. By conducting regular audits, we aim to maintain a proactive approach to cybersecurity and ensure ongoing compliance with industry best practices.

4. Cyber Incident Response Plan: We understand the importance of having a well-defined and tested cyber incident response plan to effectively manage and mitigate the impact of any potential security breaches or incidents. In collaboration with our IT team and

cybersecurity experts, we have developed a draft cyber incident response plan. This plan outlines the steps to be taken in the event of a cyber incident, including the roles and responsibilities of stakeholders, communication protocols, incident containment strategies, and recovery procedures. The plan will be regularly reviewed, refined, and tested to ensure its effectiveness in handling various cybersecurity scenarios.

5. Training and Awareness Programs: We believe that cybersecurity is a shared responsibility, and to foster a culture of cybersecurity awareness, we have implemented training and awareness programs for faculty and staff. These programs aim to educate the community about common cybersecurity threats, best practices for protecting sensitive information, and how to report potential security incidents. By fostering a cybersecurity-conscious environment, we can empower our community members to contribute to the overall security of our institution.

Current IT Structure to Support Operations

Information Systems is structured into four (4) departments that support college operations: 1) Applications 2) Infrastructure 3) Classroom Support 4) Desktop Support.

CLASSIFIED APPRAISAL PROCESS

Who is responsible for conducting the appraisal?

The immediate supervisor is responsible for each classified employee's performance appraisal. The official position description designates the immediate supervisor. The employee and the supervisor should agree on the position's major duties and responsibilities. To maximize the effectiveness of this mutual identification, the supervisor and the employee should discuss and agree on behavioral indicators of performance as well. However, identifying job duties and responsibilities as well as performance indicators is, in the final analysis, a supervisory responsibility.

What is the process?

1. The employee should be encouraged to do a self appraisal utilizing the classified appraisal form. The supervisor completes his/her appraisal independent of the employee's self assessment.

2. At a prearranged time, the employee and supervisor should meet to compare their thoughts and ratings using their draft copies. Both should be prepared with specific concrete examples to substantiate their ratings.

3. The final copy is then completed by the supervisor (see instructions below).

4. Following the review and discussion of the assessment, both the employee and the supervisor should sign the finalized form. The employee should then make a copy for his/her personnel file.

   The employee's signature does not necessarily indicate agreement with the appraisal. It indicates that the appraisal has been discussed with him/her.

5. The employee is encouraged to add any additional comments in the form on an addendum. If an addendum is added, it must be signed, dated, and copies provided to the supervisor and the reviewing authority.

6. The final copy is then routed to the appropriate administrator for review. After signing and dating, the form is then forwarded to Human Resources for review and placement in the employee's personnel file.

How are the new appraisal forms used?

There are three sections to the Classified Staff Performance Appraisal form:

- Section I - Work Habits and Standards

Work habits and standards listed in this section are a number of factors which are important for successful performance in most jobs.

1. Relate each standard to the current job duties as found on the job description. Carefully

review each major job duty and responsibility performed during the period being rated as it pertains to each work habit and standards.

2. If the supervisor would like to include feedback from peers, customers and/or colleagues, they should use Form A: Input from Peers/Colleagues/Customers for Contracted Classified.

3. Indicate the performance level for each factor with a rating of 3 to 1, using the definitions of performance standards below. Make comments regarding specific job performance (positive or needing improvement) in the box below each standard.

4. For a position requiring an extensive training program, consider the employee's relative length of service in making the assessment of past performance.

5. Ratings of "Needs Improvement" should be addressed in Section II with specific examples and concrete objectives for future performance.

Definitions of Appraisal Categories

(3) **Exceeds Expectations** Performs with little or no supervision. Looks for ways to achieve excellence.
(2) **Meets Expectations** Performs consistently well with supervision. Completes assignments and tasks on time.
(1) **Needs Improvement** Requires much supervision. Inconsistent performance.
(NA) **Not Applicable or Observed**

- Section II – Job Strengths/Weaknesses and Goals

This section is provided for comments/explanations by the supervisor. Such comments should accurately describe the employee's strong and weak points. For example, this section may be used as positive reinforcement for the employee's strong points and to identify how weak points can be strengthened.

Indicate in what specific area(s) the employee could gain additional career growth or Professional Development and identify specific goals to be undertaken during the next evaluation period.

- Section III – Overall Assessment

The supervisor summarizes the overall assessment of the employee's performance by checking the appropriate box. If the supervisor's overall appraisal of an employee's performance is "Needs Improvement," a work improvement plan is required.

Performance Review Do's and Don'ts

1. **DO be intentional about creating an honest <u>two-way</u> dialogue**
   The most common mistake that managers make in performance review is to create or allow a one-way dialogue. Even the most observant and intuitive manager cannot know everything that is going on with their employee. Likewise, if the employee does all the talking, the manager can be shut out of giving important developmental guidance. Only with a foundation of trust and honest two-way communication can real performance development take place. Anything else is lop-sided communication that at best is a waste of time, and at worst leads to a diminished relationship and diminished results.

2. **DON'T fall prey to 'halo effect'**
   Managers sometimes allow a single characteristic to influence their ratings of other unrelated factors. For example, an employee is willing and capable of taking on any project. That outstanding trait can cause the supervisor to ignore a worker's shortcomings. It just feels wrong to give Joyce a 3 on initiative and a 2 on everything else. But it may be accurate.
   <u>Advice:</u> Eliminate the halo effect by considering each review element independently.

3. **DON'T be overly lenient**
   Managers often either feel uneasy about criticizing employees' efforts or may allow emotion to cloud their judgment of their long-term employees. Leniency hurts company performance because it fails to flag weaknesses. Plus, in court, employees fired for poor performance will point to positive reviews as proof of discrimination.

4. **DON'T be overly harsh**
   Overly harsh assessments are demoralizing for workers who make relatively consistent positive contributions. The antithesis of the halo effect… this tendency to over focus on the rare mistake can result in resentment and diminished motivation.

5. **DO go high and low**
   "Central tendency assessment" occurs when a supervisor gives all workers average ratings. This attitude can depress employee morale and indicate that the supervisor isn't doing his or her job.
   Advice: Keep detailed employee logs and record instances of superior <u>and</u> inferior performance.

6. **DO focus on pros and cons**
   Many managers give little credit to excellent work and focus almost exclusively on weaknesses and "needs improvement" areas. Review forms are famous for encouraging this type of behavior. Give equal time to each aspect of the performance review, regardless of the assessment. Don't nitpick or try to find something wrong where no problems exist.

7. **DON'T compare workers**

   There's no need to discuss how other workers achieve their goals. This allows the discussion to shift away from the core issue: his or her work. Drawing comparisons among workers only builds resentment. Assume that all your employees are capable of superior performance and talk only about ways to enhance their efforts.

8. **DO stay on track**

   Because reviews are stressful, it's human nature to want to talk about anything except the subject at hand. But it's important not to let the discussion get sidetracked. Have scheduled, uninterrupted time and a written agenda prepared that you can refer to frequently. You're there for only one reason. Stick to it.

9. **DON'T contradict yourself**

   One of the most damaging mistakes you can make during a review is to send the employee mixed messages. Know what you want to say, put it on paper and talk it through in advance so that you can catch any errors in your logic. Contradictory messages erode your credibility and do nothing to improve the employee's performance

LINN-BENTON COMMUNITY COLLEGE
CLASSIFIED STAFF PERFORMANCE REVIEW

Name: _____

ID#: _____

Title: _____

Department: _____

Employee Status: ☐ Trial Service

☐ Regular

☐ Temporary

Date completed form is due in Human Resources: _____

GENERAL INSTRUCTIONS: This appraisal is based on the employee's job duties and responsibilities and the Colleges standards for the work performed. If additional pages are necessary, the employee and supervisor must initial each page.

SECTION I: WORK HABITS AND STANDARDS

(3)	**Exceeds Expectations**	Performs with little or no supervision. Looks for ways to achieve excellence.
(2)	**Meets Expectations**	Performs consistently well with supervision. Completes assignments and tasks on time.
(1)	**Needs Improvement**	Requires much supervision. Inconsistent performance.
(N/A)	**Not Applicable or Observed**	

Please use the codes above for your responses to rate the employee's performance. Relate each standard to the current job duties as found on the attached job description. Make comments regarding job performance (positive or needing improvement) in the box below each standard.

STANDARD	SCORE 3 - 1
1. Initiative/Self Motivation – Assesses what needs to be done to accomplish job responsibilities, and with a minimum of supervision, takes appropriate action to complete assigned tasks.	
2. Adaptability/Flexibility – Responds to changing conditions and requirements in a positive and constructive manner.	
3. Judgment/Professional Behavior – Makes sound decisions and bases actions on fact rather than emotion.	

4. Confidentiality – Keeps in confidence information encountered in the working environment.	

5. Interpersonal Relationships/Teamwork – Demonstrates what to do and/or say to keep good relations with others and a willingness to work within a group approach to achieve an efficient operation; responds in a positive and constructive manner.	

6. Completes Assigned Work Accurately – Accomplishes tasks accurately, neatly, thoroughly, and efficiently; completes work in allocated time under normal circumstances.	

7. Attendance & Punctuality – Complies with absence, tardiness, break and attendance rules.	

8. College Procedures – Follows applicable Board policies, appropriate use of technology and other regulations. Follows safety regulations.	

9. Communication
    a.   Writes in an effective manner.
    b.   Speaks in an effective manner.
    c. Actively listens in an effective manner.	

SECTION II

Comments concerning job strengths and/or weaknesses relating to the specific performance of job duties as outlined on attached job description.

In what specific area(s) could the employee gain additional career growth or professional development? Identify specific goals to be undertaking during the next evaluation period.

SECTION III

Supervisor's overall evaluation of employee's performance:

☐ Exceeds Expectations   ☐ Meets Expectations   ☐ Needs Improvement

This is to certify that this appraisal has been discussed with me. I understand that my signature does not necessarily indicate agreement and I can attach an addendum to this evaluation.

I have reviewed my job description with my supervisor and I know what responsibilities I will be appraised on at my next anniversary appraisal.

Employee Signature: _____ Date: _____

Immediate Supervisor Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Human Resources Signature: _____ Date: _____

☐ Original job description attached with no changes.

☐ Revised job description attached with changes indicated

LINN-BENTON COMMUNITY COLLEGE
PERFORMANCE REVIEW FOR TRIAL SERVICE EMPLOYEES

This form is **<u>ONLY</u>** to be used three months after date of employment. A more detailed Classified Staff Performance Review form is used for six months, yearly, and all other reviews.

Employee Name:

LBCC ID #:

Department:

1. **Employee understands job duties:**   YES   NO
   Specific Strengths:

2. **Employee is meeting department job standards:**   YES   NO

3. **Employee is progressing on schedule at this point:** YES   NO
   If not, explain:

4. **Supervisor and employee have discussed job problems, if any, and specific plans for improvement include:**

_____   _____
 Supervisor Signature   **Date**

_____   _____
 Employee Signature   **Date**

⬧ **Return to Human Resources, CC-108.**
or email to employ@linnbenton.edu

INPUT FROM PEERS / COLLEAGUES / CUSTOMERS
FOR
CONTRACTED CLASSIFIED

FORM A

Appraisal of: Your name:

(3)   **Exceeds Expectations**   Performs with little or no supervision. Looks for ways to achieve excellence.

(2)   **Meets Expectations**   Performs consistently well with supervision. Completes assignments and tasks on time.

(1)   **Needs Improvement**   Requires much supervision. Inconsistent performance.

(NA)   **Not Applicable or Observed**

Please use the codes above for your responses.

SCORE 3 - 1

1. Initiative / Self Motivation - Assesses what needs to be done to accomplish job responsibilities, and with a minimum of supervision, takes appropriate action to complete assigned tasks.

2. Adaptability / Flexibility - Responds to changing conditions and requirements in a positive and constructive manner.

3. Judgment / Professional Behavior - Makes sound decisions and bases actions on fact rather than emotion.

4. Confidentiality - Keeps in confidence information encountered in the working environment.

5. Interpersonal Relationships / Teamwork - Demonstrates what to do and/or say to keep good relations with others and a willingness to work within a group approach to achieve an efficient operation; responds in a positive and constructive manner.

6. Completes Assigned Work Accurately - Accomplishes tasks accurately, neatly, thoroughly, and efficiently; completes work in allocated time under normal circumstances.

7. Attendance & Punctuality - Complies with absence, tardiness, break and attendance rules.

8. College Procedures - Follows applicable Board Policies, appropriate use of technology and other regulations. Follows safety regulations.

9. Communication
    a. Writes in an effective manner.

    b. Speaks in an effective manner.

    c. Actively listens in an effective manner.

Comments:

Management/Exempt and Confidential Staff

Performance Review Process

Philosophy and Purpose

The Management/Exempt and Confidential performance review is focused on two primary goals:

1. Personal professional growth and development for the reviewee, and

2. Intentional goal setting/action planning in alignment with the college's strategic goals and objectives.

    Note: Except to the extent that coaching or discipline shared within the review period is reflected, performance review is not a replacement for or a component of the performance management or disciplinary continuum as expressed in Board Policy 6040.

Components:

The review/goal setting and action plan process has only three (3) components:

1. A narrative performance self-review document to be completed by the reviewee.

2. A brief narrative summary performance review document to be completed by the reviewer, to cover the reporting period, highlighting strengths, accomplishments (including the successful completion of stated goals), opportunities for improvement, etc.

3. Goal setting and action plan documents to be completed for each of the reviewed employees' major goal areas. There is no prescribed number of goals to document here. This is to be determined collaboratively between the reviewer and the reviewed.

Frequency Schedule:

This process calls for annual reviews for all management/exempt and confidential employees regardless of their time of service.

The annual review schedule encourages more frequent and ongoing communication between manager and their direct report relative to overall performance and progress on annual goals. While the annual review is clearly not intended to be the only time that managers and their supervisor check-in with their staff to assess the state of work and progress on goals, it is

intended to keep both parties more frequently focused on collaborative work in sync with our mission, core themes and strategic goals.

Steps of Review Administration:

1. Review forms and goal setting/action plan forms are available online. Human Resources will send out a reminder in the spring that completed reviews are due to be received in Human Resources no later than July 31st of the current year.

2. At or about the time of this initial notice, the reviewer should ask the reviewee to complete and return the self-review form, and begin to gather other review data.

    *Note: Helpful forms, such as the **Administrative Traits and Tally Forms** are available on the* [HR Website](#) *for any manager who chooses to employ them as part of their information gathering process. These forms, however, are not a required component of the review process.*

3. Once the self-review is received and other data gathered, the reviewer can draft the narrative review document, and schedule the review meeting.

4. Conduct the review meeting, finalize the draft review document collaboratively and return the completed form to Human Resources for retention in the personnel file.

    Note: During this review meeting, you should begin a dialog about the goal setting and action planning process to follow.

5. Human Resources will send email notices to all managers at the beginning of August, reminding them that goal setting and action plan documents for the coming academic year (created in conjunction with and after the review interview), are due to be completed and sent to the appropriate vice president for review by September 1st.

6. Collaborate with the reviewee to complete goal setting and action planning forms. Managers and their direct reports should meet at regular intervals (at least quarterly) to check-in on progress toward goals. Goal setting and action plan forms are not submitted to HR, but retained by the reviewer and reviewee as reminder of their work over the course of the coming year.

    Note: Performance reviews may be conducted outside of the prescribed schedule/timelines described in this document if, in the opinion of the supervisor, the circumstances warrant that such action be taken for the good of the employee or the college.

Records Retention

1. Human Resources will retain only the narrative performance review document in the employee personnel file.

2. Annual goal setting and action plan documents will be retained by the reviewer and the reviewed, and forwarded for review by the applicable Vice-President or President.

Linn-Benton Community College
Management / Confidential Staff
Performance Review

_____   _____
      Reviewed Employee Name   Position Title

_____   _____ to _____
        Reviewer's Name   Review Period

_____
       Review Discussion Date

Dear (Reviewed Employee):

To review this past year, I would like to offer a short narrative, to include a brief recap of both your work, and the progress/performance of your work group. It is my hope that this feedback, together with the dialogue that will ensue, will lay the foundation through which our work together will continue to be both effective and enjoyable. (Example-Personalize)

Summary Performance Review
(Include a brief narrative to include both positive feedback and feedback on "opportunities for improvement," with specific examples to support each. Review performance related to annual goals, as well as both personal performance / behavior items and items associated with the performance of the work group that the employee leads/serves within.)

Direction(s) for this coming year.
(Set a "big picture," leadership direction for items to focus on in coming year(s). In the employee's Goal Setting and Action Plan document (below), you will collaborate with the employee to develop a responsible approach to achieving these goals. Think of this statement as the "why" behind the "what" and the "How" that will be articulated in the goal setting process)

Annual Goal Setting & Action Plan
On the date indicated below, we will get back together to collaborate on producing your goal setting and action plan. This plan will work to achieve two main purposes: 1) to advance your personal professional development, and 2) to assist in focusing our work group's efforts, assuring alignment with the College's mission, core themes and strategic goals.

At that same time we can also look together at your position description to assure that it is an accurate representation of your duties, moving forward. When completed, both products will be attached to this summary and retained in the record.

_____

GSAP date

In closing, I just want to thank you for your service, and for the spirit in which you deliver it. (Example-Personalize)

Sincerely,

_____
(Reviewer's Printed Name)
(Reviewer's Position Title)
Linn-Benton Community College

Acknowledgement of Receipt: By signing below, I acknowledge receipt of the review document. I have also been apprised of my right to attach my own comments, if I so choose.

_____   _____
Employee Signature   Date

Program	Tier	Notes from 7/21
Accounting Clerk, One-Year Certificate	3	
Accounting Technology, Associate of Applied Science	1	Want to offer 2 cohorts, one online. Online program has lots of competition, and don't want online to take from in-person, accounting lab is selling point
Agricultural Sciences emphasis, Associate of Science	3	All ag and animal science rely on each other, share faculty, Ag Center is coming, looking at Vet Tech as cost recovery as AAS (would have accreditation similar to health programs)
Agriculture Business Management emphasis, Associate of Science	5	
Animal Science emphasis, Associate of Science	1	
Animal Technology, Associate of Applied Science	5	
Animal Technology: Horse Management, Associate of Applied Science	3	
Anthropology emphasis, Associate of Science	2	Good as is
Art Emphasis, Associate of Science Degree	1	Need additional funding for running galleries/studio upgrades, working on EDI/social justice in their courses. Operation of galleries is too much demand on faculty, could it be an IA position or community ed position?
Automotive Maintenance & Light Repair (MLR), One Year Certificate	4	
Automotive Technology, Associate of Applied Science	1	Not as healthy as would like, but always will have students. Dependent on grant to move to/add electric courses, will need another faculty and classified (to float between HD and auto).
Biological Sciences emphasis, Associate of Science	1	Increase offerings at Chinook Hall. Look at A&P as co-req. Can we cut the Bio 10X, is it required by a program? This might help with student confusion.
Business Administration emphasis, Associate of Science	1	Want more classes at Corvallis Campus, work on how we advise Business DPP students. Testing facilities are requested.
Chemistry emphasis, Associate of Science	3	Need lab equipment updated. Why 107 credits? (Chem 150 prereq) Could this be a co-req instead? Do we need Organic Chemistry? Yes, the students can take it and take a class, then they get the 300 level credit, and lately all the students have passed.
Early Childhood Education, Associate of Applied Science		There is money coming for better pay in this career, and high need. Prior learning for ORA courses - would help move students through quickly, they all had to do the ORA courses.
Early Childhood Education, One-Year Certificate		
Childhood Care and Education, Certificate	4	
CNC Machinist Certificate	5	
Coding Reimbursement Specialist, One-Year Certificate	2	Internal updates (either 100% online or evening, or more online that can be done in evening)
Communication emphasis, Associate of Science	2	Good as is, want a recording area/active learning. Looking at combining with journalism and visual communication. What is our new media core? Is it gaming like OSU, is it podcasts, influencing, social media, or something else? Major Bacc Core changes coming regarding public speaking.
Computed Tomography Certificate		
Computer Science: Applied Computer Science option, Associate of Scie	1	Only need 5 FT faculty(currently have 6), need to replace networking equipment, tried for Perkins money but will need HERF funds if not, faculty want more embedded tutors. Can CS 120 be eliminated?? Some programs use it to meet their credits, would need to add a different class if cut. Find students think they know how to do it, but really they don't. Could CS 120 become a coreq on certain courses? What if moved to non-credit? Then it costs the students less, opens up FA for other classes, doesn't affect GPA. **Can we do placement for digital literacy?** Could Norah or Sisi create a rubric/test/etc. Look at programs that require CS 120.
Computer Science: Computer Systems option, Associate of Science	3	
Construction and Forestry Equipment Technology, Associate of Applied	5	Don't publicly advertise because need sponsorship to enter program (this may not be true)
Criminal Justice, Associate of Applied Science	3	Program needs revision, transfer is to WOU and they have moved to broader field of criminal justice/social justice, move into Social Sciences department. No classes cross over and can be used in other places, which also leads to low enrollment. Jobs don't require the degree, our employers don't care if our students have any of these courses, they teach it all online. They need the training in writing instead. Do we shift to a transfer track instead? Charles Madriaga felt math was a stumbling block.
Culinary Arts, Associate of Applied Science	1	Good as is
Dental Assistant One-Year Certificate	1	Need updated equipment. Want to offer didactic 100% online and offer evening labs. Develop hygiene program (it is a 2 year degree), would need 200-300,000 to offer.
Diagnostic Imaging, Associate of Applied Science	1	Want to increase students and modalities (need to offer ultrasound, CT, MRI, mammography) all of these would be increase costs for employment. Need dedicated program support classified (1.0 FTE)
Digital Imaging and Prepress Technology, One-Year Certificate	5	Part of Vis Comm, it is the first year, students are encouraged to do AAS, which is why there are so few in cert.
Economics emphasis, Associate of Science	3	Good as is, runs as part of business program
Electrician Apprenticeship Technologies, Associate of Applied Science	4	
Electrician Apprenticeship Technologies, One-Year Certificate	4	
Engineering emphasis, Associate of Science	1	Can't get anything with Engineering AS, haven't asked for things that make us competitive like equipment, want to increase project based learning.
English emphasis, Associate of Science	2	Want to add creative writing emphasis, already have most if not all of the classes. Need to be clear about positions tied to this degree, want increased presence at Corvallis Campus
Environmental Sciences emphasis, Associate of Science	3	Deron is looking at Climate Science classes/programs, would students understand the difference?
Equine Science emphasis, Associate of Science	5	
Exercise and Sport Science emphasis, Associate of Science	1	
Fisheries and Wildlife emphasis, Associate of Science	5	
Food and Fermentation Science emphasis, Associate of Science	5	All courses in other areas, no "new" class to offer this program
General Science emphasis, Associate of Science	3	
Geology emphasis, Associate of Science	5	
Health Management and Policy emphasis, Associate of Science	5	Interest in developing courses/certificate for Community Health Worker. OSU is also having declining numbers. Even if OSU takes away PE 231, will it be required by the Exercise and Sport Science and HHP classes? Would be able to offer far less options, which could probably allow a faculty to be reduced. Hard department because some of the faculty are trained for exercise/PE and some are focused on public health. Move exercise into science, and public health into health?
Health Promotion and Behavior emphasis, Associate of Science	4	
Heavy Equipment/Diesel Technology, Associate of Applied Science	2	Connected to big trucks, can we combine with Construction and Forestry (4 faculty between the two programs, but same/similar curriculum) May be slight cost savings because a faculty could teach the lecture for more students and keep lab smaller.
History emphasis, Associate of Science	2	Combine with education department (students in history go on to teach history), would lower cost in department chair. Combine History and Education now, later add English? (most English and History are going on to teach). Looking at Applied History (non-teaching careers)
Human Development and Family Sciences: Human Services option, Ass	2	Looking at Qualified Mental Health Assistant pathway (Psy or HDFS) and Behavioral Therapy. This would also partner well with Katie's new program. Also work with Trillium, the pathways are not medical, they are human services.

Program	Score	Notes
Human Development and Family Sciences: Child Development option, A	5	
Industrial and Building Mechanic, One-Year Certificate	5	
Industrial Mechanics and Maintenance Technology Apprenticeship, Asso	4	
Industrial Mechanics and Maintenance Technology Apprenticeship, One-	5	
Industrial Pipe Trades; Fitting and Welding, Associate of Applied Scienc	4	Good as is
Industrial Pipe Trades; Fitting and Welding, One-Year Certificate	3	
Journalism and Mass Communication emphasis, Associate of Science	5	Looking at renaming courses to align with OSU courses, proposing combine with Comm and focus on new media. Is the Commuter reaching people outside of faculty and staff?
Juvenile Corrections, One-Year Certificate	5	
Liberal Studies, Associate of Science Degree	2	Such a broad degree, not helpful, OSU uses it as a sandbox to develop new major.
Liberal Studies: Pre-Elementary Education option, Associate of Science	4	
Limited Electrician Apprenticeship Technologies Certificate	4	
Machine Tool Technology, Associate of Applied Science	4	There are a lot of jobs, but doesn't require degree, but training is needed for 2 years. (No competitive job with degree)Does the degree pay off later, or is it "better' in the students' eyes to just get the training on the job? Degree doesn't allow them to move up in job. Would it help them to offer a weekend or evening cohort?
Machine Tool Technology One-Year Certificate	4	
Mathematics emphasis, Associate of Science	4	Transfer Council changes coming, need to internally adjust courses to meet transfer needs. MTH 105 coreq, need to do it in 111 (all colleges and universities have made significant strides in completion when offer both coreqs). Could placement test be for what you get out of instead - you are in the co-req unless you can test out?
Mechatronics/Industrial Automation Technology, Associate of Applied S	2	Could they fit more students if hire another faculty? Yes, could allow them to do more open labs and serve more students, could also allow for more evening classes that open possibilites for adults. Faculty are at 22 credits overload between the 3 of them. Students want a shorter pathway (2-3 terms), can we package it in a one year certificate? Look at which courses are not being completed, they could come back and take them once in the industry (at night courses?)
Medical Assisting One Year Certificate		Internal curriculum updates. Want to run second cohort in the evening (would need 1 additional faculty) (Can we try WWB funding to add a faculty and run evening cohort?)
Merchandising Management emphasis, Associate of Science	3	
Music emphasis, Associate of Science	3	Need space for practice rooms (have funding), Music Production program has been created. May want to combine with Art (Fine and Performing Arts department) Finishing NASM accreditation (gives us prestige and better options for students)
Network and Systems Administration, Associate of Applied Science	2	
Nondestructive Testing (NDT) and Evaluation, Associate of Applied Scien	3	Would love to expand to evening classes (space needs also require night classes), but need another faculty (Scott and Zak want to do this) Room for growth in the industry.
Nursing, Associate of Applied Science	1	In house changes/updates only. Working on Bacclaureate (RN to BSN), need 1-2 more FT faculty - would be cost recovery option. Could we move all nursing faculty to top of the salary scale, and add 16 more students? Would make money after year 2. But also need clinical sites to do this. (Can do clinicals with bachelors, but must be Master's prepared to teach lecture)
Nutrition and Food Service Systems emphasis, Associate of Science	3	
Occupational Therapy Assistant, Associate of Applied Science	2	Fighting for clinical sites, likely the entry level for OTA will become bachelor's degree (in legislature right now). We can either partner as transfer degree or develop own bachelor's degree. It would be better for us to have bachelor's ourself.
Phlebotomy Certificate	2	Updates, about $5000
Physics emphasis, Associate of Science	4	Why 106 credits? No pre-req besides math
Political Science emphasis, Associate of Science	3	No faculty devoted to this area, and only 3 students, reduce the program? Open either to reduce or keep
Practical Business Management, Associate of Applied Science	1	
Psychology emphasis, Associate of Science	1	Working on qualified mental health, can get entry level, helps them get experience as they work on bachelors.
Religious Studies emphasis, Associate of Science		There is a cost, though minimal, but no students and transfer isn't clear. Reduce the program.
Sleep Technology Certificate	4	Haven't been able to run, not enough students. Recommend we eliminate or suspend (but then would have to go through re-accreditation for it) All agree, suspend
Sociology emphasis, Associate of Science	2	Good as is
Surgical Technologist Certificate	4	Will be required to be 2 year degree, will need additional faculty by fall 2023, current cohort is 18 but got approval to go up to 30, run 2 cohorts each year (have 60 applicants, not sure if this is because it is the last year as a 1 year or because of demand)
Systems Administration Certificate	5	
Visual Communication, Associate of Applied Science	2	Good as is, want to add more photography classes and audio/studio recording space
Welding and Fabrication Technology, Associate of Applied Science	2	Good as is
Welding and Fabrication Technology, One-Year Certificate	3	
World Languages emphasis, Associate of Science	4	Need is declining, they were looking at offering more specific classes (like Spanish in medical fields)
Psilocybin		New Short Term Training program idea, how to admininister (it is a law, need training)
Career and Community Studies		New program idea, support agencies are asking for college program for students with intellectual disabilities. Looking at it as 1 year certificate that flows into AGS or AAOT. Focuses on academic development, professional skills, social development, career development. Need to figure out how big the population is. Would likely be 1.0 classified and a couple of PT faculty.
Architectual Engineering (CADD)		1 year cert, focused on what pertains to them
Mechanical Rapid Prototyping (CADD)		1 year cert, focused. Students could do both certificates to get 2 year degree. Can get job with certificates. Includes art and software useage. 1 faculty and 1 classified allows us to offer both certificates, but could run both with PT faculty. Could it be cost recovery?
General ideas		Turnover of PT faculty, can we do temp 1 year lectureship for PT faculty in areas like English and Comm. Lane does something called Teach Only positions, compensated at .85 of salary - but then they take on extra work because they want to stay on as FT
General ideas		Do we pick two nights and run all the evening classes (ie Tuesday/Thursday) and concentrate all the classes, so it brings excitement and then we have the right support.
Education		Want a hub for all education programs in MKH, we are doing Grow Your Own already, put everything together as "LBCC teachers college." Have worked closely on making classes work well in major (ed class counts as DPD) Need dedicated advisor. Collaborate more with Family Connections/Parenting Ed?
General ideas		Do we run some general AAS, and we flex it to be what the area needs (ie for a few years, a Manufacturing AS focuses on Machine Tool, then shift to another focus as need shifts)? How do we use our departments in a broader way, meet community needs?

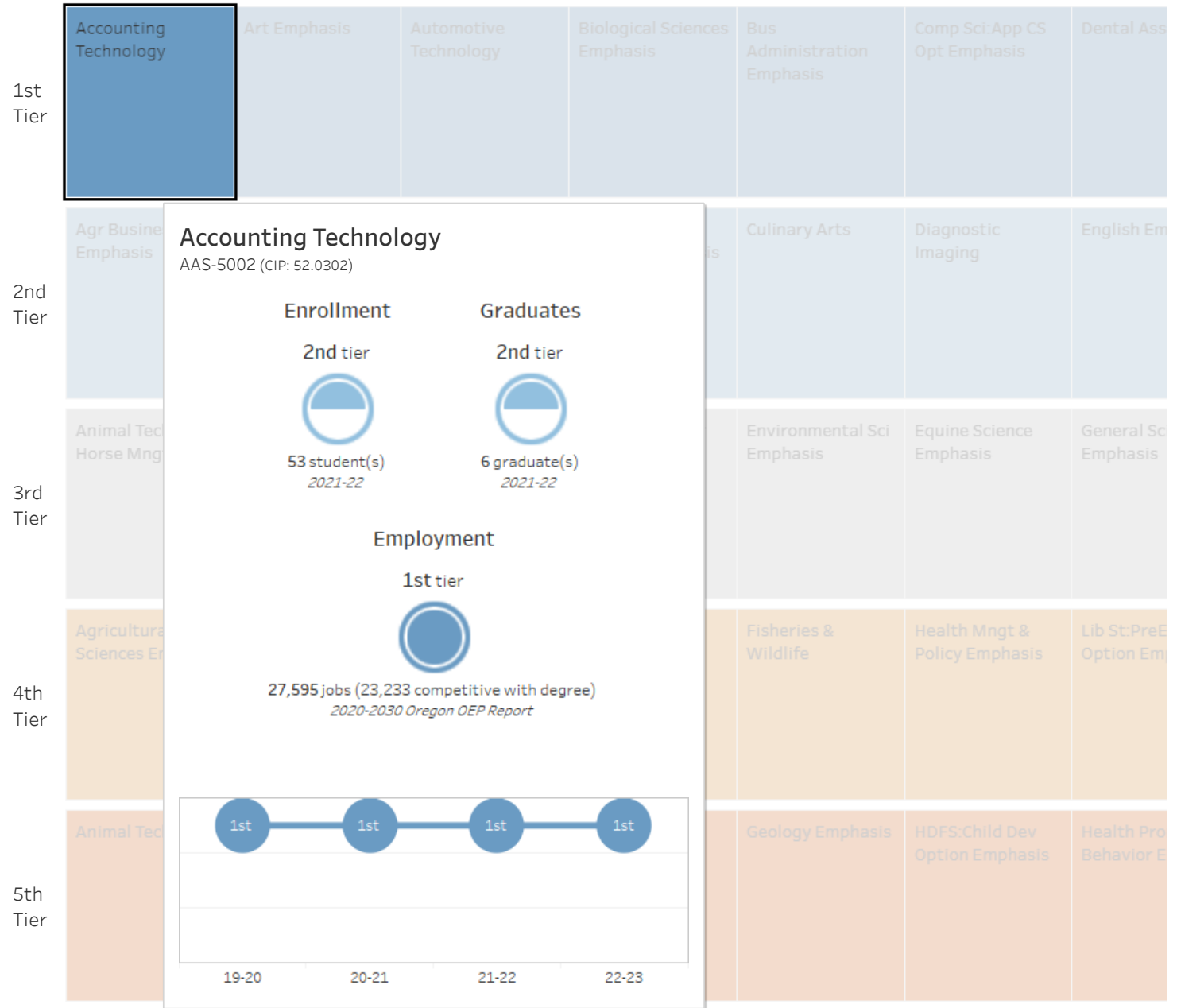| Program	Draft Plan - for Discussion	NOTES/PLAN from August 8th Discussion
Accounting Clerk, One-Year Certificate		
Accounting Technology, Associate of Applied Science	Create a completely asynchronous cohort; create a plan for the acct lab to keep it as a selling point but to make it optional; need budget and timeline for beginning of program.	Continue to meet with Online Task Force/ Mike Randolph to launch 2023. Present to Instructional Standards. Need Budget and Timeline to Ann (by Oct 2022).
Agricultural Sciences emphasis, Associate of Science	Outline the potential increased amount of students in the Ag and Animal Science programs once the Ag Center is built. Select a target date for the beginning of Vet Tech and any upfront costs, such as the director, that need to be general fund. Date for beginning?	Ideal - Fall of 2024, building is ready to use. Fall 2024 - start Vet Tech, so put in budget to hire director Fall 2023
Agriculture Business Management emphasis, Associate of	see above	
Animal Science emphasis, Associate of Science	see above	
Animal Technology, Associate of Applied Science	see above	
Animal Technology: Horse Management, Associate of Appl	See above	
Art Emphasis, Associate of Science Degree	Add a half-time classified position to run the galleries (add the cost for this); no change in program	(1 position) IA that is in charge of all art across all campuses. Meg to put in Budget Request; add Co-curricular $$ in the budget request
Automotive Maintenance & Light Repair (MLR), One Year C	Does this fall under Automotive Tech AAS? Does this have an additional cost to have a one year cert?	
Automotive Technology, Associate of Applied Science	Create an electric vehicle program - can it be a one year cert? Need budget (increase in staffing and materials) and timeline?	Fall of 2024 to start cohort. (Grant helps pay for equipment, and if receive, would apply for next round that would provide more money for equipment) Could have the staff and equipment to start the Fall 2024 if get grant.
Biological Sciences emphasis, Associate of Science	Reduce # of credits in Biology AS degree; cut Bio10X? Research using BI 112 as a coreq for A&P; - what would the credit savings be for these changes? Add increasing Bio course offerings at the Benton Centers, and would this take more budget?	Work with faculty to create 90 credit core, and then an "expansion pack" of additional credits they can take at LBCC before moving to OSU.
Chemistry emphasis, Associate of Science	Eliminate Chem 150 as a prereq (or add as coreq but both should be researched); what is the budget for an updated chem lab?	Expansion pack, have conversations on prereq
CNC Machinist Certificate	Unclear if we have this cert? If so, what program should it be aligned with? Aligned with Machine Tool	
Coding Reimbursement Specialist, One-Year Certificate	Can job market support an additional cohort that is fully online-asynchronous? If not, create a hybrid program.	Fall 2023 for online cohort, if job market shows demand.
Communication emphasis, Associate of Science	Add a recording area and could it be combined with Music's recording needs? Combine Comm, Journalism, and VisCom; Draft plan needed along with budget and timeline.	
Computer Science: Applied Computer Science option, Ass	Eliminate teaching CS 120; need a plan for reaching out to all programs and discuss alternatives; Reduce one faculty position in this department beginning in 2023.	Reach out to program for actual skill set needs
Computer Science: Computer Systems option, Associate of Science		
Construction and Forestry Equipment Technology, Associa	Work on advertising is needed; what would it take to get the word out that we have this program?	Sponsorships have to show distinction, Meeting with Leslie, Steve, Ann, Barry, Gar, Pape, etc
Criminal Justice, Associate of Applied Science	Eliminate the AAS in Criminal Justice. Explore the field of criminal/social justice; move this area into the Social Science Department; what would staffing and budget impact be?	Meg will continue conversations; are a large number of majors than we thought (combined AS and AAOT = around 70)
Dental Assistant One-Year Certificate	List the equipment updates needed - list in priority order and include costs	
Diagnostic Imaging, Associate of Applied Science	No program changes and no additional modalities due to budget constraints; no additional support staff	Try to move support work to Bev, look at modalities (prioritize) in Fall 2024
Digital Imaging and Prepress Technology, One-Year Certific	Eliminate this certificate unless strong job market for students after only one year cert.	Meg--discuss an Adobe credential w Lewis instead of this cert./ rebrand?
Engineering emphasis, Associate of Science	Share IA 237 with CADD. Can credits be eliminated?	Will offer current classes at Corvallis Campus, if does well, look at expanding
English emphasis, Associate of Science	Add a creative writing emphasis IF we do not have to add classes; add/move sections to Corvallis Campus	Working on program outline, will be ready for Fall 2023
Environmental Sciences emphasis, Associate of Science	More research with Climate Science program needed	
General Science emphasis, Associate of Science	Highly encourage we only use this degree when desperate	Pharmacy students
Geology emphasis, Associate of Science	Should this be eliminated?	Further discussion needed
Health Management and Policy emphasis, Associate of Sci	Reduce one faculty position when PE 231 is not longer needed at OSU (wait for an open position). Move Public Health to ASSH (Social Services) and exercise into SEM; Eliminate HHP- move done by 2024? Discuss where Athletics should go	More thought needed
Heavy Equipment/Diesel Technology, Associate of Applied	Combine heavy equipment/diesel and Forestry/Construction	
History emphasis, Associate of Science	Ann wonders about confusion with combining history and ed??	Further discussion
Human Development and Family Sciences: Human Service	Research creating a qualified mental health assistant program and a behavior therapy program to be housed in ASSH	Hiring someone, then conversations for 2024
Human Development and Family Sciences: Child Developm	Eliminate?	For students going to OSU instead of Early Childhood going to WOU
Industrial and Building Mechanic, One-Year Certificate	Eliminate? (Do students go to work after this?)	Will verify with Ken, likely eliminate
Industrial Pipe Trades; Fitting and Welding, One-Year Certif	Do students go to work after this cert?	Yes. This is an add on
Journalism and Mass Communication emphasis, Associate	Combine as stated earlier; align with OSU courses(focus on new media)	Meg--have conversation with faculty; move Rob from English to Comm; consider role of Vis Com?
Juvenile Corrections, One-Year Certificate	eliminate	Eliminate
Liberal Studies, Associate of Science Degree	revamp	Needs good advising
Liberal Studies: Pre-Elementary Education option, Associat	Eliminate? (Do students go to work after this?)	Discuss with Kanoe, does this overlap with HDFS Child Development
Machine Tool Technology, Associate of Applied Science	Can this be eliminated and instead have just a one year cert? Or have 2 one year certs?	Want to re-evaluate after this year, pilot open-lab
Machine Tool Technology One-Year Certificate		
Mathematics emphasis, Associate of Science	Co-req model needed for all math pathways	
Mechatronics/Industrial Automation Technology, Associate	Eliminate the AAS and offer a one year certificate; add another cohort for the evenings.	Must keep 2 year degree. Explore evening or weekend cohort
Merchandising Management emphasis, Associate of Scien	?	Will discuss with faculty, another option without added cost, is there a better option that is more desirable right now?
Music emphasis, Associate of Science	Music production beginning in 2023; Combine music and art to create a "Fine and Performing Arts Department"	
Nondestructive Testing (NDT) and Evaluation, Associate of	Create an evening program - need budget and timeline	
Nutrition and Food Service Systems emphasis, Associate of Science		
Phlebotomy Certificate	Need budget for necessary updates	
Physics emphasis, Associate of Science	Reduce the number of credits	Expansion pack
Political Science emphasis, Associate of Science	Eliminate program	keep
Psychology emphasis, Associate of Science	Refocus program to include/add a track for qualified mental health?	Discuss with faculty this year
Religious Studies emphasis, Associate of Science	Eliminate	yes, eliminate
Sleep Technology Certificate	Suspend	yes, suspend
Systems Administration Certificate	Eliminate?	Eliminate
Visual Communication, Associate of Applied Science	Move to new department combination?	Meg--discuss w Lewis, Art Dept, Comm dept
World Languages emphasis, Associate of Science	Eliminate if budget cuts are needed?	Keep, service department, move to English?
Psilocybin	new program - need budget and timeline - what department would it be in?	Kiln Master's wife Helen can keep an eye on this
Career and Community Studies	new program - need budget and timeline - what department would it be in?	
Architectural Engineering (CADD)	new program - need budget and timeline - what department would it be in?	
Mechanical Rapid Prototyping (CADD)	new program - need budget and timeline - what department would it be in?	
Additional possible organizational changes to discuss	Create an elearning department with a manager overseeing the work. Move Mike Randolph to this department	
	Try and elimnate all one person departments (ie combine)	

Program Demand Index

[What am I looking at?]

2022-23

1st Tier

| Accounting Technology | Art Emphasis | Automotive Technology | Biological Sciences Emphasis | Bus Administration Emphasis | Comp Sci:App CS Opt Emphasis | Dental Assistant | Engineering Emphasis | Exercise & Sport Sci Emphasis | Mechatronics/Ind Automat Tech | Network & Systems Admin | Nursing | Practical Business Management |

2nd Tier

| Agr Business Mngt Emphasis | Animal Science Emphasis | Communication Emphasis | Comp Sci:Comp Sys Opt Emphasis | Culinary Arts | Diagnostic Imaging | English Emphasis | HDFS:Hum Svcs Option Emphasis | Liberal Studies Emphasis | Occupational Therapy Asst | Psychology Emphasis | Visual Communications | Welding & Fab Tech (AAS) |

3rd Tier

| Animal Technology Horse Mngt | Chemistry Emphasis | Coding Reimbursement Spec | Electrician Appr Tech (AAS) | Environmental Sci Emphasis | Equine Science Emphasis | General Science Emphasis | Heavy Equipment/Diesel Tech | History Emphasis | Mathematics Emphasis | Merchandising Mngt Emphasis | Nutr & Food Serv Sys Emphasis | Phlebotomy | Surgical Technologist |

4th Tier

| Agricultural Sciences Emphasis | Anthropology Emphasis | Criminal Justice | Economics Emphasis | Fisheries & Wildlife | Health Mngt & Policy Emphasis | Lib St:PreElem Ed Option Emph | Machine Tool Technology (AAS) | Music Emphasis | Non-Destruct Test & Evaluation | Physics Emphasis | Political Science Emphasis | Sociology Emphasis |

5th Tier

| Animal Technology | Const & Forestry Equip Tech | Early Childhood Educ (AAS) | | Geology Emphasis | HDFS:Child Dev Option Emphasis | Health Promo & Behavior Emph | Ind Mech/Maint Tch App (AAS) | Industrial Pipe Trades (AAS) | Journalism & Mass Comm Emph | Music Education Emphasis | Netwrk/Sys Admin:Cybrscrty Opt | Religious Studies Emphasis | World Languages Emphasis |

Program Demand Index

What am I looking at?

	Accounting Technology	Art Emphasis	Automotive Technology	Biological Sciences Emphasis	Bus Administration Emphasis	Comp Sci:App CS Opt Emphasis	Dental Ass
1st Tier							
2nd Tier	Agr Busine Emphasis				Culinary Arts	Diagnostic Imaging	English Em
3rd Tier	Animal Tec Horse Mng				Environmental Sci Emphasis	Equine Science Emphasis	General Sc Emphasis
4th Tier	Agricultura Sciences E				Fisheries & Wildlife	Health Mngt & Policy Emphasis	Lib St:PreE Option Em
5th Tier	Animal Tec				Geology Emphasis	HDFS:Child Dev Option Emphasis	Health Pro Behavior E

Accounting Technology
AAS-5002 (CIP: 52.0302)

Enrollment
2nd tier

53 student(s)
2021-22

Graduates
2nd tier

6 graduate(s)
2021-22

Employment
1st tier

27,595 jobs (23,233 competitive with degree)
2020-2030 Oregon OEP Report

19-20	20-21	21-22	22-23
1st	1st	1st	1st

DACUM Research Chart for Civil Drafter

July 2021

DACUM Panelists

Anders Lovendahl
DOWL

Brian Swearingin
SMG Engineering

Joseph Moore
Benton County Public Works

Rick Hammel
David Evans and Associates, Inc.

Facilitators
Karin Magnuson
Linn-Benton Community College

Dale Moon
Linn-Benton Community College

Linn-Benton Community College

Albany, Oregon

DACUM Chart: Civil Drafter

A **Participate in Check-in Meetings**	A1 Confirm project priorities	A2 Confirm project details (scope, deadlines, deliverables, etc.)		A3 Coordinate projects with team members	A4 Discuss project issues/problems	A5 Determine software requirements

B **Manage Assignment Details**	B1 Track project phases	B2 Track billable hours	B3 Track travel time/mileage	B4 Submit reimbursement requests		

C **Conduct Project Research**	C1 Search county records for plots and plats, etc.	C2 Identify vender requirements	C3 Determine necessary CAD blocks, steel shapes and sizes, etc.	C4 Research solutions to CAD problems	C5 Problem-solve with experienced staff	C6 Interpret drawing redlines

D **Produce and Edit Project Drawings**	D1 Check client requirements	D2 Prepare sheet sets (for new projects)	D3 Gather information from previous drawings	D4 Convert drawings to usable formats	D5 Consult with project engineer or supervisor	D6 Identify project conflicts/issues
	D7 Troubleshoot and solve project conflicts/issues	D8 Interpret drawing markups	D9 Transfer information to correct layers	D10 Complete current drawings	D11 Check sheets for consistency and accuracy	D12 Print project sheets
	D13 Submit updated drawings	D14 Follow file sharing procedures	D15 Prepare project exhibits	D16 Make sketch and layout copies	D17 Prepare project reports	

E **Interpret Drawing Markups/ Redlines**	E1 Coordinate/collaborate with engineer or supervisor	E2 Apply numbering and color code conventions	E3 Correct redlined drawings	E4 Print drawing sheets	E5 Highlight changes to drawing

F **Manage Electronic Files**	F1 Follow company file management standards	F2 Use naming and numbering conventions	F3 Use client file types and numbering	F4 Import previous project drawings & objects	F5 Follow file sharing procedures
	F6 Search for, and sort, files	F7 Submit project drawings	F8 Audit, clean and purge, merge to master, bind CAD files	F9 Manage current and archived folders	F10 Backup project file

General Knowledge, Skills and Abilities

- Troubleshooting
- Quality control
- Research skills/Locating information
- Manage files
  - File management software
- Import and export electronic files
- Understanding file formats
- File conversion e.g. point cloud and LiDAR files, DXF to AutoCAD or formats to Civil 3D
- CAD and Civil 3D programs
- Reading and using CAD manuals
- Project management
  - Know what's expected; scope of project
  - Collaboration and project coordination
- Prepare professional drawings
  - Working from scratch vs. working with existing
  - Read index sheets/tables drawings
  - Interpreting drawing information
  - Reference company projects
  - Set up title blocks
  - Create sheet sets
  - Work with blocks
  - Manage layers
  - Fix markups or red lines
  - Drawing annotation
  - Naming and numbering conventions
- Using engineering scales of various types e.g. triangle scales
- Architectural Standards
- Steel standards references
- Computer literacy
- Keyboard shortcuts
- Operate printers, plotters, fax machines, photocopiers
- Photo-geometry
- Basics of construction surveying
- Use of theodolites, total stations
- Work remotely
- 3D scanners
- IKE field tools for pole measurement and data collection in the field

Worker Behaviors/Characteristics

- Attention to detail
- Work accurately
- Demonstrate professionalism
- Work collaboratively
- Think critically
- Solve problems
- Ability to ask questions and ask for help
- Take instruction or directions well
- Adaptability
- Communication skills
- Meeting skills
- Coordinate and collaborate with others
- Teamwork skills
- Treat people with respect
- Ability to continue to learn
- Ability to learn new software
- Able to learn new software
- Able to manage time
- Time management

Industry Trends

- New software like Eagle View - aerial topographical (GIS and Photogrammetry)
- Lidar, Point Clouds, etc.
- 3D pictures
- Finding more experienced drafters

Tools and Equipment

- Drafting scales, triangular scales
- Tape measurers
- IKE field tools for pole measurement and data collection in the field; take pictures, GPS coordinates, height measurements, distance before & after shots, etc…
- Compasses and Dividers
- Digital camera
- GPS/GNSS devices
- Level and rod

Terms and Acronyms

- CAD: Computer Assisted Drafting
- CADD: Computer- Assisted Drafting and Design
- 2D: Creating and editing technical drawings using CAD software
- 3D: process of creating three-dimensional models
- Sheets: Selected layouts from a drawing file
- Block: Collection of objects combined into a single named object
- DXF: Drawing Interchange Format (or Drawing Exchange Format)
- Xref: External Reference File
- CNC: Computer Numerical Control
- GD &T: Geometric Dimensioning and Tolerance
- MRP: Manufacturing Resource Planning
- RFI: Request for Information
- PDM: Project Data Management
- RFQ: Request for Quote
- ERP: Engineering Resource Planning
- ECO: Engineering Change Order
- Lidar (LiDAR): Light Detecting and Ranging; a remote sensing method using pulsed lasers
- GIS: Geographic Information Sharing
- GPS: Global Position System
- GNSS: Global Navigation Satellite Systems
- EagleView: aerial imagery and analytic software
- Photogrammitry: Using images to obtain reliable measurements, record status, interpret patterns; technology used for map making and surveying
- AISC: American Institute of Steel Construction
- ANSI: American National Standards Institute
- ASME: American Society of Mechanical Engineers
- AWS: American Welding Society
- AISI: American Iron and Steel Institute

Student • Registration • Select a Term • Browse Classes

Browse Classes

Search Results — 24 Classes
Term: Fall 2023   Subject and Course Number: WR121Z Writing (WR)

Class Details for COMPOSITION I Writing (WR) 121Z 11

ⓘ Term: 202302 | CRN: 28386

Course Description	**Learning Objectives:**
Instructor/Meeting Times	Apply rhetorical concepts through analyzing and composing a variety of texts.|Engage texts critically, ethically, and strategically to support
Special Approvals	writing goals.|Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and
Class Details	genres.|Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.|Recognize when
Campus Store	information is needed and locate and evaluate credible sources, focusing on those written for a general audience.|Incorporate source
Catalog and Attributes	information effectively, using signal phrases and reference pages to differentiate the writer's words/ideas from source words/ideas.
Enrollment/Waitlist	
Corequisites	
Prerequisites	
Cross Listed Courses	
Linked Sections	
Fees	
Course Outcomes	

Close

WR	121Z	COMPOSITION I Lecture	10	28385	4	Matthew Rush (F				🚫 FULL 0 of 2… 🔻 1 of 3 waitlis…	AAOT Writing 121 AS Writing 121
WR	121Z	COMPOSITION I Lecture	11	28386	4	Dio Morales (Pri				🚫 FULL 0 of 2… 🔻 3 of 3 waitlis…	AAS Communication AAS Writing Cornerstone Class AAOT Writing 121 AS Writing 121
WR	121Z	COMPOSITION I Lecture	12	28387	4	Sarah Mosser (Primary)	Albany	Face-to-Face	S M **T** W **T** F S 08:00 AM - 09:50 AM Type: Cla	2 of 15 seats re… 3 of 3 waitlist se…	AAS Communication AAS Writing AAOT Writing 121 AS Writing 121
WR	121Z	COMPOSITION I Lecture	13	28388	4	Ramycia McGhee (Pri…	Albany	Face-to-Face	S M **T** W **T** F S 11:00 AM - 12:50 PM Type: Cla S M **T** W **T** F S 11:00 AM - 12:50 PM Type: Cla	10 of 20 seats re… 3 of 3 waitlist se…	AAS Communication AAS Writing Cornerstone Class AAOT Writing 121 AS Writing 121

Course Learning Outcomes Assessment

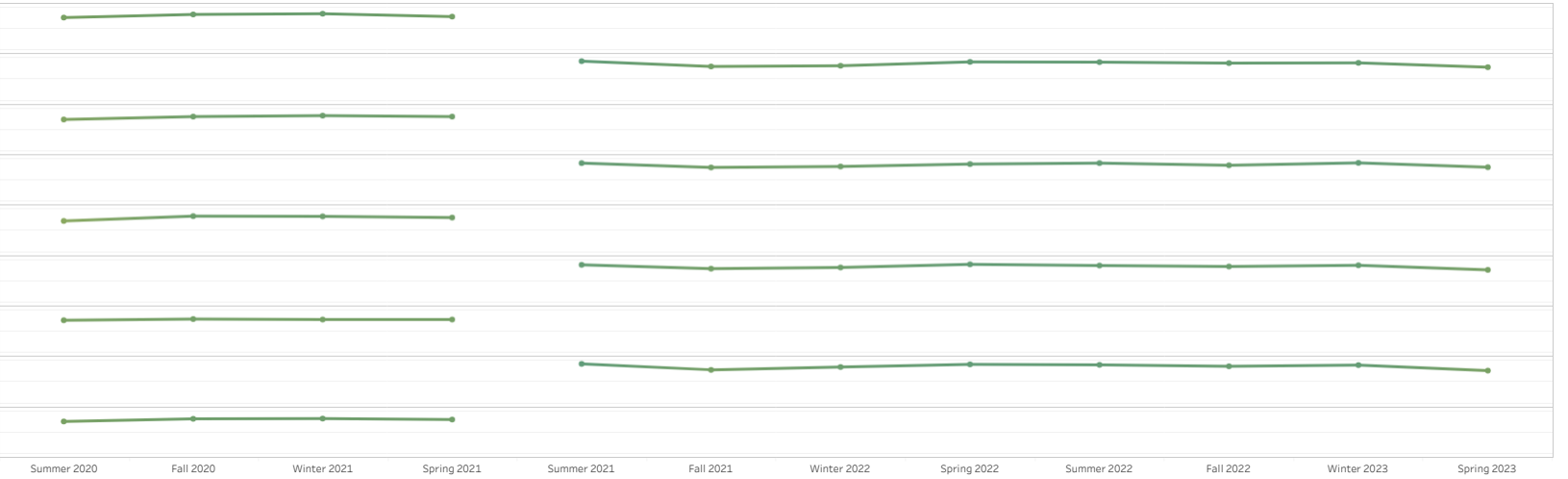WR 121 ▾   (Course Type: (Multiple values) ▾)

Response Rate

75%   100%   100%   87%   100%   100%   100%   100%   100%   100%   95%   93%

1 Analyze the rhetorical needs (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical

Anticipate and identify the needs of your audience in a variety of academic writing situations.

2 Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis,

Use rhetorical elements (such as introduction, thesis, development and support, rebuttal, narration, and conclusion..

3 Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, rebuttal,

Practice foundational research methods by finding, evaluating, incorporating, and citing appropriate sources.

4 Locate, evaluate, and integrate high-quality information and opinion in response to the rhetorical needs of an assignment.

Write in clear, effective language.

5 Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns,

Summer 2020 Fall 2020 Winter 2021 Spring 2021 Summer 2021 Fall 2021 Winter 2022 Spring 2022 Summer 2022 Fall 2022 Winter 2023 Spring 2023

| Percentage of students who met outcome # | 1 | 2 | 3 | 4 | 5 | . . . |

. . . by final grade

A, B, C, & P   D   F & NP   Other

. . . by gender

Unknown   Female   Male

. . . by race/ethnicity

Unknown   Hispanic/Latino   Other (non-white)   White

. . . by age

Unknown   19-   20 to 24   25+
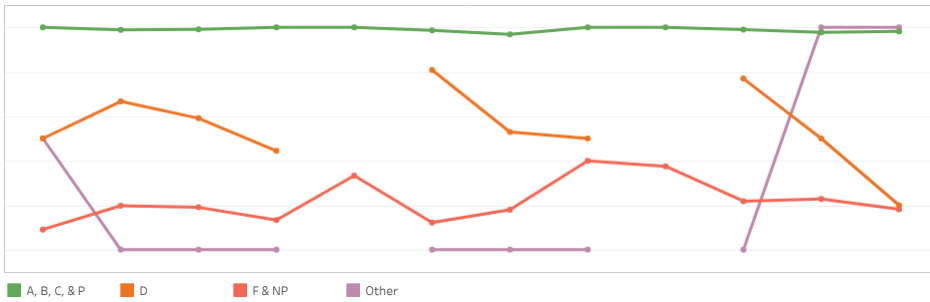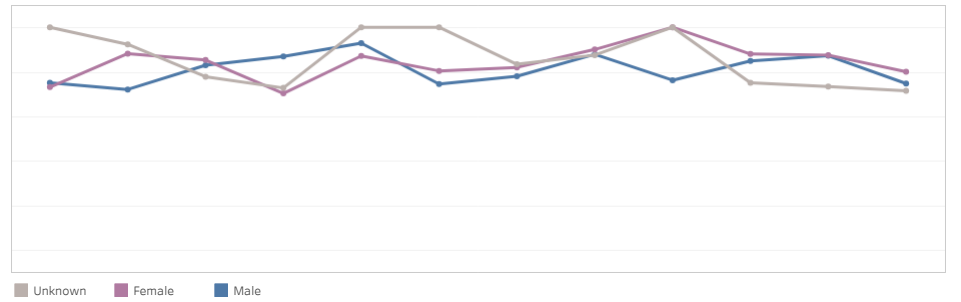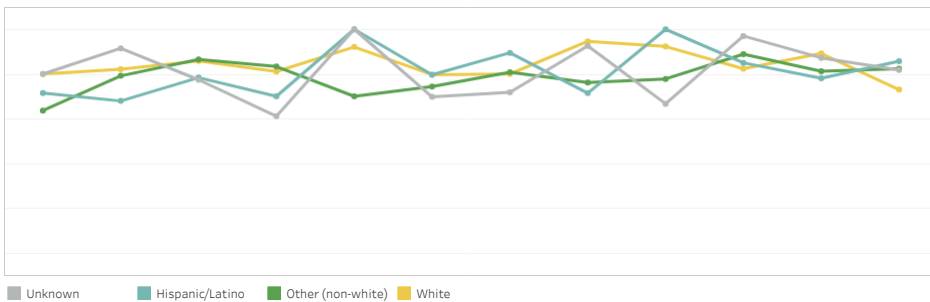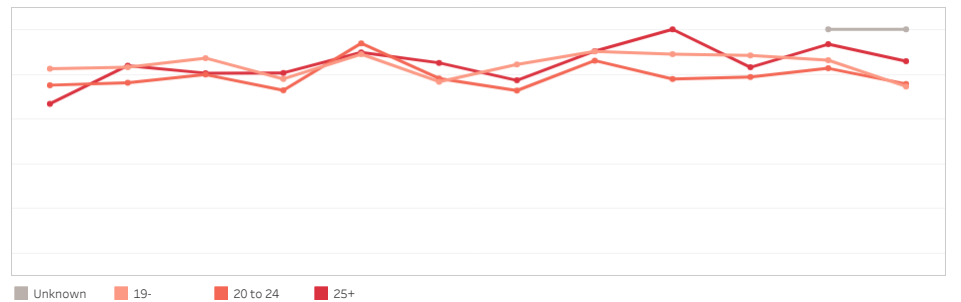
Machine Tool Technology
Program Review 2023

Executive Summary

Machine Tool's mission is to serve students seeking a career in the field of machining, students studying in related fields, community members, and industry professionals seeking machining skills to supplement their core training by providing high-quality courses while striving for high completion rates. We provide multiple paths to a machining career, work to ensure that paths are well defined, and provide relevant core training through those classes to students seeking these careers.

Only one of the two surveys proposed in the last program review was conducted, specifically the survey given to incoming, degree-seeking students. The program analyzed the results of this survey to gain insight into what influenced students to enroll in the machine tool program and identify areas for future recruiting and marketing opportunities.

The second survey, an exit survey given to students who did not complete their chosen path, was not conducted due to challenges in obtaining participation. Despite this, the program recognizes the survey's potential value in reducing barriers to student completion, and plans for conducting it remain in place to be implemented when possible.

The Machine Tool program is currently identifying areas that need improvement to enhance enrollment, retention, graduation, and employment rates. The program is using the collected data to pinpoint specific areas where improvements can be made.

For the next cycle, the program's target is recruiting through high school outreach and industry relationships. The program plans to target potential students through various recruiting and marketing efforts, promote the program to high school students as a viable career path, and establish relationships with local businesses in the machining industry to provide students with more opportunities for hands-on experience and job placement.

The previous Program Review was the first for the current department staff and no previous review was available for a basis. We looked at what data did exist in the CUBE and created a picture of the current department. Insufficient data existed to support any decisions or changes to the program at that point. Data collection was the primary target for the coming review cycle.

Only one of the two surveys proposed in the last program review was conducted, specifically the survey given to incoming, degree-seeking students. The program analyzed the results of this survey to gain insight into what influenced students to enroll in the machine tool program and identify areas for future recruiting and marketing opportunities.

The survey, though limited in scope, had three primary questions:

When asked how the students knew about the Machine Tool program at LBCC the responses showed that most of our current students attribute their knowledge of our program to either family or an advisor. It is worth noting that highschool tours of our program are the only "advertising" that was mentioned in this survey. Many respondents stated that a highschool tour was their first knowledge of machining as a trade. Personal experience seems to be a big factor. Having a friend, relative or trusted person advocate for the trade and our program seems to be quite an important part of the process.

When asked what attracted students to the Machine Tool program seemed to indicate that the satisfaction of a hands on job was paramount. The stability of the profession in the local economy and the relatively high wages were also deciding factors to join the machining career.

The final question related to how we should advertise the Machine Tool program to recruit new students going forward. Nearly all respondents agreed that social media was important, however none of the respondents mentioned that they had found out about the program through our existing social media efforts. Radio advertisements were also high on the response list. Numerous specific stations were mentioned, which may present a problem of choice if this advertising path is taken. Lastly, the importance of in person outreach was related multiple times. Campus shop tours for middle and high school students, going onsite to school career fairs, participating in high school robotics competitions were all specifically mentioned.

The second survey, an exit survey given to students who did not complete their chosen path, was not conducted due to challenges in obtaining participation. Despite this, the program recognizes the survey's potential value in reducing barriers to student completion, and plans for conducting it remain in place to be implemented when possible.

The metrics that were initiated in the last review cycle have been continued and expanded. A couple interesting things to note.

Enrollment numbers show an upward trend post pandemic. Enrollment should be returned to pre-pandemic levels in the next few years if the trend continues. The local job market continues to be strong, so this is a distinct possibility. Despite an increase in AAS students, the number of students in the 1 year certificate programs has decreased. This can possibly be attributed to an increase in advising awareness and activity surrounding the AAS degree. Department staff have been working with the advising center personnel to more fully understand our offerings and how beneficial an AAS is to achieve.

Machine Tool Technology
Program Review 2023

We have expanded our enrollment metric to include non majors who are enrolled in a Machine Tool class. We included this metric to better understand how Machine Tool is integrated into other degree paths and into LBCC as a whole. Non major enrollment numbers follow a similar pattern of post pandemic increase to degree program enrollment and likely overall CTE enrollment.On average the Machine Tool Technology Department participates in the education of 117 students in other programs each year. Machine Tool courses play an important role in the other trades programs and to the personal satisfaction and edification of non-trades students alike.

Despite our enrollment numbers increasing our last data on degree/certificate awards are down. This is due to the lag between enrollment and graduation. The number of awards in the 21-22 year should be the low point. Numbers for the 22-23 year are not yet available, however, based on current enrollment and cohort performance, the award numbers should be noticeably higher than the previous year. Students are encouraged to apply for all degrees/certificates available at graduation as Machine Tool awards have overlapping requirements. Students receiving multiple awards can potentially skew annual award number totals.

Employment data for the 21/22 graduates was not available at the time of report. 21/22 and 22/23 graduate employment rates expected to increase based on local economic conditions. It is typical of the last two school years for students to be working in the field as a machinist, either part time or full time, while attending classes. A new push for Cooperative Work Experience (CWE) and Internships have significantly increased since last review and this should help drive the employment numbers in a positive direction.

The metrics outlined above will be continued through the next program review cycle. Over time we will build a more robust data set which can be used to improve our ability to make informed decisions.

During the actionable time between now and our next program review we will be focusing on increasing our enrollment across all three pathways offered. We will use the Plan Do Study Act (PDSA) model to systematically improve our recruitment process.

It is our plan to increase enrollment through outreach to local highschool students. It is thought that increasing the visibility of the machining trade will help them see themselves as machinists. Many of the department faculty and staff will be participating in outreach activities as schedules allow. This is a long term strategy and may take several enrollment cycles to see meaningful results.

In order to accomplish this plan we will take multiple actions. We will increase the number of on campus opportunities for middle and high school students to see and participate in the trade. We will reinvigorate our College Now and Highschool Partnerships involvement and outreach. Continued support of FIRST Robotics, both as a manufacturing resource and as team mentors, is also an outreach priority.

Over the next two academic years we will closely monitor the enrollment levels in each of our pathways for the desired increase in numbers. The survey mentioned in this review will continue to be used as a means of feedback.   This survey will help understand if a change in enrollment is correlated with our efforts in recruitment or if due to other factors.

Machine Tool Technology
Program Review 2023

Based on the results of the surveys over the next two academic years we will be able to ascertain if the department's recruitment efforts have been successful or if the plan needs to be modified.

Currently our department's biggest challenges are those related to enrollment. The local economy is strong in manufacturing and will remain so for the foreseeable future with the war in Ukraine and the CHIPS and Science Act driving high tech manufacturing. Jobs for machinists are steady and relatively high paying. Once students are enrolled in our program the next challenge is keeping them in the program, as local employers will often hire them before completion. Part of our outreach work through our Advisory Committee is finding compromises with employers so that students may work part time or flexible hours while completing their studies. An increased usage of Cooperative Work Experience has shown promising results for some students and employers. CWE provides the best of both worlds where the employed student receives course credit for hours worked.

Machine Tool Technology
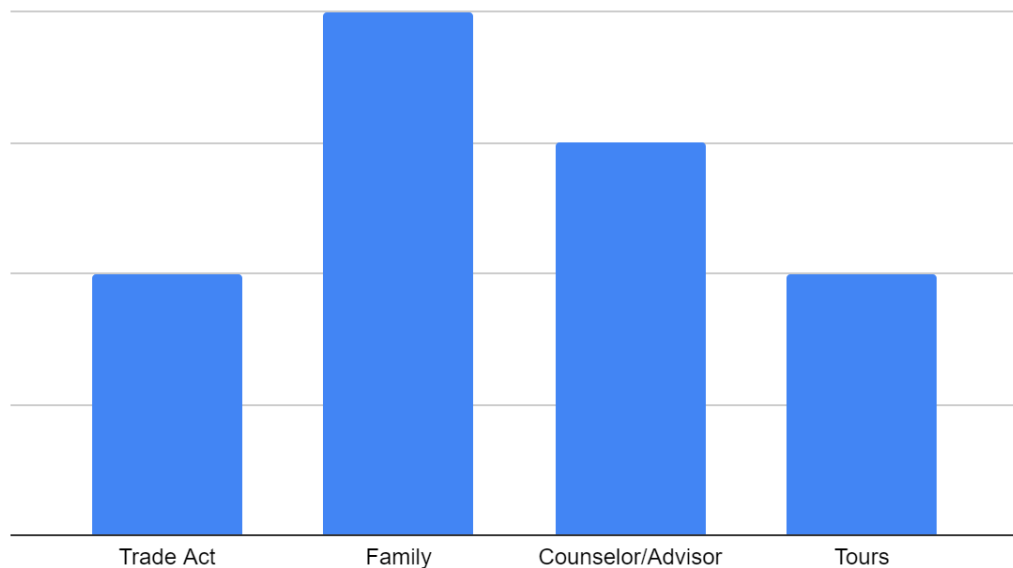Program Review 2023

Survey Results

        A survey was conducted of all students in the program. The survey focused on how the current students found information about the Machine Tool Program, why they decided to join the program, and how they felt we should be advertising/marketing ourselves to others.

        It should be acknowledged that this survey was of a relatively small group of students. Furthermore, the data collected is anecdotal and qualitative at best. Despite those shortcomings, the survey did provide some insights.

How did you hear about the Machine Tool program at LBCC?

- Most of our current students attribute their knowledge of our program to either family or an advisor.
- Highschool Tours of our program are the only "advertising" that was mentioned in this survey
- Many respondents noted that the tour was their first knowledge of machining as a trade

How did you hear about Machine Tool

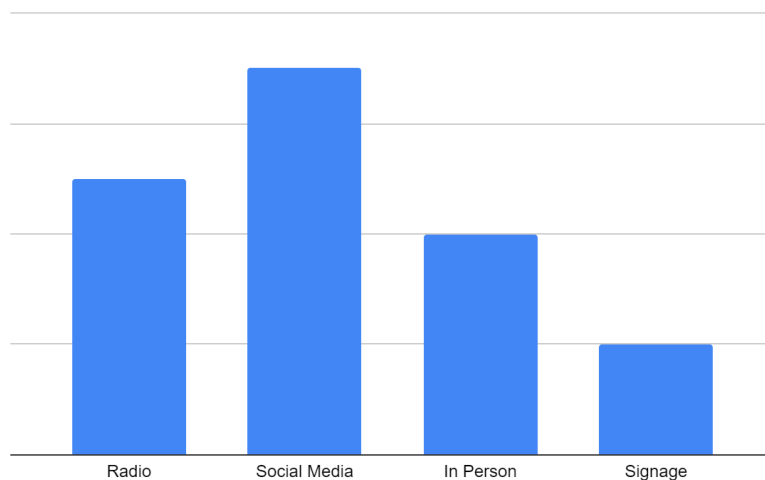| Trade Act | Family | Counselor/Advisor | Tours |

Machine Tool Technology
Program Review 2023

Why did you choose to join the Machine Tool Program?

- Most of the respondents decided that having a hands on career was a primary factor
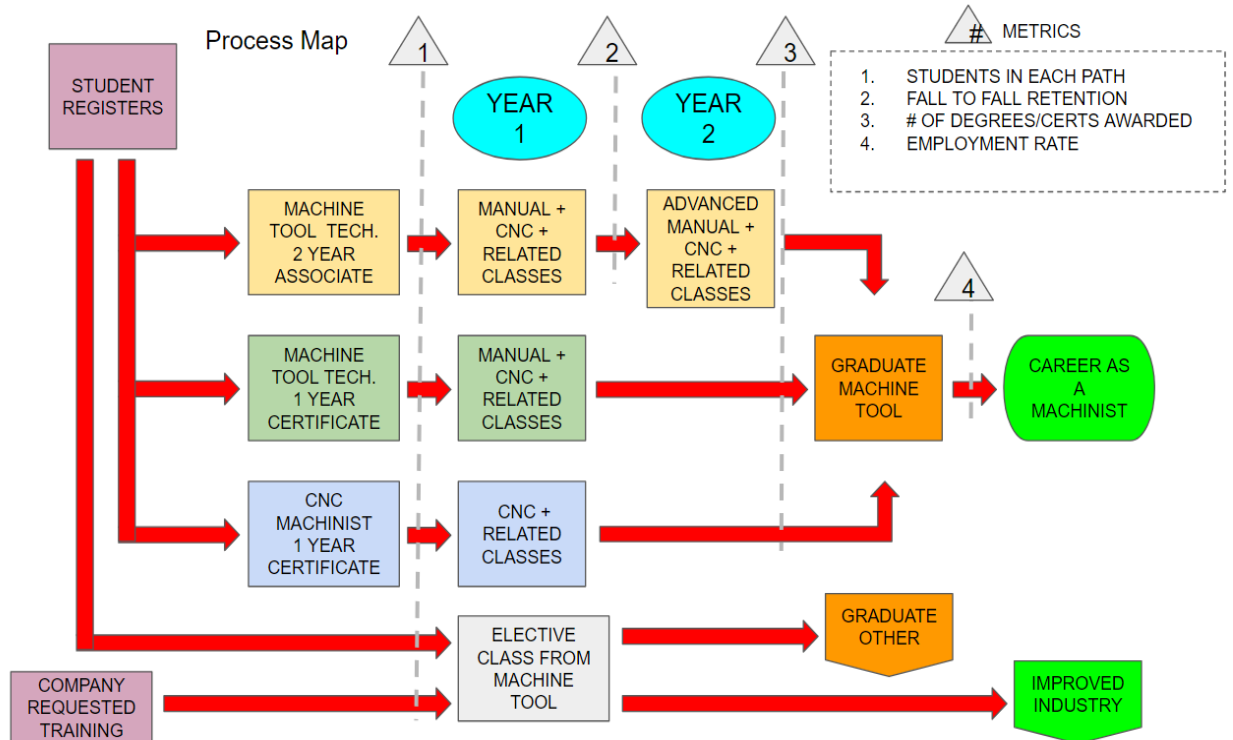- Job stability/longevity and pay in machining were also motivating factors

Reason for Choosing Machine Tool

| Stable Career | Hands on | Pay |
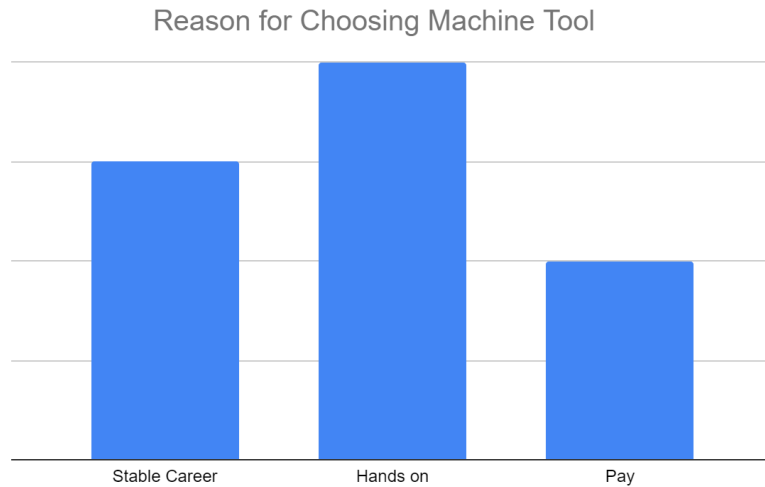
Where would you recommend we advertise ourselves?Where would you recommend we advertise ourselves?

- Social Media was the top response for this question, however, no respondents noted that they had learned of our program through our existing efforts on multiple platforms.
- Radio is not a current advertising medium for Machine Tool.
  - We will investigate this avenue
- In person refers to tours, job fairs, robotics clubs etc…

| Radio | Social Media | In Person | Signage |

Machine Tool Technology
Program Review 2023

Process Map

METRICS
1. STUDENTS IN EACH PATH
2. FALL TO FALL RETENTION
3. # OF DEGREES/CERTS AWARDED
4. EMPLOYMENT RATE

STUDENT REGISTERS

1 2 3 4

YEAR 1   YEAR 2

MACHINE TOOL TECH. 2 YEAR ASSOCIATE → MANUAL + CNC + RELATED CLASSES → ADVANCED MANUAL + CNC + RELATED CLASSES

MACHINE TOOL TECH. 1 YEAR CERTIFICATE → MANUAL + CNC + RELATED CLASSES → GRADUATE MACHINE TOOL → CAREER AS A MACHINIST

CNC MACHINIST 1 YEAR CERTIFICATE → CNC + RELATED CLASSES

COMPANY REQUESTED TRAINING → ELECTIVE CLASS FROM MACHINE TOOL → GRADUATE OTHER

IMPROVED INDUSTRY

Program Metrics

1. **Students in each pathway through Machine Tool**

The following chart shows the number of students registered in each Machine Tool Technology degree program each term from the 2017-2018 school year to the 2022-2023 school year.

A couple interesting things to note.

- Enrollment numbers show an upward trend post pandemic. Enrollment should be returned to pre-pandemic levels in the next few years if the trend continues.
- Despite an increase in AAS students, the number of students in the 1 year certificate programs has decreased.
  - This can possibly be attributed to an increase in advising awareness and activity surrounding the AAS degree
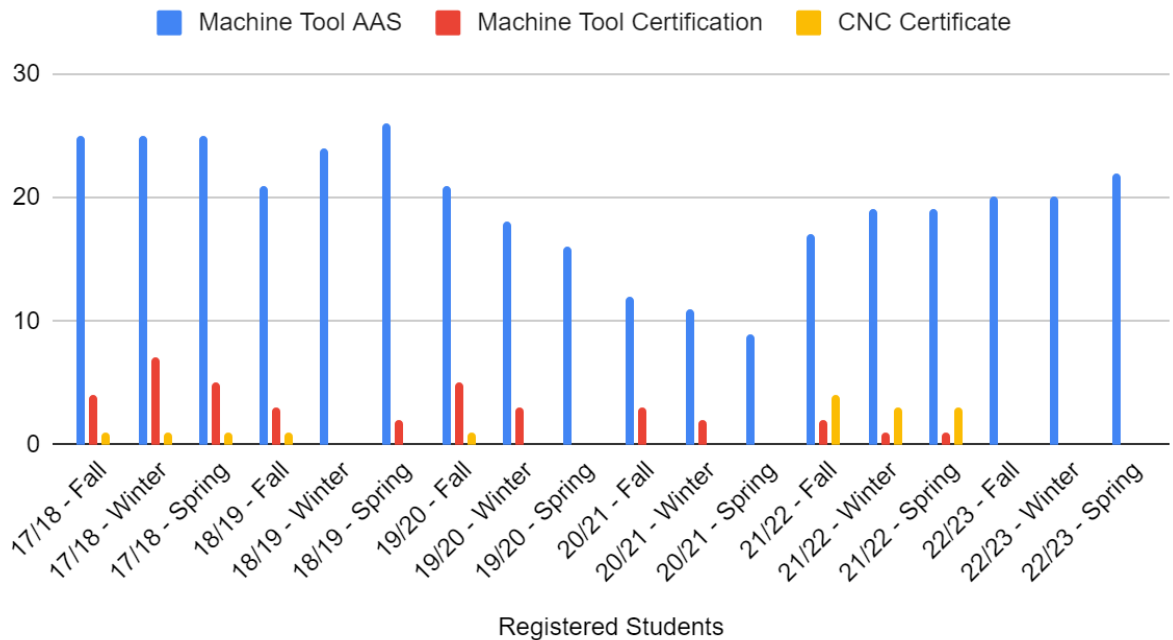
Machine Tool Technology
Program Review 2023

The following charts show the number of non Machine Tool degree seeking students registered in a Machine Tool Technology class and what programs of study they are in each year from the 2018-2019 school year to the 2022-2023 school year.
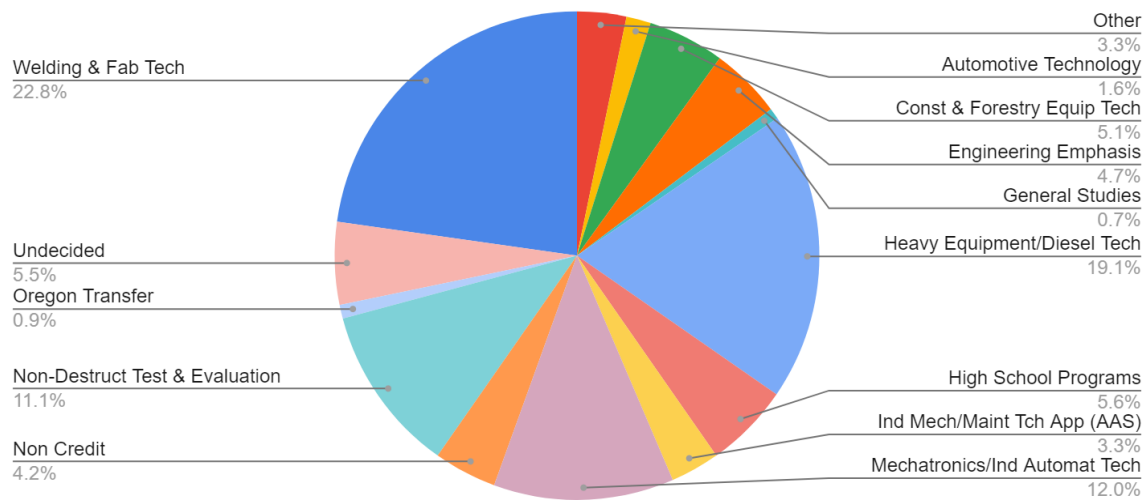
To be noted:

- Non major enrollment numbers follow a similar pattern to degree program enrollment and likely overall CTE enrollment.
- On average, the Machine Tool Technology Department participates in the education of 117 students in other programs each year
- Machine Tool courses play an important role in the other trades programs

Non-major Students Taking at least one Class in the Department
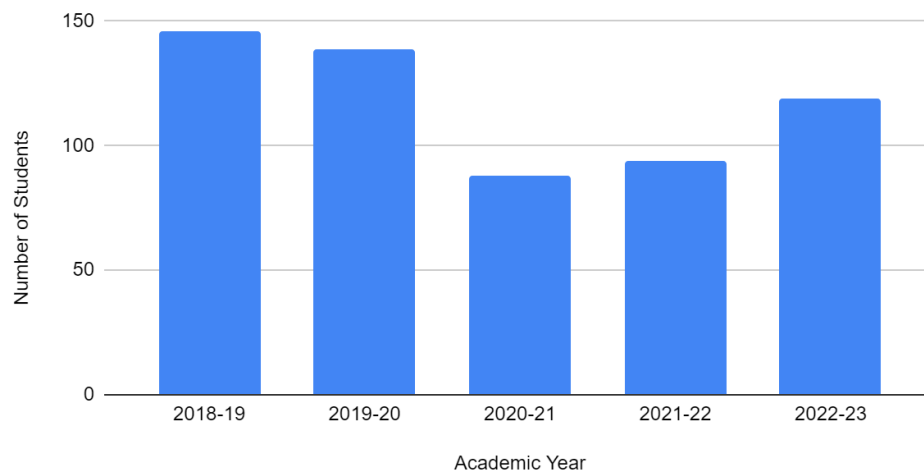
Majors of Non-Major Students Taking Machine Tool Classes

Major	Percentage
Welding & Fab Tech	22.8%
Undecided	5.5%
Oregon Transfer	0.9%
Non-Destruct Test & Evaluation	11.1%
Non Credit	4.2%
Other	3.3%
Automotive Technology	1.6%
Const & Forestry Equip Tech	5.1%
Engineering Emphasis	4.7%
General Studies	0.7%
Heavy Equipment/Diesel Tech	19.1%
High School Programs	5.6%
Ind Mech/Maint Tch App (AAS)	3.3%
Mechatronics/Ind Automat Tech	12.0%

Machine Tool Technology
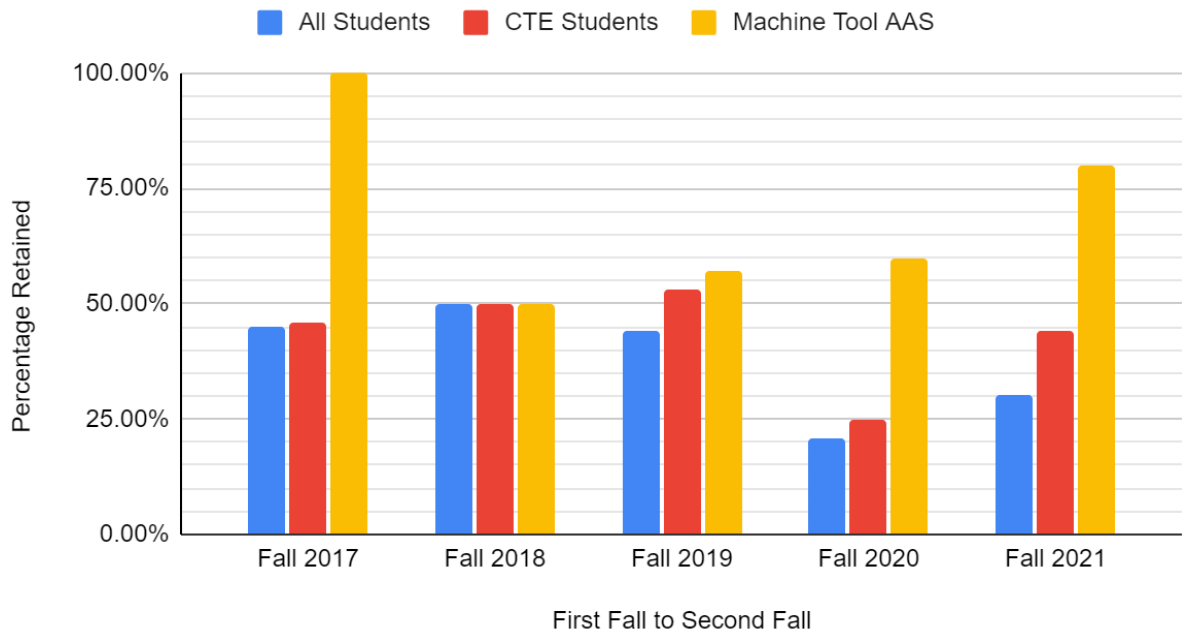Program Review 2023

2. First Fall to Second Fall Retention Rate All and CTE Students

The following chart details the retention rate from First Fall to Second Fall for the school as a whole, for CTE in general, and Machine Tool students specifically.

From the chart:

- CTE students have a higher retention rate than the overall student population
- Machine Tool students return for a second year of education at a significantly higher rate.
- The gap between the overall population and Machine Tool retention is increasing.

Second Year Retention Rate

Legend: ■ All Students ■ CTE Students ■ Machine Tool AAS

Y-axis: Percentage Retained (0.00% to 100.00%)

X-axis: First Fall to Second Fall (Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021)

3. Degrees Awarded in the Machine Tool Program

The following chart details the number of degrees granted for in the Machine Tool Program from the 2017-2018 year through the 2021-2022 year.

Of note:

- Due to the lag between enrollment and graduation the number of awards in the 21-22 year should be the low point.
- Numbers for the 22-23 year are not yet available, however, based on current enrollment and cohort performance, the award numbers should be noticeably higher than the previous year.
- Students are encouraged to apply for all degrees/certificates available at graduation as Machine Tool awards have overlapping requirements. Students receiving multiple awards can potentially skew annual award number totals.

Degrees Awarded Each Year

Legend: Machine Tool AAS · Machine Tool Certification · CNC Certificate

Year	Machine Tool AAS	Machine Tool Certification	CNC Certificate
2017-18	12	12	15
2018-19	12	11	11
2019-20	8	8	7
2020-21	6	6	4
2021-22	4	4	7

Awards History
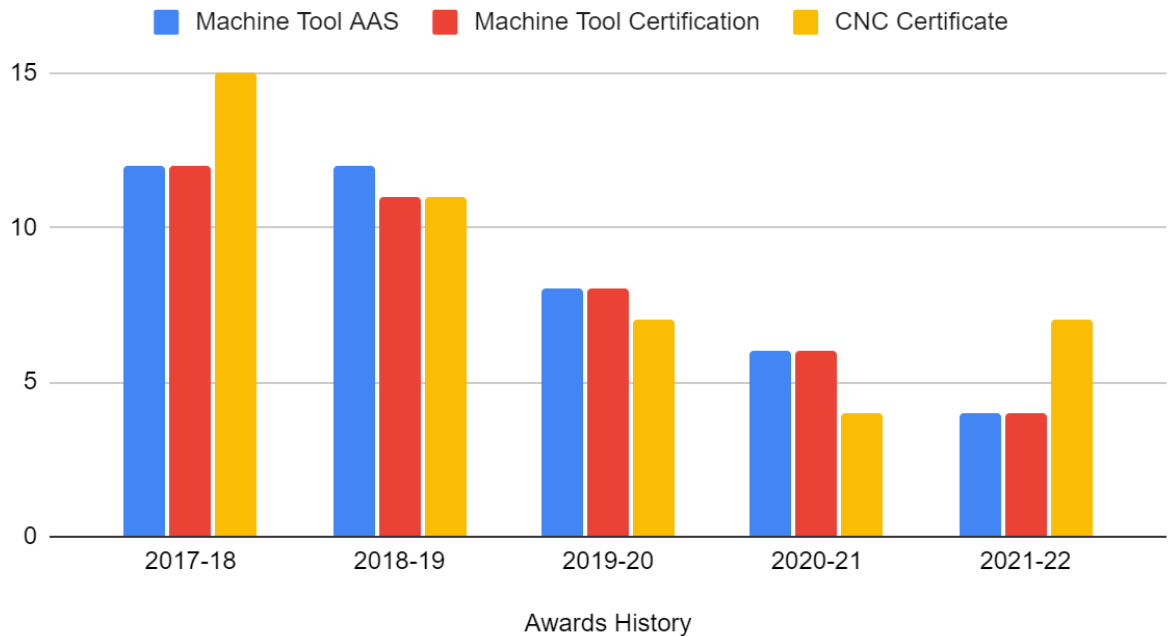
4. Post Graduation Employment Rate (6 months after graduation)

Because a single student can earn multiple degrees/certificates upon graduation, separating out the employment rate for individual degrees does not make sense. The following chart averages the employment rates of students graduating with each degree/certificate to create an aggregate employment rate for all graduates of the Machine Tool Program.

Of note:

- Employment data for the 21/22 graduates was not available at the time report.
- 21/22 and 22/23 graduate employment rates expected to increase based on local economic conditions

Post Graduation Employment Rate - 6 months after graduation
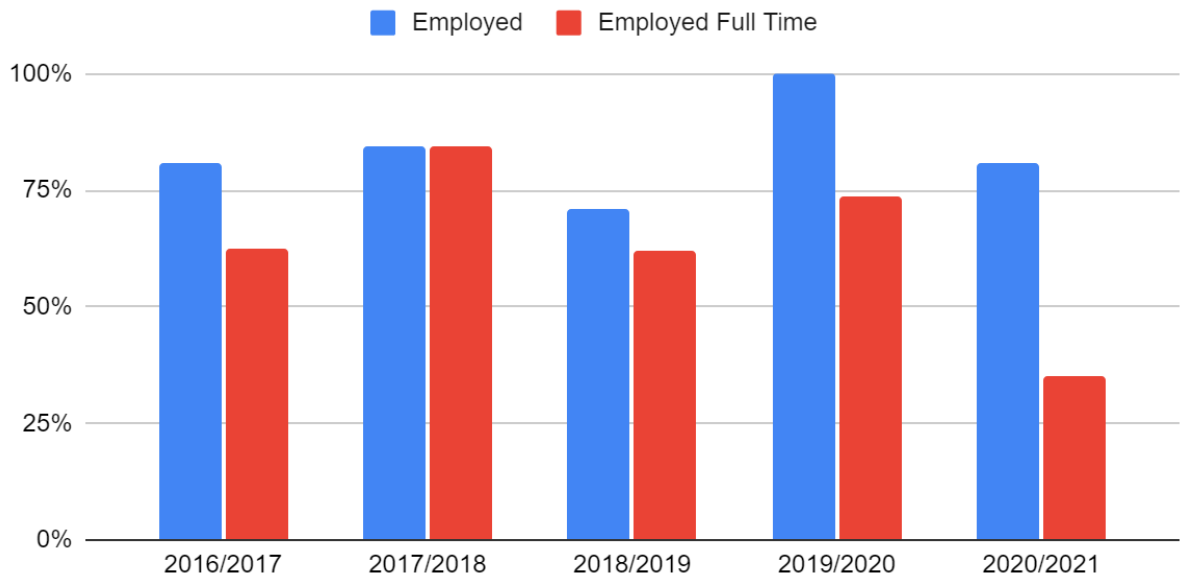
Employment Rate of Students - All degrees combined

Linn Benton Community College Engineering Transfer Program Review 2023

Mission Statement: The Engineering Transfer Department starts the development of future engineers and teaches them the knowledge and skills for success in university professional engineering programs.

The Engineering Transfer program is a broad program serving 14 different engineering majors. Virtually all of our students intend to get a bachelor's degree in engineering from Oregon State University. The majors that we transfer there include:

Mechanical Engineering	Industrial Engineering	Manufacturing Engineering
Civil Engineering	Architectural Engineering	Construction Engineering Management
Chemical Engineering	Environmental Engineering	Bioengineering
Forest Engineering	Ecological Engineering	Nuclear Engineering
Electrical and Computer Engineering		Energy Systems Engineering

A program map is below; and a description of the program map follows.

ENGINEERING TRANSFER PROGRAM MAP

FIRST YEAR: This year is similar for most Engineering Majors

Advising

ENGR111	WR121	MTH251	CH221 or CH201		General Education Courses
ENGR112	COMM111 or 114	MTH252	CH222 or CH201		
ENGR245/248	WR227	MTH254	CH223 or CH202		

Second Year YEAR: Choose courses depending on engineering major

ENGR201	ENGR211	MTH253	PH211	CEM263	General Education Courses
ENGR202	ENGR212	MTH265	PH212		
ENGR203 ENGR271/272	ENGR213	MTH256	PH213	ENGR242	

Transfer to a University Engineering Program

Program Map Description

First Year: This year is similar for most of the engineering majors

  Advising and placement

  ENGR111 Engineering Orientation I: Provide students with information on career paths and advising and expectations of engineering students

  ENGR112: Engineering Orientation II: A first course in engineering analysis and programming

  ENGR245/ENGR248: Courses in graphical communication and analysis

  MTH251, 252, 254 Calculus

  WR121/227 and COM111or114 Communication courses

  CH201, 202 or CH221, 222, 223 College Chemistry

  General Education

Second Year: Students choose courses depending on their engineering major

  ENGR211/212/213 Engineering Mechanics Sequence

  ENGR201/202/203/271/272   Electrical Engineering Sequence

  CEM263 Surveying

  ENGR242 GIS

  PH211/212/213 Calculus Based Physics

  General Education

Transfer to a University Engineering Program:

The description and map are overviews of the program and are not accurate in every detail. The intent is to illustrate what we believe are the important characteristics of the program. The Engineering Transfer program serves 14 engineering majors, so a detailed description is beyond the scope of this report.

The program is open entry. The entry point of a student primarily depends on their level of math. Students can complete the program in two years if they start at MTH251 Calculus I and are able to complete 15-18 credits of courses per term. Many students start at lower levels of math, and many students take more than two years to complete the program.

Our goal is to offer as full a curriculum as possible for all the different majors. We feel that it is important for students to be able to take as much of the full freshman and sophomore curriculum at LBCC for their major as possible. This attracts full time students who will be with us for two or more

years. This promotes a stable and healthy department. We are able to do this to the greatest extent for the larger OSU engineering majors.   However, students in some majors may need to take their niche sophomore courses at OSU. The number of major-specific sophomore level courses at OSU has increased in recent years.

Each engineering major at OSU has a specific set of courses that are required to be completed. There are virtually no electives in the freshman and sophomore years. As a result, our curriculums for the different majors are quite prescribed, we need to meet the LBCC Associate of Science degree requirements and offer the courses that are required in the OSU engineering majors. We do not directly decide what the courses will be, our influence on the program and students is based much more on how we deliver this prescribed content.

Current Changes and Challenges: We are currently experiencing a changing landscape in our program.

Developmental math courses are being phased out at LBCC. Some of our students have historically worked their way up through developmental math. We will have to see what the effects of this will be on the program and adjust accordingly.

The LBCC Computer Science program will be eliminated. Computer Science courses will no longer be taught at LBCC. This has a large effect on the Electrical and Computer (ECE) Engineering major. Our students in the ECE major will now need to take their four or in some cases five computer science courses at another college.

OSU has changed their introductory sequence from ENGR111, ENGR112 to ENGR100, ENGR102, and ENGR103. We will need to develop these courses at LBCC to match those at OSU. We plan to have ENGR 100, ENGR102, and ENGR103 ready for the 2024-25 academic year. This will change how we are tracking our students and evaluating their success in our program for future program review cycles.

OSU Mechanical Engineering is creating two new sophomore classes, ME203 and ME217. Mechanical Engineering is the largest engineering major at OSU. We are working to develop LBCC equivalent courses for ME203 and ME217.

We will be offering our ENGR211, ENGR212, and ENGR213 courses at Benton Center in the 2023-24 academic year. We will plan to offer ENGR100, ENGR102, and ENGR103 at Benton Center when they are developed for the 2024-25 academic year.

The changes above will all require time and effort on our part to implement.

Basic Program Data

The average enrollment in the engineering major from 2017-18 through 2022-23 is 634. The enrollments have been trending downward (770 in 2017-18 to 484 in 2022-23), mirroring the general college enrollments in this time period.
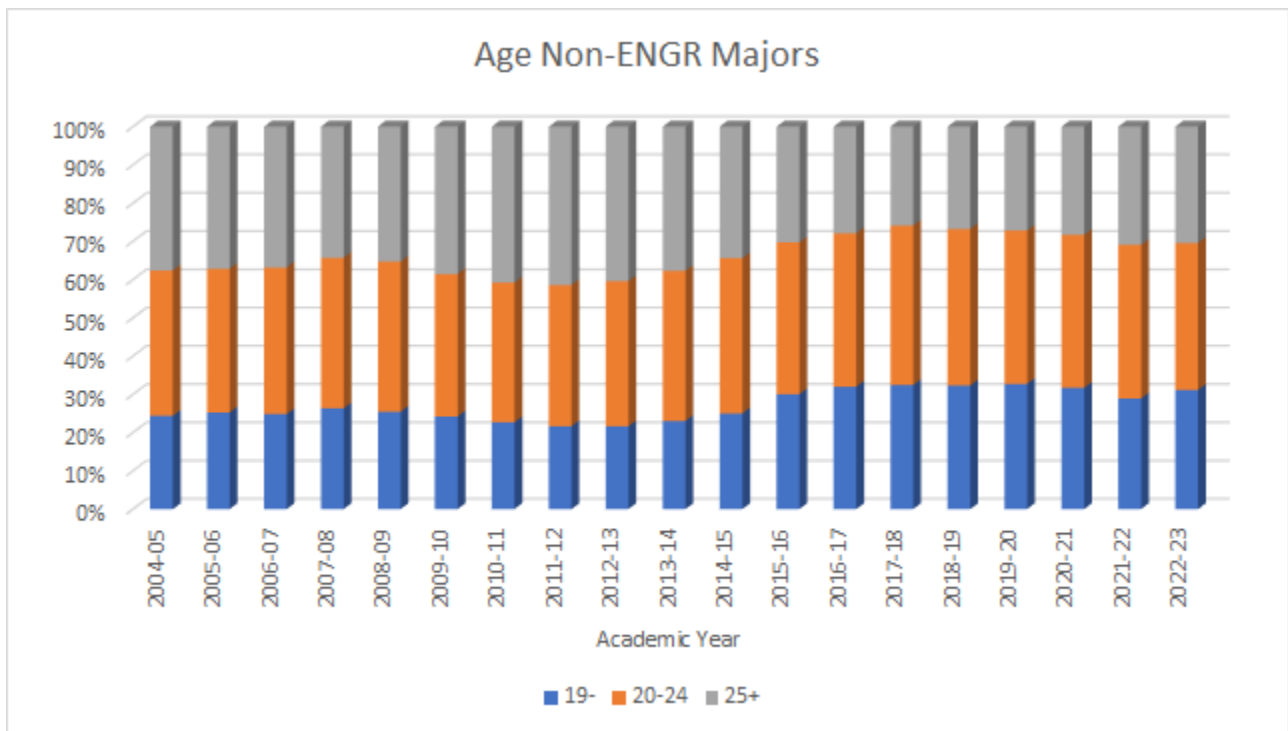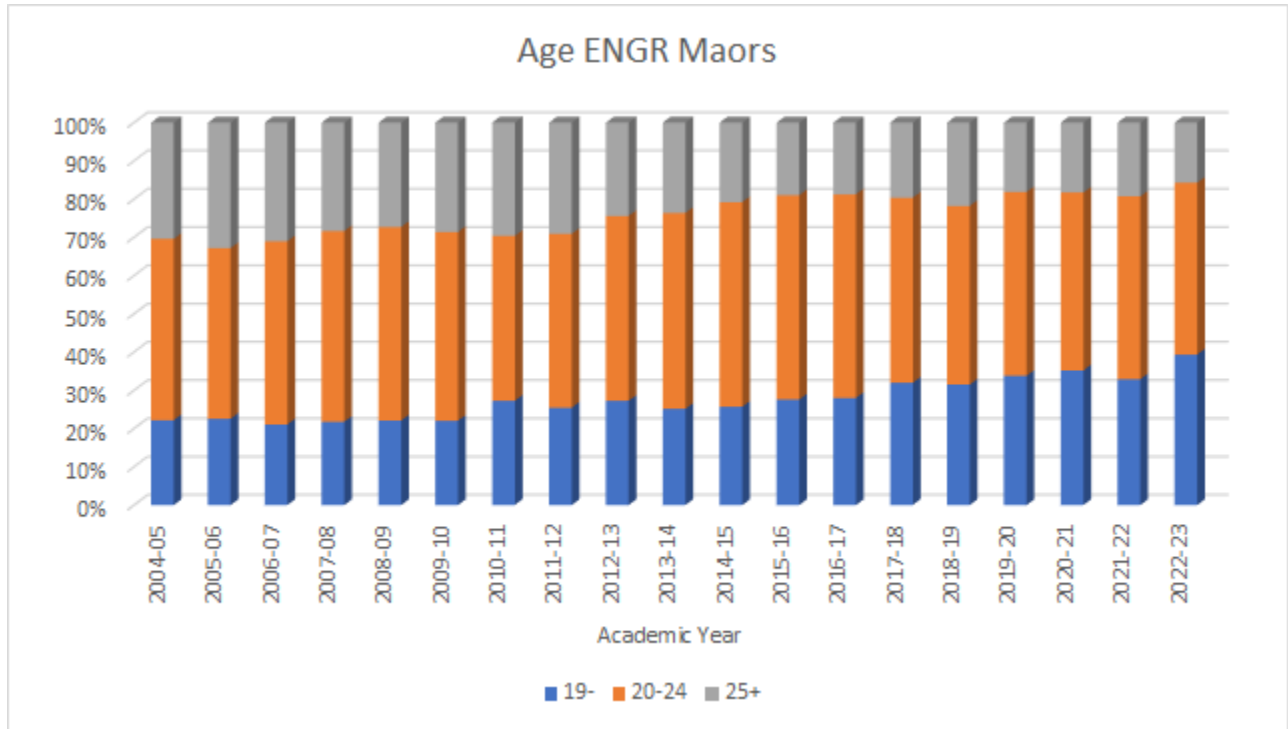
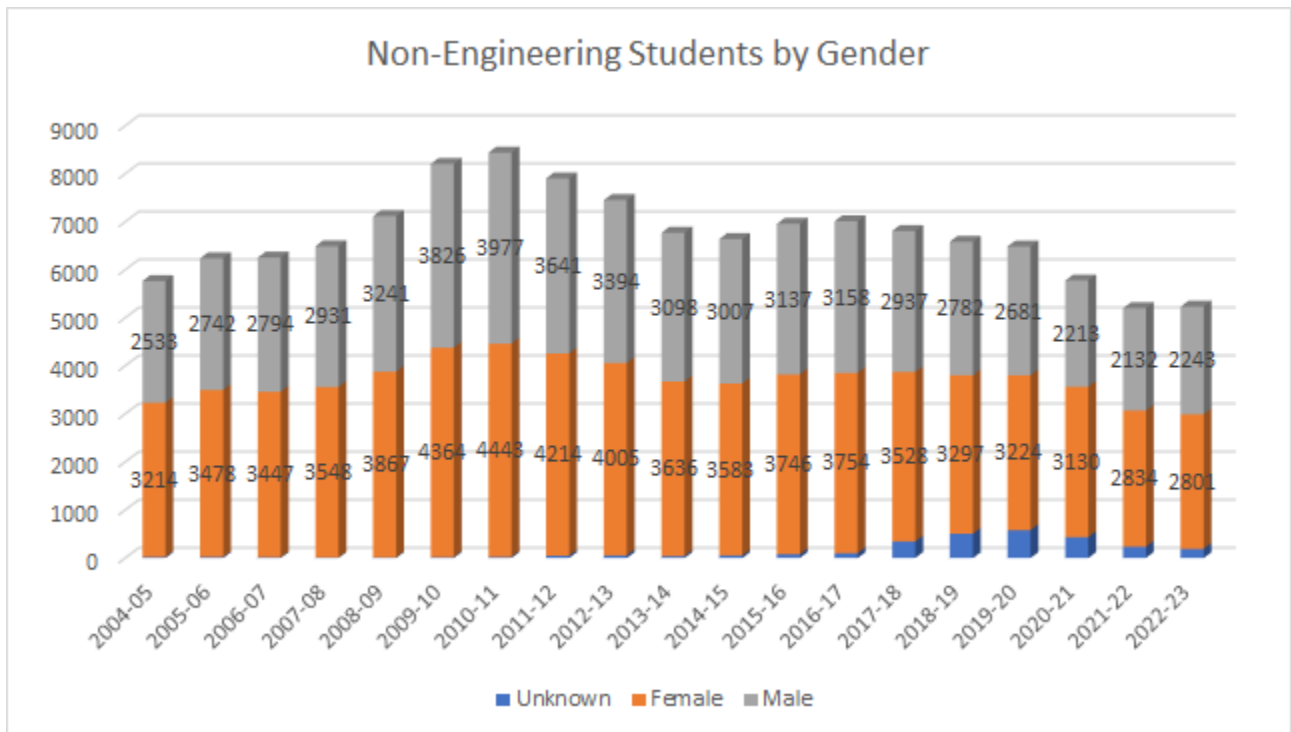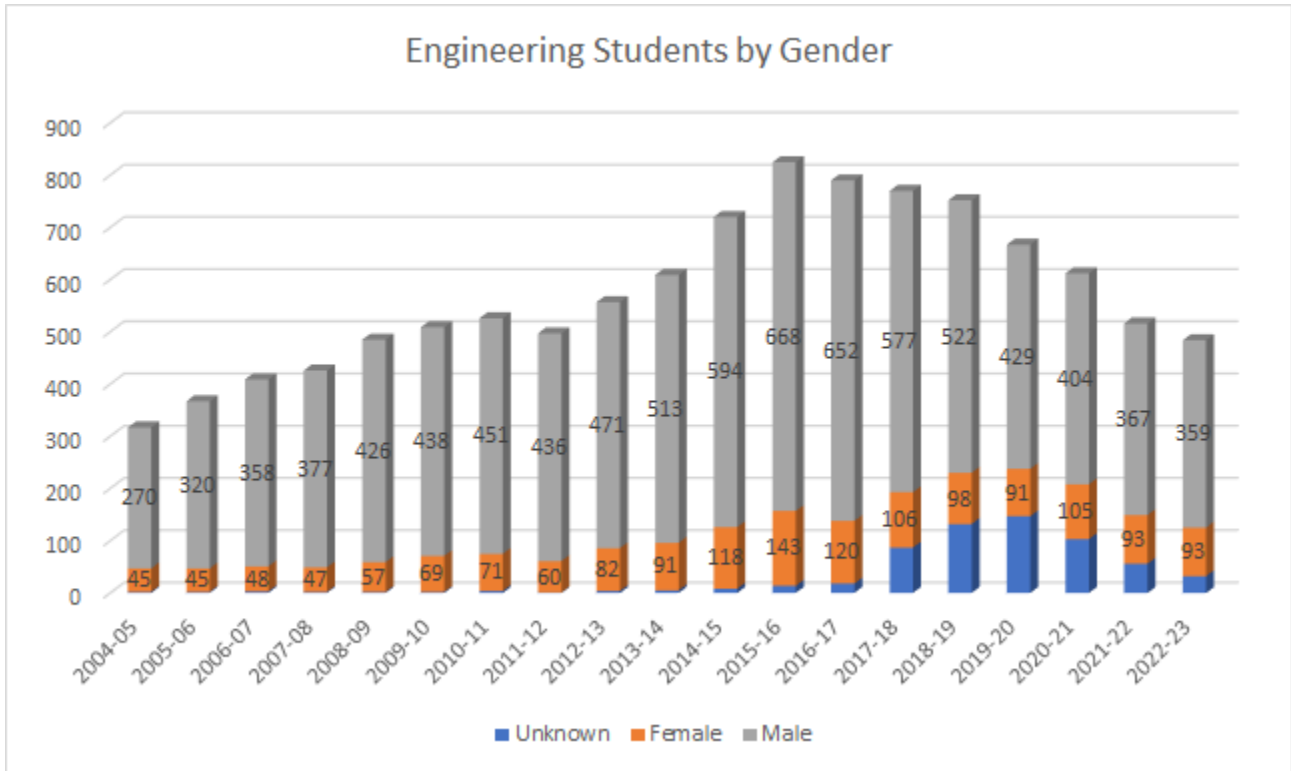Student enrollment ENGR Vs. NON-Engineering Students
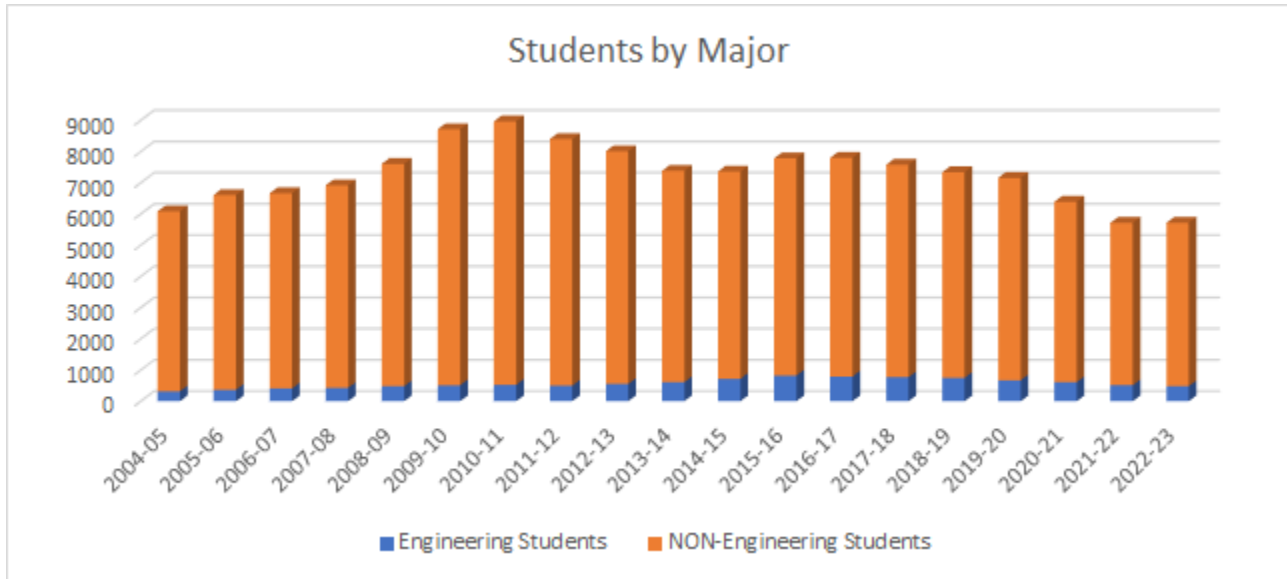
The percentage of students majoring in engineering has fluctuated from 5% to 10% since 2004-05. In 2022-23 it was 8.54%.
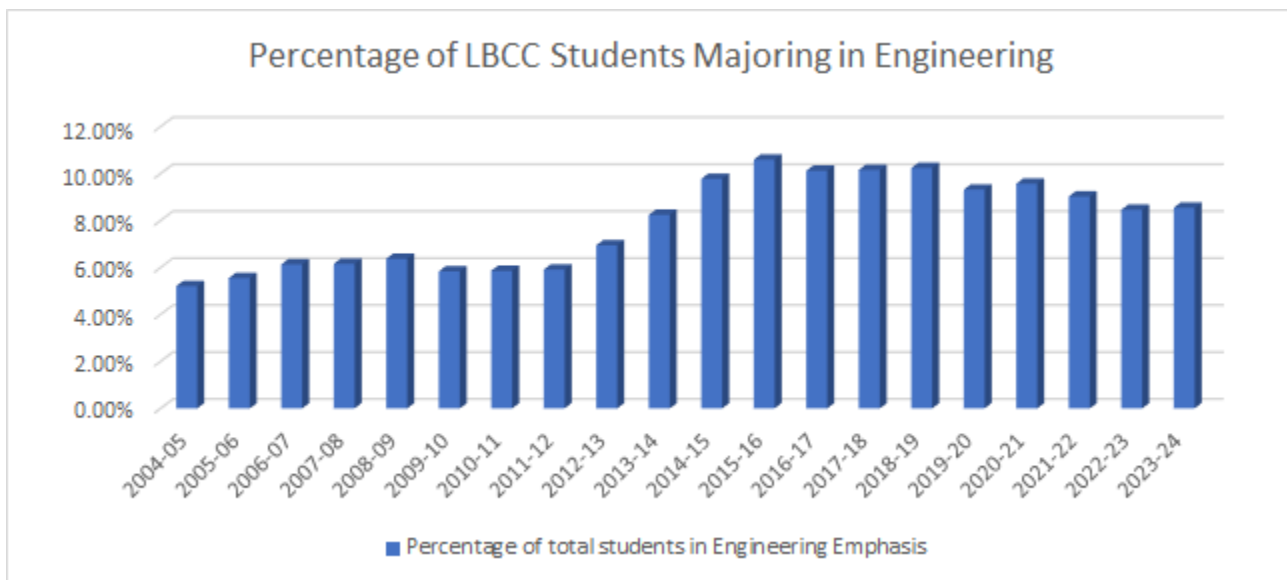
Our students are younger than the average at LBCC, with 85% being 24 or younger in 2022-23 as opposed to 70% of the general student population. This has been fairly constant since 2017-18

Age ENGR Maors

Academic Year

■ 19- ■ 20-24 ■ 25+

Age Non-ENGR Majors

Academic Year

■ 19- ■ 20-24 ■ 25+

The percentage of female students majoring in engineering has trended up from 15.5% in 2017-18 to 20.5% in 2022-23. The percentage of female students in the general LBCC population is far higher.

Engineering Students by Gender

Engineering Students by Gender stacked bar chart (Unknown, Female, Male) by academic year from 2004-05 to 2022-23.

Male values: 270, 320, 358, 377, 426, 438, 451, 436, 471, 513, 594, 668, 652, 577, 522, 429, 404, 367, 359

Female values: 45, 45, 48, 47, 57, 69, 71, 60, 82, 91, 118, 143, 120, 106, 98, 91, 105, 93, 93

Non-Engineering Students by Gender

Non-Engineering Students by Gender stacked bar chart (Unknown, Female, Male) by academic year from 2004-05 to 2022-23.

Male values: 2533, 2742, 2794, 2931, 3241, 3826, 3977, 3641, 3394, 3098, 3007, 3137, 3158, 2937, 2782, 2681, 2218, 2132, 2243

Female values: 3214, 3478, 3447, 3548, 3867, 4364, 4443, 4214, 4005, 3636, 3583, 3746, 3754, 3528, 3297, 3224, 3130, 2834, 2801

The percentage of students of color has decreased slightly since 2017-18 and is now on par with the general student population at 28%. It should be noted that a high proportion of students in Engineering Transfer are of "unknown" race/ethnicity, much higher than the general LBCC student population

Race/Eth ENGR Majors

Race/Eth Non-ENGR Majors
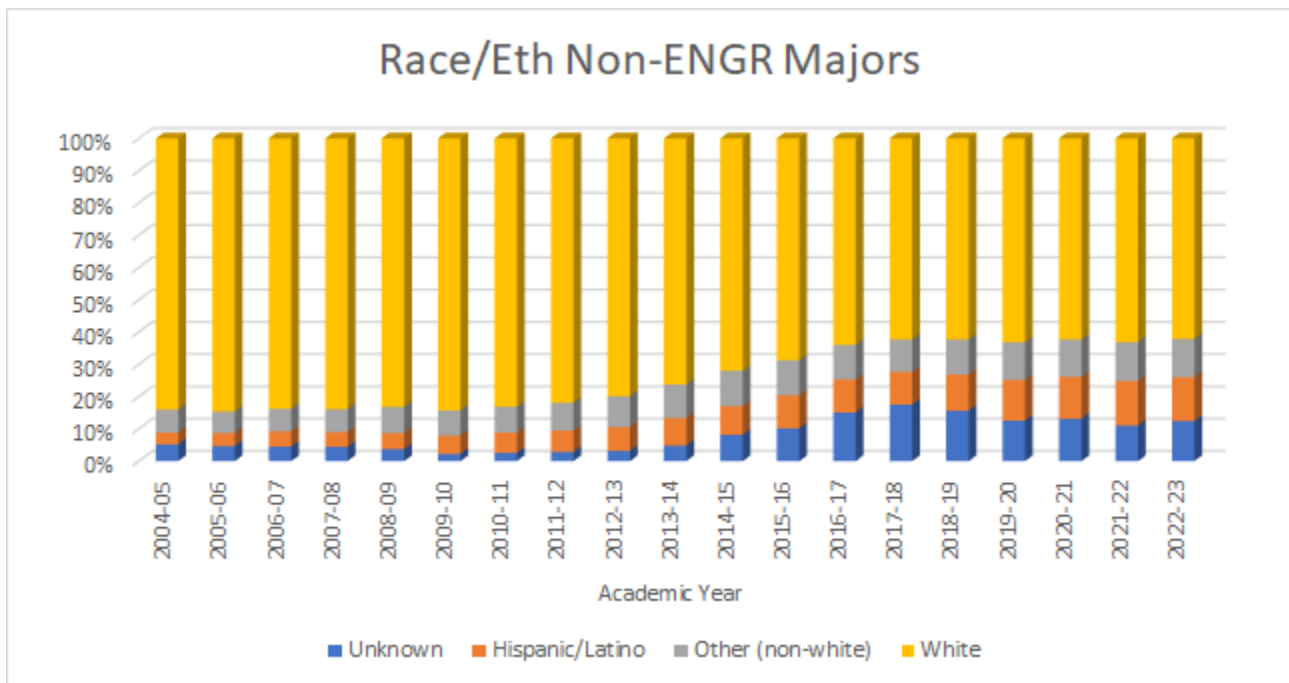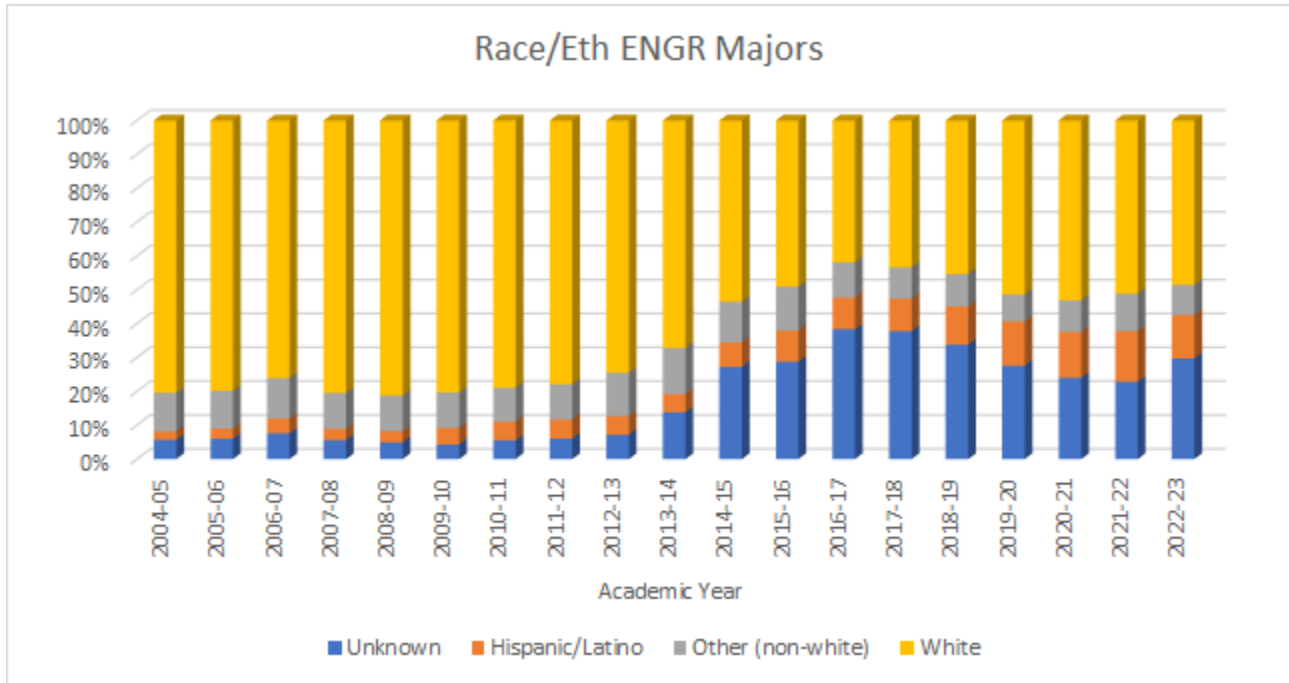
Engineering majors achieve a much higher level of math than the general student population, with 83% of engineering students being at MTH112 or higher.

Highest Math ENGR Majors

Highest Math Non-ENGR Majors
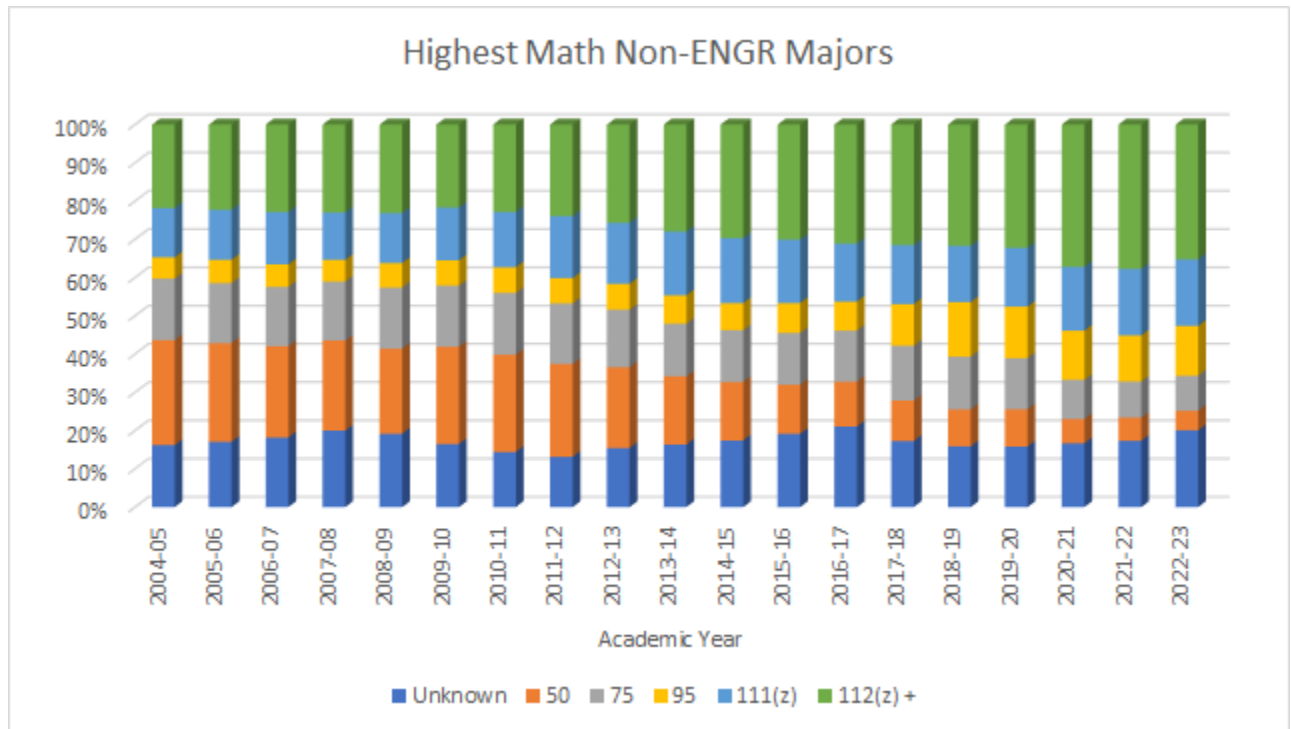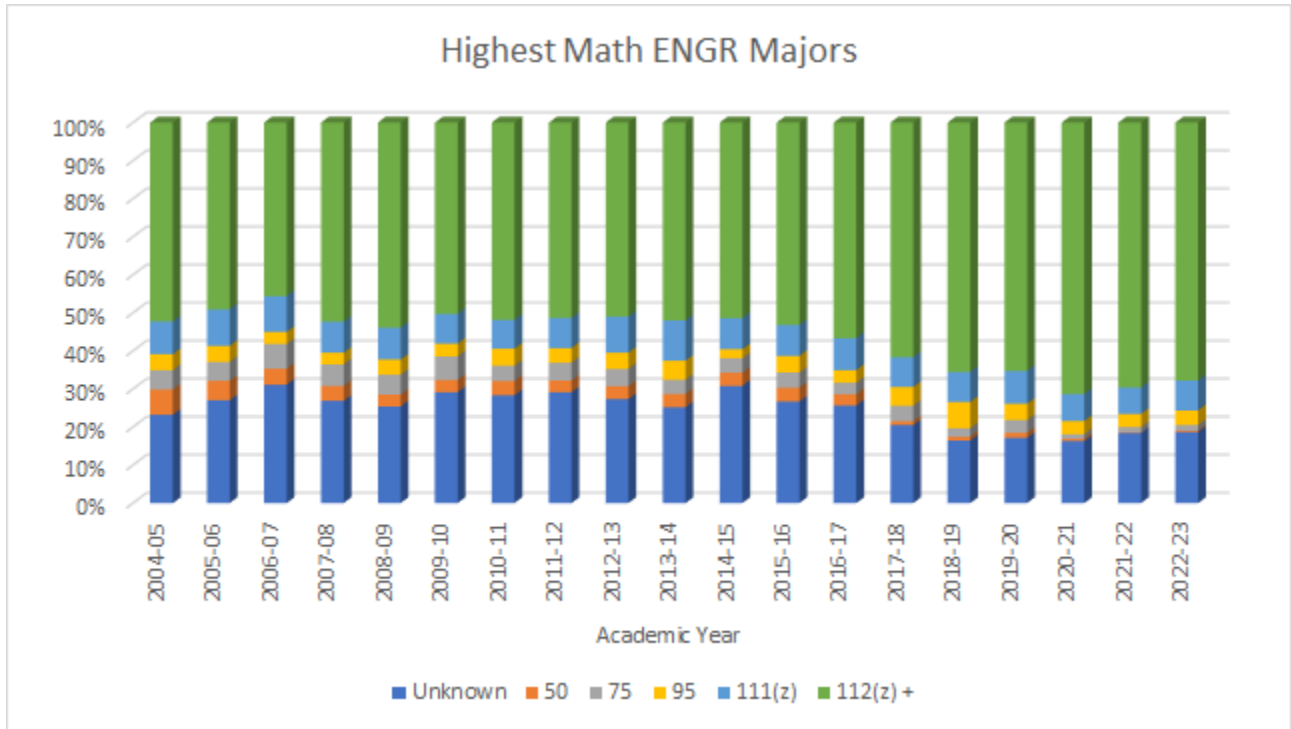
Engineering majors participate in DPP programs at a much higher rate than the general LBCC student. Enrollment in the DPP program has also been steadily increasing over the years.

DPP vs. Non-DPP: ENGR Majors

DPP vs. Non-DPP: Non-ENGR Majors
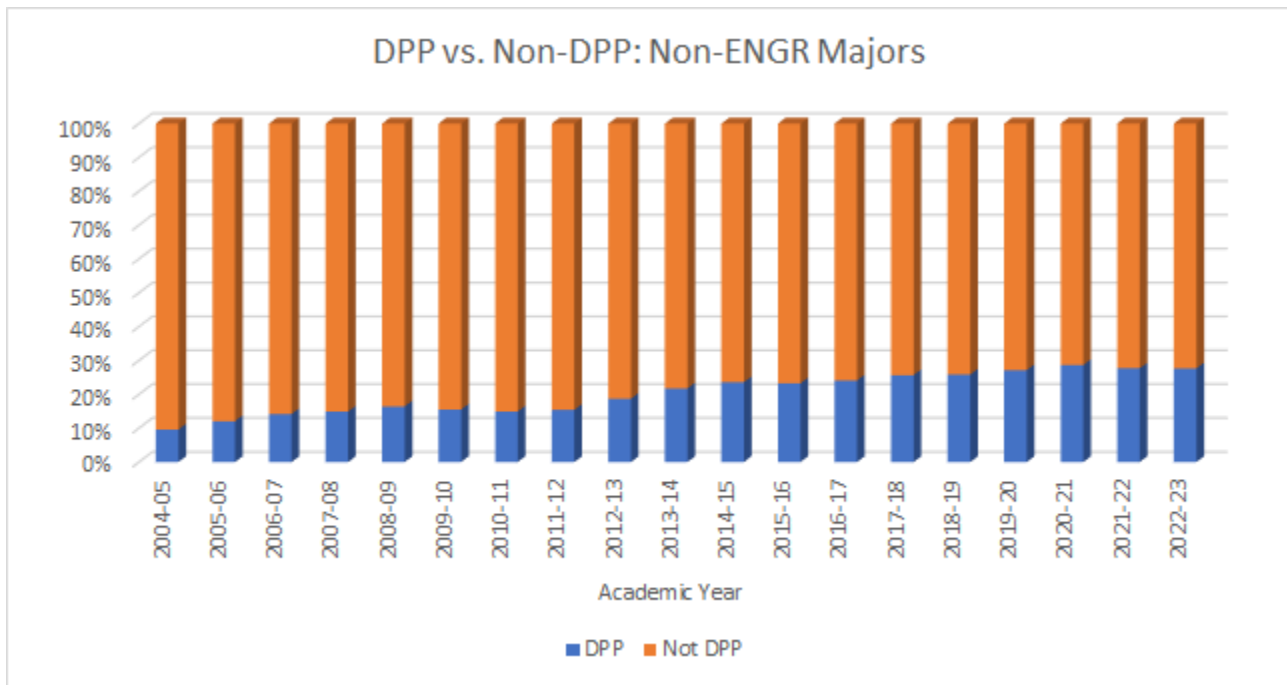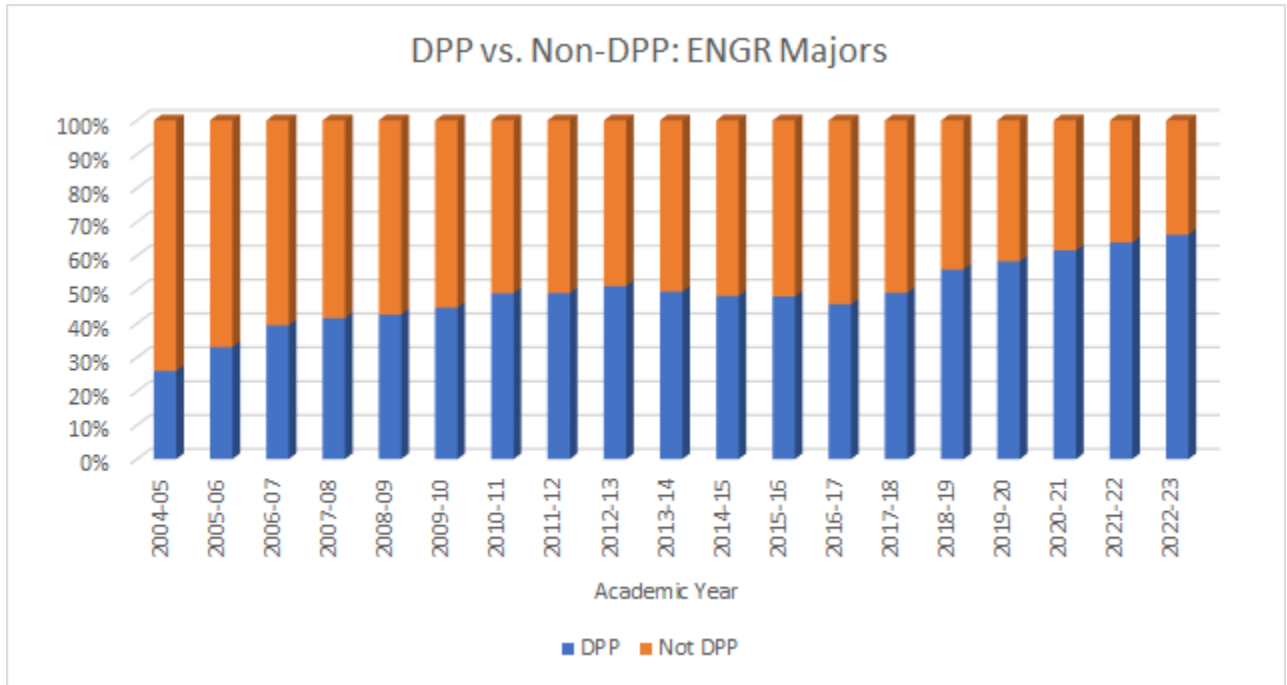
To summarize, declared Engineering majors at LBCC currently make up 8.54% of the LBCC student population. They are primarily white (72%) and male (79%) and under 25 years old (83%). They achieve a higher level of math than average LBCC students, and participate in DPP programs at a higher rate than the general LBCC student population.

We are still working on a more holistic definition of our student population. This in and of itself is a challenging endeavor. A large percentage of engineering students are not declared as engineering majors. We have a significant number of students in engineering through high-school partnerships, declared as AAOT, and students who have switched to engineering but have not updated their major. In addition there is a very fluid enrollment with OSU because of its proximity. We have many OSU students taking a handful of classes with us who are not fully enrolled in our program as well as our students taking some engineering classes at OSU. As a result, defining 'an LBCC engineering student' is very challenging.

Our goal is to define and measure the success of our students as they move through our program. We want to be able to identify any problem areas that prevent student retention and progress, so that we can develop strategies to maximize student success.

As with defining an LBCC engineering student, there are significant challenges with measuring student success. The ultimate objective of an undergraduate engineering student is to earn a bachelor's degree and then move into industry. An associate's degree has no industry-wide recognition. The majority of our students successfully transfer to OSU without applying for their Associate of Science degree, and very few apply for it after having transferred. This makes using the award of a degree an impractical way of measuring student success.

LBCC provides the foundational steps towards achieving a bachelor's degree. Our mission is to prepare our students to transfer and successfully engage in an accredited engineering program at a four year university. However there are many steps towards achieving this objective.

Our approach will be to measure success starting within our own program; after that has been worked through we will then develop a process to track the success of our students at their transfer university. We will progress through a series of steps beginning with measuring success in the first year courses at LBCC, then proceeding to measuring success in the second year courses at LBCC, and finally to measuring transfer to, and academic progress in, an accredited four year university.

As a first step we are looking at how students progress through the two first-year orientation courses: ENGR 111 and ENGR 112. Engineering 111 introduces students to engineering as a profession, describes the various branches of engineering, and helps them decide whether engineering is the right major for them. After taking ENGR 111 many students decide to pursue other majors. We are considering students who complete engineering 111 and then move to take and complete ENGR 112 as an 'LBCC engineering student.'

The graph below shows the breakdown of those who **did** continue on to ENGR 112 after taking ENGR 111. Students are grouped by those earning a 'C' or above versus those earning less than a 'C' in ENGR 111. As to be expected, students with a 'C' or better progressed into ENGR 112 at a higher rate than those earning less than a 'C' in ENGR 111.
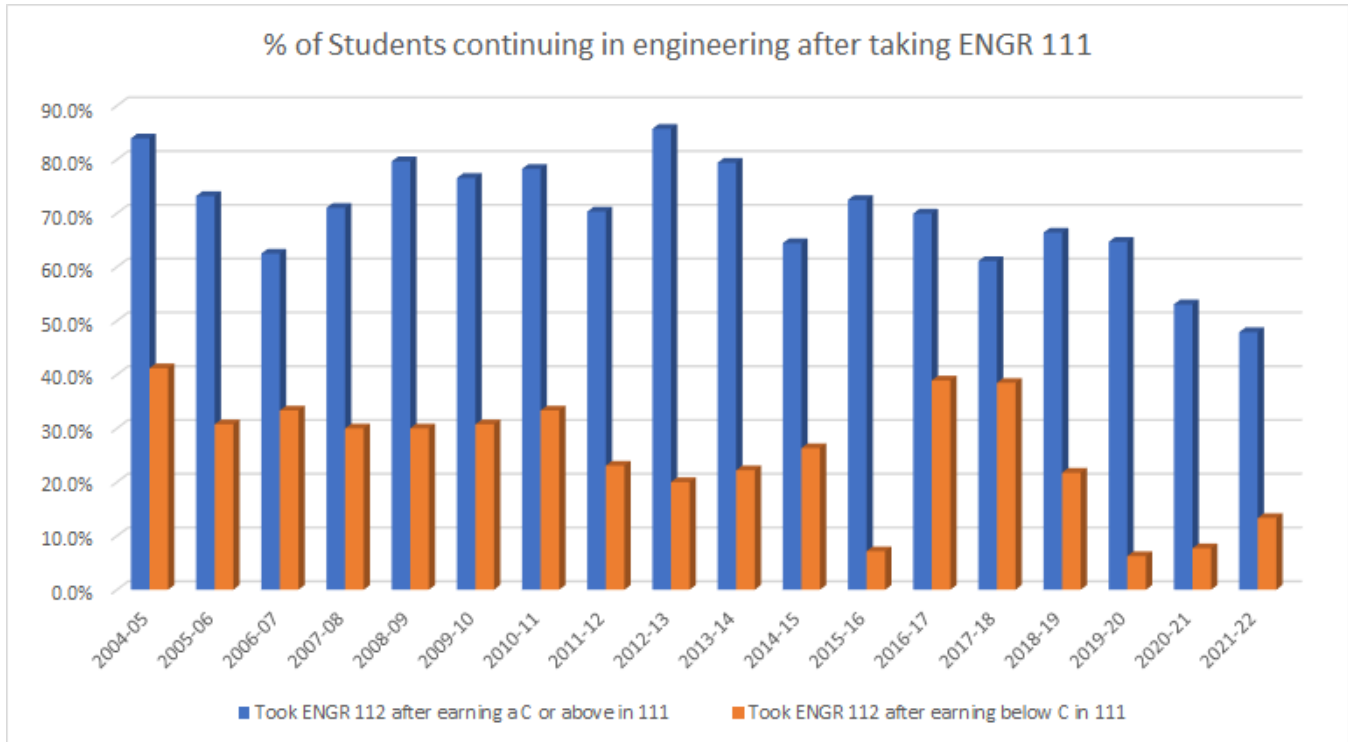
The graph below shows the breakdown of those who **did not** continue on to ENGR 112 after taking ENGR 111. Students are grouped by those earning a 'C' or above versus those earning less than a 'C' in ENGR 111.
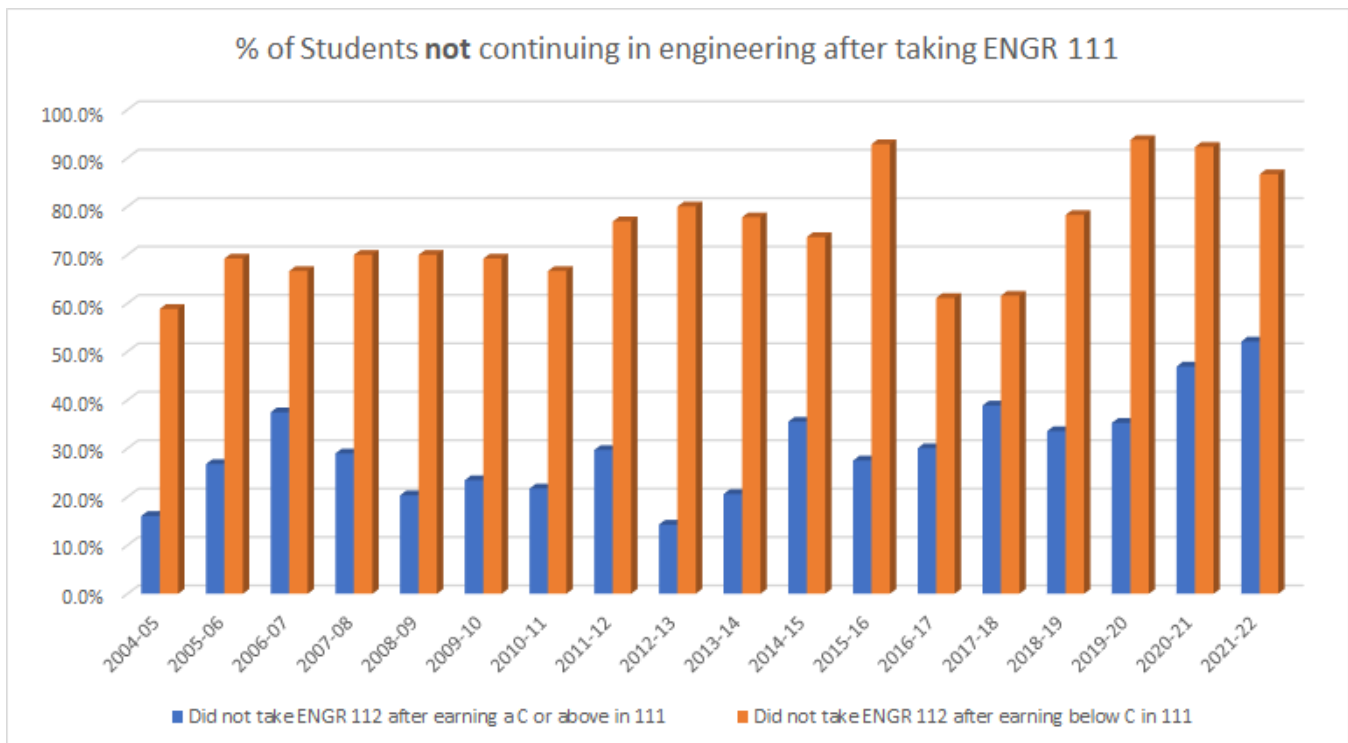
While the previous graphs show that many students do not continue on into ENGR 112 after taking ENGR 111, they don't provide the full picture. One of the challenges in measuring this progression is that not all students take ENGR 112 immediately after taking ENGR 111. In fact many take it the following year or in some cases during their third year after successfully completing other engineering courses. It is helpful to look at year by year enrollment in both ENGR 111 and ENGR 112 to put the previous data in perspective.
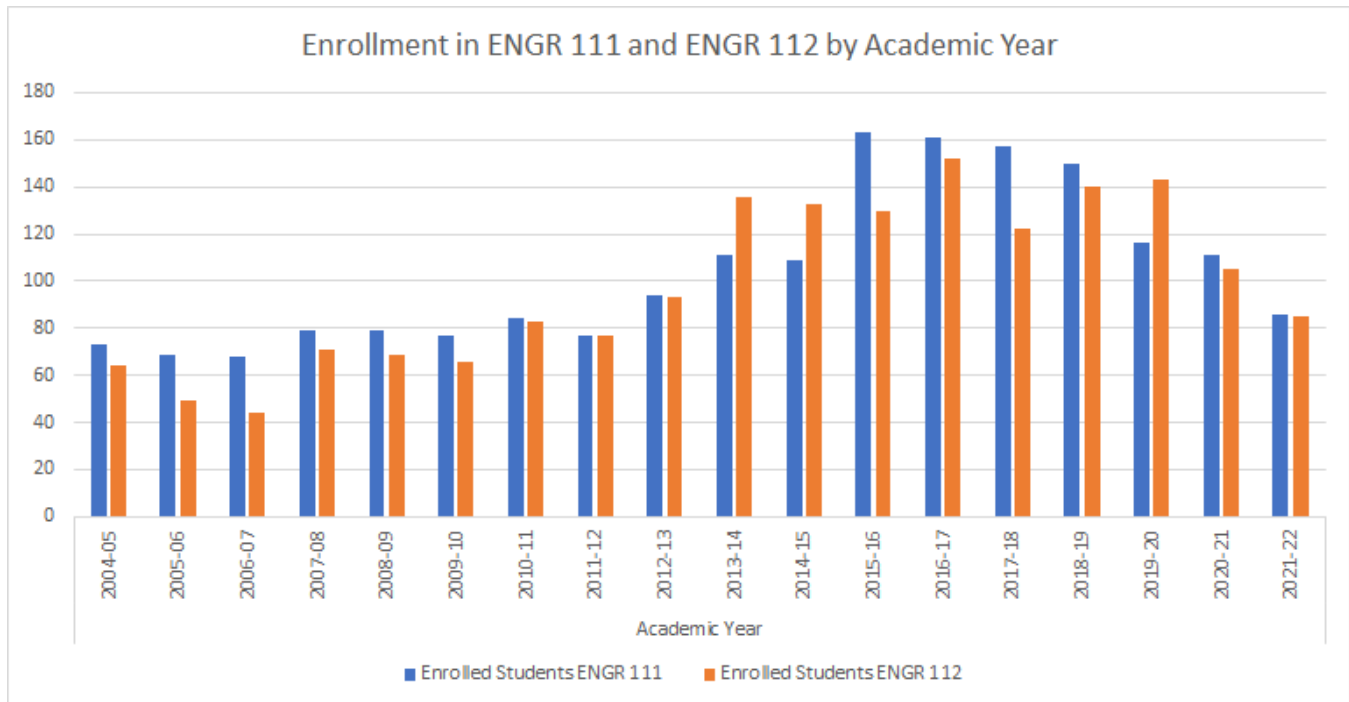
Looking forward

Many changes are currently affecting our program. Developmental math and Computer Science are being phased out, OSU is making substantial changes to engineering curriculums, and we are offering engineering courses at the Benton Center. Much of our time and energy will be spent responding to these challenges.

We will continue to investigate how to better measure and promote student success in our program. As we navigate through the changes outlined above we will have to adjust our metrics and methods for defining and measuring the success of our students.

University Partnerships Program Review 2023

Prepared by Katie Winder, Sonya James, Christine Acker, Brooke Kaye, and Nick May. May 2023.

Executive Summary

Mission Statement

Strategically recruit students to the DPP program. Support all transfer students to make a successful and efficient transition to a four-year university. Strategically create and maintain transfer pathways to meet students' educational and career interests.

Observed Gaps in Completing the Mission

We recognize that, although we have dedicated far more of our staff resources to recruiting, we still have work to do in building a network of contacts in high schools statewide and implementing our marketing plan. We have made big gains in both areas but still have more to do. Some technical issues have limited our ability to achieve our goals. Specifically, a software able to identify prospective students and nurture them through application and registration. Other technical issues include smooth transfer of transcripts from LBCC to OSU, and adherence to the WOU/LBCC MOU.

We don't have dedicated FTE to work on creating and maintaining transfer pathways right now, given our focus on recruiting. That work is being maintained but not expanded. For example, we know many of our students transfer to PSU, yet we don't have strong knowledge of or articulation agreements with PSU.

We also have identified a gap in University Partnership's representation in some key state committees such as the Transfer Subcommittee of the HECC and Common Course Numbering (we have faculty reps, but are no longer represented on the technical implementation committee). Another big upcoming challenge is OSU's General Education reform -- this will take much of our focus in the next two years to ensure that our AS degrees emerge aligned and with close to 90 credits. Last, the expansion of the Corvallis Campus has given us an opportunity to increase DPP enrollments in targeted areas, and this is our other area of focus in the next cycle.

Detailed Narrative

Reflection on Targets for Improvement From Last Review (in 2020-21)

- Increase percentage of AS degree seeking students who are enrolled in DPP from 58% to 65%. The 58% was higher than we had expected, since students must meet eligibility requirements before applying. Our newest data are a little different due to coding changes, so we were apparently never at 58%:
  - 2017-18: 47%
  - 2018-19: 49%
  - 2019-20: 52%
  - 2020-21: 55%
  - 2021-22: 54%

  We are doing really well with this and will put it on the "monitor and maintain" list.
- Develop 5 new transfer pathways to universities based on actual student transfer behavior. For example, we see 30+ students in the National Clearinghouse data who pursued an Engineering AS at LBCC and appear at PSU in the following year. Due to personnel changes, we didn't pursue PSU pathways in this cycle. We did create a partnership with Arizona State University, however.
- Increase DPP enrollments to 2019-20 level.
  - 2017-18: 2,175
  - 2018-19: 2,171
  - 2019-20: 2,190
  - 2020-21: 2,066
  - 2021-22: 1,810

  We did not meet the goal of increasing DPP enrollments despite our best efforts. We have developed an out-of-district recruiting network and expect it to begin bearing fruit. We also developed and implemented a social media campaign that we plan to sustain over time. We have re-established in-person connections with OSU's advisors and administration and expect higher numbers Fall 2023.

Targeted Metrics for This Review and Next

- Increase total DPP students per term to 2019-20 level (2,190)
- Successfully navigate OSU's General Education reform, keeping our AS degrees relevant and with sufficient credits.

Process Map

Process 1: Guide students to successful transfer

- Recruit new students into DPP and other transfer destinations
  - Identify students who are financially at-risk of not being able to afford university and recruit into DPP (e.g. CAMP, out-of-state students, low SES school districts)
  - Identify students who are academically at risk of suspension at university
- Admit and onboard new students
- Increase usage of DPP by students (e.g. creating student-facing advising guides, partner with advising at LBCC and partner schools, financial aid, partner school academic supports, housing, transportation, registration and communication)
- Ensure students' successful transfer, in that they continue to make progress towards their bachelors degree and minimize credit loss after transfer (NB: we never have data to really check this other than general clearinghouse -- we won't be holding ourselves accountable for this one yet)

Metrics:

- Total DPP students per term. *Current metric (WI 2021): 1592 / Target metric for WI 2022: 1565. Need update*
  - *Winter 2018: 1,380*
  - *Winter 2019: 1,404*
  - *Winter 2020: 1,449*
  - *Winter 2021: 1,338*
  - *Winter 2022: 1,124*
- Percent of eligible AS students who are DPP (eligible means they start at LBCC as DPP *or* they have a min 2.25 GPA, have passed WR 121 with a C or better, and have completed 24 or more transferable credits).
  - Last review cycle: 26.3% of currently registered students who are AS (but not DPP) are eligible for DPP.
    - *2017-18: 50%*
    - *2018-19: 49%*
    - *2019-20: 51%*
    - *2020-21: 54%*
    - *2021-22: 51%*
- Percent of AS students who are DPP: *Current metric (WI 2021): 58.17% / Target metric for WI 2022: 60 or 65%.*
  - *Winter 2018: 46%*
  - *Winter 2019: 47%*
  - *Winter 2020: 51%*
  - *Winter 2021: 55%*

- ○ *Winter 2022: 53%*

- Total DPP by specific subpopulations:
  - ○ Hispanic/Latino students: the DPP Hispanic/Latino student percent is based off the number of students who apply and enroll at LBCC for the first time; the district composition percent is based off the [American Community Survey (ACS) population](#) estimates for those aged 19 and younger (tables B01001 and B01001I; five-year averages). We currently have 16% Hispanic/Latino ethnicity in the DPP program, compared to 7-9% in our two county district.
    - ■ 2017-18: 6%
    - ■ 2018-19: 7%
    - ■ 2019-20: 12%
    - ■ 2020-21: 12%
    - ■ 2021-22: 12%

- Average number of credits taken per term among active students (active at LBCC; might want to play around with clearinghouse in the future).
  - ■ 2017-18: 7.2
  - ■ 2018-19: 7.6
  - ■ 2019-20: 7.8
  - ■ 2020-21: 7.6
  - ■ 2021-22: 7.4

Process 2: Develop and maintain pathways and partnerships

- Identify and analyze potential partner schools or programs to strategically use our resources.
  - ○ **Metric**: Analysis of degree paths of students who transfer to 4-years other than OSU to identify potential program pathways to develop. ([tab: Major List](#) at top 5 Transfer Schools)
- Develop and maintain course and program articulation agreements or DPP MOUs and develop and maintain advising guides or 4-year plans specific to partner schools.
  - ○ **Metric**: Percentage of our articulation agreements (program level) have been reviewed by the partner school and LBCC faculty in a given year.
  - ○ [Link](#) to Tracking sheet.
- Maintain relationships with partner schools to increase information sharing and liaise with LBCC faculty and administration to centrally collect transfer-relevant information.
  - ○ Administer and maintain our Difference, Power, and Discrimination faculty learning community and relationship with OSU's DPD. **Metric:** number of DPD courses at OSU; % faculty in cohort
  - ○ **Metric:** number of advisor visits from OSU, number of faculty meet-ups. Possible google form that we could ask dept chairs to fill out each term -- did you check in with your OSU folks? What help do you need?
- Maintain technical aspects of DPP MOUs such as admissions data sharing, financial aid consortia, housing criteria changes, fees, etc.

- ○ **Metric:** none -- qualitative review each year to identify problems.
- Analyzing trends and proposed legislation around transfer or articulations and advocating for or against changes at the state level.
  - ○ **Metrics:** ensure we have representation on key committees working on state level projects (e.g. MTM, common course numbering).

Category	Count
Not satisfied at all	7
Satisfied	499
Very satisfied	1989

Category / Count

Satisfaction with New Student Center Experience.

Prior survey

Tell us how we did!

You interacted with us recently. We want to know what you think!

The First Resort is LBCC's student support and navigation center for both new and continuing students. We are the staff you reach when you contact the First Resort or Admissions at LBCC.

Our staff and student ambassadors support you through all parts of your educational journey, helping you understand and navigate complex college processes. We connect you with academic, financial, career, and personal resources on campus, and most importantly, we listen to what you're really asking. Let's find the way together.

vorea@linnbenton.edu Switch account

* Indicates required question

Email *

☐ Record **vorea@linnbenton.edu** as the email to be included with my response

How did you interact with us? *

◯ I dropped by, called, emailed, Zoomed, or Google chatted the First Resort or Admissions.

◯ The First Resort contacted me because of a concern from my instructor.

◯ Other:

I got my question(s) answered at the First Resort or Admissions OR the First Resort or Admissions was able to direct me to the campus office who could answer my question(s). *

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

After I talked with a First Resort or Admissions staff person, I knew what my next steps were. *

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

My concerns were heard and addressed at the First Resort and Admissions. *

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

I am satisfied with my experience with the First Resort and Admissions. *

	1	2	3	4	5	
strongly disagree	◯	◯	◯	◯	◯	strongly agree

Comments?

Your answer

Submit   Clear form

This form was created inside of Linn-Benton Community College. Report Abuse

Google Forms

Question'	Question'	Comment'	Allow Multiple Responses'	Response 1'	Count'	Response 2'	Response 2 Count'	Response 3'	Response 3 Count'	Response 4'	Response 4 Count'	Response 5'	Response 5 Count'	Allow Response Comments'	Response Comment Count'
1	How satisfied are you with your experience today?		N	Very satisfied	2251	Satisfied	1144	Average	193	Unsatisfied	24	Very unsatisfied	56	N	0
2	Do you feel like you know your next step?		N	Yes	3443	No	152		0		0		0	N	0
3	How many dependants do you have?		N	0	2592	1	378	2	370	3	138	4 or more	79	N	0
4	How many hours do you plan on working while you are in school?		N	0	486	10	511	20	1369	30	792	40 or more	414	N	0
5	Is English the most common language spoken in your home?		N	Yes	3374	No	198		0		0		0	N	0
6	Career Choice Scale. Choose the response that most closely describes you and your current Major/Career at LBCC:		N	Just getting started. I am exploring all options.	255	Doing some investigating. I am still narrowing down options.	386	Fairly confident. I am still researching to learn more.	671	Ready to commit. I have made a decision on my major.	714		554	N	0
7	Would you like to learn more about ways LBCC can help students with food, housing, and other needs?		N	Yes	823	No	1166		0		0		0	N	0

Webrunner survey

Current Survey

New Student Orientation - Student Evaluation

You're all registered, so how'd it go?

Please provide feedback on your experience with the New Student Orientation. We would like to continue to improve our process so that we can create an experience for new students that is helpful, concise, and provides clarity about your next steps. We appreciate your input.

1. How satisfied were you with the New Student Orientation experience, overall?

○ Very satisfied   ○ Dissatisfied

○ Satisfied   ○ Very dissatisfied

○ Neither satisfied nor dissatisfied

2. What did you find the helpful in the New Student Orientation? (check all that apply)

☐ Step 1: Learning about LBCC

☐ Step 2: Learning about Math & Writing Placement Options

☐ Step 3: Telling You What I Want to Study

☐ Step 4: The In-Person Registration Session

☐ Step 5: Preparing for the First Day of Class

☐ Other (please specify)

[   ]

3. Was it clear to you when you needed to take an action to get to the next step of Orientation?

○ Yes

○ No, I wish it was clearer in this part: (write your answer below)

[   ]

4. What would you change about the Online Orientation if you could? (check all that apply)

☐ I wouldn't change it; I thought it worked well.   ☐ I wanted to go back and forth between sections; I didn't like that I had to go in order.

☐ I thought it was too long; I'd like it to be shorter with less information to read.   ☐ I don't think I should have to go through an orientation; I'd rather figure it out myself.

☐ I thought it was too short; I wanted more information.   ☐ I thought it was too complicated; I wanted fewer steps before I could register.

☐ I would have liked more videos with someone explaining the information to me.   ☐ I don't like that it's online; I'd rather come in and talk to someone than go through this.

0 of 9 answered

[text box]

5. What do you wish we had asked you during your Registration Appointment? What information were you unable to communicate that you wish you had the chance to say? ▽

○ I feel like I was able to tell you everything I wanted, and my course recommendations were appropriate for my situation.

○ I wish...

[text box]

6. Was there anything about your Registration Appointment that was particularly helpful? ▽

[text box]

7. Was there anything about your Registration Appointment that confused you? ▽

[text box]

8. How confident are you going into your first term at LBCC? ▽

○ Extremely confident - The first day of classes cannot come soon enough!

○ Somewhat confident - I just have a few more things to figure out before the term starts.

○ Not so confident - I know I'm all registered, but I still have a lot of questions before I feel ready for the first day of classes.

9. When you have questions about your first term at LBCC, who do you ask? ▽

○ The Enrollment Expert who helped me make my Recommended First Term Guide

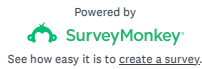○ The First Resort Student Support Center (email, zoom room, call)

○ My Advisor

○ LiveChat from the website

○ My Navigator

○ I don't know who I should ask

DONE

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0 of 9 answered

LBCC Online Course Design Checklist

The LBCC Online Course Design Checklist is intended to help faculty create and teach well-designed, high-quality online courses. The Checklist outlines specific standards of online course design and recommends ways to design, deliver, and improve courses. The Checklist provides resources and information to help faculty implement the course design standards. Not all standards on the Checklist will apply in every course.

The Checklist may be used as a tool:

- for self-assessment by faculty during the design, development, or assessment of their online courses.
- to provide constructive peer feedback to faculty on the design and delivery of their online courses.
- in the pilot of the LBCC Online Course Certification Process to document that an online course has met LBCC's online course design standards.

1. Course Introduction	Yes No Partial	Resources & Information	Comments
1.1. Does the course provide a clear and organized starting point such as a "Start Here" section which • introduces the class, • defines course format (whether the course is online, virtual, or hybrid), • defines course structure, • details first steps to getting started with the class, • and links to the syllabus?		Resources: Consult LBCC's Faculty Start of Term Guide for tips and resources about getting a course off to a successful start. More Information: A clear starting point or course introduction module serves as the orientation to an online course, and is an online equivalent to the events that occur on the first day of a face-to-face class.	

1.2. Does the syllabus detail (or link to) ● required materials, ● communication expectations and instructor response time, ● office hours, ● institutional policies, ● support resources, ● Center for Accessibility Resources statement, ● a course schedule, ● and grading policy?		Resources: The LBCC Faculty Handbook has suggestions for syllabus content. Use LBCC's accessible syllabus template. Also see LBCC's Regular and Substantive Interaction Guidelines.	
1.3. Are student expectations for participation and interaction provided in the syllabus and/or in Moodle?		More information: Expectations for assignments, class participation, netiquette, proctoring, weekly due dates, and attendance requirements should all be clear. For hybrid courses, provide clear guidelines for synchronous (in-person) and asynchronous (online) participation.	
1.4. Are links to LBCC policies and technology and campus support resources present in the syllabus and/or in Moodle?		Resources: Student Help Desk Campus Resources More Information: Students should be able to easily find information on college policies and support resources in the course.	
1.5. Is an instructor introduction present?		More Information: Consider using a "Meet the Instructor" page and/or posting a short video video introducing yourself and your teaching philosophy.	

1.6. Are students asked to introduce themselves to other classmates the first week of class?		Resources: Using discussion forums for student introductions both builds community and gives students a low stakes opportunity to practice using Moodle.	
2. Design and Layout	Yes No Partial	Resources & Information	Comments
2.1. Is the course organized in clearly defined learning units such as weeks or modules that are consistently organized and easy to navigate?		More Information: Courses should be clearly organized and easy to navigate both from week to week and also within weeks/modules. Naming conventions for course sections (e.g. Week 1, Week 2) should be clear and consistent. Consistent color scheme and icon layout, related content organized together, and self-evident titles are good ways to help guide students through a course site.	
2.2. Have less utilized links and tools been hidden or removed to minimize confusion?		Resources: This help guide explains how to hide content and activities in Moodle. More Information: Excess or unused resources or navigation links should be hidden or removed from the course to prevent clutter, aid in navigation, and reduce confusion.	

2.3. Is page content formatted into clearly understood sections using descriptive headings, versus long format material?		More Information: Instead of using long blocks of text chunk page content into manageable segments to facilitate reading online.	
2.4. Is text formatting throughout the course consistent and readable (similar font, color, size)?		Resources: LBCC's Quick Accessibility Guide. More Information: To enhance readability and accessibility establish consistent use of headings and titles. When formatting text use a sans-serif font (Arial, Calibri, Tahoma) of at least 12 pt. Avoid underline or script texts.	
2.5. Do color choices provide sufficient contrast so that content can be understood without the color?		More Information: Color should not be the only means of conveying information. Text, graphics, and images should be understandable when viewed without color. Use sufficient color contrast to ensure readability. A great way to test this is to print the content in black and white. If it is still understandable, the contrast is sufficient.	
2.6. Are tables only used for displaying data in the simplest configuration possible with row and column headers (if applicable)?		More Information: Tables should not be used for design purposes such as the layout of the document or page.	

3. Course Content	Yes No Partial	Resources & Information	Comments
3.1. Are a variety of instructional materials (graphics, videos, articles, simulations) used throughout the course while not overly relying on one content type such as text?		Resources: [Rubrics for reviewing OER and course materials.](#) More Information: Engaging online courses, which include a variety of [instructional material](#), support multiple learning styles. Using different instructional materials helps break the monotony, enhances student learning, and adds dimension and depth to the learning experience. Course materials should also include copyright and licensing status, clearly stating permission to share where applicable.	
3.2. Do course materials and activities align with course outcomes?		More information: Course materials and learning activities should support topics and concepts included in course outcomes and assessments. A good practice is to provide students with a course map or another means of understanding how course materials and learning activities align with assessments and course outcomes.	

3.3. Are instructional materials chunked or grouped into manageable pieces?		More Information: Dividing instructional materials into manageable "chunks" (short videos, fewer presentation slides, etc.) helps students process and remember course material.	
3.4. When possible are Open Educational Resources, free, or low cost materials used?		Resources: Open Educational Resources (OER) Guide	
3.5. Are students regularly provided opportunities to actively engage with course content?		Resources: See LBCC's Regular and Substantive Interaction Guidelines. More Information: To foster active learning in each week or module provide students opportunities to explore, engage with, or apply concepts described in course materials. Examples of active engagement would include a class discussion, writing assignment, self-assessment activity, etc.	
3.6. Does the course provide activities for students to develop higher-order thinking and problem- solving skills, such as critical reflection and analysis?		More Information: This standard addresses the following LBCC MERIT quality courses metric: "A target percent of students report being expected to use higher order thinking skills in their courses."	

3.7. Are hyperlinks active and descriptive?		More information: Check that all links to files, videos, external URLs, and navigation menu items are working. For accessibility ensure that hyperlink text is descriptive and makes sense when out of context (avoid using "click here") and that hyperlinks open in a new window or tab.	
3.8. Are math and science equations written using accessible software?		Resources: Quick Accessibility Guide to Equations	
4. Assignments & Assessment	**Yes No Partial**	**Resources & Information**	**Comments**
4.1. Does the gradebook accurately reflect calculated totals, as described in the syllabus, so that students can continually track progress?		Resources: This video walks through how to set up a Moodle gradebook so it matches the syllabus. More Information: For regular and timely feedback online students rely on a gradebook in the course site that is up to date and accurate. For this reason use the gradebook in Moodle and set it up prior to the start of the course.	

4.2. Are learning objectives present, within weeks or modules, that are aligned with course learning outcomes?		More Information: Learning objectives are incremental steps towards a course learning outcome. Learning objectives should be placed at the beginning of each week or module, so that students identify what will be covered and how they will be assessed.	
4.3. Are detailed explanations of assignments, including instructions, submission requirements, due dates and grading criteria provided?		More Information: Clear and complete instructions with detailed grading criteria for assignments are essential to students in an online course. Students struggle to be successful with assignments when this information is vague or missing.	
4.4. Are a variety of assessment methods used that align with course outcomes?		More Information: Multiple types of formative and summative assessments are used (research project, papers, quizzes, discussions, etc.). Low stakes assessments are provided that allow students opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).	

4.5. Do students have opportunities to provide descriptive feedback on their learning, course design and content, course experience, and ease of online technology?		Resources: Here are examples of types of activities you can use to get student feedback. Small Group Instructional Diagnosis (SGID) request form. More Information: Instead of only relying on end-of-course evaluations, provide periodic opportunities for feedback about the course content, course design, and ease of use of technology.	
5. Interaction & Engagement	**Yes No Partial**	**Resources & Information**	**Comments**
5.1. Are instructor announcements and discussions used on a weekly basis?		Resources: See LBCC's Regular and Substantive Interaction Guidelines. More Information: Regular instructor-to-student communication about course content and activities is essential in an online class. Ongoing discussions and weekly announcements on topics such as availability of feedback on assignments and reminders about upcoming assignments help create a stronger connection to the instructor, peers, and subject matter. Consider including and regularly moderating a	

		forum where students can post general questions about the class.	
5.2. Are students routinely asked to interact with each other in meaningful and regularly scheduled discussions or other activities?		More Information: Designing activities requiring student-to-student engagement allows students to assume more responsibility for their own learning and creates a more active and engaged learning community. When using collaborative activities such as student-to-student discussions, group projects, or peer feedback the instructor's role changes more to facilitator, moderating and evaluating the quality and quantity of interaction between learners.	
6. Universal Design & Accessibility	**Yes No Partial**	**Resources & Information**	**Comments**
6.1. Are all course documents (word, PowerPoint, excel files, etc.) accessible?		Resources: Digital Accessibility at LBCC Quick Accessibility Guide Quick Accessibility Guide to Using Ally in Moodle. Quick Accessibility Guide to Google Suite More Information: Reading order is accurate in all documents, e.g. PDFs, PPTs. Slideshows use a predefined slide layout and include unique slide titles.	

6.2. Are alternative formats accessible for rich-media content (such as videos with closed captioning)?		More Information: When using rich-media content ensure that: ● Accurate and synchronized captions are provided for video content. Transcripts and audio descriptions (when applicable) are also provided. ● Videos are delivered in an accessible media player (YouTube, Panopto). ● Short, succinct alternative text is added to non-text elements (images, tables)	
General Comments			