

Year Seven Evaluation Report

**Linn Benton Community College
6500 Pacific Blvd. SW
Albany, OR 97321**

October 11-14, 2016

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General Introduction

Linn Benton Community College (LBCC) is a two-year public comprehensive institution located in Albany, Oregon with outreach centers in nearby communities such as Corvallis, Sweet Home, and Lebanon. The College serves more than 19,000 students each year, over 4,000 of which take classes full time. Offerings support those individuals engaged in university transfer, occupational training, adult basic skills and continuing education. During the past several years the College has faced reduced enrollment at times and growth in enrollment at others. At this point, enrollment trends and retention rates are flat..

The College demonstrated a high level of transparency and engagement during the visit, supporting the work of evaluators. LBCC spoke to many best practice efforts while expressing eagerness with respect to improving their performance and the experience of students. Of special note is the College's engagement in Achieving the Dream (ATD) and the AACC Pathways Project (Pathways) efforts, as well as many indicators supporting their strong commitment to student success. Faculty have actively engaged in the creation of course learning outcomes and demonstrated how such were used to improve teaching and learning.

This visit focuses on requirements and institutional responses during Year Seven of the accreditation cycle, as well as changes reported since the previous visit and progress report. The evaluation was conducted on site and team members employed the use of written documentation, electronic and paper exhibits, personal observations, and in-depth interviews to complete their work.

Assessment of the Self-Evaluation Report

The institution's self-evaluation report was well-organized but at times relied on somewhat tentative language in presenting information about efforts made to meet accreditation standards. The use of future tense language made it difficult for evaluators to assess specific progress to date without the use of interviews and additional documentation. At the beginning of the self-study report it would have been helpful for the report to differentiate responses to recommendations as compared to responses to concerns, as well as more clearly denoting section headings by using both numbers and titles. Links to electronic exhibits were helpful; requests for additional information were met with quick responses.

Institutional History Impacting Accreditation Visit

The Northwest Commission on Colleges and Universities (NWCCU) granted initial candidacy status to LBCC in 1968. Accreditation status was earned in 1972 and confirmed in 1977. During this accreditation cycle, LBCC hosted a Year One visit in 2012 and a Year Three visit in 2014. The 2014 Year Three visit resulted in three recommendations: (1) assessing student learning outcomes at the course, program, and certificate/degree level; (2) completing both a facilities and technology master plan, and (3) ensuring adequacy of facilities infrastructure and resources to support core theme acquisition.

Report on NWCCU Eligibility Requirements

The institution is in compliance with most NWCCU Eligibility Requirements. The following detailed information is provided for selected components that reflect both compliance and non-compliance:

Eligibility Requirement 3. Mission and Core Themes: Careful work was done to identify core themes consistent with the mission of LBCC. The mission and core themes are understood and clearly articulated by staff, faculty, students, administrators, and governing bodies. A priority for the institution, as demonstrated through documentation and interviews, is keeping the needs of students at the forefront of decisions and actions.

Eligibility Requirement 5. Non-Discrimination: LBCC has a clearly articulated and effectively implemented complaint and concerns process that pairs the Office of Human Resources, the Academic Deans, and the Associate Dean of Students. Their work focuses on educating and training members of the college community with respect to non-discrimination and making gains against the core theme Cultural Richness. Notable is the number of concerns or complaints that are managed in an informal manner and result in changes to policies and procedures that strengthen the climate at LBCC.

Eligibility Requirement 11. Educational Program: The institution reflects a wide range of educational programming that closely aligns with and responds to the needs of students, local communities, and college partners. While there is ample evidence that course level outcomes are in place and used to improve classroom teaching and student success, the development of outcomes at the program level is sorely lacking. There is little evidence, with the exception of professional and technical programming, that results of program assessment are available, assessable, or used for improvement.

Eligibility Requirement 12. General Education and Related Instruction: The college reflects clear delineation and connection of their general education and related instruction components.

Eligibility Requirement 14. Physical and Technological Infrastructure: The college recently completed updates for their master facilities and technology plans. It will be important to develop measurements that mark progress against the goals outlined in these strategies. Also, an institution-wide plan that integrates and connects these two plans to other planning efforts will likely help improve core theme progress and institutional sustainability.

Eligibility Requirement 22. Student Achievement: The college is investing in two major initiatives to assist with student achievement and retention: ATD and Pathways. Retention efforts are being created to address gaps in student progress. It was found that difficulty exists in obtaining college information about data for those students who transfer to attend Oregon State University.

Eligibility Requirement 23. Institutional Effectiveness: It is evident that, while yet in the early stages, the college is creating a culture of assessment that guides decisions and resource allocation.

Standard 1 – Mission and Core Themes

Standard 1.A – Mission

The latest board adoption of the LBCC mission statement took place in October 2012. Documentation and interviews verify that LBCC reflects a mission statement that clearly articulates the purpose of the college. Individuals across the institution (administrators, faculty, staff, and students) can quote the mission statement and identify how it applies to them and their efforts. It is evident that the mission statement serves as a foundation for efforts to measure mission fulfillment, but evaluators found that mission fulfillment was not clearly defined by the college.

Standard 1.B – Core Themes

LBCC has identified three core themes to represent the mission of the institution. The themes are Educational Attainment, Cultural Richness, and Economic Vitality. These core themes were revised by the Mission, Effectiveness, Resources, and Improvement Team (MERIT) during the 2012/13 academic year. The core themes and objectives were developed to ensure resources and efforts are aligned with meeting the educational needs of the district. Thresholds (specific markers or clearly-defined ranges) for measuring core theme effectiveness are not in place.

Standard 2 – Resources and Capacity

Standard 2.A

Governance and Governing Board

LBCC reflects a clearly defined governance structure, led by a seven-member elected Board of Education. Board members represent the various geographic areas served by the college. The Board monitors institutional policy and focuses careful attention on institutional responsiveness, efficiency, and resource allocation. The college and the board actively monitor compliance with accreditation requirements and associated standards. The board designs their meeting agendas to ensure adequate time for generative, strategic, and financial/ resource topics and is becoming more adept at identifying the data necessary to perform their role and utilize evidence to inform decisions. The board evaluates their performance on an annual basis, and there is evidence that attests to the use of this information for improvement of board operations.

Effective processes are in place to evaluate the President of the College. This evaluation takes place at the regularly scheduled June Board Meeting. A survey of performance is completed by each board member, and the results are compiled, then compared with a written evaluation submitted by the president. The process reflects a systematic and periodic application.

While many employees and student attest to having access and influence on the governance of LBCC, concerns were noted in each of three major meetings with constituent groups (students, faculty, and staff) about the changing nature of governance body titles and the prolific use of acronyms. This instability with respect to governance body identification was noted as lending itself to confusion and a lack of clarity.

Leadership and Management

The college employs an ample number of senior- and mid-level administrators. Evidence attests to strong communication linkages between administrative groups. Administrators are evaluated on a regular basis, with results tied to professional development goals and resources.

Policies and Procedures

Academics and Students

Careful attention has been paid to the differentiation between board policies and administrative rules that govern college operations. Clear delegation of responsibility for the administration and monitoring of such regulations is then assigned to either the board or the various college governance bodies as appropriate. The foundation for college governance is based on five tenants: shared vision, shared engagement, shared respect, shared information, and shared risk.

College, academic, and student-related policies and guidelines, to include student rights and responsibilities; academic honesty; student support services; admissions and transfer; and co-curricular activities are well-developed, and evidence attested to their active use. They are clearly communicated to students, faculty, administrators, and staff through a variety of printed and electronic media. Policies and administrative rules serve as an important element in new student orientation and continuing student engagement. The college has a well-developed ethics policy and evidence attests to employee knowledge of these guidelines as well as an application of these guidelines when appropriate.

LBCC Library policies are publicized on the library's webpage of the College website. The documented policies include access parameters, borrowing materials, code of conduct, computer usage, interlibrary loan, materials selection, noise levels, study rooms, and library programs. The faculty librarians review and update these policies as needed. Policies in full are not accessible in print format, although circulation policies are presented on bookmarks that are available at the circulation desk.

Human Resources

LBCC maintains detailed policies and procedures for the Human Resources Department that clearly describe the duties, expectations, and entitlements of the college's employees. LBCC employee groups are fully apprised of the conditions of their employment. The Faculty Appraisal Handbook addresses employment-related matters uniquely pertaining to faculty; classified employees' terms and conditions are outlined in LBCC's Collective Bargaining Agreement for Independent Association of Classified Employees (IACE). Employee contracts provide information related to each employee's individual status of employment. The College ensures the security and appropriate confidentiality of human resource records.

Institutional Integrity

LBCC represents itself clearly, accurately, and consistently through its websites, publications, announcements, and statements that are overseen by the Executive Director of Advancement in partnership with the respective instructional programs and degrees. Appropriate administrators routinely review publications to assure integrity of the mission, core themes, programs, and services in its communications.

Linn-Benton Community College is committed to high ethical standards in the management and operation of the college. As reflected in the mission, core themes, and values, the College is dedicated to the educational attainment of its students. The College's values include "opportunity, excellence,

inclusiveness, learning and engagement.” The institution treats students, faculty, administrators, staff and other constituencies in a fair and equitable manner as reflected in the board policies, administrative rules, publications, and various meeting notes. Complaints and grievances are addressed in a fair and timely fashion.

Linn-Benton Community College has a clearly outlined Board Policy (1045) as well as an Administrative Rule (1045-01) to address college standards of conduct. Conflict of Interest is addressed in Board Policy (1020). Moreover, college employees are subject to the Standard of Conduct Policy that outlines the expectation that all employees exhibit ethical and professional behavior when serving students and the public. These standards are part of new employee orientation.

Board Policy (4030) addresses copyright, intellectual property rights, and development of instructional materials at LBCC. LBCC represents its current and accurate regional accreditation status online and in the college catalog. At LBCC all contractual agreements and memoranda of understanding are reviewed and approved by the president or appropriate designee per board policies and administrative rules. Purchasing and contracting guidelines direct the college’s agreements with external entities so as to maintain the integrity of the institution.

Academic Freedom

The LBCC Policy is Published and disseminated to faculty and students. Conversations with faculty and student groups attest to the knowledge about and use of this policy. Several documented examples also provide evidence that the College community is carefully using these guidelines.

Finance

Policies pertaining to the appropriate management and oversight of financial practices at LBCC are in place; recent audits and board minutes reflect adherence to these guidelines.

2.B – Human Resources

Based on an assessment of the college’s Year Seven Self-Evaluation, examination of policies, procedures and additional exhibits, as well as interviews with employees with respect to Human Resources, it is determined that LBCC has fulfilled the requirements of Standard 2.B.

LBCC employs 930 full- and part-time employees. The Human Resources Department collaborates with appropriate administrators and supervisors to review qualifications, position descriptions, and authority for hiring vacant positions. LBCC maintains a detailed Personnel Policies and Procedures Manual that outlines duties and expectations of all college employees. This information is used to inform employee orientation, performance evaluation, professional development, and discipline.

Administrative staff are evaluated annually with reminders sent from Human Resources each spring. All completed evaluations (and any additional documentation) are due to Human Resources by the 31st of July each year. The process for evaluation of both faculty and classified staff are outlined in the respective appraisal handbooks. All employees are notified by the Human Resources department about the performance evaluation process. Administrators, faculty, and staff attest to systematic and periodic performance appraisal that is then tied to the distribution of professional development resources.

LBCC sends employees to and hosts presenters on campus relevant to job-oriented trainings. For example, the College will host a renowned speaker on cultural competence in the spring for faculty and

staff. Professional development is also enhanced by mandatory participation at division or department-level retreats/meetings.

The College employs full- and part-time faculty members who meet qualification standards appropriate to their teaching assignments, especially noted in the hiring of new full-time faculty in high demand areas (i.e. STEM, advising, and health profession areas).

The most important responsibility of every faculty member at LBCC is to teach. As noted above, while not diluting that responsibility, the college also supports professional development and research to enhance instruction. Faculty are expected to engage in service, such as academic advising and/or college committees. Forums and individual faculty meetings underscore the expanded contributions being made by faculty with respect to advising and student support.

Faculty evaluation is multifaceted and occurs in accordance with the faculty appraisal process described in the faculty handbook. The evaluation process includes peer/colleague, staff, student/learner evaluations, as well as administrative evaluation by the faculty's supervisor. Another important element of the evaluation process is faculty's evaluation of self. Faculty attest to systematic and period application of the evaluation procedures in place for instructional employees.

Standard 2.C – Education Resources

LBCC offers transfer, technical, and certificate programs consistent with the college mission. These programs culminate in Associate of Science, Associate of Arts Oregon Transfer, Associate of General Studies, and Associate of Applied Science degrees, in addition to skills and professional certifications. Programs contain appropriate content and rigor guided by agreements and collaborations with transfer institutions, advisory board oversight, and requirements of third party certifications where applicable. Program student learning outcomes are established for all degrees and certificates, and designators are consistent with program content.

Concern: While course level outcomes are well-developed at LBCC, program-level outcomes are dated and fail to reflect appropriate metrics to determine whether students have achieved the identified skills and abilities.

Course and program learning outcomes are published in the institution's catalog, and course outcomes are included in each course syllabus. Based on interviews with students, faculty, and academic leadership, there is a high level of recognition and understanding of course level student learning outcomes throughout the institution. There is recognition of program outcomes to a lesser extent among faculty and academic leadership, and there is wide agreement on the need to update these statements and develop appropriate assessment mechanisms.

Based on interviews with faculty and department chairs, course credit is intentionally and consistently tied to student achievement of course level learning outcomes with reasonable flexibility within the academic freedom afforded to faculty and departments in higher education to design appropriate procedures. Credit and degrees are granted in accordance with the institution's board policies and administrative rules on grading, credit for experiential learning, and graduation which reflect generally expected norms in higher education.

Compliment: The institution should be complimented on the high level of recognition and understanding of course level student learning outcomes among faculty and students interviewed by the evaluation team.

All LBCC degree programs are designed in accordance with guidelines from the Oregon Office of Community Colleges and Workforce Development. Design coherence is reviewed by the college's Curricular Issues Committee; this process serves to establish general education requirements and to offer feedback on appropriate breadth and depth to academic departments. Admission and graduation requirements for each degree and certificate program are clearly defined and published in the college catalog.

Faculty exercise a major role in the design, approval, implementation, and revision of curriculum components and programs via the Curricular Issues Committee. The eighteen voting members of the committee are comprised of an intended variety of academic faculty members and a student representative. The charge of the committee is well defined through established guidelines and relationships with non-voting support membership and executive leadership. Faculty exercise an active role in the selection of new faculty through participation in the search process, service on hiring committees, and recommendations of candidates for final consideration.

Based on interviews with teaching faculty and department chairs, it is clear that full-time faculty, with notable participation from part-time faculty, take responsibility for assessing student achievement of course level learning outcomes. Additionally, there is a developing culture of reflection toward fostering improvement in student achievement.

Based on interviews and a review of specific course learning objectives there is evidence that faculty with teaching responsibilities work closely with library personnel to integrate services and resources with the learning process. Faculty confirmed strong support from library staff and commented positively on resource availability. Links to library resources are included for students in certain course syllabi, and the library website provides students with course-specific research support in a variety of academic disciplines. The general education learning outcomes for the transfer programs under AS and AAOT include a specific statement on information literacy; however, related course level learning outcomes are most prominently stated in relation to writing courses.

Credit for prior experiential learning is granted based on approved policies, awarded at the appropriate level, is limited to a maximum of 25% of program requirements for a degree or one-year certificate, and is awarded through documented processes of approval. Awarded credit is transcribed in accordance with standards established by the American Association of Collegiate Registrars and Admissions Officers.

LBCC accepts transfer credit from accredited U.S. institutions. Administrative rules published on the college website and in the catalog establish the standard for acceptance of transfer credit in terms of responsibility, high academic quality, appropriateness and relevance to students' programs, and academic faculty are involved in the evaluation of program-specific coursework.

All LBCC degree and certificate programs include integrated general education course requirements of various breadth and depth. General education requirements for the AS and AAOT transfer degrees are similar in breadth but differ in total credit requirements and outcome language due to the different transfer pathways they provide for students: the AS degree is designed to provide seamless transfer to OSU while the AAOT is based on requirements and outcomes determined at the state level for transfer throughout Oregon. Transfer degree general education requirements include a recognizable core representing expected breadth and integration of basic knowledge and methodology. AAS and certificate programs require at least nine credits to meet general education requirements in computation, communication, and human relations.

LBCC's transfer associate degree programs do have identifiable general education learning outcomes published in the catalog. However, the evaluation committee learned from interviews with faculty, department chairs, committees and work teams that there is need and intent to revise these outcomes to ensure that language aligns appropriately with courses and programs and that the outcomes are assessable. With respect to transfer degrees, the relationship between general education and program outcomes is unclear at best. There was wide recognition that both areas were in need of focused revision in order to establish relevance in relation to the institution's mission.

LBCC's AAS and certificate programs do have identifiable general education learning outcomes published in the catalog. However, similar to findings with the transfer degrees, there is need and intent to revise these outcomes to ensure statements are properly aligned and assessable. Certain courses are embedded with related instruction components, and to ensure adequate qualification, the institution requires faculty to meet the minimum hiring competency for both the embedded and discipline-based components of instruction.

Continuing Education and Non-credit Programs

Continuing education at LBCC includes Business and Employer Services, Family Connections Department and community education personal enrichment classes. These noncredit continuing education programs are consistent with the institution's mission. The college reported 7629 students (duplicated) enrolled in non-credit courses during 2015-2016. Through campus interviews the evaluation team found faculty and staff who are engaged with continuing education programs to be eloquent about and committed to their role in enhancing the communities LBCC serves through lifelong learning. LBCC's core themes related to educational attainment and economic vitality include an impetus to partner with community and business needs and building community engagement.

Processes are in place within the units comprising continuing education to ensure quality and maintain records as set forth in the accreditation standards. Monitoring and development of courses and programs is conducted by lead faculty in the Business and Employer Services (BES) Department, and content is reviewed to ensure effectiveness and adherence to expectations of business and industry partners. Additional coursework is available through the Small Business Development Center and is overseen by a director tasked with ensuring quality and consistency of design, development, and delivery toward achievement of learner objectives.

LBCC does not award CEUs, with a few rare exceptions, but provides appropriate documentation including course outlines and instructor qualifications to those students and/or professional associations and external accrediting bodies interested in obtaining CEUs for studies. Infrequently, CEUs are awarded for special healthcare learning opportunities. These CEUs are awarded and documented in accordance with accreditation standards.

. LBCC's departments maintain records of all continuing education courses offered and provide students with information and sufficient documentation to seek credit from professional or accrediting bodies. Personal Enrichment courses are posted on student transcripts. The community education components of LBCC are in compliance with respect to tracking non-credit courses and operations through BES.

Standard 2.D – Student Support Resources

The college's Year Seven Self-Evaluation, evaluation of policies and procedures, and interviews with employees as well as students in regards to Student Support Services determined that LBCC has accomplished standard 2.D. There are some promising practices within the Student Support Services Division; two of which are the use of positive and inclusive language (i.e. poster on students' rights and responsibilities; disability support services) and holistic, learning-focused practices (i.e. restorative justice model for student conduct).

LBCC offers educational programs, i.e. academic transfer, vocational programs, and basic skills, with courses both on and off campus via face to face instruction. Educational opportunities are also extended to the community; one example is the dual enrollment program for currently enrolled area high school students. The college creates effective learning environments and appropriate services that support students' learning needs at all district locations.

Students are introduced to services and programs during individualized, orientation-style appointments in the New Student Center at the college. During these appointments students are walked through the essential steps to get started at LBCC. For example, new students can complete their placement test, explore degrees and/or majors, and then register for first quarter classes during the same appointment. Duly noted, one of the first quarter courses for new students is "Destination Graduation". As implied by its name, this course is designed to prepare students for college by focusing on skill building and information about an array of support services (including proactive academic advising) that will help students attain their academic goals including proactive academic advising.

Crime safety tips and campus security information are published in the catalog, student handbook, and online via the public safety web page. Also, the college publishes crime statistics in its Annual Safety Report. There are clear policies and administrative rules, plus the Code of Conduct, that support Title IX including the appeals process. Title IX issues are discussed during new student orientation, advising sessions, and is also available online. LBCC employs a restorative justice model that focuses on teaching and educating versus punishment. Clearly written behavioral expectation materials are available at LBCC.

In the event that a program is terminated, LBCC students are notified and provided the opportunity to complete their programs of study that includes the identified coursework or relatable course substitution. The college community is also notified of program elimination and termination including talking points for sharing information.

The college annually publishes its academic catalog online to include institutional policies, entrance requirements, core themes, support services, learning outcomes, financial aid, program information, academic calendar, as well as specific licensure and specific career fields.

The college provides a financial aid program in alignment with its mission to engage all to participate and benefit from an educated community by developing and reviewing cost of attendance budgets that reflect students' needs in compliance with federal regulations. The college's financial aid website is robust and filled with information about how to apply for aid, eligibility requirements, financial aid forms, and various financial aid programs.

The financial aid office employs financial aid advisors who are there to assist student with questions about the FAFSA, repayment obligations, and financial literacy via SALT (debt management tool). There are, however, circumstances that lead to financial aid suspension such as student's lack of progress or unsatisfactory academic progress as outlined in the college's catalog and the student handbook.

Academic advising is a partnership between instruction and student services at Linn-Benton Community College. LBCC is committed to providing quality academic advising to support student achievement as demonstrated by its establishment of an Advising Center, and staffing the center with faculty advisors. The Advising Committee (now known as the Academic Advising and Retention Group) host professional development/trainings opportunities for faculty advisors; moreover, there are opportunities for new faculty advisors to be mentored by seasoned faculty advisors. Conversely, there was no mention of professional development opportunities related to academic advisement for adjunct faculty advisors who (may) advise students informally.

The college has designed and implemented a systematic academic advisement program to support student success that includes a checklist of advisors, student learning outcomes, advisor and student responsibilities, FAQ about financial aid, and more. Students are assigned to faculty advisors to assist them with educational planning during their academic journey at Linn-Benton Community College. And while advising is mentioned as “mandatory” at LBCC, there is no mechanism (e.g. blocks/holds) in place to enforce the mandatory advising requirement which is one of the methods by which students create their educational plans.

Concern: There is a lack of both direct and indirect assessment measures related to the academic advisement system in general and learning and effectiveness specifically. There is little cohesive planning for the student services unit, and many departments fail to have assessment measures in place that reflect core theme connections. There does appear to be a connection between the core themes (namely, educational attainment, objectives “E and F”) and academic advising.

There a number of co-curricular activities are available to students at Linn-Benton Community College that align with the college’s size, mission, core themes, and values (specifically, engagement and opportunity). Student organizations are overseen by the student government association and the Associate Dean of Student Engagement. And while co-curricular activities have not begun the program review process, yet; the college did complete extensive work on its budget and funding practices for co-curricular programs during the last academic year.

Linn-Benton Community College operates a campus bookstore, food services, and printing services and gathers input about their operations from students, faculty, staff, and general public. And to ensure access for all of their customers, the bookstore also has a website for purchasing items.

The college offers intercollegiate athletics that comply with the Northwest Athletic Association Conference (NWAC). To ensure academic progress, the Athletic department utilizes a data dashboard that tracks both collective and individual student’s momentum and completion of key milestones toward student success (i.e. transfer and graduation).

Linn-Benton Community College provides unique usernames and passwords to all students as part of its student management and learning management systems. All students are required to use unique and secure usernames and passwords to access e-Learning/distance education content (MOODLE, the College’s learning management system).

Standard 2.E – Library and Information Resources

The LBCC Library holds and provides access to an appropriate level of information resources and encourages faculty to participate in collection management activities including the addition of appropriate resources and the removal of outdated materials. During this current year the library has held events related to cultural literacy in relation to the core theme of cultural richness.

Compliment: The team commends the LBCC Library for being instrumental in increasing textbook affordability efforts in support of the learning process. By encouraging faculty to replace required textbooks with e-books which can be accessed through the library's databases and to adopt open educational resources, students' access to affordable textbooks has increased considerably with 93 courses designated as OER.

Collection development and resource allocation is guided by some usage statistics, sporadic customer surveys, informal feedback, and employee observations. A Campus Environment and Student Services Survey was conducted in the spring of 2015, with many comments related to library services and staff. Themes identified from this survey included problems with the campus printing system and the need for more quiet study space. During the last five years, LBCC librarians helped to establish the Linn Libraries Consortium, increased access to e-books and other electronic resources, expanded their responsibilities of student computer support services, increased staffing, conducted a collection analysis, and expanded library hours to include weekend hours.

The LBCC Library faculty librarians are responsible for the majority of planning obligations with no outside contributions of faculty, staff, or community members. Informal planning sessions involving librarians and classified staff occurs periodically within work groups who formulate goals for the coming year.

The LBCC Library provides information literacy instruction one-on-one or in the classroom. The one-on-one instruction is conducted face-to-face, by phone, email, or chat. Faculty librarians and academic departments work together to provide class-integrated information literacy instruction.

Staff restructuring and the added responsibility of student computer support services to the library caused a decrease in instruction sessions. Planning has begun to create targeted instruction with the collaboration of faculty with the goal of increasing instructional services.

A five-year cycle of inventory, weeding, and updating the physical collection is conducted by the library. LBCC Library policy states that collection management decisions are based on the review of monthly and yearly bibliographic, circulation, interlibrary loan, and database reports. Through interviews it was determined that the reviews of this data is not systematic and completed at regular intervals. A Spring 2015 collection analysis was reviewed by the librarians initiating adjustments to acquisitions and collection management practices. The LBCC Library plans to conduct a collection analysis every five years. This analysis can be a valuable tool if carried out on a regular cycle. The team found that even though several types of feedback forms have been created to assess various library services, these forms are not used consistently.

The security of library and information resources and services include the use of security strips with security gates to prevent the theft of physical materials. The recent remodel which included creating a stairway to the Learning Center may have compromised this security measure as the security gates on the second floor are not monitored as closely as those at the library's entrance. Password requirements restrict access to electronic resources from unauthorized users.

Evidence of systematic and periodic evaluation of the adequacy of library services and information resources was not found. The team recommends that the process of evaluating and planning for improvement be conducted through systematic and periodic evaluations of library services and information resources using statistical data, including the holistic review of database statistics rather than only reviewing usage data when renewing individual subscriptions.

Standard 2.F – Financial Resources

LBCC has a demonstrated history of fiscal stability with sufficient cash flow and reserves to support continued college operations. Evidence indicates that the LBCC staff and administrators understand the value of fiscal sustainability to the institution,

From the evidence documented in the self-study and in interviewing the CFO and several campus individuals in key functional areas, it is evident that LBCC has established clearly defined policies, guidelines and processes for budget development. What is not apparent is whether the process is interconnected and aligned with other master planning (facilities, technology, and academic).

Budget development and tracking and fiscal management and reporting through the Banner financial accounting system, ensure timely and accurate financial information and an effective system of internal controls. There has been some difficulty in recent years with bringing the Banner software up to date with the Banner releases as there had been numerous modifications on campus to the software that impeded the process of updating as releases were made available. LBCC is now up to date.

LBCC uses its facilities master plan to ensure that the capital budget reflects the mission and core themes of the college. Through its use of partnerships, debt services, and state and federal resources, the college has been able to develop its capital resources. Capital expenditures are analyzed to ensure resource sustainability and limit any undue drain on institutional resources.

LBCC has three auxiliary enterprises—bookstore, food services and printing services. Revenues and expenses from each are maintained in a self-support fund and the bookstore works to achieve sustainability through diversifying its retail operations while focusing on student affordability options for books and supplies. All auxiliary services pay a minimal administrative overhead to the operating budget to reimburse the college.

LBCC financial statements are audited annually by an independent certified public accounting firm in accordance with government auditing standards. LBCC has received unqualified opinions on its annual audits. Annual audit reports are presented and discussed with the Board of Education; the most recent audit reports are available on the college website.

LBCC has a longstanding relationship with the LBCC Foundation. The Executive Director of College Advancement/Foundation is tasked with ensuring that the foundation operates in an ethical and professional manner. LBCC has a written agreement that clearly defines its relationship with the foundation.

Standard 2.G. Physical and Technological Infrastructure

LBCC has four locations covering 125 acres located in Linn & Benton Counties in Oregon. In forums with students, faculty and staff, it is apparent that users of both campuses feel safe and secure and that the facilities are sufficient in quality and quantity to ensure a healthful learning

and working environment. Security and facilities staff provides a presence that contributes to the campus feelings of safety and support.

LBCC has policies and procedures in place to ensure that hazardous materials are handled effectively. Policies and procedures are understood and followed by both facilities department and staff across campus and in labs. Access to SDS ('M' of MSDS was dropped June 1, 2016) information was readily available and appeared up to date.

LBCC has completed an update to their facilities master plan that guides the expansion plans for the institution. It was not discernable that the process is interconnected with other master planning (financial, technology, and academic).

The physical resources of LBCC are managed in a manner so as to ensure they remain adequate and usable for instruction and other student support functions. The college also leverages its resources for equipment purchases by identifying partnerships for funding.

LBCC maintains state of the art computer and networking access for its students and staff. The technology department and its personnel provide network infrastructure support, computing services, training and hardware support functions for all of the LBCC campus locations. The college maintains adequate security over all hardware and software resources. Access to computing infrastructure is limited to secure access locations. Information technology has procedures in place that demonstrate an acceptable amount of preparedness to protect the institution in the event of a disaster and has systems in place to protect the institution and restore computing functions (MOU agreement with two other OR colleges).

The college maintains adequate help desk services. Information technology staff is adequate to meet the needs of the students and staff at LBCC. In addition to providing help desk services, the technology staff also provides support to technology users across campus.

LBCC recently completed a technology plan in July 2016. This evaluator was not able to determine that the plan is integrated with other master planning (facilities, financial, and academic). LBCC tracks and projects equipment replacement within their technology plan. This plan outlines the process in which equipment is updated or replaced and how they operate more efficiently by embracing a 'trickle-down' process of assessing needs of the users and moving replaced computers to update other areas of the college that can still make use of 'less than the latest' technology equipment.

Standard 3 – Planning and Implementation

Standard 3.A – Institutional Planning

Informal planning efforts are evident throughout the college. In many instances, the results of such planning are considered and used to implement improvement. Of special note is the planning undertaken related to student success and efforts to create, measure, and use results for course-level assessment. What is not present is a cohesive, overarching plan that articulates long-term academic, student services, financial, and facilities goals for the institution as a whole—a plan that aligns with core theme work and can be used as a measure of mission fulfillment.

Concern: LBCC fails to engage in cohesive, comprehensive planning that guides the direction of the institution and provides a means for measuring goal attainment and, therefore, mission fulfillment.

Standard 3.B – Core Theme Planning

LBCC's core themes are grounded in the institution's mission. As a result of their research, evaluators found them to be sufficient to reflect all aspects of the institution's efforts. Further work on the part of the college to develop indicators, collect data, analyze the results, and use them for performance improvement is necessary. While the core themes are appropriate, planning and the inclusion of all operational units must be reflected.

Accreditation Standards require that planning for each core theme is consistent with the institution's comprehensive plan; guides the selection of programs and services to ensure they are aligned with and contribute to the accomplishment of the core theme's objectives; and that planning is informed by appropriately defined data.

LBCC has made progress regarding planning at the course level and on financial forecasting, technology, and facilities. However, it is unclear that an institutional plan meeting the spirit of this standard exists. While it is clear through such processes as student learning assessment at the course level is underway, over-all college information does not "roll up" to provide an overall guide, plan or list of priorities for the institution.

Core Theme 1 – Educational Attainment

The Mission, Effectiveness, Resources, and Improvement Team (MERIT) is tasked with assessing and ensuring fulfillment of the Educational Attainment core theme. This group works collaboratively with the councils that fall under the MERIT umbrella: Progression Council; Values, Inclusion, and Cultural Engagement (VICE) Council, and the Workforce and Economic Vitality Council. Together, these entities assist each other in developing and carrying out action plans that become necessary as a result of the core theme assessment. The key tool used is the Core Themes Report Card, which provides data on where the college is doing well or where the college needs to shore up its efforts at helping students achieve their educational goals.

Since effective academic advising is critical to helping students enroll and persist at LBCC, the Year Seven Self-Evaluation report indicates that the Progression Council developed plans for a new advising center to help students be more engaged with faculty advisors. The Learning and Innovation Council still needs to plan specific actions. MERIT is slated to meet during the summer of 2017 to set targets for the advising center.

Core theme planning is informed by the data that is collected for the Core Themes Scorecard. As MERIT or the councils that fall under its purview aggregate the data, they then engage in planning retreats to determine the courses of action that need to take place to address the needs identified, which includes resource allocation.

The members of the Board of Education indicated that the college president and members of the executive team meet with the Board of Education in August to present reports on institutional accomplishments and upcoming plans. The members of the peer-evaluation team were unable to find evidence that the college has a comprehensive institutional plan as part of the scaffolding on which to base core theme planning and assessment, as called for in Standards 3.A and 3.B.

Concern: LBCC lacks evidence of having a comprehensive institutional plan to assist with informing and providing context for core theme planning and assessment.

Core Theme 2 – Cultural Richness

There is verifiable evidence that the core theme, Cultural Richness, is an important theme to LBCC and time and energy was put forth to develop this theme. The MERIT committee has engaged in writing objectives for this theme which included civic engagement, cultural literacy and a feeling of belonging at LBCC. The evidence of attainment for this goal revolved around a campus climate survey, civic and cultural opportunities and training for the faculty and staff. Of promise is the early use of CCSSE and SENSE to help analyze effectiveness with respect to this core theme. There is supporting evidence that this committee met often to contribute to the planning of indicators which support the accomplishment of this core theme. This core theme supports the mission statement, but it was unclear if this core theme was tied to a comprehensive plan for the campus. There was no comprehensive plan available for review.

The committee created a student and employee survey that could be completed on-line. Indicators were categorized as, attainable, actionable or aspirational and a percentage was used to indicate the level of attainment. All data collected was self-reported by students and employees. Agreement with the top two statements on the survey, determined that the indicator was achieved and the outcome met. Percentages on the indicators varied from 60% to 70% to show a positive rating for the indicators. While this core theme was meaningful to LBCC, the data collected lacked a level of accuracy because it was all self-reported. There was also no evidence that data collected from the survey lead to informed improvements on campus. Several of the indicators did not have data available and several showed that the goals had not been met. The assessment of Cultural Richness seems to still be a work in progress and needs more development.

Several in-service activities were planned for the in-service days for the faculty and staff. These included guest speakers and workshops. The community was also invited to attend some of these events. Some of the questions on the survey indicated attendance at these events which was counted for attaining this indicator.

There was no evidence that employees or students engaged in community service from a collected survey or data set. This does not mean that they did not participate in service activities, but their participation was not reported.

Core Theme 3 – Economic Vitality

The Economic Vitality Core Theme is an essential element of the LBCC Mission Statement. As stated in the most recent (October 2015) Economic Vitality Report Card this core theme focuses upon LBCC's intention to provide "an increase in student skill and capacity that is responsive to the needs of our regional employers and regional universities" and that will ultimately provide "opportunities to our completers." Strengthening connections within the workforce pipeline is an important part of this core theme.

While this core theme was not significantly documented in the report, evaluators found much evidence of the commitment to and implementation of the intent of Economic Vitality as a core theme.

This evidence includes LBCC's:

- Established partnerships with Oregon State University enabling students to affordably and efficiently continue and complete their higher education;
- Strong outreach to local high schools including concurrent enrollment, the Year 5 initiative and reflected by the high capture rate of local high school graduates progressing to LBCC;
- Powerful engagement with the Albany Workforce Task Force and the workforce development project called Pipeline;
- Extensive connections to business and industry through CTE curriculum advisory committees and the program review process;
- Long-standing relationships with area Chambers of Commerce and other economic development partners; and
- Pro-active participation in the economic revitalization occurring in East Linn including the new Health Occupations building and the Advanced Technology Transportation Center and its expansion.

Despite the clear evidence that Economic Vitality is a broadly-implemented and genuine core theme of the college's operations, the evaluation team found that there is still work to be done in the areas of planning, assessment and improvement for this core theme.

The Economic Vitality core theme has five objectives:

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

The evaluation team found that these objectives support the core theme although the omission of the connection between local high schools and LBCC seems to be an oversight.

Each core theme reflects the mission of LBCC and there is ample evidence demonstrating the ability to align planning activities that can inform organizational improvement and demonstrate mission fulfillment. In order to accomplish these two goals, clear, measurable, assessable indicators, aligned with an institutional plan, must be created. The results of this model will then demonstrate mission fulfillment and support efforts of sustainability.

Standard 4.A and 4.B – Assessment and Improvement

Efforts tied to effectiveness and improvement were measured across the institution. While there is evidence of data collection and analysis in given areas, a cohesive effectiveness and improvement mechanism is not in place across the college. In some instances, indicators fail to provide results that inform conclusions about effectiveness and potential areas for adjustment or enhancement of college efforts. There is a great deal of excellent work being done at LBCC, but overall the college's effectiveness and improvement work are neither connected nor systematically reviewed.

Instructional Program Assessment: Peer evaluators met with the Program Effectiveness Team (PET), the Curricular Issues Committee (CIC), the Mentoring and Assessment Coordinating (MAC) group, and faculty. In doing so, the evaluators first learned that for the past three years, LBCC has engaged in program reviews of all of its programs. The metrics for the program review are divided into the following categories: Teaching/Learning, Community, and Financial. Specific metrics include, but are not limited to, program completion by cohort groups, cost to run classes, how the courses serve the community, alignment of the curriculum with current needs and trends, advising tracking, student outcomes, and faculty development. Once the data are aggregated, the faculty identify the strengths, opportunities, and challenges associated with the program. They then provide an action plan that is aimed at improving the effectiveness of the program and its potential to contribute to one or more of LBCC's three strategic goals. Faculty is also asked to include the needed resources and personnel and how the action plan will be evaluated for effectiveness. The results of the program reviews are shared with the appropriate faculty and supervisors.

From visits with the CTE faculty who are members of PET, the evaluators learned that the CTE programs engage in robust assessment of both the course and program level. Many of the CTE programs are accountable to additional accreditation bodies, which enhances their assessment efforts. They also meet regularly with advisory committees, which are comprised of people who are in the profession. The faculty receives meaningful feedback from the advisory committees to ensure that the programs are meeting the needs of their respective industries.

Whenever new courses or programs are proposed, they undergo review by a host of faculty and administrators, after which they are submitted to the Curricular Issues Committee. This group is comprised of a wide range of members of the college community. The Curricular Issues Committee has a reputation for having members who are very detail oriented, so the members of the committee expressed their implicit confidence that when courses are approved by the committee, they have been thoroughly vetted. LBCC uses Smart Catalog, which provides a template for faculty to use when proposing their course. This template ensures consistency in the course proposal process. It also populates the information into the college's electronic catalog.

During the past two years, the members of MAC have worked assiduously to train and mentor faculty members to examine and revise their course outcomes to ensure that they are stated in measurable terms. Once outcomes were approved for the college's 900+ classes, the next task was to roll out a database that faculty members would fill out to indicate the percentage of the students in each class who achieved each of the outcomes. The results are then placed in a Student Learning Outcomes Dashboard using Tableau. At the end of the spring 2016 quarter, 100% of the classes underwent assessment of the course learning outcomes.

With regard to program-level assessment, the evaluation team confirmed that the intense emphasis on course-level assessment has left program-level assessment, including General Education assessment, in a somewhat stagnant condition since the college's October 2007 decennial evaluation.

Concern: While assessment at the course level is laudable, assessment at the program level, particularly for the AS and AAOT degrees, is in the preliminary phase and needs to come to fruition, especially since this has been a recurring challenge for the college, as noted in the 2007 Peer-Evaluation Report.

Compliment: In a meeting with members of MERIT and the Progression Council, the evaluators confirmed that assessment of the Educational Attainment Core theme takes place. The personnel of the Institutional Research office are to be complimented for including a Five-Year Progress Report that

ensures that longitudinal data are collected to facilitate assessment, with the ostensible objective of ensuring the creation and implementation of action plans that lead to improvement in each of the objectives.

Core Theme 1 – Educational Attainment

Assessment: Overall, the college’s Year Seven Self-Evaluation focused on the processes used to assess at the course level and the college’s plans to assess at the program level, which are now under development. MERIT and the Innovations sphere play an integral role in working with Institutional Research to determine the degree to which the indicators of the core theme objectives have been met.

In the core themes report card, each objective has three tiers of goals:

- Attainable goals describe the baseline of functioning on campus. If this goal isn’t met, then immediate and corrective interventions are implemented.
- Actionable goals provide a clearly defined target for campus improvement over a relatively short period.
- Aspirational goals describe a long-range desired outcome. The outcomes need to be realistic even though they may take an extended period to achieve.

The report card indicates the following possible outcomes for each goal:

- All goals met
- Some goals met
- No goals met
- No data available

In the report card provided to the Peer Evaluation Team, the outcomes for the attainable goals of the Educational Attainment core theme were as follows:

- Objective A: All goals met.
- Objective B: No goals met.
- Objective C: No data available
- Objective D: All goals met
- Objective E: All goals met
- Objective F: All goals met
- Objective G: Some goals met
- Objective H: No data available
- Objective I: All goals met

For actionable goals, only objective D resulted with all goals met. All actionable and aspiration goals were either had no data on which to base the assessment or were not met.

Improvement: In a meeting with members of MERIT and the Progression Council, the evaluators confirmed that assessment of the Educational Attainment Core theme takes place. The personnel of the Institutional Research office are to be complimented for including a Five-Year Progress Report that ensures that longitudinal data are collected to facilitate assessment, with the ostensible objective of ensuring the creation and implementation of action plans that lead to improvement in each of the objectives.

The college's self-evaluation report did not provide much evidence to document improvements that have taken place regarding to this core theme; however, in a meeting with MERIT and the Progression Council, the evaluation team was given some examples of how the Progression Council developed plans to address needs that were identified for Objective A, B, and D. Regarding Objectives A and B, the Progression Council was tasked with enhancing how students are on-boarded, along with the identifying and recommending the resources that would be needed to meet that directive. As to enhancing the students' success with the gateway courses identified in Objective D, faculty were tasked with creating a streamlined pathway for students to progress from developmental math and writing to college-level math and writing.

The organizational infrastructure is in place at LBCC to ensure that MERIT and the councils that fall under its purview (Progression Council; Values, Inclusion and Cultural Engagement Council; and Workforce and Economic Vitality Council) do not let up on their commitment to engaging in meaningful assessment and in implementing measures that lead to the improvement in objectives enumerated in the Educational Attainment core theme. Communicating results of assessment and improvement strategies to appropriate constituencies is also of paramount importance.

Core Theme 2 – Cultural Richness

Assessment: The three core themes of Educational Attainment, Economic Vitality and Cultural Richness have outcomes and objectives for achieving these core themes. Many of them are meaningful, assessable and verifiable. The exception is Cultural Richness which has data that is not as robust or accurate. Assessments are in place to clearly identify Educational Attainment by collecting data on student success in developmental work, general education and transfers to a four-year institution. LBCC has also assessed and identified the “loss points” in the pipeline to competing a degree or certificate. This data can potentially direct changes to strengthen attainment of educational success. Economic Vitality assessment focuses on CTE graduation rates, transfers to four-year institutions and mastery of technical skills to obtain employment. The assessment of this data also has the potential to improve graduation rates and employment rates for students.

Faculty plays a key part in all core themes of the institution. They must create clearly written outcomes and evaluate student achievement based on these outcomes. There is evidence that the CTE campus engages in this cycle of assessment and improvement based on data and achievements at the course level. The CTE programs extended their assessment to the program level.

The transfer side of LBCC has created meaningful and assessable course outcomes that are used to make improvements at the course level. The data collected from the course outcomes are reported each quarter and reviewed for changes that lead to improvement. However, the program goals have not been reviewed to connect them with the course outcomes or to bridge them to the core themes. This work is in the process of being developed but prevents the attainment of supporting the core themes or mission of the college.

Improvement: The core themes, Educational Attainment and Economic Vitality, have indicators that can be assessed and used to direct meaningful improvement at LBCC. There was little evidence that the data resulted in improvement of planning, decision making, or the allocation of resources. The core theme, Cultural Richness, did not have indicators that were reliable or verifiable and were not used to direct changes or enhance learning opportunities. This core theme is still developing strategies to demonstrate assessment and measures that lead to improvement.

Core Theme 3 – Economic Vitality

Assessment: A determination of whether the core theme objectives are being achieved is accomplished through the use of indicators from three main data sources: Technical Skills Assessments, Graduate Follow-up Survey, and Advisory Committee input. Eleven additional sources of data are considered as the college moves from baseline achievement of its objectives to more aspirational goals. In general, the indicators are verifiable, assessable and meaningful.

The Institutional Research office collects and provides the data analysis in an annual Economic Vitality Report Card. The Report Card is reviewed by MERIT at their summer retreat. The framework for this process is in place, and there is evidence that it is becoming part of LBCC's standard procedures as demonstrated by notes from the past three annual MERIT summer retreats.

Improvement: MERIT establishes improvement goals for this core theme based upon their review of the Economic Vitality Report Card. These goals are sent to the Workforce and Economic Vitality Council (WEVC) for action planning and further assessment. This process appears to be a formality in an environment of continual improvement. However, members of WEVC and MERIT acknowledged that there is an opportunity for improvement in refining the objectives and associated indicators as well as the processes that support core theme improvement.

Standard 5 – Mission Fulfillment, Adaptation, and Sustainability

Standard 5.A – Mission Fulfillment

A common theme throughout this visit focused on the good work being done by LBCC, but the lack of large-scale, coordinated planning and assessment that fully documents mission fulfillment and opportunities for improvement of the organization. Many formal and informal planning and assessment efforts are in place. Indicators from an examination of the self-study, available exhibits and documents, and numerous conversations internal and external to the institution reflect the need to (a) align all institutional efforts with the core themes, (b) engage in broad-based planning across the institution (likely developing a new plan), (c) fully incorporate all aspects of institutional effort in the planning process (financial, technology, student services, academic programs), (d) develop meaningful indicators of success, (e) measure advancement of core theme efforts, and (f) use the results for performance improvement.

Standard 5.B – Adaptation and Sustainability

Despite numerous changes, significant budget reductions, and highly impactful external mandates and opportunities, LBCC continues to be a viable, effective, and high-quality institution. Strong and effective leadership has served to steward the College through many challenges while realizing emerging opportunities. The institution currently demonstrates a focused mission and strong core themes that provide the ability to sustain efforts to ensure mission fulfillment is realized. With the addition of comprehensive planning that reflects the culture of the organization and the full development of assessment measures to inform core theme improvement and mission fulfillment, LBCC will reflect full compliance with NWCCU Standards and increase opportunities for sustainability.

Summary

With the adoption of a new mission statement and core themes, opportunities exist for strengthening assessment, resource allocation, institutional collaboration across units, and planning. The team lauds efforts at LBCC to work together for the good of those it serves and to leverage exceptional partnerships

that support mission fulfillment. Clearly, articulated, measurable, and appropriate evaluation metrics will serve to ensure mission fulfillment and the engagement of all parties in appropriate performance improvement efforts.

Commendations

1. LBCC staff and faculty are commended for their broadly-evidenced, clearly articulated commitment to student success. This focus creates a strong collegial atmosphere, enhancing the institution's opportunity to support mission fulfillment.
2. The Mentoring and Assessment Coordination Team (MAC), faculty, and academic leadership are commended for the creation and dissemination of course-level outcomes that provide tools and processes for robust faculty engagement in efforts to monitor and improve teaching and learning.
3. LBCC staff and faculty are commended for the collaborative creation of robust open educational resources, thereby encouraging the use of information technology while also supporting student success and retention efforts.
4. The LBCC Board of Education is commended for their active engagement in the use of data and input to guide and inform their decisions.
5. LBCC is commended for their commitment to the creation of an innovations fund that offers resources in support of creativity and improvement.
6. LBCC is commended for their strong engagement with external partners that leverages resources and results in opportunities for greater student programming, access, and success. Of special note are efforts to reach beyond the Albany campus to serve and provide access and high-quality programming across the service region.

Recommendations

1. LBCC has taken steps to define and assess learning outcomes at the course level successfully. What has not occurred is the development of an effective and appropriate means for identifying and measuring program-level outcomes, and to then tie the results to core theme objectives and verification of mission fulfillment. It is strongly recommended that the institution defines and articulates institutional accomplishments or outcomes at the program and core theme level that represent an acceptable threshold of mission fulfillment. The committee recommends that this work is identified as a major priority given the recurring nature of these concerns (Eligibility Requirement 12; Standards 1.A.2, 2.C, 3.B.3, and 4.A.2).
2. LBCC has developed core themes that are assessable and verifiable. The committee recommends that current indicators be reviewed and revised to ensure they are meaningful and provide the necessary framework and elements for effectively evaluating accomplishment of the objectives of its core themes (Standard 1.B.2 and 4.A.1).
3. While there are some examples of short-term planning activities at LBCC, the committee recommends that institutional planning reflect a systematic, integrated, and comprehensive approach that defines, supports, and guides mission fulfillment efforts and reflects all aspects of college operations to include, at a minimum, student services, academic programs, library, financial forecasting, master facilities goals, emergency preparedness, and technology (Standard 3.A).