

Linn-Benton Community College



Mid-Cycle Report October 2026

Northwest Commission on Colleges and Universities

Table of Contents

Instructions to Reviewer	2
Introduction	3
Mission Fulfillment	4
Student Achievement	5
Programmatic Assessment	10
Moving Forward	17
Progress on Recommendations	
Standard 1.B.3 and 1.B.4	19
Standard 1.C.6	21
Standard 2.A.4	24
Appendix	26

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.

Introduction

Linn-Benton Community College (hereafter LBCC) is a public two-year institution located in northwest Oregon, with five locations in Linn and Benton Counties. LBCC's 104-acre Albany Campus is located ten miles east of Corvallis, home to Oregon State University (OSU). LBCC has campuses in Corvallis, with the Benton Center and Chinook Hall; and in Lebanon, with the Advanced Transportation Technology Center and the Healthcare Occupations Center. The LBCC Horse Center near Albany Campus houses the Equine Management program. Linn-Benton Community College also offers community education at various sites in both Linn and Benton Counties.

Founded in 1966, LBCC first received accreditation in 1972 and has maintained accreditation without interruption. LBCC is the sixth largest of Oregon's seventeen community colleges, educating over 9,000 students per year, with more than 2,000 students attending full-time. Students attend LBCC to earn a degree, to obtain employment training or improve existing employment skills, or to enrich their lives through continued education. About 25% of in-district high school students come directly to LBCC after graduation, and 36% of degree-seeking students are dual-enrolled with OSU through the Degree Partnership Program. LBCC offers seven core areas of study that lead to around 70 career technical education and transfer degree programs. The college has more than 300 business partners in its programs. LBCC employed around 425 full-time and part-time faculty members in 2026; keeping a faculty-to-student ratio of 1:22. LBCC offers services and training for the community through offerings from our Community Education Department, the Family Resources and Education Department's classes, workshops, and one-on-one consultations, which serve families and support nonprofit agencies in the local communities, and the Apprenticeship and Cooperative Work Experience programs, in which students receive practical experience in jobs related to their fields of study. The strong connection and mutual support of 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 seven-year self-study report and NWCCU site visit in fall 2023, LBCC developed a new mission statement; "Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement." LBCC also created a core function statement to guide decisions around budgeting and reductions; "LBCC's core functions are to provide degrees, certificates, and credentials that prepare students for in-demand jobs, and to offer foundational programs and courses that enable transfer to a university. Included in our core functions is to have the support structures needed to achieve these goals and meet accrediting and regulatory standards." This statement was used during the 2025-2026 academic year during discussions regarding the necessary 2.5 million dollar budget reductions. Reductions included the elimination of our Small Business Development Center, elimination of our Corporate Training

Department, and reduction of workforce outreach services, but LBCC was able to maintain all of our credit programs.

Linn-Benton Community College began offering [several new programs](#) since the NWCCU visit in the fall of 2023. LBCC also received approval and has begun offering a Bachelors of Applied Science in Nursing degree as part of a statewide consortium, and are scheduled to begin offering a Bachelors of Applied Science in Education, also as part of a consortium, beginning in the fall of 2027.

In 2022, the community passed a \$16 million general obligation bond to fund several key campus improvements. These included renovating and reopening the LBCC Periwinkle Child Care Center, which is now operating near capacity, and remodeling the testing center at the Benton Center in Corvallis, which currently runs a full schedule to serve our students and community. Additionally, LBCC replaced a 50-year-old HVAC system with a high-efficiency model, optimizing campus climate control while reducing utility costs. Finally, construction is well underway on Phase 1 of the new Agriculture Center, located two miles from the Albany campus. Supported by an \$8 million state grant, the project is on track for completion in October 2026, with lab courses scheduled to begin in the building in January 2027.

LBCC continued its work with Rural Guided Pathways and joined the second Rural Guided Pathways cohort in spring 2025. LBCC's goals for phase two are active and experiential learning, creative, data-driven course schedules, and corequisite improvement and expansion. Rural Guided Pathways provides a collaborative framework for rural community colleges to address student success and completion challenges unique to their institutional context. Through a structured learning community, participating colleges share effective practices, build cross-institutional partnerships, and implement the guided pathways framework to improve the student experience. By taking an integrated, cross-functional approach and engaging community partners, institutions work to increase student completion, strengthen post-college outcomes, and align educational programs with regional workforce needs and economic opportunities. Linn-Benton Community College has been involved in Guided Pathways work since 2015.

College leadership has remained much the same since 2023, with the exception of a new Chief Information Officer, Craig Huseby, replacing Tim Rager (separated 2023). Changes to the Board of Education members include Jeff Davis (replacing Tony Lapiz in 2023), Ron Edwards (replacing Jeannie Davis in 2023), Brad Longman (replacing John Sarna in 2025), and Rachel Biscoe (replacing Stacie Wyss-Schoenborn in 2025).

Mission Fulfillment

To bring the new mission statement to life, the college engaged in a rigorous process to create a [new strategic plan](#). This plan was crafted during the spring and summer of 2024 and approved by the Board of Education in October 2024. The plan has been incorporated into all of LBCC's student success work evidenced in the student achievement section of this report and progress is tracked on this [document](#), which is housed in the google drive accessible by all employees.





The Linn-Benton Community College mission remains the core purpose of LBCC. Linn-Benton Community College determines mission fulfillment and institutional effectiveness by its success in meeting a set of selected key indicators called “The Big Four” which are meant to reflect the student lifecycle, moving through the accumulation of education milestones, retention measurements, and then culminating in their graduation or transfer to a four-year institution within three years. Progress on the key indicators (Big Four) is the responsibility of our Mission Fulfillment Council.

Council Structure

LBCC has [two spheres of governance](#), the Innovation Sphere (which is overseen by the Mission Fulfillment Council) and the Operations Sphere (which is overseen by College Council). College Council, Mission Fulfillment, and the three sub councils of Mission Fulfillment (Progression, Workforce, and Learning Innovation) have membership of classified staff, full-time and part-time faculty, administrators, and students.

Mission Fulfillment (formerly known as MERIT) and its sub councils are responsible for assessing mission fulfillment and progress on the Big Four, driving strategic planning and improvement, setting sub metrics, and managing the \$400,000 strategic initiative fund, which is funding available to experiment with ways to improve overall institutional effectiveness. Any employee on campus can develop proposals for strategic initiatives, and after meeting with the Office of Institutional Effectiveness to connect the appropriate data to the initiative, presents the proposal to the sub council which oversees the metrics they are trying to improve. The councils discuss the proposal and evaluation plan and decide whether it should be funded and for how long (funding is available for up to two years). If a project is funded, the project lead presents updates and reports to the council on the data and outcomes. Projects which are unsuccessful or had a negligible effect do not impact those who prepared the proposal; LBCC is supportive of all innovation attempts. If a project had an impact and continued funding is needed, the Mission Fulfillment Council determines if it should be recommended or not to the Budget Team, who decides if it can be funded going forward by the general fund.

Student Achievement

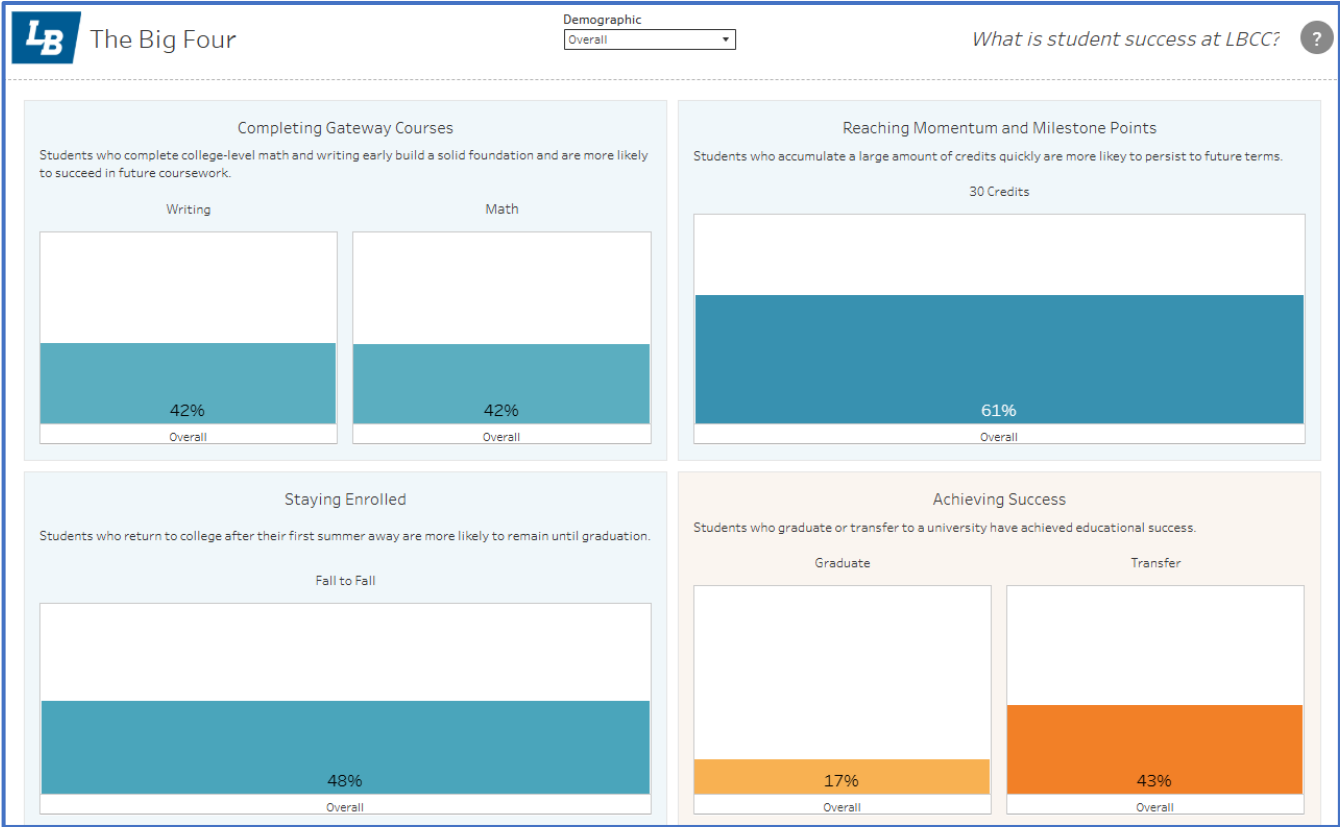
Linn-Benton Community College (LBCC) crafted a student achievement framework based in both its internal and external work around improving student success and its mission fulfillment. This framework is based, in part, on state and national efforts in Guided Pathways, mirroring many of their metrics but also engaging with efforts within the state. This led to the primary student success indicators, referred to on campus as the Big Four, a nearly identical version of which is used across the state of Oregon by the seventeen community colleges due to the partnership between LBCC and the Oregon Community College Association, and its Oregon Student Success Center through

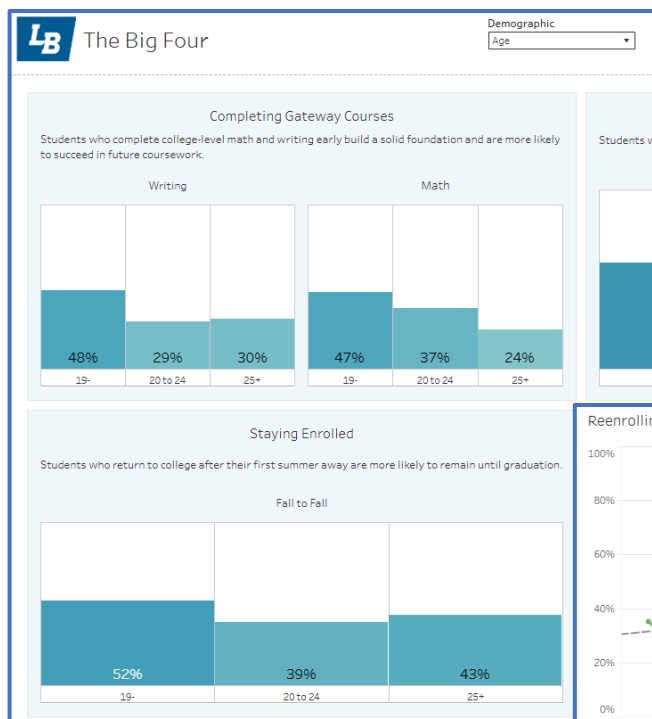
the Oregon Community College Student Success Dashboard (OCCSSD). As Oregon’s community college system is composed of individual institutions, this shared dashboard has allowed for benchmarking and disaggregation with similar-sized Oregon institutions, expanding on the broader regional peers incorporated in data analysis through information available from the Integrated Postsecondary Education Data System (IPEDS). Data is reviewed annually by the campus Mission Fulfillment Council during its retreat, looking at both the individual campus success, success alongside the three other similar-sized Oregon institutions, and the limited but more geographically diverse IPEDS data.

The Big Four

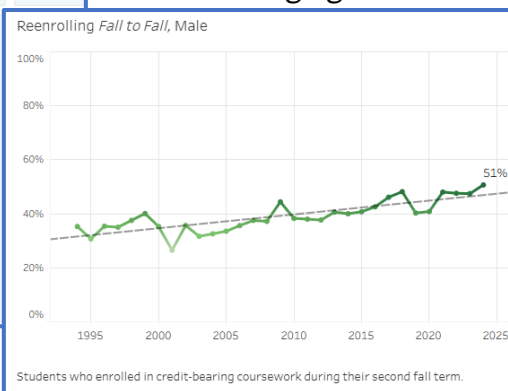
[The Big Four](#) is the primary mission fulfillment dashboard, hosted on the Tableau Visualization server known at LBCC as “The Cube,” created at the culmination of the last seven-year accreditation cycle. The campus undertook a lengthy process internally to improve its data utilization creating greater simplicity to drive engagement. This also led to the selection of the following metrics that, using a fall start cohort, can be seen as an encapsulation of the general student lifecycle:

- Completion of Gateway Courses, meaning college-level math and writing within the first year.
- Amassing 30 credits or more within the first year.
- Retention from their first fall to their second fall.
- Completion of a degree or certificate or transferring to a 4-year institution within 3 years.





The dashboard has a demographic toggle, allowing a user to select between the overall cohort, or look at “Gender,” “Race/Ethnicity,” “Age,” “Pell,” or “First Gen;” when selected, these refresh the dashboard to show the data by those disaggregates. Hovering over a particular metric provides historical data back to the beginning of our student information system in the 1990s and the trend line for the data. This benchmarking against ourselves gives a broader view of how we have changed as an institution.

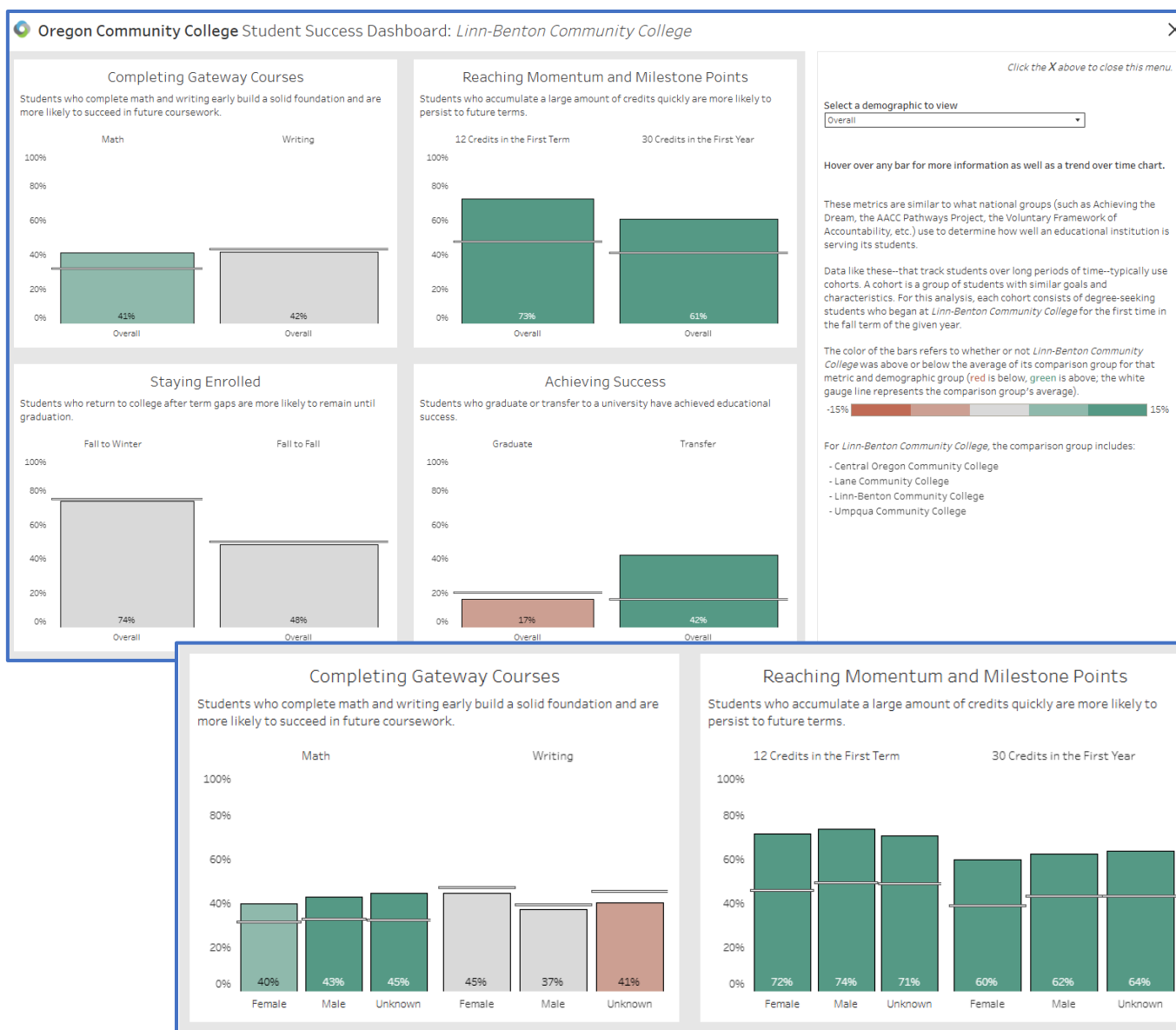


This data is automatically updated, as the data visualization server connects directly with our student information system, and is publicly available on the LBCC [website](#).

Oregon Community College Student Success Dashboard

The [Oregon Community College Student Success Dashboard](#) (OCCSSD), now having collected its fourth year of data, expands on the Big Four in some important ways. While the overall design and approach is identical, it includes two additional metrics: earning 12 credits in the first term and first fall to first winter retention. The addition of similar sized Oregon institutions allows for state comparison groups to be added. For LBCC, these include Central Oregon Community College, Lane Community College, and Umpqua Community College (which also are part of our broader regional comparators).

The colors and long horizontal bar show the extent to which the school being looked at (here ourselves LBCC) is below, in average to, or above the comparison group (red, gray, green respectively). LBCC, through its partnership, collects this data each spring from all Oregon Community Colleges and refreshes the data in July each year.



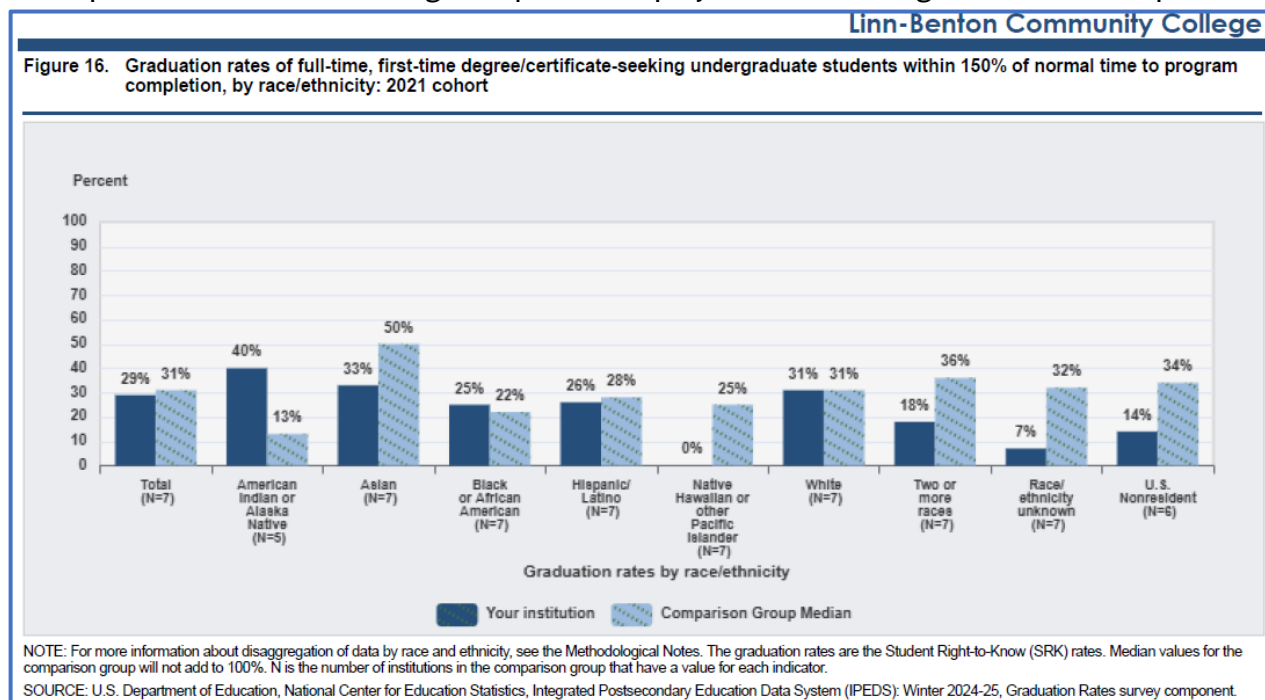
IPEDS Data Feedback Reports (DFR)

Following the conclusion of the last seven-year cycle, LBCC undertook a review of its regional comparators. While, for consistency and connection to the statewide data work, it included the three similarly sized Oregon institutions within its comparison group, the Office of Institutional Effectiveness utilized the IPEDS comparison tools to select similarly situated institutions based on similar characteristics around geography and Carnegie classifications. This resulted in seven institutions, three within the state and four outside Oregon. These are:

- Casper College (Casper, WY)
- Central Oregon Community College (Bend, OR)
- Lane Community College (Eugene, OR)
- Muskegon Community College (Muskegon, MI)
- Napa Valley College (Napa, CA)

- South Puget Sound Community College (Olympia, WA)
- Umpqua Community College (Roseburg, OR)

The Data Feedback Reports, while less engaging and user-friendly than the LBCC tools, help ground the campus in a broader set of regional peers and play a benchmarking role for the campus.



Data Utilization

The annual Mission Fulfillment Council summer retreat provides a period of thorough review and examination of data, discussion of findings, and setting of the direction for the upcoming year in terms of responding to and making changes based on the data summary. This review also directs the innovation sphere in possible allocation of strategic investments for improvement in a data-informed framework through connections to the Big Four.

The most recently completed retreat, from Summer 2025, details the application of student assessment data directly, as well as how the campus is situated amongst peers (primarily through the OCCSSD comparators). Coming out of the retreat, the expected product is direction for the innovation councils underneath Mission Fulfillment in terms of targeting improvement efforts and the introduction or approval of sub metrics tied to the student achievement framework to highlight areas of focus.

Example findings and additional questions from the 2025 Mission Fulfillment Retreat include:

- “One area we see a large difference is female vs male passing of writing course (female is 10% higher).”
- “Staying enrolled for the 20-24 age demographic remains low.”
- “Look further into data - are students not attempting the [math and writing gateway] courses within the first 30 credits, or are they not passing the courses?”

The Innovation Councils sub metrics were also discussed, and any new sub metrics were approved for the following year. The current council sub metrics are:

- Progression Council:
 - Increase participation of students in clubs and co-curriculars (tied to Fall to Fall retention and 30 credit milestone), with a focus on getting students engaged earlier in their time at LBCC.
 - Deeply understand the gender and age gaps in the completion of gateway math and writing. This understanding should include AAS math and writing completion.
 - Utilize the college schedule strategically to increase retention and progression.
 - Expand summer term with the goal of increasing student progression.
 - Implement Coursedog.
 - Increase students' use of advising at critical points.
 - Increase % of faculty who have an appointment scheduling link, with the eventual goal of having a college standard for appointment software.
 - Every student should be able to easily find who they can go to for advising (including DPP students)
- Learning Innovation Council:
 - Students successfully complete math or writing in their first attempt. Goal: Increase completion. Data: Compare completion numbers before & after co-reqs.
 - Faculty utilize Watermark. Goal: Increase the number of faculty who use Watermark. Data: Overall use with breakdowns to direct work.
 - Students successfully complete online courses. Goal: Increase successful course completion. Data: Completion with passing grade.
- Workforce Council:
 - Maintain strong community education participation with at least 30% of community education participants returning in the next academic year.
 - Increase Experiential learning with internships and clinicals, adding a “light the fire” course early in the path.
 - Increase the percentage of CTE Concentrators from underrepresented gender groups who participate in CTE Programs and Programs of Study that lead to fields considered nontraditional for their gender.
 - A post-secondary concentrator is a student who has:
 - Earned at least 12.0 credits, of which 9.0 program credits are CTE specific, within a CTE program or program of study; or
 - Completed the CTE program if it is fewer than 12.0 credits.

The Summer 2026 retreat is scheduled for September 8, 2026, during which the refreshed data will be reviewed and the new priorities and direction on the strategic plan will be set.

Programmatic Assessment

Every program is scheduled for a formal program review with the Office of Institutional Effectiveness every two years, a process focused on programs improving student learning. The

following are two examples of how programs make use of data through programmatic assessment and program review models – first, the Associate of Science, Business Administration emphasis and then the Associate of Science, Engineering emphasis.

Associate of Science, Business Administration emphasis

The Associate of Science in Business Administration is a strong transfer program between LBCC and OSU, with an average of 175 students in the program dual-enrolled. When the Business Department chair leads discussions for program review, they are clear that program review functions as a guide for improvement, rather than just a reporting exercise. As the department participates in program review, they follow a clear pattern: disaggregate the data by stage, modality, and demographic group; identify where a specific sub-group or delivery mode is underperforming; investigate the likely cause with faculty who teach the course(s); and adopt a targeted, resourced response rather than a general one.



Program review begins with the program learning outcomes, which are published in the [college catalog](#) and are built into the program's course sequence, from the gateway course (BA 101Z, Introduction to Business) through the specialization coursework in accounting, marketing, finance, business law, organizational behavior, entrepreneurship, and business process management. Students who successfully complete all Business Administration, Associate of Science degree requirements will be able to:

- Demonstrate an ability to utilize business computer applications and specifically, spreadsheet software for quantitative business analysis.
- Demonstrate math skills at the college level.
- Demonstrate effective oral and written communication skills and the ability to effectively work in teams.
- Understand the roles of marketing, management, finance, accounting, information technology, economics, law, and ethics in the business environment.
- Be familiar with the multicultural and global environment.

The program is assessed as a comprehensive, end-to-end pathway, evaluating how learning outcomes are introduced, reinforced, and mastered across a four-stage delivery model:

- Recruitment & Entry: Welcoming students and establishing academic baselines.
- Foundational Core: Introducing core program learning outcomes in gateway coursework.
- Curricular Specialization & Rigor: Reinforcing and deepening skills across specialized subjects, including accounting, marketing, finance, business law, organizational behavior, entrepreneurship, and business process management.
- Mission Completion & Exit: Verifying final mastery as students achieve degree completion and transfer.

Assessment occurs through a collaborative, institutional framework utilizing both quantitative course-level tracking and qualitative stakeholder input. We bridge qualitative milestones with quantitative metrics via The Cube and centralized institutional assessment trackers, which allows the program to pull disaggregated student performance data directly from course-level rubrics to evaluate the percentage of students meeting or exceeding each distinct learning outcome. The process is led by the department chairs and includes department faculty, who discuss course-level assessment and review disaggregated results, the division dean, who oversees the review cycle and reporting timelines, campus partners in advising, career services, the transfer center, and institutional effectiveness, and advisory committee members, who help ensure rubrics and learning standards align with evolving employer expectations and industry benchmarks.

Improvement priorities come directly out of the disaggregated data review, and recent examples show how the process is tested and refined.

Example: Hybrid modality gap

BA 101Z, Introduction to Business, serves as the program's diagnostic "front door;" pass rates and [Course Learning Outcomes](#) (CLO) attainment for this course are tracked in detail, disaggregated by term, modality, gender, race/ethnicity, and age.

BA 101Z pass rates showed a 17-percentage-point gap between hybrid instruction (67%) and face-to-face instruction (84%), a pattern also shown in CLO attainment for hybrid sections. Faculty analyzed the data and traced the cause to confusion over cohort session expectations and attendance requirements, rather than course content itself, because the performance gap persisted across multiple terms. Faculty collectively decided to eliminate hybrid course offerings, collaborating with the division dean on this restructure of curriculum and class schedule, concentrating instructional design into two robust, clearly defined pathways: face-to-face and fully online asynchronous.

Example: CLO gaps for Hispanic/Latino and younger students

Disaggregated Course Learning Outcome (CLO) data for BA 101Z also revealed that Hispanic/Latino students and learners aged 19 and under achieved lower attainment rates on certain foundational outcomes compared to the departmental average. Because these early gateway concepts underpin all subsequent advanced coursework, the department leveraged the unique expertise of part-time bilingual faculty to provide proactive academic support. The department is also developing supplemental instructional materials, to be piloted in at least one online and one face-to-face section during the 2026-27 academic year, with a two-year target of closing the gap to the departmental average.



Example: Declining AS degree completion

AS degrees awarded dropped 46% in a single year (from 30 in 2024-25 to 16 in 2025-26), even as Degree Partnership Program (DPP) enrollment held steady at roughly 175 students. When this data was reviewed in comparison with enrollment and transfer data, faculty concluded it reflects students transferring before finishing their LBCC credential, rather than a retention failure. The department is now

planning a stop-out survey of the 2025-26 cohort and strengthening reverse-transfer advising for current DPP students, so students can still receive their LBCC credential after they have transferred to a four-year university.

The program review process has produced action at every stage of the program. When disaggregated data for BA 101Z showed overall CLO attainment dip to roughly 50% in Fall 2024, the department faculty worked together to make a mid-cycle instructional intervention, a structured “Week 3 or Week 6 Early Alert” system. If a student’s accumulated grade percentage drops below a certain threshold, they are automatically directed to low-stakes, scaffolded practice modules. This breaks down complex business processes into smaller, more manageable milestones before the final high-stakes exams. The overall CLO attainment recovered to above 80% within two terms, evidence the program-wide response was not just a one-off correction.

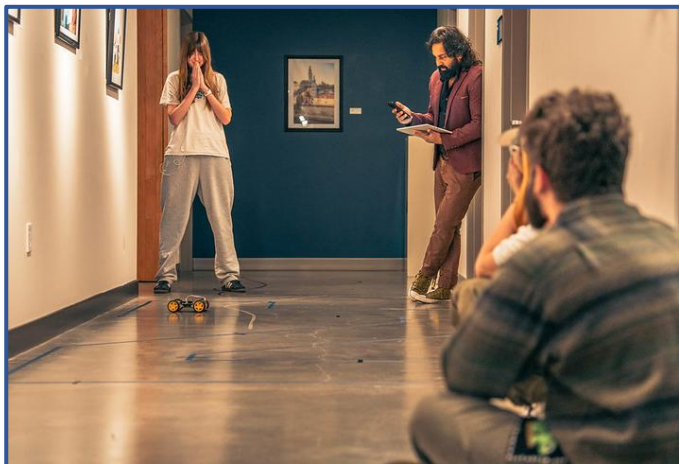
Program review has shifted the department from reacting to annual snapshots toward monitoring trends stage by stage: entry and enrollment, foundational throughput, specialization outcomes, and completion, so gaps identified in one cycle (such as a modality gap or a demographic CLO gap) have a named lead and a target before the next review begins, rather than waiting a full cycle to be addressed. The department’s 2025-26 review translated directly into a two-year improvement plan with named leads and measurable targets.

Initiative	Lead	Two-Year Target
Discontinue hybrid modality, launch fully online AS in Business Administration program	Department of Business Management, Advising Center, Teaching and Learning Support	Hybrid sections removed next scheduling cycle, online AS proposal approved, first enrollment 2026-27
Digital onboarding module, early-alert and intervention system	Department of Business Management, Advising Center, Teaching and Learning Support	Orientation module live within two terms; early-alert by Week 3 or Week 6 each term
Targeted CLO support	Department of Business Management, Learning Center	Hispanic/Latino demographic and 19 and under demographic CLO attainment reaches departmental average
Retention and reverse-transfer initiative	Department of Business Management, Transfer Center, Advising Center	Track whether DPP students receive AS degree at time of transfer

Associate of Science in Engineering

The Engineering Transfer program at LBCC serves students pursuing a wide range of engineering disciplines. Although the department offers a single Associate of Science degree with an Engineering Emphasis, the program supports students preparing to enter fourteen different engineering majors, including Mechanical, Civil, Electrical and Computer, Chemical, Industrial, Environmental, Bioengineering, Nuclear, Forest, Ecological, Architectural, Construction Engineering Management, Energy Systems, and Engineering Science. The vast majority of our students transfer

to Oregon State University (OSU), making close alignment with OSU's engineering curricula a central priority of the program.



The first year of engineering study is largely common across all engineering disciplines, providing students with a shared foundation in mathematics, science, and introductory engineering coursework. During the second year, however, engineering majors begin to diverge as discipline-specific course requirements increase. Historically, several majors shared common second-year course sequences, allowing community colleges to serve multiple pathways efficiently and provide students with a strong foundation in

engineering problem solving, computational methods, and the mathematical skills needed for success in upper-division engineering coursework. Recent revisions to OSU's engineering curricula, including changes to general education requirements and discipline-specific coursework, have increased differentiation among majors and created more complexity in transfer planning.

These evolving requirements present an ongoing challenge for the Engineering Transfer program. The department strives to offer as many first- and second-year engineering courses as feasible while ensuring students complete coursework that directly applies toward their intended bachelor's degree. Because engineering programs have highly structured curricula with few elective courses during the freshman and sophomore years, careful advising and continual coordination with transfer institutions are essential to maintaining efficient degree pathways and minimizing excess credits after transfer. As a result, students pursuing different engineering majors do not all complete the same set of engineering courses. Additionally, many students transfer to a four-year institution before completing the Associate of Science, Engineering Emphasis degree, and some Oregon State University students enroll at LBCC to complete only one or two engineering courses when they have conflicts with OSU course scheduling or courses are full. Because the program learning outcomes are assessed through designated engineering courses that provide direct evidence of student achievement, some students do not complete any of the courses used for program-level assessment. Therefore, the program learning outcomes are intentionally broad and are assessed using multiple engineering courses and assessment methods across the curriculum rather than through a single common sequence of classes.

The Associate of Science, Engineering Emphasis program has three program learning outcomes. Upon completion of the program, students will be able to:

- Apply knowledge of mathematics to formulate and solve engineering problems.
- Use computers to solve engineering problems.
- Properly set up and follow an engineering process to solve engineering problems.

During the most recent program review, the department looked at the percentage of Engineering Transfer students who achieved each program learning outcome from the 2017-18 through the 2022-

23 academic years. During this period, the percentage of students who either graduated from the program or transferred to a four-year institution increased from 67% to 79%. There was also evidence a significant portion of students were not assessed for the program learning outcomes because they did not complete any of the designated assessment courses. However, the percentage of students who are assessed has increased over time. Among those students who were assessed, more than 80% successfully achieved each of the program learning outcomes.

Objectives Within Three (3) Years of Starting	Cohort Starting Year					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number in Cohort	324	289	271	215	183	222
Percent Earning Award	2%	5%	4%	3%	3%	3%
Percent Transferring to University (without award)	65%	62%	65%	72%	73%	76%
Percent Graduating or Transferring	67%	67%	68%	75%	77%	79%
Percent Meeting PLO #1	1%	11%	25%	35%	37%	34%
Percent Not Meeting PLO #1	0%	1%	3%	1%	3%	1%
Percent Not Assessed PLO #1	99%	88%	72%	63%	60%	65%
Percent Meeting PLO #2	0%	6%	20%	27%	31%	27%
Percent Not Meeting PLO #2	0%	0%	2%	3%	4%	2%
Percent Not Assessed PLO #2	100%	93%	77%	70%	66%	70%
Percent Meeting PLO #3	0%	9%	25%	34%	37%	32%
Percent Not Meeting PLO #3	0%	2%	5%	2%	4%	4%
Percent Not Assessed PLO #3	100%	89%	70%	64%	59%	64%

At the conclusion of each academic term, instructors assess the designated course learning outcomes using direct measures such as exams, laboratory activities, projects, or other course assignments. Faculty record the assessment results for the identified outcomes, and this data is aggregated to evaluate student achievement of the [corresponding program learning outcomes](#). Assessment of the program outcomes is a collaborative effort involving the engineering faculty, who review and discuss the data to monitor program effectiveness, identify trends, and guide continuous improvement efforts.

As the program learning outcomes are assessed through course learning outcomes, opportunities for improvement are typically identified and implemented at the course level. Faculty review student performance on the assessed course outcomes each term to determine where students are experiencing difficulty. Based on these results, instructors make targeted changes to course content, instructional methods, assignments, or assessments before the next offering of the course. The effectiveness of these changes is then evaluated during subsequent assessment cycles as part of the department's continuous improvement process.

Example: Engineering Orientation course

Assessment results for the ENGR 112: Engineering Orientation II course indicated students benefited from instructor-led, in-class programming activities that demonstrated both proper programming practices and practical applications of the concepts being taught. These activities provided students with a framework for approaching their homework assignments and improved understanding of the material. Over multiple terms, faculty observed that students who missed class often struggled because they did not have access to the guided instruction provided during these in-class activities. In response, instructional videos of the programming exercises were developed and made available to students outside of class. This change allowed students who were unable to attend a class to review the instructional material at their own pace and prepare for subsequent assignments, improving student success while maintaining the benefits of the in-class learning experience.

During the 2020–2021 academic year, Oregon State University revised its first-year engineering curriculum by replacing ENGR 111: Engineering Orientation I and ENGR 112: Engineering Orientation II with three new courses: ENGR 100: Engineering Orientation, ENGR 102: Design Thinking and Problem Solving, and ENGR 103: Engineering Computation and Algorithmic Thinking. These new courses were designed to provide students with a more comprehensive and in-depth introduction to engineering concepts and computational problem-solving.



As LBCC implemented the revised curriculum, faculty incorporated the effective instructional practices from ENGR 112: Engineering Orientation II; in particular, integrating instructor-led, in-class programming activities into ENGR 103: Engineering Computation and Algorithmic Thinking and developing instructional videos of the exercises to provide students with guided instruction outside of class, particularly when students were unable to attend a session. By carrying forward instructional practices which had demonstrated positive results, the department improved the implementation of the new curriculum while maintaining continuity in student support. This process illustrates how program review findings inform curricular decisions and promote continuous improvement across the Engineering Transfer program.

Example: Engineering Pathways

During the recent program review, engineering faculty evaluated several aspects of the program, including student performance in engineering and supporting coursework, program growth, the expansion of engineering offerings on the Corvallis campus, and recent curriculum changes implemented by OSU. The review identified OSU's curriculum revisions as the largest impact on LBCC students due to complex transfer planning and limitations in LBCC's existing Associate of Science, Engineering Emphasis degree. Students no longer can complete a common degree and select engineering electives appropriate for their intended major; as OSU's requirements became more specialized, some majors required additional discipline-specific courses that did not fit within the existing degree structure. This created issues for students receiving financial aid because

required transfer courses not included in the approved degree plan were difficult to justify as financial aid-eligible.

Based on these findings, the department determined the previous "one-size-fits-all" degree structure no longer adequately served students. Rather than relying on a single set of elective options, the program began developing distinct degree pathways that align with the curricular requirements of specific engineering disciplines. These pathways ensure students enroll in the courses required for their intended bachelor's degree while also providing clearer degree plans for advising and financial aid approval.

The department initially implemented six engineering pathways by grouping related disciplines with similar curricular requirements. As additional curriculum changes were introduced by OSU, these pathways were refined into nine distinct engineering tracks, each with its own recommended sequence of courses and credit requirements. The department expects these changes to improve academic advising, simplify transfer planning, reduce barriers related to financial aid, and better prepare students for successful transfer into their chosen engineering programs.

Moving Forward

For more than a decade, LBCC has used the institutional assessment approach described in this report to guide planning, decision-making, and continuous improvement. This approach has kept LBCC's mission, strategic priorities, and institutional goals at the center of the work while providing a consistent framework for evaluating progress. As LBCC has evolved, this process has become increasingly important for aligning efforts across the institution and ensuring focus is on improving student outcomes. Rather than viewing assessment as a compliance activity, it is used as a tool to inform decisions, allocate resources, and improve programs and services. The data we collect helps us understand what is working well, where challenges remain, and how we can better support student success.



Since the last accreditation visit, LBCC has continued to strengthen its assessment and planning processes in several ways. We undertook a community-wide process to create a strategic plan that reaffirms LBCC's mission, priorities, and institutional goals; constructing a shared perspective and culture to work collectively for the community. We updated our institutional peer groups to provide more meaningful comparisons in

areas such as enrollment, retention, completion, and persistence. We strengthened our data-informed decision-making processes to better connect assessment results with planning, budgeting, and continuous improvement efforts. While we acknowledge the fiscal hardships, LBCC

has remained steadfast in our commitment to making use of funds to grow and innovate in ways that lead to mission fulfillment and respond to community needs.

Linn-Benton Community College, as is true for many institutions broadly, has seen dramatic shifts in the conversations around education and its place within the state and nation, resulting in repeated challenges in budgetary needs, programmatic needs, student, and community needs. Review of institutional data has also identified opportunities for growth. As a result, LBCC prioritized increasing enrollment, improving student retention and completion, and strengthening the assessment of institutional and program learning outcomes. Linn-Benton Community College knows that moving forward as an institution requires more partnerships, both internally and externally. Internally we are continually refining use of data, both revising internal data tools and increasing the applicability, such as the additional outcomes levels beyond course level to support programs as they undergo



biennial assessment and review. The provision of public-facing data, along with shared core function and cultural values, tie together the internal climate of what we are doing (our functions), how we do it (our values) and how effective we are being (the mission fulfillment data). Externally LBCC has taken leadership roles in developing applied baccalaureate programs, with nursing and education at the forefront, both areas of need in the community and state. LBCC will also continue to grow and develop new programs, from Workforce Pell Grant eligible short-term trainings to applied bachelor's degrees.

Progress on Recommendations

Recommendation 1: Fall 2023 Evaluation of Institutional Effectiveness - Create and implement an updated strategic plan that defines future directions, is inclusive of internal and external stakeholders, and provides a unifying vision for the college community. (2020 Standard(s) 1.B.3; 1.B.4)

As noted in the Peer-Evaluation Report, “Though there is an opportunity for staff and faculty to engage in the governance of the college, there was sentiment expressed by the faculty that feedback and suggestions are not heeded and taken seriously. The evaluation team received comments that indicate soliciting input from campus stakeholders is performative and not representative of an authentic shared-governance model. Though a 2020-2025 Strategic Plan is in place, there was little evidence that institutional planning around a shared vision is occurring or that planning in areas such as instruction, information technology, facilities, and student services are a coordinated effort across campus. Furthermore, as was also noted in the Mid-Cycle Peer Evaluation Report (October 7-8, 2019), the communication between and among councils and committees and between spheres may be hampered due to the complexity of the governance structure with the Mid-Cycle evaluation team recommending “increased communication and transparency about process and priorities,” (page 9). The evaluation team itself was challenged with understanding the complexities of numerous committee/councils and the flow of information and decision-making among them.

Concern: LBCC’s governance structure, though aiming for inclusivity, does not yield or appear to yield decisions that incorporate the feedback from key stakeholders when appropriate.”

Additionally, “[...]Throughout the evaluation team’s visit, there was an overall perceived lack of direction from college leadership, made more impactful in a post-pandemic world and an ever-changing higher education landscape. The evaluation team felt that an inclusive, transparent, and far-reaching process to develop a new strategic plan would give the campus community an opportunity to build shared goals and vision for the future.

Concern: LBCC future strategic planning efforts need to be a more inclusive, transparent, and far-reaching process that establishes future direction and goal setting for a more connected campus community.”

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.

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.

In March 2024, LBCC began work with CampusWorks to develop a new Strategic Plan aimed at improving institutional excellence, sustainability, and innovation. The strategic planning process began with a “Strategic Plan Kick-off” in April 2024, a virtual event to which all employees, students, and key community partners (such as advisory committee members) were invited. Immediately following the event, a call for volunteers to join the Strategic Planning Committee went out from President Lisa Avery to all employees, students, and community partners. Three chairs were chosen to work closely with the CampusWorks Representative Dan Silverburg in leading the process; one of the tri-chairs was a full-time faculty, one was a classified employee, and one was a confidential employee who also acted as support between LBCC and CampusWorks for scheduling and communication. Through the end of April and early May, focus groups of community members, students, classified employees, managers and exempt staff, full-time faculty, part-time faculty, and the Foundation Board were held by Mr. Silverburg. The LBCC Board of Education also shared their views on what was most important to include in the plan at a meeting with the Mr. Silverburg and the Committee Tri-Chairs.

From June to October 2024, the Strategic Planning Committee met numerous times to develop the overall strategies, objectives, and actions for the Strategic Plan. The tri-chairs created groups of committee members which were assigned to develop the objectives and actions under specific strategies; key in their creation of these groups was balancing employees from each employee group along with areas of expertise. For example, the group working on the strategy “Community Engagement” included a full-time faculty from math, a student recruitment specialist (classified), the Latino Outreach and Retention Manager, the Public Information Officer (manager), a part-time faculty member from communications, and the Executive Assistant to the Vice President of Academic and Student Affairs (confidential/exempt). These groups each worked with the Director of Institutional Effectiveness regarding the language, targets, and data for the objectives.



The tri-chairs helped direct the work and progress, slowing the timeline when concerns arose about the data CampusWorks collected about Linn and Benton Counties misrepresenting the demographics of our students and communities until LBCC’s data could be reviewed alongside the CampusWorks data to give a clearer, robust understanding. The LBCC Executive Team (the President, the Vice President of Academic and Student Affairs, the Vice President of Finance and Operations, the Executive Director of Human Resources, the Executive Director of the Office of Impact and Engagement, and the Executive Director of the Foundation) were given regular updates on the progress and provided feedback on the language or objectives. By the end of the process, over 650 internal and external stakeholders participated through focus groups, surveys, events, and workshops, with the [final Strategic Plan](#) being approved by the Board of Education in October 2024.

An important part of the LBCC Strategic Plan was the implementation, including a solid plan for integration, reporting on the work, and assessment. The objectives were each assigned to an innovation council or department (such as Human Resources), and those areas have developed

action steps and measurable goals for the objectives. Mission Fulfillment regularly receives reports from innovation council chairs and department managers on their actions and progress toward meeting the strategic objectives, ensures alignment of the work with the strategic goals, and helps councils address challenges to their progress. Updates on actions taken toward achievement of strategic goals are shared to campus in the [monthly Academic and Student Affairs Board Report](#), in campus trainings and meetings, and in the [Roadrunner Report updates](#) from the President.

While the thorough strategic planning process led to a detailed and action-oriented plan, this is only one aspect of how the campus regularly engages in planning and governance. Linn-Benton Community College is led by a governance structure of an innovation sphere, which focuses on pushing LBCC to try new ideas and innovations, and an operations sphere, which focuses on the day-to-day operations and policies. The institution works to regularly clarify and improve its governing council structures; the most recent revisions to the [Guide to Governance](#) have reaffirmed a broadly representative and shared governance structure. The college has worked to clarify which groups are needed and have a purpose and mission rather than remaining simply out of historical precedent, as well as reviewing the need for the creation of new groups. One example of these changes is redefining “MERIT” to “Mission Fulfillment.” This change honored a desire to reduce the use of acronyms in naming and name councils according to their work, as well as clarified its role in overseeing accreditation, metrics, and broadly assessing work towards mission fulfillment. Additionally, the decision was made to combine Mission Fulfillment Council and the Rural Guided Pathways Steering Committee; for several years, these groups were separate, despite having much of the same membership, work, and goals. Combining these groups led to better centering the guided pathways work in the overall innovation framework, and giving Mission Fulfillment the ability to shape the goals of guided pathways work and assure alignment with LBCC’s strategic plan. This change has led to more focused and consistent work on the guided pathways goals as innovation councils see how the goals align with and compliment their sub metrics and work, as well as better reflected the use of strategic resources.

To help provide clarity and increase participation in councils and committees, the Vice President of Academic and Student Affairs attends Instructional Strategies Institute (the cohort of new contracted faculty which meets frequently during the faculty’s first year for training/orientation) and Classified Strategies Institute (the cohort of new contracted classified staff which meets during the first year for training/orientation) to present on the governance structure, LBCC’s work on guided pathways, and accreditation. Mission Fulfillment Council also began offering regular, campus-wide info sessions about the strategic initiative purpose and funding.



The college regularly engages with external advisory committees for all Career and Technical Education programs to ensure the appropriateness and currency of its curricular offerings. These advisory committees are chaired by the LBCC Department/Program Chair, and include a minimum of six members who are not LBCC representatives - one member must work in the position students are training for and one member must be a former student who completed the program in the last

six years, with the remaining members representing employer groups. These advisory committees meet at least twice a year and submit their notes to the Office of Academic and Student Affairs. While the agendas are set by the chair and are unique to each program area, each committee discusses four required questions designed to give LBCC necessary and actionable information at least once a year:

- In what ways can we improve the training of our students to meet your needs?
- What concerns do you have with getting information you need from LBCC (for example, LBCC website navigation, recruiting students, etc)?
- (if applicable) When hiring, do our certificates provide candidates with an advantage over a candidate who does not have the certificate, why or why not?
- What training needs could LBCC help with for your current or future employees?

While LBCC transfer programs do not have advisory committees, department chairs regularly connect with the university chairs and partners to keep courses and programs in alignment and to stay alert to any changes LBCC needs to make. The Dean of Academic Progression is responsible for university partnerships and communicates upcoming changes at Academic Affairs Council to all department chairs and in individual department curriculum meetings, which occur at least a year.

Recommendation 2: Fall 2023 Evaluation of Institutional Effectiveness - Establish an effective system for assessing institutional learning outcomes across all degree and certificate programs. (2020 Standard(s) 1.C.6)

“The review team found evidence that work is underway to identify and assess institutional learning outcomes. This work is proceeding under the auspices of the Learning Outcomes committee and is being built as an extension of the program learning outcomes system described in 1.C.6. Specifically, the committee is engaged in deliberations to establish learning outcomes for transfer degrees and was able to describe the process, constraints, and timeline for completion of the work. The committee has made the decision to use the outcomes described as “Related Instruction,” which are defined by the state of Oregon, for all Career and Technical Education programs. When the Learning Outcomes committee completes its work, the final list will be advanced to the Academic Affairs committee for final consideration. Although LBCC is not currently meeting standard 1.C.6, the review team was convinced that substantive work is underway to meet the standard in the near future.

Concern: LBCC has not established institutional learning outcomes and a system for assessing across all degree programs or within a General Education curriculum.”

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.

The General Education Learning Outcomes committee finished their work on more holistic institutional outcomes by creating four general education learning outcomes to serve as our

institutional outcomes: Communication, Computation, Human Relations, and Information Literacy. These general education outcomes were explained and reviewed in April 2025, and were approved by Academic Affairs Council in May 2025.

- Communication: Create messages appropriate to the audience, purpose, and context.
- Computation: Apply mathematical concepts and processes to analyze and communicate quantitative information effectively in context or in writing.
- Human Relations: Demonstrate skill in teamwork and conflict resolution within diverse groups (for CTE programs), OR Express how cultural differences shape our experiences and impact our lives. (for transfer programs)
- Information Literacy: Find, evaluate, and use credible sources in academic work.

LBCC's approach to general education learning outcomes is to map them to specific course outcomes for courses that meet the general education categories in our various degrees.

	Communication	Computation	Human Relations	Information Literacy
Associate of Arts, Oregon Transfer	Courses included in the "Writing" and "Communication" category	Courses included in the "Mathematics" category	Courses included in the "Cultural Literacy" category	WR 121Z English Composition
Associate of Science	Courses included in the "Writing Foundations" and "Communication, Media, and Society" categories	Courses included in the "Quantitative Literacy and Analysis" categories	Courses included in the "Difference, Power, and Oppression Foundations" category	WR 121Z English Composition
Associate of Applied Science	Courses included in the related instruction area "Communication"	Courses that meet the related instruction area "Computation"	Courses that meet the related instruction area "Human Relations"	A technical writing class called IN4.164 Writing for Technicians

After determining the courses which comprise our general education core, the committee [mapped](#) outcomes from each course to our General Education Learning Outcomes. Some courses did not have obvious mapping in the existing learning outcomes, this will be addressed during the 2026-27 fall curriculum cycle. Courses that had existing mapping will also be examined to see if the learning outcomes can be edited to more closely align with the general education learning outcomes.

The General Education Learning Outcomes committee presented multiple times at Academic Affairs Council meetings, held a formal meeting of general education faculty in April 2026 (attended by 45 faculty), and provided an all-faculty training in December 2026. At the general education faculty meeting, faculty were asked to bring a "signature assignment" - an assignment they use to measure the course learning outcome associated with their general education learning outcome. During the meeting, faculty shared their assignment within breakout groups of four faculty from the same general education category. The goal was to become familiar with different ways faculty assess

learning outcomes and to be inspired by others' ideas. Faculty feedback from attendees was positive; "I got some good ideas about how to get the assessment. It could be as simple as adding a question to our oral interviews, or creating a T/F list of stereotypes where students can present evidence," and "I really liked one of my colleague's assessment activities that focused on the use of role play to emphasize the importance of audience. I have an idea of how to adapt that to a writing activity." Faculty questions about the new system will be used to develop future trainings; going forward, general education meetings will be mandatory for faculty teaching that term.

Beginning this academic year, LBCC will work to establish a regular schedule for the General Education Learning Outcome meetings each term. Signature Assignments and student artifacts from these assignments will be collected and shared to improve norming and build meaningful reporting on gaps in learning. The process will define and deepen as the group evaluates the work and effectiveness of the meetings; the goal at this point is to get faculty educated on the purpose of the meetings and to value the collaboration and creativity that comes out of them. Another goal for 2026-27 is to create a data dashboard for General Education Learning Outcomes, which would allow one to look at last year's graduating class (i.e. Fall 2026 looks at the class of 2026) and view data by program to see how students fared in general education outcomes. (Faculty report on each outcome for each student each term, which means LBCC can aggregate data from the course outcomes mapped to general education outcomes.) The committee has begun work with the Office of Institutional Effectiveness to create the dashboard in time for fall 2026.

General Education Outcomes Meeting Schedule

Year	2025-26	2026-27	2027-28	2028-29
Focus or Themes	Building	Coaching	Refining	Deepening
Fall (Outcomes and Curriculum)	Present on the new process at Academic Affairs council. All full-time faculty participate in a Faculty Development session around Gen Ed Outcomes to understand the process and begin working on transparency of assignments.	Meeting with the faculty of each Gen Ed Outcome to align and modify the outcome mapping. (prior to curriculum deadlines) Individual programs look at the dashboard data on how many of their students are meeting the gen ed outcomes.	Gen Ed groups meet to share assessments with the purpose of developing a shared understanding of the general education outcome and identifying any resulting edits to course outcomes.	TBD based on information collected in 26-28.
Winter (Program Data)	Meeting of faculty teaching General Education courses to learn about process and share a	Faculty in Gen Ed Outcome categories meet to discuss targeted outcome (review dashboard	Departments review dashboard data during regularly scheduled course outcome discussion.	TBD

	signature assignment.	data and assessment of outcome).	Purpose: identify gaps in achieving gen ed outcomes by major (did geology majors struggle with Human Relations?) Summary submitted.	
Spring (Fun)		Meeting with the General Education Outcome groups to share signature assignments.	Some kind of showcase of successful assessments and/or student work.	TBD

Recommendation 3: Fall 2023 Evaluation of Institutional Effectiveness - Improve decision-making and shared governance processes that allow timely and meaningful input from all stakeholders. (2020 Standard(s) 2.A.4)

From the numerous interviews with groups of students, faculty, administrators, and staff on campus, there were examples presented in which key stakeholders did not feel heard and able to influence decision-making when appropriate to do so. Though they often are members of committees and councils where decisions were influenced, there was a pervasive sentiment that administration only performatively received feedback and did not embrace a true shared-governance model. These opinions were expressed by students as well. Though some of the previous budget-cutting decisions involved personnel and ultimately the responsibility of administration to determine staffing, it was suggested that a more transparent process by which decisions are made, increased and consistent communication across campus stakeholder groups, additional examples of where faculty and staff input have been heeded, and an opportunity for more exchanges of ideas rather than one-way presentations, would be beneficial to improve administration and staff/faculty relationships. An updated committee and council structure that is more simplified may help with overall communication.

It was noted, however, that all employee groups felt that the president was accessible and truly maintained an open-door policy but would welcome indications that overall governance was participatory and transparent. In addition, it is the view of the evaluation team that administration did act according to metrics and other relevant information to make difficult decisions in light of extraordinary financial pressure.

Concern: The college does not have a perceived shared governance process where staff and faculty feel empowered in decision-making.”

2.A.4 The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

One of the most voiced areas of concern with regards to decision-making was budgetary decisions. While the full-time faculty and Independent Association of Classified Employee contracts both have language in the reduction articles regarding communication and a chance for the association to provide meaningful input on potential reductions, the timeline of these conversations and decision deadlines made it difficult in practice. In an effort to improve the budgetary decision-making process, LBCC created a College-Wide Budget Taskforce in fall 2024 with three members from the classified association, three full-time faculty members, three part-time faculty members, two students, the Vice President of Finance and Operations, the Vice President of Academic and Student Affairs, the Director of Accounting and Budget, the Executive Director of the Office of Impact and Engagement, and the Executive Director of Human Resources. All members agreed to keep discussions confidential and were given training on equity in budgeting, LBCC's budget and processes, and guiding principles and priorities when making budgetary decisions. A standard form for budget reduction proposals and rubric for review of the proposals was created and approved by the taskforce.



In January 2024, the Budget Taskforce began receiving budget reduction proposals. These proposals came from managers, deans, or directors to their vice president, and included one-time, temporary, and permanent budget reductions. At meetings, the proposals were discussed and members asked questions, voiced concerns, and addressed implications of the reductions which may have been overlooked. After everyone on the taskforce felt well-informed regarding a proposal, members completed a scoring rubric. The Budget Taskforce did not have the authority to make decisions regarding any budget proposals, but their scores, feedback, and concerns were considered by the President and Executive Team when making final decisions. Regular, general updates regarding the work of the taskforce were sent by the Public Information Officer to all employees.

At the end of the 2024-2025 academic year, feedback from campus was gathered regarding the Budget Taskforce. While most agreed the taskforce allowed for better collaboration on budgetary decisions, there were also points of improvement to address. When the Budget Taskforce was reconvened to make further budgetary decisions for the 2025-2026 academic year, this feedback resulted in changes such as clarifying the scoring rubric, sending proposals to the taskforce members prior to the meetings so members came prepared, and inviting impacted managers to attend the meeting while the proposal was discussed so they could answer questions. A few individual members of the taskforce changed due to separations or changes in an individual's role at the college, but the majority of the membership was the same and the numbers from each employee group remained the same. The Budget Taskforce worked in much the same way for the 2025-2026 academic year, and feedback gathered at the conclusion of the taskforce was that meetings were well organized and communication about proposed budget reductions was clear. Feedback was mixed regarding the effectiveness of the taskforce; responses included “members on the budget task force want to feel like they are making a difference,” “this would be a valuable

group if our contributions felt as if they made a difference in the outcome,” and “I think the executive team benefited from our feedback.” Overall, consensus was that the taskforce was valuable for “hearing other workgroups and students work through difficult discussions” and for “being trusted with confidential information, having a space to share our reflections and concerns.”

To further address budgetary needs, a revenue-creating group also convened, led by the Director of Accounting and Budget. This group included employees from across the college and discussed ideas for increasing revenue; feasible ideas from this group were shared with the appropriate areas on campus to address and lead. One idea that came from this group was moving to a more robust summer with expanded offerings - this project is now led by the Dean of Academic Progression, who is working with deans, department chairs, financial aid, advising, and student service areas to move the work forward. Summer course and student service costs are being tracked so the project can be evaluated on the cost vs. increased revenue and provide validated data as the group further expands summer in future years.

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)



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)

(Date)

Appendix

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

New Programs 2024 - 2027

2024-2025

- AAS Electric Vehicle/Hybrid Vehicle Technician
 - CTE program developed with a grant from the National Science Foundation to provide training in electric and hybrid vehicle maintenance and repair.
- Electric Vehicle/Hybrid Vehicle Technician Certificate
 - CTE certificate developed with a grant from the National Science Foundation to provide training in electric and hybrid vehicle maintenance and repair. Can build into the AAS Electric Vehicle/Hybrid Vehicle or combine with the Automotive Technology Certificate.
- Professional Business Certificate
 - A comprehensive and accelerated pathway to gaining essential business knowledge and skills for students interested in starting a business or pursuing further business education.
- Community Health Certificate
 - One-year certificate that prepares students to work in the fields of public health, health care, and community-based organizations. Includes curriculum aligned to the Oregon Health Authority community health worker requirements and an optional birth doula certification course.

2025-2026

- AS Women, Gender, and Sexuality Studies
 - Transfer degree aligned with Oregon State University's program of the same name.
- JATC Pipe Welding Apprenticeship Related Training Non-Credit Training Certificates, Years 1-4
 - New non-credit certificates allowing welding apprenticeship certification meeting the JATC standards and requirements.

2026-2027

- AST Biology
 - State-wide transfer degree in biology.
- AST Business
 - State-wide transfer degree in business.
- AAT Communication
 - State-wide transfer degree in communication.

- AAT English
 - State-wide transfer degree in English.
- AAT Human Development and Family Services
 - State-wide transfer degree in human development and family services.
- AST Human Development and Family Services
 - State-wide transfer degree in human development and family services.
- AST Psychology
 - State-wide transfer degree in psychology.
- AAT Sociology
 - State-wide transfer degree in sociology.
- AST Sociology
 - State-wide transfer degree in sociology.
- BSN Nursing
 - Applied bachelor of Nursing degree, builds off of our existing AAS in Nursing.
- Electrician Apprenticeship Technologies: Trade Worker Apprenticeship Technologies Career Pathway Certificate
 - Smaller apprenticeship certificate, allowing students a credential in fewer credits. Builds into our Electrician Apprenticeship Certificate.
- Mechanical Maintenance Apprenticeship Certificate
 - Smaller apprenticeship certificate, allowing students a credential in fewer credits. Builds into our Mechanical Maintenance Apprenticeship AAS.
- Mechanics and Maintenance Apprenticeship Technologies
 - Trade Worker Apprenticeship Technologies Career Pathway Certificate: Smaller apprenticeship certificate, allowing students a credential in fewer credits. Builds into our Mechanical Maintenance Apprenticeship Certificate.



Linn-Benton
Community College



Empowering Student Success, Enriching Our Community

STRATEGIC PLAN 2025-2030

Table of Contents



Message from the College President	page 3
Thank You to the Contributors	page 4
The Ideal LBCC Student Experience	page 5
Our Commitment	page 7
Mission, Vision, and Values	page 8
Strategy: Academic Programs	page 10
Strategy: Coordinated Student Support	page 11
Strategy: Targeted and Equitable Recruitment	page 12
Strategy: Student Connectedness	page 13
Strategy: Community Engagement	page 14
Strategy: Employee Satisfaction	page 15



Message from the College President Lisa Avery



Dear community,

On a beautiful sunny day in April, we embarked on an exciting journey—creating our new strategic plan. I was truly inspired by the incredible turnout at our first virtual meeting, where staff, students, and community members gathered with enthusiasm and a shared vision for our future.

Guided by our partners at CampusWorks, this initiative has been an ambitious and rewarding project. As president, it has been my privilege to actively contribute and collaborate on a strategic plan that will shape the future of Linn-Benton Community College. Together, we've embraced the opportunity to create a path forward—one which reflects our commitment to success through inclusive education and community engagement.

From the beginning, we sought to ensure every voice was heard. We invited participants from all organizations and stakeholders we serve and support to share

their perspectives. I am grateful for the insight and passion brought to this effort by students, staff, and community members.

Active engagement from them was vital, and we embraced both the challenges and opportunities that came our way. Thanks to the leadership of our Tri-Chairs Amber Vore, Shannon Harbert, and Eric Bryant (afterwards Gabby Triana), who kept us moving forward, we engaged in a series of workshops, focus groups, and surveys that shaped our collective vision. Their dedication, alongside their regular duties, has been remarkable.

At the heart of this work is the student experience. Together, we are shaping a welcoming and inclusive environment that supports each student from their first step on campus to their graduation. Our ability to create opportunities for our students and community, while striving for excellence, only succeeds when we have broad involvement and honest, transparent communication.

I want to extend my sincere gratitude to all who have participated in this process. From our Board of Education to our Foundation Board, Executive Team, and community leaders, your contributions have been invaluable. And to our students, staff, and survey participants—your honest feedback is what drives us forward.

This strategic plan is just the beginning. The most important work lies ahead as we bring our plan to life, following the strategic action steps we've created through ongoing efforts and collaboration. I know it will position us to meet the future with a solid foundation to continue LBCC's growth and innovation with inclusiveness through Education for All.

Thanks,


Lisa

Thank you to the Contributors Who Made this Work Possible

We thank the Strategic Planning Committee and tri-chairs, The Board of Education, the LBCC Foundation Board, Executive Team, and all community members who gave their valuable input into this process. We could not have done it without you.

Strategic Planning Committee

Tri-Chairs

Amber Vore
Shannon Harbert
Eric Bryant/Gabby Triana

Committee Members:

Rachel Biscoe	Beth Lyons
Stacie Braun	Jessica Maddox
Rob Camp	Virginia Mallory
Kristi Collins	Dale Moon
Jennifer Conrod	Toni Morrison
Nandini Das	Oriana Mulatero
Angel Dorantes	Joshua Murray
Emma Eaton	Keryn Neary
Minnie Evans	Raymund Ocampo
Linnea Everts	Trista Ochoa
Bethany Gilbert	Katelynn Omete
Travis Gray	Brian Reed
Whit Hamilton	Meg Roland
Leslie Hammond	Tamara Ross
Jan Hardy	Nicole Schukow
Marcia Harnden	Matt Scotton
Sam Hines	Mark Urista
Lisa Hoogesteger	Lauren Visconti
Julia Larsen	Sarah Walker
Sarah Lench	Ashley Willner
Tina Leonard	Katie Winder
Michael Lopez	Pete Zerr

LBCC Board of Education

Kristin Adams
Sherlyn Dahl
Jeff Davis
Ron Edwards
Dick Running
John Sarna
Stacie Wyss-Schoenborn

LBCC Executive Team

Lisa Avery
Steven Broncheau
Ann Buchele
Jason Dorsette
Sheldon Flom
Heather Mercer

Others

CampusWorks
LBCC Foundation Board

The Ideal LBCC Student Experience

The Student Experience Statement is key to our commitment to keeping students at the focus of everything we do at Linn-Benton Community College. It outlines our promise to enhance student experiences and how our staff will be there to support that mission. This statement guides us in creating a space where students can thrive academically, personally, and professionally.



4 Core Tenets

01

Students engage in rigorous educational programs that are challenging yet supportive, fostering excellence, meaningful contributions, and lifelong learning.

02

Every student feels valued and included, achieving their goals within a community that prizes connection, trust, and personal relationships.

03

Accessibility is key, with streamlined processes that ensure students can readily engage in their education through effective, interpersonal interactions.

04

Our campus life is vibrant and welcoming, encouraging students to immerse themselves in activities that promote skill development, community connection, and personal growth.



Our Commitment

To support this ideal experience, Linn-Benton Community College is committed to:

Fostering a nurturing environment

where community and collaboration are at the heart, encouraging students to connect with peers, faculty, and the wider community.

Providing comprehensive support services

tailored to meet the needs of each student, facilitated by our caring faculty and staff.

Cultivating a sense of belonging

and community involvement through educational experiences both inside and outside the classroom, which are designed to be engaging, affirming, and fun.

Embracing a culture of trust,

caring, and human-centered innovation, where students are encouraged to think critically, engage creatively, and elevate their educational journey to new heights.

Leveraging data-driven insights

to strategically invest and tailor training for our staff and faculty, thereby enhancing our effectiveness in serving students.



A Culture that Resonates with Students

Our Mission

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

Our Vision

Linn-Benton Community College transforms communities and lives through educational innovation and excellence.

We Value:

- ▶ **Opportunity:**
We support the fulfillment of potential in ourselves and each other by ensuring accessible and consistent opportunities for all.
- ▶ **Excellence:**
We aspire to the highest ideals in honesty, integrity, and accountability, continually striving to uphold high standards in all we do.
- ▶ **Inclusiveness:**
We honor and embrace the uniqueness of every individual, fostering a sense of belonging and promoting the free and civil expression of ideas, perspectives, and cultures.
- ▶ **Learning:**
We commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities, ensuring that students achieve their learning goals.
- ▶ **Engagement:**
We actively connect as students, faculty, staff, and community, fostering engagement practices that strengthen our collective involvement.



Strategy: Academic Programs

Linn-Benton Community College will support community prosperity by focusing on high-demand academic programs with life-sustaining wages, preparing students for career agility and strong critical thinking skills. We will offer flexible learning options and use up-to-date economic and regional needs data to respond to conditions in both Linn and Benton counties.



Objectives

- ✓ Improve classroom experiences and critical thinking skills for students through innovation in teaching and learning, such as through Faculty Communities of Practice.
- ✓ Ensure use of the Program Demand Index (PDI) by academic departments to align degree programs with labor market trends and needs in Linn and Benton counties.
- ✓ Improve online modality offerings and success through quality online instruction and online student support services.
- ✓ Within three years, ensure all degree programs incorporate an outcome addressing Diversity, Equity, and Inclusion.



Strategy: Coordinated Student Support

Linn-Benton Community College will meet students' evolving needs by providing support inside and outside the classroom, equipping them with the resources and guidance necessary to achieve their academic and career goals.



Objectives

- ✓ Improve current support services to be more relevant, useful, and responsive to students' needs.
- ✓ Create specific support systems for students from underserved populations.



Strategy: Targeted Recruitment

Linn-Benton Community College will create targeted and equitable recruitment strategies that adapt to the dynamic and diverse populations of Linn and Benton counties, preparing community members to thrive in an ever-changing world.

Objectives

- ✓ Focus strategies to build overall awareness and visibility of LBCC and establish LBCC as an inclusive college.
- ✓ Increase LBCC representation/ attendance at rural events by 50% over three years.
- ✓ Increase qualified leads for Linn-Benton Community College by 110% average year-over-year within the next 3 years through targeted digital advertising campaigns and optimized lead capture strategies, with a specific focus on expanding reach and engagement in rural and underserved areas.



Strategy: Student Connectedness

Linn-Benton Community College will foster student success by strengthening students' connections to the college through proactive outreach and engagement opportunities, creating a sense of belonging for all students.



Objectives

- ✓ Promote student engagement and active learning inside and outside the classroom.
- ✓ Increase student participation in clubs, campus events, and activities.
- ✓ Increase student participation in active learning experiences.



Strategy: Community Engagement

Linn-Benton Community College will continuously engage with the community. We will promote ongoing collaboration among students, staff, and local organizations, fostering pride, accountability, and connection.

Objectives

- ✓ Strengthen community partnerships between LBCC and entities within Linn and Benton counties and the region.
- ✓ Maintain strong community education participation with at least 30% of community education participants returning in the next academic year.



Strategy: Employee Satisfaction

Linn-Benton Community College will enhance employee satisfaction by promoting a transparent, connected, and supportive culture. We will create an environment that nurtures professional growth, development, and well-being, supporting all employees' success.

Objectives

- ✓ Maintain a culture of professional development by highlighting accomplishments and/or participation annually, and by including a professional development goal in appraisals.
- ✓ Consider enhancements to the existing governance structure to ensure a culture of seeking and providing employee input on college initiatives.
- ✓ Expand support systems within the college and connect to systems outside the college that help faculty and staff of color and under-represented groups navigate the college and region.





Linn-Benton
Community College



Thank You

Empowering Student Success, Enriching Our Community | STRATEGIC PLAN 2025-2030

Our Mission

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

Our Vision

Linn-Benton Community College transforms communities and lives through educational innovation and excellence.

We Value:

- ▶ **Opportunity:**
We support the fulfillment of potential in ourselves and each other by ensuring accessible and consistent opportunities for all.
- ▶ **Excellence:**
We aspire to the highest ideals in honesty, integrity, and accountability, continually striving to uphold high standards in all we do.
- ▶ **Inclusiveness:**
We honor and embrace the uniqueness of every individual, fostering a sense of belonging and promoting the free and civil expression of ideas, perspectives, and cultures.
- ▶ **Learning:**
We commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities, ensuring that students achieve their learning goals.
- ▶ **Engagement:**
We actively connect as students, faculty, staff, and community, fostering engagement practices that strengthen our collective involvement.

At Linn-Benton Community College, we envision a student experience that is both inspiring and inclusive, reflecting the values and aspirations of our community.

4 Core Tenets

- 01

Students engage in rigorous educational programs that are challenging yet supportive, fostering excellence, meaningful contributions, and lifelong learning.
- 02

Every student feels valued and included, achieving their goals within a community that prizes connection, trust, and personal relationships.
- 03

Accessibility is key, with streamlined processes that ensure students can readily engage in their education through effective, interpersonal interactions.
- 04

Our campus life is vibrant and welcoming, encouraging students to immerse themselves in activities that promote skill development, community connection, and personal growth.

To support the ideal student experience, Linn-Benton Community College is committed to:

Fostering a nurturing environment

where community and collaboration are at the heart, encouraging students to connect with peers, faculty, and the wider community.

Providing comprehensive support services

tailored to meet the needs of each student, facilitated by our caring faculty and staff.

Cultivating a sense of belonging

and community involvement through educational experiences both inside and outside the classroom, which are designed to be engaging, affirming, and fun.

Embracing a culture of trust,

caring, and human-centered innovation, where students are encouraged to think critically, engage creatively, and elevate their educational journey to new heights.

Leveraging data-driven insights

to strategically invest and tailor training for our staff and faculty, thereby enhancing our effectiveness in serving students.

Strategy: Academic Programs

Linn-Benton Community College will support community prosperity by focusing on high-demand academic programs with life-sustaining wages, preparing students for career agility and strong critical thinking skills. We will offer flexible learning options and use up-to-date economic and regional needs data to respond to conditions in both Linn and Benton counties.

- ✓ Improve classroom experiences and critical thinking skills for students through innovation in teaching and learning, such as through Faculty Communities of Practice.
- ✓ Ensure use of the Program Demand Index by academic departments to align degree programs with labor market trends and needs in Linn and Benton counties.
- ✓ Improve online modality offerings and success through quality online instruction and online student support services.
- ✓ Within three years, ensure all degree programs incorporate an outcome addressing Diversity, Equity, and Inclusion.

Strategy: Coordinated Student Support

Linn-Benton Community College will meet students' evolving needs by providing support inside and outside the classroom, equipping them with the resources and guidance necessary to achieve their academic and career goals.

- ✓ Improve current support services to be more relevant, useful, and responsive to students' needs.
- ✓ Create specific support systems for students from underserved populations.

Strategy: Targeted Recruitment

Linn-Benton Community College will create targeted and equitable recruitment strategies that adapt to the dynamic and diverse populations of Linn and Benton counties, preparing community members to thrive in an ever-changing world.

- ✓ Focus strategies to build overall awareness and visibility of LBCC and establish LBCC as an inclusive college.
- ✓ Increase LBCC representation/attendance at rural events by 50% over three years.
- ✓ Increase qualified leads for Linn-Benton Community College by 110% average year-over-year within the next three years through targeted digital advertising campaigns and optimized lead capture strategies, with a specific focus on expanding reach and engagement in rural and underserved areas.

Strategy: Student Connectedness

Linn-Benton Community College will foster student success by strengthening students' connections to the college through proactive outreach and engagement opportunities, creating a sense of belonging for all students.

- ✓ Promote student engagement and active learning inside and outside the classroom.
- ✓ Increase student participation in clubs, campus events, and activities.
- ✓ Increase student participation in active learning experiences.

Strategy: Community Engagement

Linn-Benton Community College will continuously engage with the community. We will promote ongoing collaboration among students, staff, and local organizations, fostering pride, accountability, and connection.

- ✓ Strengthen community partnerships between LBCC and entities within Linn and Benton counties and the region.
- ✓ Maintain strong community education participation with at least 30% of community education participants returning in the next academic year.

Strategy: Employee Satisfaction

Linn-Benton Community College will enhance employee satisfaction by promoting a transparent, connected, and supportive culture. We will create an environment that nurtures professional growth, development, and well-being, supporting all employees' success.

- ✓ Maintain a culture of professional development by highlighting accomplishments and/or participation annually, and by including a professional development goal in appraisals.
- ✓ Consider enhancements to the existing governance structure to ensure a culture of seeking and providing employee input on college initiatives.
- ✓ Expand support systems within the college and connect to systems outside the college that help faculty and staff of color and underrepresented groups navigate the college and region.

Strategic Plan Tracking**Who oversees this strategy****Strategy: Academic Programs**

AP-1	Improve classroom experiences and critical thinking skills for students through innovation in teaching and learning, such as through Faculty Communities of Practice.	Learning Innovation Council
AP-2	Ensure use of the Program Demand Index by academic departments to align degree programs with labor market trends and needs in Linn and Benton counties.	Workforce Council
AP-3	Improve online modality offerings and success through quality online instruction and online student support services.	Learning Innovation Council
AP-4	Within three years, ensure all degree programs incorporate an outcome addressing Diversity, Equity, and Inclusion.	College Executive Team

Strategy: Coordinated Student Success

CSS-1	Improve current support services to be more relevant, useful, and responsive to students' needs.	Progression Council
CSS-2	Create specific support systems for students from underserved populations.	Progression Council

Strategy: Targeted Recruitment

TR-1	Focus strategies to build overall awareness and visibility of LBCC and establish LBCC as an inclusive college.	Marketing Department
TR-2	Increase LBCC representation/attendance at rural events by 50% over three years.	Marketing Department
TR-3	Increase qualified leads for Linn- Benton Community College by 110% average year-over-year within the next three years through targeted digital advertising campaigns and optimized lead capture strategies, with a specific focus on expanding reach and engagement in rural and underserved areas.	Marketing Department

Strategy: Student Connectedness

SC-1	Promote student engagement and active learning inside and outside the classroom.	Learning Innovation Council
SC-2	Increase student participation in clubs, campus events, and activities.	Progression Council
SC-3	Increase student participation in active learning experiences.	Learning Innovation Council

Strategy: Community Engagement

CE-1	Strengthen community partnerships between LBCC and entities within Linn and Benton counties and the region.	College Executive Team
CE-2	Maintain strong community education participation with at least 30% of community education participants returning in the next academic year.	Workforce Council

Strategy: Employee Satisfaction

ES-1	Maintain a culture of professional development by highlighting accomplishments and/or participation annually, and by including a professional development goal in appraisals.	Human Resources Department
ES-2	Consider enhancements to the existing governance structure to ensure a culture of seeking and providing employee input on college initiatives.	College Executive Team
ES-3	Expand support systems within the college and connect to systems outside the college that help faculty and staff of color and underrepresented groups navigate the college and region.	College Executive Team

Strategy	Lead(s)	Task Number	Task Details	Task Metric	Task Outcome/Output	Time Period	Notes	Task Status	Start Date	Completion Date
AP-1	Learning Innovation		Promotion of and process improvement for Communities of Practice, 1 Book groups, Learning Community	# of faculty who actively engage & complete experience (for some % of faculty to whom it is relevant)	Opportunities offered	ongoing	Center for Teaching Excellence (Canvas) + DPO + Cornerstore, and other intensive learning experiences like Summer Institute	Underway		
AP-1	Learning Innovation		New Communities of Practice, Book Groups, and Learning 2 Communities	Formation of new Communities of Practice	5 or more per year	2025-26	DPO book group; ongoing communities of practice: e-learning, dpo, rsi review. Upcoming: quality matters in 26/27 AY	Underway		
AP - 1	Learning Innovation		Increase capacity for embedded tutoring		More embedded tutors	ongoing	Funding remains at same levels since project start date; not able to increase, but able to adjust to changing priorities. Ex: focusing on low-pass-rate courses	underway		
AP-1	Learning Innovation		Faculty Fellows & Faculty Innovators	# awarded over time	more applications		Saw an increase from 5 applications in 2024-25 to 9 applications in 2025-26, four of these were awarded. There were also four awards for 2026-27.	ongoing	fall 2025	
AP-4	CAC Commision	1	Writing Outcomes Training							
AP -3	Teaching & Learning Support		Continuing RSI with process improvements	100% of online instructors have met RSI within one term of teaching online	RSI Tracking	ongoing	Determine process for RSI renewal			
AP -3	Learning Innovation Teaching & Learning Support/Academic Strategy		Faculty fellow & innovator work	One of more opportunities focuses on online teaching and learning	Applications and presentations to LInC		3 applications connected to online learning; one approved.			Spring 2026
AP -3	Progression		Launching fully online programs	Seven new online programs for Fall 2026	Catalog, marketing	2025-2027				
AP -3	Teaching & Learning Support		Coursedog Implementation - related to online							
AP -3	Teaching & Learning Support	1	Implementing Quality Matters	10 faculty pass QM review	Students in online programs get registration priority	2025-2026	Or equivalent process based on QM	underway		
AP - 3	Teaching & Learning Support	1	Designation process for online students		2 new online programs were a "featured program" in the 25-26 academic year	2025 - 2026	Digital advertising, organic social media campaigns.	underway		
AP -3	Teaching & Learning Support	2	Marketing about online programs & student success	Marketing campaigns presented						
AP -3	Teaching & Learning Support	2	Internal education (e.g., navigators) about online programs & student success	Training opportunities offered						
AP -3	Teaching & Learning Support	3	Evaluate success in current online programs	Designated online student passing rates			Pass rates are problematic for online classes			
AP -3	Teaching & Learning Support		Launching tool for student self-assessment for online learning							
AP -2	Workforce		Ensure use of the Program Demand Index by academic departments to align degree programs with labor market trends and needs in Linn and Benton counties.	Number of times ODDS meets with Divisions			Deans have been asked to invite the Office of Data and Decision Support to present the PDI and how to use the information effectively	completed	Fall 2024	Fall 2025

Strategy	Lead(s)	Task Number	Task Details	Task Metric	Task Outcome/Output	Time Period	Notes	Task Status	Start Date	Completion Date
CSS-1	Katie Winder	1	Approve, purchase, and implement Coursedog software		implementation	Feb 2025 -		ongoing	5/1/2025	5/1/2026
CSS-2	Katie Winder	1	Tighten up notification and education for non-first-year students about Co-Reqs		messaging to students	Spring 2025		done	4/1/2025	5/1/2025
CSS-2	Katie Winder	2	Improve student access to advisors by having all faculty have a scheduling link and all students have an assigned advisor (or advising group)	% of faculty with appointment link	centralized scheduling links	Winter / Spring 2026		ongoing	11/1/2025	
CSS-2	Katie Winder	3	Develop a list of critical points to make advising mandatory for students; use retention data to affirm		list of critical points	Winter / Spring 2026		ongoing	11/1/2025	
CSS-1	Katie Winder	2	Increase summer term enrollment to 25,000 credits to improve student progression and reduce loss points over the summer	Spring to Fall retention, # credits enrolled in summer.	increased summer credit-taking	Winter - Summer 2026		ongoing	10/1/2025	

Strategy	Lead(s)	Task Number	Task Details	Task Metric	Task Outcome/Output	Time Period	Notes	Task Status	Start Date	Completion Date
TR-1	Recruitment Marketing & Admissions & Recruitment	1	Focus strategies to build overall awareness and visibility of LBCC and establish LBCC as an inclusive college.	Increase outreach and recruitment to prospects 25+.	The team has researched multiple options in the community to increase awareness and reach this prospective student demographic. The team is currently coordinating a weekend event at Margin coffee to launch these efforts.	Fall/Winter/Spring/Summer terms	LBCC has lower enrollment in the 21-46 student demographic. We are focusing efforts to increase awareness within this group and establish LBCC as an inclusive college.	Ongoing	Fall 2025	
TR-2	Recruitment Marketing & Admissions & Recruitment	2	Increase LBCC representation/attendance at rural events by 50% over three years.	Increase by 50%	The group has defined "Rural" as all of LBCC's service district. The group has identified events (non-high school) where they have representation and have a plan to increase event participation over the next three years. Current events: Night at the Knights, Festival Latino, Albany Pride, Tangent Fall Festival.	Fall/Winter/Spring	Possible events to add: Strawberry Festival in Lebanon, Lebanon Christmas Tree Lighting, Lumberjack Pancake Festival, Veterans Parade/Festival Year 1: Tangent Festival-September 13, 2025, Festival Latino-September 14, 2025, Albany & Corvallis Farmer's Markets-May 30, 2026, Margin Coffee Shop-May 30, 2026, Albany Pride Festival-June 28, 2026 Year 2: Krazee Days @ Wine Crush Albany-July 11, 2026, Saturday Market at Wine Crush-August 1, 2026	Ongoing (Year 1 25-26 complete)	Fall 2025	see notes
TR-3	Joshua Murray	1	Develop and maintain centralized lead measurement and attribution framework across digital recruitment channels.	Lead tracking accuracy	Established reliable lead tracking for Request for Information forms and New Student Applications, creating a stable foundation for performance optimization and recruitment decision-making.	January 2024 – July 2025	Framework implemented following website transition to ensure accurate reporting.	Completed	January 2025	July 2025
TR-3	Joshua Murray	2	Execute digital advertising campaigns to support featured programs and recruitment events.	Reach and engagement	Increased program visibility and supported awareness objectives for priority programs and recruitment initiatives.	Spring 2025 – Present	Campaigns deployed strategically based on program need and enrollment priorities.	Ongoing	January 2025	Ongoing
TR-3	Joshua Murray	3	Implement and optimize targeted digital recruitment campaigns to increase qualified leads.	Qualified digital leads generated	Increased volume of qualified prospective student inquiries and improved alignment between digital advertising and enrollment growth goals.	July 2025 – Present	Campaign refinements continue to improve efficiency and audience targeting.	Ongoing	July 2025	Ongoing
TR-3	Joshua Murray	4	Refine search strategy to improve digital recruitment efficiency.	Cost per lead	Improved advertising efficiency and stronger alignment between marketing investment and prospective student engagement.	January 2026 – Present	Ongoing optimization supports long-term enrollment sustainability.	Ongoing	January 2026	Ongoing

Strategy	Lead(s)	Task Number	Task Details	Task Metric	Task Outcome/Output	Time Period	Notes	Task Status	Start Date	Completion Date
SC-2	Progression	1	Recruit Students to create new clubs	# of Clubs Created	25 total clubs	2025-26	Partner with SLC to promote benefits/support clubs. In Academic Year 2025-26, offered 26 clubs to students	on track!		Fall 2025 - ongoing
SC-2	Student Life & Leadership	2	Oversee clubs to support retention efforts	5 or more sessions on active learning			Sessions are planned for fall 2026 faculty development (first wanted to define active learning)			
SC - 1/3	Teaching & Learning Support	2	Faculty development sessions	Definition developed	Definition to be shared with the college	2025-2026	Active learning definition complete and approved by mission fulfillment 04/26	complete	Fall 25	Spring 26
SC - 1/3	Learning Innovation	1	Define active learning	x% of faculty teaching intro courses utilize active learning	Survey	26/27	Teach students about active learning; how to choose intro courses (include CTE)			
SC - 1/3	Learning Innovation	3	Model active learning in early courses	website for clubs and co-curriculars completed			Promotion from Student Life & Leadership and faculty			
SC - 1/3	Progression	2	Promotion of Co-curriculars							

Strategy	Lead(s)	Task Number	Task Details	Task Metric	Task Outcome/Output	Time Period	Notes	Task Status	Start Date	Completion Date
CE-2	Workforce	2	Update the schedule of classes publication	Maintain strong community education participation with at least 30% of community education participants returning in the next academic year.			The schedule of classes publication, which reaches 90,000 homes in Linn and Benton Counties, was refreshed in design and printing to reduce costs and provide clearer information. Courses are held on all three LBCC campuses, as well as at a variety of partner locations, such as Lebanon High School, Benton County Event Center and Fairgrounds, and the Riverfront Community Center in Albany	ongoing		
CE-2	Workforce	2	Courses offered in a broader range of locations to make it easier for community members to attend					ongoing		

Strategy	Lead(s)	Task Number	Task Details	Task Metric	Task Outcome/Output	Time Period	Notes	Task Status	Start Date	Completion Date
ES-1	Human Resources	1		Maintain a culture of professional development by highlighting accomplishments and/or participation annually, and by including a professional development goal in appraisals.			Combined retirement banquet with years of service awards, held in May 2026			
ES-2	College Executive Team	2		Consider enhancements to the existing governance structure to ensure a culture of seeking and providing employee input on college initiatives.						
ES-3	College Executive Team	3		Expand support systems within the college and connect to systems outside the college that help faculty and staff of color and underrepresented groups navigate the college and region.			Created Employee Resource Groups, and sent out information on how employees can sign up to be on the list for groups they are interested in to get information about meetings and events.	ongoing	Fall 2024	
	College Executive Team		Create Cultural DNA and launch regular use on campus.				LBCC Cultural DNA was launched in fall 2024, and managers were trained how to use it during regular area meetings to guide discussions. A campus-wide survey was completed in winter 2026 to evaluate employees' opinions and feedback regarding the use of the LBCC Cultural DNA	ongoing	Fall 2024	

Associate of Science, Engineering Emphasis program learning outcomes (PLO) and the engineering courses and associated class learning outcomes (CLO) used for assessment

PLO #	PLO Text	Subject/Course	CLO #	CLO Text
1	Apply knowledge of mathematics to formulate and solve engineering problems.	ENGR 103	1	Demonstrate the ability to create a computer program to solve engineering problems.
		ENGR 112 (Legacy) Class was replaced by ENGR 103	2	Demonstrate the ability to apply mathematics, science, and engineering techniques to solve engineering problems.
		ENGR 201	1	State and apply Ohm's Law and Kirchhoff's Laws to both series and parallel circuits and the relationships between voltage and current, power and energy as applied to delta-wye transformations, as well as voltage and current division.
		ENGR 201	2	Apply Ohm's Law and Kirchhoff's Laws using mesh and nodal analysis techniques to analyze DC circuits.
		ENGR 202	2	Apply the concepts of frequency-dependent impedance to solve problems involving inductive and capacitive components and the relationships between voltage, current, power, and power factor in AC circuits.
		ENGR 203	2	Apply the Laplace transform to analyze the transient behavior of electrical circuits in response to unit-step and unit-impulse inputs.
		ENGR 211	1	Analyze three-dimensional force and moment systems.
		ENGR 211	4	Find centroids and Moments of Inertia.
		ENGR 212	3	Perform work energy analyses of systems.
		ENGR 217	3	Perform two- and three-dimensional Work-Energy analyses of systems.
2	Use computers to solve engineering problems.	ENGR 103	4	Write computer code that includes control statements, while loops, and for loops.
		ENGR 112 (Legacy) Class was replaced by ENGR 103	5	Develop internally documented computer programs that utilize sequence, selection, and repetition control structures and user-defined functions using the SCI(MAT)LAB programming environment.
		ENGR 201	5	Apply basic software tools to analyze DC circuits.
		ENGR 203	6	Use simulation tools, including SPICE, to compute the performance of complex passive networks.
		ENGR 242	4	Demonstrate the ability to process, analyze, and render real data using ArcGIS software.
		ENGR 245	3	Use CAD software to create surveying and civil engineering drawings, using proper drafting standards.
		ENGR 248	3	Create engineering drawings to proper drafting standards using Solid Modelling/CAD software.
		ENGR 271 (Legacy) Class combined with 272 to make ENGR 204	2	Select and apply the techniques, skills, and modern engineering tools necessary for engineering practice.
		ENGR 272 (Legacy) Class combined with 271 to make ENGR 204	5	Analyze and design simple systems composed of programmable logic devices.
		ENGR 204	5	Map the high-level description of a digital system into a binary description of it.
3	Properly set up and follow an engineering process to solve engineering problems.	ENGR 103	1	Demonstrate the ability to create a computer program to solve engineering problems.
		ENGR 112 (Legacy) Class was replaced by ENGR 103	1	Identify, formulate, and solve engineering problems.
		ENGR 202	6	Apply the principles of frequency dependence of inductive and capacitive components to analyze passive and active filters.
		ENGR 203	5	Use the Fourier series to represent non-sinusoidal functions in terms of multiple sine waves.
		ENGR 211	2	Find resultant forces and moments, and find force and moment reactions.
		ENGR 212	4	Perform momentum impulse analyses of systems.
		ENGR 213	2	Analyze biaxial stress and strain.
		ENGR 217	4	Perform two- and three-dimensional Momentum-Impulse analyses of systems.
		ENGR 271 (Legacy) Class combined with 272 to make ENGR 204	1	Analyze and design combinational theoretical systems using standard gates and minimization methods.
		ENGR 272 (Legacy) Class combined with 271 to make ENGR 204	1	Analyze and design combinational systems using standard gates and minimization methods.
		ENGR 204	4	Analyze and design sequential systems composed of standard sequential modules, such as counters and registers.

Academic and Student Affairs

Ann Buchele – June 2026

A look into our summer term

Mission

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

Vision

LBCC transforms communities and lives through educational innovation and excellence.

Strategies

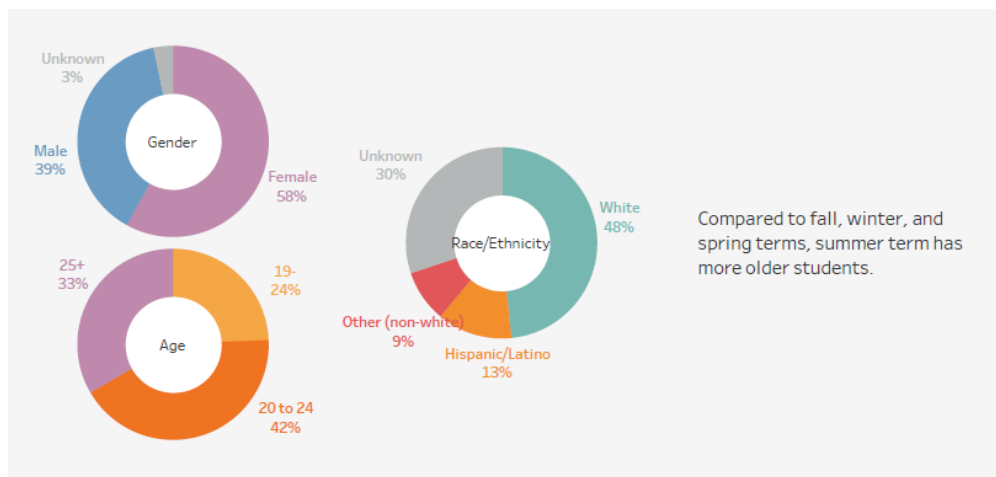
- 1 - Academic Programs
- 2 - Coordinated Student Support
- 3 - Targeted Recruitment
- 4 - Student Connectedness
- 5 - Community Engagement
- 6 - Employee Satisfaction

We Value

- Opportunity
- Excellence
- Inclusiveness
- Learning
- Engagement

Summer 2026 as of June 8, 2026

Currently, **1,657** students are registered for a summer term class at LBCC. That's much higher than any other summer in the last ten years.



These are the top ten most enrolled courses.

Online
Hybrid
Face-to-Face

WR 227Z: TECHNICAL WRITING	189	83%	6%	11%
WR 121Z: COMPOSITION I	140	76%	24%	
COMM 218Z: INTERPERSONAL COMMUNICATION	84	100%		
EC 201Z: PRINCIPLES OF MICROECONOMICS	83	89%	11%	
MTH 111Z: PRECALCULUS I: FUNCTIONS	74	77%	23%	
NUTR 225: GENERAL HUMAN NUTRITION	72	100%		
PSY 201Z: INTRODUCTION TO PSYCHOLOGY I	66	74%	26%	
GS 108: OCEANOGRAPHY	60	80%	20%	
PE 231: LIFETIME HEALTH & FITNESS	60	100%		
CRS 130: GENERAL MEDICAL TERMINOLOGY	59	100%		

Strategy 1: Academic Programs

NDT toured Ti-Squared in May and learned about titanium casting supporting the aerospace industry. This was a great introduction for students to the industry; Ti-Squared routinely hires LBCC students.

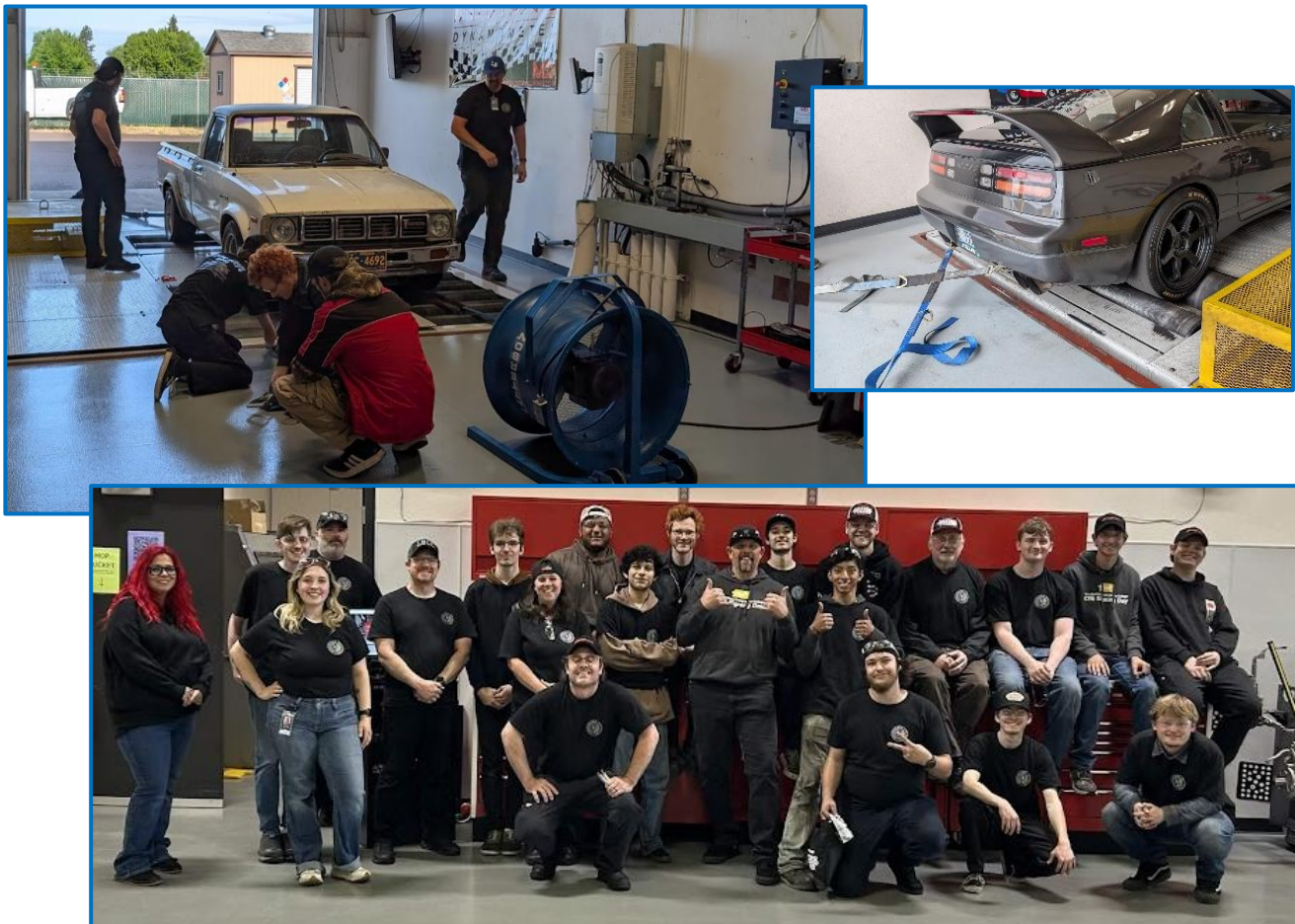
Strategy 2: Coordinated Student Support

Study Jam was held on both Albany and Corvallis Campuses the weekend prior to finals and over 102 students visited to study, enjoy free pizza, and receive help as needed. Both locations offered math support, and Albany campus also provided writing support, academic coaching, and a Math 111 Final Review.



Strategy 5: Community Engagement

The ATTC (Advanced Transportation Technology Center) hosted Dyno Days in May, a community event for the auto and diesel departments.



Mission

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

Vision

LBCC transforms communities and lives through educational innovation and excellence.

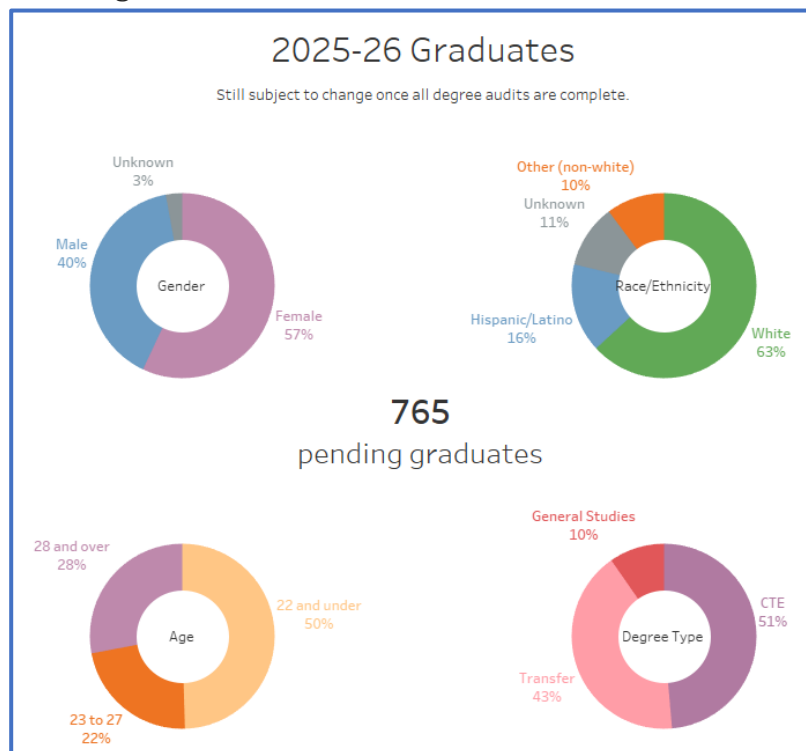
Strategies

- 1 - Academic Programs
- 2 - Coordinated Student Support
- 3 - Targeted Recruitment
- 4 - Student Connectedness
- 5 - Community Engagement
- 6 - Employee Satisfaction

We Value

- Opportunity
- Excellence
- Inclusiveness
- Learning
- Engagement

LBCC has 765 pending graduates; see below for a bit of information about these graduates.



Strategy 1: Academic Programs

LBCC received approval from NWCCU for the Bachelor of Applied Science in Education (BASE); the program was developed through a statewide consortium of five community colleges and will begin offering courses in fall 2027. LBCC is the lead college of this consortium.

Strategy 3: Targeted Recruitment

College Now enrollments for this academic year have increased by 21%, from 4,800 students in 2024-2025 to 5,809 students this academic year. College Now is an opportunity for high school students to earn college credit and progress toward an LBCC degree while still in high school.

CTE Signing Day was held on April 16 in the Russell Tripp Theatre, where 171 students across 17 CTE programs committed to participating in those programs in the 2026-2027 academic year. The event included \$29,500 in scholarships and tuition waivers, and \$1,200 in raffle prizes (gas cards, campus food cards, and campus store gift cards) being given to the students.



Strategy 5: Community Engagement

The Career Specialists in the Advising Center presented the annual LBCC Career Fair for students and the public on April 23; there were 75 employers/agencies present (20 were attending for the first time) and over 500 attendees visited the fair.

Community Education has enrolled nearly 1,300 students into non-credit classes, which are held at all three LBCC campuses as well as a variety of partner locations.

Academic and Student Affairs

Ann Buchele – April 2026

Mission

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

Vision

LBCC transforms communities and lives through educational innovation and excellence.

Strategies

- 1 - Academic Programs
- 2 - Coordinated Student Support
- 3 - Targeted Recruitment
- 4 - Student Connectedness
- 5 - Community Engagement
- 6 - Employee Satisfaction

We Value

- Opportunity
- Excellence
- Inclusiveness
- Learning
- Engagement

Strategy 1: Academic Programs

This term, the Human Services Practicum (HDFS 272) has 13 students completing placements at a variety of community sites: K-12 schools, The Arc of Benton County, Old Mill, South Benton Food Pantry, LBCC, Linn-Benton Lincoln ESD, and the Family Relief Nursery. This range of placements highlights the interdisciplinary nature of the human services field, the diversity of student interests, and our partnerships with local community organizations. The practicum is designed to be a supportive, equity-centered learning experience which offers students a valuable opportunity to connect theory with practice in real-world settings.

Strategy 4: Student Connectedness

The Heavy Equipment/Diesel Department hosted an end of term BBQ attended by over 40 of their students on March 12th, sponsored by the Diesel Co-curricular club. Mechatronics hosted their annual Open House on March 5th, where they welcomed current and former students, as well as industry partners, into their laboratories. This was a great event, where students interacted with potential employers, exchanged resumes, and did on-the-spot job interviews.

NDT toured the OSU radiation center on March 5th. Students and staff were able to directly view the OSU TRIGA reactor. Standing above a nuclear core is a once in a lifetime opportunity, and the students were able to use their technical knowledge around nuclear imaging.

Strategy 5: Community Engagement

The NDT and Welding Departments hosted a meeting of the National Welding Society on March 17th. The society's Vice-President, Kerry Shatell, was in attendance. The group toured the NDT laboratories and learned about the program and the career opportunities it provides students. They also toured our welding laboratories, and interacted with LBCC students working on a bridge

welding project, in collaboration with students in OSU Engineering.



On April 2, High School Partnerships hosted its annual workshop for high school partners, with 37 partners in attendance (administrators, counselors, college & career, transition specialists, etc.). The agenda included topics such as College Now, advising, healthcare programs, career and technical education (CTE), and strategies for supporting students transitioning to LBCC. Session topics were intentionally selected based on prior survey feedback to align with partner needs and interests.

The workshop received strong positive feedback, reflecting its continued value as a forum for collaboration and information sharing. The event also provided an important opportunity to strengthen relationships and deepen engagement with our high school partners, supporting a more seamless pathway for students to transition to LBCC.



In February, Jill Childress, Student Conduct and Retention Manager, attended the Association of Student Conduct Administration conference in Washington, DC. The conference marked the beginning of Childress' two-year term on the Board of Directors as Director at Large for Community Colleges.

Childress had a pre-conference session accepted, titled "Student Conduct in the Era of GenAI: Risks, Realities, and Responsibilities," a collaboration with Dr. Alyssa Reddy at Christopher Newport University in Virginia; Dr. Michael Fernbacher at the University of Delaware; and James Bond, J.D. at the University of Maryland - College Park. Childress also had a session called "The Community College Roundtable: Navigating Challenges, Sharing Solutions, and Building Your Network" accepted, which she presented with Wesley Bolton at Chattanooga State Community College in Tennessee, and Dr. Robert Braswell at Dallas College in Texas.

In March, Childress attended the International Center for Academic Integrity Conference (ICAI) in Denver, Colorado on behalf of the Association of Student Conduct Administrators (ASCA), where she co-presented a session with Maura McDinger of CalTech titled "Creating Collaboration: A Continua Conversation" that focused on opportunities for collaboration and support between ASCA and ICAI.



Academic and Student Affairs Ann Buchele – February 2026

Mission

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

Vision

LBCC transforms communities and lives through educational innovation and excellence.

Strategies

- 1 - Academic Programs
- 2 - Coordinated Student Support
- 3 - Targeted Recruitment
- 4 - Student Connectedness
- 5 - Community Engagement
- 6 - Employee Satisfaction

We Value

- Opportunity
- Excellence
- Inclusiveness
- Learning
- Engagement

The report this month will provide a summary of work done over the past year by councils, committees, and a variety of departments in service to completing our strategic plan mandated by our accrediting body in our last accreditation cycle. The following recommendation was given during our fall 2023 peer evaluation visit, and we will be reporting to NWCCU on our progress towards improving this standard at our mid-cycle visit in October 2026.

“Create and implement an updated strategic plan that defines future directions, is inclusive of internal and external stakeholders, and provides a unifying vision for the college community.” (2020 standards 1.B.3, 1.B.4)

Strategy 1: Academic Programs

The Learning Innovation Council has led efforts to increase the number of communities of practice, book groups, and learning communities, with the goal of offering five or more per year. They are increasing promotion of these offerings and others, like faculty fellow and innovator projects, to engage with more faculty. The Teaching and Learning Support Division has focused on improving online offerings and student success in online modalities – they are continuing to improve the Regular Substantive Interaction (RSI) process with the goal of 100% of online instructors meeting RSI within one term, and are implementing Quality Matters for courses. The division is working with Academic Strategies and Policies to start seven fully online programs (current programs that can have a fully online cohort), and to improve education/training regarding online programs and student needs for success with advisors and navigators. A current area of focus is regarding registration for students in the online cohort and how to provide them guaranteed enrollment in the online modalities so they can continue to move through the program.

The LBCC Music Program has earned accreditation from the National Association of Schools of Music. Membership in the Association affirms our music program meets the same high standards as top-tier institutions like the University of Michigan, University of North Texas, and Berklee College of Music, a distinction shared by only 5% of community colleges nationwide. Eight years in the making, this achievement was possible through the collaboration and hard work of faculty, staff, and students, and continued support of administration.

The LBCC Chamber Choir has been invited to perform a solo set at

Carnegie Hall this June! This once-in-a-lifetime opportunity comes with significant travel costs, and fundraising is underway.

Strategy 2: Coordinated Student Support

Progression Council has worked over the last year on several major projects directed at better meeting student needs inside and outside the classroom. One of the top priorities is to improve the schedule of courses to better align with student needs and remove unintended barriers to progress and retention which occur when students aren't able to get the courses in the terms they need; LBCC purchased and implemented Coursedog software through strategic initiative funds. This software uses the data from DegreeWorks and program map course sequences, historical data on course fill rates, times, and modalities, and course dependencies and conflicts to help recommend the optimal schedule of courses for each term. Progression will review the first year of use of Coursedog and if we are progressing toward the targets/goals in late spring term.

Progression is also working with the advisors to develop centralized scheduling links as a way to improve student access to advisors, and will be developing a list of critical points in a student's path to potentially add mandatory advising, with the goal of improving retention and clarity for students.

One of the largest projects Progression Council is helping lead is to increase summer term enrollment to 25,000 credits, which will not only improve student progression and completion, but also provide the college with increased revenue. Discussions are currently happening within divisions to determine the appropriate and in-demand summer courses, and with managers over student support areas to make sure we can offer the same kind of support to students over the summer as we do over fall, winter, and spring terms.

Strategy 3: Targeted Recruitment

The recruitment and marketing team identified several non-high school events and areas to attend with the goal of increasing awareness of LBCC and establishing LBCC as an inclusive college. They are currently coordinating a weekend event at Margin Coffee to launch these efforts. They have also implemented centralized lead measurement and attribution framework across CRM (Customer Relationship Management), digital advertising platforms, analytics, and website data. Initial findings show social media is driving consistent awareness activity, while Google Ads results are skewed by navigational search behavior. Meta continues to be used strategically and selectively, and Google Ads are being refined to focus on non-navigational, program-specific search terms. The team's next focus is on deliberately shifting digital advertising toward net-new student discovery, where marketing efforts have the greatest long-term impact on enrollment sustainability.

Strategy 4: Student Connectedness

Learning Innovation Council and Workforce Council are working on defining active learning and experiential learning, and then will provide faculty development and trainings to increase the percent of faculty utilizing active learning in their courses. Student Life and Leadership and Progression Council have been working to create additional student clubs and recruit students; they are offering 26 clubs this year, which exceeded their goal and is a record number of clubs offered according to LBCC records. Co-curriculars are now being promoted on the SLC website along with clubs to raise student awareness and participation.

Strategy 5: Community Engagement

The Athletics Department hosted students and families from North Albany elementary school in the gymnasium; students did a variety of activities coordinated by their physical education teacher.

We have several upcoming high school events. The Regional High School Manufacturing Career Fair will take place on February 27, followed by the Healthcare Career Fair on May 8. Additionally, we will celebrate CTE Signing Day on April 16 and host the Latine Student Leadership Conference on April 24. Each event will feature a variety of employers and community-based organizations from the region, as well as participation from high schools across ten regional school districts.

LBCC Parenting Education and Pollywog are partnering with Samaritan Health Services and the Boys & Girls Club of Greater Santiam to bring back the Baby Blast event on March 17. This community “baby shower” and resource fair was last held in 2020 and is designed for families who are expecting or have infants. Confirmed partners include Parenting Success Network, the Confederated Tribes of Siletz Indians, Healthy Families of Linn and Benton Counties, Kidco Head Start, Honeymint Pediatric Dentistry, Family Tree Relief Nursery, and InterCommunity Health Network CCO.

Strategy 6: Employee Satisfaction

The Periwinkle staff recently enjoyed an inservice that sparked their competitive spirit with a Mud Kitchen Top Chef Challenge! This hands-on professional development activity invited preschool teachers to rediscover the power of outdoor, play-based learning through collaborative team building. Working in small “chef teams,” teachers used natural materials to create imaginative “recipes,” exploring textures while integrating science inquiry, early math, language and literacy, and social-emotional learning. The challenge concluded with reflection on how sensory-rich, messy play supports children’s cognitive flexibility and self-regulation, and how playful co-teaching strengthens staff communication, creativity, and morale.



The LBCC Cultural DNA was launched, and managers were trained on how to use it during regular area meetings to guide discussions. A campus-wide survey was just completed to evaluate employees’ opinions and feedback regarding the use of the LBCC Cultural DNA, and the group will be reviewing this data and providing additional trainings or guidance. Additionally, MESA (management and exempt staff) meetings have been restructured to occur more consistently and include training.

Roadrunner Report

1 message

Lisa Avery <averyl@linnbenton.edu>

Fri, May 29, 2026 at 12:03 PM

ROADRUNNER REPORT

Update from President Lisa Avery



Good morning Roadrunners,

Greetings on this cloudy May Friday. I hope the month has been good to you. There has been an abundance of activity around campus, and I'm writing to share about a few of those happenings.

Thank you to all who helped with **Give Day**, and to those who made donations. We are almost at \$85,000 in donations, a very impressive total! Thank you, Foundation staff, and fellow Executive Team dunk tankers Dr. Jason Dorsette, Steven Broncheau, and Heather Mercer. Next year, I will bring a wetsuit. **Monte Carlo Night**, emceed by the amazing Dr. Ramycia McGhee, was well-attended and fun, especially with our Culinary students, Choir students, student athletes, and Livestock Judging team helping out with the event. Raising emergency funds, plus supporting key programs, is a worthwhile cause and I appreciate all who donated and assisted.

This month also saw LBCC hosting the **Oregon Economic Development Association's** annual meeting. Dean Jenny Strooband served on a panel, and we had a number of staff in attendance. It was a lovely sunny Friday to show off our campus and our CTE spaces. My remarks centered around the value of community colleges in bringing together economic development, workforce education, and social mobility; this message resonated well with those who are concerned about improving the quality of life in our communities.

Speaking of workforce education, we have two outgoing employees who have been honored with awards for their efforts. **YouScience**, an education technology company, announced that Dr. Dale Moon and Deron Fort are national recipients of the 2026 YouScience Innovative Educator Award. This national award recognizes educators and leaders who are transforming career-connected learning through innovative approaches that help students discover and pursue career or educational pathways aligned to their strengths and future opportunities. Congratulations, Dale and Deron, for this honor.

Liv Gifford and Dr. Kristi Murphey knocked it out of the park again with this year's **Public Health Summit**. The summit has grown each year, and this year featured a meaningful section bringing student voices into the program. In my welcome, I stressed the importance of access to quality education in building healthy communities. LBCC's increased public health presence helps not only agencies but also students, as we are working on new plans for students who are not admitted to our highly-competitive entry health programs to get onto a path to a public health degree at OSU with the prerequisite courses they have taken.

In addition to our role in educating our communities, I always remind folks that LBCC is a major employer here in the Mid-Valley. To that end, we keep increasing our efforts to support employees and improve morale (which can be tough in these challenging times). Our Human Resources team has reimaged the way we celebrate employee accomplishments, and this year's **Roadrunner Recognition** was another outstanding event. We honored 45 employees for 495 years of service to LBCC (!) and we also celebrated several Pastega Award recipients. I reminded

attendees of the link between our mission and the economic viability of our counties, and thanked our employees for choosing public service as a career.

This week, I was happy to visit with a delegation of educators from **Ukraine's** Uzhgorod National University who are in the United States to learn about how to serve student veterans. Interestingly, their military draft includes ages 26-60, meaning that there is a wide age span of veterans returning to civilian life and higher education. We will continue to provide technical support to these partners through virtual collaboration and possibly future visits designed to improve veterans' educational attainment. Corvallis Sister Cities Association and Rotary both helped to host this group, led by LBCC retiree Pete Bober.

Up next

With many campus celebrations coming up, my eyes are on next week's **campus cleanup**, in advance of our June 11 **Commencement**. Sign up [here](#) for the June 3 volunteer cleanup event, and join in if your schedule allows. Ideally, the sunny weather will return, and we can enjoy time working outside together.

At home, it has been a spring whirlwind. Ella's softball team made it to the State tournament for the first time; though they lost to Caldera in beautiful Bend, it was a great RedHawks run. After a late-night choir concert last night, we're now getting ready to dig into the last two weeks of junior year. Emily is doing an internship in the Philippines and is loving her research on coral restoration. Allison and I are planning some summer adventures with both girls.

I realize it has been a challenging month for many members of our Roadrunner family, and I hope the weekend brings rest and respite.

Thanks,
Lisa

Lisa Avery, Ph.D.

President

Linn-Benton Community College

6500 Pacific Blvd. SW | Albany, OR 97321

www.linnbenton.edu



Roadrunner Report

1 message

Lisa Avery <averyl@linnbenton.edu>

Thu, Apr 30, 2026 at 9:54 AM



Good morning Roadrunners,

As is often the case, the pace of activity around campus and in the community has picked up this spring. As the busy week winds down, I am writing from my office while admiring our Grounds team's amazing work in shaping the spring floral landscape around campus.

April began with prep meetings in advance of the **Bachelor of Applied Science in Education (BASE)** appearing on the docket for the Higher Education Coordinating Commission (HECC) for approval. On April 9, I attended the HECC meeting, along with Kanoe Bunney and many supporters of the BASE degree (and a few who were opposed). HECC members voted to approve the new degree program. This BASE program is just the latest way LBCC is stepping up to meet our region's workforce needs. In this case, we're innovating to improve K-12 education by building the teacher workforce. In the rural, underserved regions of Oregon, including several in our own service area, the teacher crisis is a major challenge for communities. I am proud of LBCC's leadership in this area, and appreciate Kanoe's contributions, as well as the lobbying efforts of our regional superintendents. This is a game-changer for rural Oregon's teacher workforce. Please note that the program still has to be approved by NWCCU, which will take several months to complete.

Our **spring inservice** gave us all a chance to get together, both virtually and face-to-face. I heard from many folks that they enjoyed having watch parties with department colleagues. The evaluation data on this new formatting will help us in planning next year's program. I heard good input on the all-campus video message being informative, and the student voices were also appreciated.

Responding to that, you will see a student message linked [here](#); I will try to add these videos at least quarterly to future editions of the *Roadrunner Report*. This student, Savannah West, was selected to speak at the **All-Oregon Academic Team** luncheon in Salem, where a colleague recorded her remarks. Savannah, along with two other student speakers, did a great job of reminding us all about the importance of the open access mission in our sector, as well as the student support needed for success. Spoiler alert - a few LBCC employees are mentioned in my introduction, as they had been key folks in helping Savannah succeed!

We recently hosted a large gathering to celebrate the grand opening of the **LBCC Mobility Hub**. Led by the OCWCOG (Oregon Cascade West Council of Governments), this multi-agency project has boosted the infrastructure for public transit users and cyclists. Several elected officials attended; in my remarks, I spoke to the ways in which this hub enhances access for all students. When we are able to expand with more routes, we will not only expand access, but also affordability. Thank you to all LBCC folks who helped in this partnership.

I spent a few days in Seattle for the **American Association of Community Colleges** Board of Directors meeting, as well as the AACC Annual Conference. My role on the board has focused on government relations and public policy, and will be shifting toward membership in the upcoming year. Given the sweeping changes at the federal level, engagement in all of these topics is timely and critical.

As a member of the **Long-Range Facilities Advisory Committee** for the Greater Albany Public School district, I have been pleased to see a data-informed analysis of maintenance needs, enrollment patterns, and population changes. Looking at GAPS' facilities has helped me see that we're not the only ones with deferred maintenance challenges! Also, it's great to coordinate with local leaders and ponder how K-12 schools and community colleges can best meet the needs of youth in our region. In other community engagement news, I serve as the president representative on the **Northwest Oregon Works** Board; at last week's meeting, I was proud to hear awesome feedback on the LBCC-led shared services data consortium.

Several high-profile events have kept us both busy and energized. We held another highly-successful **CTE Signing Day** at LBCC. Led by Amy Burbee, Deron Fort and a large crew of faculty and staff, this event has continued to grow in size, scope and significance. We had a record 171 students in 17 different fields. Of those students, 35% are women while 30% are first-generation college students. ATI President Trevor Giroux spoke powerfully about the benefits of career-connected learning. Video of the event can be found [here](#).

The LBCC Foundation held a successful **scholarship reception** this month, with LBCC student Michelle Kyle as the host. Several students attended and were able to personally thank donors for their support; I enjoyed visiting with longtime supporters such as former President Dr. Greg Hamann and his wife, Rita, as well as the sons of the first-ever LBCC Dean of Students, Alfred "Lee" Archibald, Doug and Jeff Archibald.

The Office of Impact and Engagement hosted the third-annual **Latine High School Leadership Conference** last week. Over 200 students participated in this engaging and high-energy event. Our keynote speaker, Pedro Villagran, encouraged students to use their voices, focus on the future, and work hard in school in order to support their families and communities. Thank you, Angel Dorantes, Yanci Duran, Jason Dorsette and the entire outreach team for collaborating with K-12 schools and community partners to make this event a success.

This morning, over 100 visitors came to Takena Hall for an **Albany Chamber Greeters** gathering. It was a fitting end to the celebration of Community College Month. The majority of these local business leaders either attended LBCC or have had family members attend (or both!). I was able to highlight many of our community education classes, as well as our CTE programs and DPP offerings. We're offering to host more community events in the next year in an attempt to both serve the community and also increase the foot traffic on campus.

Up next

Be sure to attend the May 19th **Roadrunner Recognition Awards Ceremony**, where we will celebrate milestone years of service, retirees and our Employee Pastega and Staff Excellence award recipients. This is a special opportunity to come together, express our appreciation, and acknowledge the people that make LBCC such a great place to work and grow. There will also be dessert!

Spring has brought an increase of activity on the home front too. Ella's softball season is in full swing, no pun intended The RedHawks are 7-6 on the year, and won games against Corvallis and Lebanon this week after a few tough losses earlier in the month. Choir festivals are also on the horizon, and South has qualified for the state tournament again.

While April has been fast-paced, May will also keep us busy! Before we know it, we will be celebrating our graduates at **Commencement** on June 11th at 5pm. Please save the date and try to attend; our students love seeing their instructors and staff supporters at graduation.

Thanks,
Lisa

Lisa Avery, Ph.D.
President
Linn-Benton Community College
www.linnbenton.edu
averyl@linnbenton.edu



Roadrunner Report

1 message

Lisa Avery <averyl@linnbenton.edu>

Wed, Apr 1, 2026 at 11:40 AM

ROADRUNNER REPORT

Update from President Lisa Avery



Good morning Roadrunners,

Happy April to you all. Though we've lost the early week sun, it will be back full force before the month ends (I hope!). I have summarized some March happenings below:

During March, we hosted two site visits for our **health programs**: ACOTE and ACEN. [ACOTE](#) provides important program accreditation for Occupational Therapy and Occupational Therapy Assistant Programs. Their team visited us in early March, and I was proud to hear the positive assessment they provided (faculty expertise was cited, as was the shared service we provide to rural partners throughout Oregon). [ACEN](#), the Accreditation Commission for Education in Nursing, oversees national accreditation for nursing education. This was our **first-ever** ACEN visit, and it too was highly successful. At the final report-out, site visitors praised our faculty, reputation of the program, and administrative support for nursing education. We will not get final results on either visit until later in the year, but the site visits provided important, positive input into the process for both ACEN and ACOTE. Thanks to faculty leaders, support staff, Nursing Administrator Dr. Heather Peacock, and Dean Dr. Rick Goranflo, for all of the heavy lifting involved in report writing and site visit planning and execution. Stay tuned for final news on these program accreditations!

In March, I was also involved in a grant-funded **Rural Guided Pathways** meeting in Pittsburgh with several LBCC team members as well as local K-12 leaders. Our main focus was to help sharpen LBCC's dual-credit strategy, and I found the time to be very productive. It was great that our colleagues from the Linn-Benton-Lincoln Educational Services District, Sweet Home School District, Corvallis School District, and Greater Albany School District could attend!

As usual, spring brings about local gatherings and fundraisers. Along with a table of LBCC Foundation supporters, I attended the **Albany Chamber of Commerce** gala and awards ceremony. Former LBCC President Dr. Greg Hamann was nominated for a lifetime achievement award for his community contributions; though he did not win, it was important to celebrate Greg and LBCC with our Chamber colleagues. Our Foundation also hosted a celebration with **Central Willamette Credit Union** leaders, [who launched a new LBCC Roadrunner Debit Card](#). Every time cardholders use their Roadrunner Debit Card, three cents goes to the LBCC Foundation to support students. I've been told they're off to a strong start! **LBCC Athletics** also hosted a fundraising event during their March 28 doubleheader sweep of Chemeketa. Extra-inning heroics by the Roadrunners kept everyone on the edge of the new bleacher seats, but we did prevail. Mark Majeski, Matt Scotton, Lena Spencer, Andy Peterson, Tim Mollerstrom, and Chef Josh Green all contributed to the success of the event; our team is now 21-3 for the year!

Our **Board of Education's** March meeting always focuses on setting tuition rates, and this year was no exception. After a lengthy discussion, the Board voted to increase tuition by 7% to help offset higher expenses and lower state aid for the next biennium. Board members were pleased to have avoided cuts to credit academic programs, though increasing tuition and reducing budgets is, of course, a difficult part of the board's fiscal responsibilities.

I will talk more about the tuition, budget situation, and plans for innovation and sustainability at our **spring in-service** on April 3, including time for Q&A. Please be sure to log in, view, comment, and ask any questions you have. This will be an experimental online format for in-service, followed by our May 19 Roadrunner Recognition awards ceremony. I hope the new format is a productive one for all of us!

Up Next

I realize that a lot of you worked during spring break - if you did, thanks for being here and helping us prepare for the term. Enrollment is up 5% in both headcount and FTE, thanks to everyone's teamwork. Like many folks, I took some time off during break, and am back at it this week.

Ella's softball team has been dodging the rain so far, and are 1-1 for the season. It's fun to get outside and cheer on the RedHawks, even if it means bundling up for the Oregon spring weather.

Best wishes for a good start to your April.

Thanks,
Lisa

Lisa Avery, Ph.D.

President

Linn-Benton Community College

6500 Pacific Blvd. SW | Albany, OR 97321

www.linnbenton.edu





A Guide to Planning, Decision Making and Assuring Institutional Effectiveness

Last Revised 7/2026

TABLE OF CONTENTS

SECTION 1: INTRODUCTION	3
SECTION 2: PLANNING	4-6
SECTION 3: DECISION MAKING	7-12
SECTION 4: ASSURING INSTITUTIONAL EFFECTIVENESS – COUNCILS AND SUPPORTING COMMITTEES	13-15

SECTION 1: INTRODUCTION

In approaching mission fulfillment, Linn-Benton Community College has focused decision-making into two spheres - an innovative sphere and an operations sphere with the goals to encourage innovation, reduce unneeded committees, and ensure ideas are tested and evaluated while maintaining a traditional operational sphere that focuses on processes and successful implementation of approved innovations.

MISSION STATEMENT

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

VALUES

At Linn-Benton Community College, our values serve as the foundation which inspires our actions and unites us as a community. As responsible stewards, we are committed to:

- Opportunity: We support the fulfillment of potential in ourselves and each other by ensuring accessible and consistent opportunities for all.
- Excellence: We aspire to the highest ideals in honesty, integrity, and accountability, continually striving to uphold high standards in all we do.
- Inclusiveness: We honor and embrace the uniqueness of every individual, fostering a sense of belonging and promoting the free and civil expression of ideas, perspectives, and cultures.
- Learning: We commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities, ensuring that students achieve their learning goals.
- Engagement: We actively connect as students, faculty, staff, and community, fostering engagement practices that strengthen our collective involvement.

SECTION 2: PLANNING

LBCC'S PLANNING CYCLE

During the summer months, we engage in a succession of planning meetings and retreats, specifically designed to guide and support each year's continuous improvement efforts and produce the next iteration of strategies and priorities to achieve our Mission and Strategic Goals. Under the innovative sphere arrangement, Mission Fulfillment Council plays a central role in setting a focused direction for the college in terms of improvement, with support from its constituent innovation councils of Progression, Workforce, and Learning Innovation Councils. The innovation councils under Mission Fulfillment Council (and their various workgroups) work with Mission Fulfillment Council and other operational and leadership councils through the summer to define the specific, measurable goals for the upcoming year. The President's Leadership and Board retreat review the recommendations from Mission Fulfillment Council and its councils, and provide Mission Fulfillment Council with guidance for the upcoming academic year.

BUDGET PLANNING

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

The college begins the budget process in October. The budget officer projects the revenues and rolled over expenditures, known as the Current Service Level (CSL), and provides the information to the budget team who reviews the information and determines the assumptions to be used in building the proposed budget. The budget team combines the feedback from the assessment and planning work with the revenue and expenditure projections to outline the critical choices the college could make. The choices are brought to the Board of Education and budget committee members with recommendations at a January board meeting.

Once the board confirms the direction of budget development and the assumptions incorporated by the budget team, the team determines if reductions or investments are appropriate based on the most current information and board direction. Budget managers then begin working within individual departments to prepare the budget. Departments and

divisions begin the process of identifying program and department needs for the upcoming budget year. There is an iterative process tied to the budget calendar and its critical path for formal presentation of the proposed budget to the budget committee. Budget investments (or reductions) are tied to the impact on strategic goals and core themes of the college. Budget requests are submitted to area managers, vice presidents, and ultimately the president.

Funding increases are allowed through two mechanisms:

Budget Enhancements: These are ongoing expenditures deemed critical to meeting the college mission that become part of the EBL once adopted. Faculty and classified positions, both restored from earlier reductions and newly added, are adopted through this method.

Capital Project Operating Costs: These are operational costs incurred for new facilities, including instruction, instructional support, student services, and operational costs.

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

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

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

The college has several written policies and procedures regarding the development of the annual budget. These policies explain the role of the Board of Education, their duties and responsibilities (BP 2015), the College Budget Committee (BP 2060) and the role and responsibilities of the President (BOP 3030-A).

STRATEGIC FUNDING PLANNING PROCESS

Each year, the College sets aside funding for projects that support progress on our objectives. Projects are typically funded from this budget line for one to two years, with some exceptions made that extend funding through a third year.

Individuals/programs with project ideas submit these through the Innovation Councils under Mission Fulfillment Council; councils review the impact and overall strategy. Decisions about which projects to fund are made year-round by the Innovation Councils, who send decisions to Mission Fulfillment Council for final approval. At the conclusion of the strategic initiative timeline, the innovation council and Mission Fulfillment discuss the evaluation plan and decide if they want to recommend/send this project for continued funding to the Budget Team.

SECTION 3: DECISION MAKING

Major decisions at LBCC are made by the President, who makes strategic and operational decisions, and the Board of Education, who make policy and governance decisions. Both the President and the Board of Education consider recommendations made by the College's councils and committees when making decisions. The more thoroughly the recommendation is prepared, the more likely it is to be accepted. The President can assign decision making authority to a vice president or council and, in some cases, to a committee.

The clear division between an innovation and operational sphere is meant to encourage a space that is more open to risk-taking and experimentation, allowing for robust testing at smaller scales and only moving successful innovations forward to become standard operations in the operational sphere. The bridge between the two spheres are the Vice Presidents, who play critical roles throughout the system, but central to the idea is broad based groups working under the oversight of innovation councils to make progress on meeting our goals.

DECISION-MAKING PHILOSOPHY

The Linn-Benton Community College decision-making philosophy is based on five pillars which must be present for the College to be effective. These pillars are a shared mission, shared engagement, shared respect, shared information, and shared risk. Our shared ideals are expressed in our mission statement, strategic goals, and values. Since we care about the direction and quality of the College, each of us must be involved in making significant contributions and sharing ideas to improve the overall quality of the institution. The basis for respect is the assumption everyone is trying to do their best work - if we begin with that assumption then disagreements are framed in the context of people having different perspectives, rather than someone being right or wrong. Respectful behavior creates a culture of trust, essential for the sharing of information.

The College uses evidence to support its decisions; evidence must be accurate, valued and standardized to ensure consistency and accuracy in the interpretation of data. Each council and committee is encouraged to work with Institutional Effectiveness to seek out relevant analytics. LBCC strives to study information available and move forward in data-supported or evidence-based directions. We implement new ideas when there is evidence supporting the case that our students will learn more and have a greater chance of achieving their educational goals.

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

information sharing. This culture will allow us to move into the future with confidence and to make wise decisions that will benefit our students and our community.

Councils are advisory to the President or other administrators and deal with a broad range of issues affecting the College and community. The goal of the LBCC council and standing committee structure is to produce a process in which timely decisions and the reasons for them are guided by involvement and action from, and are transparent to, the rest of the community. Councils have broad institutional scope, are responsible for issues essential to institutional vitality, and advance the College strategic plan.

BOARD OF EDUCATION

Purpose

The [Board of Education](#) works on behalf of its constituencies and communities to ensure Linn-Benton Community College achieves the appropriate results, at an appropriate cost, to advance the College mission, core themes, and strategic goals.

Contact: Lisa Avery, President, and Chelley Sadowsky, Executive Assistant to the President & Board of Education

Membership

The Linn-Benton Community College Board of Education consists of seven members, each of whom is elected by the electors within district zones. Members reside within the zones from which they are elected.

- Representative Zone 1
- Representatives Zone 2-3 (Two Members)
- Representative Zone 4
- Representative Zone 5
- Representatives Zone 6-7 (Two Members)

Meeting Schedule: Meetings are held once a month

EXECUTIVE TEAM

Purpose

Address acute issues and decisions.

Contact: Lisa Avery, President

Membership

- President
- Vice President, Academic and Student Affairs
- Vice President, Finance and Operations
- Executive Director, Human Resources, Development and Support
- Executive Director, Office of Impact and Engagement
- Executive Director, Institutional Advancement

Meeting Schedule: Meetings are held twice monthly

COLLEGE COUNCIL

Purpose

The purpose of College Council is to provide a clear and sustained focus on the on-going administrative activities of the College, providing the President with advice, consultation, and recommendations in the application and pursuit of institutional goals and purposes, especially in the review, revision and/or development of Board Policy and Administrative Rules. The Council provides an avenue by which information and ideas regarding the administration of the College can be collected and disseminated, and a forum where these can be discussed. The Council reviews and provides feedback on the EBL budget document, performance packages, and strategic initiatives before presentation and review with the Board.

Contact: Lisa Avery, President, and Chelley Sadowsky, Executive Assistant to the President & Board of Education

Membership

- President
- Executive Assistant to the President & Board of Education
- Vice President, Academic and Student Affairs
- Vice President, Finance and Operations
- Executive Director, Institutional Advancement
- Executive Director, Human Resources, Development and Support
- Executive Director, Office of Impact and Engagement
- Chief Information Officer
- Dean of Academic Progression
- Faculty (4 – selected by Faculty Association)
- Classified Staff (4 – selected by Classified Staff)
- Students (4 – selected by ASLBCC plus an advisor)
- Management (2 – selected by MESA)
- Part-time Faculty (2-selected by PTFA)

Meeting Schedule: Meetings are typically held once a month

PART-TIME FACULTY ASSOCIATION

Purpose

The Part-Time Faculty Association (PTFA) was created to represent PT faculty.

Contact: Sean Daniels, President

Membership

The bargaining unit represents anyone whose pay is based on the part-time faculty salary and who is working one or more WCE in a term (and is not part of any other bargaining unit).

CLASSIFIED ASSOCIATION

Purpose

- Represent the classified employees in their employment relations with the LBCC Board of Education.
- Enhance the personal growth and professional advancement of the members.
- Support the mission of the College and work with the other associations to achieve a quality educational and work environment.

Contact: Classified Association President, Whit Hamilton

Membership

All Contracted Classified

Meeting Schedule: Third Thursday of each month from 2-3:00 p.m.

FACULTY ASSOCIATION

Purpose

The purpose of the Faculty Association is to defend and promote academic freedom, due process, and shared governance; to protect and advance the interests of faculty members and their students; and to collaborate with the college administration in the creation of college policy.

Contact: Shannon Harbert, President, and Tristan Striker, President Elect

Membership

All members of the LBCC faculty bargaining unit are eligible

Meeting Schedule: Once a month, and as needed

STUDENT LEADERSHIP COUNCIL

Purpose

The Student Leadership Council ensures the greatest participation by students in the immediate governance of and policy development for the College at all levels, including the exercise of all rights of students.

Contact: Rob Camp, Coordinator. of Student Life/Leadership, and SLC President

Membership

- SLC President
- SLC Vice President
- SLC Finance Director
- SLC Community Outreach Director
- SLC Student Outreach Coordinator
- Director of Legislative Affairs
- Communications Director
- Executive Assistants (2 Representatives)
- Event Planners (4 Representatives)
- Corvallis Campus Director

ACADEMIC AFFAIRS COUNCIL

Purpose

To assist instructional leadership at LBCC, Academic Affairs Council (AAC) will:

- Lead the College in determining instructional priorities and practices.
- Help individuals or groups determine the appropriate venue for addressing issues that affect instruction, faculty, and students.
- Make recommendations to appropriate individual(s)/group(s) regarding major college-wide instructional issues, policies, procedures and practices.

Contact: Ann Buchele, Vice President of Academic and Student Affairs, Dave Mack, co-chair, and Amber Vore, Executive Assistant to VP of Academic and Student Affairs

Membership

- All Department Chairs
- Representative of the Faculty Association
- Representative of the Faculty Senate
- Deans (Dean of Instruction is *nonvoting*)
- Coordinator, Center for Accessibility Resources & Student Assessment
- Student Government Representative
- Vice President, Academic and Student Affairs (*nonvoting*)

Meeting Schedule: Meetings are twice per term, on Tuesday afternoons

ACADEMIC AFFAIRS EXECUTIVE COUNCIL COMMITTEE

Purpose

AACEC is responsible for prioritizing the topics and issues, setting the agendas and work for AAC, and directing topics to the appropriate council or committee.

Contact: Ann Buchele, Vice President of Academic and Student Affairs, and Dave Mack, Chair (faculty)

Membership

- Vice President, Academic and Student Affairs
- Dean of Instruction
- Two Instructional Deans
- Five Faculty Department Chairs
- AAC Faculty Chair
- Faculty Association Representative

Meeting Schedule: Meetings twice per term, two weeks before AAC

DEANS AND DIRECTORS

Purpose

Advise the Vice President of Academic and Student Affairs regarding the needs, priorities, and the effectiveness of college operations.

Contact: Ann Buchele, Vice President of Academic and Student Affairs

Membership

- Vice President, Academic and Student Affairs
- Dean of Academic Progression
- Dean of Academic Foundations
- Dean of Healthcare
- Dean of Business, Education, and Liberal Arts

- Dean of Science, Engineering & Math
- Dean of Advanced Manufacturing and Transportation Technology
- Dean of Teaching and Learning Support
- Associate Dean of Part Time Faculty Support

Meeting Schedule: Meetings are held almost every Tuesday morning

ACADEMIC AFFAIRS MANAGERS MEETING

Purpose

Advise the Vice President of Academic and Student Affairs regarding the needs, priorities, and the effectiveness of college operations.

Contact: Ann Buchele, Vice President of Academic and Student Affairs

Membership

- Vice President, Academic and Student Affairs
- All deans, directors, and managers in Academic and Student Affairs

Meeting Schedule: Meetings are held once a month

BUDGET TEAM

Contact: Jess Jacobs, Director of Accounting and Budget

Membership

- Director of Accounting and Budget
- Vice President, Finance and Operations
- Vice President, Academic and Student Affairs

Meeting Schedule: The team meets at least weekly during the budget development process, then bi-monthly for the balance of the year.

SECTION 4: ASSURING INSTITUTIONAL EFFECTIVENESS

In terms of governance, LBCC has councils in two spheres: Innovations and Operations. The councils in the innovation sphere focus on pushing the college to try new ideas. The Mission Fulfillment Council oversees these councils, and ideas rise to Mission Fulfillment Council for approval before moving over to the Operational sphere as part of standard operational procedures.

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

Councils within both spheres are expected to make use of committees and workgroups/taskforces. Committees tend to focus on issues surrounding a particular topic or subset of topics within the broader mandate of the council. Workgroups or taskforces are limited-duration groups tasked with a particular challenge or issue.

Communication should travel both vertically from senior leadership to the oversight councils to the various work groups and committees as well as horizontally as committee members—chosen to represent a diverse set of individuals—share with the broader campus. By ensuring easy access and diversity in membership, councils and committees encourage the whole of the campus to be active participants in decision-making, with transparency for all.

MISSION FULFILLMENT COUNCIL

Purpose

The Mission Fulfillment Council uses performance data to assess the extent to which LBCC has achieved and/or is making progress toward achieving its mission and strategic goals. It is responsible for shepherding the college's work to remain fully accredited, monitoring the assessment of institutional success in fulfilling its mission, identifying areas of improvement, and developing strategies for improvement.

Contacts: Ann Buchele, Vice President, Academic and Student Affairs, and Justin Smith, Director, Institutional Effectiveness

Membership

- Vice President, Academic and Student Affairs
- Director, Institutional Effectiveness
- Director, Accounting and Budget
- Learning Innovation Council Chair
- Progression Council Chair
- Workforce Council Chair
- Executive Director, Human Resources, Development and Support

- Executive Director, Office of Impact and Engagement
- Representative, Student Leadership Council
- Representative, Faculty and Part-time Faculty
- Representative, Classified
- Representative, Progression Council
- Representative, Workforce Council
- Representative, Learning Innovation Council

Meeting Schedule: Meetings are held once a month

PROGRESSION COUNCIL

Purpose

Progression Council creates and assesses efforts in student recruitment and retention that improve certificate and degree completion.

Contact: Katie Winder, Dean of Academic Progression

Membership

- Advising and Teaching Faculty
- Registrar
- Director, Marketing and Communications
- Manager, Catalog, Curriculum and Scheduling
- Chief Information Officer
- SLC Representative

Meeting Schedule: Meetings are held monthly.

WORKFORCE COUNCIL

Purpose

The Workforce Council assesses our relationship and success in meeting the needs of our business and economic community and makes recommendations to expand and update.

Contact: Jenny Strooband, Dean Advanced Manufacturing and Transportation Technology

Membership

- Director, STEM Hub
- Financial Aid Director
- Cooperative Work Experience Director
- Career and Employment Specialist
- Full and Part-time Faculty
- SLC Representative

Meeting Schedule: Meetings are held monthly.

LEARNING INNOVATION COUNCIL

Purpose

Learning Innovation Council assesses the effectiveness of our teaching and learning strategies, introducing innovations in pedagogy, and developing professional development opportunities.

Contact: Oriana Mulatero, Associate Dean, Part-time Faculty Support

Membership

- Center for Teaching Excellence Faculty
- Full and Part-time Faculty

Meeting Schedule: Meetings are held monthly.

COMMITTEES/COUNCILS/TASK FORCE INFORMATION SPREADSHEET

The following is [a link](#) to the committee, council, and task force membership lists, purpose, and general meeting schedule.

Outcomes by Course				
COURSE	LEARNING OUTCOME: COMMUNICATION	LEARNING OUTCOME: COMPUTATION	LEARNING OUTCOME: HUMAN RELATIONS	LEARNING OUTCOME: INFO LITERACY
WR 121Z	Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres.			Locate and evaluate credible sources and incorporate them using appropriate citation methods.
WR 227Z	Apply key rhetorical concepts through analyzing, designing, composing, and revising a variety of deliverable documents for technical/professional contexts. Develop and adapt document design and composition strategies to meet the demands of diverse clients, organizations, and multicultural audiences Communication			
MTH 075		Model real world applications with linear equations Communicate the meaning of a linear equation Solve systems of equations		
MTH 105Z		Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics. Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics. Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing.		
MTH 111Z		Analyze polynomial, rational, exponential, and logarithmic functions, as well as piecewise-defined functions, in both algebraic and graphical contexts, and solve equations involving these function types. Demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior. Use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results.		
STAT243Z		Produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations. Identify, conduct, and interpret appropriate parametric hypothesis tests. Critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference.		
MTH 211				
COMM 111Z	Develop messages for diverse audiences, purposes, and contexts.			
COMM 218Z	Deliver and adapt speeches and/or presentations to live audiences.			
COMM 114	Apply foundational concepts and theories to interpersonal communication.			
	Present effective arguments and rebuttals.			
ANTH 110			Develop a critical understanding of cultural diversity and its implications, ultimately enhancing sensitivity to other cultures.	
ANTH 232			Describe similarities and differences between cultures and apply the anthropological approach of cultural relativism.	
ART 102			Demonstrate an understanding of artworks within their social, cultural and historical context.	
EC 220			Explain how difference is socially constructed. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.	
ENG 208			Describe how African literature, drawn from tribal, colonial, and post-colonial writers helps to understand the human condition.	
ENG 209			Describe how Native American and Latin American literature, short fiction, oral tradition, and poetry drawn from pre-Columbian, colonial, and contemporary writers explore the human condition.	
ENG 215			Describe how studying Latina/o/x Literature explores the human condition.	

Outcomes by Course				
COURSE	LEARNING OUTCOME: COMMUNICATION	LEARNING OUTCOME: COMPUTATION	LEARNING OUTCOME: HUMAN RELATIONS	LEARNING OUTCOME: INFO LITERACY
ENG 220			Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.	
ENG 257			Describe how African American culture, history, and literature explore the human condition.	
			Explain how difference is socially constructed.	
			Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in inequity.	
HDFS 201			Analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, interact with the country's institutions to contribute to difference, power, and discrimination amongst families.	
HST 157			Articulate a clear understanding of how the current political, economic and social landscapes of the Middle East and Africa are shaped by their respective histories.	
			Describe variation among European colonies in the region in regards to economic and social structure as well as labor systems.	
HST 158			Draw conclusions about the contingency of current events based on the historical events that preceded them.	
			Students will learn about and write about the lessons which Asian civilizations can teach us and how to apply these lessons to our current civilizations challenges and the challenges of the 21st century.	
			Students will learn that civilizations a recent and ongoing experiment which has created new relationships between humanity and nature which are highly problematic.	
			Students will learn that our current civilization is the result of influences from Asia, and that through time, contacts between Europe and America the West and Asia have been important in shaping the culture of both regions.	
HST 159			Students will be able to put current events in Asia in proper historical context, enabling them to participate in a global economy and society which requires a wide knowledge of historical ideas and events.	
HUM 101			Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.	
HUM 102			Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.	
HUM 103			Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.	
MUS 105			Demonstrate an understanding of the culturally and historically defined meanings of difference in rock music history and American culture.	
MUS 108			Demonstrate an understanding of diverse peoples, cultural communities, and traditions while reflecting upon and challenging individual and societal ethnocentrism.	
R 202			Practice reflexivity, identifying and critically examining the source and content of one's own cultural perspectives and world-views.	
			Describe and discuss the processes that contribute to social change in modern society.	
SOC 205			Describe and discuss the role of modern social institutions in shaping our lives.	
SPN 201			Research and explain a cultural aspect of a Spanish speaking country.	
SPN 202			Research and explain in Spanish a cultural aspect from a Hispanic country not explored in SPN 201.	
SPN 203			Research and explain in Spanish a cultural aspect of Spanish speaking countries not previously explored in SPN 201 and 202 courses.	
WS 223			Explain how ascribed differences are socially constructed, change over time, and impact our and others' lived experiences.	

Outcomes by Course				
COURSE	LEARNING OUTCOME: COMMUNICATION	LEARNING OUTCOME: COMPUTATION	LEARNING OUTCOME: HUMAN RELATIONS	LEARNING OUTCOME: INFO LITERACY
AUT 643 Customer service for Auto			Incorporate customer service and intercultural communications into troubleshooting and other technical duties.	
CST 226 Customer Service for Heavy Equip			Incorporate customer service and intercultural communications into maintenance and fabrication duties.	
HVE 226 Customer Service for Heavy Equip			Incorporate customer service and intercultural communications into maintenance and fabrication duties.	
WLD 152 Teamwork skills for Welders			Demonstrate respectful cooperation and communication with others in a teamwork setting.	

General Education Courses Not Yet Mapped										
GELO	Course	Outcomes								
Human Relations	ANTH 101	Identify and describe the topics and methods pertaining to each subfield of anthropology .	Recognize how anthropology integrates knowledge from its various subfields in order to holistically understand human behavior and social institutions.	Articulate the practical applications of anthropology in today's world.	Demonstrate knowledge of current trends in anthropology by compiling a media portfolio.					
Human Relations	ANTH 230	Explore and analyze the nature of archaeological evidence and what it can and cannot tell us from the past.	Apply current scientific methods to archaeology.	Describe similarities and differences between cultures and apply the anthropological approach of cultural relativism.						
Human Relations	ANTH 240	Apply scientific principles to academic pursuits as well as day to day issues.	Identify key theoretical and methodological issues in biological anthropology .	Define and explain modern theories of evolution and major developments in human evolution.	Apply key biological anthropology concepts to explain sources of human variability and their adaptive significance.	Demonstrate the relationship between environment, human adaptation, and culture.				
Human Relations	ART 204	Articulate verbally and in writing an understanding of the significance of art relative to the prehistoric and ancient cultures that produced them.	Identify and describe verbally and in writing, specific two and three-dimensional works of art from these early societies, using appropriate art vocabulary.	Articulate verbally and in writing the form and content of specific and significant works of art from the ancient cultures that produced them.						
Human Relations	ART 205	Articulate verbally and in writing an understanding of the significance of art relative to the societies that produced them.	Identify and describe verbally and in writing, specific two and three-dimensional works of art from the Middle Ages, Renaissance, and Baroque eras, using appropriate art vocabulary.	Articulate verbally and in writing the form and content of specific and significant works of art from the cultures of the Middle Ages, Renaissance, and Baroque eras that produced them	Articulate verbally and in writing the form and content of specific and significant works of art from the cultures that produced them					

Human Relations	ART 206	Articulate verbally, and in writing, an understanding of the significance of art relative to the Western societies that produced them in the 17th, 18th, 19th, 20th and 21st centuries.	Identify and describe verbally, and in writing, specific two and three-dimensional works of art, from Western art of the 17th-21st century, using appropriate art vocabulary.	Articulate verbally, and in writing, the form and content of specific and significant works of art from the 17th-21st century European and American cultures that produced them.							
Human Relations	ART 207	Articulate verbally and in writing an understanding of the significance of art relative to the native societies that produced them.	Identify and describe verbally and in writing, specific two and three-dimensional works of art from the indigenous Americas, using appropriate art vocabulary.	Articulate verbally and in writing the form and content of specific and significant works of art from the native Western cultures that produced them.							
Human Relations	ENG 207	Analyze Asian literature through close, critical reading that focuses on plot, characterization, setting, symbolism, style, and theme.	Examine how Asian literature reflects the historical, cultural, and aesthetic contexts in which it is created.	Compare and contrast literary elements and contexts among different writers, ages, and cultures.	Demonstrate how literature enhances personal awareness, empathy, and creativity.						
Human Relations	GEOG 202	Demonstrate an understanding of the physical features, environment s, political divisions, cultural factors, human activities and economies of Latin America.	Analyze and articulate key geographic concepts related to the geography of Latin America.	Demonstrate an understanding of the effect of geography on human culture in Latin America	Interpret data in the form of maps, graphs, and other tools used by geographers to understand the relationship between geographic features and human activity.						
Human Relations	GEOG 203	Demonstrate an understanding of the physical features, environment s, political divisions, cultural factors, human activities and economies of Asia.	Analyze and articulate key geographic concepts related to the geography of Asia.	Demonstrate an understanding of the effect of geography on human culture in Asia.	Interpret data in the form of maps, graphs, and other tools used by geographers to understand the relationship between geographic features and human activity.						

Human Relations	HST 101	Articulate an understanding of key historical events of Ancient History to 1000 AD	Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.	Construct a historical argument integrating both primary documents and secondary sources.	Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.						
Human Relations	HST 201	Articulate an understanding of key historical events from North American and European antecedents to colonization, the development of slavery, Native American History, Colonial America, Revolutionary America and the development of U.S. government, economy and society to 1820.	Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.	Construct a historical argument integrating both primary documents and secondary sources.							
Human Relations	HST 202	Articulate an understanding of key historical events from 1820 to 1920 including but not limited to Western Expansion, the growth of sectional tensions, slavery, Civil War, Reconstruction, the gilded Age and Populism.	Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.	Construct a historical argument integrating both primary documents and secondary sources.							
Human Relations	HST 203	Articulate an understanding of key historical events in the 20th and 21st centuries including urbanization, industrialization, World Wars I and II, America's rise to global power, civil rights movements, the Cold War, and Globalization.	Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.	Construct a historical argument integrating both primary documents and secondary sources.							

Human Relations	MUS 161	Identify the elements of music in standard repertoire from Western and Non-western musical traditions.	Describe a musical work using analytical and critical listening skills.	Match key composers and musical style traits to historical and cultural determinants of Western and Non-Western music.	Explain the technical and expressive aspects of selected music and performances, demonstrating understanding of the elements of music and form.	Develop and support interpretations of varied works, citing the use of the elements of music (including form), and the context of each work.						
Human Relations	PHL 201	Describe and distinguish key philosophical concepts in the main subfields of philosophy, including concepts such as free will, mind, knowledge, belief, reality, faith, and reason.	Identify elements of critical thinking and what constitutes of logical fallacy.	Identify prominent historical figures in philosophy, and articulate an understanding of their most significant contributions to the field.		Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.						
Human Relations	PHL 202	Identify the distinguishing characteristics of prominent ethical theories.	Apply philosophical methods to examine and evaluate issues pertaining to personal morality.	Identify strengths and weakness of one's own reasoning process in regard to moral dilemmas, particularly the presence of logical fallacies.	Evaluate personal values systems which influence moral decision making.	Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.						
Human Relations	PS 205	Articulate an understanding of origins, development and character of contemporary international relations.	Identify culturally and historically defined meanings of difference in the identity politics of the worlds' nations.	Analyze and explain the base issues that dominate international relations.	Examine and interpret current world events.	Synthesize diverse perspectives on and approaches to the basic issues of international relations.						
Human Relations	PSY 201Z	Identify psychological, biological, and other factors that influence behavior and mental processes.	Apply key theories and concepts in psychology.	Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method.	Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.							
Human Relations	PSY 202Z	Identify psychological, social, cultural, and biological factors that influence behavior and mental processes.	Apply key theories and concepts in psychology.	Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence.	Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.							

Human Relations	PSY 215	Describe major facts and theories from the domain of developmental psychology.	Apply relevant psychological phenomena to everyday relationships and situations.	Combine and synthesize developmental concepts and theories to draw reasonable conclusions, develop intelligent skepticism, and critically analyze information.	Develop insight into the self and others' behavior and mental processes as applicable throughout the lifespan.						
Human Relations	R 102	Articulate an awareness of the varieties of religious expression and the dynamic nature of religious traditions.	Demonstrate a broad knowledge of the core tenants, practices, and institutions of Western religious traditions within their historical and contemporary contexts.	Analyze the interaction of religious traditions with political, economic, social, and cultural institutions, groups, and individuals.							
Human Relations	R 103	Demonstrate awareness and insight of other world religions.	Recognize and articulate the diverse issues related to eastern religions.	Draw relationships from eastern cultures and beliefs in a process of self exploration for greater personal understanding.	Use analytical and critical thinking to draw reasonable conclusions.						
Human Relations	SOC 204	Demonstrate a sociological understanding of historical and cultural contexts of social events.	Describe core sociological theories and processes.	Use the scientific method to examine our social world.	Find applications for sociological theories and concepts in their own lives.	Demonstrate a critical perspective of social conditions.					
Human Relations	SOC 206	Describe the ways in which social problems are defined and constructed.	Apply the sociological perspective to identify and analyze social problems.	Assess the effects of social problems using empirical evidence.	Examine the structural, institutional, and cultural roots of social problems.	Assess solutions to address social problems.					
Human Relations	SOC 222	Describe the nature of contemporary families and changes in family structure over the last century.	Describe the pitfalls and promise of married life.	Describe the economic, legal and political dimensions of the family and analyze how these determine patterns and changes in family structure.	Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.	Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.					
Human Relations	SPN 214	Differentiate between colloquial and standard language.	Develop and improve vocabulary and meta-linguistic knowledge of English and Spanish.	Demonstrate an ability to effectively present information to an audience in Spanish.							

Human Relations	SPN 216	Communicate accurately in Spanish through the use of additional subjunctive tenses and hypothetical constructions.	Analyze literature, movies or music written by authors from Spanish speaking countries.	Demonstrate meta-linguistic knowledge of Spanish by contrasting variations of the language in different geographical areas.							
Human Relations	WS 280	Define feminism. Identify women's social, economic, and legal positions throughout the globe.	Compare experiences of contemporary women across cultures.	Evaluate underlying causes for women's social, economic, and legal inequalities, taking into consideration the intersections of gender, race, sexuality, ability, and global location.	Identify organizations, tactics, and movements that attempt to address social, economic, and legal inequalities.						
Human Relations	EG4. 471 Capstone project	Design or redesign a consumer product integrating ethics in design.	Develop and analyze new concepts.	Analyze the function of a product.	Select proper materials.	Develop a cost estimate breakdown.	Research marketability, needs assessment.	Develop a production flow diagram.	Make sketches and produce working drawings of a product.	Design or redesign a consumer product from the information obtained from research.	Write a report on product developed.
Human Relations	MT3. 802 Service Skills for Technicians	Demonstrate an understanding of the skills used to build relationships and provide excellent service to stakeholders.	Integrate intercultural competence into maintenance and fabrication duties.	Create a resume and a plan to find work within one's chosen field.	Utilize a troubleshooting method appropriate to one's trade.	Recognize the importance of workplace culture and its relationship to future success.	1,2, and 5 combined kind of equal HR-C, but no reference to teamwork and diverse teams.				

Gen Ed Learning Outcomes	
Human Relations - CTE	Demonstrate skill in teamwork and conflict resolution within diverse groups (CTE programs)
or Human Relations - Transfer	Express how cultural differences shape our experiences and impact our lives. (transfer programs)
Computation	Apply mathematical concepts and processes to analyze and communicate quantitative information effectively in context or in writing.
Communication	Create messages appropriate to the audience, purpose, and context.
Information Literacy	Find, evaluate, and use credible sources in academic work.