August 12, 2019

Accreditation: Year Seven Self-Evaluation Report

Report to the Board of Trustees

The self-evaluation year seven report was completed by the accreditation committee (using invaluable input from members of the LWTech community) in July 2019. The Report is part of the accreditation evaluation cycle as determined by the Northwest Commission on Colleges and Universities (NWCCU). The narrative report is an action item #1034 and is included in this packet in written form; the appendices are available as an electronic repository as referenced in the report's table of contents.

There are several noteworthy aspects to this year seven report:

1. The primary purpose of this report is to demonstrate the good work of the college in achieving mission fulfillment.

2. LWTech completed and shared a full draft of this document one year in advance for intense vetting and editing by the entire college community. That full draft was also used during the mock evaluation in April 2019.

3. We believe the document tells a story about the strengths of our institution and the dramatic improvements we have made, especially since Dr. Morrison 's appointment as president.

4. The self-evaluation also required the college to comment on progress made on the last of four recommendations from the Fall 2011 visit. Due to diligent work by the office of instruction and Dean David Rector, we believe this recommendation will be resolved as part of the site visit.

5. The appendix lacks two documents: 1) the approved agenda from the August 12, 2019 Board Meeting; this item will be added after the September 12, 2019 Board Meeting and 2) the Basic Institutional Data Form; this item will be completed over the next two weeks.

Recognition is well deserved by the many people who participated in the self-evaluation, beginning with the Accreditation Committee and extending to many faculty and staff and administrator participants. Thank you to the entire Board for your ongoing support of our accreditation work.

Ruby Hayden

Accreditation Liaison Officer

Year Seven Comprehensive Evaluation Report

submitted to the

Northwest Commission on Colleges and Universities

by

Lake Washington Institute of Technology

August 16, 2019

Lake Washington Institute of Technology
11605 – 132nd Ave NE
Kirkland, WA 98034-8506
(425) 739-8100
www.lwtech.edu

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Appendices: Please use the [Electronic Repository](#)

LWTECH ACRONYMS USED IN THE SELF-STUDY

Acronym	Meaning
AAS	Associate in Applied Sciences Degree
AAS-T	Associate in Applied Science Transfer Degree
AC	Accreditation Committee
ACRL	Association of College and Research Libraries
ADA	American with Disabilities Act
AFT	American Federation of Teachers
AHB	Allied Health Building
ALO	Accreditation Liaison Officer
ASC	Academic Support Center
ASG	Associated Student Government
BAS	Bachelor of Applied Science
BCIT	British Columbia Institute of Technology
BEdA/ABEd/ABE	Basic Education for Adults
BFET	Basic Food & Employment Training
BoT	Board of Trustees
BRT	Bias Response Team
BSN	Bachelor of Science in Nursing
BTE	Business Technology Education
CAM	Collaborative Advising Model
CARE	Campus Assessment, Response, and Evaluation team
CBA	Collective Bargaining Agreement
CCEC	Corporate and Continuing Education Center
CCN	Common Course Numbering
CCSSE	Community College Survey of Student Engagement
CEU	Continuing Education Units
CEVSS	Center of Excellence for Veteran Student Success
CIO	Chief Information Officer
CLEP	College-level Examination Program
CPS	Campus Public Safety
CRC	Curriculum Review Committee
CSD	Computing and Software Development
CSNT	Computer Security and Network Technician program
DHYG	Dental Hygiene
DOC	Degree or Certificate
DOE/Dept of Ed	Department of Education
DSS	Disability Support Services
DTA	Direct Transfer Agreement

Acronym	Meaning
EDIC	Equity, Diversity, and Inclusion Council
ELC	Early Learning Center
ERC	Employment Resource Center
ESL	English as a Second Language
EvCC	Everett Community College
FAFSA	Free Application for Federal Student Aid
FCS	Facility Condition Survey
FERPA	Family Educational Rights and Privacy
FMS	Financial Management System
FSE	Funeral Service Education
FTE	Full Time Equivalent
FY	Fiscal Year
GED	General Educational Development
GO	Global Outcomes
GPA	Grade Point Average
GSF	Gross Square Feet
HECB	Washington State Higher Education Coordinating Board
HELP	High Enrollment, Low Pass Rates
HR	Human Resources
I-BEST	Integrated Basic Education and Skills Training
IC	Instructional Council
ICS	Incident Command System
I-DEA	Integrated Digital English Acceleration
IEP	Intensive English Program
ILS	Integrated Library System
IPEC	Institutional Planning and Effectiveness Committee
IPEDS	Integrated Postsecondary Education Data System
IPGE	International Programs and Global Education
IR	Institutional Research
IT/ITS	Information Technology/Services
ITAG	IT Advisory Group
KCLS	King County Library System
KPD	Kirkland Police Department
KPI	Key Performance Indicator
LLC	Library Learning Commons
LMC	Labor Management Committee
LMS	Learning Management System
LWTA	Lake Washington Technical Academy
LWTech	Lake Washington Institute of Technology
MIP	Master Instructional Plan

Acronym	Meaning
MOU	Memorandum of Understanding
MRP	Major Related Program
NACADA	National Academic Advising Association
NCLEX	National Council Licensure Exam
NSF	National Science Foundation
NSO	New Student Orientation
NWCCU	Northwest Commission on Colleges and Universities
OCLC	Online Computer Library Center
OER	Open Education Resources
OFM	Office of Financial Management
OG	Opportunity Grant
OSPI	Office of Superintendent of Public Instruction
OTA	Occupational Therapy Assistant
PIO	Public Information Officer
PLA	Prior Learning Assessment
PLO	Program Student Learning Outcomes
POG	Program Outcomes Guide
PTA	Physical Therapy Assisting
PTK	Phi Theta Kappa
RCW	Revised Code of Washington
RISE	Resources for Inclusion, Support, and Empowerment
RS	Running Start
SAAM	State Administrative and Accounting Manual
SAC	Student Achievement Committee
SAI	Student Achievement Initiative
SBCTC	Washington State Board for Community and Technical Colleges
SEM	Strategic Enrollment Management
SENSE	Survey of Entering Student Engagement
SEPA	State Environmental Policy Act
SI	Supplemental Instruction
SID	Student Identification (number)
SMP	School Mapping Program
SMS	Student Management System
SSN	Student Success Navigator
SSS	Student Support Services (TRiO)
SSSD	Support Services for Students with Disabilities (TRiO)
STEM	Science, Technology, Engineering, and Math
TRiO	Upward Bound, Talent Search, and Student Support Services Programs
VPA	Vice President of Administrative Services
VPI	Vice President of Instruction

Acronym	Meaning
VPSS	Vice President of Student Services
WAC	Washington Administrative Code
WAFSA	Washington Application for State Financial Aid
WaNIC	Washington Network for Innovative Careers
WAOL	Washington Online
WFD	Workforce Development
WRT	Worker Retraining
WTIA	Washington Technology Industry Association

INSTITUTIONAL OVERVIEW

Founded in 1949, Lake Washington Institute of Technology (LWTech) is located just outside Seattle and is the only public institute of technology in the state of Washington. The college is accredited by the Northwest Commission on Colleges and Universities (NWCCU) at both the associate degree level and at the baccalaureate level.

LWTech offers 138 degrees and certificates in 41 areas of study, including seven applied bachelor's degrees and STEM-focused programs in Science, Technology, Engineering and Math. Instructional programs are organized into schools (metamajors) as follows:

- The School of Business and Entrepreneurship
- The School of Health Sciences
- The School of Information Technology
- The School of Engineering, Science and Math
- The School of Manufacturing
- The School of Transportation Technology
- The School of Design and Applied Arts

The college also offers programs in Environmental Horticulture, Culinary Arts and Early Childhood Education. An additional five baccalaureate degrees are in development.

History:

The college began as Lake Washington Vocational Technical Institute (the Institute), part of the Lake Washington School District (in the K-12 system). From initial instruction in sewing, the Institute grew steadily to include vocational programs in trade and industry, adult education, and community service classes. The main campus opened in Kirkland in 1983.

In 1991, legislation converted Washington State's five vocational-technical institutes into technical colleges and made them part of the Washington State Community and Technical College system. The Institute became Lake Washington Technical College providing primarily certificates and associate degrees in vocational programs.

In 2011, recognizing the expanding nature of workforce pathways, including applied baccalaureates, the Board of Trustees embraced a vision for the college as a technology college (or polytechnic). This vision resulted in the college changing its name to Lake Washington Institute of Technology (LWTech) in order to better express its offerings.

Today, LWTech serves students with a comprehensive curriculum that includes professional-technical programs, applied baccalaureates, basic education for adults, and transfer degrees with faculty and staff who are dedicated to the workforce mission.

In Fall Quarter 2018, the college employed 86 full-time faculty, 272 part-time faculty, 90 classified staff, and 97 exempt staff. Of the 25 full-time general education faculty, 7 have doctoral degrees.

The LWTech organizational structure, including major units, is in Appendix IO-A.

Students:

LWTech serves a diverse student body from throughout the Puget Sound region and around the world. The college serves approximately 3000 FTE and over 6500 headcount annually. Full-time students account for 53% of enrollment and women comprise 60% of the student body. Students of color represent 36% of students with 30 being the average age. The majority of students have workforce training goals (56%) with 14% seeking transfer and 18% basic skills. A significant number of students - 25% - have already earned a degree. Two percent are international students. Enrollment data is regularly updated on the college's public facing data page.

Facilities and College Budget:

The college's main campus is located in Kirkland. New buildings in 1992 and 2002 increased the campus to nearly 400,000 square feet. In 2011, completion of an 83,700 square foot Allied Health Building provided new facilities for programs in the health care fields. The college will enter into the planning phase for a new Center for Design in the 2019-20 academic year. The college's Redmond campus (opened in 2005) is currently leased to the City of Redmond to support college core operations and to provide a mutual benefit to the city. The college sold its property in Duvall in 2016 to support reserve funds and invest in program development.

Due to decisions related to college property and prudent budget choices, the college has been able to navigate continued state budget cuts for the past decade and is in a fiscally-stable position relative to other community colleges in the region. The college's operating budget for the 2019-2020 fiscal year totals $51,889,536 which includes the largest increase in state funding in over 12 years. For 2019-2020, state funding will increase approximately 16% which primarily reflects increases for compensation including a 5% regional pay adjustment due to the high cost of living in the area.

Accreditation Process and Board of Trustee Involvement:

Led by the Board of Trustees, faculty, staff, administrators and students, the LWTech 2019 Year Seven Report provided an opportunity for self-reflection and cross-departmental participation. Recent reports to and visits from the NWCCU all reaffirmed LWTech's accredited status:

- Fall of 2011 – Comprehensive evaluation including on site review
- Fall 2012 – Year one report
- Fall 2014 – Mid-Cycle evaluation including on site review
- Fall 2015 – Ad-hoc report

The self-evaluation process began in January 2012 with the continuation of the Accreditation Committee from the previous self-study. This team, representing varied areas of the college, coordinated work for all reports, annual data collection for core theme outcomes/indicators, identified task-force leaders for each recommendation, and planned training for the college community. (Appendix IO-B).

During the course of the self-evaluation process, the Board received regular updates related to progress, reviewed the draft of the report at the June 2019 Board meeting, and approved the final submission of this report at their August 2019 meeting. Meeting minutes are available online. (Please note, minutes for the August 2019 meeting will not be approved and published until after the October 2019 meeting).

BASIC INSTITUTIONAL DATA FORM

Please see Appendix BFID A-J

PREFACE

Institutional Changes since the last Comprehensive Evaluation

In order to truly understand the college and the magnitude of transformation over the last decade, it is important to take a brief step back into the college's history. The college became part of the Washington State Community and Technical College system in 1991; a transition requiring significant modifications of systems, practices, and operations in a short period of time, without being fully resourced. At the same time, LWTech remained fiercely committed to its workforce mission and desire to serve students. This tension created a spirit of resilience, persistence, and innovation in the college's culture that exists today, and has resulted in the college being able to rapidly accomplish major shifts in effort and focus.

One of the major shifts that has taken place in the last ten years can be best be characterized as the college's transformation from a technical college to the state's only public institute of technology. This transformation began with the Board of Trustees' commitment to ensuring that workforce pathways existed for students at all levels, including the baccalaureate level. LWTech was the first technical college to offer an applied baccalaureate in the State of Washington. The shift to offering baccalaureates prompted a legislative change to the college's name to embody its desired future. In 2011, the college became Lake Washington Institute of Technology.

Since that time, the college has experienced many changes including the unexpected death of a president in 2012 and the hiring of President Morrison in 2013.

Dr. Morrison made a commitment to the Board of Trustees to serve as a long-term president and create stability for the college, which she and the Board strongly believe is necessary to support institutional transformation. She currently holds a five year rolling contract. Under President Morrison's leadership, the college implemented the following foundational elements to support its emergence as the state's only public institute of technology:

1. Developing **strong college leadership** to support transformation
2. Ensuring **transparent and intentional communication** to support shared governance
3. Developing a comprehensive **equity, diversity and inclusion** plan to close opportunity gaps[1]
4. **Managing resources creatively** to support program growth
5. Focusing faculty and staff on **data-driven decision making**, leading to **implementation of Guided Pathways** to support student success
6. **Reforming developmental education** to enhance access for students
7. Expanding **baccalaureate and transfer pathways** to create options for students
8. Deepening **partnerships with employers** to positively impact instruction
9. **Investing in faculty** to support development
10. Crafting a **strategic plan** to support institutional development
11. Surfacing and naming the **college's values** to foster togetherness

The combination of this work has dramatically enhanced the college's efforts to support student success

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[1] LWTech intentionally uses the term "opportunity gap" instead of "achievement gap" as the latter implies a problem with the student while the former implies a solvable problem with the institution.

leading to the college's most important outcome: student completion. Since Dr. Morrison's arrival, three-year graduation rates of degree seeking students have risen to above 40% (2013, 2014, 2015, and 2016 cohorts)[2]. This work and completion rate increases culminated in recognition of the college by the Aspen Institute in 2019 as being one of the top 150 colleges in the nation.

1. Strong College Leadership

In July 2013, the LWTech Board of Trustees hired Dr. Amy Morrison as the college's president.

Dr. Morrison cultivated a well-rounded executive team (Executive Cabinet) including: the vice presidents for Instruction, Student Services, and Administrative Services; the executive directors of the Foundation and Human Resources; the directors of Marketing and Communications, and Grants and Institutional Research; the chief information officer; and, the special assistant to the president. The current members of the executive team, with one exception, have all served together for two or more years in an executive role, creating an environment of trust and healthy deliberation.

One of Dr. Morrison's first objectives during her tenure was to support the college's leadership team, consisting of all employees in administrative positions. She revitalized quarterly leadership team meetings to make sure the team was apprised of college priorities and initiatives and that members received ongoing professional development.

Additionally, recognizing their partnership in the leadership of the college, Dr. Morrison not only instituted regular meetings with the college's collective bargaining units but also worked collaboratively with union leaders to engage in joint legislative advocacy to support salary increases. This unprecedented work, along with her annual communications plan (more fully discussed below), led to President Morrison receiving the Pacesetter Award from the National Council for Marketing and Public Relations in 2017.

Dr. Morrison also initiated an internal leadership development program *Learning. Experiencing. Achieving. Developing. Succeeding.* (LEADS), now in its 5th year, designed to enhance the development of current and future college leaders. LEADS participants spend nine months deepening their knowledge of the college and the Washington State Community and Technical College system while also participating in an in-depth project answering real-world issues affecting the college.

Underpinning these efforts, the college is fortunate to have a strong, cohesive Board of Trustees who are passionate about the college. The Board provides guidance to the college through the annual development of board goals and strategies aligned with core themes. The 2019-20 goals are listed below. Full strategies and alignment can be found in Appendix P-A:

- Goal 1: Provide strong leadership and direction for the college
- Goal 2: Evaluate and support resource development initiatives
- Goal 3: Build community connections for the college

These coordinated efforts have not only resulted in increased leadership capacity to support organizational transformation but have also been instrumental in creating a positive environment for employees as demonstrated year-over-year in employee satisfaction surveys.

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[2] This is based on the college's internal data which looks at a larger pool of students than IPEDS.

2. Transparent and Intentional Communication

Intentional and coordinated communication began with Dr. Morrison's arrival in 2013. This work created a culture of transparency and trust that was critical to supporting fast-moving initiatives. The President's annual communications plan is available in Appendix P-B.

As part of her annual communications plan, Dr. Morrison implemented weekly all-college emails (Amy's Update), regular all-staff and leadership meetings, quarterly student forums, and weekly communications to the Board of Trustees to share information and solicit feedback. Communications are designed around the mission, strategic plan, and core themes, ensuring alignment of direction while simultaneously creating transparency. Executive Cabinet models coordinated communications, with most departments issuing monthly or quarterly newsletters as well as holding regular team meetings. This ensures consistent messaging of student success initiatives throughout the college.

Additionally, President Morrison develops annual goals for her work at the college which are approved by the Board of Trustees and upon which her performance is evaluated. These goals, along with the Board of Trustee's annual goals, are broadly shared with the college community at Board of Trustee's meetings as well as through Amy's Update. Updates on goal progress are also shared periodically throughout the year.

The annual employee satisfaction survey assessed this work and showed statistically significant increases in agreement that "LWTech has a transparent culture" and that "there is effective communication between individuals" and "across departments". Further, Dr. Morrison and Executive Cabinet closely examine employee satisfaction survey results to determine where communications can be enhanced. In most cases, this examination creates opportunities for Dr. Morrison to more deeply explore topics with the college community in person, either at all-staff meetings, open forums, or focused meetings with affected constituencies.

The college's governance structure also supports transparent communications. Communication of initiatives and corresponding feedback occurs through the college's committees and councils. At LWTech, full- and part-time faculty and staff participate in shared governance through various councils, committees, and task forces. The most recent faculty contract requires participation on two or more committees, but many full-time faculty serve on more than two committees.

All councils have representation and support from executive cabinet level leadership to ensure council recommendations and concerns are promptly communicated to Executive Cabinet. Committees report up through the different councils. This structure gives a strong faculty voice to all campus work. In 2019, 75% of full-time faculty agreed with the survey statement, "I have opportunities to participate in campus-wide decision making."

3. Equity, Diversity, and Inclusion

Upon Dr. Morrison's arrival, the college engaged in comprehensive, on-going work around equity, diversity, and inclusion. This work, originally facilitated by consultants, began with an assessment of the college culture and data, and culminated in the development of a college-led equity, diversity, and inclusion plan (EDIP) – the first in nearly 20 years - as well as a revitalized diversity committee. This work allowed the college to begin examining opportunity gaps for students and strengthened its connection with data-informed decision making. Additionally, this work formed the basis for the college to strengthen a culture based on trust and belonging.

In 2017, Executive Cabinet elevated the equity, diversity, and inclusion committee (EDIC) to council status, meaning there is a direct line of communication from EDIC to Executive Cabinet. The council creates an annual work-plan in line with the college's strategic plan, leads college-wide conversations about equity issues, seeks external professional development opportunities, and serves as an advisory body to the president.

EDIC also played an integral role in the planning and implementation of the college's work around a "Community of Belonging". This work, which kicked off in Fall 2018 and will continue into the next academic year, combined:

- Implementation of the college's Bias Response Team

- Robust marketing to students and prospective students with a message of, "You Belong Here" (Appendix P-C)

- Professional development at all college days in Fall, Winter, and Spring that focused on the sociology of belonging and practices of Ubuntu (an African philosophy regarding humanity that means, I am because we are) with two days of faculty and staff training around creating a sustainable Community of Belonging with renowned speaker and Chairman of the Board (and former Executive Director) of the Desmond Tutu Peace Foundation, Robert V. Taylor

- Sending a 10-member team, including President Morrison, to the National Conference on Race and Ethnicity in American Higher Education (NCORE)

- Securing grant funding to provide a 14-member team to with a comprehensive, nine-day train-the-trainer on Alternatives to Violence

- Securing grant funding to provide a 13-member team with a four-day train-the-trainer on Mental Health First Aid

- Leading campus-wide engagement opportunities including an intercultural potluck and art show, with the goal of increasing belonging among employees

- Culminating experience at commencement with Robert V. Taylor providing the formal address to the 2019 LWTech graduates

In addition to the EDIC, the college also created two stand-alone centers on campus to support students after reviewing qualitative data provided by the consultants as well as internal completion data on racial opportunity gaps.

- The college secured a Department of Education grant to open a Center of Excellence for Veterans Student Success (CEVSS), which is now permanently funded by the college operating budget.

- Associated Student Government fully funds a college employee to operate the new RISE Center (Resources for Inclusion, Support, and Empowerment), to provide support for racially underrepresented students, LBGTQIA+ students, and other populations that have been traditionally marginalized in higher education.

The combined efforts of the EDIC, the CEVSS, and the RISE Center have created a strong foundation for the college to begin to impact opportunity gaps both for students and staff.

4. Managing Resources Creatively

With the exception of the 2019 legislative session, community and technical colleges in Washington have experienced year-over-year budget cuts, with state funding falling 15% since 2007. Since 2015-16, LWTech chose to make strategic investments and grow out of budget cuts by:

- Expanding its Bachelor of Applied Science (BAS) degrees from one to eight, with five more in development (with no new state funding);

- Introducing six STEM transfer degrees;

- Expanding Integrated Basic Education and Skills Training (I-BEST), and,

- Implementing Guided Pathways.

The college funded this work through creative utilization of college assets and grant development. The college sold unused property (the Duvall Property) and leased the Redmond campus to the City of Redmond while also increasing grant revenue by $6.3 million from local and federal sources.

The college is also fortunate to have the support of its foundation, the LWTech Foundation (Foundation). The Foundation spearheaded the college's first major gift campaign to develop a Bachelor of Science in Nursing degree by generating nearly $500,000 in donor support.

Enrollment for the 2018-19 academic year is stable, although below the state enrollment target. That said, LWTech is one of only 13 colleges in the state's community and technical college system that demonstrated an increase in student retention during a fully-employed economy and one of only four to show minor gains in enrollment in Winter 2019. The college continues to monitor its enrollment closely, as it is a critical indicator of financial stability. This is even more significant at a technical college, which operates on a smaller margin than community colleges due to the proportion of high-cost programs.

In spring of this year, the Washington State Legislature, created the first dedicated revenue source for higher education in the state. With stable enrollments (as opposed to decreases at colleges across the state), LWTech is well positioned to take advantage of new funding effective July 1, 2019.

5. Data-Informed Decision Making and the Implementation of Guided Pathways

Historically, technical colleges have considered student success in finding employment an indicator of completion and LWTech was no exception. Upon Dr. Morrison's arrival, the college began examining this indicator in light of research showing that a credential signifying completion of a course of study was more valuable to students in the long-run. From this examination in 2013, LWTech launched the Completion Initiative, which was foundational Guided Pathways work.

The Completion Initiative, led by a cross-section of the college community including faculty, was fundamental in shifting the college's culture to one of data-informed decision making. For one year, members of 11 task forces worked to understand issues affecting student completion. This work ultimately culminated multiple improvements to college systems and the development of the college's

Tableau Community Dashboards, which provided employees easy access to student completion rates, program-level information, and survey results; strengthening institutional data usage by faculty and staff.

LWTech now measures student success by credential attainment paired with closing opportunity gaps. All student success work fits under the umbrella of Guided Pathways. Guided Pathways teaches that students are more likely to complete by choosing a program early, following a plan, and receiving on-going support. Although these are standard principles for a technical college whose mission is "to prepare students for today's careers and tomorrow's opportunities," Guided Pathways represents a philosophical shift in the way the college teaches, advises, develops curriculum, and supports students.

The implementation of Guided Pathways reflects LWTech's spirit of resilience, persistence, and innovation as the college made most of these shifts by maximizing existing resources and building upon key strengths, including:

- ***Commitment to innovative work focused on students:***

    o Open Educational Resources Initiative. In 2016, Achieving the Dream selected LWTech to be part of its Open Educational Resources initiative. OER-only departments expanded from math to Biology and Chemistry through professional development. LWTech data shows OER increased pass rates for low-income students (+14%).

    o The 4 Connections. Also in 2016, LWTech adopted "The 4 Connections" from Odessa Community College's Four Commitments project, which is showing significant success for students, and closing achievement gaps. Under The 4 Connections, faculty voluntarily commit to four practices: 1) learning and using students' names; 2) checking in regularly with all students; 3) scheduling one-on-one meetings with all students; and, 4) practicing paradox, which means that the course structure and expectations are clear and faculty are reasonably flexible when issues arise in students' lives that impact learning.

    o Supplemental Instruction. Finally, Supplemental Instruction (SI) targets gateway classes with high enrollment/low pass rates (HELP), defined as courses with a less than 75% pass rate. Students in HELP classes receive tutoring inside and outside of class. In developmental math classes, SI led to narrowing of the achievement gap in pass rates for students of color (+4.5%) and elimination of the gap in withdrawal rates.

- ***Willingness to change longstanding college process:*** Following research and recommendations from the book "Redesigning America's Community Colleges" as well as Achieving the Dream, LWTech moved from drop-in general advising to case-managed advising over a six-month period in spring and summer of 2015. This development changed the following processes for students:

    o Entry to the college. When a student enters, they work with an Admission Coach who evaluates the student's academic history and creates a unique entrance plan. If students are undecided, the Coach guides them through tours of the instructional "Schools" (metamajors) to help narrow the student's focus into areas such as health sciences or information technology, for example.

    o Case-managed and mandatory advising. Advising before a student starts their first

quarter is provided by Student Success Navigators (Navigators), who are aligned to a program of study. Navigators create a first quarter plan and refer students to support services and faculty for longer-term program guidance. Navigators also provide on-going support through a student's academic career. Faculty assume advising roles during the first quarter of technical and academic classes until graduation, including developing a full academic plan and advising on job and transfer requirements. Through co-advising, Navigators help train faculty with advising techniques and faculty help Navigators stay current with all academic maps/career pathways.

- o <u>Implementation of student success software.</u> In 2018, LWTech implemented Starfish by Hobsons (rebranded as LEGEND on campus) which facilitates communication between faculty, Student Services, and students, and houses academic plans for shared access. This advising software is recognized by Complete College America for its ability to support Guided Pathways.

- ***Commitment to faculty-led curriculum changes:*** LWTech created clear pathways to graduation by organizing all programs into metamajors (Schools) in 2016, piloting metamajor on-boarding classes, and implementing degree and career maps. Since spring of 2016, students can easily access program/degree maps via the online catalog system. Specialized software (Acalog) allows the college to update information in one place (such as the title of a class) to auto-populate all other areas, ensuring current and accurate information is easily accessible to students and employees. Degree maps include: suggested course sequence, course prerequisites, and information on which quarter the classes are offered. The college is in the process of embedding general education degree requirements into all program maps (to be completed by fall of 2019), specifically listing recommended courses. This is a proven model for LWTech's Computer Security and Network Technician (CSNT) program where a particular math level is designated as a co-requisite to move through the program. As a result, CSNT has a program completion rate that well exceeds comparable professional-technical programs such as Design (20.4% versus 11.8% for the fall 2015 cohort). Career maps inform students of career and transfer opportunities as they earn certificates and degrees.

- ***Use of data in decision making:*** The primary example of this work is the launch of The 4 Connections (described above), which helped faculty to better engage with students. This intervention began in fall of 2016 in response to data showing large disparities in student success across demographics groups and programs specifically students of color as compared to white students. Initial data shows the substantive impact of this work on achievement gaps in course pass rates (a leading indicator in future completion). In 2016-18, 88% of African American students enrolled in courses taught by faculty members practicing The 4 Connections passed their courses. Previously, only 71% of African American students in courses taught by the same professors passed.

  The college now uses Tableau Community Dashboards (launched in fall of 2017) as the primary data repository/information portal for the campus. The tool is used to monitor progress of specific projects like The 4 Connections, individual program review, council and committee work, monitoring of the strategic plan, and division specific work.

6. Developmental Education Reform

In response to data revealing that the overwhelming majority of students who placed into developmental math or English never completed college-level math and English, LWTech set out to reform developmental education. Since that time, LWTech has reformed math sequences, expanded Integrated Basic Education and Skills Training Program (I-BEST) offerings, and implemented Guided Self Placement. All work is assessed by its impact on student progression to graduation (e.g. completion of college-level credits, pass rates, and enrollment in college-level work).

- **Math Sequence Reduction:** LWTech shortened developmental math sequences, reducing the number of classes in the pre-college sequences from four to two, and developed non-calculus-based sequences leading to Statistics and Math in Society. This change has had a dramatic impact: the percentage of students who earn college-level math within one year of enrollment has increased 6.5% from fall of 2011 to fall of 2016 (from 15.8% to 22.3% to date). This is an increase of 41% from baseline.

- **I-BEST Expansion:** In 2015, the Center for Community College Student Engagement at University of Texas, Austin featured LWTech's Integrated Basic Education and Skills Training (I-BEST) in its nationally distributed report, *A Matter of Degrees: Practices to Pathways*. The Center highlighted LWTech students' degree attainment in professional-technical I-BEST programs of 70%, a success rate over three times higher than was attained by other students at the time. Based on this, the college expanded its I-BEST offerings into developmental and academic education as well as additional professional-technical programs. The college now tracks I-BEST student performance quarterly, and, since that time, students in the lowest English levels have advanced from a 20% course pass rate to 100%. Additionally, the number of non-US citizens enrolled in I-BEST courses increased by 20%.

- **Guided Self-Placement:** The college now uses a process called Guided Self Placement to determine where a student begins in math or English. Students entering the college work with an Admission Coach and the coach uses a questionnaire to identify whether a student can use a direct placement method (ACT, SAT, specific high school or college transcripts, etc.) or the guided self-placement process. The college uses WAMAP for math placement (an Open Educational Resource platform) and, for English assessment, faculty score essay samples, thus eliminating all proprietary high-stakes testing from the assessment and placement process. Students work directly with an advisor or access placement materials online and receive information on the class recommended by their placement, one level above, and one level below. Students then choose which best fits their needs. Guided Self Placement was launched in 2016-17 and now operates at scale, and is the most common method by which incoming students are placed. As a result, 5.3% fewer students are placing into developmental math while pass rates in college-level math classes have not fallen.

These reforms, practiced to scale, will help a large population of students move to college-level work. In fall of 2017, of 727 entering, degree-seeking students, 204 (26.1%) began in developmental education.

7. Growth of Applied Baccalaureate Degrees and Transfer Pathways

In the Fall 2011 comprehensive evaluation, LWTech received a commendation "for establishing a viable and rigorous bachelor of technology in applied design degree that provides options for students to pursue further education for 'today's careers and tomorrow's opportunities.'" Since then, the college has crafted an internal program development process (Appendix P-D) and applied this process to expand

applied baccalaureate offerings to include seven more degrees with five additional programs in progress.

Additionally, the college has expanded options for students by offering multiple transfer degrees in high-demand programs such as Engineering, Computer Science, and Biology. In a unique partnership with the British Columbia Institute of Technology (BCIT) and Oregon Institute of Technology (OIT), the college is in the process of exploring regional pathways for students as part of the Cascade Innovation Corridor, including the expansion of engineering pathways. Most of this expansion occurred without receiving new state funding for program development; and, instead, was funded through creative resource management as previously noted, including grant funding as well as partnerships with the college's foundation.

8. Partnerships with Employers

Given LWTech's workforce mission, it is essential for the college to have strong relationships with employers representing the region's industry clusters to support students and program development. The college does so in a number of ways, including:

- **President's Advisory Council:** Dr. Morrison engages with the President's Advisory Council on a quarterly basis to share information about the college's programs and initiatives as well as to solicit input and guidance on a variety of issues affecting the college. Members of the council include regional executives from industries aligned with the college's academic offerings including manufacturing, healthcare, hospitality, business, and STEM-focused fields.

- **Foundation Board:** The Foundation board includes representatives from business representatives from across the community. Dr. Morrison attends Foundation meetings and functions on a regular basis to apprise the Foundation of college activities and to solicit feedback and assistance on initiatives to support students.

- **Industry-Based Advisory Committees:** All professional-technical programs have an industry-based advisory committee. These committees have labor representation and a mix of hiring managers and technical employees whose careers align with graduate jobs prospects. Advisory committees serve a number of roles, including facilitating work-based learning sites, securing donated equipment, providing guest speakers and work site tours. All advisory committees must provide feedback on proposed curriculum changes. Additionally, LWTech benefits from the contributions of its many adjunct faculty who are employed in the occupations and industries connected to its programs. Firms like Google and Microsoft provide a rich source of highly skilled and credentialed faculty for IT programs.

- **Employer Support for Programs:** Examples of significant employer support include contributions to a campaign to raise $500,000 to launch a new Bachelor of Science in Nursing program. The college also created a campus makerspace through a partnership with the regional biomedical device industry.

- **Cooperative Learning Models:** Industry influence on learning outcomes goes beyond participation on advisory committees with cooperative learning models at LWTech. These models ensure industry-aligned learning outcomes are accomplished. In partnership with Synrad, a Mukilteo-based laser maker, students in the Photonics program: tour Synrad's labs at

program start; are paired with company mentors; conduct some labs at Synrad's state-of-the-art facilities; and, use Synrad-donated equipment in the on-campus laser lab, funded by a state allocation and the National Science Foundation. Synrad is currently working with the college to develop paid internships for students they are helping to educate.

- ***Grant Partnerships with Employers:*** Under Dr. Morrison's leadership, LWTech invested significantly in growing grant programs on campus. This includes a recent partnership with the Washington Technology Industry Association (WTIA) funded by the National Science Foundation. This coordination network, AppConnectNW, one of only a few in the country, brings together seven regional colleges with WTIA to ensure bachelor degree programs in computer science meet employer needs.

9. Investment in Faculty

LWTech continues to make significant progress in increasing the number of tenured and tenure-track faculty which provides a stronger and broader network of faculty. In 2018-19, LWTech awarded tenure to four faculty, raising the total from 42 to 46. Ten faculty were added to tenure track.

Additionally, 14 part-time and full-time faculty received support from the faculty professional development to attend conferences, trainings, classes, workshops, and receive certification. Moreover, at least 100 full- and part-time faculty received extensive professional development opportunities funded through their department budgets and grants, including international Open Educational Resources, AdobeMax and Community College Baccalaureate Association conferences, the League for Innovation annual conference, NISOD, and regional statewide meetings with faculty peers. The information gained was brought back to the LWTech community for broader sharing.

The college continues to invest in adjunct faculty to ensure they are part of the college community and governance structure. Adjunct faculty are paid to participate on College Council since their contracts do not include time for committee participation. In the 2018-19 academic year, 19 adjunct faculty accepted the offer to be paid for office hours, in exchange for participating in The 4 Connections project and advising students on their academic programs. The college found that faculty who participated in paid office hours outside of other work such as The 4 Connections saw withdrawal rates decrease by nearly 5%. The college is tracking more comprehensive success rates of students who are supported by adjunct professors who provide additional time for them outside of class and looks forward to reviewing that data after one full year of implementation.

10. Strategic Planning

When LWTech's last [strategic plan] ended in Fall 2017 (a five-year plan that was the result of a year-long planning process), the president and Executive Cabinet, in consultation with the Institutional Planning and Effectiveness Committee, determined that a three-year, streamlined "transitional" plan would give concentrated attention to certain key items leading to mission fulfillment before engaging in a large scale "aspirational" planning process. This approach also aligned the strategic planning process with the college's accreditation timeline and the results of the year seven visit in Fall 2019 will be incorporated into the 2020 aspirational plan.

Executive Cabinet first drafted a plan outline with volunteer facilitation from Kate Butcher, LWTech Foundation Board Member. Thereafter, the plan received significant input from the Board of Trustees, the college community, and community partners. This was done in all-college meetings, Board meetings,

individual council/committee meetings, department specific meetings, and industry advisory committee meetings. The resulting goals and strategies were approved by the Board as follows:

Table 1: Strategic Plan 2017-20 Goals and Strategies (Appendix P-E)

Goals	Strategies
Increase access and completion rates for all students, and close opportunity gaps for under-represented students. *(Associated core themes: Student Achievement, Pathways, External Engagement)*	• Identify and define opportunity gaps • Implement Guided Pathways • Identify and implement approaches that increase student access, success, and completion with a focus on closing opportunity gaps • Ensure engagement with students and employers at all points along the student's educational pathway, including completion and employment
Attract and retain diverse employees that view LWTech as an employer of choice. *(Associated core themes: College Community, External Engagement)*	• Identify and integrate institutional qualities and activities that create an inclusive environment and help employees feel valued • Establish comprehensive professional development opportunities for all employees • Engage employees in a shared sense of purpose and community • Identify and implement approaches to attract diverse, culturally competent employees to the college
Align our college culture and brand identity. *(Associated core themes: College Community, Student Achievement, External Engagement)*	• Collectively, and with cross-campus engagement, define the desired attributes of our culture and identity as a public institute of technology • Identify how students, employees and community members feel a sense of belonging and create a system that invites understanding of our culture and identity • Ensure the college culture and brand identity remains visible to the internal college community and the external community on a continuous basis
Create a sustainable fiscal structure to ensure the college fulfills its mission and vision. *(Associated core themes: College Community, Student Achievement, External Engagement, Pathways)*	• Grow enrollment and maintain it at or above allocation targets • Explore and secure diverse, alternative sources of revenue to support operational and capital costs • Use data to inform investments and program decisions

After developing goals and strategies, Executive Cabinet and their teams developed tactics for achieving the goals and strategies along with appropriate performance measures.

Executive Cabinet regularly reviews progress made at the tactical level and the Institutional Planning and Effectiveness Committee provides input on measurements that are tracked and published in a Tableau dashboard.

The development of the plan and the monitoring of its performance continue to be refined as the college gains experience with tracking measurements and integrating departmental planning. This work led to a streamlined process of tracking the strategic plan, one that focuses on four key performance indicators. This more focused approach will be used to monitor institutional changes and progress moving forward.

11. Core Values

Year One of the college's 2017-20 Strategic Plan (Appendix P-E) asked the college to obtain input from the college community on the following topics:

- What constitutes an inclusive environment;

- What creates a sense of belonging;

- What creates a sense of shared purpose and community;

- What it means to be a public institute of technology; and,

- What kinds of professional development opportunities would be most meaningful to employees.

The college community gathered on March 8, 2018 to explore these questions and generated 22 pages of feedback. Institutional Research, Communications & Marketing, and Human Resources examined the feedback and conducted a theme analysis. This analysis indicated that while the college had a mission, vision, vision narrative (describing the college's desired future state), and core themes, it did not have a clear values statement describing the expectations of how people would do their work – with each other, students, and the community.

The college community reviewed five original draft values through department, committee and council meetings as well as the President's Advisory Council, a Leadership Team workshop, an All-Staff Meeting exercise, and a Student Forum. The feedback from the college community included a recommendation to remove *Successful* as it seemed more like a measurement than a value and to create value statements. Draft value statements were created and feedback obtained from the college community. Following a six-month process that included cross-departmental feedback, the Board of Trustees approved the revised values below:

- *Inclusive:* We intentionally create a welcoming environment where all feel a sense of belonging.

- *Innovative:* We are leaders in maximizing opportunities to create a thriving college community.

- *Collaborative:* We are open to change and work together to achieve success for all.

- *Respectful:* We engage others with acceptance, open-mindedness, courtesy, and care.

The college values are now being infused into the college's work including communications and marketing as well as human resources.

Conclusion

Upon reflecting on the changes that have occurred since the last accreditation visit, the college's insights could best be described as follows:

- The college community is deeply committed to its mission "to prepare students for today's careers and tomorrow's opportunities." It is this commitment, along with a spirit of resilience, persistence, and innovation, which has allowed the college to make significant strides on behalf of students and their success during challenging budget times. This dedication to the workforce mission and student success is an institutional strength.

- The college has built solid foundations for a culture of trust and belonging through transparent communications, shared governance, equity, diversity and inclusion work, and naming mutually-held values. Although this work continues – as any such work must -- this culture will support the college's continued efforts to innovate on behalf of students and staff. This culture, as exemplified by the college's core values, is an institutional strength.

- In order to fully realize its potential as the state's only public institute of technology, opportunities exist for the college to continue a number of initiatives, including: expanding guided pathways for students; investing in faculty; ensuring stable revenue; enhancing engagement with, and use of data; and, refining planning processes to support institutional development.

The following self-study will discuss these insights in greater detail.

Response to Recommendations

At this time, LWTech has one outstanding recommendation from its comprehensive evaluation in Fall 2011.

> *Recommendation One:*
> *While the program for international students has the potential to enrich the diversity and culture of the college, the evaluation committee recommends further deliberation on the placement of the program within the core themes in terms of effectively supporting student success through assessment and improvement of student achievement and student services. (2.D.1, 2.D.3, 3.A.1, 3.B.1, 4.A.4, 4.A.5, 5.B.1)*

The college believes Recommendation One arose from perspectives at the time of the 2011 visit that international students were perceived as an opportunity to enhance revenue instead of a valuable component of the college community. The college responded to Recommendation One by placing the international program in the Office of Instruction and by integrating the international program into the work of the college, especially as it pertains to student learning and support.

At the end of Winter 2012, following the accreditation visit, a task force crafted a survey seeking input from the college community on concerns highlighted by the evaluation committee. A small team of

subject matter experts from the international office, student services, and instruction conducted a theme analysis of the survey results and created an action plan. The survey results, action plan, and associated materials were disseminated to the college community through forums and the college intranet. The action plan launched at the end of Spring 2012.

In Summer 2013, after reviewing accreditation documentation and soliciting feedback from the college community as well as program staff, Dr. Morrison moved the international program o from the Office of the President to the Office of Instruction in order to ensure alignment and integration with the college's instructional mission. Dr. Morrison shared the reasons for this change with the college community.

The college faced challenges finding the right dean-level leadership over several years, but experienced significant success in the past three academic years. In 2016, Dr. David Rector began as the new Dean for International Programs and Global Education and, under his leadership, the program grew its enrollment, partnerships, and staffing. For the first time since Fall 2011, international enrollment is rising and instructional programming is expanding to ensure integration within the college community. Dr. Rector launched regular discussion lunches with international students to gauge satisfaction with services and, to date, all participants have reported being happy with their programs, particularly with interactions with their professors and the international programs staff. He serves as an active member of the Vice President of Instructions' Dean Team.

International Programs and Global Education (IPGE) shifted its focus from short-term programs to recruitment of degree seeking students. Any future short-term programs would focus on students attending LWTech for a minimum of one academic quarter and enrolling in established college and/or Intensive English Program (IEP) courses. IPGE staff works closely with international educational partners to ensure the best fit between students and LWTech. International educational partners are provided training about the college's programs and enrollment requirements via Skype and in-person. Staff regularly checks in with new students to ensure they have been provided accurate information from partners. LWTech requires all educational partners to comply with NAFSA's Statement of Ethical Principles, which is a common standard for US higher education institutions.

In addition to a shift in recruitment toward degree seeking students, the international team focuses on retaining students currently enrolled. Students check in with the international advisor at least once a quarter. Workshops are offered in a variety of areas including: finding a job and practical training, applying for scholarships, health insurance coverage, and transferring to a four-year institution. Within instruction, IPGE has worked closely with the Basic Education for Adults (BEdA) program to integrate instruction between English as a Second Language (ESL) and IEP.

Degree seeking international students now have more options. LWTech's expansion of program mix includes more direct transfer agreements (DTAs) and applied baccalaureate degrees; in addition, LWTech is working with British Columbia Institute of Technology (BCIT) to develop a joint program where international students complete part of their academic program at LWTech, and transfer to BCIT to complete their full degree.

In Spring 2019, Dr. Rector reactivated the International Advisory Committee with an updated mission/charter to "*actively engage in supporting international students to become integrated on-campus and within the community at large.*" Membership on the committee is open to any college employee, and consists of faculty and staff. Two initial areas of focus for the committee are:

- Creating, supporting and/or coordinating local and international student connections/interactions on campus; and,

- Researching, reviewing and/or promoting support services for international students on-campus and in the local community (in conjunction with the Office of the President).

Future areas of focus may also include researching/promoting internship opportunities for international students; and, researching and supporting possible fundraising opportunities for international student scholarships (in conjunction with the LWTech Foundation).

Services supporting the learning needs of international students have also been implemented and integrated with other student support services on campus. Examples include:

Academic Advising for International Students

International students have a dedicated international advisor who creates individual educational plans, serves as academic advisor, assists with registration, and all other similar services provided within Student Services. As with domestic students, international students transition to a faculty advisor in their 2nd or 3rd quarter. The international advisor continues to check in with faculty, and is willing/able to serve as the continuing advisor if students prefer. The international advisor attends Student Services' weekly Advising staff meetings to remain up-to-date on programs. The international team works closely with Registration around quarterly registration and Student Development around academic/program advising and student discipline issues.

LEGEND

International staff are active in LWTech's early alert system working with faculty and Student Services staff. They are notified of any flags or kudos (the early alert terminology used within LEGEND) connected to international students, and follow up with those students. Students are also able to make appointments with the international advisor and/or dean via Legend for academic, personal, or immigration related issues. Dr. Rector is also an active member of the Campus Assessment, Response, and Evaluation (CARE) team.

International Student Orientation

A comprehensive orientation is provided each quarter to incoming international students. Students needing English assessment for the IEP take the placement test. Students are provided information on advising, tuition/fees, academic expectations studying in US, and international club introduction, and a campus tour. They are shown how to log into their campus email, access resources and make appointments in Legend, and access Canvas. An orientation class has been created in Canvas, and each student is enrolled prior to the orientation. The class includes resources and useful information for students to access throughout the quarter if they have questions. It also serves as an introduction to Canvas, which they will use in both their academic classes and IEP courses. A representative from LewerMark (health insurance) provides an overview of their coverage, and answers questions.

Student Clubs

International students participate in many of the program-related clubs at LWTech, including Phi Theta Kappa. The International Student Club provides activities throughout the quarter for international and

domestic students. They have organized beginning and end of the quarter pizza parties, and area field trips. The club's leadership also actively participates in the international student orientation each quarter.

Student Government and Activities Team

International students are very active in student government and activities. For the 2018-2019 academic year, international students held over half the positions in these two groups.

Conclusion

LWTech believes the concerns of the former visiting team have been addressed and that international students are now appropriately integrated into the college community. The reorganization of the department structurally within the college, change in staffing, and focus on student success in multiple areas has been effective and resulted in a positive environment for students.

STANDARD ONE: MISSION AND CORE THEMES

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Executive Summary of Eligibility Requirements 1-3

Operational Status (ER 1)

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

Lake Washington Institute of Technology (LWTech) has been in continuous operation since 1949 (originally connected to the local K-12 school district), accredited via the NWCCU since 1991, and offers multiple baccalaureate, associate, and certificate level programs from which students graduate annually.

Authority (ER 2)

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

LWTech is authorized by legislation and policies of the Washington State Board for Community and Technical Colleges (SBCTC) and the Washington Student Achievement Council (WSAC) to operate and award appropriate degrees and certificates. The SBCTC is the approving agency for the college to establish new certificate, associate degree, and baccalaureate programs.

The Lake Washington Technical Academy is a high school within the college, approved by the Washington State Superintendent of Instruction and accredited by the Northwest Accreditation Commission, and offers a high school diploma.

Mission and Core Themes (ER 3)

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

LWTech's mission and core themes reflect its purpose as a workforce training institution of higher learning. Approved by the Board of Trustees in 2001 and reaffirmed in 2007, 2012, and 2018, the mission is: ***"To prepare students for today's careers and tomorrow's opportunities"***

LWTech developed core themes with appropriate indicators and outcomes of achievement that clearly state the fundamental work done in support of the mission. In 2010, the college community selected four core themes (Pathways, Student Achievement, College Community, External Engagement); the Board of Trustees subsequently approved them. In 2012, the Board approved minor modifications to core theme descriptor language for clarity.

All college programs, with the exception of basic education for adults and parent education, lead to recognized high school diplomas/equivalencies, certificates, associate degrees, and/or bachelor degrees.

College resources are directed in multiple ways to meet the mission and core themes: from student support in accessing, navigating, and exiting the institution to instructional programs with qualified faculty, facilities, equipment, and information resources. College resources primarily provide direct services to students and/or the college supports operations that equip the staff and faculty who provide such services.

Standard 1A: Mission

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

History of the Mission

Lake Washington Institute of Technology's current mission has set the college's direction for nearly two decades as a clear and simple statement that is well known on campus:

"To prepare students for today's careers and tomorrow's opportunities."

The mission statement was developed using an inclusive process involving employees, students, and external stakeholders as well as an assessment of strengths and weaknesses. The Board of Trustees approved the mission statement in June 2001. The nine-word statement is a succinct, yet powerful summary of LWTech. The Board reaffirmed its commitment to the mission in 2007, 2012, and 2018. Board meeting minutes are publicly available online and relevant meeting minutes are in Appendix S1-A.

Availability of the Mission

The College mission statement is widely distributed including:

- The view book used by Outreach and Recruiting

- The annual report used by the Foundation

- The annual magazine, *Transformations*, which is distributed broadly in the community

- The college website

- Posters displayed throughout campus in classrooms and conference rooms

- Table tents throughout the College

- DigiSigns year-round

New LWTech employees receive a lanyard with an insert that contains the mission, core themes, and strategic plan goals. Additionally, the college created a mural (Appendix S1-B) prominently displaying the mission statement as an introduction for new students and employees, and as a reminder for current students and employees. The mission statement is also provided to students during new student orientation activities and emphasized during student leadership training (annually each summer with new student government leaders and other student employees within student programs).

Community Understanding of the Mission

As a workforce college, students seek out LWTech for career preparedness. The college is prohibited from offering the general transfer degree; this restriction means that all instructional programs must

focus on business and industry. The college embraces this direction, and seeks to maximize opportunities for current and future students to the fullest extent possible. The mission statement is not only consistent with this work, but also serves as an aspiration, encouraging employees to stretch the meaning of career preparedness in ways that position graduates for success in a rapidly changing world.

Use of the Mission in College Planning

The mission and associated core themes are consistently used in guiding overall planning, budgeting, and decision making and can be grouped into four main categories:

- Development and regular use of the mission fulfillment and core theme fulfillment matrix

- Development and implementation of the current strategic plan

- Ongoing engagement of the shared governance structure

- Division specific plans coordinated by Executive Cabinet leadership

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

Mission Fulfillment and College Purpose

LWTech's mission embodies its purpose, characteristics, and expectations as set forth in statute. The Washington State legislature established the technical college with a mission of "conducting occupational education, basic skills, literacy programs, and offering on short notice, when appropriate, programs that meet specific industry needs." RCW 28B.50.030 (22)

LWTech defines mission fulfillment using quantitative thresholds. It is holistic and includes evidence-based analysis by core theme. Each core theme reflects fundamental work done at LWTech to achieve the mission, and uses specific outcomes under each core theme to determine overall effectiveness.

The Institutional Planning and Effectiveness Committee (IPEC) identified key indicators that allow the college to measure achievement of each outcome. The Accreditation Committee (AC) meeting documents in Appendix S1-C showcase how each outcome was examined for its ability to align with (a) preparing students, (b) today's careers, and/or (c) tomorrow's opportunities. The AC conducted this process for each indicator.

In addition to its role in metrics creation, IPEC provided recommendations on establishing targets for certain performance indicators depending on the type of activity. For instance, success in some areas would represent a percentage increase from a baseline year, while other activities would require meeting pre-established targets that were research-based and meaningful to the college.

Finally, the committees collaboratively discussed overall best measures of this work which remains focused on mission fulfillment.

Threshold of Mission Fulfillment

The college's mission fulfillment matrix tracks ongoing collection of data for all outcomes and includes a narrative of mission connection (Appendix S1-D). The narrative formed by this work showcases the commitment to the mission within college planning and assessment. The college has determined that achieving at least 75% of the core theme outcome targets, with no core theme having zero targets met, equates to mission fulfillment.

To ensure consistent and continuous monitoring and use of mission fulfillment data, the college follows an annual plan:

- *Summer:* The Accreditation Liaison Officer (ALO), with support from the Office of Instruction and the Office of Institutional Research, compiles data for each measure. Where possible, data was compiled for previous years (2010-11 to 2013-14) as recommended by the Fall 2014 midcycle visiting accreditation evaluation team

- *Fall:* Data is shared broadly on campus by email and specifically in person within Executive Cabinet and IPEC for the purpose of deeply analyzing the data; these groups and relevant college leaders select targets and appropriate interventions for the next year

- *Fall/Winter/Spring*: The ALO provides quarterly email updates related to accreditation and mission fulfillment to all college employees; AC meets no less than quarterly

- *Annually:* The Board of Trustees receives mission fulfillment data and an accreditation update to support their leadership of the college

Standard 1B: Core Themes

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

Consistent with the mission, LWTech adopted four core themes in 2010 and revised them for clarity and ease of measurement in 2012 (Appendix S1-E):

- *PATHWAYS*: Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

- *STUDENT ACHIEVEMENT:* At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and participate in the workforce.

- *EXTERNAL ENGAGEMENT:* Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to support the Institution's mission.

- *COLLEGE COMMUNITY:* Lake Washington Institute of Technology provides a safe, supported, and engaging learning environment for students and work environment for faculty and staff.

LWTech believes the mission and core themes are appropriate to the institution and has ensured they are broadly understood and acted upon by the college community. The mission and associated core themes are consistently used in guiding overall planning, budgeting, and decision making on campus and can be grouped into four main categories:

- Development and regular use of the mission fulfillment and core theme fulfillment matrix

- Development and implementation of the current strategic plan

- Ongoing engagement of the shared governance structure

- Division specific plans coordinated by Executive Cabinet leadership

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

LWTech annually updates its mission fulfillment matrix as described in standard 1.A.2. This matrix documents each core theme and its associated outcomes (objectives) and indicators. The outcomes, indicators, measures, and rationale for selected targets are grouped by core themes (Appendix S1-D).

Core Theme Pathways:

Definition: Lake Washington Institute of Technology is accessible to the community by providing multiple

entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

Table 2: Outcome 1: LWTech is accessible to the community via multiple entrance points.

Indicator	Measure	Target 2018-2019
1A: LWTech uses intake systems, each of which has adequate support services to make multiple entrance points available to the community.	Ratio of intake staff to students at each entrance point	With the exception of High School Programs (mandatory ratio of 1:75) all targets were set at 1:300 which is in line with NACADA best practice recommendations.
1.B: All programs have accessible, published degree and/or certificate maps aligned with other, related career programs in shared "metamajors"; maps indicate default classes to be taken each quarter with very few options among electives.	Percent of programs with published plans	100%; After looking at baseline information it was determined this was a strength for the college and anything less than 100% would not meet our intent to follow guided pathways principles.
	Percent of programs with default classes listed by quarter	100%; After looking at baseline information it was determined this was a strength for the college and anything less than 100% would not meet our intent to follow guided pathways principles.

Table 3: Outcome 2: LWTech provides multiple educational pathways relevant to the college mission, in order for students to upgrade their skills, transition to new careers, or to further their education.

Indicator	Measure	Target 2018-2019
2A: Multiple educational pathways exist at LWTech.	Count of degree and certificate options	Varies annually, see Appendix S1-D.
2B: Opportunities for transitions exist between identifiable educational endpoints.	Available transitions between stackable certificates, certificates to associate degrees, associate degrees to LWTech bachelor degrees, associate degrees to other baccalaureate institutions based on formal articulation agreements.	Varies annually, see Appendix S1-D.

Indicator	Measure	Target 2018-2019
2C: The structure of educational pathways supports student persistence and progression.	Representative cohorts from Fall quarter measured for: Fall to Fall persistence, fall to Fall persistence (entering cohort, first time enrolled at LWTech), Transitions rate of fall cohort from basic skills and dev ed to college-level coursework.	Growth by percentage point.
2D: Pathways lead to outcomes relevant to today's careers and tomorrow's opportunities.	Percent of professional-technical programs leading to locally in-demand or balanced employment	90%; Based on the timeframes for program closures, teach-outs, etc. it was decided to move to an ongoing target of 90%.
2E: All students select a degree or certificate program OR enroll in a metamajor on-boarding class paired with 1 on 1 advising in their first quarter and receive faculty advising by the end of their second quarter.	Percent of new students who, in their first quarter, select a program of study OR enroll in a metamajor onboarding class paired with 1 on 1 advising	Unknown, the college is waiting to identify baseline information prior to setting a target.
	Percent of students receiving faculty advising by end of their second quarter	Unknown, the college is waiting to identify baseline information prior to setting a target.
2F: All syllabi indicate course outcomes, as well as which program outcomes are supported by work in that course; all program paths indicate which program outcomes are supported by which courses are on the default map.	Percent of syllabi published with course outcomes	100%, Targets were set at reasonable annual measures in line with plans of the office of instruction to roll this out to faculty over time.
	Percent of syllabi published with program outcomes	25%; Targets were set at reasonable annual measures in line with plans of the office of instruction to roll this out to faculty over time.
	Percent of program maps with program outcomes	50%; Targets were set at reasonable annual measures in line with plans of the office of instruction to roll this out to faculty over time.

Core Theme Student Achievement:

Definition: At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.

Table 4: Outcome 1: Students demonstrate year to year increases in achievement of threshold steps in progressing toward academic goals.

Indicator	Measure	Target 2018-2019
1A: Students demonstrate year-to-year increases in achievement of threshold steps in progressing toward academic goals.	After adjustment for enrollment, point increases in the following State of Washington Student Achievement Initiative (SAI) areas	2.5% growth over prior year adjusted for enrollment
1B: Students demonstrate satisfactory results on college-recognized formative assessments.	Faculty indicate that students meet selected course and program outcomes measures as identified by program, college, and industry assessments	75-100% depending on category. This has been an area of growth for the college and many of the assessments were under review for improvement during the early years of this accreditation cycle. Targets were selected based on rigorous expectations for faculty work and student learning.
	Graduates' self-perception of growth in global outcomes as answered in the Degree or Certificate survey (% agree/strongly agree).	90%; This is an ongoing area of strength for the college and a target of 90% has been maintained for the duration.

Table 5: Outcome 2: Students achieve educational goals.

Indicator	Measure	Target 2018-2019
2A: Students demonstrate year to year increases in achievement of academic goals.	After adjustment for enrollment, point increases in State of Washington Student Achievement Initiative (SAI) areas that indicate achievement of major educational goals.	2.5% growth over prior year adjusted for enrollment
2B: Students complete certificates and/or degrees at a rate comparable to state and national averages for similar colleges.	Student IPEDS completion rates in comparison to specific benchmark colleges	Narrow the gap between LWTech completion rates and the colleges selected for comparison.

Table 6: Outcome 3: Students demonstrate the potential to participate in the workforce.

Indicator	Measure	Target 2018-2019
3A: At completion, students perceive they are well-prepared to enter the profession for which they have studied.	Student responses on the degree or certificate (DOC) survey indicate confidence in workforce preparedness	95%; Most targets in areas of strength are set at 90%, since these two particular self-assessment questions are directly tied to student belief the college fulfilled its mission, targets have been set at 95%.

Indicator	Measure	Target 2018-2019
Students pass licensing and industry examinations at rates indicating preparedness for the workforce and meeting accreditation standards when applicable.	Students pass licensure or certification examinations at required or improving rates as designated at the program level	90%; targets for industry pass rates was set based on averages over the past several years and consideration of 90% as high level success.
3C: Faculty and/or industry representatives assess students as meeting workplace expectations on internship and/or clinical placements.	Data from all courses with internship, externship, job prep, capstone project, co-op work experience, and final clinical rotations	90%; In line with other targets for areas the college considers to be a strength, targets are set in an ongoing fashion for 90%.
3D: State workforce or locally-generated employment data indicates that graduates obtain employment in their field of study.	State workforce data indicates that students gain employment related to their field of study	Growth over prior year

Core Theme External Engagement

Definition: Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.

Table 7: Outcome 1: LWTech forms partnerships with governmental, community, educational, business, and labor organizations in order to effectively support the Institution's mission.

Indicator	Measure	Target 2018-2019
1A: The college maintains partnerships that support the college mission.	The value or count of select partnerships in government, community, education, business and labor	Growth over prior year

Core Theme College Community

Definition: LWTech provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

Table 8: Outcome 1: LWTech is a safe, supported, and engaging learning environment for students.

Indicator	Measure	Target 2018-2019
1A: LWTech is a safe learning environment for students.	Percentage students agree or strongly agree: I feel safe on campus, safety and security officers are accessible and responsive, I understand my role in the event of an emergency on campus	5% growth over prior year

Indicator	Measure	Target 2018-2019
1B: LWTech is a supported learning environment for students.	Student perception of frequency of use, satisfaction with service, and importance of service	This looks at the CCSSE measure two ways, once to see if we are improving against our own previous performance (general growth in points), and once compared to the other colleges using the survey (higher than target cohort).
	List of student support systems/activities including student headcount (duplicated) of use rates	5% growth adjusted for enrollment
1C: LWTech is an engaging learning environment for students.	SENSE questions aimed directly at student engagement in the first quarter	This looks at the SENSE measure two ways, once to see if we are improving against our own previous performance (general growth in points), and once compared to the other colleges using the survey (higher than target cohort).

Table 9: Outcome 2: LWTech is a safe, supported, and engaging learning environment for faculty and staff.

Indicator	Measure	Target 2018-2019
2A: LWTech is a safe learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree on annual employee survey: I feel safe on campus, Safety and security officers are accessible and responsive, I understand my role in the event of an emergency on campus	1% growth until 90%; In line with other targets for areas the college considers to be a strength, targets are set in an ongoing fashion for 90% or an annual 1% growth until reaching that milestone.
2B: LWTech is a supported learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree on annual employee survey: My supervisor treats me with respect, Employees are praised for outstanding performance	70% or higher

Indicator	Measure	Target 2018-2019
2C: LWTech is an engaging learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree: I have opportunities to participate in campus-wide decision making, The input I provide helps shape the future of LWTech, There is effective communication between my department and other departments, In my department there is effective communication between individuals, college leadership shares information regularly with faculty and staff, College leadership is approachable	70%; Targets were selected to be minimally 70% or higher.
	Utilization rates for professional development opportunities	Growth over prior year
	Number of faculty/staff (unduplicated) who participate on committees (not including staff meetings or tenure committees)	Growth over prior year
	Percent of committees that post meeting notes to intranet (not including staff meetings or tenure committees)	Target was selected to be 70% or higher.

Core Theme and Mission Fulfillment Assessment in the Future

As LWTech considers future planning for core theme fulfillment, the college will take into consideration important learnings from the past several years of core theme fulfillment data collection, analysis, and changes made based on the data.

For many of the measures listed above, historically the college looked at the prior year data and created a higher target for the next year. Reflection upon this practice has led to both acknowledgement that this was a step forward for the college five years ago and simultaneous concern that this type of annual target setting does not inspire individual departments to set long range plans to meet a rigorous and future thinking target.

While the college was able to use the matrix to advance key initiatives that supported student success, in the next cycle the college aims to improve by selecting long term targets that do not change with annual peaks and dips in the data.

STANDARD TWO: RESOURCES AND CAPACITY

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

Executive Summary of Eligibility Requirements 4 -21

Operational Focus and Independence (ER 4)

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

LWTech's educational programs concentrate on higher education degrees and certificates. Supporting this effort are basic skills courses and a high school academy that prepare students for college-level work. LWTech currently offers 135 degrees and certificates in 47 areas of study, including eight applied bachelor degrees.

The college is staffed and organized to operate independently and is governed by a Board of Trustees appointed by the governor. Accountability and responsibility for meeting the NWCCU accreditation standards and eligibility requirements is a collaborative effort involving faculty, staff and administration. The college has sufficient resources to adequately support its educational programs.

Non-Discrimination (ER 5)

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission and its core themes.

The "College Community" core theme states that "LWTech provides a safe, supported and engaging learning environment for students and work environment for faculty and staff." College policy complies with state and federal laws regarding non-discrimination requirements. Publications, activities, events, and curriculum directly address LWTech's responsibility for fairness, equity and non-discrimination including equal opportunity in its educational programs and workplace. The college's non-discrimination statement is published annually on the college's website and on all promotional materials.

Institutional Integrity (ER 6)

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Ethical standards are incorporated into the college's work and include policies on academic honesty, conflict of interest, financial integrity and accountability, and codes of conduct that are in accordance with State ethics laws and rules. State ethics training is regularly offered to all employees.

Governing Board (ER 7)

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

LWTech is governed by a five-member Board of Trustees, appointed by the governor for five-year terms. Trustees typically serve one or two terms and govern in accordance with state law. They lead the college by approving the mission, core themes, and measures of mission fulfillment. They also direct the operations of the college by approving policies, hiring the president, and exercising their fiduciary responsibilities. No trustees have a contractual, employment, or personal financial interest in the college.

Chief Executive Officer (ER 8)

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

The president serves as the LWTech Chief Executive Officer. Appointed by the Board of Trustees, the president's work is full-time, and she is the chief administrator and responsible to the Board for the effective operation of the college. The president delegates certain duties to other administrators but retains overall responsibility for the effective, efficient and safe operation of the college. Neither the president nor any other college employee serves on the Board of Trustees.

Administration (ER 9)

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

A sufficient number of administrators are employed to efficiently and effectively lead the college. These include vice-presidents, deans, directors, assistant directors, managers, and coordinators. The organizational structure promotes collaborative work and membership in governance councils and committees includes faculty, staff, administrators, and students as appropriate.

Faculty (ER 10)

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

LWTech strives to maintain a high-quality, dedicated faculty who are fully supported to help students reach their educational goals. This is achieved by:

- Rigorous hiring processes

- Meeting qualifications that satisfy state regulations and college hiring criteria

- A three-year tenure review process

- Regular and systematic evaluations of teaching performance and other contributions to the college

- Professional development opportunities that include return to industry, overseas travel, on-campus training, professional conferences, and certifications

- Implementation of professional development plans to enhance current teaching and prepare faculty for new assignments

- Participation in the operation of the college through governance councils involving the full college; budget and finance; instruction; equity, diversity, and inclusion; and facilities planning

Faculty play a major role in establishing the quality of and overseeing instructional programs and have majority membership on key councils and committees: Instructional Council, Curriculum Review Committee, and the Outcomes Assessment Sub-committee. Full-time faculty must serve on a minimum of two committees or councils annually (one of those is almost always a tenure committee to ensure robust faculty participation in the tenure process).

Faculty contractual obligations, including workload, evaluation, and professional responsibilities are defined in a collective bargaining agreement.

Educational Program (ER 11)

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

LWTech's mission is to provide workforce training and education to its community. The mission is supported by the four core themes of: Pathways, Student Achievement, External Engagement, and College Community. The core themes create a framework that allows the college to fulfill its mission and recognize that student achievement occurs best when all elements of the college work collaboratively.

LWTech currently offers 138 degree and certificate options in 41 areas of study.

Table 10: LWTech Program of Study Data: 2018-19

Type of Degree	Count
Bachelor of Applied Science	7
Baccalaureate level certificates	2
Major Related Programs (MRP and AS-T MRP)	8
Associate of Applied Science — Transfer	12
Associate of Applied Science	21
Certificate of Proficiency (1 IBEST option)	30
Certificate of Completion (9 IBETS options)	58

Degree requirements are appropriate for collegiate-level programs of study and credit attainment. The high school diploma at the Lake Washington Academy meets state requirements for high school graduation.

All degree and certificate programs receive both internal approval and approval from the State Board for Community and Technical Colleges. The Higher Education Coordinating Board (now the Washington Student Achievement Council) also approved the college's first baccalaureate program. All programs have established student learning outcomes in both technical skills and general education.

General Education and Related Instruction (ER 12)

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

General education and related instruction are components of each degree and certificate program. Associate of Applied Science (AAS) requirements include courses in written communication, quantitative reasoning, humanities, and social sciences. Certificate programs require written communication, quantitative reasoning, and social science courses.

The Bachelor of Applied Sciences (BAS) programs include concentrated study in leadership, management, and technical theory to augment the technical associate degrees required to begin a BAS program. BAS students complete a minimum of 60-credit general education distribution requirements for the baccalaureate degree.

The college currently has nine programs, in technology, pre-nursing and business that are part of the Direct Transfer Agreement (DTA) /Major Related Programs (MRP) effort statewide. The college also offers two engineering transfer programs that have similar statewide agreements.

Library and Information Resources (ER 13)

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

The Library serves as the information resource center for students and faculty. Since the 2011 comprehensive evaluation, the Library has enhanced its work with the addition of librarians and library technicians and a major expansion of its collection, primarily through electronic databases. The Library expanded faculty instructional requirements and specialized accreditation guidelines with the addition of baccalaureate programs and transfer pathways. The Library also provides training for students and faculty regarding access to and use of information resources and has on-line access.

Physical and Technological Infrastructure (ER 14)

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

LWTech has two campuses, in Kirkland and Redmond, six miles apart. Both have the physical and infrastructure capabilities necessary to deliver quality educational programs. Currently, the college leases the Redmond campus to the city of Redmond due to systemic budget cuts over the past decade. The college has prudently used reserve funds to continue to provide equipment for its instructional, student services, and information resource programs. The new Allied Health Building opened in September 2011 and houses the college's health-related programs. The college will enter into the planning phase of a new Center for Design in the 2019-20 academic year.

Information technology capabilities have been continuously updated to give students and staff state-of-the art equipment and access to information resources. Students can access records, register for classes and obtain financial aid information online.

Academic Freedom (ER 15)

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

The college subscribes to the principles of academic freedom and has codified that commitment in policy, statements of student's rights and responsibilities, and in the faculty collective bargaining agreement.

Faculty instruct according to published curriculum guides, but use their judgment and professional responsibility to determine appropriate course materials and methods of instruction and student learning evaluation. Students are encouraged by precept and code of conduct to foster an atmosphere of civility in the classroom with respect for differing values and viewpoints.

Admissions (ER 16)

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

College admissions policies are widely disseminated. They appear on the general web site, in the online Catalog, program brochures, and in media advertising. Programs that have special admission requirements, such as completion of prerequisites, also advertise those requirements widely.

Public Information (ER 17)

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

LWTech publishes the information described above in its online Catalog, the online Student Handbook, and is repeated on various webpages to make the information more accessible.

Financial Resources (ER 18)

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

LWTech is adequately funded to fulfill its mission. Funded by the state legislature and allocated by the State Board for Community and Technical Colleges and supported by local tuition and fees, the college's annual operating budget funds instruction, student services, information resources, facilities and technology and administration.

Due to reductions in state funding from 2008-2016, the college was required to implement administrative consolidations, identify greater operating efficiencies, and search for additional alternative funding sources, such as the lease of the Redmond Campus. In addition, due to the funding reductions, the college made a decision to use financial reserves to offset some reductions, maintain program and staffing levels, and to fund the development of new programs. Current reserve levels are below the minimums set by the Board of Trustees; however, over the past few years, the college has been able to develop a plan to increase reserves back to established levels. Even during the economic downturn and the subsequent recovery, the college has been able to serve approximately 4,200 students each regular academic quarter.

Long-range financial planning includes seeking new revenue sources, both private and public. LWTech Foundation has embarked on an ambitious fundraising effort to support program development. Additionally, greater emphasis is being placed on new grants and contracts as well as new efforts to seek more contributions from industry.

Financial Accountability (ER 19)

For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

The financial health of the college is audited annually by the Washington State Auditor. Audit results are available to the public on the college website and the president and the Board of Trustees. Recent audits have included no findings or management letters.

Disclosure (ER 20)

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

LWTech provides the Commission with all necessary information relevant to its accreditation status. Substantive change proposals have been regularly submitted and approved as needed throughout the

years, as well as annual letters documenting changes not rising to the level of a substantive change. LWTech remains committed to keeping the Commission fully informed of changes at the college.

Relationship with the Accreditation Commission (ER 21)

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

LWTech accepts the Commission's standards and policies and agrees to comply with them. The college will respond to Commission requests for information in a timely manner. The Commission's policy on the release of information to the public regarding the college's status with the Commission is understood.

Standard 2.A: Governance

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

Board of Trustees

The LWTech Board of Trustees sets policy for the institution and delegates administrative authority to the college president. The Revised Code of Washington (RCW 28B.50.100, 28B.50.140, and 28B.50.142) prescribes Board duties and powers. The trustees observe the general statutes of the state of Washington, and policies and regulations governing community and technical colleges established by the State Board for Community and Technical Colleges. The Board of Trustees communicates to the campus through the college's president.

As measured by the annual LWTech employee satisfaction survey in 2019, 52% of respondents "agree" or "strongly agree" the Board is effective at carrying out its duties. An additional 45% of respondents are "neutral" on this topic suggesting the college needs to improve communication about college governance and the Board's role.

Executive Cabinet

Executive Cabinet is the college's administrative leadership team comprised of the president's senior administrators representing Instruction, Student Services, Administrative Services, Human Resources, Institutional Research, Information Technology, Communications and Marketing, and the Foundation. Additionally, the special assistant to the president also serves on Executive Cabinet. In the event of an emergency affecting the president, the college also maintains a Board-approved succession procedure (Appendix S2A-A).

Associated Student Government

An active Associated Student Government (ASG) at LWTech provides excellent leadership opportunities for students as well as a forum for students' issues. It consists of an executive board with a president, vice-president, records officer, finance officer and public relations officer. The director of student programs provides guidance to ASG.

To ensure the student voice is heard, students serve on various committees including: Accreditation Committee; College Council; Equity, Diversity and Inclusion Council; Facilities Planning Council; and, Faculty Tenure Committees. The president and vice presidents of Instruction and Student Services meet quarterly with students at "Pizza with the President" question and answer events organized by ASG to hear issues and concerns.

The ASG president acts as the liaison between the student body and the faculty, staff, and administration by representing students in campus and community relations. The ASG president gives a report monthly to the Board of Trustees at their regular meeting.

Union Leadership

LWTech is proud of its excellent labor relations. Labor management teams with the Federation of Teachers and Classified meet monthly. Both groups also present written or verbal updates to the Board of Trustees each month. Union presidents also meet monthly with the president. Union leaders have regularly accompanied the president to the state capitol to share information about the need for improved state funding.

Council and Committee Structure

The college community participates in LWTech's governance through its formal council and committee structure which allows for open discussion, opportunity for input, and the development of recommendations to present to Executive Cabinet and the president.
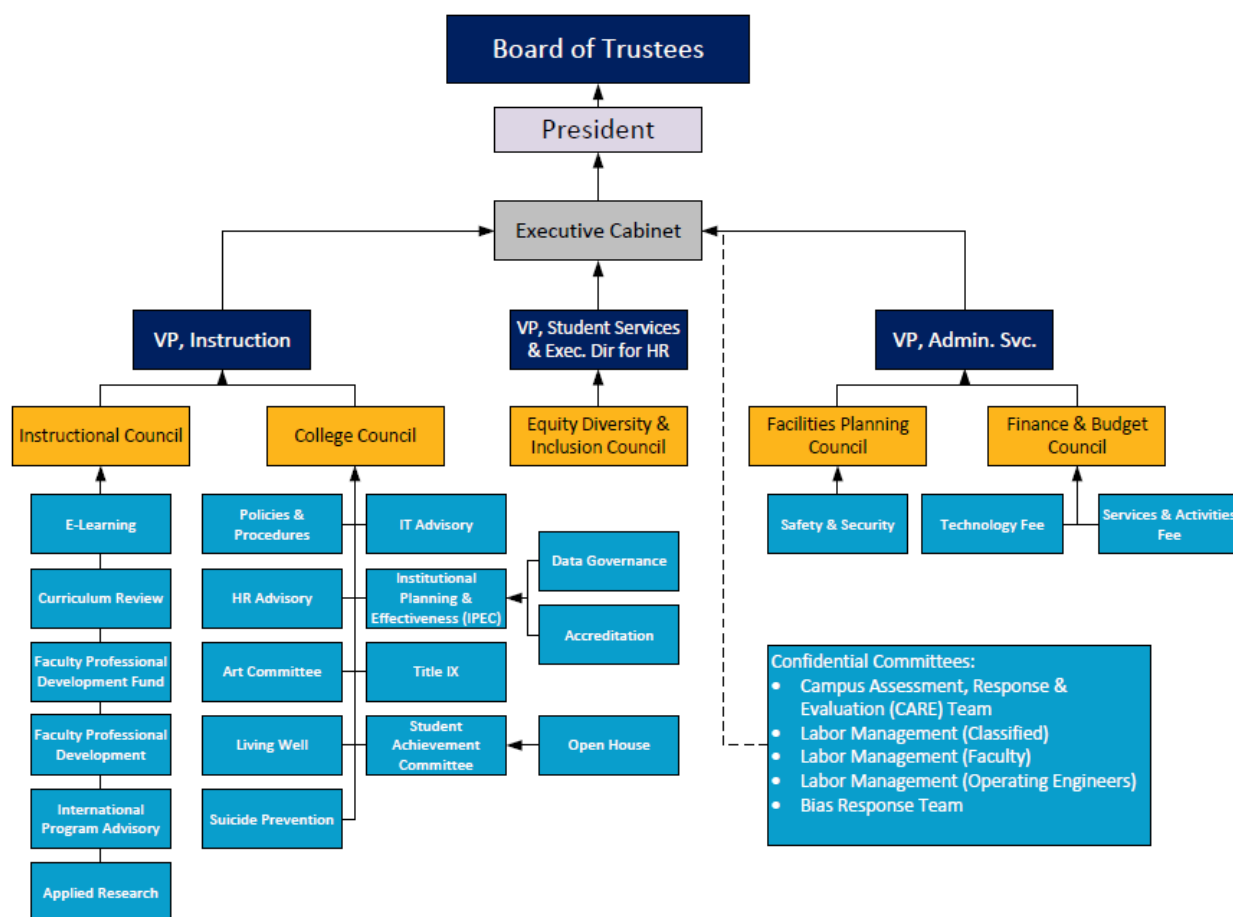
Figure 1: Councils and Committees at LWTech

All councils (yellow boxes on Figure 1) have at least one executive cabinet member to serve as a resource to the council and facilitate communication directly back to Executive Cabinet. With minor exceptions (the confidential committees noted above), committees are open to all members of the college community. Employees have easy access to agendas and minutes that are available in public folders.

College Council provides opportunities for all constituencies of the college to participate in the process

of governance and voting members are elected by the college community annually. Two representatives from administration, one full-time faculty member from each division, four part-time faculty members, four staff members, two students, and one ex-officio (administrative) member serve on the Council. The Council facilitates communication and participation of faculty, staff, and students in the governance of the college, deliberates and advises administration on proposed actions and issues of college policy, and communicates with the standing and ad hoc committees of the college that develop and recommend such policies and procedures.

The Instructional Council (IC) is a group of full- and part-time faculty representing their instructional divisions, and the instructional administrators, who serve as a communication link between the faculty and the Office of Instruction. Its mission is to review instructional policies and procedures and make recommendations to the vice president of instruction. IC reviews and votes on proposed degrees and certificates, the tenure manual, and the standardized syllabus template.

The Facilities Planning Council is composed of a cross-section of administrators, staff, faculty, and a student, and is charged with managing the effective use of college facilities. The committee provides direction in the implementation of the Master Plan and Strategic Plan. It also develops and promotes an open and transparent process for departments for space utilization and space renovations. Recommendations for changes to facilities are made to Executive Cabinet.

The Finance and Budget Advisory Council is composed of administrators, faculty, staff, and a student, and provides input and guidance in the development of the college's annual operating and capital budgets through a defined and managed process that allows for the assessment and review of college funding needs. It is a "bottom up" process which allows departments and divisions to identify and prioritize their needs. Budget recommendations are made to Executive Cabinet.

The Equity, Diversity, and Inclusion Council serves to advise the president and Executive Cabinet on equity, diversity and inclusion goals, strategies, plans, policy and projects. This Council's annual work-plan is aligned with the strategic plan. Current deliverables include work related to hiring practices, professional development, and sharing EDI related data.

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

LWTech is one of 34 community and technical colleges within the Washington State Community and Technical College system. The Washington State Board for Community and Technical Colleges (SBCTC) is a nine-member board, appointed by the governor, which sets policy and direction for the two-year college system. The SBCTC's work includes operating and capital budget development, approval of college professional-technical degree and certificate programs, system research and data services, and operation of a common administrative computing system used by all colleges.

Policies governing SBCTC are published in the SBCTC Policy Manual available online. LWTech, as a state agency, is subject to rules, regulations, and policies established by other state agencies, boards, and commissions. In addition to the SBCTC, a variety of state agencies oversee aspects of college operations ranging from the Office of Financial Management to the State Auditor's Office.

Standard 2.A.3:

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

SBCTC policy requires all Washington community and technical colleges to maintain regional accreditation (SBCTC Policy 1.50.00). LWTech regularly reviews accreditation requirements at Executive Cabinet meetings, Board of Trustees study sessions, and Instructional Council meetings.

The college has three collective bargaining agreements: faculty (American Federation of Teachers Local 3533 AFT/AFL-CIO), classified staff (LWTech Federation of Classified Employees Local No. 4787), and teamsters (International Union of Operating Engineers Local No. 286). Any changes proposed to these agreements during negotiations are reviewed to ensure they support accreditation requirements. The college's assistant attorney general provides legal expertise to assure the college maintains legal compliance.

Standard 2.A: Governing Board

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

LWTech's Board of Trustees has five members who are appointed to five-year terms by the governor. Individuals are typically not reappointed more than twice; however, trustees may serve slightly longer if an initial appointment filled a trustee vacancy where the term was only partially completed. Current trustees and their terms are shown in Table 11. In order to be a trustee, they must have no contractual, employment, or financial interest in the college as listed in policy 1.P.19.

Table 11: Lake Washington Institute of Technology Trustees

Trustee	Position	Term
Darrell Mitsunaga	Chair	2010-2020
Laura Wildfong	Vice-Chair	2017-2021
Lynette D. Jones	Trustee	2009-2020
Anne Hamilton	Trustee	2013-2019
Robert Malte	Trustee	2018-2022

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

Board bylaws are included in Chapter 1 (Board of Trustees of the Lake Washington Institute of Technology) of the Policies and Procedures Manual. Policy 1.P.06 states that the Board acts as a committee of the whole to conduct its business.

Standard 2.A.6:

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

The Board reviews its policies regularly; in past years, this typically took place at an annual retreat or as needed throughout the year. Recently, the Board adopted a policy review calendar to ensure that policy review occurs at established times.

The development and adoption of institutional policies follows an established approval process. New or revised policies are reviewed by the Policies and Procedures Committee and College Council; thereafter, they are sent to Executive Cabinet for review. Upon Executive Cabinet approval, policies are forwarded to the Board. Board policy approval takes place via a formal vote in a regularly scheduled meeting.

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

The Board of Trustees is the hiring authority for the president, who serves as the chief executive officer and whom the Board annually evaluates. Board-staff relationships and executive limitations policies spell out the president's authority in 1.P.35.

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

The Board evaluates its own performance annually through individual and Board evaluations (Appendix S2A-B). The results are shared with the president and Board chair in order to facilitate discussion and development of goals for the next year. The goals are approved annually at the June Board meeting. Progress toward those goals are discussed at the February meeting.

Standard 2.A: Leadership and Management

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

President Morrison charges her Executive Cabinet with planning, organizing, and managing the daily operations of the college and includes the following members:

- Dr. Suzanne Ames, Vice President of Instruction

- Ms. Catherine Copeland, Director of Institutional Research and Grants Development

- Dr. Ruby Hayden, Vice President of Student Services (Accreditation Liaison Officer)

- Mr. Christopher McLain, Chief information Officer

- Ms. Andrea Olson, JD, Special Assistant to the President

- Ms. Meena Park, Executive Director of Human Resources

- Ms. Leslie Shattuck, Director of Communications and Marketing/Public Information Officer

- Mr. William Thomas, Vice President of Administrative Services

- Ms. Elisabeth Sorensen, Executive Director of the LWTech Foundation

Executive Cabinet meets weekly. The president evaluates all Executive Cabinet members annually through the lens of the core themes and the strategic plan (Appendix P-E). Assessment of the achievements and effectiveness of these departments is broadly measured by the college mission fulfillment matrix (Appendix S1-D), strategic planning implementation (Appendix S2A-C), and individual department methods. Organizational charts for major units led by the individuals above are included in Appendix S2A-D.

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

Dr. Morrison has full-time responsibility to Lake Washington Institute of Technology as its president and also serves as secretary to the Board of Trustees ([Policy 1.P.04](#)). She is highly qualified to serve as president as evidenced by her CV (Appendix S2A-E) and the Board is clearly pleased with her performance as noted in annual evaluations since the beginning of her presidency and the establishment of a [five year rolling contract](#).

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

In addition to Executive Cabinet, LWTech employs sufficient number of well-qualified deans, associate deans, directors, assistant directors, coordinators, and managers who are part of the college's Leadership Team. The Leadership Team, consisting of all administrative staff, meets regularly to share information across departments as well as to engage in professional development opportunities. They work collaboratively to implement and report on the college's core themes, strategic plan, and department goals in ultimate fulfillment of the college mission.

According to the 2019 Employee Satisfaction Survey, 69% of employees believe leadership is effective in carrying out its responsibilities (an additional 23% are neutral).

Standard 2.A: Policies and Procedures: Academics

Standard 2.A.12:

Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies are addressed in Chapter 6 of the LWTech Policies and Procedures Manual and are accessible to all faculty, staff, and students through the college website. The new faculty orientation, coordinated jointly by Human Resources and Instruction, also includes information about college and academic policies in the onboarding process.

Student policies related to academics such as standards and conduct are published in the Student Handbook which is accessible through the college website. This information is also covered during new student orientation which is a cornerstone of the college's collaborative advising model.

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

The Library's detailed policies with selected procedures are on the library webpage, and serve to promote access to information resources. The library coordinator and staff may interpret them as needed. Policies include information about authorized borrowers, loan periods and renewals, overdue fines, damaged and lost policies, patron privacy, patron conduct and etiquette, collection development procedures, interlibrary loan services, reciprocal borrowing, and study room guidelines. There are also physical signs near the circulation desk and library entrance outlining fines and fees as well as patron conduct and etiquette. Policies regarding the circulation of and use of DVD/Blu-Ray, equipment, and laptop collection items are on physical forms, which are signed by the patron at the time of their first checkout.

The library enforces:

- Circulation policies for physical items using Alma, an electronic, integrated library system (ILS)

- Access policies related to electronic resources by encoding them into the network login via the proxy service EZproxy

- Behavior, etiquette, and use of different physical spaces through hourly rounds by library staff as well as periodic Campus Public Safety walkthroughs.

Library spaces include the library's general use areas, the computer lab, three study rooms, and two bathrooms. Peripheral areas next to the library (eLearning and Professional Development, Information Technology Services, and the Academic Support Center) are managed by those offices and their associated procedures.

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

LWTech follows its published policy (7.P.06) when evaluating credits earned by students at other institutions. Students can find information regarding transferring courses to LWTech on the college

website. Transfer Rights and Responsibilities are published in the online college catalog. The registrar is the primary credit evaluator and, with the support of staff, ensures the integrity of the process. In cases where there is a question about alignment of course content with the course catalog, the registrar or designee consults with the appropriate faculty, associate dean, and/or dean.

LWTech also provides relevant information for students intending to transfer credits to another institution. Links to transfer guides from receiving institutions are posted on the Transfer web page and are used in the advising process. LWTech participates in the SBCTC Common Course Numbering system to facilitate transfer among Washington community and technical colleges and universities.

The Office of Institutional Research publishes transfer-rate information (accessible via drop-down menu) on the college's public website. The University of Washington campuses are top transfer partners and transfer rates increased dramatically following the implementation of focused transfer degrees in program such as Biology and Computer Science.

Standard 2.A: Policies and Procedures: Students

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

The college maintains high expectations regarding the conduct of the college community and publishes a clearly defined student code of conduct (including academic honesty) on the college website. This information is also codified in the Washington Administrative Code. The college last revised the student code of conduct in 2015-16 and plans to make nominal changes in the 2019-20 academic year.

The Student Handbook is also published online and updated annually in Spring. It contains policies and procedures regarding students' rights and responsibilities, including processes for filing appeals or grievances. In addition to the information posted in the student handbook, the Disability Support Services office also maintains specific disability accommodation policies and procedures on their webpage.

The vice president of student services is responsible for ensuring fair and consistent application of these policies. Maxient is the software tool used for tracking both conduct code violations and grievances or appeals of college actions, including complaints about disability accommodations.

A webpage dedicated to explaining the different types of complaint avenues available to students is also available.

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

Admission and placement procedures are governed by college policy ([7.P.03](#)). As an open-door college, LWTech admits all students who hold a high school diploma, GED or other high school equivalency or who are at least 18 years old.

- This information can be found on the [admission webpage](#) and in the [online catalog](#)

- The general college appeal process applies to general college admission decisions and can be found [online](#)

Students can demonstrate readiness by: taking the assessment at LWTech (Guided Self Placement); requesting reciprocity for testing scores from another college; providing transcripts from a regionally accredited college with a grade of 2.0 or higher in Math and/or English classes class; providing transcripts from high school documenting a 3.0 or higher in pre-calculus or higher (math only); or, providing proof of passing the Smarter Balanced math assessment test in high school. For students whose placement results indicate under-preparation for college-level work, LWTech offers pre-college/Basic Education for Adults instruction in math, reading, and writing.

- This information and associated procedures are published online

- Students taking the Guided Self Placement at LWTech are given a recommended placement in math and English based on their assessment scores. Students can then access course descriptions and view videos about different math and English classes. They may then opt to select a math or English courses one level up or down from their initial placement or use the recommended placement.

All baccalaureate programs, as well as the associate degree programs of Nursing, and Physical Therapist Assistant, use a selective admission process (a holistic assessment that includes review of prerequisite courses, entrance exams, essays, work experience, and/or portfolios) to fill a limited number of spots in the program. These additional requirements serve to ensure student readiness and success.

- Admission criteria and complete information on the selection process are published with program information on the [website](#)

LWTech provides educational opportunities for eligible high school junior and senior students, ages 16 to 21 via Running Start, Open Doors, and Lake Washington Technical Academy. These programs offer the opportunity to simultaneously train for a career, while working towards a high school diploma.

Lake Washington Technical Academy is accredited by the Northwest Association of Schools and Colleges as a full-time special purpose high school program. Enrollment is limited and students must meet certain eligibility requirements.

- Full admission criteria details are available [online](#)

LWTech provides educational opportunities for eligible international students with F or M visas. These opportunities are managed by the Office of International Programs and Global Education. Enrollment is limited and students must meet certain eligibility requirements.

- Full admission criteria details are available [online](#)

As an open enrollment institution, LWTech does not maintain broad continuation and termination policies. Some individual programs of study have such procedures if required by their program level accrediting body. If so, the information is clearly stated in the program specific student handbook (all handbooks can be found in Appendix S2A-F). These programs currently include:

- Dental Hygiene

- Dental Assisting

- Funeral Service Education

- Medical Assisting

- Nursing

- Occupational Therapy Assistant

- Physical Therapy Assisting

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

Co-curricular activities at LWTech play a significant role in student life and allow students to connect to their college experience. Student clubs and activities are organized through the Student Programs office. The Associated Student Government (ASG) Executive Board creates opportunities for student involvement, represents student issues to the administration, works to create a positive and inclusive student environment, and manages the services and activities budget that support many events and services for students. Their mission is "To enhance the student experience by planning activities and providing representation to build a feeling of community." Full details regarding clubs, activities, and ASG can be found online

Policies associated with developing and implementing these activities include:

- Associated Student Government Funds, Chapter 8.P.11

- Financial Reports, Chapter 8.P.25

- Use of Facilities, Chapter 9.P.02

- Student Code of Conduct (online)

- Associated Student Government Constitution (on file in Student Programs and online)

- Technology Fee Code (on file in Student Programs)

Standard 2.A: Policies and Procedures: Human Resources

Standard 2.A.18:
The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The college maintains Board-approved human resources policies and college operational procedures. Human Resources policies are primarily found in Chapters 3, 4, and 5 with additional policies in Chapter 2. The college is currently undergoing a rigorous review process to streamline its policies and enhance access to procedures. (See the attached review plan in Appendix S2A-G).

In general, policies affecting human resources are prepared by college staff and reviewed by the college's assistant attorney general to ensure compliance with applicable laws. Thereafter, policies undergo review by the Policies and Procedures Committee as well as College Council. Any recommendations from those bodies are reviewed by Executive Cabinet. If adjustments are made by Executive Cabinet based on those recommendations, the assistant attorney general may again be consulted before those policies are presented to the Board of Trustees for review and approval. Once approved by the Board of Trustees, the policies are posted to the college's online Policies and Procedures Manual. The Board of Trustees also approves collective bargaining agreements. These agreements generally last three years and undergo periodic review through the collective bargaining process and labor management committees. They contain information regarding policies and procedures applicable to certain employee groups (e.g., Classified, Faculty).The current bargaining agreements are accessible through the college website.

Regular review of policies and procedures is ensured with meetings of the Policies and Procedures Committee as well as consistent review by Executive Cabinet (see the Cabinet Review Calendar in Appendix S2A-H and the Board of Trustees (see Board of Trustees Review Calendar in Appendix S2A-I.

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

Employees are apprised of their work responsibilities and conditions of employment through the initial job announcement and position description; thereafter, through oral and written assignments from their supervisors, including updated position descriptions.

Employees' rights and responsibilities, criteria for evaluation, retention, promotion, and termination are shared through a combination of methods, including:

- Supervisor feedback

- College policies and procedures

- Evaluations

- Applicable collective bargaining agreements or individual employment agreements

- State and federal rules, regulations and laws

LWTech employs faculty as part-time (quarterly), annually renewable, probationary (tenure track), and tenured employees. State law ([RCW 28B.50.850](RCW 28B.50.850)) established the following purposes for tenure:

- To protect faculty employment rights and faculty involvement in the establishment and protection of these rights.

- To define a reasonable and orderly process for the appointment of faculty to tenure status, or for the non-renewable of probationary faculty.

- To assure that tenure is granted to faculty members of such professional and instructional ability that the college, so far as its resources permit, can justifiably undertake to permanently employ them.

Collective bargaining agreements specify the number of days employees are on probation. Specifically, Classified staff and operating engineers are on probation for the first six months of employment

Pursuant to those agreements, if at any time during the probationary period the college finds that the employee does not meet performance expectations, a conference will occur with the employee to discuss the deficiencies. The college may dismiss probationary employees at its discretion. The decision to dismiss a probationary employee is not subject to the grievance procedures. Probationary employees will receive written mid-point and end-of-probation evaluations by the supervisor. The supervisor will meet with the employee to discuss areas needing improvement identified during probation. The probationary period may be extended. The supervisor will send a recommendation for regular employment to Human Resources for employees with satisfactory performance.

All CBAs and administrative contracts include clear language about termination. Employees of all classifications are evaluated regularly as specified in the CBA or annually for administrative exempt employees.

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

The college ensures the security and appropriate confidentiality of personnel records by keeping them in secure, fire-resistant file cabinets. The cabinets are individually locked and inside of a room which also remains locked. Only Human Resources and Payroll employees have access to these files. The only online records maintained by this office are records of who has completed online training via Lawroom.

Standard 2.A: Institutional Integrity

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

LWTech strives for clear, accurate, and consistent information in its official announcements, statements, and publications. The Communications and Marketing department serves as a clearinghouse for published information; all publications and publicity are coordinated and reviewed by this department. This centralized review ensures that information is accurate, consistent, and in alignment with LWTech's mission, core themes, and brand identity. The office also consults with the Accreditation Liaison Officer

to review information regarding accreditation status and consistency with NWCCU standards for the use of accreditation terminology.

Academic intentions, programs, and services are communicated through the website (which includes the catalog), digital and print publications such as *Transformations* magazine (an annual publication), the Annual Report, the Viewbook, In-Service documents, posters, and program flyers. The digital catalog is published annually on the website, and all content is reviewed by program faculty and administrators as appropriate. Each program description in the catalog includes a program guide that outlines a quarter-by-quarter plan that includes requirements and prerequisites. An online class schedule provides information about availability of courses for one year at a time. In addition to the catalog, program pages on the website showcase related program pathways and may include sample schedules by quarter.

The Curriculum Review Committee reviews all credit courses and programs on a regular cycle to accommodate updates in course content and confirm curricular alignment with degree requirements. The status of all professional-technical programs is also reviewed with the SBCTC Workforce Education Office.

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

The college strives to respond quickly and thoroughly to inquiries and information requests from the media, legislators, and the general public. This work is primarily coordinated by the president and the Communications and Marketing Office. Formal public records requests are coordinated by the vice president of administrative services.

Processes for resolving student grievances and complaints are accessible on the college website and in the student handbook. The vice president of student services oversees this process using Maxient software to ensure complaints and formal grievances are tracked by all necessary parties. In addition to college policies, collective bargaining agreements with the classified staff and faculty unions address grievance processes with timelines specified for each process.

Standard 2.A.23:
The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

LWTech adheres to clearly defined polices that prohibit conflict of interest on the part of all constituent groups affiliated with the college. Board policies (1.P.19 and 2.P.19) on Executive Conflict of Interest and (2.P.21) Employee Ethical Conduct state that the college is governed by the provisions of Chapter 42.52 RCW, the Washington State Ethics in Public Service Act. In addition, Board policies on nepotism (2.P.85, 2.P.86, and 2.P.87) state that family relationships shall not be used as a basis for determining or denying rights, privileges, or benefits associated with employment opportunities.

The college has clearly defined policies on ownership, copyright, control, compensation, and revenue derived from the production of intellectual property. These are included in college polices ([2.P.70-2.P.77](#)) and in the Washington Administrative Code section [WAC 495D-180-005 to section 040](#). Section [16.10](#) of the faculty collective bargaining agreement outlines intellectual property rights for distance learning.

LWTech lists its accrediting body as the Northwest Commission on Colleges and Universities. This information appears on the college website, the student handbook, department brochures, publications, and recruitment materials. Accreditation status is stated as follows:

> "Lake Washington Institute of Technology is accredited by the Northwest Commission on Colleges and Universities at the associate and baccalaureate degree levels. Northwest Commission on Colleges and Universities (NWCCU) 8060 165th Avenue NE, Suite 100; Redmond, WA 98052-3981."

NWCCU and accreditation status may also be referred to with the following language:

> "LWTech is a public college and is proud to be regionally accredited by the Northwest Commission on Colleges and Universities at the associate and bachelor degree level. The NWCCU is the same organization that that oversees accreditation for 162 institutions, including University of Washington, Washington State University, and Central Washington University."

Written agreements govern all contractual agreements with external entities. Contracts are reviewed by the vice president of administrative services for adherence to the college's mission, programs, services financial viability, and accreditation standards. After the vice president's approval ([8.P.23](#)), the budget office encumbers the contractual agreements' financial commitment in the administrator's budget ([8.P.25](#)). The administrator or designee monitors the satisfactory completion of the contract terms and collaborates with the finance staff in authorizing the release of contract payments.

Grant proposals involving outside funding governed by the grantor must also adhere to LWTech policies and procedures. Agreements with vendors for the purchase of goods or services must adhere to

established purchasing regulations and procedures ([8.P.23](#)). These procedures include Purchasing Department oversight to ensure LWTech meets required state regulations, including state contracts, bidding requirements, and competitive solicitation.

Standard 2.A: Academic Freedom

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

Board of Trustees approved policies regarding academic freedom and responsibility protect the college community from inappropriate internal and external influences, pressures, and harassment. Policy 1.P.18 reads as follows:

> "The Board believes a fundamental requirement for excellence in higher education is an atmosphere of academic freedom. Faculty and students engaged in pursuing knowledge must be free to grow intellectually and challenge conventional wisdom and to explore new avenues of thought, tempered by intellectual discipline."

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

Board policy is echoed in the [faculty collective bargaining agreement](#), sections 6.2 and 6.3, with subsection 6.3.C highlighting the significance faculty and administration place on free and open scholarship: "Faculty are free to pursue scholarly inquiry and discourse without restraint, recognizing the equal rights of others to dissent."

The language used in the bargained agreement is drawn from standards established by the Association of American Colleges and Universities. Taken together, the Board policy and faculty bargained agreement demonstrate the importance the college places on faculty, staff, administrators, and students freely sharing their scholarship and engaging in independent thought in the pursuit and dissemination of knowledge.

Student Programs, college administrators, and faculty often plan college-wide forums on controversial topics to foster independent thought, including gun rights, hate speech, and federal administration.

Other policies that protect constituencies from inappropriate influences, pressures, and harassment include:

- [2.P.03 (Drug Free Workplace)](#)

- [2.P.17 (Sexual Harassment)](#)

- 2.P.21 (Employee Ethical Conduct)

- 7.P.93 (Hazing)

- 9.P.2 (Use of Facilities)

Together, these policy statements affirm the rights of faculty, staff, administrators and students to examine thoughts and ideas as well as to share scholarship and conclusions with each other.

Standard 2.A.29:
Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The college encourages teaching faculty to separate their personal beliefs from their scholarship and presentation of curriculum. The review of course outlines by peer faculty and staff through the Curriculum Review Committee is well-established in the campus culture. This process helps ensure that personal beliefs are not misrepresented as scholarly facts.

Standard 2.A: Finance

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

Established Board-approved policies prescribe the oversight and management of financial resources. These policies include:

- Budget Development and Requests (8.P.1-5)

- Funds Management and Development (8.P.6-13)

- Purchasing and Capital Projects (8.P.23-24)

- Cash Investments and Deficit Management (8.P.19-22)

- Financial Reporting (8.P.25)

All financial functions of the college are under the direction of the vice president of administrative services who reports to the president. The college's Finance and Budget Advisory Council also reviews the college's financial activity on a regular basis.

At the Board of Trustees meetings, a standing report is provided assessing the college's financial status. An annual financial report is provided to the Board, and the trustees are briefed on all audits conducted by the Office of the State Auditor. All procedures follow guidelines and regulations established by the State of Washington Office of Financial Management (OFM) and documented in the State Administrative

and Accounting Manual (SAAM). The State Auditor's Office conducts an annual financial statement audit and periodic compliance audits.

Standard 2.B: Human Resources

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

Qualified Personnel

The college employs dedicated and highly-qualified staff to serve students and meet the operational needs of the college. Maintaining sufficient and qualified personnel in support of operational functions has been challenging in light of ongoing state budget constraints but essential functions are met. Continual evaluation of staffing levels occurs by Executive Cabinet as employees leave the college and/or if new funding becomes available.

Selection of Personnel

Interview committees are comprised of employees from different areas of the college, including an equity/diversity/inclusion advocate. They may also include students or subject matter experts from the community, as needed.

Applicants whose backgrounds best match the position's essential functions and qualifications are selected for interviews. In response to campus feedback upon Dr. Morrison's arrival at the college, Executive Cabinet implemented a new procedure that all internal candidates meeting minimum qualifications must receive an interview.

In order to support the college's diversity goals, a diversity-focused question is included in the application, initial interview, and during reference checks. The committee recommends at least two candidates they feel are best qualified to the supervisor and appropriate vice president for second interviews. In the event the position reports to a vice president, a second interview may also occur with the president.

This system provides checks and balances, and values participation and open communication throughout the organization. The president retains hiring authority for administrators and full-time faculty. The president has delegated hiring authority to Executive Cabinet members for staff and part-time faculty positions. A hiring manual published on the college's yammer page and emailed to hiring committees fully details this information (Appendix S2B-A).

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated on the college website under "Jobs @TheLWTech." Job listings are also available on internet sites such as usajobs.gov, sbctc.ctc.edu, HigherEdjobs.com, Craigslist.org and WorkSourceWA.com.

Job Descriptions

Successful candidate receive a copy of the job posting which contains the position description information along with their offer letter. Position descriptions are updated periodically and are available in Human Resources. They include the duties, responsibilities, qualifications, and authority of the position.

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

Consistent with college policies and bargained agreements, employees receive regular reviews. The three unions on campus each have a bargained evaluation process that includes a pre-approved professional development plan and an annual assessment of employees' performance of their duties and responsibilities. Non-represented administrators have evaluation processes that include pre-approved professional development plans and annual assessments of the employees' performance of their duties and responsibilities. The supervisor and employee review the evaluation and develop the professional development plan together.

Evaluation forms (Appendix S2B-B) are available in Human Resources and on the intranet.

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

LWTech supports staff development and professional growth with release time and funding, guided by a staff development policy (2.P.29). The new hire orientation process gives employees information and training needed for success. Supervisors give new employees specific job related information and expectations while also supporting the individual employee with departmental fiscal resources for additional training.

Despite limited resources as a result of state budget reductions, the college has been creative in the way it has invested in professional development. Examples include:

- In-Service: The college also plans professional development for all college in-service days. In the 2018-19 academic year, the theme was "community of belonging" and included professional development on the sociology of belonging, including the underpinnings of the African philosophy of "Ubuntu". This theme will continue in the 2019-20 academic year and will expand to include implicit bias training.

- Engagement and Learning Center: The college also provides professional development through its Engagement and Learning Center. The Center is a partnership between Instruction and Human Resources to provide learning opportunities for faculty and staff. Monthly offerings include topics such as: Canvas (learning management system), tableau data dashboards, web editing, wellness, universal design for learning, accessibility, Safe Zones, and equitable teaching strategies.

- 5 Star Consortium: The 5 Star Consortium is a partnership between five colleges, including LWTech, that have partnered to share knowledge and expertise as well as to achieve efficiencies related to certain operations. One of these areas is in training and professional development. As part of the 5-Star Consortium, adjunct faculty are paid to attend a half-day orientation covering best practices in active learning and student engagement.

- LEADS: In response to information obtained from the 2012-2017 strategic plan, the college embarked on creating an internal leadership development program. Now in its 5th year, the

LEADS program is well-received by the college community. Approximately ten employees (including classified, faculty, and administrative staff) from across the college participate in the program each year. Participants have increased their knowledge of the college as well as the SBCTC system while simultaneously enhancing leadership skills.

In addition to the above opportunities, all employees create an annual professional growth plan with their supervisor that may contain goals related to the employee's current position, goals related to a position they would like to have in the future, and enrichment activities for personal development.

Classified Staff

Each year, classified employees participate in a professional development needs survey. The survey results inform a special in-service for classified support staff, including a guest speaker and break-out sessions.

The operating engineers have access to an on-line training program with topics specifically targeting worker safety within the Custodial, Maintenance and Central Supply areas.

Faculty

Full-time faculty are provided professional development through state and local funds for industry and teaching-related knowledge. Professional-technical faculty produce annual professional development goals to maintain certification, which are supported through internal and external learning opportunities. A faculty-led Professional Development Fund Committee regularly reviews individual requests from full-time faculty and makes recommendations to the vice president of instruction.

Instruction and Human Resources partner to offer a comprehensive new faculty orientation, which includes an online class to inform new faculty on a wide range of instructional tools for success.

The Office of Engagement and Learning, supported by a dean, manager, and coordinator, facilitate a wide range of professional development that is primarily focused on faculty, in particular instructional technology and design, but serves all interested employees. The college strategic plan as well as an annual faculty survey drive the department's offerings.

Adjunct faculty are paid for up to 16 hours of time to attend selected activities during fall in-service week and are encouraged to take advantage of other professional development opportunities throughout the year.

All College Employees

The college conducts an annual staff development needs assessment survey. Survey results are shared with the college community and used by the Human Resources Committee, Faculty Professional Development Committee, and the Equity, Diversity, and Inclusion Council to assist in planning workshops and events. Professional Development eLearning training available for employee is listed on the [professional development website](#).

The college has a fitness center available to faculty and staff for personal workouts. Employees are encouraged to use this facility and participate in fitness classes that are available as a way to release stress and improve physical fitness.

Each year, many employees take classes at LWTech, University of Washington, University of Washington Bothell, Central Washington University, Cascadia Community College, Everett Community College CCEC, and Bellevue College using state employee tuition waivers.

The college offers many types of diversity training such as "Safe Zones," "Cultural Awareness," "Disability Awareness," and various cultural events. In 2016, the college hired a Coordinator of Equity, Diversity and Inclusion. Under this position's direction, the college opened the RISE Center which in 2017 offers resources for inclusion, support, and empowerment.

Several safety trainings are available on the [campus public safety website](#):

- Run.Hide.Fight

- Crisis On Campus: shots fired

- Earthquake Safety

- Fire Extinguisher use instructions

Each new hire, including work study employees, receive mandatory online training through Lawroom on FERPA and Title IX.

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

LWTech employs appropriately qualified faculty sufficient in number to achieve its educational objectives. In 2017-18, LWTech employed 81 full time faculty and 163 adjunct faculty (IPEDS data). The 221 FTEF equivalent yields a 15:1 student to faculty ratio (SBCTC data warehouse). Forty-one faculty members identified as persons of color, or 17%, which matches the college system-wide figure (SBCTC data warehouse). Faculty are hired consistent with State of Washington regulations and with the Lake Washington Institute of Technology Federation of Teachers, Local 3533 collective bargaining agreement. Professional-technical faculty (prof-tech faculty) are required by state law to have at least 2 years of work experience in the field in which they teach and a degree or certification common to their occupation. Most LWTech faculty, including adjuncts, exceed that minimum; some hold master's degrees, and since the introduction of our applied baccalaureate degrees, many have earned doctoral degrees.

The State of Washington requires professional-technical faculty to maintain a professional development plan that includes improving essential teaching skills. Deans work closely with faculty to develop annual plans that ensure professional-technical faculty earn and maintain professional-technical certification. General Education faculty possess a minimum of a master's degree and prior college teaching experience. All full-time faculty teaching any subject in the upper division have at least a master's degree.

Full-time faculty participate fully in the national recruitment and screening process for permanent hires to ensure they meet the necessary qualifications. Most LWTech programs and General Education

divisions are led by a faculty department chair or faculty director. A few are led by a non-faculty associate dean. Faculty program leaders receive release time and stipends for performance of their additional duties. In the rare cases where an adjunct faculty member is in a leadership position, they receive an "additional hours assignment" and compensation for office hours and professional duties.

LWTech faculty are passionate about the college's mission and bring a spirit of commitment to student success. They are committed to taking students from novice to expert and approach their engagement with students as one of continuous improvement. LWTech uses professorial titles for its faculty where professor refers to tenured faculty, associate professor to tenure-track, and assistant professor to non-tenure track (annually renewable). Part-time faculty are referred to as adjunct professors.

Washington State law defines tenure as a three-year process. In 2008-19, LWTech awarded tenure to four faculty, raising the total from 42 to 46. Ten faculty were added to tenure track. In programs with continued strong enrollment, annual renewable faculty positions are converted to tenure track following review and approve by executive cabinet.

Each program conducts an annual program review, at which time enrollment and staffing patterns are analyzed and recommendations made to the dean and vice president of instruction for needed positions. The position requests are reviewed by the Office of Instruction and prioritized as part of its annual budget.

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

Faculty responsibilities and workload are bargained with the LWTech Federation of Teachers, Local 3533, and meet the college's expectations for teaching, working with students, and service. Teaching workloads are commensurate with the other five technical colleges in Washington State.

The [bargaining agreement](#) provides faculty release time (Article 12) to work on professional duties such as program development, educational outcomes and assessment, student retention, accreditation and college service. The college annually exceeds the contractual release time for faculty.

Faculty evaluation (Article 17) assesses faculty performance in teaching/working with students, working with faculty and staff, service to the college, community, and industry, program management and advancement, and professional development. Faculty professional development focuses on industry certifications and staying current with advancements in their fields. While there is no bargained expectation for faculty scholarship, research publication, or artistic creation, many of the faculty participate in these activities and document them in the portfolio component of the faculty evaluation.

Standard 2.B.6:
All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The faculty evaluation process is regular, systematic, substantive, and collegial. The process is detailed in Article 17 of the LWTech Federation of Teachers, Local 3533 collective bargaining agreement and is integrated with faculty professional development plans.

Full-time faculty evaluations use multiple indices including a supervisor/dean evaluation, student surveys, and peer evaluations over a four-year cycle. Faculty maintain and retain a portfolio to highlight their teaching effectiveness, progress toward program and professional development goals, and professional accomplishments. The portfolio includes, but is not limited to:

- Professional goals and professional development plan

- Teaching materials

- Peer feedback

- Summary of student surveys and narrative comments

- Copies of certifications, awards, degrees, licenses, and other accomplishments

Administrative access exists to all primary evaluation data in faculty portfolios and personnel files. A comprehensive evaluation of faculty performance may occur at any time, at the request of either administration or the faculty being evaluated. The purpose of the evaluation is: ensure the quality and effectiveness of the educational program; seek methods for the continuous improvement of faculty performance; identify specific strengths and weaknesses and assist in the development of procedures for correcting weaknesses; formally recognize faculty strengths and accomplishments; and, identify professional development needs. Where areas for improvement are identified, the college will work with the faculty member to develop and implement a plan to address the areas of concern.

The faculty professional development plan form (Appendix S2B-C) records the development and improvement process agreed to between the faculty member and dean/supervisor. The professional development plan addresses, at a minimum, the faculty member's ability to provide student instruction, supervise learning environments, and implement curriculum, outcomes, and assessments. The faculty member and the dean collaboratively determine he professional development plan which includes at least five professional development activities linked to the skill standards for professional-technical faculty.

Per the bargained agreement, adjunct faculty will be reviewed every two years. While historically inconsistent across instructional divisions, all adjunct faculty either received an evaluation in 2018-19, or are scheduled for one in Fall 2019.

Standard 2.C: Educational Resources

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

LWTech offers a range of educational programs appropriate to its mission "to prepare students for today's careers and tomorrow's opportunities." LWTech's certificate and degree programs fulfill the requirements set forth by the Washington State Board for Community and Technical Colleges (SBCTC). LWTech offers basic education for adults, lower and upper division certificates, applied associate degrees, transfer associate degrees, and applied bachelor's degrees. Courses are offered through face-to-face, web-enhanced, hybrid, and online delivery methods.

Professional-technical programs are developed by experienced faculty in concert with business and industry standards as well as practices validated through each program's advisory committee. At times, the college may also hire outside subject matter experts for assistance. The program advisory committees are comprised of currently employed industry professionals and, where appropriate, labor representatives. They provide input into new programs and suggest revisions to current curriculum on a regular basis. Transfer programs follow state transfer guidelines or specific guidelines from the transfer institutions.

All certificate, two-year degree, and four-year degree programs are approved locally through the college's shared governance process, which includes instructional administration, Instruction Council, Executive Cabinet, and the Curriculum Review Committee. The college then utilizes one of three pathways for approval at the state level:

- For professional-technical certificate and associate degree programs, a Program Approval Request application form (PAR) is completed and submitted directly to the SBCTC

- For the Major-Related Program transfer programs (DTA/MRP), the application form is signed by all technical and community colleges in the applying college's service area and submitted to the SBCTC for approval

- External approval for the applied baccalaureate degrees is a two-stage process through the SBCTC. This process helps ensure labor market need and student demand, appropriate content and rigor, clearly identified student learning outcomes and common program content in recognized fields of study

Baccalaureate Degrees

LWTech offers eight Bachelor of Applied Science degrees, with one more that is approved by the NWCCU but not yet launched, and one waiting external approval prior to seeking NWCCU approval; three others are in early stages of development:

- Bachelor of Technology in Applied Design, began 2009-10

- BAS in Public Health, began 2014-15

- BAS in Transportation, Logistics, and Supply Chain Management, began 2014-15

- BAS in Dental Hygiene, began 2016-17

- BAS in Digital Gaming and Interactive Media, began 2017-18

- BAS in Information Technology: Computing and Software Development, began 2017-18

- BAS in Behavioral Health, began 2018-19

- BAS in Early Childhood Education, began 2019-20

- BAS in Funeral Service Education (approved by NWCCU, launch planned for 2020)

- BS in Nursing (approved by the state, pending Nursing Commission Approval)

Transfer Degrees

Although state law precludes technical colleges from offering the Associate in Arts or Associate in Arts and Sciences degree, LWTech offers state-approved Major Related Programs (MRPs) and other types of transfer degrees.

MRP degrees assist students in transferring to baccalaureate programs in specific professional fields only. Under SBCTC guidelines, "[t]o help transfer students better prepare for the junior year, two-year and four-year institutions work together to create transfer associate pathways outlining the appropriate courses in order for students to be well prepared to enter the major upon transfer – Major Related Program (MRP) pathways follow one of the two statewide transfer agreements – the Direct Transfer Agreement (DTA) format or the Associate in Science (AS-T) format."

Six programs at LWTech follow the MRP: Pre-Nursing, Biology, Business, Computer Science, Construction Management, and Math Education. Three follow the DTA: Bioengineering and Chemical Engineering; Computer and Electrical Engineering; and Mechanical, Civil, Aeronautical, Industrial, and Materials Science Engineering.

The college also offers twelve Associate of Applied Science–Transfer (AAS-T) degrees. The AAS-T builds upon the technical courses required for job preparation in the AAS programs and includes a college-level general education component. The distinguishing characteristic of the AAS-T is a minimum of 20 credits of general education courses, which are drawn from a list of courses generally accepted in transfer. AAS-T courses are designed for the dual purpose of immediate employment and as preparation for the junior year in a bachelor's degree with which the institution has an articulation agreement.

Other Degrees and Certificates

In general, the college's current offerings are found on the website. These offerings include:

- Associate in Applied Science (AAS) degrees of at least 90 credits in 21 professional-technical programs

- Certificates of Proficiency of at least 45 credits in 20 professional-technical fields. These certificates include requisite components in related instruction

- Certificates of Completion of less than 45 credits in 22 professional-technical fields. These certificates provide students with specific technical skills without related instruction

- Ten Integrated Basic Education Skills Training (I-BEST) certificate. The I-BEST certificate provides ESL and ABE students the opportunity to pursue Certificates of Completion and Proficiency while continuing their progress in Basic Skills

- Multiple opportunities for High School Diplomas and equivalencies

Learning Outcomes

All certificates of 45 credits or more and all degrees culminate in achievement of clearly identified program learning outcomes (PLOs). Faculty develop PLOs during the program approval processes described previously. Approved PLOs are published in program outlines in the college catalog.

In addition to PLOs, faculty develop student learning outcomes for each course. Course outcomes are reviewed by the program dean, Curriculum Review Committee, and vice president of instruction. Upper division courses are additionally reviewed for appropriate rigor by CRC. Approved course outcomes are published in full in the course descriptions in the college catalog and are included in all course syllabi. Course outcomes are standardized (i.e., all faculty teaching a particular course teach to the same learning outcomes).

Prior to 2019-2020, course outcomes were mapped to PLOs during the bi-annual Program Outcomes Guide (POG) assessment process. Beginning in 2019-2020, PLOs are listed in the catalog for each course. Additionally, each certificate of 45 credits or more includes five courses that teach to and assess the college's institution-wide student learning outcomes (Global Outcomes) and each degree includes ten courses that do so, one per outcome and two per outcome respectively. Course descriptions in the college catalog include Global Outcomes when assigned.

The college's Global Outcomes were developed by faculty and are reviewed and revised by a subcommittee of Instructional Council. The Global Outcomes are:

- *Communication*: The ability to engage effectively in verbal, non-verbal, written, and/or symbolic expression.

- *Critical Thinking*: The ability to evaluate information, draw inferences, arrive at conclusions, and create solutions based on objective analysis of the evidence.

- *Intercultural Appreciation*: The ability to describe and demonstrate the value of cultural differences and commonalities among people and to recognize and respond to those differences and commonalities in the workplace and the learning environment.

- *Teamwork*: The ability to participate actively and cooperatively in a group to advance a common goal.

- *Information Literacy*: The ability to recognize when information is needed, to choose the

appropriate tools to locate the required information, and to effectively gather and evaluate the information.

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

All program admission and graduation requirements, including student learning outcomes, are detailed in the college catalog, published and available on the college [website](). As changes to program requirements occur, the program outlines are updated. The catalog includes expected certificate of proficiency and degree learning outcomes, as well as approved course learning outcomes and outlines. Individual faculty include approved course learning outcomes in each syllabus.

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

Students earn credits and degrees based on documented student achievement of identified learning outcomes at the course and program level. Students are assessed by faculty and must receive a 2.0 grade point average (GPA) in all courses and an overall college GPA of at least 2.0 to earn a credential.

Each degree program is at least 90 quarter credits in length and each certificate of proficiency is at least 45 credits; all include requisite related instruction. Certificates of completion are less than 45 credits in length and do not necessarily include related instruction. The [general requirements for the degrees and certificates]() can be found in the college catalog. [Grading policies]() are also detailed in the catalog.

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

Degree programs in the professional-technical fields include a preponderance of credits in the technical core area as developed by faculty subject matter experts and industry representatives through advisory committee meetings. The breadth of courses and topics within the degrees aim to prepare students for a variety of careers. Transfer degrees follow the state's requirements for [Major Related Programs]() that help students transfer into high demand bachelor's degrees with a set of required courses. All degrees and certificates are approved by the college's Instruction Council. Curriculum is approved by the faculty-led Curriculum Review Committee to assure appropriate breadth and depth, and receives final approval by the vice president of instruction.

As part of the Guided Pathways initiative (described more fully in the Preface), instructional programs include a quarter-by-quarter plan that connects the student learning process to the program outcomes. All programs clearly define graduation requirements in the [catalog](), including technical and general education classes and pre-requisites, if required. In the 2018-19 school year, the Office of Instruction developed detailed [career maps]() that list work and transfer opportunities available at each certificate and degree level.

Many of the programs lead to a mandatory certification or licensing exam required for employment, and student learning outcomes include preparation for those licensure exams or certifications. These requirements are clearly identified and published in the college catalog.

Basic Education for Adults faculty are in the process of aligning their classes with developmental education classes to create a shorter pathway to credit-bearing programs. Selective admissions requirements for associate and bachelor's programs are publicly available on the LWTech website.

Admission and graduation requirements are explained in detail in the college catalog.

Standard 2.C.5:
Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Curriculum

Processes to create or modify courses, certificates, and degrees of all levels place faculty in the lead role of creating and revising curriculum, receiving and managing advisory board input, notifying the accreditation liaison officer, and submitting materials to the Curriculum Review Committee (CRC).

The CRC is the collective body responsible for reviewing the proposals, suggesting improvements, and recommending approval to the vice president of instruction. A dean from the office of instruction manages the CRC and maintains curricular documentation; however, the committee is comprised primarily of faculty members who volunteer to meet weekly during the year as part of their governance opportunities. Additional members of the CRC include Student Services and Instruction staff. The CRC:

- Provides a rigorous examination of course and program learning outcomes

- Reviews courses for instructional integrity and sequential coherence

- Considers revisions with multi-program impact

- Provides guidance on information literacy and research information related to course content and design

Subsequent to CRC recommendations, official approval of curricular proposals remains with the vice president of instruction. The full proposal and approval process occurs through the online tool Curriculog, which provides a platform for tracking changes to proposals, managing each approval step (originating with the faculty member, division dean approval, Advisory Committee input, curriculum development dean approval, CRC approval, and vice president of instruction approval). Curriculog also manages CRC agendas, which are publicly viewable.

Faculty members are also significantly involved in assisting with the implementation of curriculum. In addition to developing traditional delivery methods, a faculty-led sub-committee of the Instructional Council, the eLearning Committee, promotes the continuous development of eLearning skills and knowledge among peers.

Faculty Selection

Faculty are integral to the hiring of new instructors, staff, and administrators. The participation of faculty on hiring committees helps assure quality personnel and further adds to the philosophy of shared governance at the college. Faculty participation is not stipulated in the collective bargaining agreement, but is included in the college's Hiring and Tenure procedures. The hiring procedure (connected to policy 3.P.02) calls for "one faculty member from the same or a related instructional area" to serve on the screening committee. In practice, faculty participation is much greater; for the past several years, at least three faculty members have participated on all faculty screening committees. For adjunct faculty, department chairs or associate deans interview candidates and make referrals to the dean for hire.

Assessment

Of the three core program and learning assessment processes at LWTech, faculty created two: Global Outcomes Reporting and Program Outcomes Guides. The third process, Program Review, was developed by instructional administrators in partnership with the Office of Institutional Research and implemented by faculty department chairs and program directors. All full-time faculty participate in reporting on program learning outcomes; all faculty, including adjuncts, report on global outcomes when teaching designated courses. Department chairs or associate deans lead the assessment of Program Review.
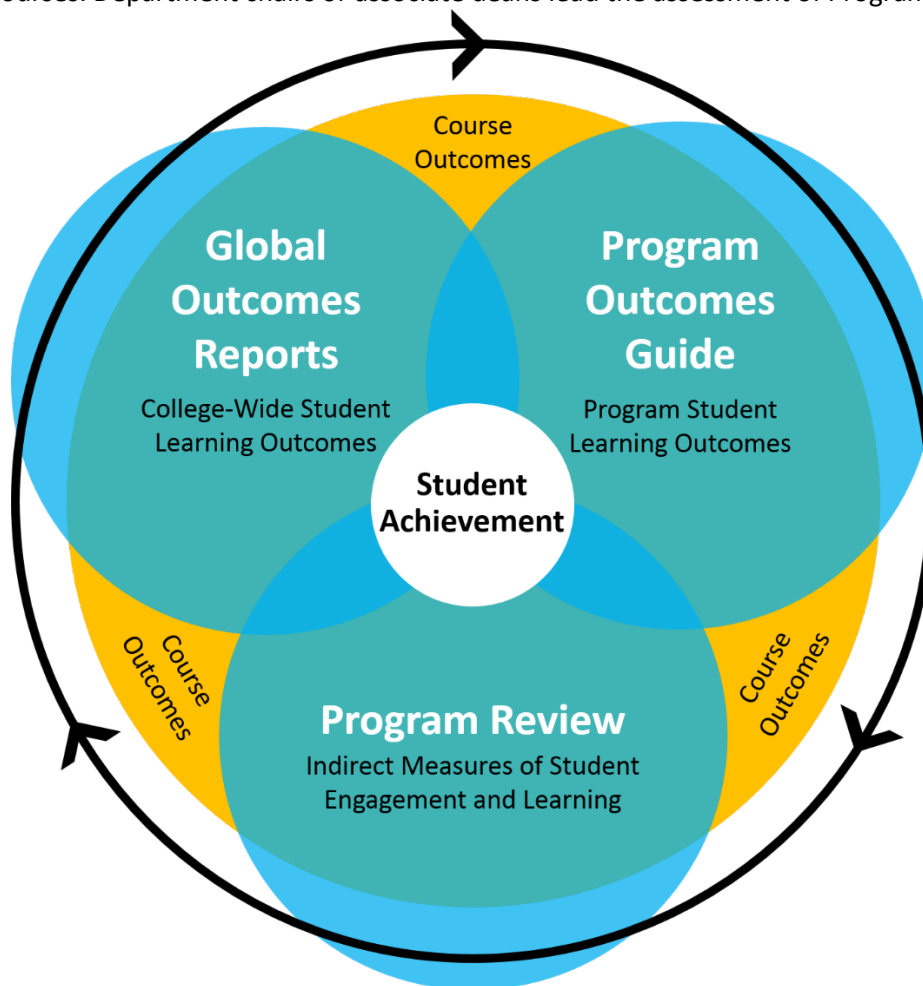
Figure 2: Outcomes Assessment and Program Review

Global Outcomes Reports

Global Outcomes (GOs) are college-wide learning outcomes and include communication, critical thinking, information literacy, intercultural appreciation, and teamwork (see definitions in 2.C.1 above). As described previously, certificates of proficiency designate one course that teaches to and assesses each GO; degrees designate two for each.

The teaching and reporting process can be described as follows:

- What: The reporting process includes qualitative and quantitative analysis of students' learning of the Global Outcomes. Faculty complete a unique report for each outcome. The report includes a description of: how the GO was taught; the summative assessment used; student achievement based on a standardized, faculty-developed rubric; faculty reflection and plans for continuous improvement; and, students' descriptions of their learning.

- When: Faculty teaching GO-designated courses teach to and assess the outcome every time the course is taught. They complete the formal report bi-annually. LWTech has consistently assessed Global Outcomes for at least a decade.

- Who: Faculty, both full-time and adjunct, complete the reporting process when teaching the designated courses and following the schedule above. Students also participate in the GOs reporting process by completing a self-reflection that includes:

  - Based on the definition of [the GO] provided above and the learning experiences you had in this class, how does the ability to [summary of the GO definition] relate to your professional goals?

  - How will you apply the ability to [summary of the GO definition] to your personal experiences?

- How: The following are examples of how teaching to the GOs has changed based on faculty analysis in the reporting process. These changes are summarized from the comments in the faculty reflection section of the reporting packets for the past five years.

  - In English, the faculty rewrote the rubric's standard descriptors to better fit course content. Program faculty in a number of courses revised the descriptors as well.

  - Multiple faculty members, from across programs, cite delivering instruction about the GO throughout the course instead of in one, isolated unit.

  - Another common theme is adding student self-reflection and self-assessment for assignments connected to GOs (in addition to the short reflection form required in the reporting process). Specifically, this includes students describing their problem-solving processes as they complete a critical thinking assignment and students use of the standardized rubrics to identify areas of continued growth.

  - Faculty librarians partner with faculty teaching to the information literacy GO to

enhance student skills in research, source evaluation, citation, etc.

- o Faculty teaching to the teamwork outcome have adopted the flipped class model to provide students with the opportunity to learn through practice. This approach was the focus of the 2019 faculty Summer Institute in September thanks to faculty leadership in this area.

Faculty Insight: During the Spring 2019, faculty department chairs and program directors meeting, faculty noted that the GOs (and their reporting process) create curricular focus on preparing students for "tomorrow's opportunities" through continuous improvement of soft skills instruction. Faculty also stated that the GOs unify instruction across programs, inclusive of general education, and provide the opportunity to share best practices and learn from peers. GOs are critical for student achievement during and after college because they take a holistic approach to students' success.

Program Outcomes Guide (POG)

Program outcomes are the overall abilities students will be able to demonstrate upon completion of a program (i.e., certificate or degree). The program outcomes are listed in the college catalog and each course's outcomes align with the program outcomes.

- What: The POG provides a framework for quantitative and qualitative analysis of students' learning of the program outcomes. Emphasis is placed on the qualitative description of student learning results and on the changes made or planned to improve results. One guide, which includes identification of measurable criteria for each outcome, course mapping, type of assessment, timing of assessment, results, and changes made or planned, is completed by each program.

- When: Faculty complete a POG every two year.

- Who: POGs are completed by all full-time faculty within a program, though multiple faculty noted during the 2018-2019 POG completion that the process would be more informative and effective if adjunct faculty were also involved.

- How: The following are examples of how teaching to program outcomes has changed based on faculty analysis during POG completion. These changes are summarized from the comments in the results and changes made or planned sections of the guides for the past five years.

  - o Accounting faculty flipped a course with low performance in order to provide more guidance as students work through complex problems. The model also allows students to re-watch lectures as needed. Student achievement in the course, which directly teaches to a program outcome, improved.

  - o Careful review of the alignment of course outcomes with program outcomes led to the revision of course outcomes and/or program outcomes in Engineering, Behavioral and Social Service, Design, Early Childhood Education, and Baking.

  - o Machining faculty better scaffolded major student projects so that knowledge and skills build across courses and the program. The result was that all students were able to independently complete a complex set up.

- o Business transfer faculty determined that a leadership seminar would better prepare students to demonstrate all of the program outcomes and created the new curriculum.

Faculty Insight: Faculty discussion of program outcomes assessment at the Spring 2019 faculty department chairs and program directors meeting included multiple insights that will continue to define the purpose of this work. Program outcomes are the job skills students need to be successfully employed. The POG helps faculty examine not just student learning but also the teaching of the outcomes. It also focuses faculty on the essential outcomes of their programs and on offering a valuable education, one that gets students to the level expected by industry.

Program Review

Program Review provides the opportunity to assess student access to, and success, in each program and to look at overall needs of the program to improve those indirect measures of student learning. In 2017-18, Program Review underwent extensive revision to provide meaningful and manageable assessment of each program by faculty and administrators. The new format allows faculty to analyze their program enrollment, retention, and completion through an equity lens by disaggregating student success by students of color and white students. The dean and vice president of instruction assess each faculty's written program review. In its first year, all but one program completed the review. In 2018-19, all programs completed the review.

The below information describes the program review process:

- What: Program Review includes quantitative analysis of enrollment, retention, completion, and equity between white students and students of color. Faculty position requests and equipment requests are also made as part of Program Review. Faculty access data through Tableau, for which they receive training and individual access.

- When: Program Review is completed annually.

- Who: Faculty department chairs and program directors complete Program Review.

- How: The following are examples of how teaching and program delivery have changed based on faculty analysis in Program Review. These changes are summarized from the comments in the faculty reflection sections of Program Review during the past two years.

  - o Programs added I-BEST certificates to improve access and completion.

  - o Programs implemented a cohort model to improve retention and completion.

  - o Faculty committed to practicing The 4 Connections and using the Transparency Framework (a teaching pedagogy focused on providing clear, visible support and instructions to students about assignments and expectations) to improve course success and close equity gaps.

  - o Review of demographic variability in enrollment and success led faculty to recruit students differently and seek grant funding to support underrepresented students.

  - o Funeral Service Education revised the modality of a hybrid course with low success rates

> to be fully face-to-face. Student skills have improved and licensure exam scores are significantly higher.

Faculty Insight: Program Review provides crucial indirect measures of student learning that lead faculty to make decisions that ultimately affect student achievement of learning outcomes. During the Spring 2019 faculty department chairs and program directors meeting, faculty described Program Review as the process of analyzing data, identifying trends, and addressing problems within the programs that affect student retention and completion.

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

LWTech faculty work in partnership with library and information resource personnel in a variety of ways to ensure that use of resources is integrated into the learning process.

- *Collection development*: Program faculty identify learning resource needs and work collaboratively with faculty librarians to find the best options for meeting those needs. This includes reviewing existing materials to determine alignment and additional subscriptions to program-specific databases and e-book collections when necessary. In the case of specific degree programs, including BAS degrees, librarians serve as resources to help navigate and select books, databases, and OER that will meet the needs of the faculty and students in related courses. Collection development takes into consideration student diversity as well as the varied learning needs of students throughout the spectrum of academic offerings at the college.

- *Student instruction*: Faculty members and librarians also work closely to teach students how to find and evaluate appropriate information. The librarians assist over 700 students per quarter through information literacy classes, scheduled in partnership with teaching faculty. While core content is similar across sessions, faculty and librarians plan learning together via meetings, online communication, and survey forms to align session content with particular course and program learning outcomes. Instructional methods can include focusing on specific scenarios, resources, and dialogs regarding course-specific content and program-specific contexts. By default, each course in Canvas has a module for the Library Learning Commons, which provides links and videos on how to get started with research. This practice ensures that library resources have a presence in most courses. If desired by faculty, Canvas courses also feature the librarians as embedded guest instructors. Beyond these collaborative information literacy sessions both in person and online, some faculty require students to meet individually with a librarian as part of an assignment. Partnership in instruction especially occurs in courses teaching to the Global Outcome of Information Literacy.

- *Information literacy to support Bachelor of Applied Science programs*: Librarians and applicable faculty members are currently developing learning materials and planning curricula to support the BAS programs with a focus on varied research and information literacy skills. These trainings will address preparing BAS students with undergraduate level information literacy skills for classes with information literacy identified as a global outcome.

- *Information literacy training for faculty*: The librarians provide training to faculty members who participate in the Faculty Summer Institute, sharing information and techniques for embedding

information literacy teaching in their courses. Additionally, librarians work with the library team to bring individual training sessions and workshops to the faculty on campus each quarter, focusing on information literacy, and connecting concepts to Copyright and Source Evaluation. These trainings respond to the needs and suggestions provided by the participating faculty.

- *Financial support*: As digital collections increase in cost with each annual subscription renewal, program faculty and library and information resources personnel develop alternative funding models to ensure students continue to have access to the resources they need. For example, the Automotive Repair Technician and Engineering programs contribute funding through student fees to provide program-specific resources. In other cases, program faculty donate or gift personal resources to the library directly.

- *Events*: Faculty, as well as other LWTech employees, work with librarians to develop collaborative events supporting student learning outcomes. Recent examples of these events include live readings by diverse local poets, LGBTQ discussion panels, and a summer reading bingo program. Some events are also created to align with specific academic schools and degree programs, including the Accounting Employer Panel, and Digital Gaming and Interactive Media exhibitions.

In addition to the partnerships described above, the two full-time library faculty fully engage with the college through membership in key committees and councils, including the Curriculum Review Committee (CRC), Instructional Council (IC), and Equity, Diversity, and Inclusion Council (EDIC). Participation on these committees and councils offers additional opportunities to understand the needs of faculty and staff and invite collaboration. The librarians also maintain regular contact with faculty through participation in department meetings and specific events, including college open houses. These activities contribute to student learning by ensuring ongoing conversations about integration of resources with global, program, and course outcomes, as well as broader college initiatives and projects.

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

At LWTech, credit for prior learning processes support the conversion of skills and knowledge acquired through work experience into college credit at the undergraduate level only.

Credit for prior learning begins with the student completing an assessment designed and conducted by qualified faculty. Upon demonstrating competency in the course subject matter, those competencies are translated by faculty into course equivalencies, which are then documented on an Assessment of Credit for Prior Learning form. As another option, rather than being assessed on a full body of knowledge, a student may challenge certain specified courses and be assessed only on the requirements for that particular course.

In all cases, the college follows NWCCU standards limiting the award of non-traditional credit to 25% and makes no guarantees to students about the exact number of credits to be awards until the assessment is complete. After the assessment, documentation, and forms are completed, the college registrar transcripts the credit (noting it as prior learning per state guideline) on the student's record. The college publishes the full process, including required forms, [online](#).

Standard 2.C.8:
The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Students submit sealed official transcripts from former colleges to Enrollment Services for evaluation. To ensure academic quality, rigor, and relevance to the student's program of study, technical courses are evaluated by program faculty. Academic courses which are not commonly accepted for credit are sent to deans and department faculty to validate transferability of the course content. In all cases, these courses are carefully examined to verify course content is comparable. Substitution forms are used to document this transfer of credit in the student file. To ensure overall integrity of college degrees, the procedure is overseen by the college Registrar who maintains final authority on transfer of credit.

LWTech has adopted the Common Course Numbering (CCN) system developed at the state level which eliminated the need to develop individual articulation agreements with other public community and technical colleges in Washington. Courses which are assessed to be common across colleges in the state are titled and numbered using the CCN protocol. These courses are easily identified on transcripts coming from other technical and community colleges in our system. LWTech also participates in the Reciprocity Agreement at the state level, which states that LWTech will apply the course in the distribution area in which it was earned at the original institution and posted on the official transcript.

LWTech also maintains articulation agreements with many nearby colleges with appropriate feeder programs for its BAS degrees.

Standard 2C: Undergraduate Programs

Standard 2.C.9:
The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

LWTech offers [Bachelors of Applied Science (BAS)](#) degrees, transfer degrees through Washington State's [Direct Transfer Agreement/Major Related Program](#) (DTA/MRP) and Associate in Science – Transfer MRP (AS-T/MRP) pathways, professional-technical associates degrees [either the [Associate in Applied Science-Transfer (AAS-T)](#) or [Associate of Applied Science](#) (AAS)], and [Certificates of Proficiency](#). All of these programs are supported by appropriate general education courses, supported by a dean of instruction and qualified faculty with the breadth requirements varying depending on degree type and program. BAS and transfer degrees all require an integrated course of study that includes coursework in the humanities and fine arts, mathematics and natural sciences, social science, and writing. Professional-technical associates degrees and certificates, in general, meet breadth requirements through a related instruction model, including coursework in humanities, mathematics, social science, and writing.

Following state guidelines and in order to provide access to graduates of applied professional-technical degree programs, the college's BAS degrees require a minimum of 20 lower-division, college-level general education credits for admission in the categories of written communication, quantitative reasoning, social science and humanities. To earn a BAS degree, students must complete a total of 60 lower and upper-division general education credits in writing, mathematics, humanities, social science, and natural science.

LWTech's MRP degrees, both DTA and AS-T, follow state guidelines for general education by requiring students to complete credits in standard core areas required for transfer: writing, mathematics, humanities, social science, and natural science. The MRPs represent statewide articulation agreements among public and private baccalaureate and two-year institutions. In its catalog, LWTech notes the specific courses students must complete to earn the degree and meet the terms of the transfer agreement.

AAS-T degrees are applied technical degrees that prepare students to transfer to certain partnering institutions. These also follow state guidelines for such degrees by requiring a minimum of 25 credits of general education courses (in writing, mathematics, humanities, natural science, and social science), all of which are at the college-level and are generally accepted in transfer. Because AAS-T degrees in many cases represent agreements developed between LWTech and individual partnering schools, the number of academic credits required for AAS-T degrees varies, but all degrees must meet the core requirements.

Professional-technical AAS degree programs (90-120 credits) meet related instruction guidelines of a recognizable core of communication, computation, and human relations by requiring a minimum of 20 college-level credits of academic course work in writing, mathematics, humanities, and social science.

Certificates of Proficiency (45-89 credits) require students complete 15 credits of academic coursework in the areas of writing, mathematics, and social science (with social science meeting the human relations component). Although some certificate programs require students to complete college-level coursework in writing and mathematics, in most cases developmental-level coursework in writing and mathematics will meet college requirements for graduation.

In all cases, whether programs meet related instruction or more traditional general education requirements, the intent of the academic programs and courses is to provide students with an integrated course of study that helps them develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Standard 2.C.10:

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

The college's mission is to prepare students for today's careers and tomorrow's opportunities. As the college webpage, "General Education Program and Requirements" states, general education "courses assist in preparing LWTech students for success in technical programs, careers, and further education." In this way, the program indicates its alignment with both the college mission and with state transfer guidelines.

Each of the general education breadth areas (English, Mathematics, Humanities, Social Science, and Science) within the AAS-T, MRP, and BAS programs has a webpage providing an overview of the area and its characteristics as well as a link to the list of courses approved to meet its requirements. The approved course list for each breadth area is reviewed annually by a subcommittee of Instructional Council, with courses added or removed from the list based on alignment with general education program guidelines and adherence to state transfer policies. Breadth area requirements meet or exceed state guidelines for the inclusion of general education courses, with AAS-T degrees requiring a minimum of 25 credits and MRP and BAS degrees requiring a minimum of 60 credits. All general education components have learning outcomes identified and assessed at both the course and program levels, and each academic course outline lists specific outcomes included in the course and is publicly available in the online catalog.

At the program level for each department within general education, direct assessment of learning outcomes occurs through the program outcomes and global outcomes processes. Each breadth area has developed its own program outcomes guide (POG) that provides the area's outcomes, the criteria used to measure performance on those outcomes, and a mapping of courses to the outcomes they teach. Learning outcomes provided on the POG are assessed biannually, with information gathered then used to evaluate program performance and provide recommendations for improvement.

Additionally, many individual academic courses teach to, and participate in, the assessment of the college's global outcomes. Three of LWTech's general education programs play a lead role in this process, with English, math, and social science mandated to assess how well students achieve outcomes in communication, critical thinking, and intercultural appreciation respectively. Data from the global outcomes assessment process, which includes an analysis of ways to continuously improve the educational activity, the course outcomes, and the assessment process itself, is submitted annually to the Office of Instruction.

Finally, each of the general education programs completes its own unique program review that provides measures of program health based on such factors as enrollment and student/faculty ratio along with indirect measures of student learning. Each course within a given breadth area is reviewed for completion rates and average grades given, with this data also disaggregated by race and gender. In the case of course sequences in math and English, the standard program review data is augmented by information obtained from Institutional Research, which shows how well students perform not only in individual courses but also in meeting their ultimate goal of completing the sequence.

Standard 2.C.11:

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

Each of LWTech's applied professional-technical degrees includes identifiable related instruction coursework in the areas of English, mathematics, humanities, and social science/human relations. Related academics are taught in standard course format rather than embedded into technical program curricula; however, through the college's guided pathways initiative, these academic courses are identified as recommendations at specific points in each program outline, thus strengthening the connection between the related academic and technical courses.

As is outlined in 2.C.10 above, requirements for related academics at LWTech exceed the minimum standards set by the state, with degree requirements including coursework in English, math, social science/human relations, and humanities. All academic courses list course outcomes, and related academic programs participate in direct assessment of learning outcomes through the program outcomes and global outcomes processes. Assessment of learning outcomes in related academic coursework occurs within the program outcomes guide (POG) developed by each professional-technical program. Professional-technical program POG's identify the recommended academic classes as well as the points at which global outcomes instruction and assessment occur in each program's technical and related academic courses. Learning outcomes provided on the POG are assessed biannually, with information gathered then used to evaluate program performance and provide recommendations for improvement.

As with academic courses in the general education program, many individual academic courses teach to and participate in the assessment of the college's global outcomes. English, math, and social science courses are identified within each technical program POG as components of the global outcomes assessment process, indicating how well students achieve outcomes in communication, critical thinking, and intercultural appreciation respectively. Data from the global outcomes assessment process, which include an analysis of ways to continuously improve the educational activity, the course outcomes, and the assessment process itself, is submitted annually to the Instruction Office.

Nearly all faculty teaching related instruction courses hold a master's degree or higher in the appropriate academic discipline, and all faculty are in compliance with hiring standards specified in state law (generally a master's degree or higher in a specific discipline or related field). Courses are delivered in a variety of formats, including lecture, lab, computer-assisted, hybrid, and online formats to allow access for students who are also enrolled in professional-technical courses.

Standard 2.C: Graduate Programs

Standards 2.C12-2.C.15

Not applicable at LWTech.

Standard 2.C: Continuing Education and Non-Credit Programs

Standard 2.C.16:
Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

In 2016, the college entered into a partnership with Everett Community College (EvCC) to deliver full-service continuing education and contract training to communities throughout LWTech's designated service area. As a strategy to advance its institutional mission to serve its local communities and area businesses, LWTech partnered with, co-branded, and assigned its continuing education program and related responsibilities to the management of EvCC's Corporate and Continuing Education Center (CCEC). The NWCCU approved this partnership as a substantive change on April 27, 2016.

Through the partnership, EvCC has complete control over course offerings, management of staff and student issues, tracking of revenue from courses, and classroom facilities. EvCC meets quarterly with the president and vice president of instruction to ensure CCEC is accurately representing LWTech in the community.

This partnership furthers the college mission as it expands pathways for the community. LWTech struggled to offer continuing education and contract training for many years due to exceptionally lean staffing. With the CCEC partnership, EvCC brought a dedicated staff of 18 individuals to this effort. Additionally, this partnership supports external engagement as LWTech was previously not able to respond to community requests for contract training. Through a grant from the state of Washington, LWTech and CCEC partnered to train incumbent workers who needed new skills as well as potential new employees to fill gaps in the workforce. Finally, this partnership has improved the college community in that a department of the college that was unable to be self-supporting was converted to a potential revenue generating operation.

Standard 2.C.17:
The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

EvCC's CCEC program directly and solely manages instructional quality for its non-credit programs. The accreditation for this program runs through EvCC, not LWTech. CCEC manages the development and implementation of its curricula for all of its courses and programs.

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

Continuing Education Units (CEUs) are managed by CCEC for the entire institution based on guidelines developed by the International Association for Continuing Education and Training (Appendix S2C-A).

Standard 2.C.19:

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

Non-credit course records are maintained by CCEC.

Standard 2.D: Student Support Services

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

LWTech commits to providing student support resources consistent with its educational programs and the needs of students. The student services division has identified specific learning outcomes for students at all points of contact along their educational path. In broad terms, students who work with student services will learn how to **access**, **navigate**, and successfully **exit** the college. Informally, the student services division sometimes refers to these as: Get 'Em, Keep 'Em, Complete 'Em ('Em being an abbreviation for "them" and referring to students).

The student services division leadership believes the division goals of access, navigate, and exit directly map to the core themes of Pathways, Student Achievement, External Engagement and College Community. For each goal, student services leadership has mapped associated outcomes, activities, and ways to measure success (Appendix S2D-A). The assessment of this work drives the division's annual mission fulfillment discernment, strategic goal setting, budget requests, and changes to current activities as documented in the student services annual planning graphic (Appendix S2D-B).

Access:

Based on interactions with student services staff, students will:

- Apply for admission

- Register for 1st quarter classes

- Pay for classes

- Declare a major/program of study

- Have an academic plan on file

- Have a success plan on file

Activities that support these outcomes include:

- Information Sessions/Tours: weekly sessions facilitated by admissions and outreach staff

- Admission Coaching: designed to streamline the student experience and provide a clear, comprehensive "to do list"

- Assessment Center: provides placement services needed for entering students, selective admissions tests, and GED

- New Student Orientation: a mandatory orientation for new students

- Mandatory Advising: provided to new students on a drop-in basis and by appointment (enrolled students transition to a faculty advisor)

- FAFSA/WAFSA Workshops: quarterly workshops to help students apply for federal and state financial aid

- Funding for Eligible Students: Worker Retraining, WorkFirst, Basic Food Employment and Training, and Opportunity Grant

- Career Choice: workshops open to students and community

- Veterans Services: financial aid, advising support, and priority registration for veterans

Navigate:

Based on interactions with student services staff, students will:

- Register for classes, 2nd quarter and beyond

- Follow an academic plan

- Follow a success plan

- Engage with the college community

Activities that support these outcomes include:

- Disability Support Services: provides accommodation determinations and ongoing support to students with medically documented disabilities

- Assessment Center: provides proctored, accommodated exams for students with disabilities

- Advising for Select Populations: wrap-around services and retention support for students enrolled in TRiO, Opportunity Grant, Worker Retraining, Basic Food Employment and Training, Veterans, WorkFirst, High School, International

- Supplemental Instruction (SI): available to any student enrolled in SI targeted classes, which are classes that a high-enrolled with a low pass rate

- TRiO Learning Lab: tutoring for academic/computer classes available to any student

- Legend (Starfish by Hobsons): web based, collaborative advising and early alert tool

- E-learning Support: student workshops and one on one support for using Canvas

Exit:

Based on interactions with student services staff, students will:

- Complete their LWTech credential

- Celebrate their LWTech credential

- Be engaged in employment or additional education

Activities that support these outcomes include:

- Employment Resources Center: job search/resume/application letter workshops and assistance

- Transfer Advising: targeted advising for students wanting to transfer to other colleges to continue their education

- Assessment Center: provides industry exams such as MCAS, MTA, etc

- Student Programs: implement an annual commencement ceremony; implement quarterly dean's and president's list receptions

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

LWTech makes a concerted effort to provide a safe and secure environment for the college community – students, faculty, staff and visitors. The college has a full-time director of security, three full-time security technicians, and also contracts with Securitas Security Services for additional security staff and coverage at the Kirkland campus. Additionally, off-duty officers from the Kirkland Police Department are on campus regularly.

Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations. Compliance with the Clery Act and reports of crime statistics are available at the Security Office and online. The college policies and safety security procedures are available at the Campus Public Safety Office and on the college website. Based on the 2019 Employee Satisfaction Survey, 92% of respondents feel safe on campus. Based on the most recent student survey (2017-18), 89% of students report feeling safe on campus. These data points indicate services are adequate.

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

As an open access institution, admission requirements to the college are minimal; some individual

programs do have more rigorous requirements like Nursing. Amissions and placement policies are found in the Catalog to ensure students are able to benefit from LWTech programs and courses; specifically, applicants must have a high school diploma/equivalent or be 18 years or older. Placement practices ensure students who do not have the academic preparation for college level work begin with basic education for adults (BEdA) coursework. College recruiting takes place at local high schools and relevant area career and college fairs The intake process with admission coaches provides prospective students with timely and accurate information via a personalized to-do list (Appendix S2D-C). Individual and group advising as well as mandatory new student orientation sessions cover all the topics important to the students' admission and educational plans (Appendix S2D-D). The Catalog, available to all students online, lists academic requirements at *LWTech*, including graduation and transfer policies.

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

In the event of program elimination, inactivation, or a significant change in requirements to a program, the college commits to minimizing disruption in meeting students' educational goals, consistent with the procedure described in the Catalog. Students are notified as early as possible and alternative pathways are offered to complete program requirements in a timely manner. This information is shared in a number of ways including e-mail, class announcements, the college website and the catalog.

Standard 2.D.5:	
The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:	
a) *Institutional mission and core themes;*	Institutional Mission and Core Themes
b) *Entrance requirements and procedures;*	General college entrance requirements and procedures, high school programs; and international programs
c) *Grading policy;*	College grading policy
d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*	Academic programs, individual course descriptions, program listings include required technical and academic classes, learning outcomes, and available starting quarters. The catalog provides a suggested course sequence and a projected timeline for completion. Any errors or omissions to instructional curriculum in the catalog are updated online
e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*	Faculty directory; administrator directory
f) *Rules, regulations for conduct, rights, and responsibilities;*	The student handbook lists all student rights and responsibilities; available online
g) *Tuition, fees, and other program costs;*	Tuition and fees
h) *Refund policies and procedures for students who withdraw from enrollment;*	Withdrawal and refund policies

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:	
i) *Opportunities and requirements for financial aid; and*	Financial Aid
j) *Academic calendar.*	Academic calendar

The annual catalog is available online.

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

When programs lead to careers that require national and/or state licensure, that information is publicly posted on the program webpage. Descriptions of any unique requirements for employment and advancement in the occupations or professions are published in individual program handbooks (Appendix S2A-E).

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

LWTech staff adhere to policies and procedures regarding the secure retention of student records, including electronic records, which comply with the *General Retention Schedule for Washington's Community* and *Technical College System* (as approved by the State Records Committee, February, 1998). The college student information system is backed up nightly to ensure reliable and retrievable records in the event of a physical campus disaster.

To ensure broad and consistent compliance regarding protection and release of student records:

- On a quarterly basis, the registrar updates all employees regarding the Family Educational Rights and Privacy Act of 1974 (FERPA) information.

- FERPA is presented to new student services employees in the master advising course.

- All employees sign an Employee Acknowledgement and Agreement form which includes FERPA adherence upon employment.

- As of 2018, all new hires must complete an online FERPA course as part of their onboarding experience.

- The online FERPA training course was required for all student services employees and for any employee seeking to use the college's data dashboards if not completed as a new employee after 2018.

This information is also published in the student handbook and the faculty handbook (Appendix S2D-E) and online.

The Financial Aid Office (Financial Aid) provides assistance to students needing financial help in a manner consistent with Student Services goals including an effective program of delivering financial aid to students as well as accountability for that program.

In 2018-19, Financial Aid provided 1,516 students with over $10,475,713 in financial assistance. During the same period, Financial Aid received 3,794 FAFSA applications. Financial Aid continues to provide a level of service, measured by student feedback and processing time that compares favorably with other colleges in the state's community and technical college system.

Financial Aid demonstrates accountability by complying with all applicable federal and state regulations addressing financial aid. This is evidenced through regular audits performed by the State of Washington which have not revealed discrepancies in any aid programs in the past seven years. Information regarding aid programs, procedures, policies and categories of financial aid is available to students through the Catalog, a consumer information leaflet (distributed at the Financial Aid Office), on the Financial Aid website, and in the Student Handbook.

The financial aid information leaflet, the financial aid website, and individual award letters inform students about potential situations that may cause repayment obligations. Students identified as owing a repayment (due to early withdrawal, a drop in credits, or compliance issues) are notified promptly by mail. Financial Aid sends notifications out within federal and state deadlines.

Financial Aid regularly monitors its student loan programs, including maintaining compliance standards for processing and reconciliation. The institution's default rate stays well within the standards required by the federal government for continued participation in Title IV programs. The last official cohort default rate for the college (in FY15) was 9.4 percent (Appendix S2D-F). The default rate is communicated to the vice president of student services by the director of financial aid when the draft and final default rates are released. The official rate has dropped over the past four consecutive years: FY14 was 12.6%; FY13 was 13.8%; and, FY12 was 14.9%. The continued drop in the college's default rate reflects the recovery of the U.S. economy and the continued effort by Financial Aid in counseling and informational practices that may assist students as they approach repayment.

adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

As part of the implementation of Guided Pathways on campus, the advising process has been redesigned to better support students.

- *Entry to the college:* When a student enters, they work with an admission coach who evaluates the student's academic history and creates a unique entrance plan. If students are undecided, the coach guides them through tours of the instructional "Schools" (metamajors) to help narrow students' focus into areas such as health sciences or information technology. This high-touch service ensures student know exactly what steps they need to take to access the institution.

- *Orientation:* This collaboration between Advising, Instruction, and Student Programs combines the community of belonging focus previously used in the college's new student welcome activities with the hands-on learning of basic navigation needs like email and canvas access and with direct access to faculty to learn more about specific programs of study. The in-person version is offered at least once per quarter and students must complete it before the start of their second quarter. An online version is in development.

- *Case-managed advising:* Advising in a student's first quarter is provided by student success navigators, who are aligned by program of study. Navigators create a first quarter plan and refer students to support services and faculty for longer-term program guidance. Navigators also provide on-going support through a student's academic career. Faculty assume advising roles following the first quarter of technical and academic classes until graduation. In 2018, LWTech implemented Starfish by Hobsons (rebranded as LEGEND on campus) which facilitates communication and houses academic plans for shared access. This advising software is recognized by Complete College America for its ability to support Guided Pathways.

- *Mandatory advising:* In 2018, the college implemented mandatory advising by building on its strength of case-managed advising. Student success navigators help students with initial college navigation, first-quarter plans, and on-going student support. Faculty guide students with academic plans, and job and transfer requirements. Through co-advising, navigators help train faculty with advising techniques and faculty help navigators stay current with all academic maps/career pathways. Students are required to meet with their faculty advisor at key points in their academic progress to ensure they are on track.

Broadly, the college surveys students annually using the Community College Survey of Student Engagement (CCSSE) and an-in house survey of degree and certificate graduates with questions regarding the quality of advising. The Student Development Office (where Advising is housed) also participates in the annual student services assessment process.

The vice president of student services facilitates a master advising workshop via Canvas for new faculty advisors and student services staff to ensure anyone providing advising knows the basic information necessary to assist students. Additionally, every Friday, the director of student development coordinates a general meeting for all staff with advising duties where different faculty members and instructional deans present updated information about program requirements, staff liaisons present updates from the Curriculum Review Committee, and staff go over particularly challenging issues of the week.

LWTech on and off campus activities are developed with significant leadership from students, with management and governance oversight from the Student Programs department. These student teams work under the Associate Student Government, Campus Life, the Resources for Inclusion, Support and Empowerment (RISE) Center, and student club leadership. Activities include a variety of purposes and experiences, depending on the scope and goal of the program being developed. Student Programs is also responsible for developing and implementing campus activity programming through sponsoring or co-sponsoring activities.

Further, activities are developed under a framework focused on community building, socialization, or academic development, or a combination of those three. Each of these activities are also informed by the college's equity, diversity, and inclusion plan. Finally, Student Programs develops significant leadership experiences for all student leaders so they may ethically, equitably, effectively, and efficiently complete all necessary activity logistics like space reservations, purchasing requirements, and event management in accordance with college policy.

Examples of activities related I to achieving the college's mission, core themes, or strategic plan outcomes include:

Table 12: Student Programs Alignment of Activities with Core Themes

	Community Building	Socialization/Celebration	Academic Development
Associated Student Government	• Campus ASG Day (CC) • Classroom presentations (CC) • Open Meetings (CC)	• Student Club Chartering (CC) ○ *+/-18 clubs annually*	• Presidential Forum (CC/SA) • Advising Info Day (CC/SA/Pa) • Voter Registration (CC)
Campus Life	• Ice Cream Social (CC) • Tree of Thanks (CC) • Free Flu Shots for Students (CC) • Student Club Fair (CC)	• Fall Fest (CC) • Spring Fest (CC) • Dean's and President's List (CC/SA) • Family Movie Night (CC)	• Late Nights in the Library (CC/SA/Pa) • Sexual Assault Awareness (CC/SA/Pa) • Alcohol Awareness (CC/SA/Pa)
RISE Center	• Affinity Lunches (Black, LatinX, LGBTQIA+) (CC/SA)	• Phoenix Dinner (CC)	• Food for Thought (CC/SA/Pa) • Classroom based identity workshops (CC/SA/Pa)
		• General Cultural Events – Women's History, Lunar New Year (CC/SA)	
Student Clubs	• International Student Club Trips (SA) • Dental Hygiene Summer Welcome (SA)	• General End of Quarter Celebrations (CC) • Phi Theta Kappa Honor Society Induction Ceremony (CC)	• Human Resources Management Case Study Competition (CC/SA) • Baking Competitions (2015, 2017) (CC/SA/Pa) • Skills USA Leadership, Skills Competition (CC/SA/Pa)

	Community Building	Socialization/Celebration	Academic Development
			• Dental Hygiene House of Delegates Conference (CC/SA/Pa)
Student Programs	• New Student Orientation (CC/SA)	• Commencement (CC)	• Welcome Back Booth (CC) • Graduation Workshop (CC/SA) • Club Leader Training (CC/SA) • Constitution Day (CC/SA) • Student Leader Training (CC/SA/Pa) • Management External Vendors (CC/EE)

Key: CC = Core Theme – College Community, SA = Core Theme – Student Achievement, Pa = Core Theme – Pathways, EE = Core Theme – External Engagement

Policies associated with developing and implementing activities include:

- Associated Student Government Funds, Chapter 8.P.11

- Financial Reports, Chapter 8.P.25

- Use of Facilities, Chapter 9.P.02

- Student Code of Conduct (online)

- Associated Student Government Constitution (on file in Student Programs and online)

- Technology Fee Code (on file in Student Programs)

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

LWTech has two auxiliary services units: the bookstore and Avanti (food services). Both services align with the college's values of being student focused, providing services to the college's constituents, operating with integrity, and working as a part of the Administrative Services team.

Bookstore

The LWTech bookstore is a joint operation between the Follett Higher Education Group and the college. The bookstore supports the educational process with textbooks, supplies, book rentals, digital offerings, textbook buy-back services, program tool kits, and educational discounts on computer related hardware and software. In addition, it offers college logo clothing, convenience items, and a price match guarantee so students receive their course materials at the lowest possible cost. The bookstore offers an online store to serve students at their convenience

Food Services

In order to provide food options to students and employees, LWTech contracted for a market place option that offers a variety of healthy and fresh food selections. This market is open during all regular college hours of operation and provides an auxiliary service open to the public. The culinary arts instructional program operates an on-campus restaurant and a bakery, also open to the public. Each service has students working in their workforce training environment. Students enrolled in the culinary arts program develop menus, manage restaurant operations, and prepare food. This provides an active learning experience on campus for students preparing for careers in those programs. These services receive regular feedback through suggestion boxes and campus communication systems.

Currently, the culinary arts program is developing a long-term master plan with a team of faculty and administrative staff in order to provide a roadmap for facility improvements over the next several years. In addition, the college is renovating the East Building commons area in collaboration with student leadership. This renovation will include improvements to the environment and aesthetics of the food service area to benefit the college community.

Standard 2.D.13:
Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Not applicable; LWTech does not sponsor intercollegiate sports.

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

The college registration process uses a number of steps to identify students for their records and online transactions. At the time of registration, picture ID is required in order to register. When students enroll in courses at LWTech, they are provided with a unique student identification number (SID) and an official @LWTech.edu email account. Online courses are hosted on Canvas, and messages are sent and received using official college email accounts. Canvas courses and user accounts are created automatically by the SBCTC via integration with the student information system. Students log into Canvas using their LWTech official single sign-on credentials. Students are not charged additional fees for identity verification.

If a faculty suspects that student submissions are not in fact the work of the student, there are several tools that can be used to investigate. Canvas administrators have access to activity logs which can be used to verify the pages accessed by a particular user as well as the browser and operating system used to access those pages. Instructors also have the ability to: restrict quizzes in the system to particular IP addresses; assign a quiz that can only be taken in a secure browser where faculty have the option to require a web camera for verification purposes; or, to require an access code which can be provided to the students. LWTech also has the VeriCite plagiarism checker installed in its Canvas system to analyze

files uploaded by students.

The student conduct code, Policy 7.P.85, establishes the right of the college to demand a positive identification from the student any time. WAC 495D-121-510 is applicable to all students in online, hybrid, web-enhanced, and classroom delivery courses. The student conduct code, Policy 7.P.91 and 99, lists academic dishonesty as a violation of the conduct code WAC 495D-121-590 (1). Policies regarding academic dishonesty including cheating, plagiarism, or intentionally furnishing false information are published in course syllabi and in the student code of conduct online.

Standard 2.E: Library and Information Resources

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

The Library Learning Commons (LLC) provides library and information resources in a manner consistent with, and supportive of, LWTech's mission and core themes. As detailed below and in alignment with the core theme of college community, the library's resources include both physical and digital materials as well as equipment, study spaces, and events programming that work to form a safe, supported, and engaging environment that is open to all. The LLC's resources support all areas of the college, ranging from ABE/ESL to the associates and baccalaureate degree programs, thereby supporting the core themes of student achievement and pathways. The LLC also provides services to and collaborates with external constituents consistent with the core theme of external engagement. The LLC is responsive to the needs of the college and continually adapts to provide current and relevant materials with appropriate depth and breadth. These resources foster student success and facilitate pathways to gaining new skills and training in their fields.

Open Hours and Access to Resources

To ensure access to physical resources, the library is open during the following hours: Monday-Thursday 7:30 AM – 8:00 PM, Fridays 7:30 AM – 5:00 PM, and Saturdays 11:00 AM – 5:00 PM (summer hours may vary). The library's digital resources are available to students, faculty, and staff at all times. The library's website serves as the primary portal to these digital resources. The website is available to the public directly, is shared with students in every Canvas course, and is featured throughout LWTech's website and library social media channels.

Library Collections and Databases

The library's physical collections include 11,300 books, 2265 DVD/Blu-Rays, 61 periodical titles, and 1008 pieces of equipment. Special collections include an Indigenous People's Collection, International Collection, graphic novels, zines, board games, and LWTech's archival materials. Access to resources not owned by the library is available through the collections of more than 10,000 libraries worldwide through interlibrary loan. Most of these materials are available within one week of being requested.

Digital collections are listed on the Explore Databases page of the library website, many of which are integrated into Library Search, the discovery layer of the Integrated Library System. The library maintains online database subscriptions with EBSCOhost (7 databases) and ProQuest (8 databases). Each subscription contains millions of resources, including scholarly journals, books, videos, audio, dissertations, newspapers and more. Other database subscriptions include Artstor, Credo Reference, InfoBase Facts on File: Issues and Controversies, InfoBase Health Reference Center, Kanopy, NewsBank, Nexis Uni, and ScienceDirect. eBook Collections are discoverable through Library Search and include Skillsoft Books and NCBI's Bookshelf as well as those already named above. In addition to these subscription-based resources, the library provides access to over 70 open access and public domain databases available to all students, staff, faculty, and community members. These open access and public domain databases are listed on the library website and are integrated into Library Search.

Consistent with the core theme of college community, the library creates a supported and engaging learning environment by providing resources related to professional development of faculty, staff, and administrators. Books utilized at trainings hosted by the college are included in the physical collection. The library supports the circulation of professional development materials provided by specific college departments and for specific trainings and other employee education programs. The digital collection includes journals and eBooks related to higher education.

Equipment and Facilities

Additional available resources intended to support the core theme of student achievement include over 100 public computers, three fully enclosed study rooms (including one with computers and two with collaborative, wall-mounted monitors), printing/copying/scanning services, circulating and in-library-use laptops, headphones, high definition still and video cameras with tripods, computer microphones and webcams, portable projectors, and noise-cancelling headsets. The LLC also manages circulation of equipment for some academic programs, which includes accounting calculators, headsets, design tablets, DSLR cameras, a human skeleton model, and laptop kits with Wi-Fi hotspots. As of 2016, the library has facilitated the circulation of laptops for the I-DEA and I-BEST programs to ensure these student populations have their computer access needs met.

The Computer Lab, a space located within the LLC, offers a designated quiet space with both Windows and Mac computers. These computers are equipped with specialized software required or desired to complete coursework and assessments for programs at LWTech. The Computer Lab is open during the same hours as the LLC. and allows students extended time to utilize software on campus required for completing homework assignments. See the Table 13 below for a list of software available in the Computer Lab (as of Winter 2019).

Table 13: Software Available in Library

Available Software in the Library Computer Lab		
Accounting QuickBooks **Business Technology** Microsoft Project 2016 Microsoft Visio 2016 Microsoft Office • Access • Excel • Word • Outlook • PowerPoint • Publisher **Computing and Software Development** Android Studio Blue J Brackets	**Design and Game** Adobe • Acrobat • Acrobat Distiller • After Effect • Audition • Bridge • Dreamweaver • Illustrator • InDesign • Lightroom • Media Encoder • Photoshop • Premiere Pro AutoDesk • 3ds Max • Maya • MotionBuilder	**Engineering** Autodesk • AutoCAD Architecture • AutoCAD Mechanical • AutoCAD MEP • Civil 3D • Fusion 360 • Inventor Professional • Maya • Manage2019 • Recap • Revit • Robot Structural Analysis • Storm and Sanitary • Subassembly Composer • 3DS Max Others • DWG TrueView MasterCam

Available Software in the Library Computer Lab		

Configure Java
NetBeans
Python
XAMPP
MySQL Workbench
Microsoft Visual Studio
    • SQL Server
    • Visual Basic
    • Visual C#
    • Visual C++
    • Visual F#
 	
Dental
EagleSoft
	• Mudbox
	Others
	    • Blender
	    • CrazyBump
	    • Google Earth Pro
	    • Hugin
	    • Oculus
	    • Steam
	    • Substance Painter
	    • Unity
	    • Unreal
	    • Zbrush
		• Rhinoceros
		    • SketchUp
		    • SolidWorks
		
		Machining Technology
		Mastercam
		SolidWorks
		
		Math
		MatLab
		
		Nursing
		SpringChart
		
		Reading/Listening
		NaturalReader

Collection Development

Specific collection development policies are determined by library staff to ensure that resources have the appropriate level of currency, depth, and breadth. As the library receives donations or funding to purchase or provide access to new print and electronic materials, resources are selected according to the following criteria:

- Support of the LWTech educational curriculum and academic needs

- Expand the collection to include resources in support of upper-level classes that are part of BAS degrees

- Relationship with the existing collection, with the goal of filling gaps (maintaining breadth) and reinforcing areas of strength (increasing depth)

- Reflection of the diverse and complex student body and academic community at LWTech

- Appropriate reading level

- Accuracy and objectivity

- Reputation of author or publisher

- The currency of the material

- Cost

- Demand

- Physical condition

- Format serving widest possible patron base

The LWTech faculty librarians evaluate the existing collection and identify materials for withdrawal using these same criteria. Materials that no longer meet the collection policy are removed. For example, materials that are outdated, damaged, seldom circulated, or contain inaccurate information will be removed. Faculty members are consulted when materials in their disciplines are being considered for withdrawal. During the Summer of 2018, 582 items were withdrawn as part of an extensive project aimed at keeping library and information resources current and accurate. Scheduled withdrawal reviews occur annually.

Collection Partnerships

In 2017 and 2018, the LLC established independent library collections in collaboration with the Resources for Inclusion, Support, and Empowerment (RISE) Center, as well as the Digital Gaming and Interactive Media program. Library staff catalog items owned by these offices, such as books, video games, and gaming consoles, and train staff in these offices on circulation procedures. Use of the Integrated Library System and the cataloging expertise of the library staff enable these special collections to be easily accessible to students, faculty, and staff.

Consistent with the core theme of external engagement, in 2018, the LLC and King County Library System (KCLS) formalized a partnership to integrate LWTech student and employee accounts with KCLS's digital collections. Students, faculty, and staff can access electronic resources and databases through KCLS's college portal. This partnership greatly expanded the library and information resources available to LWTech and began a larger conversation on the promotion of lifelong learning for our served populations.

Events Programming

Additional vehicles for engaging the college and the external community are displays and events presented by the library, including reoccurring events such as poetry readings and PFLAG panels. Individual courses often integrate such programming into their objectives; the library thereby connects students with groups and communities in and beyond the college. For example, in Fall 2018, the library worked with the non-profit 350.org to create a climate change display. Other recent partners include the King County Government's Repair Café and Kirkland City Government's Recycling Program.

In addition to connecting academic curriculum to library programming, the library occasionally hosts college-wide events that support learning needs and foster community. Students have come to rely on Late Nights in the Library, a quarterly event occurring during finals week, where snacks, tutoring, door prizes, massages, and extended open hours are offered. Another example is the LWTech Foundation Scholarship Reception, an annual event which has occurred on the upper floor of the library for six years.

Responding to College Growth

The library acknowledges that the college is constantly growing and evolving. The addition of new academic programs, particularly at the baccalaureate level, requires continual assessment of both information and staff resources. The college broadly supports these new programs through the approval of additional staff. For the 2019-20 fiscal year, the Finance and Budget Advisory Council approved the addition of a half-time faculty librarian to work specifically with Applied Bachelor's programs and

provide Library support in the evening hours. Similarly, for 2018-19, the Budget and Finance Advisory Council approved changing a part-time Library Technician position to full-time. These changes assure adequate staffing throughout the department to meet the expanding growth of new degrees. Specifically, it allows the faculty librarians to focus fully on instruction, library programming, and collection development, while other library staff work on day-to-day operations, cataloging, budget tracking, and circulation. The additional time for librarians to partner with faculty and other college employees ensures the appropriate currency, depth, and breadth of resources to meet all college needs. Library staff are reviewing and beginning to implement the Washington State Community and Technical Colleges Baccalaureate in Applied Science Degrees Library Services Rubric (approved and published as a recommendation document in Fall of 2018) to determine best practices as new BAS degrees are implemented.

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

Library planning is multifaceted and based on collected data and feedback, which are reviewed by the librarians and library staff under the leadership of the library coordinator. Criteria for using data and feedback include consistency with the college's core themes, as well as the library's mission and vision statements.

Guided by Data and Internal Feedback

The librarians and library staff work with the dean of instruction, engagement and learning to make planning decisions through ongoing assessment of collected library usage data. Decisions are made collectively through the following activities:

- Review of utilization rates for all databases and circulating materials

- Review of collection for currency and quality of physical and digital materials

- Monitoring of usage rates of the physical library space and resources (including a review of the headcount tracker)

- Monitoring of participation in library events

- Monthly review of budget

Some of the above data are available to the public on the library website's Usage Data Visualization page.

The library faculty and staff suggest changes to existing resources and new resources based on their expertise and day-to-day experiences in the LLC. They vet potential changes with affected programs and services. The dean supports their planning suggestions and presents any larger requests to the appropriate governing bodies and college leaders.

Guided by External Feedback

Planning for library and information resources includes input from faculty members and students

representing all college programs. Faculty librarians regularly attend division and department meetings to present information and solicit requests or suggestions for library acquisitions. They also serve on committees and councils, in order to have a presence in nearly all entities/areas of the college. As described in section 2.C.6, faculty librarians serve on college governance committees, which allows them to solicit feedback from multiple college constituents and to participate in planning activities that impact the resources needed in the library. For example, the designated librarian position on CRC allows faculty, administrators, and the librarian to review curriculum proposals and plan for the impact on library resources before programs officially launch.

Students and employees are encouraged to make requests in-person or online for specific items they would like the library to acquire. General requests for library improvement are regularly encouraged as well through in-person and e-mail communication.

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

Library Instruction Sessions

The library offers a dynamic, responsive variety of library instruction. The primary mode is the one-off class, which typically lasts 45-60 minutes. These class sessions teach information literacy, digital/computer literacy, and general research skills. Their content is specialized and dependent upon the needs of the courses and the participants. Typically, they are influenced by the Association of College and Research Libraries (ACRL) Information Literacy Framework.

Example components of these sessions include the following:

- Physical tour of the library and identification of key points of service

- Orientation to print and electronic resources

- Definition of plagiarism and how to use information responsibly

- Development of a research topic

- Identifying and evaluating on-line information

- Tour of the LLC home page, the Integrated Library System's search interface (Primo, AKA Library Search) and selected electronic resources/tools

Librarians work with faculty to understand how library instruction will support information literacy needs in the class and support the course outcomes. The librarians review courses based on the curriculum within which the courses fall. A recent expansion of library instruction is directed at research and information literacy skills for courses associated with the Bachelor of Applied Science degrees. While a strategic structure is being developed, associates and baccalaureate information literacy is determined on a class-by-class basis. More information on BAS Degree support is below.

Additional Instruction

In addition to one-off classes, the librarians provide the following modes of instruction:

- Workshops on specific tools, technologies, platforms, and resources

- Interactive, staffed displays on relevant academic and cultural topics

- Discussion groups and interactive forums for intellectual conversation

- Introductions and contributions to other events and programs throughout the college

- Digital training materials recorded and hosted on video streaming sites such as YouTube

Below are data on information literacy instruction offered in-person and online (including one-off sessions and online courses), as well as students served, by year:

Table 14: Library Information Literacy Classes

Totals	2016-2017	2017-2018	2018-2019 (excl. Spring)
Classes	75	73	79
Students	1,355	1,163	1,127

One-on-One Meetings

For students and faculty who need additional help or who attend fully online courses and need in-person instructional support outside of their online environments, librarians also provide one-on-one sessions by appointment and staff the library information desk during regular hours when not teaching or participating in college governance. The librarians also hold regular office hours each week as per the college's faculty requirements.

QuestionPoint Virtual Reference

The LWTech librarians participate in and contribute to Ask-WA, a virtual reference program hosted by the Online Computer Library Center (OCLC) and facilitated by the Washington State Library. This program uses the QuestionPoint platform and is advertised by the library as "Ask a Librarian."
This service allows the LWTech community (and beyond) to chat virtually with a librarian 24/7 to get the assistance they need.

Online Instruction Resources

As mentioned above, the library offers streaming library instruction and online tutorials in eLearning classes for fully online students, for those who cannot attend the in-person sessions, and for students who want to reinforce what was learned. Online resources are created both generally and specifically depending on the needs of collaborating faculty and the greater information literacy needs and goals of the college. When possible, librarians are embedded in online courses as guest instructors to facilitate discussion boards, announce/facilitate/grade assignments, and provide reference support to the students. The librarians are constantly developing new in-house resources related to research, citations, and other information literacy knowledge to be used in the videos and online courses.

Supporting Faculty by Program

Librarians use a systematic process to address the needs of all academic programs on a quarterly basis, including consistent communication of services offered, general updates to the library, and information literacy initiatives. The librarians develop a schedule for this communication each quarter. These communications are supplemented with weekly announcements of library resources and general library promotional campaigns.

Librarians in their connection with the academic programs regularly achieve the following actions:

- Share information about library services and resources

- Assist with acquisitions and collection development

- Serve as contacts for library instruction and library collaboration

- Serve as contacts for library questions, requests, or problems

- Attend program/division/department meetings to announce updates to library services and resources

- Provide one-on-one orientation and tours for new faculty and serve as their supporters/champions

- Notify departments electronically of new resources and services when they become available

- Review and suggest books and other resources for departments/programs

- Offer new student orientations that vary in length and scope

- Provide general, course-specific, or assignment-specific instruction for students taking courses

- Tailor existing rubrics and assignments to meet faculty and course needs

- Embed library resources and services into Canvas and develop asynchronous teaching and learning opportunities

- Provide research assistance for student papers and presentations

- Offer demonstrations and workshops of new resources and services of interest for faculty and students

- Assist faculty to incorporate new library technologies into their courses and assignments

BAS Degree Programs and Library Instruction

The LWTech librarians actively work with faculty to design information literacy instruction in support of upper level classes in conjunction with the new Bachelor of Applied Science degrees. Librarians are in the process of developing curricula and learning objectives to prepare students with appropriate

research and information literacy skills to meet the BAS degree program information literacy needs. Librarians and faulty are using the [Washington State Community and Technical Colleges Baccalaureate in Applied Science Degrees Library Services Rubric](#) published in late 2018 by the SBCTC to guide the training and meet the criteria named. Librarians are meeting with faculty by program to understand the research needs and develop learning objectives by discipline.

Open Education, Open Pedagogy, and Open Licensing

The librarians, in their ongoing work in the area of open education, seek to leverage openly-licensed materials (including Open Educational Resources, or OER) in their development of instruction materials, and they guide the use of those materials by faculty and other educators at the college. The librarians and one of the library technicians serve on the OER Core Team and participate in numerous college-wide projects developing and promoting open education. This work is reinforced with broader involvement on projects at local, state, and national levels, including presentations at regional and national meetings.

A recent focus on open pedagogy has arisen as a result of greater degrees of equity and inclusion work at LWTech. The librarians are collaborating with specific faculty stakeholders in developing assignments that will empower student voices and expand class assignment work as more relevant and transformative for students. Librarians serve as instructional leaders with open licensing and the adaptation and adoption of resources in and beyond courses at the college.

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

The library coordinator regularly and systematically evaluates the resources and services provided by the LLC and shares this information with library staff for discussion. The following table describes the evaluation process.

Table 15: Library Evaluation Process

| Resource | Evaluation of: | | | |
	Quality	Adequacy	Utilization	Security
Research Databases	Determined at initial subscription through review of materials included; use by peer institutions; and ongoing through program faculty and librarian discussions	Evaluated by program faculty and librarians; frequency varies by program	Rates reviewed quarterly	Use protected by password encoded into the network login via the proxy service, EZproxy; security reviewed upon annual renewal (change in service agreement)
e-Book Collections	Determined at initial subscription through review of materials included; use by peer institutions; and ongoing through program faculty and librarian discussions	Evaluated by program faculty and librarians; frequency varies by program	Rates reviewed quarterly	Use protected by password encoded into the network login via the proxy service, EZproxy; security reviewed upon annual renewal (change in service agreement)

	Evaluation of:			
Resource	Quality	Adequacy	Utilization	Security
Physical Collection	Reviewed for currency, authority, physical condition, and relevance, as well as with external recommending materials, both upon purchase and annually	Evaluated by librarians and library staff on an annual basis, with certain collections reviewed by program faculty or related department leads	Rates reviewed annually	Bibliotheca (previously known as 3M) library security system with tattle tape on items and gates at exit; circulation monitored by the Integrated Library System
Computers and Related Resources	Evaluated regularly by computer lab staff and IT for software updates and necessary changes to hardware	Evaluated by computer lab staff and library coordinator based on list of software programs provided by program faculty on a quarterly basis	Data collected hourly via manual headcount; rates reviewed quarterly	Use requires login and password; antivirus and other security systems in place; must have administrator privileges to install software; computers utilize deep freeze each evening after library closes
Events	Determined in design process that aligns events with student learning outcomes and other college goals and projects; evaluated by participant survey	Evaluated by participant survey; reviewed by librarians and departments/faculty with whom they partnered	Attendance counted at each event	Campus Public Safety personnel available during all events; librarians and library staff trained regularly for emergency situations
Hours and Physical Space	Hours: Determined by utilization rates; Physical Space: Evaluated daily and maintained by library staff	Determined by utilizations rates	Data collected hourly via manual headcount; rates reviewed quarterly	Campus Public Safety personnel available during all open hours; main entrance located near staff stations; alarm systems in place at additional entrance to library; evaluated hourly during manual headcount
Digital resources available through a cooperative arrangement with King County Library System (KCLS)	Determined through discussions with KCLS librarians	Determined through discussions with KCLS librarians	Determined through discussions with KCLS librarians	Use protected by password

The transition to a new Integrated Library System in 2017-2018 improved access to utilization reports. The resultant utilization data are compiled in a spreadsheet, which is updated regularly with quarterly and annual totals for:

- Library headcount

- Interactions with staff

- Physical item loans

- Searches in Library Search

- Clicks to view records in Library Search

- Searches and sessions for subscribed databases

In addition to submitting data to college, state, and national reports, library staff publish selected data on the library's website for transparency to stakeholders. The Library Usage Data Visualization page is updated annually, with a plan for additional reports being discussed.

Standard 2.F: Financial Resources

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

LWTech is positioned financially to achieve the outcomes of its mission and core themes. The college maintains adequate reserves, well-defined policies and procedures, and an open and transparent budget process that clearly identifies and addresses current and future needs.

The college budgeting process includes a set of priorities and assumptions under which to develop the operating budget. College administration and the Board of Trustees review budget priorities annually. One priority is to maintain an adequate budget reserve in the event of unanticipated costs or enrollment and revenue shortfalls. The college targets a minimum fund balance of 15 percent of the total general operating budget (approximately 2 months of expenditures). The college is currently debt free.

The budget planning process for the general operating budget includes a realistic development of projected funding levels from: 1) the state appropriation; 2) tuition and fee projections based on actual enrollments; and, 3) other revenue sources impacting the operating budget. Annually, an amount of funds available to address new initiatives or priorities is determined after the college addresses carry forward costs, salary and benefit costs and increases, and new costs due to unfunded mandates or legal requirements. The Finance and Budget Advisory Council reviews departmental requests and makes recommendations for the use of available funds identified.

Through fiscal prudence, in 2018-19, the College increased reserves by approximately $1,080,000. This is in addition to an increase of approximately $500,000 the prior fiscal year. These increases have been the result of efforts to reduce spending and to identify new revenue sources. The general operating reserve balance at the start of the 2019-20 fiscal year amounted to approximately $3.99 million (approximately 13% of the general operating budget). The Budget Services webpage provides information on the budget, budget process, and financial reports.

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

LWTech is an agency of the State of Washington. Through the Revised Code of Washington (RCW) and the Washington Administrative Code (WAC), the State establishes budgetary parameters within which the college must operate. LWTech follows the budgetary policies and procedures mandated by the State Board for Community and Technical Colleges (SBCTC), the State Office of Financial Management, and the State Legislature. In some areas (for example, distribution of salaries), legislative provisos and SBCTC guidelines place some restrictions on allocations.

The SBCTC prepares and submits a system biennial budget request which identifies system priorities and needs. Funds are appropriated by the legislature to the SBCTC which in turn allocates funds to the community and technical colleges. However, once allocated to the college and within the programs defined by these parameters (for example, instruction, student services, and plant operations), there is

management flexibility.

The college budget represents the approved educational plan of the college stated in fiscal terms. It serves the mission, core themes, and strategic plan of the college within available resources.

Realistic Budgeting

The college's budget philosophy is to look toward the future and develop spending plans consistent with institutional goals. Success is measured in efficient and effective use of resources in advancing the college's mission. The budget process primarily focuses on operational budgeting including day-to-day operations, control of financial resources, evaluation of financial performance, and facilitation of the institution's mission. LWTech integrates the financial planning process with the strategic planning process and the budget also reflects the priorities of the SBCTC with regard to enrollment projections and program approvals. The annual college budget is developed based on state allocation, tuition and other revenue projections, grant and contract funding, and debt service.

Enrollment Management

Annually, the college reviews revenues and expenditures and compares them to the prior year levels. State appropriation makes up the primary source of funds for the general operating budget. Annually, the college receives an allocation from the SBCTC. The allocation methodology changed in 2016 to be enrollment driven, address system priority enrollments, performance funding, and provide a minimum base for all colleges. The vice president of administrative services serves on the college's Student Achievement Committee (which oversees strategic enrollment management initiatives) to ensure the budget process is closely aligned with college work in instruction and student services related to enrollment.

Responsible Projections

Tuition and fees also remain relatively stable. Tuition rates are established by the SBCTC and increases are authorized by the legislature. Annually, the college's Board of Trustees approves the tuition and fee schedules which include other college determined fees such as program fees. During the budget process, tuition revenue and fee revenue projections are based on enrollment and the instructional program mix. This allows the opportunity to identify any changes or discrepancies which may impact the operating budget. Expenditures by program and type are reviewed and analyzed compared to the prior year. Planning occurs for identified new initiatives and. The college's Finance and Budget Advisory Council reviews departmental requests and prioritizes funding recommendations for any available funds.

Annually, funding from grants and other sources are reviewed and included in the annual operating budget. Departments provide budget projections for grants activity, instruction ancillary accounts, and other self-supporting activities such as the Assessment Center.

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

The budget development process is the direct result of the implementation of the college's 2012-2017 strategic plan, which required an on-going and systematic planning process that influences resource

allocations to improve instructional programs, institutional services, and activities.

The Finance and Budget Advisory Council (Council) implemented the directive for a collaborative, open, and transparent budget process which ties division budget priorities to the strategic plan and core themes. The Council members represent all employee groups and areas of the college with the vice president of administrative services serving as the Council administrator.

The budget planning process developed by the Council is true to the principles of an open process which includes a budget request and input process that collects input from the bottom up and allows areas to identify and prioritize their needs for their departments and programs. Departmental requests must identify the core theme addressed by the budget request.

The Council annually receives requests exceeding available funds, especially during difficult financial times. For the 201-20 fiscal year, the Council received department budget requests totaling approximately $1.3 million. Each major area of the college presents its top priorities to the Council. Recommendations are forwarded to the Executive Cabinet for consideration. The final budget proposal, based on the recommendations from Executive Cabinet for operations, student funds, auxiliary services, and capital projects, is sent to the Board of Trustees for review and approval.

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

LWTech utilizes the Washington Community and Technical College Financial Management System (FMS) which is administered for all 34 community and technical colleges by the SBCTC Information Technology Department. The system meets all the reporting requirements of the State of Washington. Annually, the college must submit all financial reporting information to the SBCTC for inclusion in the state financial report. In addition, starting with the 2013-14 fiscal year, the college prepares its own audited financial statements.

On a monthly basis, FMS provides accounting and budget reports. This data is reported simultaneously to the SBCTC. The Board of Trustees meets monthly during which meeting the vice president of administrative services provides a standing report assessing the college's financial status. The budget office also provides monthly reports directly to budget managers to monitor their use of funds.

In addition, an annual financial report is provided to the Board. The college's Finance and Budget Advisory Council also reviews and monitors financial activity on a regular basis. All reports are made available on the Budget Services webpage. These reports provide an update on revenues and expenditures by fund, fund balances, budget status for the general and self-supporting fund, and a quarterly income statement for the bookstore fund.

The college is subject to audit by the Washington State Auditor's Office. The audit evaluates the internal controls and financial activities of the college. The most recent audit completed by the state auditor's office was for the 2017-18 fiscal year and there were no findings or questionable costs; this and previous audits are available online. The audit report stated the college's internal controls were adequate to safeguard public assets. There have been no findings for the past four financial statement audits.

Standard 2.F.5:

State capital funds are provided by legislative appropriation on a biennial basis. These funds generally include funds for major capital projects as well as for repairs and minor improvements. The college does not have debt for capital outlay.

An integral piece of facilities and capital budget planning is the Facilities Master Plan (Master Plan) (Appendix S2F-A), which enables the college to track facility needs, determine priorities for new facility projects, and work toward progressive improvement of the college's environment. The Master Plan establishes a dynamic framework for future growth and decision-making. LWTech is committed to ensuring its Master Plan is a valid expression of future campus needs by keeping it firmly grounded in the college mission and core themes. The Board approved the updated ten-year LWTech Facilities Master Plan in December 2015. The Master Plan is not a static document; it is a tool to help LWTech create a purposeful, responsive physical environment to support its community.

The Master Plan supports future capital budget requests for new or renovated space to address college needs. LWTech provides copies of the Master Plan to the SBCTC, the Office of Financial Management, legislative staff, and local agencies and municipalities. The college submitted a funding request for the 2019-21 biennium for a new building on the Kirkland Campus. This request reflects the number one priority identified in the Master Plan. The proposed facility (Center for Design) ranked third of the 24 proposals submitted by the community and technical colleges for legislative funding and sufficient funding was allocated for the top ten ranked requests. As such, the new facility was included in the Legislature approved 2019-21 capital budget for design funding with construction funding planned for funding in the 2021-23 biennium.

For the 2019-21 biennium, the capital budget process allocated approximately $8.1 million to LWTech from the capital budget to address new facility design, facility repairs and improvements. The improvements funded included culinary arts, Human Resources office, classroom, and infrastructure repairs (HVAC, roofing, lighting, and site improvements).

Auxiliary enterprise funds are budgeted and accounted for by separate fund designations. The college separates fiscal activities between its general operating funds and its auxiliary enterprise funds. For the 2019-20 fiscal year, the budgeted level for auxiliary services activities is projected at $961,000. All transfers between these funds are included and authorized in the approved budget. For the 2019-20 fiscal year, the approved budget includes a projection of authorized fund transfers of approximately $101,000.

standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

LWTech is a historically well-managed financial organization. This is particularly reflected over the past 10 years where the college has seen significant state budget reductions. The college remains committed to a reporting system that meets all state requirements and provides management the information needed to assess operations and improve effectiveness. Control mechanisms are in place and audited regularly. The college holds an exemplary record of compliance with state and federal law.

The college follows mandated guidelines set out by the [Office of Financial Management](#) and the SBCTC. A team from the state auditor's office annually reviews the college's financial statements and periodically audits compliance with state guidelines. All grants, contracts, and financial aid awards are made to the college and monitored through the Financial Management System.

The Financial Aid Office administers financial aid programs in accordance with state and federal rules and regulations. The annual operating and capital budget approved by the Board of Trustees identifies all sources of funds anticipated by the college and the estimated related expenditures. The college utilizes a fund accounting system, thereby segregating assets by source.

The annual financial audit focuses on financial activity and internal controls for the most recent fiscal year. The state auditor meets federal audit requirements by including all state agencies in the Single Audit Program. The state audit is conducted in accordance with generally accepted auditing standards. A formal audit report containing an opinion and any significant audit findings is [publicly reported](#), though the college has not had any findings. The auditor also provides a management letter of issues that may be of concern or indicate system weakness, as appropriate. The audit is completed nine months after the end of the fiscal year.

LWTech formally replies to any significant findings and informally reports on corrective actions recommended on management letter items. Any finding, management letter item, or other item identified during the audit is shared with the Board of Trustees, college administration, and appropriate staff. The Finance Office recommends and follows up on any recommended corrective action to ensure compliance.

The college makes copies of the state auditor's report available and publishes them [online](#). The audit report is shared with the Board of Trustees and management staff. In the past four audits, including the most recent audit, completed in March 2019 for the 2017-18 fiscal year, there were no audit findings. This assessment by the state auditor is utilized to measure the financial integrity of the college and address one of the college's appropriate stewardship of financial resources.

The vice president of administrative services serves as the college's internal control officer. Annually, the college performs a risk assessment of college departments. This information is shared with management and is utilized by the state auditor's office in its review. It is also the responsibility of the Finance Office to perform an on-going review and assessment of financial transactions for legal compliance.

The college takes a proactive approach in dealing with any potentially controversial issue and involves the state auditor's office in any such case. The college responds in a timely manner to requests for information and analysis related to the college's finances. LWTech has maintained a strong system of internal controls as noted by the state auditor's office in its audit reports.

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

LWTech and the LWTech Foundation (Foundation) have entered into an agreement by which the Foundation is the primary fundraising organization for the college. The Foundation was incorporated in 1991 and the agreement between the college and the Foundation clearly defines the scope of responsibilities for each party as legally required. As a state agency, the college cannot provide services to an outside private entity without financial consideration. If this were to happen, the college would be in violation of state law prohibiting the gift of public funds. Therefore, the college and the Foundation have an agreement that specifies the services the college will provide the Foundation. The executive director of the Foundation is a part of the college president's executive team and ensures that the Foundation's fundraising efforts operate in an ethical manner in compliance with local, state, and federal requirements.

Standard 2.G: Physical and Technological Infrastructure

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

The main campus in Kirkland is located on 55-acres at the edge of a residential area, and is convenient to highways and bus lines. The site grew slightly in 2002 with the acquisition of an adjoining piece of property. The site houses 16 facilities of which 10 are portables and two are greenhouses. These facilities range in size from 1,130 gross square feet (GSF) to 214,827 GSF. The oldest permanent facility, constructed in 1983, is now 35 years old.

In 2011, the college completed a new 83,000 GSF Allied Health Building with LEED Silver Certification. This facility is a partnership with the Washington Network for Innovative Careers (WaNIC), a consortium of seven school districts created to provide career and technical education programs. The Allied Health programs make up approximately fifteen percent of the college's total enrollment. The building provides state-of-the art academic classrooms, laboratories, and clinical facilities for training students to meet the current and projected shortage of healthcare workers in this region. This facility addresses the core themes of pathways and student achievement by providing a supportive learning environment and opportunities for students to obtain necessary skills and knowledge for their careers.

The Redmond Campus site is located on 2.2 acres in the community of Redmond. The site includes a single facility of 20,492 GSF constructed in 2005 to replace a 1950s facility built when the site was a U.S. Army Nike missile base. The college acquired LEED Silver Certification for the building. The college currently leases this site to the city of Redmond as an additional revenue stream in light of ongoing cuts to state funding.

Table 16: LWTech Facilities

Facility	Number of Bldgs.	Gross Square Feet	Construction Date
East Building	1	214,827	1983
West Building	1	89,967	1992
Technology Center	1	60,728	2004
Allied Health	1	83,000	2011
South Portables	8	9,040	1986-90
Horticulture Portables	2	2,260	1990
Greenhouses	2	12,000	1986/2000
Redmond Campus	1	20,491	2005
Total	**17**	**409,313**	

Every two years, LWTech conducts a [Facility Condition Survey](#) (FCS) in conjunction with the SBCTC. The survey provides a determination of the physical condition of the facilities and identifies priorities for state capital budget funding. Each of LWTech's buildings are scored based on the condition analysis. LWTech's facilities average condition score was 236 which meets the SBCTC target for adequate condition (score 176-275). The only individual buildings that scored "needing improvement by renovation" were the Child Care and Horticulture portables. These are temporary portable buildings that

are close to outliving their lifespan. The college dedicated past funding to floor renovations, deck repairs, and ongoing maintenance to the buildings to ensure their ongoing safety and accessibility.

The survey is intended to establish the relative severity of each capital repair deficiency to allow the system-wide prioritizing of each college repair request. Facility deficiencies are identified and scored based on relative importance, with Health and Safety deficiencies receiving top priority. As a result of the 2017 FCS, it was determined that had approximately $2.1 million in repair deficiencies as an immediate need and $1.3 million in deferrable repairs. The immediate needs will be included in the system 2019-21 capital budget request. For the 2019-21 biennium, LWTech has been allocated $3,297,000 to address facility and site repair deficiencies identified through the facility condition survey process.

The overall condition of the facilities at LWTech has remained relatively stable. The funding for capital repairs received over the last three biennia has managed to keep pace with system and component deterioration.

Operations and maintenance funding has not kept pace with the demand over the same time period and longer. This has resulted in a backlog of routine maintenance and capital repair requirements. As indicated in the 2017 FCS, International Facility Management Association standards indicate LWTech's maintenance staffing should be 8.7 FTEs. The current staffing level of 4.0 FTEs continues to be inadequate which impacts the college's ability to be proactive versus reactive in facility maintenance. As funding becomes available, the vice president of administrative services will continue to advocate for additional positions via the college's budget process.

Future facility needs are based on the college's Master Plan which addresses three overriding concerns: preservation of existing assets; replacement of obsolete or deteriorated facilities; and, judicious expansion to meet current and projected demand. The plan identified a Center for Design on the Kirkland Campus as the highest priority. In 2017, the college submitted a major project capital budget request for the construction of a 56,000 GSF facility to be located by the east entrance. This project scored third in the SBCTC's prioritization of the college's requests; meaning the project will be included in the 2019-21 capital budget request for design funding.

The college maintains facilities that are in compliance with Section 504 of the American with Disabilities Act (ADA) and state code requirements. The college also complies with regular audits conducted by the Office of Civil Rights to maintain access for individuals with disabilities and special needs, most recently in Fall 2012 (Appendix S2G-A).

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

LWTech maintains procedures for the safe use, storage, and disposal of hazardous and toxic materials. The college adheres to federal, state, and local regulations concerning the use, storage and disposal of hazardous or toxic materials. Specific documents include:

- WAC 495D-325-010 Implementation of State Environmental Policy Act (SEPA)

- Policies Chapter 9: Facilities & Operations (0900) – 9.P.53, page 906.

Departments where hazardous materials are stored and/or used maintain Material Safety Data Sheets for their area. The college's Emergency Management Plan (Appendix S2G-B) addresses how to deal with hazardous material spills. The college has hazardous spill-control kits in various areas to clean up small spills (1500ml or less) of hazardous liquids or chemicals. The Facilities and Operations Department has access to these kits which contain the materials to efficiently clean up a small hazardous material spill.

In accordance with state law and college policy, the Safety Committee, with representation from all constituencies, reviews college safety/security requirements and makes recommendations to maintain a safe environment. As appropriate, the committee investigates incidents and makes recommendations for corrective action. The college also operates under regulations and requirements of the State Department of Labor and Industries for industrial health and safety. The Facilities Department manages compliance with the Washington Industrial Safety and Health Act (WISHA).

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

Prior to becoming a technical college in 1991, LWTech was part of the Lake Washington School District which was responsible for facilities planning and management. As such, facilities were not designed for college operations and academic programs, including space for a library and administrative functions. Funding for new facilities occurred through local bond levies. Since becoming a college, the Facilities Master Plan (Master Plan) (Appendix S2F-A) provides a dynamic framework for future growth and decision-making. This plan is updated, at minimum, every 10 years. Since 1991, the college has successfully submitted capital budget requests that have met enrollment growth and workforce training needs.

In 2015, as part of the college's overall plan to improve its facilities and services to students and the communities it serves, the college updated the Master Plan. Led by the Facilities Planning Council, and assisted by McGranahan Architects, the council held a series of planning workshops that included departmental managers, instructional deans, student services staff, facilities staff, and community leaders. This planning effort aimed to review organizational goals, analyze existing facilities, outline programmatic changes, review enrollment data and growth, and assess operational efficiencies. The timing of the update for the Master Plan allowed for the incorporation of the 2012-2017 strategic plan goals in its development.

The updated Master Plan addresses critical facilities needs for the college and ensures alignment with the mission, core themes, and strategic plan. The needs identified by the college through the workshops are to:

- Have facilities that are flexible

- Address space shortfalls including additional classroom and lab space, meeting space, and faculty offices

- Have facilities that stay current through renovation of existing classrooms and labs and reinvestment in equipment

- Consolidate administrative spaces

- Promote student open/common spaces that provide informal learning opportunities, serve more full-time students, and provide 24/7 access

- Improve access through an enhancement to the entrance and roadways, to meet ADA compliance, and to improve wayfinding

- Update the infrastructure and address aging systems and accelerated life cycles

The Facilities Planning Council uses a collaborative, open, and transparent process for departments to submit requests for new space and/or to renovate existing space. This process allows departments to identify, prioritize their space needs, and present their requests to the council. This process has resulted in the assignment of space for the Associated Student Government, the TRIO program learning lab, the Art program, International programs, the Veterans Center, a meditation room, Human Resources, and faculty offices. Once the committee makes recommendations, they are forwarded to Executive Cabinet for review and approval.

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

As a technical college, the high cost of equipment has been a consistent challenge. LWTech has demonstrated resourcefulness and creativity to keep technology up to industry standards through state funding, grants, and donations. Examples include:

- The digital gaming computer lab receives a refresh every two years, which creates a waterfall effect to provide advanced computers to labs across campus.

- The Foundation raised $500,000 to support the Nursing program which included upgrading the simulation lab and training for faculty.

- Instruction moved funds from a variety of sources to replace an $90,000 Welding lab medal shear when it became inoperable mid-quarter.

- When new Photonics faculty provided an assessment that its lab did not have the sufficient items to achieve the course and program outcomes, collaborative efforts between faculty, administration, and staff resulted in donations and grants to outfit the lab with $120,000 worth of state-of-the-art equipment.

- The college embarked on a multi-year capital funds project to remodel the culinary facilities.

- The state special allocation to support the aerospace industry resulted in new equipment in Engineering, Machining and Welding.

- The Horticulture program uses funds from the annual plant sale to upgrade technology and keep facilities current.

The Office of Instruction annually allocates $75,000 to support smaller professional-technical and science purchases as well as classroom upgrades. In 2018-19, faculty began noting equipment needs as

part of their program review analysis. This evaluation coincides with the college's budget planning cycle, in order to collect and evaluate a comprehensive list of needs. Deans collaboratively decide on the allocation of the $75,000 as well as the prioritization of equipment requests as part of the Office of Instruction's annual budget request.

When new programs are proposed and being planned, start-up equipment needs are identified and included in the program start-up funding proposal. On-going equipment replacement and maintenance costs are also noted in the proposal. Equipment for programs moving into a new state-funded facility are included as part of the capital planning process.

Existing equipment is maintained by a team of trained instructional support technicians, faculty, and facilities staff. Employees are skilled at exhausting every aspect of equipment before it is retired.

Standard 2.G: Technological Infrastructure

Standard 2.G.5:
Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

LWTech maintains appropriate and adequate technology systems and infrastructure to support its mission, core themes, and characteristics through its Information Technology Services (ITS). LWTech has a large technological infrastructure that is as varied as the number of its technical programs.

Operational Program

On the administrative side of the college, similar to any business, significant IT needs are regularly supported.

- Approximately 2,400 computers, either mobile or installed

- Over 400 software applications for use around the campus

- Microsoft System Center Configuration Manager, for an agile platform of application management, and deployment

- Continued implementation of life-cycle budgeting for instructional and administrative computers

- Microsoft Skype for Business video conferencing application for all students and employees

- 29 physical servers in its data center, hosting an additional 42 virtual servers

- 130 Meraki Wireless access points on campus for a robust wireless network

- Dual redundant 10GBs fiber optic network backbone with 1GBs to the wired client

- In 2017, began the process of replacing projector-based technology with the latest in LED screen

technology and Extron Controls

- In 2017, completed an upgrade in conjunction with the college's Internet Service Provider, to double capacity of throughput to the internet now capable of 2GBs

Academic Programs

Each program of study uses devices, software, and other technology unique to that field, both for learning and for providing the opportunity for students to perform tasks related to their fields of study:

- College-wide licenses to Adobe Creative Cloud Suite, Autodesk Suite, and Lynda.com

- Microsoft Office 365 E3 Licensing for all employees and students. Providing Office software and Email services for all

- Support for Canvas (the college's learning management system)

- Support for Legend (Starfish by Hobsons – a student success and communication tool)

- Support for Radius (a customer relationship management software used in the outreach and admissions offices)

Support Services

LWTech provides Helpdesk services to staff and students as well as performing data integrations for many college wide systems including:

- Using Spiceworks Helpdesk for a Ticketing system

- Hosting data integration for Campus Management- Radius

- Hosting data integration for Hobsons - Starfish

- Hosting data integration for Collegenet 25Live

- Maintaining identity management services through Microsoft ADFS with Connections for Canvas, Office 365, Alma/Exlibres, Primo, Starfish, 25 Live, and Skill Port

- Hosting data integration for King County Library System to provide students with access to the King County Library system

Standard 2.G.6:
The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The college has appropriate instruction and technology support for faculty, staff, students, and administrators.

Operational Functions

ITS or others arrange for vendors to provide employee training as part of a new technology implementation project. The eLearning department provides online training and support resources for multiple software products as well as topics such as instructional design, open educational resources, online pedagogy and teaching strategies, and digital literacy. The State of Washington also has a tuition waiver program for state employees attending classes at public institutions of higher education that provide further options for training.

Academic Programs

The eLearning Office provides services to employees and students, including group training sessions, workshops, and one on-one assistance. A small computer lab is also available where employees can learn new technologies and have access to learning professionals. Recent training topics include:

- Canvas LMS

- Accessibility changes in Canvas

- Tableau Data Dashboard Training

- Beginning web editing

- Canvas orientations for students that cover student email access as well as Canvas specifics

Support Services

Technology support is provided through several campus units. ITS's primary function is to provide technology support to employees. ITS responds to approximately 4500 Helpdesk requests per year using an automated helpdesk ticketing system that both improves efficiency and quality of response. The college recently hired a Chief Information Officer in light of a large scale software change to the state wide student management system.

Standard 2.G.7:
Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Technological infrastructure planning provides opportunities for input from all stakeholders. ITS proposes a set of goals and objectives for department each year to the vice president of administrative services, and follows through with any budget requests to the Finance and Budget Advisory Council and the ASG Technology Fee Committee. The college utilizes an IT Advisory Group (ITAG) consisting of members from across the college community. This group is led by the director of information technology and meets monthly during the academic year. ITAG reviews, provides feedback, and make recommendations on ITS annual goals and objectives, policy changes, hardware and software needs, and respond to concerns regarding technology. ITS is small enough that all technicians frequently propose new ideas. Daily department meetings facilitate problem-solving and solution-finding. Many campus departments also make their own technology decisions, particularly in instruction, because they frequently provide the funding for their own projects. ITS works in partnership with these units to ensure their initiatives are successful.

In June 2019 a new CIO was hired and as such the department will no longer report to the vice president of administrative services.

Computers on the administrative network, which includes faculty offices, are replaced on a five-year cycle, at a rate of 20 percent per year. This also includes a commitment to staying current with basic software and completing upgrades across the college.

Operational Functions:

For close to a decade, ITS has regularly facilitated the replacement of campus wide technology improvements and assisted individual departments in purchasing improved equipment and software. Examples include:

- Upgrading the network in 2011 from 100mb to a 1GB network putting in 27 new Network Switches; currently maintaining existing equipment and replacing as needed. ITS is in the process of developing a replacement plan and funding mechanism

- Maintaining 29 servers; servers are replaced based on age and the plan is to replace 5-6 a year depending on available funds; for 2017-18, 4 servers were replaced

- Upgrading the phone system to Cisco VoIP system in 2011

- Facilitating the purchase of 30 new classroom computers in an instructional program needed specialized, high end computer hardware and software in 2016

- Facilitating the library's purchase of 20 new laptops for the mobile laptop carts in 2017

- Bringing a new software deployment system online in 2017 called Microsoft System Center Configuration Manager to better server administrative and instructional computers

- Upgrading the phone system to the latest Cisco operating system in 2018 and implementing a service contract with a VoIP vendor to assist with its management

Academic Programs:

In 2016, LWTech students voted to pay a technology fee (Tech Fee) and, through a Tech Fee Committee, agreed to distribute funds to facilitate technology for student benefit. In 2017, the Tech Fee Committee distributed $450,000 for software and hardware to benefit student success. These funds have made an impact as follows:

- In 2017, 170 instructional computers and 250 monitors were purchased and installed

- In 2018, LED displays and controls were purchased and installed as replacements for projectors and remotes in five classrooms through a combined effort from the Tech Fee and instructional budget

Moving forward, ITS will continue to work with the Tech Fee Committee to enhance access to technology, including projector and computer replacement.

Support Services:

Beyond ITS planning, individual departments are responsible for planning and requesting funding to upgrade or replace technology and equipment. Examples of how ITS works in partnership to help individual departments include:

- Upgrading software (OS or Applications) on administrative computers as new software titles are requested or updated; deployed through system center

- Facilitating the redistribution of older computers to areas of greatest need which helps areas with smaller budgets improve their computing capabilities

- Purchasing solid state drives in 2016 for 90% campus computers

- Facilitating monitor and memory updates for two classrooms in 2017

- Replacing 11 classroom projectors

STANDARD THREE: PLANNING AND IMPLEMENTATION

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Standard 3.A: Institutional Planning

Standard 3.A.1:
The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

The college engages in ongoing, purposeful, systematic, integrated, and comprehensive planning in order to fulfill its mission and in a manner inclusive of the college community. This work is best described in four major categories: the development and regular use of the mission fulfillment and core theme fulfillment matrix; the development and implementation of the strategic plan (Appendix P-E); the ongoing engagement of the shared governance structure; and, the division specific plans coordinated by Executive Cabinet leadership. Plans are implemented and made available to applicable constituencies.

Mission and Core Theme Fulfillment

In order to ensure planning is purposefully connected to core themes and mission fulfillment, the college developed a Mission and Core Theme Matrix (Appendix S1-D). Created by a broad and representative team, the college updated this matrix after the midcycle evaluation in Fall 2014 to address opportunities for highlighting mission fulfillment noted by the visiting team. The college community reviewed the draft matrix and the subsequent final version at college in-services and via email with the full college community. The NWCCU accepted this revision in the Fall 2015 Ad Hoc report.

The matrix contains:

- Outcomes for each core theme

- Indicators for each outcomes

- Text descriptions for how each outcome and its indicators map back to the overall college mission

- Measures for each indicator with historical data back to 2011-2012

- Text answers to the following questions for each outcome, provided annually:

- o What is LWTech doing with the data?

- o What is the planned intervention?

- o What is the impact to student learning? How were targets selected?

- o Who is responsible?

The matrix is reviewed annually for data collection; an effort coordinated by the college's accreditation liaison officer. Each summer, Executive Cabinet reviews the data in the matrix and plans interventions and data targets for the upcoming year. These plans are recorded directly in the matrix. Once completed, the matrix is shared with the full college community via email and the executive summary is shared with the Board of Trustees.

Strategic Planning

LWTech's current strategic plan, approved by the Board of Trustees on September 11, 2017, directly aligns goals and strategies to core themes, and subsequently mission fulfillment. The 2017-20 strategic plan aims to support all students with a strong core of employees and reflects the college's efforts to refine its identity as a public institute of technology with appropriate financial resources. Executive Cabinet regularly monitors progress toward strategic plan goals (Appendix S3-A). Every goal and tactic is assigned to at least one cabinet member for accountability and implementation purposes.

Specifically, the strategic plan identifies four goals:

Goal 1: Increase access and completion rates for all students, and close opportunity gaps for under-represented students. (Core Themes: Pathways, Student Achievement, College Community)

Goal 2: Attract and retain diverse employees that view LWTech as an employer of choice. (Core Themes: External Engagement, College Community)

Goal 3: Align our college culture and brand identity. (Core Themes: Student Achievement, External Engagement, College Community)

Goal 4: Create a sustainable fiscal structure to ensure the college fulfills its mission and vision. (Core Themes: Pathways, Student Achievement, External Engagement, College Community)

In a companion document, (Appendix S3-B), shared at an all staff meeting on October 16, 2017, each goal and supporting strategy is specifically mapped to corresponding core themes and describes how they contribute to mission fulfillment. It was also shared with the Board of Trustees on May 20, 2019.

The strategic plan is made available across the campus through the following methods:

- Posted in classrooms and conference rooms across the campus (Appendix S3-C).

- Posted on the college website.

- During the Fall 2017 in-service, employees received a copy of the full strategic plan.

- During the Fall 2017, Spring 2019, and Fall 2019 in-services, each employee received a lanyard with an insert that included the mission statement, vision and current strategic plan goals.

Shared Governance

Three types of working groups advance the ongoing planning and mission fulfillment needs of the college: councils, committees, and taskforces. Their organization structure is shown in figure 1 on page 53. While each working group in the chart above plays an important role in college-wide planning, the examples below are helpful in illustrating the planning role of shared governance at the college. Agendas and minutes for these groups are the campus' P-Drive, which is accessible by all employees so that anyone can remain up to date on college business.

- **Student Achievement Committee - SAC (formerly Strategic Enrollment Management - SEM):** Prior to the 2018-19, the Student Enrollment Management Committee identified an annual work plan and worked as a large team of faculty and staff to meet its goals. In 2018-19, SEM re-organized with a name change and created sub-committees and a steering committee in order to focus efforts into more concentrated areas of enrollment management.

  In support of the college's mission and core themes, SAC analyzes trends and uses data to manage initiatives that lead to optimum recruitment, enrollment, and retention of students. SAC is divided into four sub-groups working on narrow focus areas with the intent to create an impact within an academic year and each group is co-chaired by members of Executive Cabinet to ensure institutional support. In 2018-19, focus areas included:

  - Increase the number of Basic Education for Adults (BEdA) students transitioning to college-level programs and completing 15 college level credits

  - Increase enrollment of new students into select professional-technical associate degree programs

  - Increase the number of students who complete their general education requirements in order to earn certificates and degrees

  - Close equity gaps in completion of 30 college level credits for degree seeking students

  Each sub-committee produced an annual work plan to guide their efforts. This plan is reported on quarterly to the full SAC group in order to track progress toward goals. Cross-departmental collaboration is embedded in the subcommittee model based on subcommittee membership and cabinet level co-chairs. The committee also maintains a webpage.

- **Equity, Diversity, and Inclusion Council:** In 2016-17, the Equity, Diversity, and Inclusion Committee (EDIC) moved to council status. This provides a more direct line of communication to the president and Executive Cabinet. EDIC's annual work plan (Appendix S3-D) focuses on addressing systemic inequities across employees and students. Sub-committees of the council support key work plan components and include professional development, hiring practices, and institutional research. Each sub-committee reports-out at each meeting on their progress toward sub-committee goals. All EDIC meetings are open to the college community and an annual report is shared with the full community. EDIC also maintains a webpage with information about the council.

- **Finance and Budget Advisory Council:** This council leads the development and implementation of any discretionary funds in the annual budget. In a six-month budget development process, each Executive Cabinet member presents unit-wide budget requests to the council. Requests must demonstrate how they support the strategic plan, core themes, and mission. Individual Executive Cabinet members reach out to their full departments and divisions to solicit budget ideas and feedback on submissions. The council serves in an advisory capacity and makes budget recommendations to the president and Executive Cabinet. The committee reports to the college community on all activities via regular emails and maintains a college [webpage](#).

- **Facilities Planning Council:** The college updated its 10-year Facilities Master Plan in 2015 (Appendix S2F-A); it is viewed as a living document that assists LWTech in maintaining a responsive and meaningful campus environment. It is in clear alignment with the college mission and core themes. A diverse Capital Planning Taskforce developed the plan and reported its progress to the Facilities Planning Council. The council serves in an advisory capacity and makes recommendations regarding facilities planning and the capital budget to the president and Executive Cabinet. The committee reports to the college community on all activities via regular emails and maintains a college [webpage](#). A recent key accomplishment of the council is the successful submission of a major capital project request for consideration for state funding. The project submitted (Center for Design) scored third in the SBCTC's priorities of system requests and the project is included in the 2019-21 capital budget request for design funding. This new building will house design, engineering, information technology, and gaming programs and provide a state-of-the-art learning facility for students and faculty.

Division Specific Planning

Each Executive Cabinet member engages in department-specific planning on an annual basis. While historically completed differently by each division, in 2018-19, Executive Cabinet worked to create a uniform structure and documented planning process that recognizes the needs of individual division. While details of this work vary by division, all use the following questions to guide the development and implementation of annual planning and assessment processes:

- What is the division goal and how is it aligned with the overall work of the college?

- What data did you use to know you met your goal?

- What changes or budget requests did you make after data analysis?

Executive Cabinet members review the college's mission, vision, core themes, and strategic plan to ensure alignment of division goals with the overall work of the college.

Individual divisions use various data points to evaluate the effectiveness of their goals. The ongoing evaluation work, informs decisions about future strategic planning needs as well as budget and facilities requests. In addition, it creates regular discussion and decision making opportunities at Executive Cabinet.

The educational assessment process falls within the Office of Instruction's planning process. This includes course outcome assessments, program outcome assessments, global outcome assessments, and program review.

Plans are shared with relevant constituencies based on individual department needs as follows:

- Shared via email or staff meetings with members of the division

- Shared via formal publication or on the college's website (examples include the Foundation annual report or final budget reports)

- Discussed at Executive Cabinet as needed (examples include the annual marketing plan)

Standard 3.A.2:
The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Over the past decade, the college has worked hard to ensure that its comprehensive planning processes are inclusive and broad-based, allowing for feedback and input. The college has learned much about engaging the college community through many intensive planning cycles, including the development of the core themes, the 2012-17 strategic plan, and the 2017-20 strategic plan. In most cases, comprehensive planning at LWTech includes the following elements:

- A cross-departmental planning committee or designated planning leadership;

- Utilizing the college's shared governance structure and creating opportunities to provide feedback on proposed planning through the following methodologies: all-college email, all-staff meetings, leadership team meetings, division and department meetings, council and committee meetings, student forums, focus groups, surveys, and open forums;

- Communications through all-college emails or President Morrison's weekly all-college updates sharing how feedback was incorporated as well as relevant drafts and final documents.

Mission and Core Theme Fulfillment

The core theme and mission fulfillment matrix was developed in response to a recommendation from the Fall 2011 comprehensive accreditation visit and demonstrates how the college engaged in broad-based, comprehensive planning.

A task force was formed to review the core themes, outcomes, and indicators. The members of the task force represented all major work units at the college and specifically represented the Institutional Planning and Effectiveness Committee (IPEC), Accreditation Committee, and the Educational Assessment Committee. The following work was completed:

- Engaged the college community in clarifying core theme language as the first step in creating more meaningful outcomes and indicators

- Developed more robust outcomes and indicators

- Identified existing measures/data sources that aligned with the revised indicators and recommended the development of others only when needed

- Worked congruently with the development of 2012-2017 strategic planning outcomes,

indicators, and measures; Executive Cabinet spent two full days reviewing these documents to ensure clarity

After the work of the task force was complete, IPEC made decisions about how to define and measure mission fulfillment. Additionally, the matrix was shared with the college community annually by email.

Strategic Planning

Upon the sunset of the 2012-17 strategic plan, Executive Cabinet, in consultation with the Institutional Planning and Effectiveness Committee (IPEC), determined that the college would be best served by developing a shorter-term strategic plan to provide focus to key foundational issues affecting the college. With input from the Board of Trustees, the college community developed the new strategic plan throughout the 2016-17 academic year.

Working with a volunteer consultant, Executive Cabinet developed a first draft of the 2017-20 strategic plan. Thereafter, the plan was developed iteratively incorporating feedback from the college community. This iterative process included circulating nine drafts of the plan to the college community via all-college email, through forums (including four open forums and two student forums), faculty and staff meetings, and using the college's shared governance structure to solicit feedback from departments, committees, and councils. The final plan was approved by the Board of Trustees.

Shared Governance

With minor exceptions, all councils, committees, and taskforces are open to the full college community, including students. Only College Council is by election; Labor Management, CARE team, and the Bias Response team are by appointment based on job function. All groups represent a broad cross section of the college community. Membership rosters are maintained annually in the college's public folders (P-Drive).

As mentioned above, the college uses its shared governance structure to provide input and feedback on comprehensive planning processes. Additionally, when councils or committees have a specific project that needs significant input, they may also hold forums or use other avenues to solicit input from the larger college community. For example:

- The Facilities Planning Council requested input on the Center of Design plans through sessions held during in-service. The architects presented the most recent submission at the December 4, 2017, Board of Trustees meeting, open to all college employees and the public. As the college hits milestones in the plan, that information is shared with the college community via President Morrison's weekly email update to the campus.

- The Budget and Finance Council invites all employees to attend budget hearings and the committee's regular meetings.

- College Council regularly invites members of the college community to share information about specific initiatives for example reports on guided pathways, The 4 Connections, and the collaborative advising model.

Division Specific Planning

Individual Executive Cabinet members determine how obtain feedback on division specific planning from appropriate groups. Examples include:

- *Administrative Services*: Staff meetings are used to solicit input

- *Foundation*: The Foundation director uses the Foundation Board to review and endorse any planning for the department

- *Human Resources*: In addition to collecting input at staff meetings, the executive director also uses the Human Resources Advisory Committee to vet department plans

- *Institutional Research*: The director uses the Institutional Planning and Effectiveness Committee to evaluate department plans and specific projects

- *Instruction*: The master instructional plan was collaboratively created during an instructional leadership retreat and then feedback collected at an all-faculty meeting; course, program, and global outcome assessment, and program review are faculty driven with support from deans

- *Marketing and Communications*: In addition to staff meetings to plan annual and ongoing activities, many items are brought to Executive Cabinet meetings for review and discussion

- *Student Services*: Annual division goals are created at the summer student services leadership retreat and feedback is sought at the full division meeting in the fall.

Standard 3.A.3
The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The past several years have seen tremendous growth in the college's sophistication and use of data; in particular, with the availability and enhancement of Tableau software, process refinements within the Institutional Research Office, and the robust activity of the Institutional Planning and Effectiveness Committee (IPEC).

LWTech's planning, assessment, and monitoring processes use data from across campus. The college has more recently moved to a central portal for accessing quantitative data on campus through *Tableau Community Dashboards,* which provide real-time access to data for continuous improvement efforts alongside specific initiatives such as program review and grant monitoring. This system is accessed via the public data page on the college's website. These dashboards have been so successful that the SBCTC featured LWTech's work at a spring 2018 meeting of all 34 colleges across the state.

Qualitative data – such as comments collected from an annual employee survey – and associated reports are centrally housed on the Institutional Research Yammer page, which functions as the college's intranet.

Mission and Core Theme Fulfillment

The accreditation liaison officer collects data annually and records it in the mission and core theme fulfillment matrix (Appendix S1-D) for each outcome and its associated indicators. These measures (where applicable) showcase longitudinal trends from 2011-2012 to the present. Since this matrix

predates the Tableau dashboards, the data is not currently housed there. The data used and shared in the matrix is set forth below:

- *Defined Data*: Staffing reports, student enrollment and persistence reports, catalog offerings, student achievement initiative points calculated by the SBCTC, regional employment and licensure data, IPEDS data, Foundation and grant budget reports, global outcomes reports, student surveys, and employee surveys.

- *Analyzed and Used*: Data is shared annually with the Board of Trustees (for ongoing review and guidance toward mission fulfillment), Executive Cabinet (for use in decision making and budget requests), the Institutional Planning and Effectiveness Committee (for tracking metrics, determining value of metrics, and decision making about survey deployment, etc), and the full college community for departmental use as needed.

Once this accreditation cycle closes, the matrix will be reassessed and data points moved to Tableau to align with other areas of the college. This will both streamline the work and make the data more accessible to the college community.

Strategic Planning

Data indicating fulfillment of the strategic plan is collected and assessed by (IPEC), which reports its annual findings to the Board of Trustees, president and Executive Cabinet (Appendix S2A-A. Data used and assessed is noted below:

- *Defined Data*: Quarterly student credit achievement, student and regional demographic reports, employee survey results, and student enrollment reports.

- *Analyzed and Used*: Data is shared annually with the Board of Trustees (for ongoing review and guidance toward mission fulfillment), Executive Cabinet (for use in decision making and budget requests), the Institutional Planning and Effectiveness Committee (for tracking metrics, determining value of metrics, and decision making about survey deployment, etc), and the full college community for departmental use as needed.

Shared Governance

The councils, committees, and taskforces also use the Tableau data dashboards created by the Institutional Research Office in their ongoing work. Examples include:

- The Student Achievement Committee (formerly the Strategic Enrollment Management committee):

  o *Defined Data*: Institutional data on student enrollments, financial aid, retention, completion, time to completion, withdrawal rates, and grade point average (overall and in specific courses) disaggregated by race/ethnicity, age, gender, low-income or first-generation student status, pre-college English and math placement, disability, full- or part-time status, participation in student support services such as TRiO, work status, and veteran status; Student Achievement Initiative data from the SBCTC

  o *Analyzed and Used*: Data is shared with individual sub-committees in support of their

specific work plans.

- Equity, Diversity, and Inclusion Council:

  - *Data Used*: Institutional data on student enrollments, financial aid, retention, completion, time to completion, withdrawal rates, and grade point average (overall and in specific courses) disaggregated by race/ethnicity, age, gender, low-income or first-generation student status, pre-college English and math placement, disability, full- or part-time status, participation in student support services such as TRiO, work status, and veteran status; student engagement data from the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE); employee satisfaction survey

  - *Analyzed and Used*: Data is shared with individual sub-committees in support of their specific work plans.

- Finance and Budget Advisory Council:

  - *Defined Data*: When cabinet members present their budget requests, they often include data analysis related to the rationale for the request. For example, instruction cites growth in a specific program to support an additional full-time faculty request; student services cites an increase in selective admission applications to support more staff in the admissions office.

  - *Analyzed and Used*: Data is shared during budget presentations (as well as provided upon request for council deliberations) for the purpose of ensuring the council makes well informed recommendations to Executive Cabinet.

Division Specific Planning

Individual Executive Cabinet leaders determine the most useful data that informs planning processes based on the annual plans they create to assess their divisions. On an annual basis, this data is used to inform division goals and budget requests.

Standard 3.A.4
The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The college places a high importance on ensuring that adequate resources exists to further institutional goals, in particular after seeing continued state budget reductions over the last ten years. As such the college has solid, transparent planning structures in place that guide decisions on resource allocation.

Budget Planning

Planning is conducted on an annual basis to develop the budget to meet the mission, core themes, and strategic planning goals of the college, within available resources. The budget is primarily based on state funding as approved by the state legislature and allocated to the college by the SBCTC. The budget development process is led by the vice president for administrative services with the ongoing input of Executive Cabinet to ensure resource allocation will improve and maintain instructional programs,

institutional services, and activities.

Based on planning, prioritization and decision-making at the college- and departmental-level, budgetary implications of changes in programs, operations and facilities are incorporated into the annual budget development. New initiatives and priorities are identified while also incorporating the priorities of the SBCTC regarding enrollment projections and program approvals. The annual budget is based on state allocation, tuition, other revenue projections, current and future expenditures, grant and contract funding, and ancillary and auxiliary activities.

For new department-level requests for funding, LWTech's Finance and Budget Advisory Council utilizes a collaborative and transparent process with input from the college community. Each major unit presents their budget request priorities to the council and justifies their requests by identifying the strategic planning goals and core themes being addressed. Once all budget requests are reviewed and considered, the council provides its recommendations to Executive Cabinet for consideration. A final budget proposal based on the recommendations from the council and Executive Cabinet is forwarded to the Board of Trustees for review and approval.

Tuition and Fees

The state legislature and SBCTC authorize tuition increases, which are then approved by the Board of Trustees. Tuition revenues are forecast annually based on enrollment and the instructional program mix. Other fees are annually reviewed and approved by the Board of Trustees.

Capital Projects

State capital funds are provided by legislative appropriation on a biennial basis. These funds generally include money for major capital projects and funds for repairs and minor improvements. The Facilities Master Plan (Master Plan) enables the college to track facility needs, determine priorities for new facility projects, and work toward progressive improvement of our environment. The Master Plan supports future capital budget requests for new or renovated space to address instructional and support needs. LWTech uses the Master Plan (last revised in 2015) to determine future campus facility needs by keeping it firmly grounded in its mission, core themes, and current strategic plan. LWTech's Facilities Planning Council, which consists of broad representation within the college, provides input and recommendations regarding the execution of the Master Plan, the colleges' capital budget requests (which includes new facility requests), and minor renovations and improvement projects.

Standard 3.A.5:
The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

In response to data from the Employee Satisfaction Survey, the college has made substantive investments in Campus Public Safety since the last full scale accreditation visit. This includes both staff and a full review of emergency preparedness and planning.

LWTech maintains an Emergency Management Plan (Appendix S2G-B) based on scenarios likely to occur during a major emergency or disaster. The individuals responsible for implementation of this plan, depending on the nature of the emergency, include the president, vice presidents, public information officer, and representatives from ITS, Campus Public Safety, Facilities, and Human Resources. The plan provides:

- Appropriate direction regarding crisis prevention

- Pre disaster preparations

- Emergency preparedness and response

- Emergency operations

- Evacuation procedures

- A systematic approach to business and educational recovery once a particular disaster ends

- A description of the college's Incident Command System (ICS)

The plan improves the college's ability to protect lives and property by effectively using college and community resources in emergencies. The college has also recently completed an emergency communications and logistics plan (Appendix S3-E) that works in concert with the Emergency Management Plan. Emergency procedures are available in several locations, including the LWTech [website](#) and on Emergency Procedures Flip Charts within classrooms and offices.

A Safety Committee, representative of representatives from the college community, reviews college safety/security requirements and the Emergency Management Plan, and makes recommendations for health and safety regulations to maintain a safe environment. For example, LWTech has improved its building access management and security with the installation of electronic card access system and a digital security camera system.

Omnilert is the college's official emergency notification system. Omnilert provides prerecorded texts, e-mails, and voicemail notification of important local emergency events in addition to on campus emergencies. In addition, the college utilizes the regional Flash Alert system to provide information on campus emergencies and weather related events to the local community. There are also 14 digital signage monitors available to provide real time emergency notification and information. The college has 30 radios to use in conjunction with, or in lieu of, the college Private Branch Exchange (PBX) phone system, should it fail.

During 2015, the college integrated the Alertus Mass Notification System with E2Campus (now Omnilert). Alertus is the desktop notification system that pops-up on every computer, and media board throughout the college creating a layered notification approach to inform staff, students, and community members of any type of campus emergency.

The Kirkland and Redmond campuses recently completed the state mandated School Mapping Program (SMP). The mapping includes site-specific college infrastructure, area infrastructure and Emergency Services, campus access and area roads, campus parking, chemical storage, building access, emergency evacuation routes, safe assembly areas for emergency evacuations, and detailed floor plans. All emergency response agencies have a SMP compact disc to facilitate a coordinated response to any emergency. College administrative and incident command staff, local police, fire, and EMS agencies also conduct training exercises for site-specific crime, fire and natural disaster response.

Information technology policies and procedures address disaster preparedness and recovery for technology-related infrastructure and services. Redundancies and backup procedures are in place to

maintain services in events such as an electrical power failure or a break in connectivity. Redundant phone and email servers maintain service and avoid data loss if a server is compromised. Server rooms have dedicated cooling systems and are monitored for temperature. Servers are backed up daily to the cloud; the two latest versions are retained for full recovery of lost items.

Standard 3.B: Core Theme Planning

The development of core themes has been instrumental in the evolution of the college from a technical college to the state's only public institute of technology. Not only have core themes expressed how the college fulfills its mission, but the work of identifying and implementing those themes was integral in shaping the college's sophistication in planning.

Standard 3.B.1
Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

As described throughout 3A, core theme planning is an integral part of the institution's overall planning process. The sections below attempt to highlight historical background and different examples of this work to alleviate duplication in the self-study.

The original development of core themes and associated outcomes began in January 2010, with the formation of the Accreditation Committee. The process of developing the core themes (Appendix S1-E) used the talents of faculty and staff throughout the college, advisory committees, and community forums. The college community vetted drafts of the core themes through college councils and forums. The Board of Trustees approved the core themes in June 2010, and they became college policy in the fall of 2010. The core themes of Pathways, Student Achievement, External Engagement and College Community embody the major efforts at LWTech to meet its mission as a workforce college.

Ever since their development, the core themes have been used to guide our communal understanding of mission fulfillment and other planning at the college including strategic planning and work completed through the shared governance structure. Current examples include:

- In the 2017-20 Strategic Plan, goals and strategies are aligned with specific core themes. The Core Theme Alignment Chart (Appendix S3-B) explicitly describes the linkage between goals and strategies of the strategic plan with core theme objectives, which ultimately leads to mission fulfillment. In the published strategic plan, each of the four goals is aligned with at least two core themes.

- In the annual budget development process, programs and services that will further the strategic plan, and therefore the core themes, receive higher consideration for resources. For example, the committee approved a half-time librarian for the upcoming academic year to support Student Achievement.

- Facilities requests must detail how the change aligns with college core themes; for example, a recent college change from a full service cafeteria with limited hours and annual budget deficits switched to a market place solution with 24-hour access and a budget surplus to better support Student Achievement and College Community.

- Associated Student Government budget requests, including general funds and technology fee funds, also require detailed explanations of how the funds will support the core themes. For example, the technology fee funded two years of start-up costs for new student success software (Hobsons) in alignment with both Pathways and Student Achievement.

Standard 3.B.2:
Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Core Themes also guide the development of programs, services, and division level goals/objectives across the college, especially in areas where programs and services are directly student facing such as Instruction and Student Services.

Instruction Examples:

- *The 4 Connections*: Data from Odessa College showed promising increases in Student Achievement so a similar program was developed on campus.

    o *Budget response:* Funding part-time faculty participation via paid office hours so they can participate in The 4 Connections

- *Applied Bachelor's Degree*: The creation of baccalaureate level program ends terminal AAS degrees and assures students have a multiple Pathways

    o *Budget Response*: The college Finance and Budget Advisory Council funded five BAS programs since 2016 including a dean, program directors and marketing

- *Washington Technology Industry Association (WTIA)*: Joining LWTech's software development program with this prestigious organization increases the quality of instruction and assures External Engagement

    o *Budget Response:* Increased support of grant efforts to support software development BAS degree led to receipt of a National Science Foundation award with WTIA as a partner.

Student Services Examples:

At the Student Services Leadership annual summer retreat, all new goals are intentionally mapped to align with core themes and the strategic plan. Examples of past goals include:

- *2015-16: Revise and Simplify the Getting Started process* (Pathways and Student Achievement)

    o *Budget Response:* As part of this process, the college reallocated resources (via grant funding) to the college's new admission coaching model in 2016

- *2015-16, 2016-17, & 2017-18: Implementation of Case Management Advising inclusive of collaboration between departments using this approach* (Student Achievement and Pathways) *AND in 2018-19 transitioned goal to: Full implementation Collaborative Advising Model*

    o *Budget Response:* Success of this project led to the vice president of student services to use salary savings when the Director of Admissions left the college in 2018 to fund another advising position

- *2016-17: Open a new room at the Early Learning Center (ELC) and staff appropriately to ensure LWTech students have quality childcare on campus* (College Community)

  - *Budget Response:* The ELC successfully requested funding via the college facilities process to replace a floor in one of the portables making it usable as a classroom again

- *2016-17: Quarterly recognition of student achievement, for example honoring deans/presidents lists* (Student Achievement, College Community)

  - *Budget Response:* Student Programs successfully requested funding via the ASG Student Activities Fee process to fund these events

- *2017-18 & 2018-19: Implementation of Hobsons Starfish* (Student Achievement, College Community)

  - Budget Response: Student Services leadership effectively requested funding via the ASG Tech Fee process to fund this software; transitioned funding to the college budget effective 2019-20

Chapter Four describes in detail how strategic activities across the college are aligned directly to core themes and mission fulfillment.

Standard 3.B.3:
Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Core Theme Planning

In response to feedback from the mid-cycle evaluation, the Accreditation Committee convened between January and May of 2015 (8 meetings total) to thoughtfully and intentionally map direct connections between each core theme's respective outcomes and indicators back to the college mission. The meeting documents in Appendix S3-B showcase how each outcome aligns with: (a) preparing students; (b) today's careers; and/or, (c) tomorrow's opportunities. This process was repeated for each indicator.

Finally, the group discussed overall best measures of this work which has a singular focus on mission fulfillment. As a part of this work, the group made sure each measure had the data source in place. In order to not lose the context, meaning, and value of this intentional work, the college's mission fulfillment matrix (that tracks the ongoing collection of data for all outcomes and indicators) includes the narrative of mission connection (Appendix S1-D).

The mission-focused narrative formed by this work showcases the deep commitment to the college mission within planning and assessment. The committee soundly agreed that LWTech's assessment of its core themes robustly demonstrates mission fulfillment. Defined Data and Data Analysis and Evaluation are explained below. The results are documented in Standard 4.B.1.

Pathways

- *Defined Data:* Staffing reports, student enrollment reports, catalog review, student persistence reports, regional employment data, and advising metrics.

- *Data Analysis and Evaluation:* Evaluation of the trends for this data uncovered several opportunities for impactful improvement. Examples include: evidence that advisor to student ratios were too high; the college did not have a mechanism for tracking advising meeting with faculty advisors; and, persistence rates were low. This led to robust conversations around choices the college could make around program mix, completion strategies, consolidation of intake services and new student support software.

Student Achievement

- *Defined Data:* Student achievement initiative points as calculated by SBCTC; global outcome assessments; program outcome data; licensure data; student surveys; IPEDS data; and, course pass rates

- *Data Analysis and Evaluation:* Evaluation of the trends for this data highlighted areas for further exploration: Evidence that SAI points were lower than expected given decreasing enrollment; non-compliance in programs related to outcome data; and, low completion rates. This led to cross campus discussion about instructional pedagogy and faculty importance in program assessment and student success.

External Engagement

- *Defined Data:* Budget reports for Foundation and grants; articulation and dual enrollment agreement reports; and, Perkins reports.

- *Data Analysis and Evaluation:* Evaluation of the trends for this data uncovered two areas of concern: The college was out of compliance with Perkins expectations for advisor committees and wasn't effectively tracking articulation agreements.

College Community

- *Defined Data:* Student surveys, employee surveys, and committee reports.

- *Data Analysis and Evaluation:* Evaluation of the trends for this data revealed several possibilities for improvement. Examples include: Low satisfaction of students and employees related to safety; difficulty in assessing effectiveness and return on investment for various college support services; and, low satisfaction from employees regarding communication and engagement issues. This led to college conversations around ideal staffing in campus public safety, ways to better track and assess student support work, and how to improve employee morale.

STANDARD FOUR: MISSION AND CORE THEMES

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Executive Summary of Eligibility Requirements

Student Achievement (ER 22)

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

LWTech has student learning outcomes for all its degree and certificate of proficiency programs. The outcomes are published in the catalog and in program-specific literature. Each program at the college undergoes annual assessment of global learning outcomes, program learning outcomes, and program-level review.

Student achievement in global outcomes and technical skills is assessed on a course-by-course basis. Overall measures of student progress in basic skills are assessed continually.

In programs with licensure requirements, student success rates on examinations are evaluated and are an outcome measured in the Student Achievement core theme.

Institutional Effectiveness (ER 23)

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

This self-evaluation report began with the Accreditation Committee in January 2012, following the last comprehensive visit. Basing its work on the college mission, the committee developed the outcomes and indicators needed to assess core themes and, in turn, mission fulfillment. Committee members collaborated in the college's year one report, mid-cycle evaluation, and the preparation for this full-scale visit. The committee also set the rigorous goal of completing a full draft of the self-study prior to summer 2018, which it met.

The outcomes and indicators and their associated measures are shared annually with the Board of Trustees and the college community.

Standard 4.A: Assessment

Standard 4.A.1
The Institution engages in ongoing systemic collection and analysis of meaningful, assessable, and verifiable data, quantitative and/or qualitative, as appropriate to its indicators of achievement, as the basis for evaluating the accomplishment of its core theme objectives

As described in Standard 3, there are four broad categories of planning conducted on campus with data collection and analysis integral to all of these areas:

- The development and regular use of the mission fulfillment and core theme fulfillment matrix,

- The development and implementation of the current strategic plan,

- The ongoing engagement of the shared governance structure, and

- The division specific plans coordinated by Executive Cabinet leadership.

Since all of these plans intentionally map back to the college's core themes and mission, they all play a role in the accomplishment of core theme objectives, with the core theme and mission fulfillment matrix (Appendix S1-D) serving as the formal tracking document. This matrix tracks outcomes for each core theme, indicators for each outcome, and measures (data sources) for each indicator.

Systemic Data Collection:

Data is collected annually each summer; select data points are not available until later in the academic year.

Systemic Data Analysis:

Following collection, the data is compared to targets and the information shared with assigned leaders for that area in order to address the questions and the answers are recorded in the matrix:

- What is LWTech doing with the data?

- What is the planned intervention?

- What is the impact to student learning? How were targets selected?

- Who is responsible?

Meaningful, Assessable, and Verifiable Data:

In 2014, a taskforce within the Accreditation Committee (comprised of faculty, staff, and administrators) wrote outcomes and indicators that mapped directly to core theme language and identified data sources aligned with this careful mapping. The committee vetted each data source to ensure its access and reliability.

Standard 4.A.2:

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Mission and Core Theme Fulfillment

For each of the college's core themes, the indicators, assessment, success and areas of improvement are detailed below with specific examples of the college's work on each theme over the past eight years. The matrix documents LWTech's specific outcomes, indicators, and measures by core theme using a "stop-light" indicator to evaluate the college's progress towards its goals and objectives.

- **Green** indicates areas where the college met or exceeded target

- **Red** indicates areas where the college fell below target

- **Yellow** indicates where the college is below target, but has been improving year over year and making steady progress towards target.

Core Theme One: Pathways

Definition:

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

- *Responsible Divisions*: Instruction, Student Services

- *Responsible Executive Cabinet Member:* Vice President of Instruction, Vice President of Student Success

Overview:

LWTech has always viewed itself as a pathways college; it is a place where students can "upgrade their skills, transition into new careers, or further their education and training." The national guided pathways movement – brought to prominence by *Redesigning America's Community Colleges* in 2016 – provided additional structure to LWTech's vision of pathways. As the college's mission fulfillment matrix states:

LWTech uses Guided Pathway principles to promote completion of its degrees and certificates. This involves the 4 tenets of Guided Pathways, which are:

1. *Clarify paths to student end goals (meta-majors)*

2. *Help students choose and enter a pathway (onboarding)*

3. *Help students stay on path (advising and monitoring)*

4. *Ensure that students are learning (learning outcomes)*

In support of the pathways theme, the college engaged in the following changes over the past several years:

- Organized [all degree programs into seven schools and three program areas](#)

- Redesigned the website with pathways and metamajors at top-level navigation pages, with explanations of what these pathways are and how a student can enter the college

- Increased degree options available to students by designing new Bachelors of Applied Science degrees and beginning participation in the state's direct transfer degree agreements for regionally in-demand programs such as Computer Science

- Developed Integrated Basic Education and Skills Training (I-BEST) programs attached to nearly all schools, improving access for basic education students intending to transition into college

- Designed program maps, available on the college website and in the college catalog, for all professional-technical and transfer degree programs, each of which includes recommendations for specific general education courses to be taken at designated points along the student's educational pathway

- Designed maps that describe work and transfer opportunities available for [every certificate and degree](#)

- Improved the student intake process by creating the Smart Start process, a new assessment and student-led placement system; launched a new student orientation open to all students

- Developed admissions coaching positions that assist new students in navigating the initial stages of their college onboarding process.

- Launched the Collaborative Advising Model (CAM), a mandatory process that requires orientation, completion of academic plans by the second quarter of enrollment, and meetings with assigned advisors at designated points on the pathway.

- Enhanced support for underrepresented populations through opening of the Resources for Inclusion, Support, and Empowerment (RISE) Center and the Center of Excellence for Veteran Student Success.

- Standardized all aspects of the college's instructional programs, including the requirement that all faculty follow a mandatory syllabus template, record grades on the Canvas LMS, and publish office hours.

- Improved institutional research capacity and development and publication of a number of databases that track student course performance, continuation through course sequences, and completion of degrees and certificates.

Outcomes, Indicators, Measures

LWTech identified two primary outcomes to measure the Pathways Core Theme.

Outcome P-1: LWTech is accessible to the community via multiple entrance points

Indicator P-1A: Accessibility of intake and support systems: Because initial intake is important to a student's pathway success, LWTech assesses the accessibility of each potential point of entry by calculating the ratio of intake support staff to the student population each unit is intended to serve. The ratio set for all intake departments (outside of mandated ratios in the college's high school programs office) is a maximum of 300 students to one staff member. All populations measured have lower ratios than the target with the exception the general college population (everyone not targeted by a specific service as called out in the chart below) and that one has been steadily declining over several years as more staff are added to the office.

Table 17: Accessibility of intake and support systems

Measure	2018-2019 Target	2018-2019 Actual	Progress
High School	1 : 75	1 : 60	🟢
BEdA	1 : 300	1 : 267	🟢
International	1 : 300	1 : 82	🟢
Specialty Populations (grant funded)	--	--	--
• Worker Retraining	1 : 300	1 : 165	🟢
• WorkFirst	1 : 300	1 : 22	🟢
• Basic Food Employment & Training	1 : 300	1 : 99	🟢
• Opportunity Grant	1 : 300	1 : 217	🟢
• TRiO	1 : 300	1 : 70	🟢
• Veterans	1 : 300	1 : 168	🟢
General College (Cert and Degree)	1 : 300	1 : 521	🟡

Indicator P-1B: Availability of metamajor degree and certificate program maps: Program mapping is a key component of Guided Pathways as it gives students a visual representation of a plan of study. This includes specific course recommendations for each quarter of their career. Lake Washington has done well on this measure, with all programs having published plans and 98% of programs listing recommended classes by quarter. By the end of the 2018-19 year, all programs will have general education classes included in the quarter-by-quarter plan.

Table 18: Availability of metamajor and certificate program maps

Measure	2018-2019 Target	2018-2019 Actual	Progress
Percent of programs with published plans	100%	100%	🟢
Percent of programs with default classes listed by quarter	100%	100%	🟢

Outcome P-2: LWTech provides multiple educational pathways

Indicator P-2A: Offering of multiple educational pathways: To measure access to technical and educational programs, LWTech tracks the number of all types of awards available—Bachelors of Applied

Science degrees; bachelor's level certificates; associate of applied science and associate of applied science-transfer degrees; direct transfer degrees; certificates of proficiency and completion; and, high school diplomas or their equivalents. From 2010-2015, program offerings remained steady. Following this, the college embarked up on a dramatic ramp-up in two-year transfer degrees and BAS degrees in 2016. This work recognized the fact that the regional workforce is evolving, and it has increasing demands for higher level credentialing of potential employees. Since this launch, the number of BAS offerings has from three to eight and direct transfer degrees from five to nine, meeting or exceeding the targets set in these areas.

Table 19: Multiple Educational Pathways

Measure	2018-2019 Target	2018-2019 Actual	Progress
Number of degree and certificate options	141	141	🟢

Indicator P-2B: Transitions between certificate and degree programs: Part of LWTech's philosophy is to meet the workforce education needs of students in a variety of circumstances, serving clientele from incumbent workers returning for short-term skills upgrade training to individuals preparing for first-time entry to a career pathway in need of a full degree program. Aligned with this understanding that different individuals have different educational needs is the recognition that the workforce is changing rapidly, and individuals spend a lessening amount of time in any one job. In response, the college designs programs that are flexible and articulate with one another, so an individual can complete a short-term training certificate, stop out of college, and return to build on his/her prior education rather than needing to begin from scratch.

To measure how successfully LWTech designed non-terminal programming (that is, it articulates to other opportunities) the college maintains a count of four types of programs: short certificates that can be stacked into longer certificates; certificates that articulate with associate degrees; associate degrees that articulate into LWTech BAS degrees; and two-year degree programs with articulation agreements into bachelor's programs at other institutions. The college meets the targets set in each of these categories, with the target for articulation into all types of bachelor's degrees increasing during the past two years given the college's strong performance in this area.

Table 20: Transitions between certificate and degree programs

Measure	2018-2019 Target	2018-2019 Actual	Progress
Stackable certificates (one per program)	10	12	🟢
Certificates to associate degrees (one per program)	22	22	🟢
Associate Degrees to LWTech Bachelor degrees	22	24	🟢
Associate Degrees to other Baccalaureate Institutions based on formal articulation agreements	13	13	🟢

Indicator P-2C: Pathway support for student persistence and progression: Goal one of the strategic plan is to increase both access and completion. This indicator assesses access by measuring the rate at which basic education students transition from basic education into college. It also measures Fall to Fall persistence, which is a key element in completion. Fall to Fall persistence is broken into two different

measures: 1) persistence of all students; and, 2) persistence of the cohort of students entering LWTech for the first time in the fall.

The trend line since 2010-2018 is positive in both persistence categories (37%-42% for all students and 38%-44% for the first-time fall cohort), indicating that strategies implemented during the college's completion initiative (a 2014 initiative that was a precursor to Guided Pathways) and later scale up of Guided Pathways had a positive effect. The transition rate for basic education students is relatively flat, though with the scale up of I-BEST, the expectation is that a higher percentage of basic education students will begin taking college classes. A modified version of the Collaborative Advising Model will be implemented in the Basic Education for Adults division in Fall 2019. This will help assure students with greater career goals have the opportunity to get on a credit-bearing academic path.

Table 21: Pathway support for student persistence and progression (2017-18 data used as 2018-19 data is not yet available)

Measure	2017-2018 Target	2017-2018 Actual	Progress
Fall to Fall persistence	43%	42%	🟡
Fall to Fall persistence (entering cohort, first time enrolled at LWTech)	45%	42%	🔴
Transitions rate of fall cohort from basic skills and dev ed to college-level coursework	58%	35%	🔴

Indicator P-2D: Pathways lead to careers and future opportunities: Although LWTech prepares students for transfer to other institutions, most programs aim to prepare students for direct employment. To that end, the college tracks the alignment of its professional-technical programs with regional labor market demand. The measure is calculated as a percentage of college programs that train for careers that the state Employment Security department lists as having steady or increasing needs for workers. Data for this measure has been mixed over the past three years, with the alignment of programs with in demand job fields strong in 2014-15, significantly weaker the next year, and then rebounding in 2016-17 and now dropping again this past year. The college has set the target percentage high given the relevance of this measure to its core purpose and the belief that all graduates should exit the college workforce ready. Given the volatility of the market, the college also needs to seriously consider how to best use this information related to program viability.

Table 22: Pathways lead to careers and future opportunities

Measure	2018-2019 Target	2018-2019 Actual	Progress
King County	90%	89%	🔴
Snohomish County	90%	82%	🔴

Indicator P-2E: Early student selection of degree and certificate pathways: One principle of Guided Pathways is that students are most likely to complete if they choose their certificate and degree pathway early and then receive assistance from advisers and other support personnel in order keep them on that pathway. This indicator aligns with the Collaborative Advising Model and measures the percentage of students who choose a pathway in their first quarter and then meet with their faculty advisor in their first, third, and fifth quarter. Because this is a new initiative to the college, data has not yet been gathered and no target is yet set. College-wide scale-up for all new students launched in Spring

2019.

Indicator P-2F: Publication of course and program outcomes: To ensure students have accurate and up front information, the college seeks to include program outcomes within the college catalog for all programs. As this is a new measure for the college and data for a baseline had not been established so the initial target was set at 50%. Once measured in 2018-2019, 100% of programs were in compliance.

Table 23: Publication of course and program outcomes

Measure	2018-2019 Target	2018-2019 Actual	Progress
Percent of programs maps with program outcomes	50%	100%	🟢

Core Theme Two: Student Achievement

Definition:

At LWTech, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.

- Responsible Divisions: Instruction, Student Services

- Responsible Executive Cabinet Member: Vice President of Instruction, Vice President of Student Success

Overview:

In 2013-14 the college launched a short-term completion initiative that was, in essence, foundational Guided Pathways work and directly in support of the Student Achievement core theme. This initiative aimed to increase the degree or certificate completion rate, as only 18% of the 2012-13 two-year entering cohort of full-time, degree-seeking students graduated. Over four years, the college:

- Moved from a paper-based graduation application to an online form

- Offered professional development to faculty to help them better understand the importance of helping a student file for a degree and any certificates earned along the student's path

- Made changes to the hiring process using an equity, diversity, and inclusion lens

- Made changes to course scheduling to improve access for Running Start students and to decrease overlapping courses

- Modified advising, intake, and placement systems

- Consolidated tutoring services to decrease student confusion about support services

- Improved new faculty orientation (both for full-time and part-time faculty) with additional training and support for adjunct faculty through the 5 Star Consortium

- Revamped and launched an exit survey for withdrawing students

- Provided substantive equity, diversity and inclusion and technology-focused professional development for all employees

The college matured from the completion initiative to a comprehensive Guided Pathways approach, with some additional data-driven strategies aimed at student success. Over the past three years, the college has:

- Organized all programs into metamajors, or "schools" of instruction

- Expanded Integrated Basic Education and Skills Training (I-BEST) program across the majority of the college

- Created quarter-by-quarter degree maps that include pre-requisites and integrate general education courses throughout the program

- Created maps that show work and transfer opportunities for all certificates and degrees

- Implemented block scheduling to ease students' transition to and from classes

- Implemented case-managed advising organized by school of instruction

- Created admissions coaches to help guide new students in getting started

- Implemented a pilot mandatory advising model, and scaled up college-wide in 2018-19

- Implemented Starfish by Hobsons and Radius by Campus Management to keep students connected to support services

- Implemented Guided Self Placement in Math and English

- Implemented supplemental instruction in key classes

- Modified 16 courses from traditional textbooks to Open Educational Resources

- Recruited 70 faculty to volunteer for The 4 Connections student engagement project

These changes had a substantive impact on college graduation rates: two-year cohort completion rates for the 2015-16 entering cohort for all full-time, degree-seeking students rose 9% from 2013-14 (an increase of 50%, from a baseline of 18% to 27%) with females showing a 66% increase from baseline and students of color showing a 38% increase. Additionally, when faculty analyzed students' learning assessments and reflections, they were struck by the degree to which students expressed a deep understanding of the concepts and recognize the ways in which those concepts fit with their curriculum, future career, and life.

The Aspen Institute recognized this increase in completions (defined by Aspen as credentials awarded per 100 FTE students) as part of its selection process for the Top 150 community colleges in the country. For the 2019 Aspen Prize competition, LWTech was tied with three other nominees showing the highest

increase in year-to-year performance over time (and shows the highest increases among Washington nominees).

Outcomes, Indicators, Measures

LWTech identified three primary outcomes to measure the Student Achievement Core Theme.

Outcome SA-1: Students demonstrate gains in skills and knowledge.

Connections with Student Services advisors, wrap around services and faculty serving as teachers and advisors all contribute to student achievement. At LWTech, improvements to these student touchpoints created a seamless system where advisors are organized by schools of instruction and use LEGEND alongside the scale-up of mandatory advising.

LWTech measures skill and knowledge gain in two ways: student progression through a program and student learning on formative assessments.

Indicator SA-1A: Student Achievement Points: LWTech tracks progress in students earning Washington State Student Achievement Points, as calculated by the State Board for Community and Technical Colleges. By measuring students' transitions from Basic Skills, to college-ready courses, and to graduation, we can ensure students are gaining necessary skills and knowledge along the way. Specifically, the transition points are:

- Basic Skills

- College readiness English

- College readiness Math

- 15 college credits

- 30 college credits

- Year to year retention

LWTech's progress in these areas is a work in progress, with initial gains in students transitioning from basic skills to college-level programs and in college math readiness, but a dramatic decrease after the point calculation process was charged in 2017-2018.

Interventions currently in place to address areas where LWTech is falling behind in points include:

- Supplemental Instruction (SI). SI is offered in courses identified with high enrollment/low pass (HELP) rates. These courses provide students with extra support, including in and out-of-class tutoring. Early data indicates this program is a success in improving retention. In developmental math classes, SI led to narrowing of the achievement gap in pass rates for students of color (+4.5%) and elimination of the gap in withdrawal rates.

- Guided Pathways implementation led to a collaborative advising model with required check-ins for students to provide the additional support necessary to keep students on track.

- Improved in-take processes, which include an admissions coach to help guide students as they get started

- A revamped Guided Self-Placement Math and English that helps students make more informed decisions about where they start in the Math or English sequences.

- Mandatory new student orientation as part of the Collaborative Advising Model.

Table 24: Gains in student achievement points (2017-18 Data as 2018-19 Data will not be available until late Fall 2019)

Measure	2017-2018 Target	2017-2018 Actual	Progress
Basic skills transition	3,474	1,330	🔴
College readiness English	542	388	🔴
College readiness Math	767	570	🔴
15 college credits	1,282	1,314	🟢
30 college credits	911	875	🔴
Year-to-year retention	1,819	1,689	🔴

Indicator SA-1B: Student results on formative assessments and their own self-perception: The college has been working to review the outcomes assessment process for the past several years so there is a gap in the available data, but the planning and implementation reached a conclusion in the most recent year with strong data indicating that faculty are now on board and well trained in program outcomes assessment and using that data to make changes at the program level to impact student success.

LWTech has long surveyed students on their own self-perception of global outcomes mastery and that information remains a strength for the college.

Table 25: Faculty assessment of course, grogram and global outcomes

Measure	2018-2019 Target	2018-2019 Actual	Progress
Global Outcomes: Percentage of students assessed as mastering or achieving standardized criteria	75%	74%	🔴
Assessments: Percent of programs submitting program outcome data	100%	100%	🟢
Assessments: Percent of programs using program outcome data to inform/enact changes that support student learning related to program outcomes	100%	100%	🟢
Industry certification examinations: Average pass rates for programs with available data and required testing for employment	90%	92%	🟢

Table 26: Student self-perception of growth in global outcomes

Measure	2018-2019 Target	2018-2019 Actual	Progress
Student rating on all 5 global outcomes	90%	91% - 94%	🟢

Outcome SA-2: Students achieve educational goals

Indicator SA-2A: Academic goal achievement: LWTech tracks Student Achievement Initiative data to determine if students are reaching the college math level, 45 credits and degree completion. To date, the college has met its target for two out of the three criteria, with 45-credit attainment lagging behind. The college is hopeful early data showing success in The 4 Connections faculty-led effort will lead to greater student completion.

Table 27: Student academic goal achievement (2017-18 data since 2018-19 data will not be available until late Fall 2019)

Measure	2017-2018 Target	2017-2018 Actual	Progress
College math point	668	570	🔴
45 credit point	772	767	🔴
Completion point	751	736	🔴

Indicator SA-2B: Certificate/degree completion: As an additional measure of success, LWTech compares itself to other colleges and national ranking. The college is meeting or exceeding other colleges in this comparison. The college implemented Starfish by Hobsons software and rebranded it on campus as LEGEND, which features a formal early alert system in order to identify struggling students, a common repository for academic plans, and a shared notes system across Instruction and Student Services. Based on national data, tools such as this increase student completion because students have an identified educational path, and employees in Instruction and Student Services can more easily identify students needing additional support.

Table 28: Completion Gaps

Measure	2018-2019 Target	2018-2019 Actual	Progress
Completion Gap Between LWTech and Select colleges	Gap of less than 5 pts	1 of 4 with gap of more than 5 pts	🟡
Completion Gap between LWTech and National Scorecard	Gap of less than 15 pts	6 pt gap	🟢

Outcome 3: Students demonstrate the potential to participate in the workforce

Indicator SA-3A: Student perception of preparation: Student perception of their preparedness for their profession has exceeded 90 percent for the past decade. The college attributes this to the strong connection between professional-technical faculty, advisory committees, and regional industry partners.

Table 29: Student self-perception of preparation

Measure	2018-2019 Target	2018-2019 Actual	Progress
Students describe learning general and technical skills needed for employment.	90%	95%	🟢

Indicator SA-3B: Student licensure and industry examination success: Overall, students are successful with licensing examinations; however, students in a few programs continue to struggle to pass licensure and industry exams. Those programs are being targeted with additional tutoring for key classes and test preparation support. The latest data show progress being made in these areas.

Table 30: Student pass rates on industry exams

Measure	2018-2019 Target	2018-2019 Actual	Progress
Students pass licensure/certification exams	90%	92%	🟢

Indicator SA-3C: Faculty/industry assessment of students: Many programs require students to work in some sort of job preparatory program in their industry before graduation. LWTech tracks student pass rates from work-based courses, including internships, externships, capstones, co-operative learning experiences, and final clinical rotations. LWTech continues to exceed its 90% target for this measurement, which is consistent with our mission of preparing people for the workforce.

Table 31: Student pass rates on culminating courses

Measure	2018-2019 Target	2018-2019 Actual	Progress
Pass rates in internship/co-op/or similar classes	90%	94%	🟢

Indicator SA-3D: Employment in field of study: As a workforce college, supporting students to enter their field of study as a new employee is critical to the fulfillment of the core theme of Student Achievement and the college's mission. The college is currently meeting this target. Some graduates are also tracked through faculty connections and LinkedIn. Due to the contract nature of some fields of study (like Design), tracking is difficult in some areas and not reflected accurately in the state data. As such, actual employment rates are likely higher.

Table 32: Student employment in field of study (2015-2016 data is the most recent available)

Measure	2015-2016 Target	2015-2016 Actual	Progress
Student employment data	84%	83%	🔴

Core Theme Four: External Engagement

Definition:

Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.

- *Responsible Divisions*: Instruction, Student Services, LWTech Foundation, and Institutional Research & Grant Development

- *Responsible Executive Team*: Vice President for Instruction; Vice President for Student Services; Executive Director, LWTech Foundation; Director, Research & Grant Development

Overview:

Effective partnerships allow Lake Washington Institute of Technology (LWTech) to support student learning and workforce readiness. These collaborations also ensure connections among faculty, staff, and members of the college's service area, which spans both King and Snohomish Counties surrounding the city of Seattle. Partnerships often support the financial needs of the college – these partnerships helped LWTech navigate the 15% reduction in state funding since 2007 until the turn around this past legislative session – and LWTech prioritizes external partnerships to support mission fulfillment alongside the growth of students, faculty, and staff. The college identified one primary outcome to measure the core theme of External Engagement.

Outcomes, Indicators, Measures

LWTech identified one primary outcome to measure the External Engagement Core Theme.

Outcome EE-1: LWTech forms partnerships with governmental, community, educational, business, and labor organizations in order to effectively support the Institution's mission.

Indicator EE-1 (measure 1): Governmental Grant Partnerships: In 2014, the college expanded its federal grant efforts as part of the 2012-17 strategic plan. Funding prior to this work included a long-standing TRiO program in Student Support Services (SSS) and Support Services for Students with Disabilities (SSSD) as well as two Title III Strengthening Institutions Program grants, both funded by the Department of Education. TRiO programs (P042A150150 and P042A150152) continue on campus and are currently funded at $2,254,420 for five years.

As the only public institute of technology in the state of Washington, LWTech's program mix naturally moved toward a focus on Science, Technology, Engineering, and Math (STEM) offerings. New grant applications reflected this and sought to support non-traditional students. To further this work, the college pursued new funding from the National Science Foundation (NSF) and Department of Education (Dept of Ed) and received the following awards:

- In 2014, the college received its first-ever award from NSF to launch the Pacific Northwest Photonics Technology Project. A small grant for new institutions from NSF, this $199,380 award funded a new program in photonics technology (the study of lasers) with a focus on non-traditional students and veteran recruitment (ATE 1502032)

- In the same year, LWTech launched the Future Tech Stars Scholarship Program with $583,256 under NSF's Scholarships in Science, Technology, Engineering, and Mathematics Program (S-STEM). This project provides academically-talented, low-income students the opportunity to pursue a degree in a high-tech, high-demand field such as Computer Software Development or Design (DUE 1458583)

- In 2015, the college received funding from the Department of Education to create a Center of Excellence for Veteran Student Success. This award of $367,379 (P116G150117) established a dedicated space and staff member for veteran students

- In 2017, in partnership with four other colleges, the NSF awarded $860,000 to fund the collaborative Northwest Network for Application Development and Technology Connections

(AppConnect NW) to provide four-year Bachelor of Applied Science (BAS) degrees in Information Technology Application Development to help meet the demand for software and application developers in the greater Seattle area

This work is reflected in the annual value of federal grants to the campus, which was $1,782,220 in the 2017-18 academic year. The college now considers grant work a strength for the college and the target is to maintain or exceed $1.6 million in federal grant funding.

In addition to federal partnerships that deliver in-demand education to students, the college has received over $2 million in funding from the SBCTC. In 2017, LWTech received $450,000 from a special legislative allocation to expand our nationally-recognized Integrated Basic Education and Skills Training (I-BEST) Program, which was nearly 1/3 of all funds available. LWTech is a national leader in I-BEST, which pairs an academic instructor alongside a technical faculty member to help students move through coursework faster.

Table 33: Value of grant funding

Measure	2018-2019 Target	2018-2019 Actual	Progress
Value of current federal grants	$1.5 million	$1.7 million	🟢

*Indicator EE-1 (measure 2): Community Partnerships and LWTech Foundation***:** The LWTech Foundation supports students through scholarships, emergency support, and the college's first-ever capital campaign to launch a Bachelor of Science in Nursing (BSN). Since 2007, the college has increased endowments – which provide financial support to students and the college in perpetuity – from $271,178 to over $1 million. From 2013 to 2017, the number of individual scholarships awarded rose from 92 to 190, an increase of 106%. In 2016, the minimum amount of each scholarship rose from $250 to $1,000. Beyond the work outlined above, the college tracks this progress through the value of annual scholarship donations: in 2018-19, the college received $280,947.

Table 34: Value of scholarship donations

Measure	2018-2019 Target	2018-2019 Actual	Progress
Value of annual scholarship donations	$225,000	$280,947	🟢

Indicator EE-1 (measure 3): Articulation agreements and collaborations with other institutions: All of LWTech's associate degrees transfer to at least one public university; many programs directly articulate to the college's own applied baccalaureate degrees. As part of its Guided Pathways work, LWTech developed career maps showing transfer pathways. This work is assessed through the number of articulation agreements for students transferring to a baccalaureate institution; in 2018-19, 13 such agreements were in place (Appendix S4-A).

The college also seeks innovative partnerships that also include articulation agreements. In fall of 2017, LWTech signed Memorandums of Understanding (MOUs) with British Columbia Institute of Technology and Oregon Institute of Technology.

Table 35: Number of articulation agreements

Measure	2018-2019 Target	2018-2019 Actual	Progress
Number of articulation agreements	13	13	🟢

Indicator EE-1 (measure 4): High School Program partnerships: The on-campus high school is a designated reengagement center for students who have stopped out of the traditional K-12 setting. These students are more likely to be low income or a student of color. LWTech has interlocal agreements on file with the Office of Superintendent of Public Instruction (OSPI) to serve students from 26 school districts; each year, the college serves over 400 individuals. Additionally, this office maintains dual credit agreements for students taking vocational coursework at their home high school. This partnership often leads to future student enrollment at the college. The college regularly exceeds target and expects next year to be at 230 agreements.

Table 36: Number of dual credit high school agreements

Measure	2018-2019 Target	2018-2019 Actual	Progress
Number of dual enrollment agreements	200	210	🟢

Indicator EE-1 (measure 5): Business Partnerships: The college actively engages the business community in multiple ways and, as a workforce college, industry input guides all learning outcomes and program development. This occurs through advisory committee work, which follows federal Carl V Perkins guidelines. LWTech assesses this through the percentage of technical programs in compliance with the Perkins structure, which includes maintaining an up-to-date membership database, ensuring a diverse group of members, and confirming the correct structure of meeting minutes. While this was once considered a strength, in 2016-17, only 4% of programs were in compliance. In 2017-18, deans identified committees to work closely with during this academic year and assigned administrative assistants to ensure the advisory committee database is kept up-to-date. By 2018-19, the number of programs in compliance was up to 52%; Instruction is committed to reaching its goal by 2019-20.

Beyond federal requirements, applied bachelor's degrees all have industry advisory committees as well. All general transfer programs have academic maps with specific course selections from industry and transfer-institution input. For example, the pre-Engineering degrees are tailored for University of Washington-Bothell. Additionally, beginning with the 2019-20 catalog, all courses include program outcomes that are informed by industry; and, under the college's work with the Transparency Framework, relevant program and course outcomes will appear in assignments so that students will see how their assignments connect to employer expectations.

Table 37: Advisory committee Perkins compliance

Measure	2018-2019 Target	2018-2019 Actual	Progress
% of programs with advisory committees in compliance with Perkins requirements	70%	52%	🟡

Core Theme Three: College Community

Definition:

Lake Washington Institute of Technology provides a safe, supported, and engaging learning environment for students and work environment for faculty and staff.

- Responsible Divisions: Administrative Services, Institutional Research, Human Resources, Student Service, Instruction

- Responsible Executive Cabinet Member: Data availability - Office of Institutional Research; future safety interventions - the Office of Campus Safety; Executive Director of Human Resources, Vice President of Student Services, Vice President of Instructional Services

Overview:

A safe, supported, and engaging learning environment is essential to not only students, but faculty and staff as well. With safety as the backbone of this core theme, the college aims to ensure the needs of campus constituents are met. This is assessed through survey results, community partnerships, centralized supports services, employee engagement events, and professional development. Highlights of this work include:

- Significant improvements to campus public safety including availability and campus training

- Improved communication and work related to shared governance and council/committee structure

- A new focus on recognition of employees and their contributions to the college

- Changes to student support services to meet the needs of students

Outcomes, Indicators, Measures:

LWTech identified two primary outcomes to measure the College Community Core Theme.

Outcome CC-1: LWTech is a safe, supported, engaging learning environment for students

Indicator CC-1A: LWTech is a safe environment for students. LWTech regularly surveys students about their sense of physical safety on campus, with the intent of improving their experiences to allow for a focus on learning and preparation for work. In 2015-2016, in order to reduce the number of surveys students participate in at the college, items previously asked in a general student survey were added to both the Survey for the Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE). Those items ask students to rate:

- I feel safe on campus

- Safety and security officers are accessible and responsive

- I understand my role in the event of an emergency on campus

Lower scores on these items motivated the following actions to improve student safety. The Campus Public Safety office took the lead in recommending and implementing the changes by adding a third security officer to the team, providing additional coverage during the day, and allowing the director time to participate in key meetings on and off campus without compromising coverage. The college also enhanced the Campus Public Safety vehicle with the Campus Public Safety college logo and telephone number to show a presence around campus. Kirkland Police Department (KPD) returned to campus to

provide additional support and the partnership also improved in quality through the following expectations and actions:

- Officers must annotate a log and inform the director where they are patrolling

- Officers must be highly visible around the campus, not just near the Campus Public Safety office

- KPD and LWTech share current trends around the college/city, concerns, ideas, and suggestions to enhance LWTech's security (for example, KPD suggested securing the ladders to catwalks located in the East building hallways to prevent an active shooter from having an advantage over responding officers; with the assistance of Facilities, four gates were installed preventing easy access)

- The KPD SWAT Team trains on campus for emergencies; new officers right out of the Police Academy receive walkthroughs of campus buildings

- The security team provided card access, master keys, and maps of the campus to KPD in the event they have to respond during an emergency

- The college and KPD signed a Memorandum of Understanding (Appendix S4-B) meeting statutory requirements established by Washington State Legislature which requires institutions to adopt and implement written policies and procedures to ensure reports of Part 1 violent crimes, hate crimes, or sexual assaults are immediately disclosed to local law enforcement; the MOU further promotes collaboration between KPD and Campus Public Safety to enhance the reporting, investigation, and appropriate response to sexual assault and other covered crimes

- Patrol officers are welcome and often visit up on campus to provide a presence to deter crime. It is hoped the KPD patrol officers' presence may lead to staff, students, and community members feel safer on campus.

The college's focus on improving student safety led to cross-department collaboration on a number of interventions. In 2016, LWTech joined a Washington state cohort of colleges supported by the Jed Foundation to reduce death by suicide among students. The Jed Foundation is a nonprofit that exists to protect emotional health and prevent suicide for the nation's teens and young adults. This work resulted in a comprehensive review of the campus by the security team to identify possible safety hazards, improved policies for students needing medical leave for mental health reasons, and student led public service announcements regarding addiction and depression on college DigiSigns. With grant funding from the Washington Student Achievement Council, LWTech is now implementing recommendations from the security team to improve campus safety.

The college also revised its behavioral intervention process to better encompass student safety and well-being. The following statement briefly summarizes the approach and is included in the syllabus template required for all classes:

> *The Campus Assessment, Response, and Evaluation (CARE) team uses collaboration, information collection, risk assessment, and intervention to create a safe campus community. Based upon reports of student behavior, the CARE team plans preventive strategies and interventions to assist students, faculty, and staff in supporting students who may be at risk. Please use our* online reporting form *to contact us.*

Table 38: Student perception of safety on campus (2017-2018 data the most recent available)

Measure	2017-2018 Target	2017-2018 Actual	Progress
I feel safe on campus	90%	89%	🟡
Safety and security officers are accessible and responsive	70%	79%	🟢
I understand my role in the event of an emergency on campus	60%	68%	🟢

Indicator CC-1B: LWTech is a supported learning environment for students: In addition to utilizing CCSSE results to measure students' feelings of safety, LWTech uses a number of items from the survey to assess students' experiences with support services. The college looks specifically at: 1) how often students use the services; 2) how satisfied students are with the services; and, 3) how important the services are to students. Based on the data, changes are made to improve services. The specific services are described below.

- *Academic advising (CCSSE terminology: Academic Advising and Transfer Credit Assistance):* LWTech provides advising to student based on selected program of study and/or participation in a specific support program on campus (i.e. a student enrolled in welding program would have an advisor who specializes in the Welding program; if the student also participated in the TRiO program they would have a TRiO advisor). An additional change funded by ASG is the implementation of Hobsons Starfish. In addition to serving as an advising portal and early alert system, the tool also connects students to services at the college. LWTech expects to see increased utilization of services once Starfish (called LEGEND at LWTech) is fully deployed.

- *The Employment Resource Center (CCSSE terminology: Career counseling/Job placement assistance):* The Employment Resource Center (ERC) assists students with job searches and career planning. This career training center provides students with a variety of resources to assist in finding a job or planning a career path. The ERC also offers ongoing workshops, training, and events to support students, graduates, and community members.

- *The Learning Lab (CCSSE terminology: Peer/other tutoring)*: The Learning Lab provides drop-in tutoring services to all LWTech students. Students who utilize The Learning Lab can ask questions about any course, discover and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management). Since opening in 2010-11, the Learning Lab has seen increased usage every year, including a number of years with substantial growth. In order to better serve students as utilization increased, The Learning Lab increased the number of tutors in core areas of math and English, added two greeter positions to improve sign-in and efficiency of connecting students with tutoring services, and implemented a third party tracking system called RedRock's TutorTrac to more accurately collect data. This system also connects with Hobson's Starfish/Legend so all advisors and faculty connected with a student can see the hours, days, times, and classes a student logs in to receive services. The implementation of this program allows for ease of use in sign-in as well as improving tracking of courses and days/times to determine which additional tutors and times need to be added.

  With increased utilization comes a greater diversity of student needs. In response, The Learning

Lab increased tutoring hours into the evenings two days per week to better serve evening students. The Learning Lab also expanded its: 1) selection of textbooks and resources to match student requests (e.g., double helix models for biology students); and, 2) courses tutored to include higher level math and physics. Another change made included upgrading computers and the availability of program-specific software on the computers (e.g., Adobe Suite, SkillsLab, QuickBooks, AutoCAD, REVIT, etc.).

- *Supplemental Instruction (CCSSE terminology: Skill labs (writing, math, etc.):* In 2015-16, LWTech consolidated tutoring and academic support services to clarify where students can seek help and to better address student needs for specific courses. The Tutoring Center, Writing Center, and Math Lab were replaced by Supplemental Instruction (SI) and in-class SI was piloted in Math 087. The SI program targets high enrollment, low pass rate (HELP) courses with specialized academic support. Peer facilitators work closely with faculty members to provide in-class assistance, as well as study sessions in the SI Center. Currently, SI occurs primarily in English, Computer Software and Development, and math, as well as courses in a few technical programs.

   SI is increasing pass rates for developmental math (Math 087, 090, 098, 099, 099x, and 141) from an average of 60% to 74% during the first two years of the program. Adding in-class SI support to CSD 111 (Computer Programming Fundamentals – an introductory course in the Computing and Software Development program) led to an increase in pass rates from 72% to 76%. More recently, work has taken place with faculty to build SI support into academic core classes and program classes that have research assignments. These collaborative efforts resulted in an increase in pass rates for Psychology 100 from 75% to 80%. Current collaborations are occurring with faculty in Culinary, Communications, and English to make support for these courses even more effective.

- *Early Learning Center (CCSSE terminology: Child care):* LWTech provides complete on-site child care services for students and employees of the college. Children from Kirkland and surrounding communities are also accepted on a space availability basis. The Early Learning Center is a lab site for the Adult Early Childhood Education Program. With an active, hands-on philosophy, the child care staff promotes learning through experience and accomplishment.

- *Financial aid (CCSSE terminology: same):* The Financial Aid office helps students seeking financial assistance meet their educational expenses at LWTech. Students need not be low income to qualify for some types of financial assistance. Students may apply for most types of financial aid by completing the FAFSA (Free Application for Federal Student Aid).

- *Library and Computer lab (CCSSE terminology: Computer Lab):* The Library Learning Commons offers collections, resources, and services that encourage exploration and discovery in order to prepare lifelong learners for today's careers and tomorrow's opportunities. Students use one integrated platform to search all physical and digital collections. The implementation of this system allows not only for ease of access for students and other patrons, but also for better tracking of which resources are utilized most frequently. The Library and Computer Lab continues to revise its head count data collection processes to improve accuracy of utilization rates. Annual utilization rates are available to the public on the library website's Usage Data Visualization page.

- *RISE Center (CCSSE terminology: Student organizations):* New to LWTech in 2016-17, Resources

for Inclusion, Support, and Empowerment (RISE) aims to build an equitable and inclusive campus environment for all students. Additionally, the center is a support service for students from traditionally underrepresented and underserved backgrounds, such as students from minoritized ethnic/racial groups, students with disabilities, first-generation college students (those who are the first in their family to attend/graduate from college), undocumented students, and members of the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community. The RISE Center works collaboratively with academic programs to develop targeted/contextualized opportunities for students. In addition, RISE Center staff provide training for faculty and staff across the college, related to working with students from the populations listed above.

The RISE Center emerged from the college's equity, diversity, and inclusion plan and the overall strategic plan. When general college funds were unavailable for this type of resource, the Associated Student Government (ASG) voted to fund the RISE Center and its staff. Their decision was based on demand from students, a desire to align with the overall college's strategic plan, and demonstrates student leadership's commitment to continually improve services that support student learning.

- *Disability Support Services (CCSSE terminology: Services to students w/ disabilities):* Disability Support Services works to ensure students who experience disability have an equal opportunity to participate in educational and co-curricular offerings. This is done by facilitating the Accommodation Process through an individualized, student-centered approach. The college is committed to providing full support services to all students with disabilities in compliance with Section 504 of the [Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990](#).

Due to changes in how CCSSE used scales on its questions in 2017-2018, LWTech was no longer able to measure certain data points; those comparisons will continue in future years. The table below focuses on LWTech's comparison to the 2017 CCSSE 2-year college cohort overall.

Table 39: LWTech CCSSE sores on select questions compared to 2017 CCSSE 2-year college cohort

Measure	2017-2018 Target	2017-2018 Actual	Progress
How often you use the following services?	.8	.6	🔴
How satisfied you are with services?	1.3	1.3	🟢
How important services are to you?	2.2	2.1	🔴

Indicator CC-1B: LWTech is an engaged learning environment for students: The Survey of Entering Student Engagement (SENSE) results again serve as key measures for student engagement in the classroom. The items primarily focus on participation in class and in activities directly related to class. LWTech seeks to demonstrate improved ratings each year while also comparing responses to the overall cohort of colleges surveyed in a given year. Results inform college planning and action – like the addition of SI – and contribute to broader initiatives, like The 4 Connections.

The 4 Connections is a framework for improving faculty-student relationships, which has shown very positive results for student engagement measured through course retention and success. Adapted from Odessa College's drop rate improvement program, The 4 Connections includes four simple practices: 1) learning and using students' names; 2) checking in regularly; 3) scheduling one-on-one meetings; and, 4)

practicing paradox.

The pilot cohort of faculty implementing The 4 Connections included 24 faculty (12 full-time and 12 adjunct and representing a variety of programs). In 2018-19, 70 faculty members participated in the practice of the 4 Connections. Initial data from The 4 Connections shows promising impact on achievement gaps in course pass rates. During the two years after implementing the 4 Connections (2016-18), 88% of African American students enrolled in courses taught by faculty members practicing The 4 Connections passed their courses. Previously, only 71% of African American students in courses taught by the same professors passed. A similar change in pass rates occurred among Alaska Native, American Indian, and Pacific Islander students, increasing their pass rate above that of their white peers. The college is in year three of The 4 Connections and will continue to discuss and address remaining achievement gaps in pass rates.

Table 40: The 4 Connections impact on student success

Race/Ethnicity	Pass Rates 2014-16	n (duplicated)	Pass Rates 2016-18	n (duplicated)
African American	71.17%	319	88.00%	329
Alaska Native, American Indian, Pacific Islander	79.00%	117	94.67%	148
Asian	92.17%	941	94.33%	1168
Hispanic	86.33%	388	91.67%	411
Other	87.17%	290	88.50%	482
Not Reported	86.83%	549	89.50%	761

The 4 Connections has led to broader discussions about classroom community, best practices in teaching and learning, and improved interactions with colleagues. The purpose of each practice translates to all areas of the college. Those applying The 4 Connections also work to create connections among students through devoting time to "get-to-know you" activities in the first week of class, increasing group work, applying reading apprenticeship routines, and more. Faculty (and staff) practitioners of The 4 Connections meet once per month to share promising practices and to participate in professional development related to the framework.

Table 41: LWTech scores on select SENSE questions

Measure	2017-2018 Target	2017-2018 Actual	Progress
Ask questions in class or contribute to class discussions	3.1	3.1	🟢
Prepare at least two drafts of a paper or assignment before turning it in	2.2	2.4	🟢
Participate in supplemental instruction	1.7	1.6	🔴
Work with other students on a project or assignment during class	2.6	2.7	🟢
Work with classmates outside of class on a class projects or assignments	1.5	1.6	🟢

Measure	2017-2018 Target	2017-2018 Actual	Progress
Participate in a required study group outside of class	1.4	1.1	🔴
Participate in a student-initiated (not required) study group outside of class	1.3	1.3	🟢

Table 42: LWTech scores on select SENSE questions and comparison to 2017 2-year college cohort

Measure	2017-2018 Target	2017-2018 Actual	Progress
Ask questions in class or contribute to class discussions	2.8	3.1	🟢
Prepare at least two drafts of a paper or assignment before turning it in	2.1	2.4	🟢
Participate in supplemental instruction	1.5	1.6	🟢
Work with other students on a project or assignment during class	2.5	2.7	🟢
Work with classmates outside of class on a class projects or assignments	1.6	1.6	🟢
Participate in a required study group outside of class	1.3	1.1	🔴
Participate in a student-initiated (not required) study group outside of class	1.3	1.3	🟢

Outcome CC-2: LWTech is a safe, supported, and engaging work environment for employees

Indicator CC-2A: LWTech is a safe work environment for employees: The employee satisfaction survey includes the same items related to safety that students respond to when taking the SENSE and CCSSE. Declining agreement with the statements contributed to the changes made by the college, as outlined previously in Outcome 1, Indicator 1.A. In 2017-18, the college added questions related to race, ethnicity, and gender. This provided a new, equity-focused lens to responses and employees of color reported feeling less safe on campus than their white peers, even with the changes implemented by security.

One likely contributor to that result was the occurrence of biased-based incidences on the campus. Recognizing that these incidences and the college's response to them contribute to feelings of safety (or the lack thereof), LWTech began planning the implementation of a bias response team (BRT). This team met monthly in 2018-19 to develop the infrastructure needed for the team to operate.

The president also worked closely with the Equity, Diversity, and Inclusion Council and Executive Cabinet to address the incidents. The college hosted guided, courageous conversation events to allow employees to process and share the impact of the events. The Campus Public Safety team provided training and information, including a presentation from the KPD Chief of Police, which addressed not only biased-based incidences but also threats of violence made against the college community.

The gaps between employees of color and white employees closed in 2018-19; however, the college will continue to monitor this moving forward and proactively ensure a safe campus environment.

Table 43: LWTech employee perception of safety on campus

Measure	2018-2019 Target	2018-2019 Actual	Progress
I feel safe on campus	82%	92%	🟢
Safety and security officers are accessible and responsive	90%	92%	🟢
I understand my role in the event of an emergency on campus	79%	86%	🟢

Indicator CC-2B: LWTech is a supported work environment for employees: The college utilizes two items from the employee satisfaction survey to measure employees' experience of being supported at the college:

- My supervisor treats me with respect

- Employees are praised for outstanding performance

Responses to the first item are consistently close to or above target. Responses to the second item are consistently well below target. To address this area of growth for the college, the president created a President's Commendations for Excellence in five areas – workplace excellence, innovation, advancing equity/diversity/inclusion, student completion, and student enrollment – in 2015 and recognizes teams of individuals for their contributions on an annual basis. In addition, the college also regularly celebrates employee degree attainment as part of its recognition initiatives. Recognition of achievement continues to be an area of focus for the college as results remain below target. The 2018-2019 administration of the survey revealed that even when disaggregated, the target remains unreached for nearly all employee groups and across demographic differences. Executive Cabinet and the leadership team committed to improving employees' experiences in this area and the following actions were taken as a result:

- Holding a Years of Service recognition during fall in-service as well as quarterly retirement celebrations

- Developing a recognition plan under the guidance of the Human Resources (HR) Advisory Committee that includes: 1) defining what recognition/appreciation means to faculty/staff; 2) building upon and/or implement a formal (top down) and informal (bottom up; peer-to-peer) recognition/appreciation plan; and 3) creating an annual employee appreciation event calendar.

LWTech also counts professional development opportunities as a measure of support. In the current faculty contract, nine administrative in-service days were added to ensure all full-time faculty could attend key trainings and college meetings. The events on most in-service days are open to all college employees. In addition to the opportunities that occur on designated days, the college offers a wide variety of professional development and training sessions throughout the academic year and during the summer. Sessions are developed and re-designed to respond to student and employee needs and input (e.g., The 4 Connections as described in the previous section). The Faculty Professional Development Committee and the HR Advisory Committee lead professional development efforts on the campus and support opportunities generated in other areas.

Table 44: Regularly occurring professional development opportunities

Professional Development		
Opening Week Breakout Sessions	Quarterly Leadership Meetings Annual	Summer Wellness Program and other wellness-related activities
5-Star Best Practices in Teaching and Learning	Professional (or Faculty) Learning Communities	LEADS (internal leadership Development program)
Accessibility 101	Summer Institute for faculty	Classified In-Service
Book clubs	Faculty Lunch Abouts	4 Connections sessions
Improve Your Online Course	Safe Zones 1 and 2	Web development training
Tableau user training	EDI Focused Topics	Safety and Security topics

LWTech also supports employee professional development by funding off-campus conferences, trainings, etc. All development opportunities, whether on-campus or off, intentionally align with employee goals and key college initiatives.

Table 45: LWTech is a supported environment for employees

Measure	2018-2019 Target	2018-2019 Actual	Progress
My supervisor treats me with respect	85%	90%	🟢
Employees are praised for outstanding performance	70%	59%	🟡
Number of opportunities for professional development	150	154	🟢

Indicator CC-2C: LWTech is an engaging work environment for employees: Additional items from the employee satisfaction survey inform LWTech about its successes and challenges in creating an engaging work environment for employees. In addition to the following items, participation in the professional development opportunities described above and on committees rounds out the measures of engagement.

The employee satisfaction survey results regarding communication within departments and related to college leadership regularly exceed targets. The president implemented an intentional focus on communications that includes a weekly update built around the college's core themes. This focus led to a large increase in agreement with the statement around overall communications and transparency. The president began sending weekly updates via college email and holding regular all-college meetings in the first year of her presidency (2013-14). Similarly, the vice president of student services sends a weekly update to her division and the vice president of instruction sends a monthly newsletter. Supervisors across campus provide their teams with information shared by executive leaders. This improvement in communication and approachability of leadership is clear in the data from the survey, which demonstrates a sharp increase in agreement with both items beginning in 2012-13 and continuing in the years after (corresponding with the tenure of the current president).

Items related to broader college involvement – participating in decision making, providing input to shape the future of the college, and communicating between departments – consistently rate below target but are generally improving over time. While employees feel well-informed about the work of the college, their responses communicate the need for improvement in their opportunities to contribute to and shape that work. When taking into account committee participation, which has not yet met target and has declined since 2013-14, employee the responses are not surprising.

The college recognizes this area of improvement, has tried different approaches, and is considering others to address it. Past approaches include holding a committee fair during Opening Week in-service, posting committee sign-ups in common spaces, and scheduling committee meetings during common break periods. Currently, the college is considering the implementation of a college hour, a standard time in which committee meetings and governance activities occur. In 2018, the college also implemented the use of a common electronic shared drive (the "P" drive for "Public") to house all committee agendas, minutes, and resource documents. Any college employee can access this drive in order to keep up with information and committee activity.

While committee participation has declined, participation in professional development opportunities has increased and exceeds target. In 2015, the college created the position of employee training coordinator (now the manager of engagement and learning). The position coordinates professional development for all employees. Weekly updates remind employees when sessions occur. The manager partners with college employees to develop new offerings in response to needs and supports the professional development opportunities provided by leaders in other areas of the college. In addition to partnering with colleagues at LWTech, the manager of engagement and learning and the dean of instruction work with the 5 Star Consortium colleges (Cascadia College, Edmonds Community College, Everett Community College, and Shoreline Community College) to provide professional development opportunities for employees at all five institutions.

As mentioned in the previous section, all professional development opportunities align with student and employee needs, employee goals, and/or college initiatives. This improved design focus and intentionality contributes to increased participation. The manager administers an annual professional development needs assessment and ensures that the sessions offered are regularly evaluated by participants. In July 2018, the dean of instruction and executive director of human resources reorganized Engagement and Learning to better align the work of the department with Human Resources and eLearning (another deliverer of professional development). This reorganization aims to continue and strengthen the good work done in professional development over the past five years.

Table 46: LWTech is an engaging learning environment for faculty and staff

Measure	2018-2019 Target	2018-2019 Actual	Progress
I have opportunities to participate in campus-wide decision making	70%	65%	🟡
The input I provide helps shape the future of LWTech	70%	53%	🟡
There is effective communication between my department and other departments	70%	52%.	🟡
In my department there is effective communication between individuals	70%	77%	🟢
College leadership shares info. regularly with faculty and staff	70%	88%	🟢
College leadership is approachable	70%	81%	🟢
Utilization rates for professional development opportunities	1200	2423	🟢

Measure	2018-2019 Target	2018-2019 Actual	Progress
Number of faculty/staff (unduplicated) who participate on committees (not including staff mtgs or tenure cmtes)	150	181	🟢
Percent of committees that post meeting notes to intranet (not including staff mtgs or tenure cmtes)	70%	76%	🟢

Strategic Planning

The strategic plan focuses on the implementation and evaluation of its four goals which have broad impact on the college. It is not designed to evaluate specific programs or services; however, the college does consider the metrics for the strategic plan to provide a comprehensive look at the effectiveness of programs and services as they work together to achieve these broad goals.

Shared Governance

Evaluation of the objectives and goals of each committee is an emerging area for the college. Each committee is expected to create an end of year summary (Appendix S4-C) of its work to be housed along with its agendas and minutes in the shared P-Drive. The report is intended to prompt reflection of the work accomplished over the course of the year which provides the data needed to map out a work-plan for the coming year.

Division Specific Planning

Division specific planning is organized either around objectives that support the core themes and the college's strategic plan; or, around specific strategic plan goals and strategies. Executive Cabinet members organize planning in the way best deemed to achieve results, meet department needs, and support the college. Likewise, appropriate data points are selected to measure progress. Much of this information is shared with Executive Cabinet as a whole as periodic progress check-ins are made on the implementation of strategic plan strategies and tactics.

Administrative Services: Administrative services sets division goals that support the core themes as well as strategic plan goals related to fiscal sustainability and the college being viewed as an employer of choice. The following data points are reviewed annually to ensure progress towards meeting division goals:

Table 47: Administrative Services division goals and defined data

Division Goals	Defined Data
Provide fiscal stability to the institution	Monthly and annual reports to the Board of Trustees
	Year end close reports
	Annual audits
Follow a transparent budget development process	Each spring Budget and Finance Advisory Council recommendations are provided to executive cabinet for review
Ensure the safety of the campus	Review of incidents on campus

Division Goals	Defined Data
	Clery reporting
	Questions on the employee satisfaction survey
	Student facing questions on the CCSSE and SENSE
Provide sufficient technological infrastructure to the campus	Review of capacity (servers/bandwidth)
	Questions on the employee satisfaction survey
Follow a transparent capital projects development process	Each spring this report is provided to executive cabinet for review
Complete scheduled facilities projects	Questions on the employee satisfaction survey
Provide business support services to the campus	Questions on the employee satisfaction survey
	Review of number and timeliness of contracts

Foundation: The Foundation's work supports the college's core themes as well as strategic plan goals related to student achievement fiscal sustainability. Evaluative data related to the completion of the Foundation's goals is shared in the Foundation's annual report which is provided at the annual benefit breakfast each Fall and mailed to additional constituents the following week.

Table 48: Foundation division goals and defined data

Division Goals	Defined Data
Build the Foundation Board to be reflective of the community	The number and demographics of board members representing key companies and organizations
Improve the signature fundraising event at the college (annual breakfast)	Review of the dollar amount raised annually
Create a stewardship component to close the loop with donors by showing them the impact of their gift	Attendance at and feedback about the annual scholarship reception; number of handwritten student thank-you notes
Cultivate new relationships and repair existing relationships to increase the number of donors to the college	Number of donors reviewed annually; amount of money raised annually
Create a major gifts program	Dollar amount raised in this manner; number of donor visits/touches
Create a campaign for a targeted college need	Dollar amount raised for the BSN campaign
Build the technology and staffing infrastructure to support Foundation activities	Increased staffing and usage of new software to track donors and manage scholarship applications

Human Resources: The HR team focuses on strategic plan goals related to employees and reviews the following data to determine if the strategies are moving the college toward goal accomplishment.

Table 49: Human Resources division goals and defined data

Division Goals	Defined Data
Recruitment	Candidate pools overall; # disaggregated by demographics
	Internal employee hiring; # disaggregated by demographics
Retention	Turnover overall; # disaggregated by demographics

Division Goals	Defined Data
	Promotion; # disaggregated by demographics
Professional Development	# of professional development opportunities offered to each employee group
	# of mandatory trainings completed
Recognition	# of events focused on formal recognition • Retirement • President's commendations • Years of Service • Educational Attainment
	# of trainings provided to supervisors related to employee recognition
	Creation of formal recognition plan
Appreciation	# of appreciation events
Employee Satisfaction Survey Results	Evaluate response changes in 10 KPIs that determine our progress towards becoming the 'Employer of Choice'

Institutional Research (IR): The IR office uses specific data to evaluate its effectiveness on two department specific goals which support strategic plan goals related to fiscal sustainability as well as access and completion:

Table 50: Institutional Research division goals and defined data

Division Goals	Defined Data
Data Accessibility	Number of users in the Tableau Community Dashboards
	Views of Tableau Data Dashboards
Grant efforts related to fiscal stability	Submission of quality proposals
	Dollar amounts awarded

Instruction: Instructional leadership reviews the following data for each of the eight goals of the Master Instructional Plan (MIP) which supports the college's core themes as well as strategic plan goals related to access, completion, and fiscal sustainability to determine if the strategies are moving the college toward goal accomplishment.

Table 51: Instruction division goals and defined data

Division Goals	Defined Data
Growth	State FTE : Meet State FTE target
	Instructional program mix: Sustainable balance of BEdA, AAS, BAS, High School, International, Apprenticeships
	Enrollment Demographics: Enrollment mirrors the LWTech district
Applied Learning	Program Outcome Assessments: Faculty cite applied learning and contextualized learning opportunities in assessments
	Undergraduate Research projects: Faculty and students engaged in UGR
	Open Educational Resources: Number of OER programs and courses

Division Goals	Defined Data
Technology	Program Reviews: Faculty cite students learning on modern equipment
	Equipment Expenditures: Programs keeping current with standards and Program Review requests
External Partnerships	High school partnerships: Number/quality of partnerships
	Industry partnerships: Number/quality of partnerships
	Community partnerships: Number/quality of partnerships Program Reviews: Faculty cite relevant instruction to industry
Internal Partnerships	Undergraduate Research projects: Faculty and students engaged in UGR
	Program Outcome Assessments: Faculty cite interdisciplinary learning
Cohorts/Guided Pathways	Collaborative Advising Model Metrics: Student/faculty connections made
	Degree maps: Customizable degree maps by program, including BEdA
Evidence-Based Decision Making	Program Reviews: Strategies implemented based on data with equity lens
	New program development: Emerging markets identified
Faculty Development	Professional development opportunities: New faculty on boarded and faculty engaged in cutting edge pedagogy

Marketing and Communications: The Communications and Marketing department uses analytics data for evaluation of its primary goal from the strategic plan related to the college's culture and brand identity.

Table 52: Marketing and Communication division goals and defined data

Division Goals	Defined Data
Ensure the college culture and brand identity remains visible to the internal college community and the external community on a continuous basis.	Media placement (digital outreach), The college website analytics, including pixels that provides visitor patterns
	Social media activity

Student Services: Student Services reviews the following data for each of the three broad division outcomes which support the core themes of pathways and student achievement as well as the strategic plan goal related to student access and completion. Any annual "goals" would be mapped to at least one of these data points in order to measure impact.

Table 53: Student Services division outcomes and defined data

Division Goals	Defined Data
Access	Enrollment (% of state allocation): • Baseline from 2017-18 is 96% • Target is 105%
Navigate	Persistence (% degree seeking students remaining enrolled from Fall to Fall):

Division Goals	Defined Data
	• Baseline from Fall 2016 to Fall 2017 is 60%
	• Target is 65%
Exit	Completion (% degree seeking students graduating after 4 years)
	• Baseline (Fall 2014 cohort) is 44%
	• Target is 50%

Standard 4.A.3:
The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Mission and Core Theme Fulfillment

While the bulk of this work falls under the category of shared governance (Instructional Council and its associated committees) and division specific planning (all educational assessment falls under the Instruction Division's specific plans), there are indicators and measures tracked within the matrix that provide high level data to the broader college community about student learning outcomes.

Table 54: Faculty assessment of course, grogram and global outcomes

Measure	2018-2019 Target	2018-2019 Actual	Progress
Global Outcomes: Percentage of students assessed as mastering or achieving standardized criteria	75%	74%	🟡
Assessments: Percent of programs submitting program outcome data	100%	100%	🟢
Assessments: Percent of programs using program outcome data to inform/enact changes that support student learning related to program outcomes	100%	100%	🟢
Industry certification examinations: Average pass rates for programs with available data and required testing for employment	90%	92%	🟢

Table 55: Student self-perception of growth in global outcomes

Measure	2018-2019 Target	2018-2019 Actual	Progress
Student rating on all 5 global outcomes	90%	91% - 94%	🟢

Strategic Planning

Within strategic planning, an interest in ensuring students meet learning outcomes contributed to the development of Goal 1 and its strategies.

Goal 1: Increase access and completion rates for all students, and close opportunity gaps for

under-represented students (Associated core themes: Student Achievement, Pathways, External Engagement)

Strategies:

1. Identify and define opportunity gaps

2. Implement Guided Pathways

3. Identify and implement approaches that increase student access, success, and completion with a focus on closing opportunity gaps

4. Ensure engagement with students and employers at all points along the student's educational pathway, including completion and employment

Shared Governance

Instructional Council is led by a team of faculty and instructional administrators with the sole purpose of assuring instructional policies are consistent and assure high quality education. Examples of their purview include approval of: new programs, tenure guide, global learning outcomes, and the syllabus template. As a sub-committee of Instruction Council, the Curriculum Review Committee reviews all credit courses and programs on a regular cycle to accommodate updates in course content and confirm curricular alignment with degree requirements.

Division Specific Planning

Under the Instruction Division, there are four categories of educational assessment:

- Course Outcomes (specific things a student will learn by completing an individual course)

- Global Outcomes (specific things a student will learn related to one of the five global outcomes by completing a course identified as matching to that global outcome)

- Program Outcomes (specific things a student will learn by completing an organized collection of classes that together equate to a certificate or degree)

- Program Review (this is a holistic look at the overall health of an academic program based on enrollment, student demographics, staffing patterns, employment outlook, etc.)

Each of these categories follows a rigorous and comprehensive assessment plan as described in 2.C.5 and detailed below and faculty are responsible in all cases for evaluating student achievement of course, global, and program outcomes.

Course Outcomes Assessment

Course outcomes assessment is embedded in all of the learning assessment activities – Program Outcome Guides (POGs), Global Outcome (GO) Reports, and Program Review. Faculty report annually on specific courses and assignments and practice continuous improvement of course delivery through the reflective opportunities each assessment activity provides.

LWTech uses five college-wide learning outcomes, called Global Outcomes, to address the soft skills often highlighted by employers: communication, critical thinking, information literacy, intercultural appreciation, and teamwork. These are assessed and reported on bi-annually in two courses per degree program. The reporting process includes assignment artifact sharing, assessment of student learning related to the outcomes using a standardized rubric, and faculty and student reflection. Faculty identify what went well and what they will change. Student reflection asks how learning about the outcome impacts their professional goals and personal interactions and experiences.

The college set the goal of 75 percent of students demonstrating achievement or mastery-levels for each outcome. Recently, the percentage has declined to the low-seventies. The faculty Summer Institute revised its format to train faculty how to teach effectively to the outcomes. The decrease in part reflects the faculty members' increased knowledge of use of the rubrics and their discussion of avoiding inflation to mastery-level when lower levels are more accurate. The student reflection portion was also an addition in response to lower achievement (and the absence of students' assessment of their own learning). Student responses will be the focus of future annual faculty retreats.

Students' self-perception of growth in Global Outcomes is consistently in the 90th percentile, according to the graduation survey.

Table 56: Student self-perception of growth in global outcomes

Measure	2018-2019 Target	2018-2019 Actual	Progress
Student rating on all 5 global outcomes	90%	91% - 94%	🟢

Faculty members' self-assessment of teaching to the Global Outcomes has resulted in changes to their practices. The following are examples directly pulled from the reports submitted in 2017-18.

- *From Early Childhood Education*: "From the beginning of the quarter, I was more purposeful in discussing critical thinking skills. I explained the Global Outcome and provided students with the rubric to review. Also, I helped students identify when they were using those skills. I plan to start adding more online discussions. So, when we are not meeting in person, students can share the observation data they gathered, and then get feedback from their peers for the hypothesis, analyzing, and assessing. The peer discussions will help to "scaffold" students through peer feedback and role modeling of the critical thinking skills."

- *From Dental Assisting:* "From my past experience, I have changed the distribution of the grading rubric of critical thinking along with the syllabus and discussed it the first day so they start working on the lab activities by understanding the step-by-step approach of fabricating the temporaries and that triggers their critical thinking skills. It went well as most of the students made excellent temporary crowns."

- *From Business Technology:* "I'd like to start building in VERY small, quick assignments to teach and assess each aspect of the rubric. And more synthesized assignments for the whole that are more directly assessable. Ideally I could build designing that into my PDP."

- *From Design:* "The design curriculum that I have taught for the past several years is filled with

opportunities of critical thinking among students. This particular term, I included the lecture on critical thinking. While the process of the design courses has always encouraged this type of thought, I am unaware how many of the students were privy to how much critical thinking they have been applying to meet project goals; and, furthermore, how critical thinking is essential to the process of making evaluations and synthesizing thoughts to articulate in classroom discussions (critiques) on design. I will continue to refine this particular lecture for my design courses in the future."

- *From Environmental Horticulture:* "This year we changed our critical thinking assessment completely. During the quarter we had multiple critical thinking assessments leading up to the Plant Growth Response assignment. The classes were much more comfortable with the language of critical thinking as we identified this thought process consistently. Next time we would more closely integrate the rubric headings into the assignment language in an effort to more clearly assess the individual criteria of critical thinking as stated in the rubric. Also, next year we will give students more feedback in class during the progression of critical thinking assignments prior to the summative assignment."

Program Outcomes Assessment

All programs of study include program-level learning outcomes, which are assessed bi-annually using the Program Outcomes Guide (POG) and required for program approval at the institution and state level. The dean of engagement and learning, who oversees Outcomes Assessment, and program deans work with department chairs and faculty to collaboratively complete the guide. This includes: course mapping (i.e., indication of where each program outcome is taught in the program); specific measures that demonstrate students' success in learning the outcomes; how those measures are assessed (e.g., exam, portfolio, employer survey, cumulative project, etc.); results of the assessments for the previous year, and changes made previously that impacted the results; and/or, changes that will be made to improve results. All degree and long certificate granting programs are included in this process, and all students taking courses within those programs are included in the assessments.

Faculty work closely with the Outcomes Assessment office to map course and program outcomes. This activity: 1) identifies gaps and potential curriculum revision opportunities; and, 2) provides the Curriculum Development office with the information needed to add program outcomes to every course outline in the college catalog, part of the college's ongoing work in Guided Pathways. Faculty members utilize the POG process to reflect upon and document their practice of closing the loop. The following are examples of changes made as a result of careful program outcomes assessment and the impact they had on student learning.

Table 57: Accounting Program Outcomes Assessment

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
Apply manual methods and software tools to prepare	**1)** Students demonstrate knowledge of software and	**1) & 2)** Students in QuickBooks course were only retaining about 15% of the information presented in class (first time	**1) & 2)** The updated videos, and additional "interview" questions for assignments have made students more comfortable

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
accounting statements and reports	its use **2)** Students retain 85% or more of the material covered in class	retention from lecture). They missed steps during lecture and then were unable to successfully complete subsequent steps. After initially flipping the class, many of the videos have been modified/improved, additional "interview" questions have been added to the assessments, and additional reports have been added to the QuickBooks assignments. A very large comprehensive final was also developed.	operating accounting software, increasing: understanding of the software, critical thinking skills, as well as ability to "think on their feet." Students now show improved understanding and retention of 90% or more of the info. The large final, which only uses the actual software to test students skills and emphasizes real-world tasks, has given many students the confidence to pursue the QuickBooks Certified User certification.

Table 58: Machining Technology Program Outcomes Assessment

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
Perform CAD/CAM programming and manual programming	1) Students can "make on screen, make on machine": they demonstrate the ability to program and produce the assigned part. 2) Students clearly and correctly explain the steps involved in the work they are doing before they do it.	As the quarter progresses (in which MACH 175, the planning course, is completed), students become faster at creating plans, demonstrate greater understanding of the plan components, and become more proficient in problem solving/knowing what questions to ask.	The program places great emphasis on planning before machining - all students must have instructor approval of their plan before machining. In the planning course, students design individual plans and review them with the instructor (who will approve them with issues remaining to support a robust learning process). Students are then placed in groups and they select a plan or meld their plans together. As they machine the part, they document the issues that arise and how they solve them. They present their process and what they learned to the class.

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
			The shift of MasterCam skills to earlier in the program supports greater success in the planning course.

Table 59: Computer Security & Network Technology Program Outcomes Assessment

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
Create and troubleshoot physical networks	1) Students demonstrate ability to create a full production working network based on a list of all skills learned in the program. 2) Students produce a 3,000 word process guide that 1st qtr students can follow with 100% success.	Students success rate improved over previous cohorts.	Students have been given more access to online network simulators to practice the labs that are performed on real equipment in the classroom.

Table 60: Culinary Arts Program Outcomes Assessment

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
Meet the Skills Standards of American Culinary Federation	Criteria is the same as the outcome. ACF standards are embedded in the curriculum.	Overall, students demonstrated competency and skills that can be translated into the industry.	Attrition remains a challenge. Faculty are uncertain if it is due to struggling, failing courses, or finding employment. Faculty may use student information sheet to collect personal email and

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
			follow-up with students in the future.

Table 61: Dental Hygiene Program Outcomes Assessment

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
Be prepared to successfully complete all licensing exams required to practice in Washington State and obtain an entry-level position as a dental hygienist	1) Successful completion of all dental hygiene courses with a minimum of 2.5 GPA in each course.; 2) 100% pass rate on all national and regional board exams; 3) 100% student employment after completion of the program.	2018 Cohort: of the 29/30 students who successfully completed all program courses and licensing examinations, 100% are employed (1 of 30 students is not employed; she has not passed the national board exam after 2 attempts); 1st attempt national board exam = 97% pass, after 2nd attempt still 97%, remaining student will reattempt for the third time in 2019. 1st attempt local anesthesia written exam = 97% (2018), 2nd attempt = 97% (2018), 3rd attempt = 100% (2018) after retakes. 1st attempt Restorative= 96% (2016) 82% (2017)100% after retakes. 1st attempt Clinical=100% (2016) 100% (2017). 2019 Cohort: national board = results pending completion by June 2019, 1st attempt local anesthesia written exam = 100%, 1st attempt local anesthesia clinical	2018 Cohort: The one student out of 30 who has attempted the national board exam twice and both times was not successful in receiving the minimum required for a passing score will attempt to retake the exam for the third time in 2019. Due to increasing lower national board scores, students must now wait until completion of winter quarter their senior year to sit for national board exam. Since the national board is administered through an off-campus testing center, students also have the option of scheduling this exam at a later date of their choosing. All members of the 2019 cohort have elected to take the exam during spring quarter 2019 instead of earlier in the academic year as with some of our previous cohorts.

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
		exam = 100%, 1st attempt restorative clinical exam= 100%, 1st attempt DH clinical exam = 100%.	

Table 62: Environmental Horticulture Program Outcomes Assessment

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
Be prepared to obtain various positions in the field of horticulture	1) Students integrate knowledge and professional practice to successfully participate in the Plant Festival (HORT 134) and Northwest Flower and Garden Show (HORT 127). Students report that those events are positive learning experiences. 2) Employers visited during the Career Exploration course (HORT 225) evaluate students during on-site work	1) Self-assessment after the Northwest Flower and Garden Show indicated the vast majority of students made industry connections and found the experience to be a very unique and positive learning opportunity. Students participating in the spring plant sale also largely reported a positive learning experience. 2) We require employers who participate in our Summer Work Experience program to submit feedback on whether they would hire students after graduation. The data can be fuzzy due to ambiguity in the qualitative feedback, but the majority (>70%) would hire our students. 3) There is not as much data in this outcome, with the exception of general classroom assessments. General horticulture class	Historically, the program has had a strong emphasis on integrating our students into the horticulture industry. Through activities like participation in the Flower and Garden Festival and work experiences, our students gain an understanding of professionalism from active industry professionals. We continue to push our students to engage with the industry. To that end, in the next year, we will be developing more opportunities for students to be active in professional organizations such as the Washington State Nursery and Landscape Association and the Washington Association of Landscape Professionals.

Program Student Learning Outcome	Measurable Criteria	Results	Changes Made Based on Results and Impact -and/or- Planned Changes
	experiences. 3) Students build a strong industry network while in the program thorough	pass rates tend to be high (>85%)	

Program Review

Annually, lead faculty for each instructional program conducts a review of their program using interactive data from *Tableau Community Dashboards*. At a minimum, all programs assess the following data for the past three years: enrollment and academic success disaggregated by race/ethnicity, retention and completion disaggregated by race/ethnicity, grade distribution, and student-to-faculty ratio. Faculty have an opportunity reflect on prior years and describe plans for the current year to rectify data that does not meet their expectations. In future years, the faculty and dean will work together to set specific targets for achievement. Through the program review process, faculty also identify positions and instructional equipment needed that informs future budget planning. Deans and the vice president of instruction make comments on each program review document. The final reports are reviewed by Industry Advisory Councils on an annual basis.

Examples of program review assessments include:

- The Early Childhood Education program noted a doubling of students of color enrolled since Fall 2015, likely due to a change in scheduling to offer Saturday classes

- Persistence and completion have increased in Accounting, likely due to the implementation of The 4 Connections

- The Machining faculty are reducing the number of credits in the degree and transitioning classes to hybrid in response to low persistence data

- Welding faculty supported the implementation of an I-BEST program based on low credit attainment data for struggling students

- Computing & Software Development (AAS-T) faculty are focusing on persistence and completion of CSD 111 and 112 by providing tutoring, advising and support.

- Math faculty set a short-term goal of 75% pass rate for all classes through contextualized curriculum, creative scheduling, and manageable class caps.

- Funeral Services Education set goals of 25% enrollment increase, and overall credit attainment

to 85% through advising and The 4 Connections.

- Science is addressing equity gaps through The 4 Connections, and is focusing on student success in ENVS 101 due to low completion rates.

In addition to these assessment measurements, the rate at which students pass certification examinations is tracked as part of the Student Achievement core theme. For example, in order to reverse last year's miss from target, the Funeral Services program has implemented program specific tutoring in key classes to support students in improving their success rates.

Standard 4.A.4:
The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Mission and Core Theme Fulfillment

Executive Cabinet's annual review of the matrix provides the baseline information needed by college leadership to ensure other areas of planning are aligned and working together in support of the college's core themes and mission. Figure X illustrates the thinking behind this alignment.

Figure 3: Alignment of College Planning Efforts in Support of Mission Fulfillment

Strategic Planning

Intentionally planned in support of the core themes, each of the four goals in the current strategic plan align with and support core theme and mission fulfillment. The prior 2013-2017 strategic plan had the same alignment. Review of progress in mission fulfillment based on the matrix informed the selection of goals that specifically targeted areas where the data showed stalled progress or downward trends (employee morale, student achievement initiative, and student engagement).

Shared Governance

Councils and committees align their work under the core themes and/or the strategic plan. For example:

- The Equity, Diversity, and Inclusion Council creates an annual work-plan based on the specific goals and tactics called out in the strategic plan related to EDI issues (Appendix S3-D)

- The Institutional Effectiveness and Planning Committee developed a data dashboard to monitor the strategic plan and aligns committee work such as grant development with the strategic plan

- The Budget and Finance Advisory Council builds all their budget request forms to require requestors to align the request to core themes and/or the strategic plan

Division Specific Planning

All Executive Cabinet leaders identify how their planning process aligns with the overall work of the college annually:

- *Administrative Services:* The division is confident their seven goals align with the mission, core themes and strategic plan. Each goal is focused on providing elements that are necessary for other areas of the college to deliver instruction and support services directly to the student; thus ensuring students learn the skills and knowledge needed for current and future careers.

- *Foundation:* The Foundation's work plan includes seven goals that directly tie to the effectiveness of the Foundation in raising funds for the college, which maps primarily to the core themes of external engagement and student achievement and support the strategic plan's goals related to access and opportunities for students as well as that of fiscal sustainability.

- *Human Resources:* The HR department created its plan based on the 2017-2020 strategic plan and goals related to employees. This work also supports the core theme of college community.

- *Institutional Research and Grants:* The goal of the department is to make data accessible and to secure a more stable fiscal structure for the college. This aligns with strategic plan goals including:

  - Strategic Plan Goal1: Increase access and completion rates for all students, and close opportunity gaps for under-represented students.

    - IR Steps: Creation of Tableau Community Dashboards with Program-Level Data

  - Strategic Plan Goal 2: Attract and retain diverse employees that view LWTech as an

> employer of choice.

- IR Steps: Creation of Tableau Community Dashboards related to Employee Data (annual employee survey data (including expanded demographic categories and, forthcoming, PPMS data

  o Strategic Plan Goal 3: Align our college culture and brand identity.

- IR Steps: Publication of survey data/all-college events.

  o Strategic Plan Goal 4: Create a sustainable fiscal structure to ensure the college fulfills its mission and vision

- IR Steps: Submission of quality proposals, defined as undergoing our internal process of peer review

- *Instruction:* The instructional leadership team created the Master Instructional Plan (MIP) in a collaborative process and, while it was created before the 2017-20 strategic plan, it supports those goals. The alignment was natural since both plans used core theme and mission fulfillment as the basis for their creation. The vice president of instruction, deans and associate deans review the MIP targets annually to assess progress and establish priorities for the coming year. Examples of goals for 2019-20 include: exploring new forms of apprenticeships to grow enrollment, formalizing undergraduate research across Instruction to give students meaningful educational opportunities, and providing faculty implicit bias training.

- *Marketing and Communications:* The work of the Communications and Marketing department supports the 2017-2020 strategic plan -- specifically, Goal 3. Strategy #3: Ensure the college culture and brand identity remains visible to the internal college community and the external community on a continuous basis. All work of the department consistently maps back to this goal. Additionally, the department's work supports the core themes of college community, student achievement, and external engagement.

- *Student Services*: Regular and systemic review of student services outcomes provides the information needed on an annual basis to monitor progress towards the primary goals of Access, Navigate, and Exit. Specific tactics (commonly called division goals in the past) are selected annually to improve or meet new expectations. In Student Services, these tactics are the "planned changes for next year" as described in the matrix in 5A1. The vice president of student services convenes a leadership retreat with her team each summer to review data around:

  o Student Services outcomes assessment

  o Completion of tactics from prior years

  o Progress on elements of the strategic plan housed within student services

As part of this retreat, the above data informs the selection of targeted tactics as the "planned changes for next year". Each of those tactics is intentionally mapped to one or more of the college's mission, core themes, strategic plan, or division goals.

Standard 4.A.5:
The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

LWTech values a holistic, open, and transparent budget and financial process. The college, through the Finance and Budget Advisory Council, has developed a budget process which allows for the assessment and review of funding needs of the college through a managed and defined process.

With this in mind, it is necessary to ensure the budget request and input process is a "bottom up" process which allows divisions/departments to identify and prioritize needs for their departments and programs.

Due to the limited availability of funds, the council asks that budget requests be reasonable and limited to items essential to: address strategic plan goals; maintain instruction and/or operations; address unfunded mandates such as legal requirements or accreditation requirements; and/or, to address other new costs resulting from external factors.

The requested items are summarized and reviewed by the Finance and Budget Advisory Council and Executive Cabinet. Budget needs will be assessed in terms of current funds available, future additional funding, FTEs impact, program support requirements, and state requirements.

All requests must include justification that address:

- The assessment method(s) and evaluation used to develop this request;

- Which core theme, strategic plan goal, and key indicator(s) will be addressed;

- How it will improve the student success and learning or college operations; and,

- Supporting data as appropriate.

Examples of college requests that have successfully been funded using this method include:

- In Instruction, the level of support provided to applied bachelor's degrees was assessed by the librarians and dean of instruction, including a comparison to similar sized colleges. A request was made to the Finance and Budget Advisory Council to add a half-time librarian in order to further support the Student Achievement core theme by providing information literacy and research skills to BAS students. The request was funded for the 2019-20 academic year.

- Instruction and Student Services presented a joint budget request to the council to further the Student Achievement core theme by funding Hobson's Starfish and Radius software. Local data regarding enrollment and retention led the college to recognize that a technology tool was needed to track and support student rather than several new positions. The request was funded for the 2019-20 academic year

- The Office of Research & Grants, since 2014, requested additional funding to support grant work. The Finance and Budget Advisory Council funded this for the 2019-20 academic year in alignment with the college's strategic plan goal of enhancing fiscal sustainability.

Executive Cabinet's monitoring of the strategic plan also aligns with this process. The strategic plan goals are supported by strategies, which in turn, are supported by tactics organized by year (year one, year two, and year three). The launch of the strategic plan allowed cabinet members to evaluate which items need to be addressed in current and subsequent budget cycles. Tactics are evaluated at a mid-point in the year by Executive Cabinet as well as at the conclusion of the year to evaluate the completion status of each item. This has resulted in items in the plan being moved from year one to year two or three, for example, to align with resource availability or changing needs.

Standard 4.A.6:
The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Mission and Core Theme Fulfillment

Over the past eight years, the major revision to the core theme and mission fulfillment matrix has been to include adding areas for leadership to record answers to questions about data usage and actions taken to reach the target as well as updating some measures to be more useful.

As the college increases its sophistication with data usage and analysis, it is moving from data tracking to data analysis. As part of this new focus, the college has realized that while several areas of the matrix have been useful in guiding college efforts as described in detail above, some data points have not been relevant to the improvement process. The next iteration of the matrix will be streamlined to remove data points focused on usage and focus instead on data that leads to thoughtful analysis and change. For example, tracking the number of degrees and certificates offered is not a useful data point. A more compelling option may be to focus on the results of academic program review on the viability and health of the college' programs of study.

Strategic Planning

The strategic plan is updated every 3 to 5 years, which is a faster timeline than the accreditation cycle. The college also views the strategic plan as a living document, which extends to the assessment of the plan. The Institutional Planning and Effectiveness Committee (IPEC) oversees the assessment of the plan alongside Executive Cabinet.

IPEC monitors established measures quarterly to assess the impact of the plan. This data is shared periodically with Executive Cabinet. Measures have been updated, as needed, to ensure the data allows the college to make changes with an eye toward improvement. Additionally, as previously mentioned, Executive Cabinet conducts mid-point and end-of-year check-in on the tactics and strategies supporting each goal. Because the tactics are organized by year, Executive Cabinet can easily assess the progress made and make adjustments as needed. This assessment often informs budget requests and departmental reorganizations to maximize efficiencies and responsiveness.

Shared Governance

Assessment of council and committee work remains an emerging area for the college. It may be useful in the future to provide more tools to council leadership on integrating and completing assessment as a part of the annual activities of the group.

Division Specific Planning

As part of their assessment plans, Executive Cabinet members answer the question, "what changes or budget requests did you make after the data analysis?"

- *Administrative Services*: The division regularly uses its selected data points, including the employee satisfaction survey, when determining budget requests to make improvements. Examples of recent changes made after reviewing employee satisfaction results include:

  - Satisfaction surveys indicated low agreement for feeling safe on campus and additional staff were hired. In 2018-19, funds were identified to increase utilization of commissioned police on campus to supplement college public safety staff. Later surveys indicated a positive change on this measure.

  - In 2017/18, funding was successfully requested to address facilities needs to improve concerns regarding the cleanliness of the facilities.

  - In 2018/19, funding was successfully requested to return temporary funds used by instruction to the IT department to hire a CIO to prepare for ctcLink and bolster IT support services; additionally, funds were also successfully requested for additional help desk staff to improve services to the college community after survey results indicated a decline.

  - In 2019/20, funding was successfully requested for IT to upgrade servers to maintain the college infrastructure to improve services to the college community.

  The administrative services department will continue to look at its annual data points in order to determine both budget requests and reorganization needs.

- *Foundation:* The Foundation staff and board regularly review the post event data as well as information about size and quantity of gifts to evaluate their plans and make improvements in moving forward the next year. For example, the data was used to inform:

  - The development of the annual Foundation budget as well as proposed projections for event and fundraising growth; the director takes this to the Foundation board each winter quarter to describe the allocation of funding and how it aligns with the college's mission, core themes, and strategic plan

  - Successfully requesting the use of Foundation funds to support an administrative assistant in the department which enhanced the capacity of the Foundation to serve students

- *Human Resources:* HR uses the annual evaluation of the plan to determine next year's strategies for improvement and budget requests. For example, data has been used to:

  - Implement, refine, and re-implement the annual Executive Cabinet 360 review

  - Revise onboarding to include mandatory trainings like Title IX and FERPA, provide an overview of the college's core values, and ensure the employee feels a sense of welcome to the campus

- o   Provide evidence to successfully request a Title IX coordinator position for 2019-20.

- *Institutional Research and Grants*: The department annually reviews data both related to the strategic plan and workload which has led to requests for additional staffing to support this important work. The Budget Council funded the Research & Grants department request for new staffing in 2018-19. The position funded is a Grants Specialist. The request for this position built upon significant grant growth (annual yearly gains with close to a 100% increase in some years) and overall awards totaling $21.7 million since 2014-15.

  - o   A new half-time grant writer was authorized for 2019-20.

- *Instruction*: Instruction uses its annual evaluation of the Master Instructional Plan (MIP) to plan next year's strategies and budget request. Deans work at the local level to support programs that need assistance in realizing the MIP priorities. Examples of progress made toward MIP goals include:

  - o   100% completion of program outcome assessment and program review.

  - o   Open Educational Resources implemented in 26 courses and 2 departments.

  - o   Expanded interlocal agreements with local school districts for Washington Technical Academy

  - o   Mandatory advising implemented

  - o   Faculty onboarding formalized.

- *Marketing and Communications*: Annually the division reviews its progress towards goals and workload. Based on that data, since 2015, the director of communications and marketing has asked for additional budget for advertising and marketing purposes. The director has also asked annually to increase the department staff by two team members (digital content specialist and graphics designer) so the department can respond to shifts in communications and marketing strategy more efficiently and swiftly. For example, in 2016-2017 the department had 349 jobs which increased to 430 jobs in 2017-2018 and resulted in three periods of time where the department was unable to take on new projects. This information not only informed the budget requests but also the implementation of a new project request system, Smartsheet, which will assist the department in more accurately tracking and managing work.

- *Student Services:* Student Services is emerging in its planning processes and over the past three years has developed an annual outcomes assessment process to plan the next year's budget requests, facility requests, and make changes to division/departmental processes. As part of outcomes assessment, each director must respond to the prompts:

  - o   Based on the mapping above, what gaps are present for your department?

  - o   What interventions would resolve these gaps? Please prioritize this list.

  - o   Please list your draft goals for the upcoming year.

- o Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget and/or personnel requests, student activities fee, student tech fee.

All department data is then synthesized by the vice president of student services with final budget and facility priorities selected in summer, vetted with the division in fall, and submitted to the campus wide budget process in winter. Annual division tactics are selected at the same summer meetings and shared with the full division in fall.

For example, changes have included:

- o When website analytic indicated a high bounce rate on the admissions webpage, not only was the webpage updated, resources were reallocated to hire an admission coach to help students navigate the admission process.

- o Based on high student to advisor ratios and long wait-times to see an advisor, salary savings from a departing staff member were reallocated and used to hire a new advisor.

- o Based on complaints from both students and faculty regarding the selective admission process, a new software was purchased to move the selective admission process online.

Standard 4.B: Improvement

Standard 4.B.1:
Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Assessment Results Based on Meaningful Indicators

LWTech defines mission fulfillment using quantitative thresholds. It is holistic and includes evidence-based analysis by core theme. Core theme achievement forms the basis of rationale for mission fulfillment analysis. Each core theme reflects fundamental work done at the college to achieve the mission and uses specific outcomes under each core theme to determine overall effectiveness.

The NWCUU visiting team in 2014, suggested that a more visible representation of mission fulfillment would be helpful. The team noticed that while the college clearly "lived and breathed" the mission (i.e., it was so part of the culture that it defied definition), it might not be readily apparent to others. In response to this recommendation, the Accreditation Committee convened between January and May of 2015 (8 meetings total) to thoughtfully and intentionally map direct connections between each core theme's respective outcomes and indicators back to the college mission. Each outcome was examined for its ability to align with: (a) preparing students; (b) today's careers; and/or, (c) tomorrow's opportunities. This process was repeated for each indicator. The group then discussed overall best measures of this work which remains laser focused on mission fulfillment. As part of this work, the group made sure each measure had a data source in place.

In order to not lose the context, meaning, and value of this intentional work, the college's mission fulfillment matrix that tracks data for all outcomes and indicators was updated to include the narrative of mission connection. The matrix documents LWTech's specific outcomes, indicators, and measures by core themes using a "stop-light" indicator to evaluate the college's process towards its goals and objectives. For instance, green fields indicate areas where measures met or exceeded target, red fields indicate areas where measures fell below target, and yellow fields indicate where measures are below target, but as a trend are making steady progress towards target. By measuring performance of each indicator using this system, the Accreditation Committee is able to easily identify areas for targeted improvement within the college.

Assessment Results Used for Improvement

Executive Cabinet reviews the core theme and mission fulfillment matrix annually and uses the data both to inform division specific annual planning and to consider the impact of previous decisions. This annual review increases leadership's awareness of college strengths and weaknesses, which in turn inform decision making throughout the year to shore up key areas.

The "Defined Data" and "Data Analysis and Evaluation" are listed in Standard 3.B.3; results are listed below.

- *Pathways Results:* Additional staff hired in advising; new software purchased (Hobsons); opened new degrees focused at the BAS level and transfer; and, a new guided self-placement process

implemented.

- *Student Achievement Results*: Investment in data access to faculty for program review; implementation of programs like The 4 Connections; and, a revamped and renamed strategic enrollment management committee (now Student Achievement Committee).

- *External Engagement Results:* New processes include auditing of advisory committee membership and meeting dates; a lead person assigned to monitor Perkins.

- *College Community Results:* Dramatic changes in staffing (both specific personnel and quantity of personnel) in the campus public safety department, software investments (Hobsons), and a focus in the 2017-2020 strategic plan on being an employer of choice which led to the college developing its first set of core values.

Assessment Results Made Available to Constituents

To ensure consistent and continuous sharing and use of mission fulfillment data, the college implemented the following annual plan:

- *Summer Quarters:* The Accreditation Liaison Officer (ALO), with support from deans and the Office of Institutional Research, compiles data for each measure.

- *Fall Quarters:* Data is shared broadly on campus by email and specifically in person within Executive Cabinet and the Institutional Planning and Effectiveness Committee, for the purpose of deeply analyzing the data. These groups and relevant college leaders select targets and appropriate interventions for the next year.

- *Fall/Winter/Spring Quarters:* The ALO provides quarterly email updates related to accreditation and mission fulfillment to the campus. The Accreditation Committee meets on a quarterly basis to review and discuss performance indicators to evaluate the college's accomplishments and areas of improvement. If targets are not met, the Accreditation Committee will provide recommendations for the college to focus its efforts to improve outcomes in low-performing areas.

- *Annually:* The Board of Trustees receive mission fulfillment data to support their leadership of the college.

Beyond the collection of data and subsequent changes related to the mission and core theme matrix, the college also makes the strategic plan publicly online and provides updates on progress at each Fall in-service.

Standard 4.B.2:
The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Assessment of Student Learning Informs Planning that Leads to Enhancement

As noted in 4.A.2 and 4.A.3, student learning objectives are assessed quarterly at the course level and annually at the program level. Program-level learning outcomes assessments (Program Outcome Guides or POGs) are assessed bi-annually through a collaborative effort of faculty and deans. Results are used to inform strategies to enhance student learning at the course and program level. Global Outcomes are assessed and reported on bi-annually in two courses per degree program. Faculty assess student learning and students reflect on their growth in the class as it relates to the global outcomes. Faculty document the results and plan future assignments that strive to ensure all students gain skills related to the global outcomes.

Assessment of Student Learning Results Made Available to Constituents

Student learning assessments are provided to faculty through the dean of engagement and learning. The sharing of assessments has led to informative conversations between the dean and faculty as the faculty embrace the continual process improvement spirit of assessment.

STANDARD FIVE: MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Executive Summary of Eligibility Requirements

Scale and Sustainability (ER 24)

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

LWTech continues to ensure its resources are sufficient to provide excellent education and training to its community. The college's history demonstrates an ability to offer a broad range of workforce training programs with adequate financing, facilities and infrastructure as well as creative management of resources. Managing all of this successfully will continue to be the work of the faculty, staff, and administration.

5.A Mission Fulfillment

Standard 5.A.1:
The institution engages in regular, systematic, participatory, self-reflective, and evidence-based
assessment of its accomplishments.

The process of regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments is led through four type of planning and assessment on campus: core theme and mission fulfillment; strategic planning; the college's shared governance structure; and, Executive Cabinet leadership within division specific planning.

Given the size of the college, this work is highly-participatory and collaborative in nature, with strong over-lap between leadership and committee/council representation. For example, four Executive Cabinet members sit on the Institutional Effectiveness Committee (IPEC). This overlap helps strengthen communication and ensure assessment is in alignment with desired objectives.

Core Theme and Mission Fulfillment:

Regular and Systematic Assessment: This matrix is updated annually each summer including data points and the assessment narrative.

Participatory and Self-Reflective Assessment: The ALO collects information from departments across campus including data points and analysis as well as resulting decisions based on the data. When the matrix is complete, the ALO convenes the Accreditation Committee to review the data points. Following committee reflection, the ALO shares the data with Executive Cabinet, the Board of Trustees, and then the college community.

Evidence-Based Assessment: The Accreditation Committee, in collaboration with IPEC, researched and set all targets in this matrix. This work also included vetting of the targets for reliability and longitudinal availability. These two committees collaboratively assessed and revised targets. Executive Cabinet reviews the annual data to inform decisions throughout the year related to the college's strengths and weaknesses. Moving forward, the committees will work together to streamline targets to assure they are meaningful and manageable, as piloted in strategic planning processes.

Strategic Planning:

Regular and Systematic Assessment: IPEC monitors key measures on a quarterly basis. This information is provided to Executive Cabinet periodically for assessment. Additionally, Executive Cabinet reviews performance on strategic plan strategies and tactics at mid-year and year-end to assess implementation and/or completion status. This combined information helps assess performance on the plan overall. The Board of Trustees receives an annual update on strategic plan performance each fall. Additionally, the college community is apprised of achievements and plan status by President Morrison at each fall in-service. Attendees also receive written updates and information.

Since the college considers the strategic plan (Appendix P-E) to be a dynamic tool to move the college in the direction of its desired future state, review and assessment may lead to plan adjustments (e.g., if resources need to be deployed in order to realize a particular goal or strategy). If the plan is adjusted, this information is shared by Executive Cabinet members directly with their teams as well as the college community via email or President Morrison's weekly all-college email update. Information about

adjustments, and the reasons therefor, is also shared via all-staff meetings.

Participatory and Self-Reflective Assessment: The IPEC chair collects information from across campus and publishes it via *Tableau Community Dashboards* to support identified measures. IPEC reviews this dashboard and provides recommendations to Executive Cabinet regarding possible implications or proposed actions. This dashboard is shared specifically with the Board of Trustees but is also accessible to all campus users of the community dashboards. Through its prior strategic plan evaluation, the college learned to connect measurements to overall goals, rather than activities.

Evidence-Based Assessment: Progress is evaluated on a quarterly basis in a streamlined method (meaning the 4 top-level indicators are reviewed). IPEC members discuss recommendations on how the college can make improvements in targeted areas. Additionally, as noted above, Executive Cabinet conducts an assessment of progress by reviewing tactics and associated initiatives.

Shared Governance:

Regular and Systematic Assessment: Major committees and councils reconvene each fall (see *Shared Governance Structure Chart* on page 53). Councils, which have a direct reporting line to Executive Cabinet members and the president, send an introductory email in the fall and are expected to create a summary report each spring following their work.

Participatory and Self-Reflective Assessment: Each council consists of a cross-departmental team, which provides an opportunity for reflection and input across departments. For example, the Finance and Budget Advisory Council: annually collects budget requests from each cabinet member; publishes those requests broadly; holds a public vote; shares the results with executive cabinet; and, finally, shares the results of these votes via an all-campus email and at all-staff meetings.

Evidence-Based Assessment: Councils typically receive information necessary to make decisions based on presentations from across campus. While the council itself is ultimately responsible for recommendations to leadership, colleagues may present work plan items and recommended targets. This embodies shared governance across the college.

Division Specific Planning:

Regular and Systematic Assessment: Launched in 2018-19, each cabinet member engages in department-specific planning on an annual basis. While the individual details of this work vary by cabinet member, all use the following questions to guide the development and implementation of annual evaluation plans:

- What is the division goal and how is it aligned with the overall work of the college?

- What data did you use to know you met your goal?

- What changes or budget requests did you make after data analysis?

Participatory and Self-Reflective Assessment: Each cabinet member involves their team in both the planning of goals/objectives as well as the collection and analysis of data. This may take the form of department meetings or retreats to discuss planning and progress or larger scale input through email requests.

Evidence-Based Assessment: The evaluation work done at the division or department level, in turn, informs decisions about strategic planning needs, requests brought to the budget or facilities councils, and regular discussion and decision-making at Executive Cabinet as described in 5.B.2.

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Standard 5.A.2:
Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

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The college believes the mission and core themes are appropriate to the institution and have ensured they are broadly understood by the college community. LWTech defines mission fulfillment using quantitative thresholds. *When viewed together, the college has determined that achieving or making steady progress for at least 75% of the core theme outcome targets (and no single core theme with zero met) equates to mission fulfillment.* From a color coding perspective this means 75% of the targets need to be green and yellow.

Definition of Mission Fulfillment:

In addition to the measure of 75%, this system is holistic and includes evidence-based analysis by core theme. Core theme achievement forms the basis of rationale for mission fulfillment analysis. Each core theme reflects fundamental work done at LWTech to achieve the mission and uses specific outcomes under each core theme to determine overall effectiveness. Each core theme has outcomes based on specific core theme language and tied directly to the college mission. The Institutional Planning and Effectiveness Committee (IPEC) identified key indicators that allow the college to measure achievement of each outcome.

Assessment of Mission Fulfillment:

To ensure consistent and continuous monitoring and use of mission fulfillment data, the college uses the following annual plan:

- *Summer:* The Accreditation Liaison Officer (ALO), with support from the Office of Instruction and the Office of Institutional Research, compiles data for each measure. Where possible, the college compiled data for previous years (2010-11 to 2013-14) as recommended by the Fall 2014 visiting team.

- *Fall:* Data is shared broadly on campus by email and specifically in person within Executive Cabinet and IPEC. This in-person work is for the purpose of deeply analyzing the data; these groups and relevant college leaders select targets and appropriate interventions for the next year.

- *Fall/Winter/Spring:* The ALO provides quarterly email updates related to accreditation and mission fulfillment to the campus; the Accreditation Committee meets no less than quarterly.

- *Annually:* The Board of Trustees receives mission fulfillment data to support their leadership of the college.

Quality of Assessment of Mission Fulfillment:

To measure mission fulfillment, LWTech uses data from a variety of sources, including: the Student Management System; State Board for Community and Technical Colleges (SBCTC) data sources; Integrated Postsecondary Education Data System (IPEDS) data; Community College Survey of Student Engagement (CCSSE); Survey of Entering Student Engagement (SENSE); and, local data gathering efforts such as an annual employee survey.

Core learning outcomes are assessed at the department/program and college levels to ensure students master competencies needed for success in the workplace or at transfer institutions. Cumulatively, these data points inform administration, staff, and faculty about college progress. Built on a vision of being the college of choice for workforce education, evidence-based decision-making is a vital, yet still emerging, part of the LWTech world. Efforts are made to not just gather data, but to present information that helps every part of the college continuously improve.

Effectiveness of Mission Fulfillment:

Table 63, shown below, outlines overall effectiveness of the college in meeting mission fulfillment. Prior to 2014-15, the college did not set targets for core theme achievement; however, that baseline data is available in the full Mission and Core Theme Fulfillment Matrix in Appendix S1-D.

Table 63: Progress Towards Mission Fulfillment

Year	Targets				Total	Mission Fulfillment
	Pathways Indicators	Student Achievement Indicators	External Engagement Indicators	College Community Indicators		
2014/15	Met: 21 IP: 1 Not Met: 6 N/A: 1	Met: 10 IP: 0 Not Met: 17 N/A: 0	Met: 5 IP: 0 Not Met: 0 N/A: 0	Met: 4 IP: 3 Not Met: 8 N/A: 20	44/75	59% = Not met 🔴
2015/16	Met: 20 IP: 1 Not Met: 8 N/A: 0	Met: 19 IP: 0 Not Met: 6 N/A: 2	Met: 3 IP: 0 Not Met: 2 N/A: 0	Met: 21 IP: 3 Not Met: 14 N/A: 0	67/97	69% = Not met 🔴
2016/17	Met: 21 IP: 1 Not Met: 5 N/A: 0	Met: 16 IP: 0 Not Met: 11 N/A: 0	Met: 4 IP: 0 Not Met: 1 N/A: 0	Met: 5 IP: 3 Not Met: 7 N/A: 23	50/74	68% = Not met 🔴
2017/18	Met: 22 IP: 3 Not Met: 5 N/A: 0	Met: 15 IP: 0 Not Met: 8 N/A: 2	Met: 4 IP: 0 Not Met: 1 N/A: 0	Met: 20 IP: 5 Not Met: 10 N/A: 3	69/93	74% = In Progress 🟡
2018/19	Met: 24 IP: 1 Not Met: 2 N/A: 1 Data not avail. - 3	Met: 15 IP: 1 Not Met: 1 N/A: 1 Data not avail. - 9	Met: 4 IP: 1 Not Met: 0 N/A: 0 Data not avail. - 0	Met: 11 IP: 4 Not Met: 0 N/A: 23 Data not avail. - 0	61/76	80% = Mission Fulfillment 🟢

Communication of mission fulfillment:

The college communicates its mission fulfillment efforts in multiple ways. The Board of Trustees (Board) receives presentations describing this work, which is guided by the college's student success initiative (Guided Pathways) and the strategic plan. These presentations, led by the Office of Institutional Research, are regularly scheduled and include assessment of college core themes to ensure progress and accountability. The website contains a dedicated data page, which includes public-facing information on graduation, transfer rates, and survey results. The college has also published an annual In-Service Document that contains updates on the strategic plan and mission fulfillment.

The Mission Fulfillment Matrix (Appendix S1-D) outlines LWTech's specific outcomes, indicators, and measures by core theme. Starting with 2014-15, green indicates areas where the college met or exceeded target; red indicates where the college fell below target; and yellow indicates where the college is not at target but has made gains year over year and is approaching target. Gray areas indicate where targets are not applicable in a given year – for example, some targets are only measured every other year or were discontinued for a specific reason. Blank areas indicate where data is not yet available; for example, there is a delay in receiving employment data that does not match with the data collection cycle for accreditation. As recommended by the mid-cycle evaluators, the college compiled prior year data (2010-11 to 2013-14) wherever possible to look at trends to inform college decision making.

5.B Adaptation and Sustainability

Standard 5.B.1:
Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

The management and evaluation of the college's resources, capacity, and effectiveness are the responsibility of the president and Executive Cabinet, with oversight by the Board of Trustees. The long-standing approaches used for college-wide decision making such as budget development and strategic planning are transparent and tied to the college core themes and mission fulfillment.

With respect to division specific planning, President Morrison relies on the leadership strengths of her team to ensure operations and objectives are aligned with the college's mission, core themes, and strategic plan in furtherance of achieving the college's vision of being the workforce education provider of choice. Recognizing that each department's needs are different, she has relied on Executive Cabinet members to devise planning and assessment strategies that work for the particular department while ensuring that transparent communications exist between cabinet members through open dialogue and reporting at Executive Cabinet meetings. This approach has been successful in achieving results, and is reflective of, the college's recently developed core values – those of inclusiveness, collaboration, respectfulness and innovation. It has also contributed significantly to the college's ability to respond rapidly to changes and opportunities.

However, in reflecting upon processes as part of this report, Executive Cabinet saw an opportunity to enhance the college's planning processes by creating a systemic process of evaluation inclusive of division and department level work. In the 2018-19 academic year, the president and Executive Cabinet identified the strengths and weaknesses of current planning efforts and mapped out an improved evaluation process. These meetings occurred on July 31 and December 11 of 2018, and March 12 of 2019.

As determined over the past year, Executive Cabinet members will ensure their areas of responsibility engage in meaningful and manageable evaluation practices that are consistently documented and aligned directly to standard 5.B.1. This process will occur on an annual basis

While the individual details of this work vary by cabinet member as is consistent with the college's core values, all will use the following questions to guide the development and implementation of annual evaluation plans:

- Capacity: The college examines departmental capacity through major goal assessment and ensuring goals fit within other important initiatives such as the strategic plan. The question used to monitor this is: *What is the goal and how is it aligned with the overall work of the college?*

- Effectiveness: The college recognizes effective assessment is predicated on selecting meaningful data. The question used to monitor this is: *What data did you use to know you met your goal?*

- Resources: The college assesses adequacy of its resources by asking each cabinet member the following question: *What changes or budget requests did you make after data analysis?*

The evaluation work done at the division or department level will, in turn, inform decisions about strategic planning needs, requests brought to the budget or facilities councils, and regular discussion and decision making at Executive Cabinet as described in 5.B.2.

The following sections provide an overview of how each division or department plans to engage in the evaluation process.

Administrative Services

Overview:

The administrative services department areas (finance, facilities, safety/security, and information technology) provides support functions to the college, annual goals have remained fairly consistent over time. These goals are tied directly to the specific function of the department.

What is the goal and how is it aligned with the overall work of the college?

The administrative services area has seven major goals each year. The division is confident these goals align with the mission, core themes and overall work of the college as each one is focused on providing elements that are necessary for other areas of the college to deliver instruction and support services directly to the student; thus ensuring the student learns the skills and knowledge needed for a current and future career. Additionally, the work supports strategic plan goals related to students, employees, and fiscal sustainability. Goals, alongside data and initial progress, are listed below in Table 64.

What data did you use to know you met your goal?

Annually the following data points are reviewed to ensure progress towards meeting division goals:

Table 64: Administrative Services division goals and defined data

Division Goals	Defined Data	Progress
Provide fiscal stability to the institution	Monthly and annual reports to the Board of Trustees	🟢
	Year end close reports	🟢
	Annual audits	🟢
Follow a transparent budget development process	Each spring this report is provided to executive cabinet for review	🟢
Ensure the safety of the campus	Review of incidents on campus	🟢
	Clery reporting	🟡
	Questions on the employee satisfaction survey	🟢
	Student facing questions on the CCSSE and SENSE	🟡
Provide sufficient technological infrastructure to the campus	Review of capacity (servers/bandwidth)	🟡
	Questions on the employee satisfaction survey	🟡
Follow a transparent capital projects development process	Each spring this report is provided to executive cabinet for review	🟢

Division Goals	Defined Data	Progress
Complete scheduled facilities projects	Questions on the employee satisfaction survey	🟢
Provide business support services to the campus	Questions on the employee satisfaction survey	🟡
	Review of number and timeliness of contracts	🟢

What changes or budget requests did you make after data analysis?

The administrative services Division regularly uses the data points above when determining budget requests. Recent examples using information from the employee satisfaction survey include:

- Satisfaction surveys indicated low agreement for feeling safe on campus and additional staff were hired. In 2018-19, funds were identified to increase utilization of commissioned police on campus to supplement college public safety staff. Later surveys indicated a positive change on this measure.

- In 2017/18, funding was successfully requested to address facilities needs to improve concerns regarding the cleanliness of the facilities.

- In 2018/19, funding was successfully requested to return temporary funds used by instruction to the IT department to hire a CIO to prepare for ctcLink and to bolster IT support services; additionally, funds were also successfully requested for additional help desk staff to improve services to the college community after survey results indicated a decline.

- In 2019/20, funding was successfully requested for IT to upgrade servers to maintain the college infrastructure to improve services to the college community.

Annually, the administrative services department will continue to look at its annual data points in order to determine both budget requests and reorganization needs.

Foundation

Overview:

Although the Foundation is an independent legal entity, it is formed for the purpose of supporting the college. Its mission is to, "actively engage business and the community in supporting LWTech, its students, and its role in building a strong economy." Therefore, the work of the Foundation is, to a large extent, informed by the work of the college.

When the current executive director arrived in 2013, she developed a work-plan after conducting a needs analysis that highlighted gaps in supporting the college. The work-plan was shared with college president to ensure alignment with the college mission, core themes, and strategic plan. The Foundation executive director regularly apprises Executive Cabinet of Foundation goals and progress to maintain alignment.

What is the goal and how is it aligned with the overall work of the college?

The work plan included seven elements that directly tied to the effectiveness of the Foundation in

raising funds for the college, which maps primarily to the core themes of external engagement and student achievement. The work plan also supports the strategic plan goals in creating access and opportunities for students as well as enhancing the college's fiscal sustainability. Goals, alongside data and initial progress, are listed below in Table 65.

What data did you use to know you met your goal?

Annually the following data points are reviewed to ensure progress towards meeting division goals:

Table 65: Foundation division goals and defined data

Division Goals	Defined Data	Progress
Rebuild the Foundation Board to be reflective of the community	The number and demographics of board members representing key companies and organizations and philanthropists	🟡
Improve the signature fundraising event at the college (annual breakfast)	Review of the dollar amount raised annually	🟢
Create a stewardship component to close the loop with donors by showing them the impact of their gift	Attendance at and feedback about the annual scholarship reception; number of handwritten student thank-you notes	🟢
Cultivate new relationships and repair existing relationships to increase the number of donors to the college	Number of donors reviewed annually; amount of money raised annually	🟢
Create a major gifts program	Dollar amount raised in this manner; number of donor visits/touches	🟢
Create a campaign for a targeted college need	Dollar amount raised for the BSN campaign	🟡
Build the technology and staffing infrastructure to support Foundation activities	Increased staffing and usage of new software to track donors and manage scholarship applications	🟢

This data is shared in the Foundation's annual report which is provided at the annual breakfast and mailed to additional constituents the following week. The annual report is also available to the college community to share with interested constituents.

What changes or budget requests did you make after data analysis?

The Foundation staff and board regularly review the post event data as well as information about size and quantity of gifts to evaluate plans for the following year. For example, the data was used to inform:

- The development of the annual Foundation budget as well as proposed projections for event and fundraising growth; the executive director shares this with the Foundation board each winter quarter to describe the allocation of funding and how it aligns with the college's mission, core themes, and strategic plan

- Successfully requesting use of Foundation funds to support a departmental restructure which included hiring a part-time administrative assistant in 2016 that enhanced the department's ability to serve students. This change was prompted after seeing increased growth in

Foundation Board membership as well as increased fundraising growth. For example, the Foundation's Bright Future's benefit breakfast went from raising $34,000 in 2012 to $100,000 in 2014.

Human Resources

Overview

The Human Resources (HR) department went through a substantial leadership change in 2014 and then was without permanent leadership from Fall 2016 to Spring 2018 as a result of a critical health issue. At the same time, the department experienced turn over in key support staff. The current HR executive director served in an interim capacity during that time, rebuilt staffing, and ensured that major operations performed smoothly.

The HR director assumed the permanent role in 2018. Since then, the focus has been primarily aligning support and resources with the strategic plan which contained significant Foundational work for HR. Therefore, department goals are directly aligned with the strategic plan.

Every summer, the HR team evaluates the previous year's data and identifies strategies (described as the "planned changes for next year" in Table 66) for the upcoming year. For example, "Recruitment" is measured by diverse candidate pools and hiring diverse candidates. This complete work can be found in Appendix S5-A.

Table 66: Human Resources excerpt of matrix to track assessment of division goals

Division Goal	Metrics	Target	Director Synthesis: • Successes • Opportunities • Impact of Changes	Description of planned changes for next year
Recruitment – Increase Diversity Hires	Neogov Candidate Pool	Increase diversity of candidate pool	• Reviewed minimum qualification (education) requirements and made adjustments for applicable positions. This has resulted in increased number of diversity candidates. • EDI statement has been included in all postings. • Current diversity pool rate: 42.78%	• Analyze metrics and develop targeted recruitment for postings • Increase attendance at Diversity Recruitment Fairs • Target: 50%
	PPMS Report (Diversity Hiring)	25%	• Requiring an EDI advocate on every search committee has resulted in a focus on implicit biases during discussion. • Implemented data analysis review of the candidate pools for each position	• Implement enhanced Search Committee Training • Continue to attend Diversity Recruitment Fairs • Focus on Implicit Bias Training

Division Goal	Metrics	Target	Director Synthesis: • Successes • Opportunities • Impact of Changes	Description of planned changes for next year
			• Diversity Hire rate for 2018-19: 42%	• Focus on retaining diverse candidates: Onboarding, training, and PD opportunities

What is the goal and how is it aligned with the overall work of the college?

The HR department created its plan based on the strategic plan. Specific goals, alongside data and initial progress, are listed below in Table 67.

What data did you use to know you met your goal?

The HR team reviews the following defined data to measure progress towards their goals to determine if the strategies are moving the college toward goal accomplishment.

Table 67: Human Resources division goals and defined data

Division Goals	Defined Data	Progress
Recruitment	Candidate pools overall; # disaggregated by demographics	🟡
	Internal employee hiring; # disaggregated by demographics	🟡
Retention	Turnover overall; # disaggregated by demographics	🟡
	Promotion; # disaggregated by demographics	🟡
Professional Development	# Professional development opportunities offered to each employee group	🟡
	# Mandatory trainings completed	🟡
Recognition	#of events focused on formal recognition • Retirement • President's commendations • Years of Service • Educational Attainment	🟢
	# of trainings provided to supervisors related to employee recognition	🔴
	Creation of formal recognition plan	🟡
Appreciation	# of appreciation events	🟢
Employee Satisfaction Survey Results	Evaluate response changes in 10 KPIs that determine our progress towards becoming the 'Employer of Choice'	🟢

What changes or budget requests did you make after data analysis?

HR uses the annual evaluation of the plan to determine next year's strategies and budget request. In 2018-19, HR requested and was approved for:

- Full-time Title IX Coordinator as a result of experiencing increased numbers of student complaints regarding employees and employee complaints in general. The data showed a total of 15 formal/informal complaints representing a 50% increase over the prior year, reflecting a trend of an increase in complaints on campus and system wide.

- Professional developments funds for college-wide professional development needs including adjunct faculty orientation, classified staff, general professional development opportunities for all staff, and employee recognition. The need for these opportunities was identified using a variety of survey results, including the employee satisfaction survey.

Institutional Research and Grant Development

Overview:

The Institutional Research and Grants (IR) department plays a key role in supporting the college's mission, core themes, and strategic plan by providing data support and developing resources on behalf of the college. In support of this work, the department publishes an annual work-plan and weekly progress reports. This work directly aligns with the 2017-2020 Strategic Plan.

What is the goal and how is it aligned with the overall work of the college?

The goal of the department is to make data accessible and to help ensure a more stable fiscal structure for the college. These goals are directly aligned with the strategic plan as noted below:

- Goal1: Increase access and completion rates for all students, and close opportunity gaps for under-represented students.

    o IR Steps: Creation of Tableau Community Dashboards with Program-Level Data

- Goal 2: Attract and retain diverse employees that view LWTech as an employer of choice.

    o IR Steps: Creation of Tableau Community Dashboards related to Employee Data (annual employee survey data (including expanded demographic categories and, forthcoming, PPMS data

- Goal 3: Align our college culture and brand identity.

    o IR Steps: Publication of survey data/all-college events.

- Goal 4: Create a sustainable fiscal structure to ensure the college fulfills its mission and vision

    o IR Steps: Submission of quality proposals, defined as undergoing our internal process of peer review

What data did you use to know you met your goal?

The data we use to measure accessibility and grant effort goals are included in the below table.

Table 68: Institutional Research division goals and defined data

Division Goals	Defined Data	Progress
Data Accessibility	Number of users in our Tableau Community Dashboards	🟢
	Views of Tableau Data Dashboards	🟢
Grant efforts related to fiscal stability	Submission of quality proposals	🟢
	Dollar amounts awarded	🟢

What changes or budget requests did you make after data analysis?

The Budget Council funded the Research and Grants department request for new staffing in 2018-19. The position funded is a Grants Specialist. The request for this position built upon significant grant growth (annual yearly gains with close to a 100% increase in some years) and overall awards totaling $21.7 million since 2014-15.

<u>Instruction</u>

Overview:

The Instruction Division published the Master Instructional Plan (MIP) in August 2016 which contains goals around: growth, applied learning, technology, external partnerships, internal partnerships, cohorts/Guided Pathways, evidence-based decision making, and faculty development. It serves as a guide for decision making for instructional administrators. In Spring 2019, the deans formalized the assessment of the MIP and set targets for each goal (Appendix S5-B).

Every summer, deans evaluate the previous year's data and identify strategies for the upcoming year. Together, they assess whether strategies helped achieve the target, and re-align priorities and resources to continue working toward them. For example, "growth" is measured by meeting the state enrollment target and supporting a sustainable mix of types of programs. A sample of the assessment matrix used is included below.

Table 69: Instructional excerpt of matrix to track assessment of division goals

MIP Goal	Metrics	Target	VPI Synthesis of Instruction's work • **Successes** • **Opportunities** • **Impact of changes**	Description of planned changes for next year
Enrollment growth	State FTE	Meet State FTE target	Target for 2018-2019: 3106 Actual as of 6/5/19: 2908.34 93.64% of Target	Develop a plan to support AA Prof-Tech programs.
	Instructional program mix	Sustainable balance of BEdA, AA, BAS, High School, International, Apprenticeships	Apprenticeship relationships have floundered. CITC – non-union, Target was 74 FTEs, but have only produced about 39. BEdA – 600-650 FTE Goal. BAS – successful new endeavor with future potential.	Explore new forms of apprenticeship – such as: Apprenti, CCW, and Youth Apprenticeship.

MIP Goal	Metrics	Target	VPI Synthesis of Instruction's work • **Successes** • **Opportunities** • **Impact of changes**	Description of planned changes for next year
			High School – Significantly grown running start, and are on an uptick with gateway and the academy. International – Target: 125 FTEs. AA – Developed a new strategy with MRPs, but traditional prof-tech programs continue to struggle.	Transfer programs – grow more articulation agreements. Develop infrastructure to support program growth.
	Enrollment Demographics	Enrollment mirrors the LWTech district	Need to continue to trend of students of color, and increase enrollment/retention of males (a consistent national trend)	Target: 30% students of color Actual: 36% Target: 50% male Actual: 36%

What is the goal and how is it aligned with the overall work of the college?

The Instructional Leadership team created the Master Instructional Plan in a collaborative process that supports the college's mission and core themes; additionally, while it was created before the 2017-20 strategic plan, it supports those goals. The MIP established four guiding principles:

- The MIP should articulate a sense of our priorities and values and thus be used to identify tactical goals and help allocate scarce resources, thereby transcending shorter-term operational concerns and the people holding leadership positions

- The MIP should help establish a sense of our brand or "learning signature"—the thread that runs through all of our disparate programs—so that we can align our planning and operations with that signature and assist other areas in the college, such as marketing, in messaging. This "core" or brand should transcend programs and the people who support them

- The MIP should provide a framework with which to vet and prioritize new program development and assess existing programs for alignment with strategic priorities

- The MIP should define our pedagogical and cultural goals, and these should reflect known strengths and low-hanging opportunities. These pedagogical and cultural goals should align with broader college goals to facilitate student success and completion, equity, diversity, and inclusion, and preparation for careers, as well as its efforts to increase enrollment

What data did you use to know you met your goal?

Instructional leadership reviews the following data for each of the eight goals of the MIP to determine if the strategies are moving the college toward mission fulfillment.

Table 70: Instruction division goals and defined data

Division Goals	Defined Data	Progress
Growth	State FTE : Meet State FTE target	🟡
	Instructional program mix: Sustainable balance of BEdA, AA, BAS, High School, International, Apprenticeships	🟡
	Enrollment Demographics: Enrollment mirrors the LWTech district	🟡
Applied Learning	Program Outcome Assessments: Faculty cite applied learning and contextualized learning opportunities in assessments	🟢
	Undergraduate Research projects: Faculty and students engaged in UGR	🟡
	Open Educational Resources: Number of OER programs and courses	🟢
Technology	Program Reviews: Faculty cite students learning on modern equipment	🟢
	Equipment Expenditures: Programs keeping current with standards and Program Review requests	🟢
External Partnerships	High school partnerships: Number/quality of partnerships	🟢
	Industry partnerships: Number/quality of partnerships	🟢
	Community partnerships: Number/quality of partnerships	🟢
	Program Reviews: Faculty cite relevant instruction to industry	🟢
Internal Partnerships	Undergraduate Research projects: Faculty and students engaged in UGR	🟡
	Program Outcome Assessments: Faculty cite interdisciplinary learning	🟡
Cohorts/Guided Pathways	Collaborative Advising Model Metrics: Student/faculty connections made	🟡
	Degree maps: Customizable degree maps by program, including BEdA	🟢
Evidence-Based Decision Making	Program Reviews: Strategies implemented based on data with equity lens	🟢
	New program development: Emerging markets identified	🟢
Faculty Development	Professional development opportunities: New faculty on boarded & Faculty engaged in cutting edge pedagogy	🟡

What changes or budget requests did you make after data analysis?

Instruction uses its annual evaluation of the MIP to plan next year's strategies and budget request. Deans work at the local level to support programs that need assistance in supporting the MIP priorities. For example:

- Growth: In order to make the BAS growth sustainable, Instruction funded a position in the Admissions office in order to support the numerous competitive admissions programs and new BAS programs.

- Applied Learning: The college governance structure officially created an applied research committee that will work across Instruction with the goal of creating an applied experience in every program, and required at the bachelor's level.

- Guided Pathways: Mandatory advising was launched spring quarter and will expand with new students every quarter. More money is being sought for adjunct faculty to do advising.

- Faculty Development: Seeking new funding to support adjunct faculty with inclusive pedagogy techniques.

Marketing and Communications

Overview

The Communications and Marketing department supports each division and department within the college. Each summer, the team conducts annual communications and marketing planning for the academic year. During that planning, the team, along with media strategists and buyers, evaluate the efficacy of the campaigns from the prior year and what needs to be adjusted. During each academic year, the Communications and Marketing department runs five or more advertising and marketing campaigns. During those campaigns, data informs decisions, and strategy may shift for media placement and messaging as needed.

What is the goal and how is it aligned with the overall work of the college?

The work of the Communications and Marketing department supports the 2017-2020 strategic plan -- specifically, Goal 3 as well as the core themes of college community, student achievement, and external engagement.

Strategy #3 of Goal 3 is to, "Ensure the college culture and brand identity remains visible to the internal college community and the external community on a continuous basis." All work of the department consistently maps back to this strategy.

What data did you use to know you met your goal?

The Communications and Marketing department uses analytics data for evaluation of its primary goal.

Table 71: Marketing and Communication division goals and defined data

Division Goals	Defined Data	Progress
Ensure the college culture and brand identity remains visible to the internal college community and the	Developed annual strategic paid media/advertising buy/campaign, which includes Digital Search, Digital Display, Facebook, Transit, YouTube, Radio, In-Theater. Campaigns are reviewed in process and upon completion. KPIs and an analytics report is provided for each campaign.	🟢

Division Goals	Defined Data	Progress
external community on a continuous basis.	Create an implement monthly plan to cull college website analytics to review user patterns and track advertising campaign data. Use data to make informed decisions on website changes/edits and advertising campaign pivoting, as needed. Monthly analytics report is provided.	🟢
	Create and implement social media campaign across all social media platforms (Facebook, Instagram, Twitter, and LinkedIn). Monthly social media planner created to compliment advertising campaigns and also to promote College programs, support services, departments, and student and community-focused events. Data analytics from social media activity is culled monthly and a monthly analytics report is provided.	🟢

What changes or budget requests did you make after data analysis?

Since 2015, the Director of Communications and Marketing has asked for additional budget for advertising and marketing purposes; the Council funded additional marketing for new BAS degrees. The Director has also asked annually to increase the department staff by two team members (Digital Content Specialist and Graphics Designer) so the department can respond to shifts in communications and marketing strategy more efficiently and swiftly. For example, in 2016-2017 the department had 349 jobs which increased to 430 jobs in 2017-2018 and resulted in three periods of time where the department was unable to take on new projects. This information not only informed the budget requests but also the implementation of a new project request system, Smartsheet, which will assist the department in more accurately tracking and managing work.

Student Services

Overview

Within the student services division, work began in 2017 to map out division wide goals and outcomes. As a result, three broad goals were selected to guide division work focused on teaching students how access, navigate, and exit the college. These goals align with the mission, core themes, and strategic plan.

At the division level, each goal (access, navigate, and exit) is mapped to more specific outcomes for students like "register for classes" with baseline data collected Spring 2019. Targets, actual data, and planned changes (tactics) based on the data are also recorded (Appendix S5-C). For example, under the broad division goal of "Access", one student outcome is "Apply for Admission".

Table 72: Student Services excerpt of matrix to track assessment of division goals (Access)

Based on interactions with StuSvcs, students will be able to…	*VPSS Synthesis of department level assessments to include:* • *Successes* • *Impact of changes* • *Opportunities*	*Description of planned changes for next year*

		Successes	
Apply for Admission		<u>**Successes**</u> • Personalized service across the division to help a student though this process • O&R Increased staffing due to 1000 aerospace funding for engineering • Open House • Transitioned to online application for selective admission • Increased presence at off campus events (both O&R and WFD) • The college is regularly invited back to off-campus events like college nights at local high schools • Departments outside of O&R and WFD regularly engage off-campus recruiting style events • Change in perception of job and community fairs as potential recruiting events <u>**Impact of changes from prior year**</u> • Degree Audit changes for conditional admit students appreciated by staff and students. • Personalized admission checklist (for general students and specific for veterans) appreciated by students and reduces workload for SSNs • Evening testing created enrollment opportunities for ECE students • Nursing info session are popular and attendance is increasing <u>**Opportunities**</u> • Data analysis still emerging in all departments • Need for surveys to determine student perception of service • Some transition needed from transactional service to a teaching service	• Full implementation of Radius software including communication plans • Begin tracking conversion rates for outreach events • Full implementation of online selective admission process for all programs • Expansion of evening and weekend hours • Revise WFD Orientation/Intake • Need additional staffing in health sciences advising • Implementation of student surveys • Improve data collection and analysis

At the department level, directors assess individual services for alignment with division goals and effectiveness. Department directors are asked to: present the data which indicates the activity is effective or plans to assess in the future; describe the changes they plan to make if the data shows ineffective work; describe gaps where work is not in place to support a division goal; describe work occurring that is not aligned with goals (and justify the continued use of resources that are unaligned with goals); and, draft tentative ideas for tactics and budget requests in the next year (Appendix S5-D).

What is the goal and how is it aligned with the overall work of the college?

Regular and systemic review of student services goals and outcomes provides the information needed on an annual basis to select division specific "tactics" that target specific areas of concern. In Student Services these tactics are the "planned changes for next year" as described in the matrix above. The vice president of student services convenes a leadership retreat with her team each summer to review the data around:

- Student Services assessment

- Completion of tactics from prior years

- Progress on elements of the strategic plan housed within student services

As part of this retreat, the above data informs the selection of targeted tactics as the "planned changes for next year". Each of those tactics is intentionally mapped to one or more of the college's mission, core themes, strategic plan, or division outcomes.

What data did you use to know you met your goal?

Student Services reviews the following data for each of the three broad goals. Any annual "tactics" would be mapped to at least one of these data points in order to measure impact.

Table 73: Student Services division outcomes and defined data

Division Goals	Defined Data	Progress
Access	Enrollment (% of state allocation): • Baseline from 2017-18 is 96% • Target is 105% • Actual Data from 2018-19 is 94%	🔴
Navigate	Persistence (% degree seeking students remaining enrolled from Fall to Fall): • Baseline from Fall 2016 to Fall 2017 is 60% • Target is 65% • Actual Data from Fall 2017 to Fall 2018 is56%	🔴
Exit	Completion (% degree seeking students graduating after 4 years) • Baseline (Fall 2014 cohort) is 44% • Target is 50% • Actual Data from Fall 2015 cohort is 45%	🟡

What changes or budget requests did you make after data analysis?

Student Services uses its annual evaluation process (Appendix S5-D) to plan the next year's budget requests, facility requests, and make changes to departmental processes. Each Student Services director must respond to the following prompts:

o Based on the mapping above, what gaps are present for your Department?

> o What interventions would resolve these gaps? Please prioritize this list.
>
> o Please list your draft tactics for the upcoming year.
>
> o Please list next year's departmental budget requests based on this assessment process. Please include: college discretionary budget and/or personnel requests, student activities fee, student tech fee.

All department data is then synthesized by the vice president of student services with final budget and facility priorities selected in Summer, vetted with the division in fall, and submitted to the campus wide budget process in winter. Annual division tactics are selected at the same summer meetings and shared with the full division in fall.

As listed in 3B3, examples of this include:

- *2015-16: Revise and Simplify the Getting Started process* (Pathways and Student Achievement)

  - *Budget Response:* As part of this process, the college reallocated resources (via grant funding) to the college's new admission coaching model in 2016

- *2015-16, 2016-17, & 2017-18: Implementation of Case Management Advising inclusive of collaboration between departments using this approach* (Student Achievement and Pathways) *AND in 2018-19 transitioned goal to: Full implementation Collaborative Advising Model*

  - *Budget Response:* Success of this project led to the vice president of student services to use salary savings when the Director of Admissions left the college in 2018 to fund another advising position

- *2016-17: Open a new room at the Early Learning Center (ELC) and staff appropriately to ensure LWTech students have quality childcare on campus* (College Community)

  - *Budget Response:* The ELC successfully requested funding via the college facilities process to replace a floor in one of the portables making it usable as a classroom again

- *2016-17: Quarterly recognition of student achievement, for example honoring deans/presidents lists* (Student Achievement, College Community)

  - *Budget Response:* Student Programs successfully requested funding via the ASG Student Activities Fee process to fund these events

- *2017-18 & 2018-19: Implementation of Hobsons Starfish* (Student Achievement, College Community)

  - Budget Response: Student Services leadership effectively requested funding via the ASG Tech Fee process to fund this software; transitioned funding to the college budget effective 2019-20

As described in 5.B.1, members of Executive Cabinet use common questions to guide the planning and evaluation process for their divisions and departments.

Cycle of Planning and Practices:

The following cycle generally explains the timing of this work and practices. In addition to the formal plan below, the Executive Cabinet also recognizes the need for flexibility due to unexpected circumstances, new opportunities, or emergent data and commits to incorporating that type of change as needed throughout any academic year.
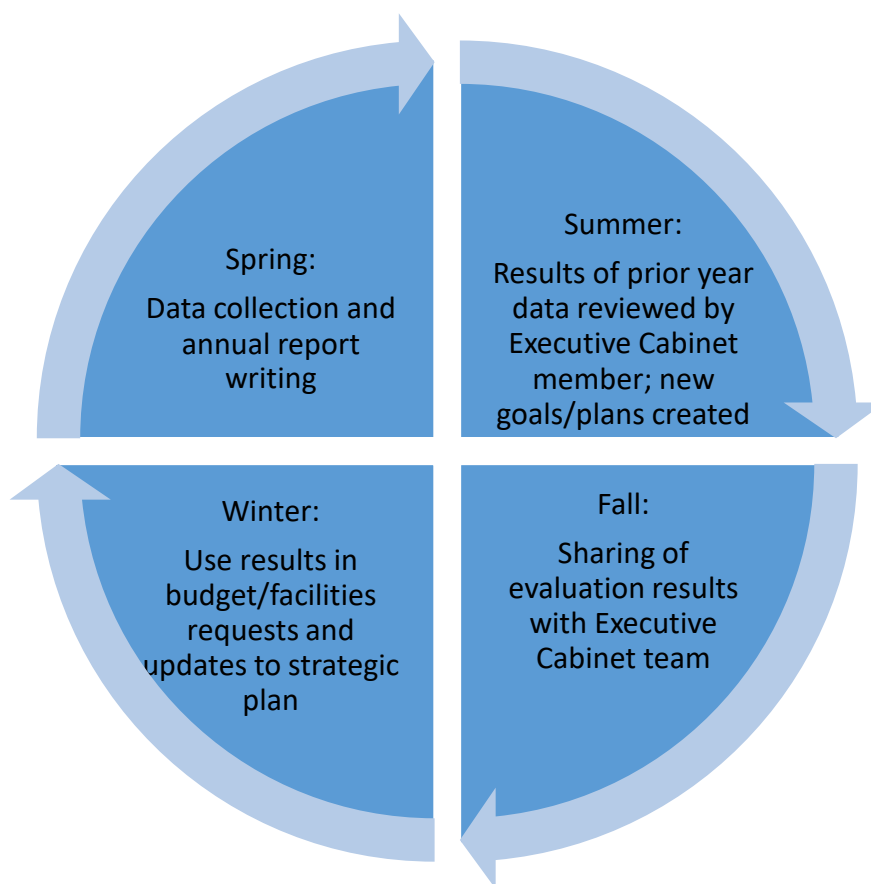

Figure 4: General Planning Process at LWTech

Resource Alignment:

The college documents and evaluates processes related to the annual budget, annual instructional assessment, and other operational activities. These processes are examined to align with the strategic plan and with a continual focus on equity, diversity, and inclusion. In 2017-18, LWTech launched a new

Instructional Program Review process following one year of planning. This new process focused on data and disaggregated demographic information in order to further discussions around opportunity gaps in each instructional program. Any large-scale resource development decision that is broad and cross-departmental is reviewed by Executive Cabinet. In addition, Executive Cabinet discusses numerous personnel issues and approves all position requests.

Application of institutional capacity:

The Accreditation Committee, IPEC, and Executive Cabinet – following college-wide input – determined that, while the indicators and measures used for determining mission fulfillment were a dramatic step forward for the college, there is an opportunity to improve the system for the next accreditation cycle through long-term goal setting and longitudinal monitoring across all departments. This provides a better opportunity for the college to coalesce around a goal and reallocate resources, time, and/or staffing to meet those goals with a mission fulfillment impact. The current strategic plan and implementation process is a strong model for this approach.

Assessment of results to ensure their adequacy, alignment, and effectiveness:

Through the development of this self-study, and deep self-reflection, particularly at the Executive Cabinet level, divisions are setting the stage for comprehensive planning and assessment at the lowest level of the organization. This work will build on the stable model of budget allocation through the Finance and Budget Advisory Council. Each division has created an annual plan (described above); moving forward, each plan will foster on-going conversations of goal attainment and resource alignment.

Standard 5.B.3:
The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

To meet its mission of preparing students for today's careers and tomorrow's opportunities, the college considers both internal and external environments. This information is broadly shared and incorporated into the college wide planning efforts especially in relationship to strategic planning.

Internal Environment Monitoring:

The college collects internal information in a variety of ways including: specific requests via all-college email or President Morrison's weekly all-college updates, open forums, focus groups, workshops, department meetings, council/committee meetings, and surveys. LWTech hosts numerous open forums throughout the year:

- Roundtables with the president on topics of concern to the college community

- Hiring forums for vacant positions at the director/dean level or higher

- Development of key initiatives such as strategic planning or college values

For example, development of the strategic plan (which had nine draft versions prior to finalization) included six open forums.

The annual employee satisfaction survey and student surveys (such as CCSSE and SENSE) are important information tools as well. The employee satisfaction survey is distributed to employees every winter quarter with results published in spring. Student surveys are biannual.

Internal Environment Current and Emerging Patterns, Trend, and Expectations:

Since the last full scale evaluation, internal trends have included:

- Opportunities to improve communication through transparency (employee satisfaction survey)

- Concerns about college progress related to Equity, Diversity, and Inclusion (open forums related to strategic planning)

- Concerns about safety on campus (employee satisfaction survey)

- Confusion about internal hiring practices including promotions, reclassifications, and department reorganizations (open forums and roundtable with the college president)

- Interest in new program development and ensuring faculty leadership in this work (former accreditation recommendation)

Internal Environment Findings and Action:

When data surfaces indicating concerns or opportunities for change, Dr. Morrison and her leadership team regularly take action.

Table 74: College concerns and leadership action

Opportunities	Action(s)	Result
Communication and Transparency	- Amy's Update: A weekly all-college emails from Dr. Morrison organized by core themes - Regular all-staff and leadership meetings - Quarterly student forums - Weekly communications to the Board of Trustees to share information - The executive leadership team models these same communication strategies.	The annual employee satisfaction survey assessed this work and showed statistically significant increases in agreement that "LWTech has a transparent culture" and that "There is effective communication between individuals."
College progress related to Equity, Diversity, and Inclusion (EDI)	- Creation, implementation, and completion of an EDI Plan (pre-current strategic plan) - Integration of EDI work throughout the 2017-20 strategic plan	The annual employee satisfaction survey now disaggregated responses by demographics including race and gender and few questions show a statistically

	• Creation of an EDI Committee, later lifted to council status • Creation of a Bias Response Team	significant difference between categories.
Safety on campus	• Hired additional staff • Implemented additional trainings • Created a Bias Response Team	The annual employee satisfaction survey now shows more than 90% of employees agree or strongly agree they feel safe on campus.
Confusion about internal hiring practices	• Created a formal re-evaluation process for exempt staff to ensure consistency • Created a data dashboard about hiring practices disaggregated by demographics	Several departments have reorganized, and exempt staff promoted, since the new policy was created. Staff have not reported any further confusion with new staffing changes.
Interest in new program development and ensuring faculty leadership in this work	• Moved new program development back to the office of instruction • Developed a formal checklist of all processes for new program development including approval through Instructional Council	In the past four years, five new BAS degrees and five DTA/MRPs were created with Instruction Council approval.

External Environment Monitoring:

The Instruction Division is continually monitoring the changing local workforce and aligning educational programs. This analysis was the basis for rapid program development in the past four years. This analysis is guided by information gathered from program Advisory Committees and President Morrison's President's Advisory Council, which meets quarterly and features 13 executive-level representatives from regional companies and organizations. Additionally, the Board of Trustees and Foundation board members provide another level of community connection to provide information about the external environment.

External Environment Current and Emerging Patterns, Trend, and Expectations:

LWTech's community connections assist the college in monitoring external environments to better anticipate opportunities and challenges. As an institute of technology, keeping a pulse on the local industry is essential to remaining relevant and serving the local workforce. As part of President Morrison's annual communications plan, she seeks opportunities to not only participate in local organizations (such as OneRedmond, a local economic development organization) but also to speak in the community to share information about the college. These activities assist in identifying trends and opportunities.

External Environment Findings and Action:

Table 75: Instructional programs researched in 2018-19

Industry	Findings	Result

Biomedical device manufacturing	• Severe shortage in entry-level assemblers and advanced technicians	Assembler Certificate and Technician Associates Degree in development
Physical Therapy	• A lack of pathways for Physical Therapy Assistants	A BAS in Physical Therapy Assistant in development
Photonics	• Severe shortage in laser technicians	Expanded certificate in Laser Technology to Associate Degree
Information Technology	• Shortage of employees with advanced skills in networking and cybersecurity	A BAS in Networking & Cybersecurity is in development
Business	• A lack of skilled entrepreneurs	A BAS in Entrepreneurial Business is in development
Human Resources	• A shortage of skilled employees	Expanded certificate in HR Management to Associates Degree
Nursing	• Lack of trained nurses	A Licensed Practical Nurse to Registered Nurse pathway was created and a Bachelor's of Nursing degree is in the approval process

Built on the foundation of meeting the workforce needs of our region, LWTech stands ready to meet the challenges ahead. Excellent instruction and student support, strong financial stewardship, broad commitment to the college mission, and steady leadership position the college to ensure student success. LWTech will continue to prepare students for today's careers and tomorrow's opportunities.

CONCLUSION

Lake Washington Institute of Technology is proud of its transition into the only public institute of technology in Washington State. This self-evaluation process provided LWTech an opportunity to reflect on its resilience and accomplishments while also identifying opportunities to enhance its efforts. It also more firmly set the stage for the college to frame its future around continued growth and sustainability.

Accomplishments

Upon reflecting on the self-study, the college saw a clear reaffirmation of its historical institutional strengths – those of resiliency, creativity, and innovation. Those strengths allowed the college to achieve significant accomplishments in challenging fiscal times and were enhanced under President Morrison's leadership through her use clear and transparent communications that fostered an environment of trust. Those accomplishments include:

- Improving graduation rates and student success strategies such that the college recognized as a top 150 college by the Aspen Institute in 2019

- Expanding pathways for students with five applied bachelor's degrees launched in three years (with no new state funding), with more in development; new transfer degrees in Engineering, Computer Science, and Biology; and, more I-BEST pathways for students who were previously limited to Basic Education for Adults classes

- Increasing the focus on equity, diversity and inclusion in order to help students achieve their educational goals by closing of equity gaps through innovative practices including The 4 Connections, Open Educational Resources, and Supplemental Instruction; this includes an innovative expansion of the underpinnings of The 4 Connections into 4 Community (the non-instruction parallel of the work)

- Surfacing and embracing core college values – inclusive, innovative, collaborative, and, respectful - which helped support the college's work in creating a Community of Belonging

- Revitalizing the admission process for new students with admission coaches to help guide them through the new student experience as well as navigators aligned to the new schools of instruction (metamajors); thereby creating strong communication lines between faculty and staff as well as providing staff deeper knowledge of the programs they were advising students

- Launching mandatory advising through partnership between Instruction and Student Services which requires new students to attend a new student orientation and meet with an advisor before registering for their first classes. A seamless hand-off to their faculty advisor is supported through Hobson's Starfish (renamed LEGEND at LWTech)

- Ensuring that assessment of student learning is infused throughout instructional operations, including course and program assessment, global learning outcome assessment, and program review. Faculty take a leadership role in making sure students are learning program and global outcomes every step of the way, and making modifications along the way based on their assessment findings

- Expanding Foundation efforts by increasing fundraising to support students and programs as well as launching its first major gifts campaign to support the development of a Bachelor's of Nursing. The campaign will support simulated learning technology and additional faculty

- Increasing state and federal grant funding through focused efforts of the Office of Institutional Research and Grants, amassing an increase of $6.3 million since Dr. Morrison arrival

- Engaging with industry and community partners such as EvergreenHealth and Washington Technology Industry Association in a thoughtful way to ensure LWTech's professional-technical programs are closely linked to the jobs with which they are aligned. The college's ability to create strong connections with partners is reflected by its receipt of EvergreenHealth's Community Partner of the year award in 2019

- Significant improvements to the financial stability of the college were made due to prudent financial management through a combination of program growth, new revenue sources to supplement state funding, and strategic reductions. The general operating reserve at the end of the 2018-19 fiscal year is $3.99 million (13% of general operating budget). This represents an increase of 67% from the low of $2.39 million (7%) in 2016-17.

The college's dedication to engaging the college community in inclusive strategic planning guided many of these accomplishments. The self-study covers the final years of a past plan (completed in 2017) and the current plan that runs through 2020. The 2017-20 strategic plan, which is the result of an iterative planning process that involved the college community in the review of nine versions of the plan, aims to support students with a strong core of employees as well as a fiscally sustainable institution positioned for growth.

<u>Learnings</u>

As part of the reflective process provided by the self-study, the college gleaned several opportunities for action to support continued positive change.

Planning: Although the college has made significant progress with institutional planning and has strong assessment and planning procedures for instructional programs, it determined that integration of division planning and assessment processes could benefit from further refinement. As a result, the college has developed a process that accounts for individual department/division needs but also creates a systemic approach. This process consists of the following steps:

1. *Summer:* Executive Cabinet members will respond to structured questions and review prior year's responses. The questions are:

   o What is the division goal and how is it aligned with the overall work of the college?

   o What data did you use to know you met your goal?

   o What changes or budget requests did you make after data analysis?

2. *Fall:* Sharing of evaluation results with Executive Cabinet

3. *Winter:* Use evaluation results in budget/facilities requests and updates to strategic plan

4. *Spring/Summer:* Data collection and annual report writing

Mission Fulfillment: The college's mission fulfillment matrix proved a useful tool for examining mission fulfillment; however, working with its measures and processes demonstrated that assessment would be enhanced by streamlining those measures and processes. This cycle's work reflected a dramatic improvement for the college and formed the backbone of LWTech's move into developing a data-driven culture. However, the Accreditation Committee identified opportunities to improve the system for the next accreditation cycle through long-term goal setting and longitudinal monitoring across all departments. This will provide a better opportunity for the college to coalesce around a goal and reallocate resources, time, and/or staffing to meet those goals with a mission fulfillment impact. The current strategic plan and implementation process provides a strong model for this approach as this plan incorporates a more streamlined assessment process built after prior lessons learned.

Policies and Procedures: LWTech has a robust set of policies and procedures to guide the work of the college. The self-study provided an opportunity to more closely examine the policies and procedures as well as to create a plan to streamline them and increase accessibility over the 2019-2020 academic year. This plan involves working with departments, Executive Cabinet, the Policies and Procedures Committee, College Council, the Board of Trustees, and the Washington State Code Reviser's Office, as needed.

Students: In examining outcomes assessment data for students, the college noticed the following:

- When faculty analyze students' learning assessments and reflections, they are often struck by the degree to which students express a deep understanding of the concepts as well as recognizing the ways it fits with their curriculum, future career, and life
- Faculty are deeply committed to the process of improving student learning that stems from the college's mentoring model when it was part of the K-12 system. Faculty are committed to taking students from novice to expert
- Faculty are accustomed to teaching soft skills thereby serving the whole student. Even though knowing how to properly shake hands has nothing to do with Diesel Technology, this is embedded into the curriculum because graduates need to know how to interact with customers and clients in order to be successful. Medical Assistants learn how to talk to difficult patients on the phone in order to prepare them to serve patients with the highest level of customer service.
- Faculty have willingly taken on the responsibility of closing equity gaps in their programs, which is reflected in completion rates improving
- Faculty view gatekeeper classes (i.e., those classes that create a barrier to open access) as problematic and continue to seek ways to support students in completing them

While these observations are not new revelations, it reaffirms the faculty's deep commitment to student success at all levels. As educational theory advances in areas such as inclusive pedagogy, LWTech is well prepared to deepen support structures for students.

Faculty: The college has created an environment of trust with faculty and faculty are an important part of the college's shared governance structure. However, the college knows a gap exists in how adjunct faculty integrate with the college community and shared governance structures, largely because most adjunct faculty are working industry professionals and may not be compensated for non-teaching time. The college has taken positive action to address this gap by funding participation on College Council, creating a Senior Adjunct position that gives faculty predictability in teaching loads, piloting a paid office

hours program for some adjuncts, and restoring a second paid day for adjuncts to participate in Fall In-Service activities. Additionally, the college provides an onboarding program to help orient adjunct faculty to the campus and pays for adjunct faculty to attend intensive professional development opportunities, such as the Summer Institute. The college is continuing to explore methods of engagement and integration of adjunct faculty on campus.

Employees: This self-study reaffirmed the college's belief that its employees are what contribute to the strength and resiliency of the institution. Employees are drawn to the mission and work to fulfill that mission; despite challenges they may face. They truly believe in helping students change their lives through workforce education. The college's employees are an institutional strength. In alignment with that strength and as detailed in the strategic plan, the college is committed to being an employer of choice.

To keep focus on this issue, President Morrison's Executive Cabinet agenda includes a section entitled, "happy employees." The past several years have been difficult for employees as they saw no pay increases for seven years, with a small increase arriving in the 2016 legislative session followed by a more robust increase in the 2019 legislative session.

In examining the impact of salary stagnation, the college learned that other factors were impacting employees as well, including the effect of commuting to the college (most employees live outside the college's service area) as well as the high cost of housing in the immediate area. This information has led the college to explore the feasibility of employee housing on its property which includes surveys and gathering information from employees as well as partnering with community organizations to explore development.

Future Focus

The college feels fortunate to have been able to engage in the deep, reflective work of the self-study as this work will help inform the development of its next strategic plan. The college intends to take a planning year to more fully examine opportunities highlighted in this plan as well as those dictated by the external environment. This information will help the college develop an aspirational strategic plan to lead it to its next level of development as the state's only public institute of technology.

Based on what the college learned as part of this self-study, it is anticipated that much of what the college will focus on in the next three to five years will include:

- Continuing to expand pathways for students including new baccalaureate degrees to more fully realize the college's status as an institute of technology;
- Supporting faculty and staff so they may continue their exceptional work on behalf of students;
- Continuing to refine and enhance the college's data sophistication and planning processes to support institutional development; and,
- Ensuring state funding, enrollment, and alternative sources of revenue work to continue to provide a stable base for the college to continue its work.

This work will allow LWTech to continue providing high-quality educational opportunities for its students and ensure it continues to fulfill its mission ***[t]o prepare students for today's careers and tomorrow's opportunities.***