

## PREFACE

This report has been prepared in anticipation of the regular fifth-year interim visit that Linn-Benton Community College will host in October. The College looks forward to the interim visit and the opportunity it presents to share with the Commission developments at the College over the past five years.

The first two substantive sections of this report address the two general recommendations that were contained in the 1997 full-scale evaluation team report. Specifically, the College was told in the team report that it needed to: a) develop a more complete educational assessment scheme for all of its programs; and b) revamp its faculty appraisal system to achieve greater consistency and provide faculty with more timely feedback. The College has worked hard to meet the challenges set out in these two general recommendations, and we believe the interim visit will confirm that the College now fully meets the Commission's Standards.

The 1999 Focused Interim Report noted that the College had made progress on meeting these two general recommendations, but also noted the need for the college to reflect on the results of its educational assessment efforts and to deepen its work on developing student learning outcomes. We believe our educational assessment systems have matured significantly over the past few years, and that the promptings of the 1999 Focused Interim Report have been addressed.

The balance of our report addresses the nine Standards of the Commission on Colleges and Universities, with a specific focus on the inquiries contained in Dr. Baker's letter dated April 29, 2002. We believe that the visitation team will find the College's responses to the Commission's inquiries to be forthright and complete. It should be noted, however, that our responses to the two 1997 general recommendations provide much of the information requested for Standard 2 (Educational Program and Its Effectiveness) and Standard 4 (Faculty). We did not repeat information once it had been provided in our report.

The past five years have generally been positive ones for Linn-Benton Community College. Of particular note was the passage, in November 2000, of a \$19 million general obligation bond measure. This bond measure will allow the College to make substantial capital improvements to its facilities. Already the College has opened a new 44,000 square foot facility in Lebanon that will greatly improve educational services in that community. The college has also committed to participating in the renovation of Sweet Home High School and to the creation of a community Learning Center. The College's facility in Corvallis will undergo extensive renovation and new construction over the next 18 months. Main campus construction will lag a bit behind the Corvallis project, but eventual investments on the main campus will total in excess of \$9 million based on a Facility Master Plan.

The instructional programs of the College remain sound despite the fact that several of our most experienced faculty have retired in recent years. Student enrollment continues to grow, spurred in part by increasingly close ties with Oregon State University.

Faculty, classified staff, and management relationships continue to be marked by collegiality and respect; the College prides itself on its respectful, non-adversarial culture. Recent reductions in state funding, coupled with rapidly escalating health insurance and retirement system costs, may test this culture as the College struggles to balance its budget. The elimination of some faculty, staff, and management positions appears to be unavoidable, and it is quite likely that these reductions will prove painful to the college community.

**General Recommendation 1, 1997 Report: "Although the college has conducted many campus-wide initiatives to gather information for institutional effectiveness, no central assessment scheme is in place. The process remains "a work in progress". In order to fully comply with Policy # 2.2, Educational Assessment, it is recommended that the "work in progress" be fully articulated, and that a operative, institutional system be put in place for measuring student outcomes, routinely reviewing programs, organizing data, and planning for improvement to ensure and validate quality education for students.**

**It is further recommended that institutional research and staff development be fully utilized to support educational assessment with on-going, organized, system-wide data and appropriate staff training to implement education assessment".**

## **RESPONSE**

Linn-Benton Community College has a commitment to student learning and to the continuous improvement of its instructional programs. As part of its Institutional Effectiveness program, the college has developed and implemented a plan which focuses on identifying and assessing learning outcomes. Additionally, the college has put in place a program review process for its professional-technical degree and certificate programs. The following provides a brief description of these two major initiatives the college has undertaken since the full-scale visit in October 1997.

### **A. PROFESSIONAL TECHNICAL EDUCATION PROGRAM IMPROVEMENT AND REVIEW PLAN**

A revised and enhanced Professional Technical Education Program Improvement and Review Plan was established at LBCC in 1999 to provide a systematic process for studying the vitality of a program of study—its relevance, currency, effectiveness, and efficiency. (see Appendix A) On a scheduled three-year rotation, a program review team, consisting of the department/program chair and faculty of each Professional Technical program, advisory committee members, and students, assisted by the Office of Academic Affairs and Institutional Research support staff, collect multiple measurements that indicate the health of the program. The program review plan is a vehicle for proaction; it allows the faculty to see trends as they evolve, to identify strengths and weaknesses in the curriculum to compare the program's stated goals with real outcomes as reported by employers and graduates; and, most important of all, to take timely, planned corrective action as appropriate. Within the context of measuring the effectiveness of the college, program review allows faculty and administrators to assess the program's contributions to the college's mission, values, and goals, and to plan immediate and multiple-year initiatives that support and enhance the college's effectiveness in serving its students and the community.

#### **Plan Elements**

##### **Relevance and Currency**

Students, alumni, advisory committees, and employers are surveyed to ascertain their perceptions of the relevance, currency, and practicality of the professional technical program. While each survey contains some questions that are standard to all program reviews, the faculty can also add program-specific questions to address unique issues. This qualitative data is collected, summarized, and analyzed annually by the Institutional Research Office. These survey outcomes are then discussed with the department/program chair and faculty who use them, along with quantitative data, to correct, predict, and direct curriculum and faculty development over the next three years.

## **Effectiveness**

The effectiveness of each program is measured, in part, through the survey responses of students, alumni, advisory committees, and employers. A standard for client (students and employers) satisfaction for which each program strives is identified. In addition to client satisfaction, other important measurements of effectiveness include learning outcomes and the vitality of the program. Learning outcomes may measure student goal achievement, mastery of proficiencies, course progression, mastery of general education objectives, transfer success, etc. Program vitality may contain annual job placement, headcount of program majors/FTE, faculty credentials, number of graduates, retention rates, etc. As with client satisfaction, each indicator of learning outcomes and of vitality is measured against a standard that has been set by the college, by state governing boards, or the regional accrediting agency.

## **Efficiency**

The efficiency of a program is a significant consideration during the program review process. Each professional technical program review includes an analysis of the cost versus revenue generated by the program and of its use of space, including average section size. Some programs must be offered to serve the employment and economic needs of the community. However, some cost factors are within the control of the director, department chair and faculty, who deserve an opportunity to know the fiscal reality of the program and to exercise fiscal responsibility in its operation.

## **Professional Technical Education Process Standards**

All state approved professional technical programs undergo a formative review and are evaluated against nine qualitative standards, each of which are further defined by quality indicators and considerations. All nine standards must be met. In instances when standards are 'partially met' or "not met," the professional technical program must explain why and list improvements needed to fully meet the standard.

## **Relationship to Institutional Effectiveness Cycle and Goal Setting**

The professional technical program review and improvement reports become institutional documents and resulting recommendations for action become a part of the college's goal-setting and institutional effectiveness cycle. As surveys are developed and assigned, instructional staff gather data that can be used in multiple mandatory reports, such as the College-Wide Success Indicators (CWSI), again trying to minimize time and effort.

The above elements fit into the following general timeline:

- Evaluation of Professional-Technical Education Process Standards (November-June) Nine Process Standards and Quality Indicators are evaluated by review teams during the academic year. A final report, the Executive Summary Report, which includes commendations and recommendations for program improvements for standards which are not completely met, is published in June.
- Review and Analysis of Program Success Indicators (August-September) Program Success Indicators Report information are published as a part the College-Wide Success Indicators Report in July. Program Success Indicators are a subset of the CWSI, and provide information relating to student learning outcomes, client satisfaction, and program vitality. This data is reviewed and analyzed by program faculty in August-September.

- Program Goal Setting and Action Strategies (October)  
Recommendations contained in the Process Standards Review Executive Summary, together with information derived from the Program Success Indicators Report are used in the development of new departmental/program goals and action strategies for the next Institutional Effectiveness cycle. Program goals also reflect other college priorities as indicated in Board-approved college-wide goals and priority initiatives. This activity is completed during the month of October.

## **B. CURRICULUM DEVELOPMENT AND IMPROVEMENT PLAN-OUTCOMES BASED MODEL**

In 1999, Instructional Council recommended the college move forward with an initiative to establish and assess program learning outcomes for all degree and certificate programs. That year, a group of twenty faculty and managers worked closely with Professor Ruth Stiehl from OSU to learn how to design and construct curriculum using an outcomes-based model. The group learned the essential steps to become the leaders in moving the college to use this new approach to curriculum development and improvement. Through the hard work of this original cohort, together with many other program faculty, instructional managers, and advisory committee members, over forty degree and certificate programs have identified their program learning outcomes, and several others have progressed well beyond this initial stage of the process. It is anticipated that before the completion of fall term, 2002, all programs will have identified program outcomes. (see Appendix B)

### **Basic Principles of the Process**

The primary purpose of engaging in this process is to continually improve teaching and learning. It also provides a thoughtful and systematic way of reviewing/revising curriculum to make it relevant to the needs of learners in the 21<sup>st</sup> century. The process, if followed conscientiously, should provide sufficient information about the success of LBCC students and to inform us about making appropriate changes to the curriculum.

The curriculum improvement process at LBCC follows the basic principles of good curriculum design by answering the following questions:

1. What are the intended learning outcomes?
2. What content is most appropriate?
3. What teaching approaches or activities are most effective?
4. How should the learning activities be organized?
5. How will the successes of courses or programs be assessed?
6. How will the information from assessment be used to improve student learning success?

### **The Steps in the Process at the Institution, Program and Course Level**

Generally speaking, the steps faculty are taking at LBCC follow the order of the 6 principles listed above. It is important to note that curriculum development, assessment, and improvement at LBCC is an ongoing process conducted concurrently at three levels of the college: the institution level, the program level, and the course level. An overview of the Curriculum Development and Improvement Plan and the relationship of its parts is illustrated on the attachments to this document. Faculty are currently involved in this process at one of the following stages:

**Step 1- Identifying the intended learning outcomes for the degree or certificate program.** "Learning outcomes" are 5-7 general statements that answer this question: "*What do students need to be able to do*

*“out there” as a result of this program?”* This step requires outside stakeholder input and participation in a brainstorming process that results in identifying what students should be able to do when they leave LBCC.

**Step 2– Mapping the curriculum.** The “mapping” process involves aligning the identified program outcomes from Step 1 with existing program course requirements. At the end of this process, program faculty are able to see clearly if their course requirements contain learning activities which will lead to the intended program learning outcomes. This process also informs faculty whether courses are appropriately sequenced or clustered, and when and where the learning outcomes are being assessed in the curriculum.

**Step 3– Course outcome and assessment task development.** After the curriculum has been “mapped,” the next step is to develop capstone assessment tasks or other methods which answer the question: *“What can we have students do in this program to show final evidence of the intended outcomes?”* During this stage, faculty take a closer look at course outcomes, content, activities and assessment, and determine what the student must be able to do before engaging in this work (prerequisites). Initially, a session to brainstorm assessment options and to understand how to develop or revise course outlines using an outcomes-based model is essential.

**Step 4– Delivering the curriculum and assessing learning.** After engaging in the first three steps described above, the next phase is an ongoing one—delivering the curriculum to students, assessing their learning, and making informed decisions when revising the program curriculum. Courses and programs are reviewed annually during the development of the general catalog. However, an in-depth review of program learning outcomes and other success indicators will be evaluated as part of the program review cycle. Currently, only professional-technical programs conduct program reviews; however, it is anticipated that all programs will become part of a scheduled three-year review cycle.

### **Institutional Learning Outcomes and General Education Requirements**

The Curricular Issues Committee has initiated a review of General Education and Related Instruction requirements and will develop learning outcomes. Once these learning outcomes are developed, corresponding General Education assessment tools and tasks will be designed at the institutional level.

A parallel process is being initiated in the Academic Affairs Council. The Council is engaged in the development of learning outcomes which describe what all students must be able to do for their work, to enrich their lives, and to participate thoughtfully and effectively in their community. These outcomes will become institutional general education outcomes that will be reflected in all degree and certificate programs offered at the college. The Academic Affairs Council will draw on the work already accomplished at the program level and will attempt to align institutional outcomes with program degree and certificate outcomes. As at the program level, assessment tools and tasks will be developed.

**General Recommendation 2, 1997 Report:** “The team agrees, in part, with the self-study’s recommendation to “review and redesign the current Faculty Appraisal forms to take into account difference in learning environments and delivery systems.” But, we further urge the college to make certain that there is a greater consistency in the implementation of the full-time faculty evaluation process across the campus. The process that includes an assessment of professional development activities as well as services to the institution should be clarified. Clear and timely feedback about the evaluation’s results should be institutionalized. Also the team recommends, as does the self-study, that the college “develop guidelines for appraising part-time faculty members and apply the guidelines consistently’.

## **RESPONSE**

### **Faculty Appraisal Review Activities**

In the spring of 1998, a Faculty Appraisal Committee was formed to lead a comprehensive review of the faculty appraisal system. In addition to responding to the general recommendation of the 1997 accreditation report, there were several reasons for conducting this review:

- The last time the faculty appraisal system was reviewed was 1987.
- The existing system and forms did not recognize the diversity of faculty and faculty roles; it focused primarily on traditional classroom faculty and relied heavily on student evaluations.
- Although the existing system stated its primary purpose was “professional growth and development,” there was a perception that the emphasis focused on making personnel decisions.
- Faculty reported a need for greater consistency in the implementation of the faculty evaluation process across the campus. They also recommended that the process include a stronger connection to professional development activities.

Care was taken so the original committee membership was representative of the diverse roles of faculty, not just “traditional” classroom faculty.

Before the committee began its initial work, representatives attended workshops and gathered current information and research on faculty appraisal systems. The committee has become well versed on the most successful approaches to faculty appraisals and has used this information throughout the review process. They have also conducted numerous surveys, forums and inservice programs in order to receive feedback and recommendations from LBCC faculty. The committee work has been intensive, beginning initially with modest goals, but gradually increasing the scope of its charge, resulting in a major redesign of the faculty appraisal system. Discussions and decisions about appraisal were made in a collegial and collaborative spirit. The work of the committee will continue to play a significant role in implementing, evaluating and improving the new system.

The Math and Science Division and the Arts and Communication Division agreed to pilot all of the appraisal system components during the 2001-2002 academic year. This activity assisted the committee in the development and refinement of new policies and procedures and various questionnaires, portfolios, supervisor-faculty agreements, and other aspects of the system.

The following is a brief summary of the progress of the Faculty Appraisal Committee and some of the significant changes that have been adopted to date. A comprehensive description of the faculty appraisal system is contained in the Faculty Performance Appraisal Handbook.

### **Purpose for Appraisal**

The committee determined that the primary purpose for the faculty performance appraisal process at LBCC is for professional growth and development. Secondly, administrators at the college will obtain better information with which to make personnel decisions. The faculty appraisal process:

- Places a strong emphasis on the professional growth of faculty

- Is collaborative in nature in order to maintain a strong working relationship between faculty member and administrator as well as among faculty members
- Encourages and values self-reflection and introspection as an important part of the process
- Is multi-sourced and can be tailored to the individual rather than a “one size fits all”

### **Performance Elements**

Appraisal for faculty is based upon job elements and responsibilities described below, and is reflective of the annual work plan. Faculty and supervisors will agree to a percentage of faculty roles to be evaluated at the beginning of each academic year.

The role of faculty is rapidly changing as our ideas about the teaching/learning process evolve and new technology carries us into the future. There is a need for a flexible definition of teaching which will accommodate these changes. The LBCC faculty appraisal system recognizes this need for flexibility.

The primary responsibility of faculty is the facilitation of student learning, which may include a broad array of job elements, each containing several facets, dependent upon the specific faculty assignment as described in the annual work plan. The following job elements and activities describe the major areas of faculty responsibilities:

- Teaching
- Learner Support and Development
- Community Partnerships
- Communication, Collaboration and Professionalism
- Professional Development

The assignment for a faculty member may include responsibilities in any or all of these major roles. Each faculty and his/her supervisor will work together to identify which roles are appropriate and the percentage of emphasis to give each role for appraisal purposes. Further decisions will be made regarding the appropriate sources of feedback for each of the roles to be appraised. Such sources might include: Learner/Client, Peer/Colleague, Support Staff, Advisory Groups, and Self (Portfolio).

### **Appraisal Process for Regular/Continuing Service Faculty**

Regular/Continuing Service faculty are appraised on a biennial basis (a two-year appraisal cycle) through year nine with the College. Starting with year ten, the appraisal process is completed every three years. Appraisals are based on performance over the entire appraisal period. Appraisal cycles may be shortened by either the supervisor or faculty member.

### **Appraisal Process for Trial Service Faculty**

Trial Service faculty (those at LBCC for less than three years or who have not yet been moved to regular/continuing service) are appraised in writing on an annual basis and undergo a different appraisal process than those who are regular/continuing service faculty. The appraisal process recognizes the importance of time spent becoming oriented to LBCC and pursuing professional development activities that enhance the new faculty member's understanding of the vision, mission, philosophy and goals of the Department, Division, and College so that he or she may enhance student success at LBCC.

## **Appraisal Process for Non-Contracted Faculty**

The philosophy and purpose of faculty appraisal extends to all faculty, including those who are not contracted. Many of the methods of gathering feedback for appraisal are appropriate for all faculty. However, there are differences in scope of job expectations for our non-contracted faculty that necessitate some modifications of the faculty appraisal process.

Learner/client feedback is gathered on a regular basis for non-contracted faculty. The faculty member and supervisor determine which form(s) are most appropriate, based upon the faculty assignment. Appropriate learner/client feedback forms are distributed and collected according to the timelines defined for the forms.

During the 2002-2003 academic year, an ad hoc group that includes non-contracted faculty from the pilot divisions will review the overall appraisal process and design a parallel but abbreviated appraisal process for non-contracted faculty. This process will include identifying appropriate job roles and percentages of emphasis for appraisal purposes. It will also include learner/client, support staff, peer/colleague feedback, and a modified portfolio along with any additional feedback that may be particularly useful for non-contracted faculty appraisal.

## **Performance Appraisal Conference**

A performance appraisal conference occurs at the end of each appraisal period and serves as a transition into the next appraisal period. This collegial conference between faculty member and supervisor should allow for an open discussion and critical review of the faculty member's triumphs and challenges during the current appraisal period. Only through the respectful dialogue of such a review can the two people be sure they clearly understand one another's viewpoint(s). Both participants in the discussion should keep in mind that they each have the same goal: to provide the best possible opportunities for learners/clients through the continuous improvement of the faculty member's performance.

After the conference, the *Faculty Appraisal Summary* form is filled out by the supervisor. The form is filled out based on information from within the conference as well as information gathered from all of the other sources during the appraisal period.

## **Sources of Feedback and the Portfolio**

The richness of the appraisal process is dependent on performance feedback gathered from multiple sources, using multiple methods, over multiple points in time. As described earlier, numerous feedback methods were developed by a variety of teams of faculty, managers, and classified staff. Their work was guided by the feedback gathered through a survey sent to all faculty. The sections below describe the feedback tools available to faculty and supervisors for appraisal purposes. Other tools are currently being developed and will be added as they are completed. These tools allow appraisal information to be gathered that is tailored to each faculty member's job assignment and hence particularly meaningful for growth and development of the individual.

- **Feedback from Peers/Colleagues**

Peers/colleagues, the faculty, managers, and instructional aides and assistants that faculty work with, were identified as desirable sources of feedback for certain elements of some job roles. These instruments are based on the information that they felt was most valid and useful for their job types and the current expectations of faculty in these areas are reflected in the instruments.

- ▶ *Input from Peer/Colleague for Faculty Appraisal: Classroom Faculty*
- ▶ *Input from Peer/Colleague for Faculty Appraisal*
- ▶ *Input from Community Partners for Faculty Appraisal*
- ▶ *Peer/Colleague Review of Instructional Materials*

- **Feedback from Support Staff**

Support staff can provide valid feedback for certain elements of faculty job roles. Ad hoc groups of both faculty and support staff worked on feedback instruments for the appraisal process. The end result is a single form that is appropriate for use for by support staff to provide feedback for all faculty. Current expectations of faculty are reflected in the instrument developed by the ad hoc groups.

- ▶ *Support Staff Appraisal of Faculty*

- **Feedback from Learner/Client**

Learner/client feedback is gathered on a regular basis. The faculty member and supervisor determine which form(s) are most appropriate, based upon the faculty assignment. Ad hoc faculty groups designed a variety of appraisal forms to address these differences while gathering valid and useful feedback. The current expectations of faculty in various areas are reflected in the instruments developed by the ad hoc groups.

- ▶ *Learner/Client Appraisal of (job title)*
- ▶ *Student Appraisal of Classroom Teaching*
- ▶ *Student Appraisal of Teaching in an Open Lab*
- ▶ *Client Appraisal of Training*

- **Feedback From Self—The Portfolio**

The faculty survey showed that there is strong agreement that “self” is an important source of information about all aspects of job performance. To make this feedback more relevant and useful for appraisal purposes, it has to be given in a manner that provides information about the multitude of job types and encourages and promotes personal growth.

- **Other “quick” feedback instruments**

Classroom faculty from around campus have developed a variety of methods for getting meaningful learner feedback with a minimum time investment. These processes allow the information gained to immediately impact instruction.

## **Professional Development Initiatives and Faculty Appraisals**

- **Small Group Instructional Diagnosis**

Although not developed during this appraisal revision, the *Small Group Instructional Diagnosis (SGID)* is an excellent source of learner feedback that allows for immediate incorporation of the ideas and suggestions into the classroom. *SGID* is a formative process that uses small group discussion among students to provide feedback to an instructor through questions designed by the instructor and tailored to the particular class. Feedback from this process is confidential and given directly to the faculty member.

- **Instructional Strategies Institute**

The Instructional Strategies Institute is a professional development program for all trial service faculty. The curriculum for the institute was designed to align with important components identified in the appraisal of classroom teachers. Sessions focus on classroom organization, creating a positive learning environment, teaching/learning styles, assessment of student learning, and active learning techniques.

- **Institutional Summary Data of Student Appraisal of Classroom Teaching**

The Academic Affairs Staff and Organizational Development office uses the Summary Report to identify relative strengths and weaknesses of classroom teaching as perceived by students. Feedback and training is provided to faculty in specific areas which show the greatest need for improvement. Over a two year period, significant improvement was documented in the targeted areas of the student appraisals, particularly in the areas of instructor feedback.

## STANDARD ONE-INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Linn-Benton Community College has not revised its Institutional Mission and Goals Statement since the full-scale visit in October 1997. Nevertheless, the College's Institutional Effectiveness program does call for the College Board of Education to adopt college-wide action goals every two years. The chronology that follows sets out the College's Institutional Effectiveness program and reveals how the college-wide action goals guide the work of the College.

**October of Odd-Numbered Years:** The College Board of Education adopts college-wide action goals to guide the work of the College for the next two years. College-wide action goals must be consistent with the overall Institutional Mission and Goals of the College, and are informed and shaped by data gathered from the previous cycle of institutional effectiveness planning, and by current opportunities and challenges within the environment.

**October to December of Odd-Numbered Years:** All instructional departments and service departments review the college-wide action goals established by the Board of Education. Through departmental meetings, departmental goals are established to advance one, or more, of the college-wide action goals. Each departmental goal must include measurement strategies and timelines. Departments must develop goals that are consistent with the Board of Education college-wide goals, but are free to also develop additional goals that advance a particular interest of the department. Departmental goals must be submitted to the appropriate Vice-President by December 1 of odd-numbered years.

**February of Even-Numbered Years:** Directors of various departments provide progress reports to Vice-Presidents on status of goals.

**May of Even-Numbered Years:** Directors of various departments provide progress reports to Vice-Presidents on status of goals.

**July of Even-Numbered Years:** Institutional Research Office produces annual data report on college-wide success indicators (e.g., student retention rates, program graduation rates, licensure exam pass rates, etc.). Report supplements departmental goal work and becomes another important data source for the eventual establishment of college-wide action goals.

**February of Odd-Numbered Years:** Directors of various departments provide progress reports to Vice-Presidents on status of goals.

**May of Odd-Numbered Years:** Directors prepare a comprehensive summary of their department's work on college-wide goals covering the past two years. All reports are gathered in a single document and distributed college-wide.

**July of Odd-Numbered Years:** Institutional Research Office produces annual data report on college-wide success indicators.

**August of Odd-Numbered Years:** President, Vice-Presidents, all directors, and several faculty and classified staff members meet in a retreat setting to review the summary reports that have been prepared by the directors and all other sources of data on the prior two years of goal related activity.

Accomplishments and shortcomings are noted; group process produces suggestions for a new round of college-wide action goals. Suggestions are provided to the College President.

**August of Odd-Numbered Years:** President reviews results of the retreat and formally considers the suggestions made by retreat participants for a new set of college-wide action goals. President prepares a tentative list of college-wide action goals that he believes to be appropriate for the next two years.

**September of Odd-Numbered Years:** President shares his draft list of college-wide action goals with faculty, staff, and management at college inservice meeting. Goals are discussed and critiqued by each department; directors report back to the President on suggested changes, additions, deletions. President finalizes list of proposed college-wide action goals. Board reviews President's proposals and endorses a final version; cycle is complete (see top).

The six college-wide action goals for 2001-03 are included as Appendix C to this report. The various departmental goals that have been adopted to support these college-wide action goals will be available for review by the visitation team. Also included as Appendix D is a graphic that illustrates the process described above; this graphic also reveals when in the two year cycle Program Review data is collected and fed into the overall IE process.

The College has worked for over seven years to arrive at this fully developed system of Institutional Effectiveness. While not perfect, it is a system that has become institutionalized and is now a routine feature of college operations. Every employee, and every department, is expected to participate, and because the college's top leadership is fully invested in the entire process, the effort is taken seriously. It is absolutely clear that the College, as a whole, has become much more purposeful about pursuing opportunities that have been identified through the goal setting process.

## STANDARD TWO-EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

### Graduation Requirements

Effective Summer 1998, the graduation requirement for demonstrating computer competency for the AAS degree was changed. We began to notice that more students were coming to Linn-Benton with computer experience and expertise. The Curricular Issues Committee was responsible for approving courses to meet the computer competency requirements. It created a cross discipline task force to develop new requirements for computer competency. The task force proposal was discussed and approved at Curricular Issues and the Academic Affairs Council.

Currently, students in one or two year certificate programs and AAS degree programs take coursework that develops computer skills specific to their field of study. Advisory committees set the computer competency criteria for the program. The Curricular Issues Committee compares course outlines to the computer competency criteria for each program to ensure that the competencies are being taught and assessed.

In 1997, LBCC was still requiring students seeking an Associate of Arts (Oregon Transfer) degree to take one cluster (9 credits) in the Arts and Letters/Social Science distribution plus an additional 3 credits outside the chosen cluster. This requirement was part of the original AA(OT) degree. It was difficult to identify clusters in a way that made sense to students and the cluster requirement was regularly being waived to allow students to graduate. After much discussion in Curricular Issues Committee, the cluster requirement was dropped. The requirement currently states that students must select a minimum of 9 credits with the same prefix and a minimum of 3 credit hours with a different prefix. This is more understandable to students, gives students more flexibility, and still requires students to gain some depth in a particular discipline.

### Changes in Degrees and Certificates

Professional Technical degree and certificate programs are constantly changing to remain current with new technologies and changes in the labor market. LBCC has over 350 professionals who serve on Advisory Committees for professional technical programs. These advisory committees are critical in helping us develop new programs to meet community employment needs and keep programs current over time.

Several changes have occurred in AAS degrees at LBCC over the last five years:

- \* Animal Technology-Dairy Management Option, added;
- \* Wine and Food Dynamics, added;
- \* Construction and Equipment Technology program, added in 2000 in partnership with John Deere Corporation, deleted in 2002 when John Deere sold its Regional dealerships;
- \* Metallurgy and Materials Technology, suspended effective 2002-03.

There have also been some changes in certificate programs. Machine Tool Technology now offers one-year certificates instead of two year certificate programs. The AAS and two-year certificate in Refrigeration, Heating, and Air Conditioning programs were eliminated, leaving a one-year certificate. This program also changed its name to Refrigeration, Heating, Ventilation and Air Conditioning. Studies of student retention, employer satisfaction, and student satisfaction indicated that students in both these programs were getting

jobs after one year and not completing the program. Both programs offer some credit courses to help currently employed workers stay current with the technology.

New one-year programs in the last five years include Occupational Skills Training Certificate, Juvenile Corrections, and Civil Engineering Technology. The Nursing program added a one-year option in Practical Nursing, which is the first year of the AAS in Nursing. The Welding program added a one-year certificate option to its AAS and two-year certificate.

Several programs have made changes to curriculum and changed their title as a result. The Business AAS and Supervisory Management AAS combined into one degree called Business and Supervisory Management. The Educational Assistant program became the Instructional Assistant program, remaining a one-year certificate. The Engineering Graphics Technology program changed its name to Drafting and Engineering Graphics Technology program in order to emphasize the drafting component of the program. The Legal Secretary program updated its name to Legal Administrative Assistant.

Program faculty are in the process of developing a Radiologic Technology two-year certificate and a one-year Public Safety Dispatcher program. Both of these programs have strong support from local employers.

LBCC has strengthened articulation programs with Oregon State University over the past five years. OSU is located 10 miles from LBCC and many students attend both institutions. Because of our close proximity, both institutions see the benefit of aligning programs and student services so students can easily attend both schools. The Dual Admissions and Enrollment program allows students to complete one application and pay one fee for both schools. Students can combine credits from both schools for full-time status for Federal Financial Aid or for maintaining status as an international student. Students can take classes at LBCC and live in OSU residence halls as well as access student services on both campuses.

Several new AS degree options have been developed as a result of this increased coordination. These include Agriculture, Chemistry, Exercise and Sport Science, General Science, Photography, Physics and Technical Communications.

The AS in Health Care Administration, AS in Human Performance, and the AS in Child and Family Studies have been dropped. The AS in Spanish changed its title to Foreign Language. The AS with major emphasis in Public Health and Health Education became Health Promotion and Education. Many of the AS degree options that were offered in 1997 have been altered to more closely align with OSU programs or those offered by other four-year institutions.

Summer session credit courses are scheduled to help students fill in degree requirements that they may not be able to schedule during the academic year and to give high school students the opportunity to get a head start on their college education. The program has not changed substantially in the past five years.

LBCC does not provide correspondence courses as such, nor do we have international credit programs.

Distance Education credit offerings have grown moderately. In 1997 distance offerings were predominately TV based. Since 1997, the college has increased its WEB and computer based classes. The overwhelming majority of students enrolled in these classes are students who live in the college district. We also have the capability to send classes from our main campus to several outreach locations using microwave television technology.

Faculty are encouraged to develop new courses and move current courses to WEB delivery through curriculum development funds. These funds are managed through the Office of Staff and Organizational Development. Faculty submit proposals describing the curriculum that will be developed and work closely with our media staff for the technology support needed.

LBCC is in the process of establishing and assessing program and institution-wide learning outcomes. Please see the response to General Recommendation 1 for more information about these efforts.

## STANDARD THREE-STUDENTS

The Student Services division encompasses the following services: Admissions, Registration, Financial Aid and Veterans, Counseling, Advising, Career Center, Job Placement, Student Assessment, Office of Disability Services, Learning Center, Library and student non-academic programs (Student Life and Leadership, Multicultural Center). The Student Services Division is also the home to a number of instructional programs including GED, English to Speakers of Other Languages, Adult High School Diploma, Developmental Studies, and Cooperative Work Experience, Occupational Skills Certificate and Employment Skills Certificate.

There have been a number of changes within the Student Services Division since the last accreditation visit. The division has been highly involved in providing support for external partnerships such as the LBCC/OSU (Oregon State University) Dual Admissions and Enrollment program. The division has also expanded support for One Stop Centers and the Workforce Investment Act. Further, the number of short-term training programs has dramatically increased to meet local training needs which in turn has significantly impacted the Admissions, Financial Aid and Cooperative Work Experience offices. To meet the changing needs of students, campus, and community, there have been some organizational changes within the division. One such change was the addition of the Library to the Student Services Division as part of a college-wide reorganization.

The Student Services division has also developed the capability to provide services on-line. A student may apply for financial aid, admissions, be oriented, advised and register via the web. Web development has helped stretch resources to deal with a spiraling upward enrollment.

In 2000-2001 the Student Services Division embarked on a strategic planning process to critically examine its organizational structure and function. The process confirmed that the present organizational structure of the division generally provides excellent communication; staff morale is positive and the structure allows for an efficient and effective delivery of services. There were some recommendations resulting from the strategic planning process that would further strengthen communication and overall functioning of the division. For example, staff voiced a need for more cross-training and cross-awareness; therefore, during the 2001-2002 academic year, extensive training opportunities were provided for Student Services and Extended Learning staff.

The LBCC/OSU Dual Enrollment program was implemented in the Fall 1999 to provide students with better access to services at both schools. This program started with a pilot of 70 students; now approximately 1700 students have been admitted into the program. To implement this program, enrollment systems and processes needed to be redesigned to comply with policies and administrative rules at both schools.

To deal with the demands of new programs with approximately the same level of staffing, Admissions, Registration and Financial Aid have turned to technology. The Touch-Tone Registration system was implemented shortly after the last site visit. In the summer of 1999, grade scanning was implemented and all commonly used enrollment forms were made available on the college's website. In the fall of 2000, Web Registration was introduced and an on-line version of new student orientation. In summer of 2001, placement tests became available on-line, thus allowing students to fully complete the admissions process and register for classes without ever coming to campus. Students may now apply for federal need-based aid, on- and off- campus scholarships, complete loan promissory notes, conduct loan entrance and exit interviews and monitor their student loan indebtedness all on the web. Students may purchase their books through an on-line textbook reservation delivery system.

The Banner Financial Aid Module which was implemented four years ago, provided the capability to tap into the college's integrated management information system. As a result, manual processes were automated and the office's capacity to accommodate record growth in applications and recipients during the past three years with no increase in staff was possible. It further supported the LBCC/OSU Dual Admissions and Enrollment program and allowed for the exchange of information necessary to package aid at both schools.

In the Spring of 2002, an electronic degree audit system was introduced to expedite the processing of degree checks. To expedite verifications and certifications of a student's enrollment status, Registration has tested our data exchange and we are now using The Clearing House. Plans are underway to begin implementation of EDI/SPEEDE, the electronic transcript exchange, to increase staff efficiencies and provide more timely service to students. Compliance with SEVIS, the new reporting and tracking requirements for foreign students is also being addressed.

Admissions is also committed to providing support for the college's diversity initiatives and has established relationships with many Native American tribal contacts resulting in invitations to participate in tribal career/college events. The college is also attending Hispanic focused events and was recently a host in collaboration with OSU, to a number of USBT Overseas Educational Advisors from Russia, Australia, Peru, Yemen, Korea, Lithuania and South Korea. In 1999 the college became a member of Study Oregon, a consortium of Oregon colleges and universities, with a mission of recruiting international students. This organization has sent delegates to International Career Fairs in Japan, China and Mexico with information on LBCC as well as all member colleges.

Substantively there has been little change in grading practices. LBCC still grades on an "A" to "F" scale. However, there has been clarification of the "Y" and "WP" grades through the Instructional Standards Committee so that the application of these grades will be more consistent across campus. The repeat grade replacement policy was modified in Spring 1999 to allow students with "B" or "C" grade to repeat a class once for a better grade; students with a "F" or "D" grade are now allowed multiple attempts. Further, there has been modification in the way that grades are processed. Rather than being manually entered, they are now scanned into the system.

In 1999 construction was completed for a new Student Union, which faces the Courtyard. This new location is more visible to students and since its inception there has been an increase in student involvement in activities and the governance. For example in 1997 a number of positions in student government were left vacant during the year due to lack of interest. This year all positions on both the Associated Student Government and Student Programming Board are full.

In 1997, one manager and a secretary provided support for the Office of Student Life and Leadership. Today, two other contracted positions have been added to the staff.

In 1999, the Student Ambassador program was implemented to provide support for the recruitment and retention of students. Retention figures increased significantly from 28 percent of admitted students continuing for three quarters in 1997 to 48 percent persisting for three quarters in 2000. Ambassadors make calls to new students to remind them of timelines and services, lead campus tours, participate in New Student Orientation and provide coordination for community service projects.

The Multicultural Center was established in 1999, at the request of students, as a replacement for the Women's Center. The Multicultural Center has become a very dynamic center on campus hosting workshops and seminars and provides a safe place for students to discuss and learn about cultural issues. Further, the center has provided many of its cultural events in collaboration with educational and

community partners to share costs and resources. For example, the Mystical Arts of Tibet was brought to LBCC in partnership with Oregon State University, Linfield College and a host of community supporters. Approximately 3,972 college and community members participated in this event. Another example of stretching resources through collaborative partnerships is the Study Abroad program which is hosted by the Center in coordination with Oregon State University.

With the establishment of a new Multicultural Center, a review of the mission for the Diversity and related committees took place to identify areas of redundancy, ensure efficiency and that all areas were represented. Recommendations from the review committee were approved and the previous committee structure was replaced with a Multicultural Council. The Council is charged with providing the vision, leadership and outcomes standards for campus cultural issues, as well as promoting an environment that incorporates knowledge and understanding with an emphasis on cultural competency. The following subcommittees report to the Multicultural Council: Access and Academic Programming; Gender Equity; Multicultural Scholarship; Disability Awareness; Workforce Diversity. One of the significant accomplishments of the Multicultural Council was the institution of a Diversity Scholarship. The Director of Student Life and Leadership and a counselor co-chair this council.

In 1999, the Student Orientation program was revised as students and faculty had voiced concerns that the previous orientations were boring and students didn't retain the information. The New Student Orientation has student ambassadors providing a campus tour, and students meet in small groups with their faculty advisors. Students also receive better information on transferring to Oregon State University as a result of the LBCC/OSU Dual Admissions and Enrollment Program. This program has created opportunities for advisors from both institutions to become more familiar with individual requirements and develop clearly defined articulation guides. Student and faculty comments on these changes have been very positive.

Although the Bookstore is part of the College Services Division, it will be included in this report because of its ties with enrollment management. The Bookstore has developed systems to provide students and staff with better service to enhance customer satisfaction: on-line textbook reservation system; campus delivery system; extended operating hours; promotion of a book buyback program; Exceptions Review Committee; and the formation of the Bookstore Advisory Committee and the establishment of annual scholarships to support student enrollment/retention. Student use indicates that these new changes are welcomed. For example, an on-line textbook reservation system was installed in fall 1999 and has grown from 52 orders to 761 orders by fall of 2001.

The Learning Center has also expanded services to students through the development of a Reading and Study Skills Lab, and a Science Desk. Further, the Learning Center is coordinating with the College Assessment Center to proctor course placement tests at times when the Assessment Center is not open. A Learning Center Advisory Committee has been created to provide direction for the Learning Center.

Service areas are branching out into other areas of the college and community. In the past five years, counselors have continued to work even more closely with their liaison divisions by providing consultation on retention and student behavior problems. Counselors have become integral members of their liaison divisions. They serve as guest lecturers in the classroom, sit in on department and division meetings, and provide onsite advising and career counseling. They even help design curriculum for "pre" programs. Through these efforts counselors provide an environment for student success, as well as on-going support for student development. Counselors are dedicating more time at the college's Extended Learning Centers and advise Hewlett Packard employees onsite. Also at off-campus sites, Career Employment Specialists represent the college at the three Workforce Development Centers in Linn and Benton counties. This has created greater community connection with the college and supports the goals of the Workforce Investment Act.

In addition to adding services, the division has identified ways to resolve problems and become more accountable. The Financial Aid Office now includes a credit history rating as a factor in the decision to process student loans. After nearly a decade of unacceptably high fiscal year cohort student loan default rates, the college's annual default rate has been below 5 percent for each of the past three years. This is significantly less than the national average for two-year colleges. Another change within the Financial Aid Office has been additional responsibilities in publicizing and disbursing virtually all of the college's scholarships. The college felt that consolidating efforts would provide better information and access for students. Further, Financial Aid is in the process of developing an interactive institutional scholarship database to provide better student service and ease the workload within the Financial Aid Office.

Finally, the increase in students has had a significant impact on all areas of Student Services. For example, the number of CPT placement tests has increased by 67 percent, from 3,076 in 1996-97, to 5,138 in 2001-02. Another example is the Office of Disability Services which is now serving approximately 290 students each year (56 percent above previous accreditation report) providing accommodations based on individual student needs. This might be attributed to the overall college growth, as well as increased communication with the local high schools and agencies.

Adult Basic Skills Development: This department has strengthened student learning and student development through continuous improvement of all its programs. Department curriculum committees were formed to revise English for Speakers of Other Languages, GED and Adult High School Diploma curriculums to reflect various state and national standards, as well as be in step with LBCC's outcomes project. Committees made strides in defining program outcomes, performance tasks and authentic assessments. Secondary standards curriculums have been submitted to the state for approval.

Six department instructors participated in Ruth Stiehl's outcome workshop. This group began the outcomes process for ABSD and observed other departments working through the later stages of the outcomes process. This work will continue during the fall 2002 inservice. Outcomes have been identified and the department is in the final stages of mapping.

All programs have fully implemented the Tracking of Programs and Students (TOPS) accountability system. Instructors are required to be trained and certified for delivery of the standardized assessment tools. Student goals are identified upon entry into the program and matched against performance measures. The core performance measures indicate the percent of students who . . .

- demonstrate one or more skill levels gained in reading writing, math, speaking or listening;
- obtain a GED or Secondary School diploma within six months following exit date;
- obtain a job by end of the first quarter after the program exit;
- remain employed in the third quarter after the program exit;
- enroll in a post-secondary education program or an occupational skills training program.

Data from the TOPS system is used to guide the continuous improvement of all our ABSD programs.

Cooperative Work Experience: In the last five years there have been a number of changes in the CWE program. A Service Learning program has been added to support instructional programs on campus and in particular, Learning Communities. In addition, two instructional programs, Occupational Skills Training and Employment Skills Training, were designed to train students to become employable in a relatively short time and to support the Workforce Investment Act. In 2000 the college was awarded a two-year grant from Vocational Rehabilitation which provided a .5 faculty member to coordinate training

for their clients. CWE faculty plan to attend training sessions on outcomes assessment during fall inservice and then begin to identify outcomes.

Developmental Studies: Enrollment in Developmental Studies classes has increased significantly in all subject areas partially due to new course offerings. WR095 provides a needed transition between the existing WR090 course and writing courses offered by the English Department. A new foundation course for reading and writing skills, RD070, has met the needs of students with low scores on the college placement test.

Collaborative linkages with other departments have also increased. A multi-year project partially funded by an NSF grant embedded study skills strategy instruction into developmental algebra classes and is now self-sustaining in the Math Department. An ongoing project in collaboration with the Education Department continues the work begun in the Human Resources Learning Community and has expanded to provide a similar linked set of courses for at-risk Education students with low entry placement test scores.

Developmental Studies has spent the past year developing its program outcome goals. One of the members of the Developmental Studies Department attended the training offered by Ruth Stiehl and has assumed a leadership role in moving this process forward. Plans are underway to map courses during fall inservice, followed by identification of course outcomes during the rest of the year.

#### FIRST TIME FRESHMAN APPLICATION

*Current enrollment figures compared with those reported in the last institutional self-study report.*

	<u>01-02</u>	<u>00-01</u>	<u>99-00</u>	<u>98-99</u>	<u>97-98</u>
Admitted	4866	4869	4222	3591	3685
Enrolled	3404	3306	3075	2598	2608

	<u>96-97</u>	<u>95-96</u>	<u>94-95</u>	<u>93-94</u>	
Admitted	3289	3497	3297	3294	
Enrolled	2360	2567	2344	2343	

## STANDARD FOUR-FACULTY

Linn-Benton Community College continues to be served by an excellent full- and part-time faculty. Faculty members are well qualified, experienced, and dedicated to students and their success.

### **Policies Affecting Faculty**

The college adopted a new organizational plan in September, 1999. (See Appendix E) The organizational plan reduced the size of instructional divisions and clustered disciplines and programs in smaller, more coherent units. This organization has encouraged more collaboration and integration among programs. The new academic groupings are headed by Directors, who report directly to the Vice President for Academic Affairs, thus creating a flatter administrative structure more conducive to participatory governance. Faculty continue to serve as Department and Program Chairs, who work cooperatively across organizational lines without undue bureaucratic barriers. Faculty participate regularly in academic planning, curriculum development and review, academic advising, and in the governance of the college through its extensive committee structures.

### **Recruitment and Retention of Faculty**

LBCC has met the challenge of replacing numerous retired faculty over the past five years. Faculty salaries and benefits are competitive and adequate to attract and retain faculty. Strong recruitment efforts and a strengthened orientation and professional development program for new faculty have ensured that the quality of instruction has not been compromised. Over 40 percent of faculty have been at the college for less than five years, which is comparable to past years' data on staff longevity. Although this data does not suggest significant differences in longevity, many retirees were long-time employees, taking with them considerable expertise, experience, and knowledge of LBCC culture.

### **Professional Development**

An important part of the reorganization plan was to strengthen staff and faculty development. Over the past five years, the college has increased its commitment to new faculty orientation and professional development. As part of the college's Institutional Effectiveness program, professional development is one of the six college-wide goals. Below are two examples of the college's efforts in this area:

- Instructional Strategies Institute. LBCC provides a day-long orientation program for all new faculty. This orientation program has been expanded to become part of an Instructional Strategies Institute. The 30 hour curriculum for the institute is designed to align with important components identified in the faculty appraisal process. In support of this program and their need to acquaint themselves to their new work situation, all new faculty are granted a reduced work-load during their first term of employment.
- Leadership LBCC. This is another professional development program which helps employees integrate into the college culture. Management, faculty and classified employees participate in this year-long activity designed to improve leadership skills throughout the organization. Over 65 employees have participated in this program since its inception.

### **Evaluation of Faculty**

Over the past five years, the college has devoted a substantial amount of time reviewing and revising its policies and procedures which provide for the evaluation of faculty on a continuous basis. An in-depth

explanation of this review is provided in the response to General Recommendation 2 in this report.

## STANDARD FIVE-LIBRARY AND INFORMATION RESOURCES

The Library and Media Services organizational structure has changed within the past five years. The Library has become its own department and joined the college division of Student Services in the summer of 2000. With this new merger the Library reports to the Dean of Student Services. This structure provides better coordination with the Learning Center and Enrollment Services for staffing and integration of services. For example, the Library Computer Lab purchased software to support activities that also take place in the Learning Center. Library Staff have been trained to help students search and register for class through the web Student Information System. Further, this merger has allowed for a closer tie between the Library and Multicultural Center for development of materials to support programing and instruction.

Media Services was merged with Computer and Communication Services in the summer of 2000 to become Information Services and now reports to the Vice President for Administrative and Student Affairs. This merger has improved support for students by allowing staff to be cross-trained and services to be more closely integrated.

### Library

In Fall 1999, the library facility was remodeled. A new convenient entrance onto the courtyard, updated reference and circulation areas, and new carpet and furniture were installed. The project has made the library much more visible and accessible to students and faculty. The number of computer info-stations has increased since 1997 from eight to eighteen with three of these accessing the online catalog exclusively.

The professional library staff has remained at three FTE; however there has been a reduction in support staff. This includes the loss a department secretary and one half-time support staff person.

The library has continued to maintain and develop an adequate book collection and access to online resources. Book purchases continue to support the curricular offerings as the budgets for these resources have remained stable. For example, the library has a standing order to receive all technology books in the Sams Teach Yourself series from one of the largest and most successful computer book publishers. Also, librarians work especially closely with instructors in the Dental Assistant, Nursing and Emergency Medical Technology programs to select resources to support these areas. During Winter 2002 the EMT program underwent an accreditation evaluation for which the library provided a list of resources available to EMT students and faculty, including sixty-three book titles and nineteen AV resources. With the new Multicultural Center the library has added more than 300 titles to the collection.

The online catalog has evolved from being solely an index to library resources. In the recent year, over 1,200 electronic books or ebooks have been "acquired" and these are accessible through the online catalog full text. These online books may be browsed or read from any PC connected to the Internet. The titles selected in this "sub-collection" cover the areas of the Northwest region, reference, and computing/networking. This latter group includes computer science and O'Reilly Associates titles; O'Reilly is a premier information source for leading-edge computer technologies. Also, online (Web) sites have been selected monthly and linked from the catalog to high-quality Web resources on current events in the news from around the world.

While the book and media collections have grown, the number of print periodical subscriptions (magazines

and journals) has and will decrease due to the availability and usage of full text databases (EBSCOhost's collection of 19 databases and Electric Library) and also due to materials and services budget reductions. On the other hand, library users researching online in EBSCOhost may access mostly full text articles in 1902 periodical titles in the database MasterFILE Premier and 1691 in Academic Search Elite, for example. In the newly acquired database, Vocational and Career Collection, 350 trade and industry related periodicals are accessible full text providing coverage to industry specific data in fields such as nursing and restaurant/hotel management. The Nursing staff and students also may retrieve articles in the specialized database, Health Source: Nursing/Academic Edition, which includes 584 full text periodicals. So, since 1997, technology has allowed this incredible increase in access to a wide range of periodical literature located in subscription databases. And, in contrast to the Web, many of these resources are peer-reviewed.

Needless to say, the CD-ROM databases of five years ago have been eliminated, replaced by online resources that are mostly full text and available to staff and students from their offices and homes. In addition to the two mentioned above, the library subscribes to the following databases: Oregonian Online, Criminal Justice Periodical Index, Facts on File Reference Suite, and Encyclopedia Britannica.

New media and equipment added since 1997 include DVD and music CD resources and two DVD players. These continue to be acquired by Media Services then cataloged and added to our general collection.

In Fall 2000, the Inlex automated library system (on "dumb" terminals with limited modem access) migrated to a TAOS online system. This put the catalog on the Web for the first time, a distinct advantage especially for distance learners. The most recent improvements to TAOS this year have allowed us to put our reserve materials online and to enhance the look and functionality of the catalog.

Presentations and instruction in the library continue to be held in the day and evenings. Faculty are encouraged to have students in the new Library Instruction Room for these classes. Added this year were HE225 classes, additional Culinary Arts classes, a session with the Model Arab League club, and one-on-one research interviews with WR 123 students. Library presentations to faculty and managers have been held at the division leadership and Academic Affairs meetings.

Starting last year, all new student orientations include a short visit in the library as they tour the campus. The student "ambassadors" lead each group into the building where a librarian presents a brief overview and hands a library guide and bookmark to each student. The staff is enthused to be a part of the program to make the library more visible and welcoming to newly enrolled students.

### **Media & Information Services**

Since 1997, the college's web presence has grown significantly, supported primarily by the Media arm of Information Services. Departments college-wide have developed web pages to deliver services and information to students. Significant improvements are:

- The college catalog and schedule are available on the Web.
- Most departments have informational pages about their services, programs and degrees. An initiative is underway to create a web page for all instructors, including syllabi.
- Students can register, print unofficial transcripts, review their financial aid and billing information and purchase their text books online.

- The library catalog and links to many other information resources are available online.
- Student services information such as admissions, career counseling, tutoring and placement are available on the Web. Application and other forms are available in PDF format.
  - Information about student life such as events, student clubs, performing arts, sports and student government is available on the college web pages.

The availability of this information 24 hours per day through the Web from home and business locations as well as on campus is a significant improvement for students. The college has also doubled the bandwidth of our connection to the Internet to support the additional traffic these improved services have generated.

Additionally, Media Services supports online instruction, either as a distance education course or as a supplement to “face to face” instruction. Support is available for any faculty member to develop a web-based course themselves or to utilize the Blackboard® course management software. The nursing program is especially involved in using Blackboard. Media Services also supports student email and electronic discussion boards for selected courses as well as online testing.

Starting in 2000, LBCC began using a microwave television transmission system to deliver classes taught on the main campus to our three outlying centers. We are continuing to develop partnerships with local high schools, hospitals and fire stations to deliver this type of instruction at their sites.

We now have 50 classrooms (up from 4 in 1997) with permanent multimedia equipment including a computer with DVD and VCR players, a projector and an “Elmo” overhead to project printed material and actual objects such as auto parts or biological specimens. There are also 12 mobile carts so that virtually every classroom can use the multimedia equipment for instruction. A student technology fee was established in 1995 to fund this equipment and to establish a college-wide replacement schedule for instructional media equipment so that this equipment could stay current. Through general funds, we have also established a faculty media lab so teachers can learn to use the media equipment and prepare materials for their courses and students.

The permanent media staff have been funded full time but are only barely able to keep up with demand. However we have been able to leverage grant money to hire a second web developer and a part time technician to support the instructional TV courses.

The Computer and Communications Services arm of Information Services continues to provide centralized services to support both instructional and administrative computing. In 1997, funding and management of the computer base was centralized. The Computer Resource Management Committee (CRMC) composed of representatives from all areas of the college helps the director of Information Services to coordinate the centralized computer equipment budget. The role of this committee has greatly expanded in centralized allocation of resources. All computers are now on a replacement schedule and growth of the base of computers is coordinated with staff support. In 1997, this resulted in placing a networked computer on every contracted faculty and staff desk. This has allowed the college to be more effective in communication and preparation of instructional materials. It has evened out the availability of computer technology so that all programs benefit equally from the ongoing technology investments.

Since 1997, the base of computers directly supporting students has grown by 53 percent to 730 computers. This growth has been in both general education classrooms/labs and in small labs targeted to specific programs, especially vocational areas. For example, the Nursing lab has increase from 7 to 12 stations. There are now student stations located in program areas formerly considered unlikely to use computers

such as Welding, Automotive Technology/Diesel and Culinary Arts. All of these stations are connected to the college network and have Internet access as well as software specific to the instructional program. As a consequence of the growth in computers as teaching and learning tools, the campus network has expanded. All buildings are now wired for network access, including most classrooms. We have also installed frame-relay T1 lines to each center for network connectivity.

In 1995, the main campus phone switch was replaced and voice mail services became available. We have continued growth in use of voice mail, especially for part-time faculty. Since 1997, we have installed new equipment and voice mail at the three extended learning centers as well. With the widespread availability of voice mail and e-mail, students' access to faculty has greatly improved.

We have added registration and grade information via telephone for students as well as Web access to these functions. Due to the rural nature of our district, it was deemed important to have both telephone and Web access. Payments using credit card can also be made by phone.

Staff assistants directly supporting student computer use in various instructional programs have increased from 6 to 10 since 1997. These staff continue to be decentralized and report to their individual instructional program however they are coordinated centrally by the network administrator in Information Services. Centralized support staff have increased by one in the networking/PC support area and one for the administrative management information system. Recruiting qualified technical staff and finding affordable ongoing professional development remains a challenge.

## STANDARD SIX-GOVERNANCE AND ADMINISTRATION

Linn-Benton Community College continues to be served by a locally elected seven person Board of Education. State-wide coordination of community colleges is achieved through the rules and policies of the Oregon State Board of Education. State law, in a general sense, assigns responsibility for the day-to-day governance of community colleges to locally elected boards (e.g., personnel decisions, tuition policies, management of physical facilities, program offerings). State Board powers take the form of degree and certificate program approval, distribution of state appropriated budget resources, and enrollment accounting (eligibility for payment) guidelines. This general governance scheme for Oregon's community colleges has not changed since the college's full-scale visit in 1997.

The college has, however, made some significant changes in its administrative structure within the last four years.

In 1997, the major instructional areas of the college were organized under four deans; three of these deans were responsible for on-campus degree and certificate programs and the fourth dean was responsible for evening programs and community centers. Retirements and resignations of three of these four deans created an opportunity to rethink the organizational structure of the college.

After a full year of review, the President announced a reorganization of the college in 1998. Under the new structure, the three large on-campus instructional divisions were divided into five smaller divisions and directors were appointed for these divisions. The extended learning center directors also assumed greater autonomy. The new organizational structure was designed to provide "closer to home" administrative support for instructional departments. All of the instructional departments were assigned to report to the Vice-President for Academic Affairs.

The 1998 reorganization also affected the administrative and student services side of the organization. Contracted training and the Family Resources Department were moved from their former instructional divisions to the administrative and student services unit. Responsibility for the Library was assigned to the Dean of Student Services. Instructional Media was combined with the Computer Services department and now reports to the director of computer services. College Services (grounds, maintenance, auxiliary enterprises, security), human resources, business and accounting, community partnerships, and student services join the other just mentioned departments in reporting to the Vice-President for Administrative and Student Affairs.

The President designed the jobs of the Vice-Presidents to intentionally overlap. There are service and instructional components in each position and it is the expectation of the President that these two key administrators will operate in a collegial manner to advance the overall interests of the college.

In 2000 the President reestablished the position of Executive Assistant to the President and added the title of Dean of College Advancement to oversee the college foundation, institutional research and grant development. The college also initiated its first private major gift campaign through its foundation.

As with any reorganization, the changes in 1998 created some anxiety on the part of faculty and staff. In a relatively short period of time, however, these anxieties dissipated. The college is unaware of any residual dissatisfaction with the new organizational structure.

## STANDARD 7-FINANCE

In the past eleven years two property tax measures, Measure 5 and 47/50, were passed by Oregon voters that resulted in dramatic cuts in local property tax revenues to community colleges and local governments. The first measure, Measure 5, which passed in 1990, required a 50 percent reduction in local property taxes over a five year period with the losses to community colleges replaced by state revenues. The second measure, Measure 47/50 which passed in 1996-97 required property tax values to be reduced to 90 percent of 1995-96 values, mandated a statewide decrease in tax levies of 17 percent and changed the tax structure from a levy system to a rate system. Measure 50 resulted in the college being assigned a permanent tax rate of .5019 per \$1000 of assessed value and restricts future annual increases in assessed property values to a cap of no more than 3 percent. Prior to the two measures, the college received approximately 45 percent of its operating revenue from local property taxes. Currently the college receives approximately 16 percent from local property taxes. State funding has replaced a large proportion of the lost property taxes but has not covered all the losses due to state appropriation reductions and statewide enrollment growth.

Historically, tuition and fees have been increased reluctantly in accordance with the college's "fair share" policy of students providing 20-25 percent of the total cost of their education. There was concern that Measure 47 might restrict the college's ability to increase tuition, however, this provision was not upheld and tuition rates were increased \$2 in 1996, and \$1 in 1998 and 2000. Due to decreases in state funding the Board has also approved a \$4 increase for 2002-03 while at the same time making \$1.3 million in budget reductions.

LBCC's full-time equivalent (FTE) enrollment was fairly stable during the 1990's and consistently met tuition generation projections. Enrollment increased almost 10 percent in 1999-2000, 3 percent in 2000-01 and 2 percent in 2001-02. While demand continues to increase, in light of budgetary reductions already implemented, no enrollment increase has been projected for 2002-03.

Oregon implemented a new funding formula for the distribution of state aid during the 1995-97 biennium. The formula utilized an equalization method designed to bring all colleges closer to a statewide average revenue per FTE. A smoothing strategy was incorporated which included using 40 percent of current year FTE, 30 percent of prior year FTE and 30 percent of "prior, prior" year FTE. However, Oregon's funding has not kept pace with the statewide enrollment growth experienced in the last four or five years. This has resulted in net declines in state funding per FTE. The inflation adjusted reimbursement per FTE has eroded by \$278 from the 1997-98 level of support. In response, for the second half of the 2001-03 biennium, enrollments have been capped for reimbursement purposes.

LBCC's strong financial position has enabled it to retain a relatively stable financial base during a time period when the Oregon and national economies are in recession. The State of Oregon has projected budget shortfalls of \$830 million for the second half of the 2001-03 biennium and over \$1.3 billion for the 2003-05 biennium which has resulted in uncertainty for the future of community college funding in Oregon.

LBCC's initial response to the current state budget shortfall was a program of reductions of more than \$1.3 million for the 2002-03 budget year. Additionally, there were no general fund decision packages funded. The general fund beginning balance has been spent down from \$6.6 million in July of 2000 to an estimated \$5.3 million in July of 2002. The college has reduced transfers to technology and capital depreciation reserves.

The college continues to seek grants, contracts and external resources that will allow innovative programs to emerge. The resources generated through Special Revenue Funds continue to increase significantly and will help meet training needs identified by business and industries. At the same time the Linn Benton Community College Foundation is raising funds to support student scholarships, build endowments and finance infrastructure through private major gifts and planned giving.

In spite of the financial challenges the College is facing, we are building for the future by addressing the infrastructure improvements the College must make in Linn and Benton counties. In November 2000, a bond issue in the amount of \$19.1 million was passed by the voters for the purpose of funding capital construction and improvements as well as site improvements and property acquisition. The bonds were split and sold in two installments occurring in March of 2001 and 2002. Proceeds from the first installment provided funding for a new campus building in Lebanon, a permanent home for the Horse management program, restroom renovations and the future expansion of the Corvallis campus facility. The second installment will fund improvements on the Main campus in Albany.

Linn-Benton Community College's strong financial position enables us to respond to future financial challenges in a deliberate manner. Those challenges include pressures from unmet enrollment needs, reliance on State funding, insurance cost escalation, and increases in retirement system costs. In developing a strategy to deal with these challenges, the college will continue to provide quality programs but faces difficult choices.

The college continues to utilize the budget process described in the 1997 accreditation report. This process includes widespread involvement of people; use of budget development criteria and general budget themes; conservative fiscal planning estimates; opportunity for review of each functional unit and annual review and refinement of the budget process. Given the current uncertain financial environment the college has been proactive in securing state and local funding, in identifying funding levels and communicating these levels to departments. This has enabled departments to determine eligibility of their budget request prior to applying for funding.

LBCC has rounded out its management information system, Banner, with the installation and full integration of the financial aid module. A Point of Sale software system which is integrated with Banner's finance module is in operation in the bookstore. During the last five years the college has also moved from a DOS environment to a Windows/Web environment. Students can apply for admissions and financial aid, register for classes and order books through the Web based Student Information System (SIS). Staff can access the management information system through a web browser as well. The college continues to progress in fully embracing the Web and providing tailored E Commerce systems including electronic deposits of financial aid, electronic payment of tuition and electronic purchasing.

## STANDARD EIGHT-PHYSICAL FACILITIES

The Accreditation Report of 1997 for Linn-Benton Community College included specific recommendations and observations pertaining to the college's physical facilities. Although there were a variety of facilities and physical plant areas that were in reasonable condition, it was also noted that there were many areas of the college's physical plant which were in need of improvement. This section of the interim report will deal with those areas which were in need of some remediation (in alphabetical order), and the progress made since the accreditation report of 1997.

**AREA: asphalt parking lots**

**PROGRESS:** In recent years, the college has provided approximately \$190,000 to provide needed maintenance and repairs to the college's parking lots. Most of the maintenance has been in the form of complete resurfacing work while some additional patching has taken place around root damaged areas and storm drains. Re-stripping of the lots has subsequently taken place.

**AREA: aesthetic campus decor**

**PROGRESS:** Approximately two years ago, the President of Linn-Benton created the "Art & Aesthetics Resource Team," a committee with representatives from the college's three employee groups, and this team has been given the responsibility of suggesting and making aesthetic improvements across the college district. To date art work has been displayed in various locations; a variety of plans to provide aesthetic decor to the college are underway.

**AREA: back flow prevention devices (fire sprinkling system)**

**PROGRESS:** It was noted that as a part of our old fire sprinkling system, some systems did not have back flow prevention devices. Since 1997, the building fire sprinkling systems which did not have these devices have been installed on all of our sprinkling systems.

**AREA: ceiling tile replacement**

**PROGRESS:** It was noted that a large quantity of ceiling tiles within hallways, offices, and classrooms had been damaged or stained through the years. Minor leaks caused the staining, while damage to some tiles was caused by pipe repairs. These tiles cannot be painted, so must be replaced. A major effort to remedy this situation has taken place since 1997, approximately 95 percent of the stained or damaged ceiling tiles have been replaced.

**AREA: elevator repair/upgrades**

**PROGRESS:** For the past four years, 1999 - 2002, the college has dedicated over \$200,000 for an elevator modernization project, upgrading the three campus elevators to be ADA compliant, safe, and mechanically sound. This has now been completed.

**AREA: fire alarm system**

**PROGRESS:** Although fully functional, the fire alarm system at the college used to be totally dependent on electrical service, and was vulnerable to being inoperable during power outages. In addition, it was not an ADA compliant system as there were no flashing lights as part of the system. The system that has been installed since 1997 is fully compliant with ADA requirements, has a battery back-up power system in case of electrical outages (72 hour capacity), and has an intercom system with it for notification purposes (evacuations, false alarms, emergency messages, etc.). Total cost of this upgraded system was approximately \$308,000.

**AREA: floor coverings**

**PROGRESS:** It was noted in 1997 that many of the colleges floor coverings, be they tile flooring or carpeted areas, were in need of replacement. Various offices and classrooms had cracked and broken tiles while carpets were showing significant wear, particularly in high traffic areas. To remedy this, 90-95 percent of the carpeting has now been replaced with our attention now turned toward upgrading the rooms and areas where floor tiles exist.

**AREA: heating & air conditioning 'climate' control system**

**PROGRESS:** The old HVAC system could not adequately respond to the various classroom, office, and "open area" needs, nor was it a very efficient system. Through the purchase of a building energy management control system (EMS), HVAC replacement components, and sound remodeling practices, the college can now maintain better 'climate' control in its vast array of spaces plus the new EMS system is significantly more energy efficient than our previous one.

**AREA: horse management facility**

**PROGRESS:** In 1997, the horse management program was deficient in many areas: old stalls, stalls in disrepair, very muddy area, areas difficult to clean, no space for a breeding facility, pasture, or paddocks; nor was there feed storage available. There was also insufficient space available for office furniture, storage shelves, and the like. In brief, the major recommendation in 1997 was for a "new facility." Since then, through a private donor plus college funding, the college now owns a very good horse management facility just a few miles from the college.

**AREA: irrigation system**

**PROGRESS:** As noted in 1997, the irrigation system of the college was in extreme disrepair. Parts were no longer available, pump filters were out of date causing continuing damage to the existing system, and the manual labor involved to operate the system was excessive. Through bond monies, the college has now upgraded its irrigation system with two additional pumps which are capable of filtering out the bulk of the sediments/sand, and has added new irrigation lines and sprinkler heads. This project is about 90 percent complete and the college now has the beginnings of an automated irrigation system which can be operated by our HVAC computer, versus the previous manual system that was totally dependent on employees to operate.

**AREA: library access**

**PROGRESS:** The center or "hub" of the college is the "courtyard," which is bordered on all four sides by buildings which house both instructional programs and student services. As noted in 1997, access to the library, which faces the courtyard, was extremely cumbersome as there was no direct access from the courtyard area. Since 1997, the college has had the main entrance to the library re-designed, with students, staff and visitors now able to directly enter from the courtyard area. It is extremely convenient and a vast improvement over the previous main library entrance.

**AREA: lighting (exterior, interior, exit, and emergency)**

**PROGRESS:** The overall conclusion of the accreditation team in 1997 was that lighting was not adequate around the college parking lots, grounds and corridors, and was in desperate need of being increased and updated. Since that time, the college has made a concerted effort to improve these areas, including changing out the lighting fixtures in all campus parking lots (from 110 lumens to 175 lumens), interior corridor lighting has been upgraded, and both exit and emergency lighting has been added around the campus.

**AREA: loading dock entrance**

**PROGRESS:** The main loading dock in the back of the Service Center was identified as being too

narrow and too small for many deliveries. The college has now widened this entrance to the main loading dock to facilitate all deliveries to the main campus.

**AREA: masonry repair & sealing**

**PROGRESS:** It was noted that various masonry areas were cracked, chipping, and otherwise deteriorating. In addition, with respect to many of the exterior walls of the campus, the lack of masonry sealing had permitted moisture to enter the walls. The college has spent over \$100,000 to remedy the problem areas.

**AREA: phone registration system**

**PROGRESS:** A phone registration system has been installed and all students are able to register by telephone. The system is fully operational.

**AREA: Ceramics Lab (Benton Center)**

**PROGRESS:** Overall lab space for the Benton Center Ceramics lab was termed "inadequate" as well as lacking in sink fixtures, protective equipment, sink/drain system in the kiln shed, no sprinkler system, lack of storage space, and insufficient lighting. Current remodeling/reconstruction plans for the Benton Center will rectify all of these concerns.

**AREA: railings**

**PROGRESS:** Most all of the college's railings were originally constructed out of wood, and, in addition to succumbing to severe weathering through the years, they did not meet ADA regulations. The college has since begun to remedy this area through the replacement of the old wood railing system with metal powder coated railings, which do meet ADA requirements. It is foreseen that these railings, in addition to being safer and meeting ADA requirements, will need significantly less maintenance and/or replacement in the future. All of the wood railings will eventually be upgraded to the metal railings, with a projected completion date of September, 2002.

**AREA: restaurant space**

**PROGRESS:** In addition to the "Commons," the college's large cafeteria-type eating area, the old "Camas Room" was sorely lacking in space. In that the courtyard area had become the center of campus activities, and the old restaurant was situated on the courtyard, this only accentuated the lack of capacity problem. Since that time, a new "Courtyard Café" has been designed and built, and eating areas just outside (both indoors and in the courtyard) have been created to satisfy the needs of customers.

**AREA: restrooms: plumbing, fixtures, expansion, appearance**

**PROGRESS:** As was noted by students and staff in the 1997 report, restrooms were dark, cramped, stall walls were old/deteriorating, and fixtures were becoming worn out. Utilizing bond monies, all of the college's core restrooms have now been remodeled. New materials are lighter in color, new lighting is brighter, and restrooms are ADA compliant.

**AREA: roof replacement**

**PROGRESS:** The roofing systems on the main campus were failing in 1997. Monies became available through the major maintenance bond, and a systematic plan for replacing the entire roofing system was begun. This entire project has now been completed.

**AREA: sidewalks, corridors & curbs**

**PROGRESS:** It was noted in 1997 that the college's curbs were deteriorating, as were many college corridor areas and some of our sidewalks. To date approximately \$150,000 has been directly applied to repair, replacement, and creation of additional sidewalk and curb systems, and well as repairing much of

the corridor work which needed to be done. The college has made significant progress in this area, improving both pedestrian safety and the college's appearance, yet there still is more to be done (replacement of southeast sidewalks and curbing).

**AREA: signage**

**PROGRESS:** In 1997 the college's signage was woefully lacking. Much of it was outdated, deteriorating and lacking in comprehensiveness, particularly since additional buildings and other college facilities had been created without updating the signage. Since that time, the college has developed a signage plan, new signs have been built and installed following the plan, which has now been completed.

**AREA: smoking areas (outdoors)**

**PROGRESS:** It was noted in 1997 that a significant trash problem was developing. It was determined that there were very few weather-protected places for people who smoke. Since then, the college has gone through two series of student and employee surveys, and has since purchased and strategically located 7 outdoor 'designated smoking areas' to provide for those people who smoke. These covered areas have been outfitted with seating and ashtrays.

**AREA: storage space**

**PROGRESS:** For many years the college has been sorely lacking in storage space. Utilizing bond monies, a centralized storage facility was designed and built, with all departments having assigned storage areas. Custodial areas under major stairwells are now being utilized for storage of custodial equipment and supplies and the centralized storage building has truly improved the lack of storage space on campus.

**AREA: water treatment (cooling towers)**

**PROGRESS:** In 1997, water treatment of our cooling tower water was virtually nonexistent. Therefore, algae was allowed to grow in the cooling towers which although was not harmful to humans, decreased the cooling efficiency of the college and was gradually causing deterioration of the equipment. Pumps have now been installed which automatically and safely inject chemicals into the water which prevent the forming of algae.

## STANDARD NINE-INSTITUTIONAL INTEGRITY

LBCC strives to achieve and maintain high ethical standards in all its dealings with its various constituents. The College follows the Oregon State Ethics Commission Guidelines, as well as the guidelines set by the college for students, faculty and staff. Faculty and staff are involved in the development of policies.

The College's board has a general philosophy for personnel (policy 6010) that makes it clear that all decisions affecting personnel activities including retirement, selection, placement, transfer, appraisal, compensation and termination shall be based solely upon job related factors. It further entitles all employees to fair and equal treatment with grievance procedures available to them either through board policy or collective bargaining agreements. The Board is dedicated to a college-wide employee relations program characterized by collaborative problem-solving, trust and an overall atmosphere of being on the same team. The bargaining agreements and additional policies support the general philosophy. These policies include 6080 *Discipline and Discharge*, 6090 *Nondiscrimination Policy*, 6190 *Recruitment and Hiring Practices*, 6250 *Sexual Harassment*, and 6255 *Harassment*.

The college has two related board policies that provide a framework for faculty as they work with students. One is policy 4090 *Academic Freedom and Responsibility* and the other in policy 4080, *The Study of Controversial Issues*. These policies give faculty the freedom to search for truth with their students in a way that provides for critical thinking, tolerance and understanding of conflicting points of view. Additionally policy 5100 *Data Processing, Computer Printing, and Media Equipment Usage* promotes the ethical and legal use of computer resources. An administrative rule further defines this and is broadly distributed to students and staff.

The *Students' Rights, Responsibilities, and Conduct* (policy 7070) is printed in an attractive booklet for distribution to students in addition to being in the *Board of Education Policy Manual*. This policy provides for Freedom of Association, Freedom of Inquiry and Expression, Freedom from Harassment, Freedom from Sexual Harassment, Freedom from Discrimination, Student Participation in Institutional Governance, Student Publications, Off-Campus Freedom of Students, and Conduct of Students in the LBCC/OSU Dual Enrollment Program. It also includes discipline procedures, dispute resolution processes and how harassment and sexual harassment will be dealt with. A separate policy 7071 deals with the disclosure of student records. All initial forms that include a student identification number such as the registration form and admissions form have a brief statement about this policy. A variety of policies, including the non-discrimination policy, are published in the quarterly class schedule that is mailed to all households in the district.

Policies that ensure high ethical conduct include policies 6100 *Gratuities*, 6160 *Outside Employment*, and 6240 *Conflict of Interest*. The latter policy disallows a board member from being an employee.