Year Three Self-Evaluation Report

submitted to the

Northwest Commission on Colleges and Universities

by

Lake Washington Institute of Technology

September 4, 2014

The Lake Washington Institute of Technology (LWTech) 2014 Year Three Report uses the Revised Accreditation Standards in the context of an institutional culture shift toward greater emphasis on assessment and evaluation. The self-evaluation process involved Trustees, faculty, staff, administrators and students in an inclusive effort with broad participation and involvement. In Fall of 2011 LWTech participated in a full scale self-study and review by the Northwest Commission on Colleges and Universities which included all seven years of the revised accreditation standards. In Fall 2013 LWTech submitted a Year One Report to the Commission. This Report addresses Year Three standards, revisits Year One, responds to the new mid-cycle evaluation guidelines as requested by the Commission in March 2014 (under separate cover), and covers all recommendations from the Fall 2011 visit.

Accreditation Committee. LWTech maintains a standing accreditation committee to work on required reports, substantive change requests, and ongoing recommendation work. The Committee led the development of core themes in the previous full scale self study and continues to work on the recommendations from the Fall 2011 visit and all aspects of the Year Three Report, including educating the LWTech community about the new standards and the accreditation process.

Faculty:	Cheyenne Roduin	Librarian
	Monta Frost (co-chair)	Dental Hygiene
	George Dalich	Science
	Pat McPherson	Early Childhood Education
	Jim Howe	Computer Security & Network Tech./President LWFT
Staff:	Michael Leary	Administrative Assistant III, Student Development
Administration:	Dennis Long (ALO)	Vice President, Student Services
	Kevin McCarthy	Vice President, Instruction
	Terry Byington	Executive Director
	Ruby Hayden (co-chair)	Dean of Students
	Sally Heilstedt	Coordinator, Assessment and Development
	Cathy Copeland	Manager, Institutional Research and Reporting
Student:	Dominique Carver	ASG Records Officer, Student in Business DTA program
Board:	Mr. Bruce Reid	Trustee

Lake Washington Institute of Technology. The college is centrally located in Washington State's high-technology corridor in King County, near Seattle. A public technical college with its main campus in Kirkland, it serves a large and growing population in King and Snohomish counties. The Redmond Campus, in operation since 2005, is located six miles from the main campus. LWTech has served its community since 1949 and has been a member of the Washington State Community and Technical college system since 1991. The Northwest Commission on Colleges and Universities accredits the college at both the associate and baccalaureate degree level.

LWTech serves a diverse student body from throughout the Puget Sound region and countries around the world. Close to 5000 students enrolled at the college in Fall Quarter, 2013.

LWTech Enrollment Data All Fund Sources: Fall Quarter 2013	
Enrollment (headcount)	4,772
Enrollment (full time equivalents)	3,264
Full Time	2,286 (48%)
Part Time	2,486 (52%)
Male	1,859 (39%)
Female	2,913 (61%)
White Students	2,748 (56%)
Students of Color	2,748 (30%)
Race Not Reported	853 (18%)
Median Age	29.76
Enrolled with a degree already earned	1,216 (25%)
Student Goals	
Transfer	498 (10%)
Workforce Training	3,285 (69%)
Basic Skills	260 (5%)
Other (enrichment, improve job skills, etc.)	729 (15%)

The college began as Lake Washington Vocational Technical Institute, part of the Lake Washington School District. From initial instruction in a sewing course, the college grew steadily to include vocational programs in trade and industry, adult education, and community services classes. The main campus opened in Kirkland in 1983. In 1991, legislation converted the five vocational-technical institutes in Washington State into technical colleges; making them members of the Washington State Community and Technical College system. The college's scope and character changed significantly during these years, evolving from a vocational training school to an institute of technology with a comprehensive curriculum that includes professional-technical programs, as well as basic skills, academic and continuing education programs. On July 22, 2011, the college officially changed its name to Lake Washington Institute of Technology. The current LWTech organizational structure is located on the intranet.

Growth in facilities matches growth in academic and professional-technical programs. New buildings in 1992 and 2002 increased the size of the Kirkland Campus to nearly 400,000 square feet. In 2005, the Redmond Campus opened providing the college with a second major facility. In 2011, completion of an 83,700 square foot Allied Health Building provided new facilities for programs in health care fields. The college received a commendation in the Fall 2011 visit regarding the facilities.

LWTech currently offers more than one hundred degree and certification options. In Fall Quarter 2013, students were served by 83 full-time faculty, 198 part-time faculty, 136 staff and 33 administrators. Within the faculty ranks are 11 full-time academic core faculty. Seven faculty have doctoral degrees. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. Two new baccalaureate programs will open in Fall 2014.

Since 2008, LWTech and other institutions in Washington State have faced unprecedented funding reductions due to the state fiscal crisis with reductions of approximately 40% ($5.7 million) to the college's state operating budget. These reductions occurred during a period of historic levels of high enrollment and student demand. The college strategically managed the reductions to maintain its mission, support new initiatives, retain quality faculty and staff, and serve our students. This year funding seems to have stabilized with only minor reductions but no restoration of previous cuts.

Institutional Changes since the last Comprehensive Evaluation

Leadership. After a period of uncertainty following the death of the college president in September of 2012 and turnover in many key leadership positions, LWTech is now well positioned with an engaged and stable leadership team. In July 2013, the LWTech Board of Trustees hired the college's permanent President, Dr. Amy Morrison-Goings who, in turn, brought several new leaders on board in instruction, college advancement, and international programs. The Board provided guidance to the college throughout this time as described in the board and institutional goals:
1. Provide strong sustainable leadership for the college
2. Clearly define the future and communicate the direction of the college
3. Maintain a policy governance board
4. Increase Board's outreach on behalf of college
5. Engage in Board development
6. Continue to support the ongoing accreditation process

College Direction. At the September 2012 meeting, the Board of Trustees reaffirmed the college's commitment to its mission, vision, and core themes. Throughout the 2012/2013 academic year and summer 2013, the college completed the strategic planning process and the final strategic plan was approved at the September 11, 2013 Board Meeting. The college intentionally aligned the strategic planning process with the approved mission, vision, and core themes. Board meeting minutes are publically available [online](#).

Baccalaureate Degrees. The most recent comprehensive accreditation visit resulted in NWCCU approval of LWTech's substantive change request and accreditation at the baccalaureate level. The college received a commendation "for establishing a viable and rigorous bachelor of technology in applied design degree that provides options for students to pursue further education for 'today's careers and tomorrow's opportunities'". Four cohorts have now graduated from this program and the college will start two new [baccalaureate programs](#) in Fall 2014, Transportation and Logistics Management and Public Health.

Other Major Instructional Program Changes. While the college consistently reviews ideas for new programs, this past year the college chose to focus on additional pathways within existing programs:
1. Added 2 new Certificates of Proficiency within the Welding technology program: Welding Introduction and Aerospace/Manufacturing Gas Tungsten Arc Welding.
2. Added a short-term certificate in C++/C# Developer. This certificate allows students in the Information Technology Applications Development program to add to their skill sets.

Since Fall 2011, LWTech inactivated the Machine Maintenance Technology certificate (which was an option under the Building and Plant Maintenance program). The college also inactivated the Massage Practitioner AAS degree since students only need a Certificate of Proficiency for state licensure. In addition, the SBCTC inactivated the statewide Elementary Education DTA/MRP.

The college's Occupational Therapy Assisting program received renewed accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) in Fall 2013 ([Appendix A1](#)) and the

Nursing program entered candidacy status with the Accreditation Commission for Education in Nursing (ACEN) in February 2014 (Appendix A2).

Development Activities. The LWTech Foundation's mission is to "Actively engage business and the community in supporting Lake Washington Institute of Technology, its students, and its role in building a strong economy." With the leadership of both a new Executive Director and a growing Board of Directors, the Foundation recently adopted the tagline, Bright Futures for Students and Industry. The Foundation hosts a very successful annual fundraising breakfast each Fall and is reestablishing an annual scholarship reception for donors and scholarship recipients each Spring. Additionally, the Foundation is highly focused on excellent donor stewardship as well as actively cultivating major individual, corporate and foundation donors. This Winter, the Foundation implemented an online scholarship application and awards system which resulted in a 98% increase in student applicants. The Foundation continues to provide critical support for student scholarships, a student emergency fund and faculty and programmatic funding as well as campus wide events benefiting students including a wine and culinary dinner series, an annual plant sale and open house for prospective students.

Capital Projects/Infrastructure Improvements.
At the March 15, 2012 meeting, the Board of Trustees approved an additional expenditure of $460,000 for the college's welding laboratory renovation and upgrade project. This brought the project to a total of $850,000. This commitment of the college dipped into budget reserves, but was central to maintaining high quality laboratory facilities for core technical programs.

Work began Spring 2012 and finished in Fall 2013 to relocate the Associated Student Government offices from the second floor of the East Building into a more accessible space near other services commonly used by students (cafeteria, bookstore, etc). Funding for this renovation came from the reserve account funded by student activity fees. The college's relocation of TRiO and its Learning Lab to the high student traffic space vacated by student government has resulted in a 38% increase in students using the services (unduplicated head count) and a 75% increase in the number of times students used the lab services (duplicated head count).

Between September 2011 and Spring 2014, LWTech completed the second phase of a long term plan to upgrade its information technology (IT) infrastructure. This project built an infrastructure (server and service) layer on top of the physical (network) layer to enable collaboration between college employees, students, and the community. Additionally it positioned the college to take advantage of third party vendor and cloud-based solutions via a robust security and identity-management solution. Specific projects are detailed in 2.G.5

Enrollment Growth. In the 2013-2014 year, the college effectively hit 102 percent of the target enrollment from the state FTE allocation. The college anticipates enrollment will continue to soften and will focus efforts on maintaining enrollment at or above the state allocation.

Faculty. LWTech continues to make progress increasing the number of full-time faculty on campus, including tenured and tenure-track faculty. In 2013-14, LWTech grew to 83 full-time contracted faculty, including 43 tenured and 7 tenure track faculty. In addition, there are currently 5 full-time faculty searches in progress, two of which are tenure track positions.

The college and faculty added language in the faculty bargained agreement to provide an ongoing base of funding support dedicated for faculty development. These funds supplement department, program,

grant, and foundation funds that are available to support faculty development. In the past year, 25 faculty attended the LWTech Summer Institute and 3 faculty attended the state Fall Faculty Institute. Selected other faculty development participation includes: 94 instructors successfully completed the 1-credit Digital Instruction 1: The Learning Platform course, 21 faculty attending the Teaching and Facilitating Learning class , and 5 attending the Assessment of Learning class. Additionally, many part time and full time faculty received professional development funds to attend conferences, trainings, classes, workshops, and receive certification. The information gained was brought back to the LWTech community for broader sharing.

The college also has four faculty coordinators in leadership roles. Additionally, faculty participated in shared governance activities on campus including College Council, Instructional Council, Curriculum Review Committee, Budget & Finance Committee, Policies & Procedures Committee, and faculty representatives participated on all faculty and administrative interview committees in 2013.

Common Student Learning Outcomes (Global Outcomes), Program Outcomes, and Program Review. Faculty continue to assess their programs annually using the standardized forms and rubrics for global outcomes, program outcomes, and full program reviews. In 2013/2014 the college implemented a new program review process (Appendix A3).

Strategic Planning. The college began its strategic planning process in January, 2012, by retaining a consultant to lead the college through scenario-based planning. A strategic planning committee helped guide the process. The committee consisted of the chairs of major college committees. The college also identified the Special Assistant to the President as the internal liaison to the consultant for strategic planning. The consultant held a series of forums with faculty, staff, students, community, foundation, and advisory committee members in February and March, culminating with a half-day work session with all faculty and staff on March 23rd. At the end of this process, the college determined that scenario-based planning did not generate the kind of engagement and information needed to effectively develop a strategic plan.

In response, the college extended another invitation to the college community to participate on the strategic planning committee in order to encourage broader engagement and to provide input on the next steps in the planning process. The expanded committee met in April, May, and June 2012 to define the strategic planning process. With this input executive cabinet selected a new strategic planning facilitator/consultant, Keys Consulting, in July 2012. The consultants led the college through a collaborative process over the next year that culminated in the Board of Trustees approving a well vetted strategic plan aligned with the college's core themes at the September 11, 2013 board meeting.

Off-Site Evaluation, October 2012. The most recent Commission evaluation, October 2012, reaffirmed the college's accreditation and the existing recommendations from the 2011 comprehensive visit.

Response to Recommendations

The Commission requested a report on all Recommendations 1-4 in the Fall 2014 Year Three Report. The Accreditation Steering Committee determined the process by which all recommendations should be addressed and executive cabinet approved the following process:

1. The four recommendations must be handled by task forces, with co- or tri- chairs. The chairs include at least one person with subject expertise and one person from the Accreditation Committee.
2. The process used to address the recommendations includes:
   - Broad participation by all constituent groups: faculty, students, staff, administrators.
   - Specific participation by individuals with subject matter expertise.
   - Regular feedback from and communication with the college community about work in progress. Forums should be considered a part of this effort.
   - Work to culminate in action plans that will be presented to the Accreditation Committee, the Institutional Effectiveness Committee, College Council, and Executive Cabinet.

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

The task force wrote a brief survey related to the issues identified by the accreditation visit. This survey was sent to campus at the end of Winter quarter 2012. A formal theme analysis of the survey was conducted and the results reviewed by a small team of subject matter experts from the international office, student services, and instruction. The team created an action plan that matched the visiting team's concerns and the input from the campus as a whole. Campus forums were held to disseminate the survey results, action plan, and all materials created by the team. These documents were also posted to the employee intranet. The action plan was implemented at the close of Spring 2012 and several items in the plan are ongoing.

Additionally, in Summer of 2013, the international programs office was reorganized under the office of instruction. The college president strategically realigned the department after reviewing accreditation documentation, soliciting feedback from across the campus, and working directly with the impacted staff. Dr. Goings communicated the realignment to the entire campus community describing how the move would bring a strengthened connection between the international programs office and the college instructional mission. A new director for the office started Spring 2014.

Recommendation Two. *While the committee generally appreciated the well-organized, easy to read materials submitted, especially considering the condensed accreditation cycle, the team noted that many core theme indicators and corresponding thresholds were not well-aligned or challenging enough with respect to each core theme. The team recommends the college now take the time to reflect upon the appropriateness of each indicator and establish meaningful, sustainable goals or thresholds to achieve as the college moves forward with the next accreditation cycle (1.B.2)*

In response to Recommendation Two, a task force formed and reviewed the Core Themes, Outcomes, and Indicators. The work completed by the task force is detailed in the Standard One section of the Year Three report. The task force:
   - Led the college's work in clarifying core theme language as the first step in creating more meaningful outcomes and indicators.
   - Developed more robust outcomes and indicators.
   - Identified existing measures/data sources that align with the revised indicators and recommended the development of others only when needed.

- Worked congruently with the development of Strategic Planning outcomes, indicators, and measures; executive cabinet spent two full days reviewing these documents for clarity.

The members of the task force are represented on the Institutional Planning and Effectiveness Committee (IPEC), Accreditation Committee, and the Educational Assessment Committee. After the work of the task force was complete, IPEC made decisions about the definition of mission fulfillment and how to measure it.

At LWTech, mission fulfillment means achieving a minimum threshold of core theme outcomes. As such, each core theme has outcomes mapped directly back to the specific core theme language. The institutional effectiveness committee identified key indicators that allow the college to measure achievement of each outcome. When viewed together it is the expectation of the college that it would achieve at least 75% of the targets for all core theme outcomes (and no single core theme with zero met) in order to claim mission fulfillment (Appendix A4).

Recommendation Three. *While the team was impressed with the quality implementation of the first college baccalaureate program, there is a general concern about the planning and implementation process for future academic programs, including future baccalaureate degrees. It is not clear that academic faculty and resources have been appropriately consulted in taking the next steps. (2.C.5)*

At the time of the recommendation, new program development resided in the Office of the President and followed the standard college process for new program development requiring vice president, dean, faculty, and Instructional Council approval (Appendix A5). As of 2013-14, new program development migrated to the Office of Instruction as the most logical and effective department to oversee program development; though a special assistant to the president assisted with moving two new baccalaureate programs through the State Board of Community and Technical College (SBCTC), NWCCU, and LWTech approval processes (these two programs will launch in Fall 2014). The special assistant will also ensure a planned queue of future baccalaureate degrees is ready for internal college use by Fall 2014.

From a strategic perspective, aligning new program development with the Office of Instruction, and ultimately with the faculty and deans who intimately understand potential program and educational growth opportunities, creates a more transparent, inclusive, and holistic approach to guiding the growth of the college.

The college now uses a new workflow process/checklist to accompany every level of new program planning and development (Appendix A6). This workflow outlines the ordered steps to identifying, obtaining approval, researching and planning, aligning with the strategic plan and core themes, developing program outlines and curriculum, notifying internal stakeholders of progress, and obtaining approval from necessary external bodies and college administration. This workflow focuses attention and energy on obtaining wider campus input at the beginning stages of new program development as well as more robust strategic involvement of college governance bodies. During winter and spring quarters 2013-14, the college:
- Reviewed the charters and functions of existing internal governance structures and aligned them to be more integral in vetting programs, at all levels, from inception through completion.
- Reviewed and revised current responsibilities for the faculty led Instructional Council (IC), Curriculum Review Committee (CRC), and Program Planning and Alignment Committee (PPA).
- Piloted a model sub-committee with strong faculty and dean involvement focused on the program implementation for the two upcoming BAS programs. This sub-committee structure and its functions will serve as the basis for future new program development in the college.

Recommendation Four. *The Evaluation Committee did not find consistent evidence that the institution demonstrates an effective and widely understood system of governance with clearly defined authority, rules, and responsibilities. Similarly, the committee did not find consistent evidence that its decision-making structures and processes make provision for the consideration of views of faculty, staff, administrators and students on matters in which they have a direct and reasonable interest. The committee recommends these matters be addressed.*

Initial Task Force and Survey. Following receipt of the Comprehensive Evaluation in October 2011 and in response to Recommendation 4, then college President Dr. David Woodall worked with Michael Richmond, faculty member and accreditation committee co-chair, and Mary Suhler, classified staff member and accreditation committee member, to convene a cross-sectional campus committee to discuss governance and communication issues. The committee created and distributed an all-college survey regarding governance and communication. Responses were kept anonymous and Mr. Richmond compiled the information. Ninety-two of 565 employees responded. Of those who responded, 69% indicated knowledge of the college's system of governance. However, narrative responses indicated:
- A strongly held perception that the college did not follow a "shared governance" model.
- Negative perception of hiring committees.
- Lack of department meetings or ways to give/receive input.
- Lack of clarity around the charters and/or purpose of committee work.
- Several concerns regarding the type and level of communication.

Campus Conversations. In an effort to respond to the desire for additional avenues for communication, Dr. Woodall instituted monthly Campus Conversations in order to provide additional opportunities for faculty and staff to give and receive input. Campus Conversations were held monthly on different days and times in order to increase opportunities for participation by faculty and staff.

Committees. As an additional way to enhance communications, Dr. Woodall asked that all committees have pages on the college's intranet. To ensure that the committee's scope of work and/or authority was clearly accessible and easily understood, committees were asked to provide the following information on their intranet pages:
- Charter/purpose
- Membership
- Meeting schedule
- Agendas, meeting minutes, and other relevant documents.

Strategic Planning. During this time period, Dr. Woodall launched a strategic planning initiative. The consultant hired to facilitate strategic planning was not well-received. In response to feedback from the college community, Dr. Woodall took the following actions:
- Concluded the consultant's work with the college.
- Convened a cross-sectional strategic planning committee with faculty and staff representation.
- Asked the strategic planning committee to screen potential consultants and make recommendations to Executive Cabinet.

Faculty and staff widely appreciated the President's prompt response to this feedback.

Death of the President and Interim Leadership. Just before the re-launch of strategic planning in September 2012, Dr. Woodall passed away unexpectedly. Dennis Long, VP of Student Services, served as

acting President for two months. Dr. Sharon McGavick (president emeritus) returned to serve as interim president while the Board of Trustees began a national search for a president. During this time of interim leadership, the Board of Trustees identified the following important priorities:
1. Maintain consistent communication with the college community.
2. Continue with strategic planning.
3. Conduct an open and transparent presidential search process.

Mr. Long and Dr. McGavick made significant efforts to maintain communication with the college community during this tumultuous time by communicating at all-staff meetings, reinstituting regular meetings with union leadership, and ensuring that decisions made at Executive Cabinet were shared with the college community (in particular decisions related to staffing and budget implications).

Budget Process & Baccalaureate Program Development. One of the concerns noted in the 2011 Comprehensive Evaluation regarding the budget process stemmed from perception that the college set aside funds out of the normal budget development process without adequate input or information as to why. This concern appeared to arise from the funds earmarked for developing new baccalaureate programs as well as resources related to international programs at the college. The perception that the Office of President developed new baccalaureate programs without input from faculty aligned with this concern. In response to this concern, Dr. McGavick moved the responsibility for new program development, including baccalaureate development, to the instructional office. This move helped ensure that program development aligned with instructional objectives and priorities.

Strategic Planning Continuation. Working with new consultants and keeping in mind the issues identified in Recommendation 4, Executive Cabinet designed a planning process to engage the college community in the creation of a new strategic plan. Anyone who wanted to participate was invited to join the Strategic Planning Committee, including representatives from Associated Student Government. All planning and work used an iterative communication loop:
1. The design team (a subset of the Strategic Planning Committee) designed a step in the process.
2. The Strategic Planning Committee reviewed the step and made a recommendation to Executive Cabinet.
3. Executive Cabinet accepted the recommendation or accepted it with modifications and communicated the decision to the Strategic Planning Committee.
4. The Committee shared any work product produced as a result of the design (e.g., vision narrative, goals, strategies, performance measures) with the entire college community using one (or more) of the following methods:
    a. All campus forums
    b. Emails
    c. Surveys
    d. Direct communication through existing committee structures such as College Council and Instructional Council (committee liaisons within the Strategic Planning Committee membership had the responsibility for ensuring communication took place)
5. Information received in response from the college community went back to the Strategic Planning Committee who made adjustments and shared a proposed final work product with Executive Cabinet.
6. Executive Cabinet accepted the work product or accepted it with modifications and communicated the decision back to the Strategic Planning Committee.
7. The Strategic Planning Committee shared the final work product with the college community along with background information.

This process allowed the entire college community to participate in the development of the strategic plan and also created a model of shared governance and enhanced communication that current college-wide initiatives (e.g. Branding, Diversity Work Group, etc.) continue to follow.

Hiring Process – Presidential Search. One of the concerns noted by the college community regarding Dr. Woodall's appointment as permanent President (following his tenure as Interim President) was that the college community felt they did not have sufficient input into the hiring process. The Board of Trustees heard this concern and retained a search consultant to facilitate the search for a new president. As part of its commitment to an open and transparent process, the Board took the following actions:

- Communicated with the college community via email at each step in the process.
- Held a forum with the college community to obtain input into the desired leadership traits of the new president and reviewed that input.
- Convened a search committee representing campus constituencies.
- Obtained input from the search committee on potential candidates.
- Held all campus forums with finalists and provided multiple ways for the college community to provide feedback on those candidates (on paper and via email).
- Conducted in-depth interviews with the candidates to ensure their commitment to openness and transparency as well as shared governance.
- Reviewed the feedback provided by the college community as part of their evaluation process.
- Selected a president and shared their reasons for their decision at an all campus meeting with the college community.

Hiring Process in General. Involvement in the hiring process in general is valued by staff and faculty for giving them input into the governance structure at the outset. The 2013 search committee member chart from HR (Appendix A7) shows the large number of staff and faculty participating in the hiring of full time faculty, Deans, administrators and the VP of Instruction. The consensus is that the committee recommendations are seriously considered in the hiring decisions. The Dean, VP, and Presidential forums were very well received.

Current Situation. The Board of Trustees selected Dr. Amy Morrison Goings as LWTech's President, in part, because of her commitment to shared governance and open and transparent communication. She started her tenure in July 2013 by embracing the college's strategic plan and taking action in aligning her internal communications with that plan. As part of her consistent efforts to enhance shared governance and open communication, Dr. Goings:

- Sends a weekly email to the college community entitled "Amy's Update" organized, to the extent possible, around the college's four core themes. Those communications detail her meetings with people in the external community as well as decisions (and rationale) of interest to the general college community. She also invites anyone with a question or concern to contact her directly.
- Holds regular all-staff meetings where she shares information about items of interest and allows time for questions and concerns. These meetings are well-received and well-attended.
- Publishes blog posts regarding current topics of interest to the college community and the general public.
- Visits programs and classrooms to share information and hear questions.
- Attends department meetings.
- Attends college council or other committee meetings regularly.

- Makes special efforts to meet with staff unable to attend all-college staff meetings, for example the night custodians.
- Holds quarterly all-student forums to invite student questions.
- Invites faculty who have ideas for specific projects to share information at executive cabinet (e.g., the DIRT Lab & the IT Competency for LWTech faculty proposal).
- Revitalized the college's leadership team and encourages a focus on leadership from within.
- Meets regularly with faculty and classified staff union leadership.
- Invites faculty leadership to participate in high-level planning initiatives such as those related to external engagement.

In addition to these communication efforts, President Goings also made organizational changes in response to concerns she heard related to Recommendation 4. As previously noted, a perception existed that resources devoted to international programs did not seem clearly aligned with instructional objectives as international programs did not report to the instructional office. In August 2013, after evaluating this concern, President Goings moved international programs to instruction.

Finally, President Goings not only aligned her annual goals as evaluated by the Board of Trustees with the strategic plan goals, but also aligned Executive Cabinet's evaluations with their strategic plan responsibilities. This will ensure that the college makes progress on its goals and that the leadership team remains actively engaged in fostering an open and collaborative environment.

These enhanced communications efforts as well as increased opportunities for participation at all levels led to faculty-member Jim Howe stating at the February 3, 2014 Board of Trustee's meeting that "governance seems to be breaking out all over."

Conclusion. Lake Washington Institute of Technology, despite key leadership transitions, made significant progress to address Recommendation 4 including:
- Clearly defined committee roles and responsibilities that allow for participation.
- Replicable decision-making processes for the consideration of faculty, staff, and student views (e.g., as demonstrated by strategic planning and the presidential search process).
- Resource and budget alignment through organizational alignment (e.g., baccalaureate and new program development as well as international programs).
- Consistent and layered communication from college leadership to ensure that the college community is connected to relevant information, has opportunities to share feedback, and is aware of the reasons for administrative decisions.

Based on the above, the college is confident that Recommendation 4 and its related concerns have been addressed and a commitment to transparent and shared governance integrated into the fabric of the institution.

Executive Summary of Eligibility Requirements 2 and 3

Authority (ER 2). *The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Lake Washington Institute of Technology is authorized by legislation and policies of the Washington State Board for Community and Technical Colleges (SBCTC) and the Washington Student Achievement Council (WCACS) (formerly the Washington State Higher Education Coordinating Board) to operate and award appropriate degrees and certificates. The SBCTC is the approving agency for the college to establish new certificate and associate degree programs. The baccalaureate program in Applied Design was approved by the SBCTC and the WACS, the approving agency for baccalaureate programs in Washington State public higher education prior to 2012. In 2013 the baccalaureate programs in Transportation and Logistics Management and Public Health were approved by the SBCTC (WACS no longer participates in baccalaureate level approval for Washington two year colleges).

LWTech currently offers three baccalaureate degrees, associate of applied science degrees in many fields, and a variety of certificates of proficiency and certificates of completion. The Lake Washington Technical Academy is a high school within the college, approved by the Washington State Superintendent of Instruction and accredited by the Northwest Accreditation Commission, and offers a high school diploma.

Mission and Core Themes (ER 3). *The institution's mission and core themes are clearly defined and adopted by its governing board consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

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

The college developed core themes with appropriate indicators and outcomes of achievement that clearly state the fundamental work done in support of the mission. In 2012, the college revised the descriptions of the four core themes and the college community, including the Trustees, endorsed them.

The college directs resources in multiple ways to achieve student success: student admissions, advising and program placement, instructional programs with qualified faculty, facilities, equipment, and information resources. College resources primarily provide direct service and support fulfillment of its mission and achievement of the four core themes.

Mission and Core Themes, and Expectations

Standard 1.A: Mission

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

LWTech's current mission has set the college's directions for over a decade. It is clearly and simply stated and well known on campus:

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

Originally approved by the Board of Trustees in June 2001, an inclusive process using an assessment of strengths and weaknesses and research practices led to the development of the mission statement. The Board reaffirmed its commitment to the mission in 2007 and in 2012. LWTech's 5-year strategic plan, developed with campus-wide input during the 2012-2013 academic year and finalized fall 2013, aligns closely with the mission and core themes. Board meeting minutes are publically available online.

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

Lake Washington Institute of Technology defines mission fulfillment using quantitative thresholds. It is holistic and includes evidence-based analysis by core theme.

Responding to recommendation two in the 2011 accreditation visit report, a task force was created to review Core Theme descriptors, outcomes, and indicators, and thus inform the establishment of more robust performance thresholds related to mission fulfillment. Efforts included visits to pilot colleges using the new accreditation standards, researching other best practices, discussions throughout the college via staff development days and forums, and involvement of the Board of Trustees. The Board of Trustees continues to be an integral part of a process that included: their approval of core themes in June 2010, the 2010/2011 goal to move to data driven decision making, and approval of the recent strategic plan aligned with core themes in Fall 2013.

Rationale. Core theme achievement forms the basis of rationale for mission fulfillment analysis. Each core theme reflects fundamental work done at LWTech to achieve the mission and uses specific outcomes under each core theme to determine overall effectiveness.

Evidence of Mission Fulfillment and Thresholds. Evidence-based assessment of mission fulfillment will be evaluated in-part in Standard Five (Year Seven Report), through quantitative evidence utilizing the performance thresholds applied to core theme indicators. Each core theme has outcomes mapped directly back to the specific core theme language. The institutional effectiveness committee identified key indicators that allow the college to measure achievement of each outcome. When viewed together it is the expectation of the college that it would achieve at least 75% of the targets for all core theme outcomes (and no single core theme with zero met) in order to claim mission fulfillment (Appendix A4).

Since the college used the 2013-2014 academic year to identify the baseline data and select targets for the 2014-2015 academic year, we cannot claim mission fulfillment at this time. However, based on this work we believe the college has made substantive progress in evaluating core theme fulfillment and look forward to examining our progress towards mission fulfillment at the close of the next academic year.

Standard 1.B: Core Themes

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

A college-wide process led to the development of Core Themes in 2010. The process used college and community forums as well as Accreditation Planning Committee research into the work of pilot colleges and other NWCCU member institutions. Due to recommendation two, the college reviewed core theme language as the first step in creating more meaningful outcomes and indicators (reflected below).

The task force brought core theme language revision to college committees for feedback and approval in spring 2012. The Board of Trustees reaffirmed the college's mission, vision, and commitment to the revised core themes at the September 2012 meeting.

LWTech Core Themes

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

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

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

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

In order to optimize work between strategic planning and Accreditation, Lake Washington Institute of Technology planned for both processes occur at the same time. The college initially engaged a strategic planning consultant in winter 2012. When the college community expressed concern about the process the consultant used to engage the campus, executive cabinet restarted the process with a different consulting firm in late spring 2012. A broad committee from the campus participated in selecting the new consulting team and continued meeting as the Strategic Planning Committee to ensure input and facilitation from all college constituencies during the new planning process. This delay in strategic planning created a parallel delay in accreditation activities; however, the college believes the delay well worth the time and effort to fully comply with recommendation two.

LWTech used the following process and timeline to improve outcomes and indicators:

- Revise and approve core theme language – approved September 2012
- Identify outcomes, indicators, and data sources – work conducted fall, winter, and spring 2013; submitted to the Institutional Planning and Effectiveness Committee (IEC) for review Spring 2013
- Incorporate strategic planning process and final approval of outcomes and indicators – vetted by IEC summer 2013 (intentional decision made to keep Accreditation outcomes broader than the 5 year specific Strategic Planning outcomes, as such both documents are aligned under the colleges core themes but not all outcomes overlap)
- Board of Trustee approval in December 2013
- IEC revision of thresholds to determine mission fulfillment completed in Spring 2014

This timeline allowed the college to specifically address recommendation two's directive to better align core themes, relevant and challenging outcomes and indicators, the college mission, and the strategic planning process. The core themes have become an institutionalized standard for the work of the college. In addition to serving as the foundation for mission fulfillment and the Strategic Plan, the core themes also provide the framework for the updated Instructional Program Review (Appendix A6), revised during the 2013/2014 academic year.

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

Taking as its charge the NWCCU's recommendation that "*the college now take the time to reflect upon the appropriateness of each indicator and establish meaningful, sustainable goals or thresholds to achieve,*" the task force took a detailed look at the 2011 core themes, outcomes, and indicators and redesigned the system. The taskforce based the redesign on the following principles, vetted in the college committee structure, and endorsed by the Board of Trustees:

1. Since an inclusive college process created the core themes, the group should limit changes to core theme language.
2. Every element of the core theme language, however, should be examined to ensure that it was both meaningful and measureable.
3. Because all four core themes stemmed from the same mission statement, they should all demonstrate a relationship to both the mission and to one another.
4. The system should be redesigned from general outcomes to specific data points rather than built from available data to outcomes.
5. When possible, to lessen requirements on the college and individuals to produce unique data, the system should be redesigned to use established committees and existing college or state data sources.

Following the principles above, the task force began two processes simultaneously:
1. A core-theme analysis that resulted in a visual mapping of key components grouped into rough categories.
2. A process of systematically analyzing and editing the language of each core theme for its intent, to ensure assessment of so each key element.

The task force's initial work on core theme descriptors was submitted to and approved by Instructional Council, College Council, College Executive Cabinet, Institutional Effectiveness Committee, and by the

college Board of Trustees at its June 2012 meeting. Work continued throughout the summer, with the final version approved by the Board in September 2012 for inclusion in the Year One Report.

After approval and positive college response of initial work, the task force developed outcomes, indicators, and data sources (referred to as measures). The final product resulted in significant:
- modifications to the system of outcomes and indicators
- clarification of the relationship among the core themes
- identification of meaningful outcomes and indicators
- identification of both the units contributing to the achievement of each core theme as well as the data sources to use in the assessment of college performance.

The Institutional Planning and Effectiveness Committee vetted the revised core theme outcomes and indicators in summer 2013 and the Board of Trustees approved them in December 2013.

Core Theme: Pathways

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

The task force reconsidered the initial language for the Pathways Core Theme and rewrote the descriptor more concisely and with better alignment with measureable outcomes. The original Pathways descriptor: *Lake Washington Institute of Technology serves as a college that is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into a new career, or further their education and training. Pathways include basic skills transition, high school programs, certificates of proficiency and completion, apprenticeships, associates degrees, professional and technical direct transfer agreements, applied baccalaureate degrees, and continuing education.*
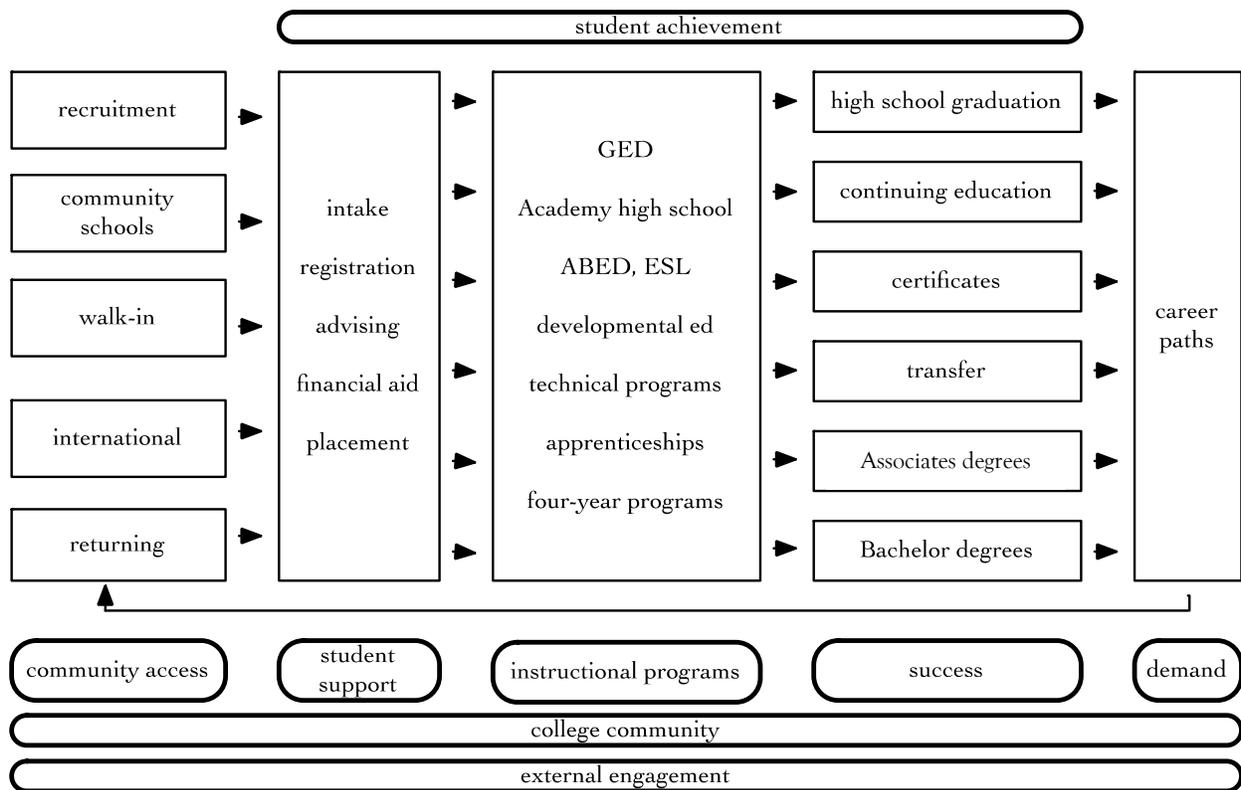
The task force decided that the central message of Pathways, that of "multiple entrance points and educational pathways," was better conveyed by a more concise language. The task force elected to delete the last sentence that lists various existing pathways based on two considerations: the list of pathways may change over time, and the specification of particular pathways would be better placed under specific indicators and measurements than in the statement of the core theme itself.

In response to recommendation two, the task force re-examined the existing points of entry for new and returning students, the pathways that students take from college entrance to exit, and the exit points at which students leave the college. To better visualize the flow of students through the college and the available pathways provided by the college, the task force developed a flowchart that specifically identified the college pathways.

The flowchart provided a guiding metaphor for the task force not only to identify student entrance and exit points, but also to identify assessment points along the pathways to determine potential blockages and obstacles students may encounter as they progress through college programs. Assessment models and indicators that the task force considered thus extended beyond measuring the availability of entrance points and the success of students reaching specific exit points, and included the ease of progression through each pathway. The flowchart also places the Pathways Theme in context with the other three LWTech Core Themes.

Throughout the examination of LWTech pathways, the task force focused on institutional structure rather than elements of success for particular students. The flowchart metaphor helped the task force to define "pathways" as unobstructed structural options available to students and "student achievement" as the success of individual students in traversing those pathways.

Using the flowchart metaphor, the committee identified the major areas for Pathways outcomes and indicators as entrance points (a count of the numbers of students entering into LWTech through various entrance points or "in-flow"), exit points (a count of students exiting through various successful exit points or "outflow"), and unobstructed pathways through the college experience (an indicator of structural integrity of the flow system).

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                          ┌────────────────── student achievement ──────────────────┐

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│ community    │►►  │              │    │                  │    └──────────────────────┘    │          │
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| community access | student support | instructional programs | success | demand |

college community

external engagement

Pathways

The task force identified two outcomes for the Pathways Core Theme. These outcomes describe structural features of the college organization, programs, support facilities, funding, and strategic planning that lead to the availability and the success of college pathways:

1) LWTech is accessible to the community via multiple entrance points.
2) LWTech provides multiple educational pathways relevant to the college mission in order for students to upgrade their skills, transition to new careers, or to further their education.

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LWTech is accessible to the community via multiple entrance points				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
1.A LWTech uses intake systems, each of which has adequate support services to make multiple entrance points available to the community	Quantitative measures of intake support services based on alignment of number of people going through an intake process compared against available resources :			
	Outreach: Events Attended vs. Not Attended (i.e. Career fairs, HS college nights, etc.)	77 / 53	85/45	
	Admissions: Average Processing Time [1]	3 Days	3 Days	
	Transcript Evaluations: Average Processing Time [1]	7 Days	7 Days	
	Advising: Average Wait Time for Drop-In [1]	14 minutes	15 minutes	

Rationale: *The college's mission, "to prepare students for today's careers and tomorrow's opportunities," is predicated upon making the college experience available to all who seek technical and job training. Entry is the first point of contact for new students, many of whom need support and guidance in finding appropriate coursework and success paths. Multiple entry points provide a diversity of choices for students and the opportunity to support their decision-making.*

LWTech provides multiple educational pathways relevant to the college mission in order for students to upgrade their skills, transition to new careers, or to further their education.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
2.A Multiple educational pathways exist at LWTech	Count of degree and certificate options:[2]			
	Bachelor Degrees	1	3	
	Baccalaureate level certificates	2	2	
	AAS Degrees	27	26	
	AAS-T Degrees	11	11	
	DTA/MRP Degrees	6	5	
	Certificates of Proficiency	33	34	
	Certificates of Completion	52	53	
	High School Diploma/Equivalency Options	4	4	
2.B Opportunities for transitions exist between	Available transitions between: [2]			
	Stackable certificates (one per program)	12	12	
	Certificates to associate degrees (one per program)	26	25	

[1] The college believes the identified baseline showcases these areas to be a strength of the college
[2] These targets are based on anticipated or recently completed program closures or new approvals

identifiable educational endpoints	Associate Degrees to LWTech Bachelor degrees	5	19	
	Associate Degrees to other Baccalaureate Institutions based on formal articulation agreements	14	18	
2.C The structure of educational pathways supports student persistence and progression	Representative cohorts from Fall 2013 measured for:			
	Fall to Fall persistence (n=1,082 students in Fall 2013)	425 (39.8%)	45%	
	Transitions rate of fall cohort from basic skills and dev ed to college-level coursework (n=100 basic skills/dev ed in Fall 2013)	49 (49%)	55%	
	Average time to associate degree (Spring 2014 used as largest graduating quarter n=119) [3]	Average of 10 quarters	Maintain average of 10 quarters	
2.D Educational pathways at LWTech are utilized according to the institutional plan	Total enrollment per degree, certificate, or non-degree options, as reflected by annualized FTE plan, are within ranges set by the LWTech Strategic Enrollment Management Committee	Yes	Yes	
2.E Pathways lead to outcomes relevant to today's careers and tomorrow's opportunities	College alumni overall satisfaction with Educational Experience (8 or higher on a 1-10 scale; 2012 data) (Appendix A8)	78.8 %	80%	
	Advisory committee members responses (Appendix A9) to "The college keeps up-to-date with trends, standards, and practices in my industry/occupation" (mean score on a 1-5 scale; 2012 data)	3.88	4.0	
	Percent of professional-technical programs leading to locally in demand or balanced employment. Employment data retrieved from: https://fortress.wa.gov/esd/employmentdata/reports-publications/industry-reports/employment-projections	King Cnty: 95% Sno.Cnty: 97.5% WA: 97.5%	95% for all	

Rationale: As a workforce college, our mission supports accessible pathways. This outcome and associated indicators assess the health and effective "flow" of the system. For example, a pathway exists for students from adult basic education to a technical program then to completion.

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[3] The college determined 10 quarters (2.5 years) to be in line with average completion rates in local/national research.

Core Theme: Student Achievement

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

The task force reconsidered the initial language for the Student Achievement Core Theme and rewrote the descriptor to be more concise, more active, and more assessable. The original Student Achievement Core Theme descriptor was: *The college enables students to gain the skills and knowledge needed to achieve their goals and participate as citizens in the global workforce.*

The core theme also underwent a conceptual revision with the overlap between the Pathways and Student Achievement core themes removed. As the college views these two themes now, Pathways focuses on an analysis of the structures and systems in place to assist students. Student Achievement focuses on student outcomes and success in moving through the pathways. Additionally, the revised version of this core theme addresses the visiting team's recommendation by broadening the scope of assessment (i.e., looking at completion rates of all students rather than just special populations).

The goal of preparing students is central to the college mission and the desire to assist students in meeting the specific educational goals they set is central to the Student Achievement core theme. Each of the outcomes focuses on a transitional step in a student's progress toward his or her goals. Outcome one evaluates students' incremental progress through preliminary blocks of instruction such as basic skills and developmental education as well as through specific courses and lessons as identified in both the program and global outcomes systems developed by the college. Outcome two focuses more at the summative level on the rates at which students make substantial progress toward or complete the goal they set. Outcome three tracks student preparation for the workforce, both through direct measures such as labor market data and through indirect measures such as student self-assessment of readiness and performance on licensure examinations.

1) Students demonstrate gains in skills and knowledge.
2) Students achieve educational goals.
3) Students demonstrate the potential to participate in the workforce.

Students demonstrate gains in skills and knowledge.		Baseline 13/14	Target 14/15	Final 14/15
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
1.A Students demonstrate year to year increases in achievement of threshold steps in progressing toward academic goals	After adjustment for enrollment, point increases in the following State of Washington Student Achievement Initiative (SAI) areas (growth of 2.5%):	*12-13 Data used as the SBCTC year-end numbers for 13-14 are not yet available*		
	Basic skills transition	2,863	2,934	
	College readiness transition	1,151	1,179	
	15 college credits	1,317	1,349	
	30 college credits	1,083	1,110	
	Year-to-year retention	1,934	1,982	
1.B Students demonstrate satisfactory results on college-recognized formative assessments	Faculty indicate that students meet selected course and program outcomes measures as identified by program, college, and industry assessments that include:			
	Global Outcomes: Percentage of students who demonstrate gains based on assessment of learning using standardized rubrics	78.5%	80%	
	Program Outcomes Guide Assessments: Percent of programs using results of program outcome measures to inform/enact changes that support student learning related to program outcomes	100% (only 50% programs have submitted data to date)	100% (100% of programs should submit data)	
	Industry certification examinations: Average pass rates for programs with available data	91%	95%	

Rationale: These indicators reflect how students arrive at a variety of educational levels and that attaining an educational goal requires a number of steps. Indicator 1A uses the Washington State Student Achievement Initiative (SAI) as its framework. The SAI was redesigned in spring quarter 2012 after Columbia University's Community College Research Center conducted an evaluation. It was improved in 2013-2014 to place additional emphasis on retention and completion. Using SAI offers a number of advantages because it:

- *Is a vetted system.*
- *Aligns with career ladder and pathways themes that guide much of LWTech's strategic thinking.*
- *Provides easily-accessible data without increasing institutional research requirements.*

For indicator 1B global outcomes and program outcomes systems have been in place since 2009, so these systems are familiar to the college and instructors. These "college recognized formative assessments" provide descriptive detail about macro information the college obtains from SAI by showing how students perform in relation to specific outcomes in academic and technical classes.

Students achieve educational goals.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
2.A Students demonstrate year to year increases in achievement of academic goals	After adjustment for enrollment, point increases in State of Washington Student Achievement Initiative (SAI) areas that indicate achievement of major educational goals (growth of 2.5%):	*12-13 Data used as the SBCTC the year-end numbers for 13-14 are not yet available		
	College math point	1,388	1,422	
	45 credit point (academic or prof tech)	1,151	1,179	
	Completion point	714	731	
2.B Students complete certificates and/or degrees at a rate comparable to state and national averages for similar colleges	Student IPEDS[4] completion rates in comparison to specific benchmark colleges:			
	LWTech vs. Clover park Technical College (another technical college)	21.6% versus 34%	23%	
	LWTech vs. Cascadia Community College (closest 2-year college)	21.6% versus 27.6%	23%	
	LWTech vs. South Seattle Community College – South Campus (college with closest program mix)	21.6% versus 12%	23%	
	LWTech vs. National Scorecard rate for definition of high performing colleges (national benchmark)	21.6% versus 40%	23%	
	Implement data related strategies from the Completion Initiative (Appendix A10)	N/A	Implementation	
Rationale: A majority of students state their reason for attending LWTech is to complete a degree or certificate. The methodology used to evaluate progress on indicator 2A aligns with the methodology used for indicator 1A through alignment with recent revisions made by the state Student Achievement Initiative. Indicator 2B addresses the 2011 visiting team's comment that the college should address graduation rates for all students rather than for selected special populations because the college mission is to assist all students in achieving their educational goals. The college recently established a Completion Initiative to specifically address this issue (Appendix A10).				

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[4] The completion initiative work at LWTech determined IPEDS is not an appropriate measure of completion at the college and it is anticipated the college will select a more comprehensive measurement for degree/certificate completion in the next academic year.

Students demonstrate the potential to participate in the workforce.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
3.A At completion, students perceive they are well-prepared to enter the profession for which they have studied	Student responses on the degree or certificate (DOC) survey indicate confidence in workforce preparedness			
	At LWTech I learned general skills and knowledge that adequately prepared me to achieve my career goals.	97.87 % strongly agree or agree	95%	
	At LWTech I learned the technical skills necessary to achieve my career goals.	95.7 % strongly agree or agree	95%	
3.B Students pass licensing and industry examinations at rates indicating preparedness for the workforce and meeting accreditation standards when applicable	Students pass licensure or certification examinations at required or improving rates as designated at the program level (Appendix A11)	91%	95%	
3.C Faculty and/or industry representatives assess students as meeting workplace expectations on internship and/or clinical placements	Pass rates for program-designated work-based courses (all courses with internship, externship, co-op work experience, and final clinical rotations) (Appendix A12)	896/989 or 90%	90%	
3.D State workforce or locally-generated employment data indicates that graduates obtain employment in their field of study	State workforce data, indicates that students gain employment related to their field of study (2012 data; average of all graduates across programs). Data retrieved from: Data Linking Outcomes Assessment. SBCTC	81.8%	83%	
Rationale: This outcome was redesigned to focus on indirect measures of workplace preparedness after consideration of the 2011 visiting team's comment that LWTech should avoid setting outcomes and indicators it had only limited capacity to influence. Workplace preparedness is vital to the college mission, but recognition of the difference between "preparedness" and "employment" is key—the college is not a placement service. Therefore the bulk of the assessment was refocused on outcomes the college could control and on data it could gather. State workforce data (3D) has a considerable reporting time lag and is notoriously inexact. However, that data combined with assessments of student perception (3A), faculty evaluation of assignments and activities that approximate work situations (3C), and student performance on industry-sponsored assessments (3B), provides a more complete picture of student preparedness upon exiting the college.				

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

The task force reconsidered the initial language for the External Engagement Core Theme and rewrote the descriptor to be more concise and measurable. The original External Engagement descriptor was: *Lake Washington Institute of Technology maintains strong ties with business, labor, educational organizations, and the community at-large in order to form and nurture partnerships to support the college's mission. College connections at the local, state, national and international levels support responsive educational programs and services, institutional and student funding and opportunities for student and staff learning.*

The accreditation visiting team noted that the previous version of the External Engagement core theme did not reflect a clear understanding of how the college is organized and how it interacts with external partners. The language was revised to identify categories of partners involved with the college. Additionally, a more direct focus was placed on these relationships supporting the mission of the college and also connecting back to the other core themes. The outcome is explicitly derived from the revised language.

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

LWTech forms partnerships with governmental, community, educational, business, and labor organizations in order to effectively support the Institution's mission.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
1.　　The college maintains partnerships that support the college mission.	Annual value of select partnerships and college initiatives:			
	Amount raised at annual Benefit Breakfast	$65,000	$75,000	
	Amount raised for Annual Campaign	$0	Implement	
	Amount raised for Employee Campaign	$0	Implement	
	Amount raised for Major Gifts Program	$0	Implement	
	Amount raised for Planned Giving Program	$0	Implement	
	Time commitment from advisory committee members (community, business, labor)	Not Tracked	Implement	
	Dollar amount of grants received (government, business)	$2,229,501	$2,340,976 (10% increase)	
	Enrollment generated from contract training (community, business)	47.41 FTE	48.60	
	Number of events attended by college recruiter (community, education)	77	85	
	Prospective student contact info / enrollment yield from annual open house (community, education)	299 / 18%	350/20%	
	Number of transfer articulation agreements (education)	14	18	
	Number of Facebook - main college page likes and Twitter - main college account followers (community)	1793 / 355	2689/532	
Rationale: The indicator specifically assesses the presence of a structure connecting the college to external partners along with how those external partnerships support the college mission. As an example, partnering with other educational institutions can support the college's mission of tomorrow's opportunities by establishing transfer options, donations to the foundation support student scholarships, and time commitment from advisor committee members supports relevant curriculum changes.				

Core Theme: College Community

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

The task force reconsidered the initial language for the College Community Core Theme and rewrote the descriptor to be more concise and measurable. The original College Community descriptor was: *The Lake Washington Institute of Technology community models personal and social responsibility through good stewardship of human, financial, and natural resources. It promotes environmental, cultural, and social awareness and recognizes and responds to the diversity of students and staff. The college supports services and educational opportunities that provide professional development and lifelong learning for students and staff.*

The original core theme language for College Community included many elements not readily measureable; neither did they clearly relate directly back to the college mission. The feedback from the accreditation visiting team was to review the meaningfulness of the core theme indicators in relation to the thresholds. The current revision of the core theme language for college community focuses specifically on the environment for students, staff, and faculty and the outcomes all stem from this clear language.

1) LWTech is a safe, supported, and engaging learning environment for students.
2) LWTech is a safe, supported, and engaging learning environment for faculty and staff.

LWTech is a safe, supported, and engaging learning environment for students.				
Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
1.A LWTech is a safe learning environment for students.	Percentage students agree or strongly agree on annual student survey; 2012 data (Appendix A13)			
	I feel safe on campus	92.5%	93%	
	Safety and security officers are accessible and responsive	68.84%	75%	
	I understand my role in the event of an emergency on campus	58.63%	70%	
	Safety of students indicated by campus crime statistics (annual Cleary report) 2012/2013 data	6 reported violations	5 reported violations	
1.B LWTech is a supported learning environment for students.	CCSSE – Student perception of frequency of use, satisfaction with service, and importance of service (Average of 6 services; scale 1-3) (full data in Appendix A14)			
	How often you use the following services?	1.54	1.6	
	How satisfied you are with the services?	2.20	2.3	
	How important the services are to you?	2.29	2.3	
	Number of student support systems/activities on campus.	26	27	
	List of select student support systems/activities including student headcount (duplicated) of utilization rates			
	Counseling	115	130	
	TRiO Learning Lab	4562	5246	
	ROAR (Orientation) Attendance	254	300	
	Library	82,032	84,083	
	Tutoring Center	938	961	
	Writing Center	1210	1240	
	Math Lab	740	759	
	Computer Lab	Not Tracked	Track Data	

1.C LWTech is an engaging learning environment for students.	SENSE[5] questions aimed directly at student engagement in the first quarter(1=never, 4=four or more times) ([Appendix A15](#)):			
	Ask questions in class or contribute to class discussions	2.96	3.0	
	Prepare at least two drafts of a paper or assignment before turning it in	2.35	2.4	
	Participate in supplemental instruction	1.45	1.5	
	Work with other students on a project or assignment during class	2.66	2.7	
	Work with classmates outside of class on a class projects or assignments	1.64	1.7	
	Participate in a required study group outside of class	1.28	1.3	
	Participate in a student-initiated (not required) study group outside of class	1.38	1.4	

Rationale: These measures combine student perception along with college offerings and usage patterns. By evaluating this outcome via multiple methods LWTech has a greater opportunity to understand the scope of core theme fulfillment. SENSE/CCSSE data and Cleary act data was selected as reliable and nationally collected data.

LWTech is a safe, supported, and engaging learning environment for faculty and staff.

Indicator	Measure	Baseline 13/14	Target 14/15	Final 14/15
2.A LWTech is a safe learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree on annual employee survey ([Appendix A16](#))			
	I feel safe on campus	88.8%	90%	
	Safety and security officers are accessible and responsive	77.4%	80%	
	I understand my role in the event of an emergency on campus	86.6%	90%	
	Safety of faculty and staff is indicated by campus crime statistics ([annual Cleary report](#)) – 2012/2013 data	6 reported violations	5 violations reported	

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[5] The college intentionally selected very small levels of improvement as it has not used SENSE data well in the past and believe we must inclusively discuss this tool during the initial year of the Completion Initiative (2014-15).

2.B LWTech is a supported learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree on annual employee survey ([Appendix A16](#)) [6]			
	My supervisor treats me with respect	84.4%	89%	
	Employees are praised for outstanding performance	48%	70%	
	Number of opportunities for professional development (workshops and employees in credit classes)	131	137	
2.C LWTech is an engaging learning environment for faculty and staff.	Percentage staff/faculty agree or strongly agree on annual employee survey ([Appendix A16](#)) [4]			
	I have opportunities to participate in campus-wide decision making	77%	82%	
	The input I provide helps shape the future of LWIT	47.2%	70%	
	There is effective communication between my department and other departments	49.2%	70%	
	In my department there is effective communication between individuals	71.3%	76%	
	College leadership shares information regularly with faculty and staff	65.9%	70%	
	College leadership is approachable	62.9%	70%	
	Utilization rates for professional development opportunities (workshops and employees in credit classes)	1331	1397	
	Number of faculty and staff who participate on committees (25 committees, not including staff meetings or tenure committees, [Appendix A17](#))	198 (unduplicated)	208	
	Percent of committees that post meeting notes to [intranet](#) (25 committees, not including staff meetings or tenure committees)	48%	70%	
Rationale: These measures combine employee perception along with college offerings and usage patterns. By evaluating this outcome via multiple methods LWTech has a greater opportunity to understand the scope of core theme fulfillment. The employee survey is an annual event with data points for comparison over time. Cleary act data was selected as reliable and nationally collected data.				

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[6] Targets were selected to be minimally 70% or higher, with an increase of 5% for baselines already above 70%

Operational Focus and Independence (ER 4): *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

LWTech's educational programs concentrate on higher education degrees and certificates. Supporting this effort are basic skills courses and a high school academy that prepare students for college-level work. LWTech currently offers 129 degrees and certificates in 41 areas of study, including three Bachelor of Applied Science degrees.

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

Non-Discrimination (ER 5): *The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission and its core themes.*

The "College Community" core theme states that LWTech "… provides a safe, supported and engaging learning environment for students and work environment for faculty and staff." College policy complies with State and Federal laws regarding non-discrimination requirements. Publications, activities and events, and the curriculum directly address LWTech's responsibility for fairness, equity, and non-discrimination including equal opportunity in its educational programs and workplace.

Institutional Integrity (ER 6): *The institution establishes and adheres to ethical standards in all of its operations and relationships.*

Ethical standards are incorporated into the work of the college, and include policies on academic honesty, conflict of interest, financial integrity and accountability, and codes of conduct that are in accordance with State ethics laws and rules.

Governing Board (ER 7): *The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.*

LWTech is governed by a five-member Board of Trustees, appointed by the Governor for five-year terms. Trustees typically serve one or two terms. The Trustees govern in accordance with state law and lead the college by approval of the mission, core themes, and measures of mission fulfillment. They also direct the operations of the college through approval of policies, hiring of the President, and exercising their fiduciary responsibilities. None of the Trustees have a contractual, employment, or personal financial interest in the college.

Chief Executive Officer (ER 8): *The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.*

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

Administration (ER 9): *In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.*

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

Faculty (ER 10): *Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

LWTech strives to maintain a high-quality, dedicated faculty who are fully supported to help students reach their educational goals. This is achieved by:
1. Rigorous hiring processes
2. Meeting qualifications that satisfy state regulations and college hiring criteria
3. A three-year tenure review process
4. Regular and systematic evaluations of teaching performance and other contributions to the college
5. Professional development opportunities that include return to industry, overseas travel, on-campus training, professional conferences, and certifications
6. Implementation of professional development plans to enhance current teaching and prepare faculty for new assignments
7. Participation in the operation of the college through governance and *ad hoc* councils involving budget and finance, instruction, student services, and facilities master planning. Faculty play a major role in establishing the quality of and overseeing instructional programs and have majority membership on key committees: Instructional Council, Curriculum Review Committee, and the Educational Assessment Committee. They also serve on the Finance and Budget, Campus Master Planning, e-Learning, and Library Advisory committees, and on College Council, and the Information Technology Advisory Group.

Faculty contractual obligations, including workload, evaluation, and professional responsibilities are defined in a collective bargaining agreement with the Board of Trustees.

Educational Program (ER 11): *The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational programs*

culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees with degree designation consistent with program content in recognized fields of study.

LWTech's mission is to provide workforce training and education to its community. The mission is supported by the four core themes of:
1. Pathways
2. Student achievement
3. External engagement
4. College community

The core themes create a framework that allows the college to fulfill its mission and recognize that student achievement occurs best when all elements of the college work collaboratively.

LWTech currently offers 129 degree, certificate and short-term training options in 41 areas of study:
- Bachelor of Applied Science 3
- Direct Transfer Agreements/Major Related Programs 5
- Associate of Applied Science – Transfer 13
- Associate of Applied Science 24
- Certificate of Proficiency 31
- Certificate of Completion 46 (of which, 18 are short-term)
- I-Best Short-term Certificates 7

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

All degree and certificate programs receive both internal approval and approval from the State Board for Community and Technical Colleges. All programs have established student learning outcomes in both technical skills and general education.

General Education and Related Instruction (ER 12): *The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.*

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

The Bachelor of Technology in Applied Design (BTAD) includes concentrated study in leadership, management and design theory to augment the associate technical degrees students bring to the program. BTAD students complete a 60-credit distribution requirement for the baccalaureate degree.

The college currently has five programs, in technology, pre-nursing, construction management, math education, and business that are part of the Direct Transfer Agreement (DTA) /Major Related Programs (MRP) effort statewide. These agreements provide students with articulated and seamless transitions into baccalaureate study at public and private four-year colleges in Washington State. The general education for these programs follows requirements set by the State Board of Community and Technical Colleges.

Library and Information Resources (ER 13): *Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever and however delivered.*

The Library serves as the information resource center for students and faculty at both the Kirkland and Redmond campuses. Since the 2006 comprehensive evaluation, the Library has enhanced its work with the addition of librarians and library technicians and a major expansion of its collection, primarily through electronic data bases. With the addition of two new baccalaureate programs in 2014, information resources have been added to meet faculty instructional requirements and specialized accreditation guidelines. The Library also provides training for students and faculty regarding access to and use of information resources and has on-line access.

Physical and Technological Infrastructure (ER 14): *The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

LWTech operates two campuses, in Kirkland and Redmond, six miles apart. Both have the physical and infrastructure capabilities necessary to deliver quality educational programs. As needed in financially difficult times, the college has used reserve funds to continue to adequately provide equipment for its instructional, student service, and information resource programs. Information technology capabilities have been continuously updated to give students and staff state-of-the art equipment and access to information resources. Students can access records, register for classes and obtain financial aid information online.

Academic Freedom (ER 15): *The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

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

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

Admissions (ER 16): *The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

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

Public Information (ER 17): *The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid, and the academic calendar.*

LWTech publishes the information described above in its *Catalog*, quarterly class schedules, the *Student Handbook*, and on various websites.

Financial Resources (ER 18): *The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

Lake Washington Institute of Technology is adequately funded to fulfill its mission. Funded by the Washington State Legislature and allocated by the State Board for Community and Technical Colleges, the college's annual operating budget funds instruction, student services, information resources, facilities and technology and administration. Reductions in state funding in the past six years have required administrative consolidations, greater operating efficiencies and the search for more alternative funding. But the college financial reserves have remained healthy, well above the minimums required by the Board of Trustees, and over 5,000 students are served each regular academic quarter. Long-range financial planning includes seeking new revenue sources, both private and public. The Lake Washington College Foundation has embarked on an ambitious fund-raising effort; more aggressive work to obtain new grants and contracts is underway, and new efforts seek more contributions from industry.

Financial Accountability (ER 19): *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.*

The financial health of the college is audited annually by the Washington State Auditor. Results of the audits are shared with the President and the Board of Trustees and are available to the public. Recent audits have included no findings or management letters.

Disclosure (ER 20): *The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

LWTech provides the Commission with all necessary information relevant to its accreditation status. In the past three years, four substantive change proposals have been submitted and approved regarding:
1. Establishment of two new baccalaureate degree programs
2. Delivery of instruction outside of the united states

3. Moving degree and certificate programs to other LWTech campuses

The Commission will be kept fully informed of any future changes.

Relationship with the Accreditation Commission (ER 21): *The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.*

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

Standard 2.A: Governance

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

Lake Washington Institute of Technology (LWTech) is one of 34 community and technical colleges within the state of Washington and is accredited by the Northwest Commission on Colleges and Universities at the associate and baccalaureate level.

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

Executive Cabinet is the college's administrative leadership team comprised of the President's senior administrators (three vice presidents, one executive director, two special assistants to the President, and the Chief Information Officer).

The college community participates in LWTech's governance through its committee structure (as illustrated by the College Council Information Flow Chart) allowing for open discussion, opportunity for input, and the development of recommendations to present to the Executive Cabinet and to the President.

The Accreditation Committee focuses its efforts on completing all reports required by the Northwest Commission on Colleges and Universities to maintain the college's accredited status. Any member of the college community may join the committee or its taskforces.

An active Associated Student Government (ASG) at LWTech provides excellent leadership opportunities for students as well as a forum for students' issues. It consists of an executive board with a president, vice-president, records officer, and public relations officer, and a senate comprised of one senator and one alternate from each instructional program. The Director of Student Programs supervises ASG. To ensure the student voice is heard, students serve on various committees including Accreditation Committee, College Council, Diversity Committee, Facilities Planning Committee, Faculty Tenure Committees, and Strategic Planning Committee.

The ASG President acts as the liaison between the student body and the faculty, staff, and administration by representing students in campus and community relations and recommends chairpersons to all committees, attends all Board of Trustee meetings and is knowledgeable of all Board of Trustee functions. The ASG gives a report monthly to the Board of Trustees at their regular meeting.

College Council provides opportunities for all constituencies of the college to participate in the process of governance. Two representatives from administration, one faculty member from each division, one

part-time faculty member, four staff members, and one ex-officio (administrative) member serve on the Council. The Council facilitates communication and participation of faculty, staff, and students in the governance of the college, deliberates and advises the Administration on proposed actions and issues of college policy, and communicates with the standing and ad hoc committees of the college that develop and recommend such policies and procedures.

The [Institutional Planning and Effectiveness Committee (IPEC)](#) provides the primary organizational structure to monitor progress towards Strategic Plan objectives and assesses the timeliness of the college's strategic plan and its components. In 2010, the Committee was charged with collaboration and initial development of the college's outcomes and indicators in support of the Core Themes for Strategic Planning and Accreditation. In addition, IPEC provides a forum for discussion on opportunities and challenges the college faces and the college's data collection and reporting efforts.

[Instructional Council (IC)](#) is a group of selected full- and part-time faculty and six instructional administrators that serve as a communications link between the faculty and the office of Instruction. Its mission is to review instructional policies and procedures and make recommendations to the Vice President of Instruction. Instructional Council reviews and votes on curriculum changes as recommended by the Curriculum Review Committee, a work group of IC.

The [Facilities Planning Committee](#) is composed of a cross-section of campus leaders and is charged with managing the effective use of college facilities. The committee's role and responsibilities are to:
- Serve in an advisory capacity regarding college facilities planning.
- Provide direction in the implementation of the Master Plan and Strategic Plan.
- Review capital project funding and provide input to identify funding priorities which meet the requirements and needs of the college.
- Develop and promote an open and transparent process for departments for space utilization.
- Provide advice and recommendations on ways to better and more efficiently manage college facilities.
- Educate and increase awareness of the college's capital projects, the funding process, state requirements, and available resources.
- Communicate and understand concerns, weaknesses, and strong points of the college facilities.

The [Finance and Budget Committee](#) is composed of administrators, faculty, staff, and a student and provides input and guidance in the development of the college's annual operating and capital budgets through a defined and managed process that allows for the assessment and review of funding needs of the college. It is a bottom up process which allows departments and divisions to identify and prioritize their needs.

[Strategic Planning Committee:](#) Beginning in September 2012, LWTech embarked on a community-wide effort to develop a Strategic Plan for the coming years. Initiated and stewarded by the college's Strategic Planning Committee and Design Team and guided by LWTech's four core themes, the work took place in three phases:
1. Using concepts articulated by the college community during its in-service on September 19, 2012 the Strategic Planning Committee formulated a vision narrative and the narrative was vetted with the community through several means, including forums and a survey. The narrative was then presented to the Executive Cabinet and shared as a "work in progress' with the college's Board of Trustees.

2. Data from the internal and external community along with workforce trend reports was used to identify LWTech's reality. Members of the college's committees including the Executive Cabinet met to develop goals and strategies to achieve the goals. The resulting goals and strategies were again reviewed by the college community and refined. The goals were approved by the Executive Cabinet and shared with the Board of Trustees.
3. Strategic Planning Committee members and their Executive Cabinet partners convened Goal Teams to strategies to achieve each goal and to develop a "road map" for that goal by sequencing the strategies. All community members were invited to participate with approximately 70 people contributing. Performance measures were developed and reconciled and finalized by the Institutional Effectiveness Committee.

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

Lake Washington Institute of Technology is one of 34 community and technical colleges within the Washington State Community and Technical College system. The Washington State Board for Community and Technical Colleges (SBCTC) is a nine-member board, appointed by the Governor, which sets policy and direction for the two-year college system. The SBCTC staff maintains offices in Olympia and Bellevue. Its work includes system budget and capital project development, approval of new college districts, approval of college professional-technical degree and certificate programs, workforce training development, system research and data services, and operation of a common administrative computing system used by all colleges. Policies governing SBCTC are published in the SBCTC Policy Manual available online. LWTech, as a state agency, is also subject to rules, regulations, and policies established by other state agencies, boards, and commissions (Table 2.1):

Table 2.1 – System Level Boards and Agencies	
Agency / Board	**Notes**
State Board for Community and Technical Colleges (SBCTC)	Nine-member board of citizens, appointed by the Governor. General oversight and policy development for all state community and technical colleges.
Washington Student Achievement Council	Nine-member board of citizens, appointed by the governor, to represent the broad public interest in the development of higher education policy.
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the activities of the K-12 system, including the Running Start program and high school completion programs.
Office of the Attorney General	Legal requirements for all state organizations
Office of Financial Management	Provides detailed financial reporting regulations
Washington Personnel Resources Board	Policies on employment and classified job classifications.
Washington State Auditor's Office	Conducts system and college financial and special audits.

Washington State Department of Enterprise Services	General state regulations governing official records, procurement, facilities, and capital construction.
Washington State Treasurer's Office	Additional financial policies and audits.
Workforce Training and Education Coordinating Board	Oversight of special legislative programs.
Local Workforce Investment Board	Oversight for Workforce Investment Act activities.
Washington State Employment Security Department	Regulates unemployment benefits.
Washington State Executive Ethics Board	Education, interpretation, and enforcement of Washington's Ethics in Public Service Act

2.A.3   The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

SBCTC policy requires all Washington community and technical colleges to maintain regional accreditation (SBCTC Policy 1.50.00). The SBCTC legislative relations staff provides information and support to colleges on legislative actions relating to accreditation standards and requirements. LWTech regularly reviews accreditation requirements at Executive Cabinet meetings, Board of Trustees study sessions, and Instructional Council meetings. The college (District 26) has four collective bargaining agreements: faculty (American Federation of Teachers Local 3533 AFT/AFL-CIO), classified staff (LWTech Federation of Classified Employees Local No. 4787), teamsters (International Union of Operating Engineers Local No. 286), and food service employees (Public, Professional and Office-Clerical Employees and Drivers Local Union No. 763). Any changes proposed to these agreements during negotiations are reviewed to ensure they support accreditation requirements.

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

Lake Washington Institute of Technology's Board of Trustees has five members who are appointed to five-year terms by the Governor. Individuals are typically not reappointed more than once. Current Trustees and their terms are shown in Table 2.2. Trustees have no contractual, employment, or financial interest in the college.

Table 2.2 – Lake Washington Institute of Technology Trustees		
Trustee	**Position**	**Term**
Darrell Mitsunaga	Chair	2010-2015
Neil A. Johnson	Vice-Chair	2012-2017
Lynette D. Jones	Trustee	2009-2014
Bruce J. Reid	Trustee	2013-2018
Anne Hamilton	Trustee	2013-2018

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

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

2.A.6   The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board reviews its policies regularly, typically at an annual retreat. The development and adoption of institutional policies follow an established approval process. New or revised policies are proposed in administrative units or in governance committees and sent to the President's Executive Cabinet for review. Upon Cabinet approval, policies are forwarded to the Board. A work session review with the relevant department head ensures that the context for the policy change is communicated to the Trustees. Board policy approval takes place via a formal vote in a regularly scheduled meeting.

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

The Board of Trustees is the hiring authority for the President, who serves as the chief executive officer. Board-staff relationships and executive limitations policies spell out the President's authority. The President is evaluated annually by the Board.

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

The Board evaluates its own performance annually in conjunction with its review of policies.

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

Lake Washington Institute of Technology's leadership team, the President's Executive Cabinet, includes President Dr. Amy Goings-Morrison's senior staff:
- Ms. Terry Byington, Executive Director for Legislative and External Relations
- Mr. Dennis Long, Vice President of Student Services (Accreditation Liaison Officer)
- Dr. Kevin McCarthy, Vice President of Instruction
- Ms. Andrea Olson, JD, Special Assistant to the President College Advancement & Entrepreneurship
- Mr. Mike Potter, Chief Information Officer
- Dr. Brinton Sprague, Special Assistant to the President
- Mr. William Thomas, Vice President of Administrative Services

The Executive Cabinet meets weekly. The President evaluates all Executive Cabinet members annually through the lens of the core themes and the strategic plan. Organizational charts for major units,

including Administrative Services, College Advancement, Instruction, and Student Services are included in Appendices A18-A24.

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

The President has full-time responsibility to Lake Washington Institute of Technology and also serves as the Secretary of the Board of Trustees.

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

In addition to the Executive Cabinet, LWTech employs many Deans, Directors, Assistant Directors Coordinators, and Managers. This Leadership Team meets regularly to share information across departments. These administrators are charged with implementing and reporting on the college's policies and four core themes.

Policies and Procedures: Academics

2.A.12   Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic issues are addressed in the Instruction section (6.P.01) of the LWTech Policies and Procedures Manual and is accessible to all faculty, staff, and students through the LWTech website.

Student policies related to academics issues such as standards and conduct are published in the Student Handbook; copies are available on both campuses at no charge to students and the Handbook is also accessible through the college website.

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

The library's procedures are provided on the library's website. Borrowing privileges are extended to students and employees of LWTech, including distance learners, members of Friends of the Library, members of Lake Washington College Foundation, and all Washington state community and technical college libraries. Some restrictions may apply to each category. The library enforces:
- Circulation policies using an electronic management system (Destiny).
- Access policies related to electronic resources by encoded them into the network login.

Policies serve to promote access to information resources and the library director and staff may interpret them as needed. Collection development policies are developed by library staff. The library receives funding to purchase or provide access to new print and electronic materials. The library endorses Section II of the American Library Association's Library Bill of Rights which states "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval." The

Library supports this statement by making every effort to collect materials that cover opposing viewpoints on various topics.

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

LWTech follows its published procedure (7.A.01) when evaluating credits from other institutions that students. Information for students is available on the [college website](#). The Dean of Students is the primary credit evaluator. In cases where there is a question about alignment of course content with the course catalog, the Dean or designee consults with the appropriate faculty, program director, and/or dean. LWTech also provides relevant information for students intending to transfer credits to another institution (7.A.112**)**. Links to transfer guides from receiving institutions are posted on the [Transfer web page](#) and are used in the advising process. LWTech participates in the SBCTC Common Course Numbering system to facilitate transfer among Washington community and technical colleges.

Policies and Procedures: Students

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

The college maintains high expectations regarding the conduct of the college community and publishes a clearly defined student code of conduct (including academic dishonesty) in the Student Handbook. The handbook is published annually by the Student Programs office and copies are available at no charge to students through the Student Programs Office or available [online](#). The student code of conduct was revised in 2013/2014.

The Student Handbook also contains policies and procedures regarding students' rights and responsibilities, including processes for filing appeals or grievances. The Vice President of Student Services or designee is responsible for the administration of the conduct code. Academic standards for continued enrollment and processes for termination, readmission, and appeals are published in the catalog, student handbook, and on the school website. Instructional deans hold responsibility for processes associated with academic progress.

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

Several programs at LWTech limit enrollment and require specific prerequisites. These additional requirements serve to ensure student readiness and success and rule out any qualifying barriers to licensure or employment. Dental Hygiene, Nursing, and Physical Therapy Assistant have additional criteria that are published with program information on the website and in the catalog. An admissions coordinator is responsible for advising pre-allied health students and holds orientations on a weekly basis on a rotating schedule.

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

Readiness for college coursework is determined through mandatory assessment (COMPASS) for all students who do not have prior college credit in English and/or math. For students whose placement results indicate under-preparation for college-level work, LWTech offers pre-college/Adult Basic Education (developmental) instruction in math, reading, and writing.

Registration occurs quarterly and priority registration is provided for certain populations such as students with disabilities, veterans, worker retraining, and work first students. Students may register at their appointed time or afterward. These policies and procedures are published in Chapter 7 of the LWTech Policies and Procedures manual. Detailed information about how to register for classes is available [online](#).

The Disability Support Services office provides extensive information regarding services and support available to students with disabilities and is available [online](#).

In addition, LWTech provides educational opportunities for students outside of the traditional admission criteria (7.A.01) through Running Start, Gateway to College, and Lake Washington Technical Academy [online](#). These programs offer eligible high school junior and senior students, ages 16 to 21, the opportunity to train for a career and work toward a high school diploma. Lake Washington Technical Academy is accredited by the Northwest Association of Schools and Colleges as a full-time special purpose high school program on the main LWTech campus. The program enrolls 300 to 350 students annually and accepts students from 32 regional school districts. Enrollment is limited and students must meet certain eligibility requirements. These programs operate through special statutory authority:
- WAC 392-197 (Technical College Direct Funded Enrollment)
- RCW 28B.50.322 (Contracts with common school districts for occupation and academic programs for high school students-enrollment opportunities)
- RCW 28A.175.075 Dropout Re-engagement
- RCW 28A.600.300 Running Start
- RCW 28A.600.290 College in the high school program

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

Co-curricular activities at LWTech play a significant role in student life and allow students to connect to their college experience. These are organized through the Student Programs office where the motto is "Connect. Create. Succeed." There is an elected student senate and a range of student clubs and organizations recognized by the senate's activity council. The student community and clubs provide an opportunity to build social networks, create academic connections, or have new learning experiences. The student community program is managed by the Student Programs Office and works with all students to begin or join student communities. These groups and the policies that govern them are published in the Student Handbook; a list of organizations is also available on the [website](#).

Policies and Procedures: Human Resources

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

Board approved personnel policies and college operational procedures are drafted, reviewed, maintained, and administered in a manner that ensures consistent, fair, and equitable treatment of employees and students, including the college's employment procedures. The Policies and Procedures Committee (with faculty, staff, and administrative membership) reviews policies and makes recommendations for changes to the College Council and the Executive Cabinet. With their input, revised policies go to the Board of Trustees for review and approval. Chapters 1 Board of Trustees, 2 General Policies, 7 Student Services, 8 Business Operations, 9 Campus Operations and Safety, and 10 Information Systems of the Policies and Procedures Manual have been revised, reviewed and approved since the 2011 self-study report.

The Board of Trustees also approves Collective bargaining agreements. The agreements generally last one to three years and thus undergo periodic review through the collective bargaining processes. The current agreements are contained in the Policies and Procedures Manual which is published electronically and accessible through the college website.

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

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

Employees' rights and responsibilities, criteria for evaluation, retention, promotion, and termination are imparted through a combination of methods, including the supervisor, college policies and procedures, evaluations, applicable union bargaining agreements, and state and federal rules, regulations, and laws.

LWTech employs faculty as part-time (quarterly), annually renewable, probationary (tenure track), and tenured employees. State law establishes the following purposes for tenure:
- To protect faculty employment rights and faculty involvement in the establishment and protection of these rights.
- To define a reasonable and orderly process for the appointment of faculty to tenure status, or for the non-renewal of probationary faculty.
- To assure that tenure is granted to faculty members of such professional and instructional ability that the college, so far as its resources permit, can justifiably undertake to permanently employ them.

Collective bargaining agreements and state employment rules specify the number of days employees are on probation. Classified staff and teamsters are on probation for the first six months of employment. Food service workers have a 60 working day probationary period. If at any time during the probationary period the college finds that the employee does not meet performance expectations, a conference will occur with the employee to discuss the deficiencies. The college may dismiss probationary employees at its discretion. The decision to dismiss a probationary employee is not subject to the grievance

procedure. Probationary employees will receive written mid-point and end-of-probation evaluations by the supervisor. The supervisor will meet with the employee to discuss areas needing improvement identified during probation. The supervisor will send a recommendation for regular employment to Human Resources for employees with satisfactory performance.

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

The college ensures the security and appropriate confidentiality of personnel records by keeping them in secure, fire resistant file cabinets accessible only to a limited number of personnel.

Institutional Integrity

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

Lake Washington Institute of Technology strives for clear, accurate, and consistent information in its official announcements, statements, and publications. The college Advancement Office serves as a clearinghouse for published information; all publications and publicity are coordinated and reviewed by college Advancement. This centralized review ensures that information is accurate, consistent, and in alignment with LWTech's mission and core themes. The office also consults with the Accreditation Liaison Officer to review information regarding accreditation status and consistency with NWCCU standards for the use of accreditation terminology.

Academic intentions, programs, and services are communicated primarily through the catalog, quarterly schedule, and website. Many programs and services also disseminate fliers or other topic-specific publications. The catalog is published annually and all content is reviewed by program faculty and administrators as appropriate. Drafts are circulated early in the planning process for updating and then a final version is assembled, edited, and proofed. In addition to paper copies made available to faculty, staff, and students, the catalog is published on the website. Each program description in the catalog and the website includes a program guide that outlines a quarter-by-quarter plan that includes requirements, prerequisites, and availability of courses for completing programs in a timely fashion.

The Curriculum Review Committee reviews all credit courses and programs on a regular cycle to accommodate updates in course content and confirm curricular alignment with degree requirements. The status of all professional-technical programs is also reviewed annually with the SBCTC workforce education office. The Continuing Education department publicizes non-credit offerings regularly reviews them for accuracy and consistency.

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

LWTech subscribes to high ethical standards in its policies and regulations and exemplifies these standards through its actions and processes. The college strives to respond quickly and thoroughly to inquiries and information requests from the media, legislators, and the general public. Processes for resolving grievances and complaints are defined and accessible. In addition to college policies, collective bargaining agreements with the classified staff and faculty unions address grievance processes with timelines specified for each process. Student issues are addressed by the Vice President of Student Services and are governed by the Student Conduct Code.

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

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

2.A.24   The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The college has clearly defined policies on ownership, copyright, control, compensation, and revenue derived from the production of intellectual property as stated in the Policies and Procedures Manual under policy 2.P.70-2.P.77 and in the Washington Administrative Code (WAC) section WAC 495D-180-005 to section 040. Section 16.8 of the faculty Collective Bargaining Agreement outlines intellectual property rights for distance learning. Faculty may create materials that are covered under federal copyright statutes and that may serve to generate income for these faculty members.

2.A.25   The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

LWTech lists its accrediting body as the Northwest Commission on Colleges and Universities in the catalog, the student handbook, department brochures, web pages, and recruitment publications. The accreditation status is stated as follows: *"Lake Washington Institute of Technology is accredited by the Northwest Commission on Colleges and Universities at the associate and baccalaureate degree levels. Northwest Commission on Colleges and Universities (NWCCU) 8060 165th Avenue NE, Suite 100; Redmond, WA 98052-3981".*

2.A.26   If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains

provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Written agreements govern all contractual agreements with external entities. The supervising administrator initiates contracts and ensures adherence to the college's mission, programs and services, budget availability (8.P.25), and contract compliance. Contracts are reviewed by the Vice President of Administrative Services for adherence to the college's mission, programs, services and financial viability. After the Vice President's approval (8.P.23), the budget office encumbers the contractual agreements' financial commitment in the administrator's budget (8.P.25). The administrator or designee monitors the satisfactory completion of the contract terms and collaborates with the finance staff in authorizing the release of contract payments.

Grant proposals, involving outside funding governed by the grantor, must also adhere to LWTech policies and procedures. Agreements with vendors for the purchase of goods or services must adhere to established purchasing regulations and procedures (8.P.23) published on the LWTech Intranet. These procedures include Purchasing Department oversight to ensure LWTech meets required state regulations, including state contracts, bidding requirements, and competitive solicitation.

Academic Freedom

2.A.27   The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.
2.A.28   Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Board of Trustees approved policies regarding academic freedom and responsibility protect the college community from inappropriate internal and external influences, pressures, and harassment. The academic freedom statement encoded in Policy 1.P.18 highlights the Trustee's belief that an atmosphere of academic freedom is a fundamental requirement for excellence in higher education. Faculty and students engaged in pursuing truth must be free to grow intellectually and challenge conventional wisdom and to explore new avenues of thought, tempered by intellectual discipline and good taste. The college further articulates academic freedom in the faculty collective bargaining agreement, article 6, that is drawn from the Board's policy and standards established by the Association of American Colleges and Universities. Other policies that protect constituencies from inappropriate influences, pressures, and harassment include:

- 2.P.03 (Drug Free Workplace)
- 2.P.17 (Sexual Harassment)
- 2.P.21 (Employee Ethical Conduct)

- 7.P.73 (Hazing)
- 9.P.11 (Safety and Security)

Procedures 2.P.82 and 2.P.83 spell out the process for making a discrimination or harassment complaint. Together, these policy statements affirm the rights of faculty, staff, administrators and students to examine thoughts and ideas and share scholarship and conclusions with each other.

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

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

Finance

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

Established Board-approved policies prescribe the oversight and management of financial resources. These policies include:
- Budget Development and Requests (8.P.1-5)
- Funds Management and Development (8.P.6-13)
- Purchasing and Capital Projects (8.P.23-24)
- Cash Investments and Deficit Management (8.P.19-22)
- Financial Reporting (8.P.25)

All financial functions of the college are organized under and report to the Vice President of Administrative Services who reports to the President. The college's Finance and Budget Committee also reviews and monitors the financial activity on a regular basis.

At the monthly Board of Trustees meetings, the Vice President of Administrative Services provides a standing report assessing the college's financial status. In addition, an annual financial report is provided to the Board, and the Trustees are briefed on all audits conducted by the Office of the State Auditor. All accounting policies and procedures follow guidelines and regulations established by the State of Washington Office of Financial Management (OFM) and documented in the State Administrative and Accounting Manual (SAAM). LWTech is audited biennially by the State Auditor's Office and receives compliance audits annually by the State Board staff.

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Standard 2.B: Human Resources

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

While maintaining a sufficient number of qualified personnel in support and operational functions has been challenging, the college employs a dedicated and highly qualified staff to serve students and meet the operational needs of the college. Sixty-five percent of the regular employees have been employed at

the college for over five years and forty percent have been employed for ten or more years and the college is proud of this retention.

Interview committees are made up of employees from different areas of the campus and may include students or subject matter experts from the community. They select applicants for interview whose backgrounds best match the job's essential functions and qualifications. A change this year requires interview committees to interview all internal applicants who meet minimum qualifications. In order to support the college's diversity goals, all interview committees must ask at least one diversity focused question in the initial interview and during reference checks. The committee recommends at least two candidates they feel are best qualified to the supervisor and appropriate vice president for second interviews. This system provides checks and balances and values participation and open communication throughout the organization. The President retains hiring authority for administrators and full-time faculty and has delegated hiring authority to vice presidents and executive cabinet for staff and part-time faculty positions. A hiring manual published on the college's intranet and emailed to hiring committees fully details this information.

The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated on the college website under "Jobs@LWTech". Job listings are also available on internet sites such as usajobs.gov, craigslist.org, and sbctc.ctc.edu.

Each successful candidate receives a copy of the job posting which contains the position description information along with their offer letter. Position descriptions are updated periodically and are available in Human Resources as well as on the college website. They include the duties, responsibilities, qualifications, and authority of the position.

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

Consistent with college policies and bargained agreements, employees are regularly evaluated. The four unions on campus each have a bargained evaluation process that includes a pre-approved professional development plan and an annual assessment of employees' performance of their duties and responsibilities. Non-represented administrators and professional-technical employees have evaluation processes that include pre-approved professional development plans and annual assessments of the employees' performance of their duties and responsibilities.

The supervisor and employee review the evaluation and develop the professional development plan together. Evaluation forms are available in Human Resources and on the Intranet. These evaluation processes are reviewed and updated periodically by supervisors and employees.

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

LWTech historically supports staff development and professional growth with release time and funding. A staff development policy guides the program. The new employee orientation process gives employees information and training needed for success and introduces them to people who can help in that process. Human Resources staff meet with new employees for an overview of important college policies and job expectations. Supervisors give specific job related information and support individual employee

development with department resources. Scheduled meetings with other departments help employees by sharing information about college processes and procedures. The leadership team on campus is also working on a mentoring program for new staff.

The college encourages employees to remain lifelong learners. The professional growth plan may contain goals related to the employee's current position, goals related to a position they would like to have in the future, and enrichment activities for personal development. Financial support for employee development has been reduced as the college has dealt with severe and sustained budget cuts. This has forced greater emphasis on the resources at hand such as existing classes offered on campus, workshops led by college faculty and staff and experts from surrounding colleges, and limiting travel and other support for professional conferences. Despite current budget reductions, many employees attend trainings on campus, off campus, or online (Appendix A25).

The LWTech eLearning Lab, with two Instructional Technology Specialists and a Director of eLearning, offers a variety of professional development opportunities related to instructional technology, digital pedagogy and instructional design:

- 94 instructors successfully completed the 1-credit Digital Instruction 1: The Learning Platform course
- 126 instructors have met with eLearning staff for private training and instructional design consultations
- 26 instructors successfully completed the BlendKit 2014 MOOC earning a Blended Learning Designer certificate from the University of Central Florida and EDUCAUSE; in addition to funding the portfolio review fee for instructors to earn the credential, eLearning paid the 26 instructors for 20 hours of work on their portfolio projects
- 3 instructors attended the SLOAN-C Emerging Technologies for Online Learning Conference
- 6 instructors attended a hosted EDUCAUSE Live session on Blended Learning Design

The eLearning calendar features approximately 14 professional development events each month.

The college has many diversity and other education-oriented events throughout the year which provide learning opportunities. Faculty self-fund or obtain other support for return to industry activities designed to maintain technical currency in their fields.

Several current employees began at the college as students. Thirty-six current employees received certificates and 21 were awarded degrees by LWTech. Twenty-two current employees began work as work study students and later applied for regular positions at the college after their educational goals were achieved. Each year, many other employees take classes at LWTech, University of Washington, University of Washington Bothell, Cascadia Community College, and Bellevue College using state employee tuition waivers.

The college conducts an annual staff development needs assessment survey, giving employees the opportunity to help determine what training they need and are interested in attending. The survey results are shared with the campus and used by the Staff Development Committee, Diversity Committee, and the Teaching and Learning Center to assist in planning workshops and events. Eighty-three percent of employees responding to the 2013 survey indicated satisfaction with Staff Development's responsiveness to their needs. A significant number of respondents (88 percent) said

they receive adequate notice of workshops. Both are slight decreases from 2011. The Staff Development Survey also gives employees an opportunity to suggest improvements for staff development. In 2013 more than 35 of the training programs requested by 30 percent or more of respondents were offered, including, CPR/AED and Blood Borne Pathogens, Cultural Events and Training, and eLearning Course Design. The committee used the 2013 survey results to plan the Support Staff Professional Development Day to include requested training in Behavior Intervention, Retirement Readiness, Team Building, Safety and Identity Theft.

The college recently adopted a new instructional calendar which will reduce instructional day from 55 to 50 each quarter effective Fall 2014. This brings the total number of non-instructional days up from eight to 23 per year. These new days will be split between faculty professional duties, advising days, traditional in-service days, and faculty preparation. The college will continue to offer the popular Summer Institute for intensive faculty training. The summer institute and in-service sessions have had outstanding, nationally recognized presenters, for example Rita Smilkstein, who provided information on the natural human learning process that many faculty now use in their classrooms. Dr. John Medina's presentation on Brain Rules offered valuable information on innovative ways of teaching and how students learn. Recent in-service presenters have included instructors from the state community and technical college system who have implemented best practices in the use of technology in the classroom. The Educational Assessment Committee (EAC) and the Coordinator of Assessment and Development plan the Summer Institute during Spring Quarter. The 2012, 2013, and 2014 the Summer Institutes focused on teaching to the Global Outcomes, with the focus on Intercultural Appreciation and Critical Thinking in 2012 and 2014 and Communication, Information Literacy, and Teamwork in 2013.

Several faculty and administrators have made trips to visit colleges in Korea, China, and Mexico. In August 2013, two culinary faculty and 10 students visited Korea for a Korean cooking course and cultural experience. In February 2013, Korean Faculty and students from that school visited LWTech for an American cooking and cultural experience. In addition, faculty from the Auto Repair program have taught at partner colleges in China. LWTech hopes to expand these types of international exchanges with faculty and students.

The college offers many types of diversity training such as "Safe Zones," "Cultural Awareness," "Disability Awareness," and various cultural events. Living Voices performances, such as "La Causa," about the Latin American farm workers movement in the 1960's, appear on campus regularly. Diversity was a major issue raised during the college's strategic planning process. As a result a Diversity Task Force was formed to develop a work plan that includes a cultural audit. The college has hired a Diversity consultant to help with this work and expects a plan within the next academic year.

Several safety trainings have occurred including "Shots Fired on Campus" and "Shots Fired--When Lightning Strikes." In addition to individualized training agreed to by staff and their supervisor in the professional growth plan, mandatory sexual harassment and state ethics training is held to keep employees current with changes.

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

2.B.4   Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives,

establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Faculty are hired and employed consistent with the bargained agreement between the college and the Lake Washington Institute of Technology Federation of Teachers, Local 3533. As the number of students enrolled at the college has grown, so too have the ranks of the full-time and part-time faculty grown. In the past five years full-time faculty have increased from 77 to 83 (Fall Quarter, 2013) and part-time faculty has increased from 195 to 198. The increased number of tenured faculty employed is sufficient to handle the mentoring of new full-time probationary and annually renewable faculty (Appendix A26).

LWTech continues to emphasize and protect core programs during significant state budget reductions. The college did not officially reduce any full time faculty positions since the previous accreditation visit in 2011, however one full time faculty member in Funeral Services voluntarily reduced her time to .5 FTE. Since that time, fourteen new full time faculty have been hired including two full-time tenure-track faculty and twelve annually renewable faculty. Sixteen part-time faculty were promoted to full time temporary faculty, and seven part-time faculty were promoted to full time tenure track faculty. Seven full-time faculty were moved to tenure track and eleven faculty were awarded tenure since Fall 2011 (Appendix A27).

The percentage of faculty holding graduate degrees has increased through recruitment of faculty with higher degrees for many positions, particularly in the Bachelors of Applied Technology in Design program and Nursing programs. The number of full time faculty holding degrees (of any level) increased from 83% in 2011 to 88% in 2013. The number of part time faculty holding degrees increased from 91% in 2011 to 94% in 2013.

Programs are reviewed regularly to assure the integrity and continuity of their academic components and identify areas needing improvement. A review of the LWTech high school program found low retention of students and low student success in higher education after high school. In 2008 two faculty counselors were hired to support these students and increase retention.

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

Faculty responsibilities and workload are bargained with the LWTech Federation of Teachers, Local 3533, and meet the college's expectations for teaching, working with students, and service. Teaching workloads are commensurate with the other four technical colleges in Washington State. The bargaining agreement provides for faculty release time to work on professional duties such as program development, educational outcomes assessment, student retention, accreditation, and college service. The college annually exceeds the contractual release time for faculty.

Faculty evaluation assesses faculty performance in teaching/working with students, working with faculty and staff, service to the college, community, and industry, program management and advancement, and professional development.

Faculty professional development focuses on industry certifications and staying current with advancements in their fields. While there are no bargained expectations for faculty scholarship, research, publication, or artistic creation, many of the faculty participate in these activities and document them in the portfolio component of the faculty evaluation. For example, Don Marshall,

tenured faculty in Environmental Horticulture, has published a book titled *Northwest Home Landscaping* and Multimedia Design and Production faculty Stacie Chappell's art work has been on exhibit at the Artsnow Gallery and the Marni Muir Gallery.

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

The faculty evaluation process is regular, systematic, substantive, and collegial. The process is detailed in Article 17 of the bargained agreement and is integrated with faculty professional development plans. Faculty evaluations use multiple indices including a supervisor/dean evaluation, student surveys and peer evaluations over a four-year cycle. Faculty maintain and retain a portfolio to highlight their teaching effectiveness, progress toward program and professional development goals, and professional accomplishments. The portfolio includes, but is not limited to:
1. Professional goals and professional development plan
2. Teaching materials
3. Peer feedback
4. Summary of student surveys and narrative comments
5. The faculty member's summary of service to the college and community
6. Copies of certifications, awards, degrees, licenses, and other accomplishments

There is administrative access to all primary evaluation data in faculty portfolios and personnel files.

A comprehensive evaluation of faculty performance may occur at any time, at the request of either administration or the faculty being evaluated. The purpose of evaluation is to ensure the quality and effectiveness of the educational program, seek methods for the continuous improvement of faculty performance, identify specific strengths and weaknesses and assist in the development of procedures for correcting weaknesses, formally recognize faculty strengths and accomplishments and identify professional development needs.

Where areas for improvement are identified, the college will work with the faculty member to develop and implement a plan to address the areas of concern. The Faculty Professional Development Plan form records the development and improvement process agreed to between the faculty member and dean/supervisor. The professional development plan addresses, at a minimum, the faculty member's ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The professional development plan is determined collaboratively by the faculty member and his/her dean and will include at least five professional development activities linked to the skill standards for professional-technical faculty.

Standard 2.C: Educational Resources

2.C.1   The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified

student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

LWTech offers certificate, degree, and baccalaureate level workforce education programs with courses offered through face-to-face, web-enhanced, hybrid, and online delivery methods. Programs are developed by experienced faculty in concert with business and industry standards and practices as validated through each program's advisory committee. At times the college may also hire outside subject matter experts for assistance. The program advisory committees are made up of currently employed industry professionals and, where appropriate, labor representatives. They provide input into new programs and suggest revisions to current curriculum on a regular basis.

Programs are offered at two sites in the LWTech service area. The Kirkland campus includes the West Building, Library, Allied Health Building, Technology Center, and the East Building which houses a teaching restaurant, bakery, fitness center, dental clinic, therapy rooms, and manufacturing and transportation wings as well as the bookstore and campus cafeteria. Horticulture and Child Care programs are independent facilities on this same campus. Student Services and instructional spaces are located in the West Building. The Redmond Campus offers space for community activities, degree programs and additional academic courses, as well as the center for the Corporate and Continuing Education programs. The Library Learning Commons supports programs at both facilities through the procurement and curation of current and robust collections, loaning of print and media materials, online/virtual access to academic resources, and course Reserves.

All certificate, two-year degree, and four-year degree programs are approved at the state level using three pathways of approval. For non-transfer (professional technical) certificate and associate degree programs, a Professional-Technical Program Approval Request application form (PAR) is completed and submitted directly to the State Board for Community and Technical Colleges (SBCTC). For the Major-Related Program transfer programs (DTA/MRP), the application form is signed by all technical and community colleges in the applying college's service area and submitted to the SBCTC for approval. External approval for the applied baccalaureate degrees is a two-stage process through the SBCTC. This process helps ensure labor market need and student demand, appropriate content and rigor, clearly identified student learning outcomes and common program content in recognized fields of study.

LWTech offers a range of educational programs appropriate to its mission "to prepare students for today's careers and tomorrow's opportunities". LWTech degree and certificate programs fulfill the requirements set forth by the Washington State Board of Community and Technical Colleges [see http://www.sbctc.ctc.edu/college/e_transfer.aspx and http://sbctc.edu/general/policymanual/_a-policymanual-ch4Append.aspx#appendb].

By the 2014-15 academic year, LWTech will offer three bachelor of applied science degrees:
- Launched in 2009-10, the Bachelor of Technology in Applied Design (BTAD) program is intended for students with an applied associate's degree in a design-related field who seek an opportunity to earn a four-year degree and obtain management skills.
- Beginning Fall 2014 the BAS in Public Health builds upon the college's array of associate degrees in allied health.
- Also beginning Fall 2014 the BAS in Transportation and Logistics Management builds upon the college's transportation technology cluster, as well as business management.

The Revised Code of Washington only allows technical colleges to "offer transfer degrees that prepare students for bachelor's degrees in professional fields." This precludes offering the Direct Transfer

Agreement (DTA) Associate Degree, sometimes called the Associate in Arts or Associate in Arts and Sciences but allows LWTech to offer Direct Transfer Agreements/Major Related Programs (DTA/MRPs). Under SBCTC guidelines, "To help transfer students better prepare for the junior year, two-year and four-year institutions work together to create transfer associate pathways outlining the appropriate courses in order for students to be well prepared to enter the major upon transfer – Major Related Program (MRP) pathways follow one of the two statewide transfer agreements – the DTA format or the Associate in Science (AS-T) format." Five programs at LWTech follow the former: Pre-Nursing, Technology, Business, Construction Management, and Math Education.

Lake Washington Institute of Technology also offers thirteen Associate of Applied Science–Transfer (AAS-T) degrees. The AAS-T builds upon the technical courses required for job preparation and includes a college-level general education component. The distinguishing characteristic of the AAS-T is a minimum of 20 credits of general education courses drawn from the same list as those taken by students completing the Direct Transfer Agreement (DTA) associate degree or the Associate in Science-Transfer (AS-T) degree (that is, the list of courses generally accepted in transfer). AAS-T courses are designed for the dual purpose of immediate employment and as preparation for the junior year in a bachelor's degree commonly described as the bachelor of applied science (BAS). Other colleges generally do not accept the AAS-T degree in transfer for Bachelor of Arts or Bachelor of Science degrees although the general education component of the degree does transfer.

In general, the college's current offerings are found in the Catalog and on the website:
- Associate in Applied Science (AAS) degrees of at least 90 credits in 36 professional technical programs.
- Certificates of Proficiency of at least 45 credits in 25 professional technical fields. These certificates include requisite components in related instruction.
- Certificates of Completion of less than 45 credits in 22 professional technical fields. These certificates provide students with specific technical skills without related instruction.
- Short-Term Certificates of 19 credits or less in 22 professional technical fields.
- Seven Integrated Basic Education Skills Training (I-BEST) Certificates of Completion. The I-BEST certificate provides ESL and ABE students the opportunity to pursue Certificates of Completion while continuing their progress in Basic Skills.

Faculty identify and measure student learning outcomes in all courses and programs. Additionally the college identified institution-wide student learning outcomes (global outcomes) and faculty determined where in their courses global outcomes most naturally fit. Each program teaches and assesses all of the five global outcomes at least once per certificate of proficiency and twice per degree. In addition to global outcomes, courses also identify the technical skill outcomes taught and assessed.

At the program level, each certificate of proficiency and degree-level program has identified the expected program learning outcomes. These outcomes are documented on a Program Outcomes Guide (POG) and published in the annual *Catalog*. Faculty measure and review the outcomes at least annually. The content of programs and courses are reviewed at least once in a five year period for currency and rigor. Through a systematic and regular program review process at both the classroom and the program level, faculty continually assess and enhance these outcomes. This process ensures a high degree of rigor in each program consistent with industry standards, academic integrity, and the college's core themes and mission.

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

All program admission and graduation requirements, including student learning outcomes, are detailed in the college *Catalog*, published each year and available on the college website. As changes to program requirements occur throughout the year, the program outlines are updated in the Programs of Study section of the LWTech website. The *Catalog* includes expected certificate of proficiency and degree learning outcomes. Individual faculty include approved course learning outcomes in each syllabus. Official course outlines also include the learning outcomes and are posted on the intranet.

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

Students earn credits and degrees based on documented student achievement of identified learning outcomes at the course and program level. Students are assessed by faculty and must receive a 2.0 in all courses and an overall college GPA of at least 2.0 to earn a credential. Each degree program is at least 90 quarter credits in length and each certificate of proficiency at least 45 credits; all include requisite related instruction. Certificates of completion are less than 45 credits in length and do not necessarily include related instruction. The general requirements for the degrees and certificates can be found in the college catalog, pages 178-80 in the 2014-15 catalog. Grading policies are detailed in the catalog as well on pages 183-5.

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

Degree programs in the professional/technical fields include a preponderance of credits in the technical core area as developed by faculty subject matter experts and industry representatives through advisory committee meetings and correspondence. The breadth of courses and topics within the degrees aim to prepare students for a variety of careers. Many of the programs lead to a required certification or licensing exam required for employment and student learning outcomes include preparation for those licensure exams or certifications. These requirements are clearly identified and published in the college *Catalog*. Selective admissions requirements for associate and bachelor's programs are publically available on the LWTech website: www.LWTech.edu/selectiveadmission.

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

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

recommending approval to the Instructional Council (IC). The Coordinator of Assessment and Development from the Office of Instruction manages the CRC and maintains curricular documentation with support from the Educational Services Manager, but the committee is comprised primarily of faculty members who volunteer to meet weekly during the year as part of their governance obligations (the faculty members are joined by Student Services and Instruction staff). The CRC:

- Provides a rigorous examination of course and program learning outcomes.
- Reviews courses for instructional integrity and sequential coherence
- Considers revisions with multi-program impact.
- Provides guidance on information literacy and research information related to course content and design.

Subsequent to CRC recommendations official approval of curricular proposals remains with twelve elected faculty members and eight instructional administrators who comprise the Instructional Council which advises the Vice President of Instruction.

The process described above will be modified during the spring quarter of 2014 under new Instructional leadership to improve roles for shared governance and more effectively disseminate curricular decisions to the college community.

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

Faculty Selection
Faculty are integral to the hiring of new teachers, staff, and administration. The participation of faculty on hiring committees provides a direct link to the quality of personnel for the college and further adds to the philosophy of shared governance at the college. Faculty participation is not stipulated in the bargained agreement, but is included in the Hiring and Tenure procedures. That procedure (3.A.02) calls for "one faculty member from the same or a related instructional area" to serve on the screening committee. In practice, faculty participation is much greater. In 2013, faculty comprised between 29% and 63% of the screening committee membership in searches for full-time faculty (the low end is a product of summer schedules). Faculty filled multiple seats in others searches, as well. For example, faculty comprised 29% of the Presidential screening committee and 36% for the Vice President of Instruction, both in 2013.

Assessment
Faculty have been actively involved in overseeing the system of educational assessment and have been enthusiastic supporters of assessment. The Educational Assessment Committee (EAC), a faculty group chaired by the Coordinator of Assessment and Development, takes an active role in training faculty in assessment policies, procedures, and classroom methods. Committee members also lead the measurement and enhancement of student learning, the development of program outcomes and program review, and use of assessment results for classroom and program changes.

While the EAC oversees instructional assessment, all faculty members take collective responsibility for carrying out assessment. Across campus, 230 courses include teaching and assessment of an institution-wide student learning outcome (referred to as a global outcome). Each time those courses are taught, faculty teach and assess the specified learning outcome using an EAC designed rubric approved by the Instructional Council.

In 2012-13 and 2013-14, 65 faculty members were part of the reporting sample of faculty who assessed, tallied, and "closed the loop" for instructional improvement through the assessment of Global Outcomes learning in 78 classes (including 1,251 students). In addition to the global outcomes, 21 programs updated their program outcomes, a process that is ongoing. Over 60 faculty members were trained in outcomes assessment. Program Review underwent extensive revision to better align with the college's Core Themes. The process was led by a team of faculty and the Coordinator of Assessment and Development. As a result of the revision and turnover in the Office of Instruction, 19 programs will complete the updated program review during 2014-2015 to get programs back on schedule for a fine-year rotation. LWTech earned a commendation for this work during the 2009 NWCCU focused interim evaluation.

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

The Library Learning Commons staff, faculty, and the facility are an integral part of the LWTech learning environment. The two full-time tenured Library faculty fully engage with the college through membership in the CRC and Library Advisory Committee and regular contact with faculty through orientation courses, participation in department meetings, and delivering workshops on professional development days.

Instructional faculty note in surveys that the library faculty provide excellent support locating course and program resources and helping with e-reserves. Librarians create videos and tutorials that help students and faculty understand the uses of the Library Learning Commons as well as produce teaching aids, such as podcasts. Librarians also work closely with faculty in helping students find and evaluate appropriate information. The librarians assist over 1,000 students per quarter through information literacy classes. Modules in plagiarism have been created and made available to faculty online. Faculty interaction with the Library Learning Commons is evident in the number of seminars provided by Librarians and the faculty input in the collection development for students. The Library Learning Commons has also expanded to the Redmond campus and in Kirkland has created a Cram the Exam time for students and faculty to work toward preparation of finals exams.

A recent initiative moved to digital resources and cataloging, freeing library faculty to dedicate more time to direct service to students and instructional faculty. With the recent upgrades to the campus network infrastructure, the network is poised to provide better library service. Information resources have moved from an 80 percent print collection to a 79 percent digital collection in the last five years. The move to licensing electronic resources instead of buying books gives access to wider and deeper collections than could be obtained by purchasing the resources individually.

The Library Learning Commons is one of the busiest areas of the college between 9:00 am and 2:00 pm, and on many days all 104 computers are used by students and staff to access information.

2.C.7   Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty.

Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

LWTech credit for prior learning processes support the conversion of skills and knowledge acquired through work experience into college credit. Credit for prior learning begins with the student completing an assessment process designed and conducted by qualified content area faculty. Upon demonstrating competency in the course subject matter, the college translates those competencies met into course equivalencies, which are then documented on an Assessment of Credit for Prior Learning form. As another option for students, rather than being assessed on a full body of knowledge, a student may challenge certain specified courses and be assessed only on the requirements for that particular course. The college follows NWCCU standards limiting the award of non-traditional credit to 25%. The college publishes the full process, including required forms, online: www.LWTech.edu/pla

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

Students submit sealed official transcripts from former colleges to Enrollment Services for evaluation. Technical courses are evaluated by program faculty. Academic courses which are not commonly accepted for credit are sent to deans and faculty to validate transferability of the course content. LWTech has adopted the Common Course Numbering (CCN) system developed at the state level. Courses which are assessed to be common across colleges in the state are titled and numbered using the CCN protocol. These courses are easily identified on transcripts coming from other technical and community colleges in our system. LWTech also participates in the Reciprocity Agreement at the state level, which states that LWTech will apply the course in the distribution area in which it was earned at the original institution and posted on the official transcript.

Undergraduate Programs

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

All LWTech programs are supported by appropriate general education courses, located in the Academic Core Division.

Bachelor degrees require a minimum of 20-30 lower-division, college-level general education credits for admission (program dependent). The BAS degrees require a mix of 60 lower and upper-division general education credits in the major disciplinary fields to earn the degree.

LWTech's DTA/MRP degrees follow state guidelines for general education. The Catalog notes university specific requirements for transfer.

The Associate in Applied Science-Transfer degrees also follow state guidelines for a minimum of 20 credits of general education courses drawn from the same list as those taken by students completing the Direct Transfer Agreement (DTA) associate degree or the Associate in Science-Transfer (AS-T) degree (that is, the list of courses generally accepted in transfer).

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

Certificates of Proficiency (45-89 credits) require 15 credits of Academic Core in the areas of written communication, quantitative reasoning, and social science (human relations component). Unless differently specified, for the certificates, developmental-level coursework in writing and quantitative reasoning will meet college requirements for graduation. In all cases, academic programs and courses have identifiable and assessable learning outcomes.

For students who begin with skills below college-level, LWTech offers Basic Skills, which includes a full range of levels, as defined by the Office of Adult Literacy, in English as a Second Language, Adult Basic Education and High School Completion requirements. LWTech also offers developmental education courses which bridge the gap between basic skills and college-level academics.

2.C.10   The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

All programs have program-level outcomes which support the college mission. Program-level outcomes are continually reassessed through the established program review and curriculum review processes. All programs have identified courses which assess global outcomes. The resulting data, which includes an analysis of ways to continuously improve the educational activity, the course outcomes, and the assessment process itself, is submitted quarterly to the Instruction Office. Each course outline lists specific outcomes expected in the course and is kept on file in the Instruction Office.

2.C.11   The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

All professional/technical programs, academic courses and related instruction courses have measurable institutional-, program-, and course-level outcomes defined in the curriculum documents. All related instruction courses developed for certificates and degrees have learning outcomes and assessments described clearly in the course outline and published in the course syllabus. Related academics are taught in standard course format rather than embedded into technical program curricula. Nearly all academic faculty hold a master's degree or higher, and all faculty are in compliance with hiring standards specified in state law. Courses are delivered in a variety of formats, including lecture, lab, computer-assisted, hybrid, and online formats.

Graduate Programs (Standards 2.C12-2.C.15)

Not applicable.

Continuing Education and Non-Credit Programs

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

The Extended Learning Department offers noncredit courses taught by experienced faculty and experts from the community to advance career options and refine professional skills and knowledge for the workforce and for personal enrichment. Continuing education classes range from a few hours in length to an entire quarter. Many continuing education classes are available online through Ed2go and Gatlin. There is a wide range of online class offerings – from Microsoft Office Suite of Excel, Word, Access and PowerPoint to graphic design classes on the newest editions of Photoshop and Illustrator, from business and personal finance to languages, webpage design and healthcare classes. The courses are listed at www.ed2go.com/LWTech/ and www.gatlineducation.com/lwtc/ . Examples include:
- Accounting Fundamentals
- Advanced Microsoft Excel 2007
- Introduction to QuickBooks 2009
- Effective Business Writing
- Employment Law Fundamentals
- Creating a Successful Business Plan
- Grammar for ESL
- An Introduction to Teaching ESL/EFL
- Speed Spanish
- Spanish for Medical Professionals
- Discover Digital Photography

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

The Associate Dean of Instruction is responsible for the administration of continuing education, while the Director of Business Development is responsible for the administration of contract training. Both the Associate Dean the Director of Business hire faculty who are well-qualified and versed in their fields of expertise to teach continuing education courses and contract training respectively. To provide accessible and quality resources in flexible delivery formats to meet the needs of students, the continuing education program also offers training using published, non-credit modules from Gatlin and Ed2Go.

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

The college grants credit in continuing education under the same state regulations and institutional curriculum review process as other credit courses. Continuing Education Units (CEUs) can be awarded at the rate of one CEU per ten hours of instruction for non-credit courses that meet institution-specified criteria. For example, the "Welding for Garden Art" class is eight weeks in length (24 hours) offering 2.4 Continuing Education Units (CEUs) with successful completion. An HIV/Aids Training for Healthcare class is seven hours, offering 0.7 Continuing Education Units (CEUs) upon successful completion.

2.C.19   The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Records of CEU's earned by students are maintained by Enrollment Services. Tuition is set in each course to support faculty and material costs and students are responsible for texts and specific fees. Course records for non-credit courses are maintained by the Office of Extended Learning Department and are kept in the Student Management System (SMS).

Standard 2.D: Student Support Services

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

Note: Samples of written material relevant to the services and process for students shown below will be available as exhibits at the time of the evaluation visit. Program-specific handbooks will also be available.

LWTech commits to providing student support resources consistent with its educational programs and the needs of students upon entry, while enrolled, and upon exit:

Table 2.3 – Lake Washington Institute of Technology Support Resources	
Entry Services for New, Returning, and Prospective Students	
Information Sessions/Tours	Weekly sessions facilitated by admissions and outreach staff

Intake Process	Designed to streamline the student experience and provide a clear, comprehensive "to do list"
Assessment Center	Provides COMPASS testing needed for entering students, selective admissions tests, and GED
The Lion's ROAR	A mandatory orientation for new students without prior college experience covering Resources, Orientation, Advising, and Registration
Advising	Provided to new students on a drop-in basis and by appointment (enrolled students transition to a faculty advisor)
FAFSA workshops	Quarterly workshops to help students apply for federal financial aid
Funding for eligible students	Worker Retraining, WorkFirst, Basic Food Education and Training, and Opportunity Grant
Career Choice	Workshops open to students and community
Veterans Services	Financial aid, advising support, and priority registration for veterans
Ongoing Services for Enrolled Students	
College Success Courses Taught by Student Services	College Strategies, Leadership, Tutor Training
College Success Courses Taught by Instruction	English skills building, Math modules, ESL orientation
Disability Support Services	Provides accommodation determinations and ongoing support to students with medically documented disabilities
Assessment Center	Provides proctored, accommodated exams for students with disabilities
Advising for Select Populations (links to right)	Wrap around services and retention support for students enrolled in TRiO, Opportunity Grant, Worker Retraining, Basic Food Education and Training, Veterans, WorkFirst
Tutoring	Available to any student in academic and computer classes
TRiO Learning Lab	Available to any student
Academic Early Warning (AEW)/Advisor Data Portal (ADP)	Faculty advising and early alert tool
Computer Lab	Available to any student

Math Lab and Writing Center	Available to any student
Academic Skills Center	ESL and ABE support to students
Library	Available to any student
Counseling Services	Short term support to students experiencing mental health concerns
E-learning Support	Student workshops and one on one support for using Canvas
Exit Services for Students	
Employment Resources Center	Job Search/ Resume/application letter workshops and assistance
Transfer Advising	Targeted advising for students waning to transfer to other colleges to continue their education
Assessment Center	Provides industry exams such as MCAS, MTA, etc

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

LWTech makes a concerted effort to provide a safe and secure environment for the college community – students, faculty, staff and visitors. LWTech has a full-time security manager, a full time security technician, and also contracts with Puget Sound Security for additional security staff and coverage at the Kirkland and Redmond campuses. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations. Off-duty Kirkland Police Department officers are hired to supplement security coverage on the campuses when deemed necessary. Compliance with the Cleary Act and reports of crime statistics are available at the Security Office and online. The college policies and safety security procedures are available at the safety and security office, in the *Student Handbook,* and on the college website.

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

Admissions and testing policies are found on page 160of the 2014-2015 *Catalog* to ensure students are able to benefit from LWTech programs and courses. College recruiting takes place at local high schools and relevant area career and college fairs (Appendix A28). The intake process provides prospective students with timely and accurate information. Individual and group advising as well as orientation sessions (mandatory for all students without prior college experience) cover all the topics important to the students' admission and educational plans. The *Catalog,* available to all students in print or online, lists academic requirements at *LWTech*.

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

In the event of program elimination or inactivation or a significant change in requirements to a program, the college commits to minimizing disruption in meeting students' educational goals, consistent with the procedure described on page 185 of the 2014-2015 *Catalog.* Students are notified as early as possible and alternative pathways are offered to complete program requirements in a timely manner. This information is shared in a number of ways including e-mail, class announcements, the college website and the *Catalog.*

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:	
a) *Institutional mission and core themes;*	Institutional mission and Core Themes, page 6
b) *Entrance requirements and procedures;*	General college entrance requirements and procedures, page 160; high school programs, pages 142-3; and international programs, pages 144-6
c) *Grading policy;*	College grading policy, pages 183-5
d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*	Academic programs, pages 14-141. Individual course descriptions, pages 188-239. Program listings include required technical and academic classes, learning outcomes, and available starting quarters. The *Catalog* does not provide a suggested course sequence or a projected timeline for completion, but all programs provide this via an academic plan on individual program websites. Any errors or omissions to instructional curriculum in the *Catalog* are updated online
e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*	Faculty directory, pages 243-5; Administrator directory, page 246.
f) *Rules, regulations for conduct, rights, and responsibilities;*	The Student Handbook lists all student rights and responsibilities; available in print and [online](#)
g) *Tuition, fees, and other program costs;*	Tuition and fees, pages 168 and [online](#)
h) *Refund policies and procedures for students who withdraw from enrollment;*	Withdrawal and refund policies, pages 164 and 169 respectively
i) *Opportunities and requirements for financial aid; and*	Financial Aid, pages 171-175
j) *Academic calendar.*	Academic calendar, page 242

The annual *Catalog* is available in print and online.

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

Information regarding career fields that require national and/or state licensure is printed in the *Catalog*, on individual program pages, 14-141, as well as on the college website. Descriptions of any unique requirements for employment and advancement in the occupations or professions are published in individual program handbooks.

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

Policies and procedures regarding the secure retention of student records, including electronic records, comply with *General Retention Schedule for Washington's Community* and *Technical College System* (as approved by the State Records Committee, February, 1998).

On a quarterly basis the Registrar updates all employees regarding the Family Educational Rights and Privacy Act of 1974 (FERPA) information. This information is also presented to new employees in the Master Advising Course and can be found in the Employee Acknowledgement and Agreement form that all new hires receive and sign upon employment. This information is also published in the *Student Handbook* 2014-2015, page XX, and the *Faculty Handbook* 2014-2015, page 24 or online.

2.D.8   The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The Financial Aid Office provides assistance to students needing financial help in a manner consistent with Student Services mission and goals including an effective program of delivering financial aid to students as well as accountability for that program. In 2012 -2013 the Office provided 2,097 students with over $15,375,314 in financial assistance. Applications (FAFSAs) received by the office have increased each year. In 2007 – 2008 the Office received, 1,970 FAFSA applications; in 2012-2013 they received 5,339. During this period, the Office continued to provide a level of service, measured by student feedback and processing time that compares favorably with other colleges in the state's community and technical college system. The Office demonstrates accountability by complying with all applicable federal and state regulations addressing financial aid. This is evidenced through regular audits performed by the State of Washington which have not revealed discrepancies in any aid programs in the past seven years. Information regarding aid programs, procedures, policies and categories of financial aid is available to students through the *Catalog,* a consumer information leaflet (distributed at the Financial Aid Office), on the Financial Aid Office website, and in the *Student Handbook.*

2.D.9   Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

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

The Financial Aid Office regularly monitors its student loan programs, including maintaining compliance standards for processing and reconciliation. The institution's default rate stays well within the standards required by the federal government for continued participation in Title IV programs. The last official default rate for the college (in FY10) was 9.6 percent. The default rate is communicated to the Vice President of Student Services by the Director of Financial Aid when the draft and final default rates are released. The Office has been notified that the draft (unofficial) default rate for FY 2011 may rise to 10.3 percent. Due to the current state of the U.S. economy, this rise was expected (and reflects a nationwide rise in average default rates); however, the office is examining it's counseling and informational practices that may assist students as they approach repayment.

2.D.10   The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

LWTech uses a dual advising system. Professional staff advisors work full time in the student development office and help new students interpret assessment test scores, select first quarter classes, fill out tentative academic plans, and connect with other offices such as financial aid or disability support; staff advisors also work with undecided or transfer students. One advisor works in the admissions office to serve students preparing for selective admission programs. Other advisors are located in offices that serve specific populations (TRiO, WorkFirst, Worker Retraining, Opportunity Grant, Basic Food Education and Training, International, and High School Programs).

Once a student begins a technical program he or she will work with an assigned faculty advisor to register for future quarters, align courses such as technical electives with career objectives, identify co-op or internship opportunities, and fill out substitution, waiver, and graduation forms. The Student Development Office evaluates advising services via an online survey ([Appendix A29]()) to the students who use advising services. Broadly, the college surveys students annually using the CESSE and an in house survey of degree and certificate graduates with questions regarding the quality of advising.

The Dean of Students teaches a one credit Master Advising Class quarterly for new faculty advisors and student services staff to ensure anyone providing advising knows the basic information necessary to assist students. Additionally, every Friday the Assistant Director of Student Development coordinates a general meeting for all staff with advising duties where different faculty members present updated information about program requirements, staff liaisons present updates from the Curriculum Review Committee, and staff go over particularly challenging issues of the week.

Student Development, Workforce Development, and TRiO staff all have liaison assignments to instructional departments. This partnership, as well as participation in the Curriculum Review Committee, ensures that advisors have up to date program information.

Although the college does not require advising, we strongly recommended that all students work with an advisor before registering for classes.

2.D.11   Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Co-curricular activities at LWTech offer students involvement opportunities to broaden their academic and personal development. Academically focused, student-chartered clubs produce activities throughout the academic year, consistent with the college's mission of training students for today's careers and tomorrow's opportunities.

The governance of these communities is managed through the Student Programs Department. Each club receives club management training related to the appropriate use of college resources, fundraising, leadership development and event management. ASG votes to charter new clubs and regulates the available funding for clubs and club activities. Club activities are consistent with their charters and help build a vibrant campus life.

Clubs must submit new advisor agreements annually. Quarterly thereafter, in order to operate on campus and access club funds, student officers must submit a six or more membership roster, a quarterly report (if they operated the previous quarter), and an activity list for the current quarter. The club advisor and the Director of Student Programs review each club activity for appropriateness and viability. Student Programs works with faculty to develop activity programs for inclusion in instructional settings or other annual programs. These are managed in the same manner as the club processes.

Other experiences for co-curricular opportunities include the development of internship and volunteerism for programs developed by Student Programs and other departments. Currently, that includes festive programs (fall quarter), Health and Wellness Expo (winter quarter), Mental Health and Community Resource Fair (spring quarter). Students receive class credit for participating in faculty sponsored internship experiences in a supervised work environment.

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

The LWTech Bookstore is a joint operation between the Follett Higher Education Group and the college. The Bookstore offers supplies and texts used in and outside of the classroom. The Bookstore Advisory Committee, with student, staff and faculty representatives, meets quarterly and provides input to Bookstore staff about issues regarding the store.

LWTech Food Services operates a cafeteria as an auxiliary service open to the public. The Culinary Arts instructional program operates an on-campus restaurant and a bakery, also open to the public. Each service has been responsive to requests for contribution to the campus climate, offering foods associated with campus activities such as International Education Week, Latino Heritage Month, and African-American History Month. Besides such cultural contributions, each service has students working in their workforce training environment. Students enrolled in the culinary arts program develop menus, manage restaurant operations, and prepare food. This provides an active learning experience on campus

for students preparing for careers in those programs. These services receive regular critiques through suggestion boxes, and campus communication systems.

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

Not applicable; LWTech does not sponsor intercollegiate sports.

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

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

If a faculty suspects that student submissions are not in fact the work of the student, there are several tools that can be used to investigate. Canvas Administrators have access to activity logs which can be used to verify the pages accessed by a particular user, and the browser and operating system used to access those pages. Instructors also have the ability to restrict quizzes in the system to particular IP addresses, or to require an access code which can be provided to the students. The Student Conduct Code, Policy 7P.55, establishes the right of the college to demand a positive identification from the student any time. WAC 495D-121-510 is applicable to all students in online, hybrid, Web enhanced, and classroom delivery courses. The Student Conduct Code, Policy 7.P.91 and 99, lists academic dishonesty as a violation of the conduct code WAC 495D-121-590 (1) . Policies regarding academic dishonesty including cheating, plagiarism or intentionally furnishing false information are published in course syllabi and in the *Student Handbook* online.

Standard 2.E: Library and Information Resources

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

To provide the best service to the LWTech college community, the Library maintains extensive hours:

The Kirkland Campus:		The Redmond Campus:	
Monday-Thursday	7:30 am - 8:00 pm	Monday-Wednesday	7:30 am - 9:30 pm
Fridays	7:30 am - 5:00 pm	Thursday	7:30 am - 8:00 pm
Saturdays	11:00 am - 5:00 pm	Friday	7:30 am - 4:00 pm

During these hours and dependent on the campus location, students, staff, and faculty may access print, media, and electronic collections, the Digital Media Studio, private study rooms, and over 100 public access computers equipped with the software programs used in the academic and technical programs. Additional available resources which may foster learning and student achievement include headphones, an Apple TV center, board and electronic games, high definition video cameras with tripods, a SmartBoard, portable projectors, and printing/copying/scanning services. In addition to full access to all online library databases and resources, services offered at the Redmond campus library include a unique collection of books and magazines closely aligned with the programs supported and offered at Redmond, librarians on-site two days a week, reserve textbooks and resources available for short-term loan, and access to any physical library resource via courier from the Kirkland campus.

Consistent with the college's core theme of pathways, the library's collection supports all areas of the college ranging from the high school programs and ABE/ESL to the Baccalaureate degree program. Attention and resources are equally focused on assisting all programs in providing current and relevant materials to aid in student success and create pathways to gaining new skills and training in their fields. The Library maintains over 68,000 items (books, eBooks, DVD/Videos) in its collection, with over 54,000 items being full-text eBooks. Through the Library online databases, students have access to over 9,000 full-text journals, 350 full-text world newspapers, broadcast and news transcripts, corporation dossiers, and 3,225 current IT/Technical videos. For resources that the library does not own or license, access is available to the collections and services of more than 10,000 libraries worldwide through interlibrary loan and World Cat. Most of these materials are available within one week.

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

The Library Program Coordinator, Library staff, and the Library Advisory Committee (LAC) coordinate the planning for library and information resources. The LAC provides an avenue of communication between the Library and the students, faculty, and staff. LAC membership includes Library staff, college faculty, and a student government representative. The Committee meets quarterly to share library status updates, survey results, new programing, assist with collection development and strategic planning, and provide feedback about service quality. LAC assesses the Library's ability to support the college mission by reviewing usage reports and survey data and makes suggestions for improvement. In 2012 the Committee and entire library staff conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis and assessed ongoing needs based on accreditation standards, student and faculty requests. The Committee's research and analysis resulted in adjustments to the Library Action Plan (Appendix A30) as well as a redesign of the Library web portal. The library's online presence was identified as both a strength and a weakness, but the opportunity to address updates and reimagining of our web portal was of highest priority given current staff included a web proficient Librarian. While the college will likely switch to a new Content Management System (CMS) for the college website within the next year, the library opted to move forward on the web redesign using WordPress as the web platform. This platform offered the flexibility and room for growth that the library needed to make available more resources. The LAC and library staff will work closely with the Information Technology department after selection of a new CMS to potentially include the library within the college wide web presence. A literature review preceded all changes to the library web portal and followed by a focus group of LAC

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members, faculty, and students who provided feedback on design and features. The new library web portal debuted spring 2012 and staff will continue to evaluate it for effectiveness and usability.

The library liaison program provides another avenue for faculty to offer feedback and suggest resources to be included in the library collection. Faculty librarians regularly attend division meetings to present information and solicit requests or suggestions for library acquisitions.

Excerpts from 2012 Library Satisfaction Survey

Statement or Question	% of College Community who Answered Positively
When it comes to community space for group learning and group study	78%
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	88%
How would you rate the overall quality of the services provided by the library?	92%
The Library has the print and electronic journal collections I require for work/school.	76%
The library is a comfortable and inviting location.	94%

As part of the Library Action Plan, the Library Satisfaction Survey will be evaluated and redesigned during the 2013-2014 school year to try and more accurately capture the students' reflections and thoughts about the Library Learning Commons' resources and services. In addition to a retooling of the survey, an additional library related question will be added to the school wide CCSSE survey administered to students during winter 2014.

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

Information literacy classes offered and students served by year

2011-2012	2012-2013
143 classes	129 classes*
2,733 students	2,457 students*

*A decrease in the number of classes and students served reflects an increase of fully online courses where librarians cannot physically address the class/students for an orientation. LWTech taught 91 fully online classes in 2011-2012 and 131 in 2012-2013. To meet the needs of these fully online classes, in 2013 the librarians created an updated suite of information literacy and library resources videos for use in an online platform or Canvas. In addition, they designed an interactive Plagiarism module for Canvas.

The library offers several modes of library instruction. The primary mode is the hour-long library workshop. These workshops typically revolve around the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards and additionally include the following:
- Physical tour of the library and identification of key points of service

- Orientation to our print and electronic resources
- Definition of plagiarism and how to use information responsibly
- Developing a research topic
- Identifying and evaluating on-line information
- Virtual tour of The Library Learning Commons home page and electronic resources

For students and faculty who need additional help or who attend fully online courses, librarians also provide one-on-one sessions by appointment and staff the Kirkland reference desk daily from 10 am-2 pm and the Redmond Library 2 days a week. The LWTech librarians participate in a consortia of virtual librarians through the Online Computer Library Center (OCLC) QuestionPoint service which allows our community to virtually chat with a librarian 24/7 to get the assistance they need. The Library also offers streaming library instruction classes and online tutorials for eLearning classes for students who want to reinforce what was learned in the workshops. Individual modules created in Canvas allow faculty to insert select Information Literacy components into their course and test for skills and understanding.

For faculty and staff, the library offers the Library liaison program. The liaison program seeks to strengthen communication between departments and the Library to facilitate collection development, instructional services, and the global outcome of Information Literacy. Program services include:
- Share information about library services and resources
- Assist with acquisitions and collection development
- Serve as a primary contact for library instruction
- Provide an initial contact for library questions or problems
- Attend departmental meetings to announce changes in library services and resources
- Provide one-on-one orientation for new faculty
- Notify departments of new resources and services
- Consult appropriate reviewing sources to suggest books to order for departments/programs
- Provide new students orientations
- Provide general, course-specific, or assignment-specific instruction for students taking courses
- Tailor existing rubrics and assignments to meet faculty and course needs
- Embed library resources and services into Canvas, blogs, or a wiki
- Provide research assistance for papers and presentations
- Offer demonstrations and workshops of new resources and services of interest
- Assist faculty to incorporate new library technologies into their courses and assignments

The library also uses a newly developed rubric and scoring system for assessing the quality of information presented in student papers, as well as the presentation of in-text citations and formatting of works cited/references pages. Evaluation of sources is assessed on a rubric score between one and four (four being highest), and both in-text citations and references at the end of a work are given a score between one and 16 (16 being highest). Using this rubric as a post-orientation tool, we collected data on the effectiveness of library instruction and analyzed the data for further improvement in the classroom. The librarians have also shared this information with the teaching faculty, to give them a better idea of their students' ability to grasp citing external sources in their work.

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

The Library Learning Commons evaluates the quality and timeliness of the information resources in a

number of ways. Library staff uses the American Library Association and Choice magazine reviews for determining which books and electronic resources to acquire. Employing vendor provided tracking systems, the library technicians regularly run reports to ensure the timely receipt of journals and newspapers and take appropriate actions to reclaim late or missing items. The Library also relies on recommendations from the faculty of academic and technical programs to determine the quality and adequacy of information resources. In response to the growing number of hybrid and fully online courses taught at LWTech and with additional Baccalaureate programs in various stages of development/deployment, the librarians opened up an avenue for the hand selection of e-books to foster distance learning in these programs and across all courses at LWTech. For existing programs, the librarians regularly request updated title lists of course related textbooks from the faculty to investigate multi-user licensed e-book options which would allow students to access the course materials through the secure, online library platform. For new programs in development stages, librarians meet with program faculty to identify potential texts for purchase under multi-user licenses for adoption as the course texts. Investigating, selecting, and purchasing e-books as course texts results in a considerable cost savings to students as well as fosters partnerships and collaborations between faculty and faculty librarians to ensure a patron driven collection that is useful, current, and relevant to the community.

Based on the recommendations of the college community, LAC and the various program accreditation bodies we have added the following materials to our library collection:

- AllData
- ARTstor
- Books 24x7
- Credo Reference (Includes several hand-selected publisher files targeting LWTech courses and student populations)
- Culture Grams
- EBSCOhost: Academic Search Premier
- Ebrary
- Facts on File Online Databases
- Health Reference Center
- LexisNexis® Academic
- Mitchell's OnDemand
- Nursing and Allied Health Source
- OCLC Worldcat Firstsearch
- Proquest
- Safari Online (Contains a new collection of IT/Technical videos and a Well-Being Essentials e-book collection)
- Science Direct

The Computer Lab, located in the Library Learning Commons, offers a designated quiet study/work environment and computers equipped with specialized software required or desired to complete coursework and assessments for programs at LWTech. The hours of the Computer Lab mirror those of the Library Learning Commons, affording students extended time to engage with software available only while on campus and ultimately leads to student success in courses. Available programs include:

- Complete Office Suite
- Acrobat
- After Effect
- Dreamweaver
- Fireworks
- Flash
- InDesign
- Illustrator
- Lightroom
- MAYA
- Adobe Premier Pro
- Photoshop
- UNREAL
- ZBrush
- Microsoft Visual Studio
- XAMPP Control Panel
- MySQL Workbench
- Autodesk 360
- Automation Studio
- AutoCAD
- Autodesk Maya
- CATIA

- Civil 3D
- Mathematica
- Microstation
- REVIT
- Rhinoceros
- Solidworks
- Unity

- Quickbooks
- H&R Block
- Certiport for ACA
- Medisoft
- MATS
- Skillbuilding
- Keyboarding

Additionally, the librarians specialize in the academic and technical programs they liaison with and regularly compare information resources to those held at other colleges with similar programs. The library evaluates the satisfaction of the library services with an annual survey and analysis of usage reports. This report is shared with the LAC, College Council, Instructional Council and the Board of Trustees. The library's physical collection is protected by the standard 3M-library security system and gates and our electronic collection is password protected by our EZ Proxy system.

Standard 2.F: Financial Resources

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

Over the past several years, LWTech has faced unprecedented reductions in funding due to the state fiscal crisis. Since 2008, the college's state allocation has been reduced approximately $6.0 million (42%). These reductions occurred during a period of historic high levels of enrollment and student demand. The college managed these reductions strategically in order to fulfill its mission, address new initiatives, retain quality faculty and staff, and serve its students.

As LWTech moves forward during these uncertain times, it is positioned financially to achieve the outcomes of its mission and core themes. The college has maintained adequate reserves, well defined policies and procedures, and an open and transparent budget process that clearly identifies and addresses current and future needs. The Budget Services webpage provides information on the budget, budget process, and financial reports.

During the 2008 focused interim visit by the Northwest Commission on Colleges and Universities, the college received a commendation for the meaningful way in which budgeting and resource allocations have been integrated into the planning and evaluation strategies of the college.

Annually, the college develops and distributes a budget document for operating and capital budgets. The document is provided to the Board of Trustees, President, Vice Presidents, administrators, the Library, faculty and classified bargaining unit representatives, and is available on the college's website for interested individuals or parties.

During its history, LWTech finances have remained relatively stable. Though at times the college needed to redirect resources, eliminate programs, or even reduce staffing, it always fulfilled its core educational

mission. LWTech established a budgeting process which includes a set of priorities and assumptions under which to develop the operating budget. The college administration and the Board of Trustees review the budget priorities annually. One priority is to maintain an adequate budget reserve in the event of unanticipated costs and enrollment and revenue shortfalls. The college targets a minimum fund balance of 15 percent of the total general operating budget (approximately 2 months of expenditures). This ensures a minimum level of funds available in the event of financial emergency. This has proven to be a sound fiscal practice as evidenced by the current period of budget reductions.

However, as of July 1, 2012, in order to address new program development, facility repairs, and immediate needs, the Board of Trustees authorized reduction of the minimum reserve level to 10 percent of the college's total general operating budget. In subsequent fiscal years, the minimum level will be increased a minimum of an additional 1 percent until restoration of the 15 percent level.

Based on the ability to maintain adequate reserve levels, reserve funds have been utilized to provide for a number of one-time expenditure items such as instructional equipment and information technology. The available reserve balance at the start of the 2012-13 fiscal year amounted to approximately $5.8 million. For 2013-14, Board of Trustees policy is a minimum 11 percent reserve requirement, approximately $3.3 million.

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

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

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

The college's budget philosophy is to look toward the future and develop spending plans consistent with institutional goals. Success is measured in efficient and effective use of resources in advancing the college's mission. The budget process primarily focuses on operational budgeting including day-to-day operations, control of financial resources, evaluation of financial performance, and facilitation of the institution's mission.

Since becoming a technical college in 1991, LWTech has integrated the financial planning process with the strategic planning process. The budget also reflects the priorities of the SBCTC with regard to enrollment projections and program approvals. Based on state allocation, tuition and other revenue projections, grant and contract funding, and debt service, the annual budget college is developed.

Annually, the college reviews revenues and expenditures compares them to the prior year levels. State appropriation makes up the primary source of funds for the general operating budget. Both the funding

and enrollment levels remain relatively constant and each year the college receives the base allocation carried forward from the prior fiscal year. This allocation method ensures stability and the ability to plan.

Tuition and fees also remain relatively stable. Tuition increases are authorized by the legislature and approved by the Board of Trustees. Annually, tuition revenues are forecast based on enrollment and the instructional program mix. In developing the budget, sources of funds are reviewed and analyzed in comparison to the prior year. This allows the opportunity to identify any changes and discrepancies which may impact the operating budget.

Expenditures by program and type are reviewed and analyzed compared to the prior year. New initiatives and priorities are identified and planned for. The college's Finance and Budget Committee reviews departmental requests and prioritizes funding recommendations for any available funds. The college budget represents the approved educational plan of the college stated in fiscal terms. It serves the mission, core themes, and strategic plan of the college within available resources.

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

The budget development process is the direct result of the implementation of the Strategic Plan, which requires an on-going and systematic planning process that influences resource allocations to improve instructional programs, institutional services, and activities.

The Finance and Budget Committee implemented the directive for a collaborative, open, and transparent budget process which ties division budget priorities to the strategic plan and core themes. The Committee members represent all employee groups and areas of the college with the Vice President of Administrative Services serving as the Committee administrator.
The budget planning process developed by the Committee is true to the principles of an open process which includes a budget request and input process that collects input from the bottom up and allows areas to identify and prioritize their needs for their departments and programs. Since the adoption of core themes in spring 2010, departmental requests must identify the core theme addressed by the budget request.

The Finance and Budget Committee annually receives requests exceeding available funds, especially during these difficult financial times. For the 2014-15 fiscal year, the Committee received requests in excess of the 2013-14 budget totaling approximately $2.3 million. Each major area of the college presents its top priorities to the Committee. Recommendations are forwarded to the college's Executive Cabinet for consideration. The final budget proposal, based on the recommendations from the Executive Cabinet for operations, student funds, auxiliary services, and capital projects, is sent to the Board of Trustees for approval.

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

LWTech utilizes the Washington Community and Technical College Financial Management System (FMS) administered for all 34 community and technical colleges by the SBCTC Information Technology

Department. The system meets all the reporting requirements of the State of Washington. Annually, the college must submit all financial reporting information to the State Board for inclusion in the financial report to the State.

On a monthly basis, FMS provides accounting and budget reports. This data is reported simultaneously to the State Board. The Board of Trustees meets monthly during which meeting the Vice President of Administrative Services provides a standing report assessing the college's financial status.

In addition, an annual financial report is provided to the Board. The college's Finance and Budget Committee also reviews and monitors the financial activity on a regular basis. All reports are made available to the college community. These reports provide an update on the revenues and expenditures by fund, fund balances, budget status for the general and self-supporting fund, and a quarterly income statement for the bookstore fund. This process includes review of the state-funded operating and capital budgets and on all self-funded operations.

The college is subject to audit by the Washington State Auditor's Office. The audit evaluates the internal controls and the financial activities of the college. The audit also determines whether the college complies with state laws and regulations and its own policies and procedures. The most recent audit completed by the State Auditor's Office was for the two-year period 2007-2009 and there were no findings or questioned costs. The audit report stated the college's internal controls were adequate to safeguard public assets. In the past three audits there have been no findings.

2.F.5   Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

State capital funds are provided by legislative appropriation on a biennial basis. These funds generally include funds for major capital projects and for repairs and minor improvements. Unexpended capital funds in a biennium may be re-appropriated to the next biennium in order to complete funded projects.

An integral piece of facilities and capital budget planning is the Facilities Master Plan, which enables the college to track facility needs, determine priorities for new facility projects and work toward progressive improvement of our environment. The Master Plan establishes a dynamic framework for future growth and decision making. LWTech is committed to ensuring its master plan is a valid expression of future campus needs by keeping it firmly grounded in the college mission and core themes. The ten year LWTech Facilities Master Plan was updated in the 2013/2014 academic year for the next ten year period (2013-2023). The master plan is not a static document; it is rather a tool to help LWTech create a purposeful, responsive physical environment to support its community.

The college Master Plan supports future capital budget requests for new or renovated space to address instructional and support needs. Copies of the Master Plan are provided to the SBCTC, the Office of Financial Management, Legislative staff and to local agencies and municipalities.

For the 2013-2015 biennium, LWTech was allocated approximately $2.3 million from the capital budget to address facility repairs and improvements. The improvements funded included repair and

replacement of heating and air system units, kitchen refrigeration units, flooring improvements, and enhancements to building access and camera security systems.

2.F.6   The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Auxiliary enterprise funds are budgeted and accounted for by separate fund designations. The college separates fiscal activities between its general operating funds and its auxiliary enterprise funds. For the 2013-14 fiscal year, the budgeted level for auxiliary services activities amounted to $1.8 million. All authorized transfers between these funds are included and authorized in the approved budget. For the 2013-14 fiscal year, the approved budget included authorized fund transfers of approximately $574,000.

2.F.7   For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

LWTech historically has been a well-managed financial organization. The college has been and remains committed to a reporting system that meets all state requirements and provides the management information to assess the operation and improve its effectiveness. Control mechanisms are in place and audited regularly. The college holds an exemplary record of compliance with state and federal law.

The college follows mandated guidelines set out by the Office of Financial Management and the State Board for Community and Technical Colleges. A team from the State Auditor's Office annually reviews the college's compliance with state guidelines. All grants, contracts and financial aid awards are made to the college and monitored through the Financial Management System.

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

The college has been subject to review by the State Auditor's Office every two years. However, due to the state budget situation, the State Auditor's Office has reduced the number and scope of the audits for higher education institutions. The audit focuses on compliance issues, internal controls and policies and procedures for the most recent two-year period. The state auditor meets federal audit requirements by including all state agencies in the Single Audit Program. The state audit is conducted in accordance with generally accepted auditing standards. A formal audit report containing an opinion and any significant audit findings is publicly reported. The auditor also provides a management letter of issues that may be of concern or indicate system weakness as appropriate.

LWTech formally replies to any significant findings and informally reports on corrective actions recommended on management letter items. Any finding, management letter item, or other item identified during the audit are shared with the Board of Trustees, college administration, and appropriate staff. Corrective action is recommended and followed up by the Finance Office to ensure compliance. LWTech is not required to provide or have audited independent financial statements. All

financial information is reported and included with the community and technical college system in the State of Washington's Comprehensive Annual Financial Report.

The college does make available copies of the State Auditor's report. The audit report (Appendices A31 and A32) is shared with the Board of Trustees and management staff. In the past three audits, including the most recent audit, completed in March 2010 for the 2007-08 and 2008-09 fiscal years, there were no audit findings. This assessment by the State Auditor is utilized to measure the financial integrity of the college and address one of the college's core themes regarding stewardship of financial resources.

The Vice President of Administrative Services serves as the college's Internal Control Officer. Annually, the college performs a risk assessment of college departments. This information is shared with management and is utilized by the State Auditor's Office in its review. It is also the responsibility of the Finance Office to perform an on-going review and assessment of financial transactions for legal compliance.

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

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

Lake Washington Institute of Technology and the Lake Washington College Foundation have entered into an agreement by which the Foundation is the primary fundraising organization for the college. The Foundation was incorporated in 1991 and the agreement between the college and the Foundation clearly defines the scope of responsibilities for each party as legally required. As an agency of the State, the college cannot provide services to an outside private entity without financial consideration. If this were to happen, the college would be in violation of state law prohibiting the gift of public funds. Therefore, the college and the Foundation have in place an agreement that specifies the services the college will provide the Foundation.

In addition to the Foundation, the college directly seeks additional funding through grants and contracts from various state, local, and federal sources. As evidence of this effort, the college currently receives federal funding for two TRiO Student Support Services Grants.

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure
Prior to becoming a technical college in 1991, LWTech was part of the Lake Washington School District which was responsible for the facilities planning and management for the school. Funding for new facilities was made available through local bond levies. Since becoming a technical college, there has been increased emphasis and effort to develop and implement a Facilities Master Plan that provides a

dynamic framework for future growth and decision-making. Since 1991 the college has successfully submitted capital budget requests that have met enrollment growth and workforce training needs.

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

The main campus in Kirkland is located on 55-acres at the edge of a residential area, and is convenient to highways and bus lines. The site grew slightly in 2002 when an adjoining piece of property was acquired. The site houses 16 facilities of which 10 are portables and two are greenhouses. These facilities range in size from 1,130 GSF to 214,827 GSF. The oldest permanent facility was constructed in 1983 and is now 30 years old.

In 2011, the college completed a new 83,000 GSF Allied Health Building. This facility is a joint partnership with the Washington Network for Innovative Careers (WaNIC), a consortium of seven school districts created to provide career and technical education programs. This building houses the Dental, Nursing, Occupational Therapy Assistant, Medical Assisting, Physical Therapist Assistant, and Funeral Services Education programs. The Allied Health programs make up approximately fifteen percent of the college's total enrollment. The building provides state-of-the art academic classrooms, laboratories, and clinical facilities for training students to meet the current and projected shortage of healthcare workers in this region. This facility addresses core themes by providing a supportive learning environment and opportunities for students to obtain the necessary skills and knowledge. The facility was open for instruction beginning Fall Quarter, 2011. In addition, the Allied Health Building received LEED Silver Certification.

The Redmond Campus site is located on 2.2 acres in the community of Redmond. The site includes a single facility of 20,492 GSF that was constructed in 2005 to replace a 1950s facility built when the site was a U.S. Army Nike missile base. The college acquired LEED Silver Certification for the building.

The college started Massage Practitioner and Esthetician programs in approximately 5,000 GSF of leased space in Duvall in Fall Quarter 2009. The college planned to continue offering programs in leased space until obtaining funding for a permanent facility on acquired property in Duvall. However, due to operating budget reductions, the college terminated the lease. The Massage Practitioner program was relocated to the Kirkland campus and the Esthetician program was placed in inactive status.

LWTech Facilities

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

The overall condition of the facilities at LWTech remains relatively stable. Funding for capital repairs over the last three biennia has managed to keep pace with system and component deterioration. Operations and maintenance funding definitely has not kept pace with the demand over the same time period or even longer. This has resulted in a greater than desirable backlog of routine maintenance and capital repair requirements. Maintenance staffing continues to be inadequate.

On the Kirkland Campus, replacing all portable structures on campus has been a priority in the college's Facilities Master Plan. Replacement of these portables is necessary to provide a quality facility that will meet current and future program needs for the Early Childhood Education program and address a number of safety and structural issues. It is anticipated that this will remain a high priority for future planning.

The college maintains facilities that are in compliance with Section 504 of the American with Disabilities Act (ADA) and state code requirements. The college also complies with regular audits conducted by the Office of Civil Rights to maintain access for individuals with disabilities and special needs, most recently in Fall 2012 (Appendices A33 and A34).

The college recently invested in additional full time staff in the safety and security office; reducing reliance on its contract with Puget Sound Security. Staff members in this office regularly patrol the campus, hold safety drills, and provide support to staff, faculty, and students in crisis situations. Additionally the college maintains a strong relationship with the Kirkland Police Department and hires off duty police officers for additional coverage throughout the week,

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

In accordance with state law and college policy, the Safety Committee, with representation from all constituencies, reviews college safety/security requirements and makes recommendations for health and safety regulations to maintain a safe environment. As appropriate, the Committee investigates incidents and makes recommendations for corrective action. The college also operates under regulations and requirements of the State Department of Labor and Industries for industrial health and safety. The Facilities Department manages compliance with the Washington Industrial Safety and Health Act (WISHA).

The college maintains an Emergency Management Plan based on problems likely to happen during a major emergency or disaster. The college's basic emergency procedures inform and prepare employees and students for emergencies. The plan has improved the college's ability to protect lives and property by establishing effective responses.

LWTech maintains procedures for the safe use, storage, and disposal of hazardous and toxic materials. The college adheres to all federal, state, and local regulations concerning the use, storage and disposal of hazardous or toxic materials. Departments where hazardous materials are stored and/or used maintain Material Safety Data Sheets for their area. The Emergency Management Plan addresses how to deal with hazardous material spills. The college has hazardous spill-control kits in various areas to be used to clean up small spills (1500ml or less) of hazardous liquids or chemicals. The Facilities and Operations Department has access to these kits which contain the materials to efficiently clean up a small hazardous material spill.

2.G.3   The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Because the original campus was built as a vocational school in the Lake Washington School District, the facilities were not designed for the operations and academic programs necessary to a college, such as space for a library and administrative functions. Since it has become a state technical college, much effort has gone into the physical plant design to support the college's mission. This has been achieved through master planning efforts and state capital funding for facilities to serve the instructional and student services program needs.

In 2012, as part of the college's overall plan to improve its facilities and services to students and the communities it serves, the college initiated an update to the Facilities Master Plan. The process was done under the oversight of the college's Facilities Planning Committee consisting of broad representation from all departments and employee groups. Assisted by Schreiber, Starling & Lane Architects, the Committee met in a series of planning workshops that included departmental managers, instructional deans, student services staff, facilities staff, and community leaders. The purpose of this planning effort was to review organizational goals, analyze existing facilities, programmatic changes, review enrollment data and growth, and assess operational efficiencies. The timing of the update for the Master Plan allowed for the incorporation of the new Strategic Plan goals in its development.

The updated Facilities Master Plan addresses critical facilities needs for the college. The needs identified by the college through the workshops are:
- To have facilities that are flexible;
- To address space shortfalls including additional classroom and lab space, meeting space, and faculty offices;
- To have facilities that stay current through renovation of existing classrooms and labs and reinvestment in equipment;
- To consolidate administrative spaces;
- To promote student open/common spaces to provide informal learning opportunities, to serve more full-time students, provide 24/7 access;
- To improve access through an enhancement to the entrance and roadways, to meet ADA compliance, and to improve wayfinding;
- To update the infrastructure and address aging systems and accelerated life cycles.

In 2010, the college a new Facilities Planning Committee was formed and charged to:
1. Serve in an advisory capacity regarding college facilities planning;
2. Provide direction regarding implementation of the Strategic Plan;
3. Address facilities planning and its relationship to the core themes for the college, specifically, the core theme College Community and its objective to have a supportive learning and working environment;
4. Review capital project funding and provide input to identify funding priorities which meet the requirements and needs of the college;
5. Provide advice and recommendations on ways to better and more efficiently manage college facilities;

6. Educate and increase the awareness of the college's capital projects, the funding process, state requirements and available resources;
7. Communicate and understand concerns, weaknesses and strengths of the college facilities.

The Facilities Planning Committee has developed a collaborative, open, and transparent process for departments to submit requests for new space and/or to renovate existing space. This process provides allows departments to identify, prioritize their space needs, and present their requests to the Committee. This process has resulted in the assignment of space for the Associated Student Government, the TRIO program learning lab, the Art program, International programs, and faculty offices.

2.G.4   Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Due to budget reductions, equipment funds have been limited to one-time allocation primarily from college reserves. Determining and prioritizing equipment requirements for instructional programs is the responsibility of instructional administration and the program faculty. Equipment requests are submitted as part of the budget request and planning process, for review by the Finance and Budget Committee. Over the past three fiscal years, the Committee has recommended utilizing reserve funds in the amount of $700,000 for instructional equipment. For the long term it is necessary to restore the ongoing permanent budgets for instructional and operational equipment needs. For the 2013-14 fiscal year, the Finance and Budget Committee recognized that funding for equipment requires a long-term solution and the use of one-time funds from reserves was not sustainable. As a result, the Committee recommended permanent funding for equipment of $50,000 with the intent to continue to address the need in subsequent years. The college also seeks to supplement the equipment budgets through donations, federal and state grants and public and private partnerships.

When new programs are proposed and being planned, start-up equipment needs are identified and included in the program start-up funding proposal. In addition, on-going equipment replacement and maintenance costs are identified and included in the proposal. The new baccalaureate program is an example of a start-up program in which equipment was adequately planned for and funded. Equipment for programs moving into the new Allied Health Building was included as part of the planning process for the facility and funding was requested and provided in the state capital budget process.

Technological Infrastructure

2.G.5   Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

LWTech maintains appropriate and adequate technology systems and infrastructure to support its mission. LWTech has a large technological infrastructure that is as varied as the number of its technical programs. Each program of study uses devices, software, and other technology unique to that field, both for learning and for providing the opportunity for students to perform tasks related to their fields of study. At the same time, the college operates as a business with technology needs common to higher education institutions.

The college's information technology infrastructure has been the focus of significant investment since 2008. Between Fall 2011 and Spring 2014, LWTech completed the second phase of a long term plan to build an infrastructure (server and service) layer on top of the physical (network) layer to enable collaboration between college employees, students, and the community. Additionally it positioned the college to take advantage of third party vendor and cloud-based solutions via a robust security and identity-management solution. Specific projects included:

- Migration of e-mail services to Microsoft Office 365 cloud-based application
- Provision of up to 25GB storage space for all students
- Provision of Microsoft Office 2013 to all students at no charge
- Addition of college-wide licenses to Adobe Creative Cloud and Lynda.com
- Addition of IT Help Desk for students
- Migration of the college's intranet to SharePoint 2010
- Complete transition from the lwtc.edu domain to LWTech.edu due to the college's name change
- Implementation of virtual private networking (VPN) for secure off campus connectivity
- Implementation of life-cycle budgeting for instructional and administrative computers
- Further virtualization of resources in the LWTech data center
- Assignment of e-mail and security credentials to all employees and students
- Deployment of Microsoft Lync personal video conferencing application to all students and employees (Spring 2014)

LWTech has over 2000 computers, both mobile and installed at its two facilities, 35 servers in its data center, and uses over 4200 software applications. E-mail, file and data storage, backup and recovery operations and software application hosting on college servers is provided by the Information Technology Services (ITS) Department.

2.G.6   The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The college has appropriate instruction and technology support for faculty, staff, students, and administrators. Training for new technology is provided from several sources. The eLearning Office provides services to all employees, including group training sessions, workshops, and one on-one assistance. Recent topics include Canvas LMS and Blended Learning Design. The office also has a small computer lab where employees can learn new technologies and have access to learning professionals. The eLearning department provides online training and support resources for multiple software products as well as topics such as instructional design, open educational resources, online pedagogy and teaching strategies, and digital literacy.

Faculty and staff receive technology instruction in others ways. ITS has arranged for several vendors to provide employee training as part of a new technology implementation project. Examples include the digital phone system, multifunction printers, web site content management systems, and digital document management. Employees can seek funds to pay for training or academic courses that are part of their professional growth plans, which often include technology training. The State of Washington also has a tuition waiver program for state employees attending classes at public institutions of higher education.

Technology support is provided through several campus units. The ITS Department's primary function is to provide technology support to employees. A Help Desk Technician, three IT Support Technicians, plus three higher level employees respond to employee requests for assistance. LWTech uses automated Help Desk software and created its first staffed Help Desk in fall, 2011 with expanded hours added in Fall 2013. ITS currently logs an average of 3000 Help Desk requests per year.

Media Services merged with IT Services and provides support for non-computer classroom technology, the eLearning Office (part of Instruction) provides support for students and employees involved in eLearning, and Technical Aides employed by individual academic departments and divisions who support the use of specialized equipment.

2.G.7   Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Technological infrastructure planning provides opportunities for input from all stakeholders. The Chief Information Officer (CIO) proposes a set of goals and objectives for IT Services each year to the President and follows through with any budget requests to the Finance and Budget Committee. A primary example is the administrative computer replacement plan. Computers used by employees, including faculty, are on a 4 year replacement cycle. The IT Advisory Group (ITAG) with representatives from across the campus reviews annual goals and objectives, and policy changes and respond to concerns regarding technology. IT Services is small enough that all technicians frequently propose new ideas. Weekly department meetings facilitate problem-solving and solution-finding. Many campus departments also make their own technology decisions, particularly in Instruction, because they frequently provide the funding for their own projects. ITS works in partnership with these units to insure their initiatives are successful.

2.G.8   The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

LWTech develops implements and reviews regularly a technology update and replacement plan. Computers on the administrative network, which includes faculty offices, are replaced on a four-year cycle, at a rate of 25 percent per year. This also includes a commitment to staying current with basic software and finishing an upgrade to Microsoft Windows and Office across the college.

Instructional computers are purchased though departmental and Division budgets, but ITS facilitates the redistribution of older computers to areas of greatest need and helps areas with smaller budgets improve their computing capabilities. Beyond ITS planning, individual departments are responsible for planning and requesting funding to upgrade or replace technology and equipment.

This year three report provided LWTech the opportunity to reflect, in particular upon how it should measure instructional effectiveness and mission fulfillment and the college community is proud of the results. Significant changes in administrative leadership, new baccalaureate programs, and a collaboratively designed strategic plan combine for an exciting time at the college.

This report represents two years of work by a combination of faculty, staff, administrators, and students (far more than represented by the official committee roster). Accreditation meetings were open to the entire community and all work was vetted through the college committee structure and available for comment via the college's employee intranet site and multiple open forums.