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Exhibits
Exhibits will be available in the evaluator workroom during the October 17-19, 2011 visit.

College Advancement:
- Report to the Community Viewbook

Information Technology Infrastructure Improvements

Library and Information Resources
- 2007 Study Plans
- Facilities Master Plan
- 2007-2012 Strategic Plan
- Emergency Management Plan
- 2011-2012 Operating, Capital and ASG Budgets

Recent Accreditation History
- 2006 Comprehensive Evaluation and NWCCU response
- 2008 Focused Interim Evaluation
- 2009 Focused Interim Evaluation

Specialized Accreditations/Certifications
- Automotive
- Dental Assistant
- Dental Hygiene
- Certified Nursing Assistant
- Culinary Arts
- Massage Therapy
• Medical Assisting
• Motorcycle, Marine, & Power Equipment
• Occupational Therapy Assistant
• Physical Therapist Assistant
• Registered Nursing
• Funeral Services Education

Student Demographics

Student Learning Outcomes
• Program Outcomes
• Program Outcomes Grid
• Sample Program Syllabi
• Global Outcomes Summary
• Global Outcomes Results
• Recent Program Reviews

Student Services Information Guides
• Intake Process
• Information Sessions
• FAFSA Workshops
• Worker Retraining
• Career Workshops
• Tutoring
• TRiO
• FAST (Faculty Advising Support Tools)
• Computer Lab
• Academic Skills Center
• Library
• Counseling Services
• Employment Resources Center
• Transfer Advising
• Assessment Center
• Program Handbooks
• FERPA email on Family Educational Rights and Privacy Act

Surveys and Assessments
• Library Satisfaction Survey
• Employee Satisfaction Survey
• CCSSE
• Student Satisfaction Survey
• Program Advisory Committee Survey
• Educational Assessment Notebooks
• Professional Development Survey
## Appendix A

### Accreditation Committee 2010-2011 Membership

<table>
<thead>
<tr>
<th>Faculty</th>
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<tr>
<td>Michael Richmond (co-chair)</td>
<td>Automotive</td>
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<td>Cheyenne Roduin</td>
<td>Library</td>
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<td>Laura Toussaint</td>
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<td>Kathy Johnson</td>
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<td>Mary Suhler</td>
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<td>Doug Emory</td>
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<td>Joy Howland</td>
<td>Institutional Research</td>
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<td>Dennis Long</td>
<td>Student Services</td>
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<td>Brinton Sprague (co-chair)</td>
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<td>Elizabeth Apple</td>
<td>Educational Assessment</td>
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<tr>
<td>Amanda Egan</td>
<td>ASG Finance Officer</td>
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Appendix A

Self-Evaluation Participation

LWTC Focus Groups
March-April 2010
Core Themes

Process

The college identified the following groups from which it desired to obtain input:
- Faculty
- Staff
- Students
- Labor
- Advisory Committee Members
- Business
- Workforce Partners
- K-12
- Higher Education
- Elected Officials
- Foundation Board Members

A survey was developed and circulated to advisory committee members as well as faculty and staff as a way to obtain preliminary input and to define the focus group questions. One hundred advisory committee members and 48 faculty and staff responded to the survey.

A total of 151 people participated in the focus groups over four days, including 32 students, 55 faculty and staff, and 64 community representatives including K-12, higher education, elected officials, advisory committee members, business, workforce partners, labor and the Foundation board.

Core Themes Discussion

The college accreditation planning committee identified the following draft core themes that were reviewed and discussed by focus groups:
- Pathways
- Student Achievement
- Engagement
- Community

The information generated from these discussions will be used by the accreditation planning committee to inform the development of their work.
Appendix A

Question Asked

- Based upon your current understanding of the college, do you consider that the core themes reflect the direction the college is heading? If not, why not. What gaps exist for you?

Pathways

This concept is by far the most understood and recognized theme of the college.

Elected officials, faculty, students, staff, workforce partners, and K-12/higher education partners all made distinct comments that educational pathways are THE crucial core of the college. Labor further articulated that pathways through partnerships is a strength. Faculty and business representatives pointed out that strengths in this area include multiple pathway entry and exit points and nimbleness in the ability to respond to business needs. Such words as “adaptive,” “relevant,” and “practical” were used over and over in many focus groups.

Faculty, labor, elected officials, advisory committees and business noted that education of applied knowledge is a unique, core strength of the college. People recognize the academic rigor of the programs offered at LWTC and responded overwhelmingly that the job-focused application of that knowledge is its unique educational position.

Each group made reference to the college being market driven and commented that they would like to see this market-driven concept elaborated more in the core themes. Many groups did not see a direct correlation between educational pathways, workforce needs, economic development efforts and education in emerging fields and new technologies. Foundation Board members commented that teaching to the changing and emerging technologies within each career area is a unique theme at this college.

Participants said that the term workforce education can mean different things and is inclusive of trades, technical areas, service fields, applied health, and professional areas. Staff said that workforce education should be stated in a stronger manner, as it is what sets the college apart. Several groups recommend reference to the connections between the needs of business, industry and labor as drivers of workforce education. Elected officials said that the college connection to local, regional and state economic development efforts is critical and should be more broadly articulated in the core themes.

Groups also recommend strengthening references to articulations – with other educational institutions, such constituent groups as labor and business, and economic development efforts – as they are crucial to the success of educational pathways and workforce training. Many groups commented that pathways offered at LWTC provide ways for people to explore, try out new things, get skills needed to adapt to market place changes, and prepare for emerging technological advances.

Student Achievement

All groups easily understand this core theme. Most groups felt that achievement is not limited to student success, however. It also includes staff and faculty success, as well as success for the industries served. Many groups felt that the college focus on providing skill enhancement for incumbent workers is an area to include in this theme. Workforce partners, labor, business
and advisory committees all felt that LWTC could enhance this area and meet an important educational need for students, business and the community.

As one business partner put it, “Wouldn’t it be great to have work-related upgrade training offered at LWTC rather than having to send people half way across the country to get that training? LWTC should do more in this area, and really own it as a college core.”

**Engagement and Community**

Across the board, there is confusion about these two themes. People feel they overlap; descriptive items are misplaced; ideas are vague, too broad or undefined; and it is unclear how the areas interconnect. It was suggested in several groups that “Partnerships” replace the word Engagement. Others said that descriptors in these themes reminded them of a menu at a fast-food restaurant – trying to be too many things for too many people and thereby losing a unique identity. Others wanted to see more clearly how the themes relate directly to the mission statement. It was reinforced in several ways that LWTC is a valuable community educational asset. Respondents want to see more in the core themes to reflect that strong, unique position.

**Cautions, Concerns and Comments**

Several overall ideas were shared that are valuable to include in this discussion. A few people thought the words used for the core themes are “jargony” and may be hard for some outside groups to grasp quickly. Some groups caution that the college may be trying to teach in too many areas and stress the importance of providing the needed support services to programs. Students asked that once the core themes are finalized that a speaker be brought in to help them understand the themes and explain how they help students.

Several groups were confused whether the college is trying to strengthen work-ready skills and its current workforce training position, or if it is trying to position itself as something else. Some strong cautions were noted in this area. This sentiment was best described in comments from the advisory committee, business and labor focus groups:

- “We have a fear that if the college expands its four-year college initiative it will lose its business responsiveness and limit its possibilities to serve business. LWTC is unique in its nimbleness and ability to respond. We don't need another four-year college. We do need the unique training components offered at the technical college. You could do a lot more in this area of training incumbent workers and meeting business needs.”
- “LWTC offers educational options in many areas, including for those people not on a four-year path. With an increased focus on four-year degrees, the college needs to understand that some potential students will exclude this college as an option.”
- “There is potentially some peril when you put yourself on par with other four-year colleges. That is not where you have your strengths.”
- “LWTC offers something unique, but there is an uphill fight to help people understand your value. Use your time and money to overcome societal prejudices and to help people understand that the technical college is so much more than what they may think of as a trade school.”

Other recommendations to the Core Themes include:

- To stress that students are being trained to be global in their thinking.
Appendix A

- To stress educational progress and that training in adaptations of new technologies in a variety of professions are unique to the technical college.
- To better state how LWTC articulates within the larger educational community so that pathways are ensured.
- For the college to understand and state that what is referred to as “higher thinking skills” can actually be taught faster and more efficiently at this college, all the while being more directly applied to the workforce.
- That LWTC offers opportunities to strengthen creativity and innovation through its education in applied knowledge.
- That it is crucial and core to the college to help people understand this unique role of applied knowledge and how it helps students, business, industry, and the community.
Appendix A

Self-Evaluation Participation

Revised February 10, 2011

Accreditation Self-Evaluation Calendar

January
Complete most of Standards One and Two
Begin Standards Three and Four

Jan. 25
Meet with Standards Three and Four Leaders - Discuss group
makeup and data usage for 3A, 4A, and 4B

Jan. 27
IEC meets on Standards Three and Four

Feb. 3
RAPID Day – Core theme outcomes and indicators at the unit level

Feb. 7
Board of Trustees Meeting - Core Theme Indicators - Presentation
and Discussion

Feb. 28
Accreditation Committee completes Standard Five Planning

Feb/March XX
Mission Fulfillment forums

Mar. 7
Board of Trustees Meeting – Mission Fulfillment Presentation and
Discussion

Mar. 24
Winter Quarter ends

Apr. 4
Spring Quarter begins
Board of Trustees Meeting – Mission Fulfillment Approval

Apr. 15
Complete Standards Three and Four
Accreditation Committee Review of Standards Three and Four
Begin Standard Five

June 6
Last Board of Trustees Meeting – Draft Self-Evaluation and Mission
Fulfillment Review

June 21
Spring Quarter ends
Complete Standard Five

July 1
Public Notice (advertisement) of October visit

July-August
Complete self-evaluation including editing, layout, appendices,
exhibits and printing

Sept. 15
Publish Self-Evaluation, send to NWCCU and evaluators

Oct. 17-19
Evaluator visit
Appendix A

LWTC Accreditation Self Evaluation 2010-11 Organization

**Standard One: Mission, Core Themes and Expectations** - Responsible: Michael Richmond, Brinton Sprague and Joy Howland

**Standard Two: Resources and Capacity**

**Committee Review:** Accreditation Committee, Institutional Effectiveness Committee

<table>
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<tr>
<th>Section</th>
<th>Team Lead</th>
<th>Team Members</th>
<th>Committee Review</th>
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<tr>
<td><strong>2.A. Governance</strong></td>
<td>Shirley Metcalf</td>
<td>Paul Axtell, Ken Brown, Kim Infinger, Cheyenne Roudin, Debbie Debeauchamp, Bob Monroig, Christian Bruhn</td>
<td>Executive Cabinet Dr. McGavick, Tuesdays 9:00 a.m. – 12:00 p.m.; President’s Conference Room</td>
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<td>College Council Sunny Burns, <a href="mailto:sunny.burns@lwtc.edu">sunny.burns@lwtc.edu</a>; 2nd and 4th Thursdays at 12:00 p.m.; Boardroom</td>
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<tr>
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<td>Instructional Council Sunny Burns and Letty Barnes, <a href="mailto:sunny.burns@lwtc.edu">sunny.burns@lwtc.edu</a>, <a href="mailto:letty.barnes@lwtc.edu">letty.barnes@lwtc.edu</a>; 1st and 3rd Thursdays at 12:00 p.m.; W305A</td>
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<td>Finance &amp; Budget Paul Axtell, <a href="mailto:paul.axtell@lwtc.edu">paul.axtell@lwtc.edu</a>; Next meeting October 6, 2010 at 7:00 a.m.; E221U</td>
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<tr>
<td><strong>2.B. Human Resources</strong></td>
<td>Greg Roberts</td>
<td>Kathy Johnson, Neera Mehta, Julie Autry, Laura Toussaint, Tish Evora, David Woodall</td>
<td>College Council Sunny Burns, <a href="mailto:sunny.burns@lwtc.edu">sunny.burns@lwtc.edu</a>; 2nd and 4th Thursdays at 12:00 p.m.; W305A</td>
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<td><strong>2.C. Educational Resources</strong></td>
<td>Sunny Burns/Doug Emory</td>
<td>Susan Aaron-Moller, Doug Emory, Elizabeth Apple</td>
<td>Curriculum Review Committee Susan Aaron-Moller, <a href="mailto:SusanAaron.Moller@lwtc.edu">SusanAaron.Moller@lwtc.edu</a>; Wednesdays at 12:00 p.m.; W109</td>
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<td>Advisory Committee Sunny Burns and Letty Barnes, <a href="mailto:sunny.burns@lwtc.edu">sunny.burns@lwtc.edu</a>, <a href="mailto:letty.barnes@lwtc.edu">letty.barnes@lwtc.edu</a>; 1st and 3rd Thursdays at 12:00 p.m.; W305A</td>
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<td>Educational Assessment Committee Elizabeth Apple, <a href="mailto:elizabeth.apple@lwtc.edu">elizabeth.apple@lwtc.edu</a>; 2nd Tuesday of the month at 12:00 p.m.; W305A</td>
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<td>E-Learning Committee Marie Willsey, <a href="mailto:marie.willsey@lwtc.edu">marie.willsey@lwtc.edu</a>; October 18, November 1, November 15 at 12:00 p.m.; TLC</td>
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<td>Foundation Board Shirley Metcalf, <a href="mailto:shirley.metcalf@lwtc.edu">shirley.metcalf@lwtc.edu</a>; last Wednesday of the month; 10:00 a.m.; W305A</td>
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<td><strong>2.D. Student Support Resources</strong></td>
<td>Dennis Long</td>
<td>Larisa Akselrud, Bill Chaney, Ruby Hayden, Greg LePage, Sheila Walton, Marie Willsey</td>
<td>Associated Student Government Sheila Walton and Garren Handson, <a href="mailto:Sheila.walton@lwtc.edu">Sheila.walton@lwtc.edu</a>, <a href="mailto:asg_president@lwtc.edu">asg_president@lwtc.edu</a>; Tuesdays at 1:30 p.m.; E214 conference room</td>
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| Appendix A |
|------------------|-----------------|
| **2.E. Library/Info Resources** | **2.F. Finance** |
| Ed Sargent, Sunny Burns/ Mike Potter | Bill Thomas |
| Library Advisory Committee | Finance & Budget |
| Edward Sargent | Paul Axtell, paul.axtell@lwtc.edu; Next meeting October 6, 2010 at 7:00 a.m.; E221U |
| **2.G. Physical Plant/Technology Infrastructure** | **2.G. Safety Committee** |
| Bill Thomas/Mike Potter | Patrick Sturgill, Patrick.sturgill@lwtc.edu; 3rd Friday at 3:00 p.m. |
| IT Advisory Group | Don Bloom |
| | Mike Potter |
| Instructional Council | Instructional Council |
| Sunny Burns and Letty Barnes, sunny.burns@lwtc.edu, letty.barnes@lwtc.edu; 1st and 3rd Thursdays at 12:00 p.m.; W305A | Sunny Burns and Letty Barnes, sunny.burns@lwtc.edu, letty.barnes@lwtc.edu; 1st and 3rd Thursdays at 12:00 p.m.; W305A |
| Strategic Enrollment Management | Strategic Enrollment Management |
| Shawn Miller, shawn.miller@lwtc.edu; 1st and 3rd Wednesdays at 1:00 p.m.; President’s Conference Room | |
| College Council | College Council |
| Sunny Burns, sunny.burns@lwtc.edu; 2nd and 4th Thursdays at 12:00 p.m.; W305A | Sunny Burns, sunny.burns@lwtc.edu; 2nd and 4th Thursdays at 12:00 p.m.; W305A |
| 2nd and 4th Thursdays at 12:00 p.m.; W305A | 2nd and 4th Thursdays at 12:00 p.m.; W305A |
| Associated Student Government | Associated Student Government |
| Sheila Walton and Garren Handson, Sheila.walton@lwtc.edu, asg.president@lwtc.edu; Tuesdays at 1:30 p.m.; E214 conference room | Sheila Walton and Garren Handson, Sheila.walton@lwtc.edu, asg.president@lwtc.edu; Tuesdays at 1:30 p.m.; E214 conference room |


## Appendix A

**Accreditation Self-Evaluation Standards Three and Four – Organization**

**Revised – March 1, 2011**

### Standard 3.A – Institutional Planning

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<td>Joy Howland</td>
<td>Mike Potter (Technology)</td>
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<td>Bob Monroig</td>
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<td>Bill Thomas (Admin. Services)</td>
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<td>Larissa Akselrud (Student Services)</td>
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<td>Don Dale (Faculty – Power Equip.)</td>
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### Standard 3.B – Core Theme Planning and Standard 4 – Effectiveness and Improvement

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<td>Lin Zhou (Cont. Ed.)</td>
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<td>Chris Harter (SAI)</td>
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<td>Ruby Hayden (Student Services)</td>
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MISSION

To prepare students for today’s careers and tomorrow’s opportunities

CORE THEMES

PATHWAYS
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.

| Pathways Intended Outcome #1: Educational pathways support career ladders. |
| Indicator 1A. | Educational Pathways are aligned with career ladders |

Pathways Intended Outcome #2: Students demonstrate progression through educational pathways

| Indicator 2A. | High School Programs students make substantial progress |
| Indicator 2B. | Basic skills students transition to non-basic skills |
| Indicator 2C. | Developmental English & Math students transition to degree/certificate required level |
| Indicator 2D. | Students with transfer intent transfer to four-year institutions |
STUDENT ACHIEVEMENT
The College enables students to gain the skills and knowledge needed to achieve their goals and participate as citizens in the global workforce.

| Student Achievement Intended Outcome #1: Students obtain necessary skills and knowledge |
|---------------------------------|----------------------------------------------------------------------------------|
| Indicator 1A.                   | Programs have defined student learning outcomes                                  |
| Indicator 1B.                   | Graduates report (DOC) high rates of learning in areas of global outcomes and career preparation |
| Indicator 1C.                   | Students pass professional licensure exams                                        |

| Student Achievement Intended Outcome #2: Students achieve educational goals |
|-------------------------------|-------------------------------------------------------------------------------|
| Indicator 2A.                 | Student Achievement Initiative (SAI) momentum points per student increase       |
| Indicator 2B.                 | Basic skills students transition towards college-level skills                   |
| Indicator 2C.                 | 1st year retention (students achieve 1st 15 college-level credits and 1st 30 college-level credits) |
| Indicator 2D.                 | Students complete certificates and degrees                                       |

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<thead>
<tr>
<th>Student Achievement Intended Outcome #3: Completers obtain jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 3A.</td>
</tr>
<tr>
<td>Indicator 3B.</td>
</tr>
</tbody>
</table>
EXTERNAL ENGAGEMENT
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.

External Engagement Intended Outcome #1: Employer Engagement

| Indicator 1A. | Programs provide (external) work-place experiences (externships, Co-Op, clinical) |
| Indicator 1B. | Program advisory committee members are engaged |
| Indicator 1C. | Employment Resource Center online job board postings and employer-related events increase |

External Engagement Intended Outcome #2: College receives supplemental resources through community engagement

| Indicator 2A. | Increase in grant revenue |
| Indicator 2B. | Increase in revenue & giving of Foundation Signature Event |

External Engagement Intended Outcome #3: International Engagement

| Indicator 3A. | Increase in number of international students |
| Indicator 3B. | Increase in International collaborative agreements |

COLLEGE COMMUNITY
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.
### College Community Intended Outcome #1: A Supportive learning environment for students

<table>
<thead>
<tr>
<th>Indicator 1A.</th>
<th>Students are satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1B.</td>
<td>Utilization of the Faculty Advising Support Tool (FAST) by faculty (increase in number of alerts)</td>
</tr>
<tr>
<td>Indicator 1C.</td>
<td>Utilization of the Faculty Advising Support Tool (FAST) by faculty (meet Title III grant goals)</td>
</tr>
<tr>
<td>Indicator 1D.</td>
<td>Minority student graduation rates are equal to the general population</td>
</tr>
</tbody>
</table>

### College Community Intended Outcome #2: A supportive working environment for faculty and staff.

<table>
<thead>
<tr>
<th>Indicator 2A.</th>
<th>Employees are satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 2B.</td>
<td>Maintain stable number of full-time tenured faculty and faculty in tenure pipeline</td>
</tr>
</tbody>
</table>

### College Community Intended Outcome #3: LWTC is a good steward of financial and natural resources.

<table>
<thead>
<tr>
<th>Indicator 3A.</th>
<th>Maintain fiscal integrity of the college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 3B.</td>
<td>Maintain an open and transparent budget process</td>
</tr>
<tr>
<td>Indicator 3C.</td>
<td>Meet FTE enrollment targets</td>
</tr>
</tbody>
</table>
Appendix C

Administrative Services Organization

LAKE WASHINGTON TECHNICAL COLLEGE
ADMINISTRATIVE SERVICES

VICE PRESIDENT
Bill Thomas

CONFIDENTIAL ADMINISTRATIVE ASSISTANT
Frances Hunsperger

CONTRACT MANAGEMENT

BOOKSTORE
Follett Manager
Greg LePage

PURCHASING
Manager
Betty Cowell

BUSINESS & FINANCE

FINANCIAL SERVICES
Controller
Debbie Debeschamp

SAFETY & SECURITY
Manager
Patrick Sturgill

FACILITIES & OPERATIONS
Director
Tim Wheeler

Custodial Supervisor
Carey Horstan

Maintenance

Yury Timochenko - Day
Stefan Mikes - FTSwing/475
Vadim Dzuzhaya - Day

Custodial
Donnie Brown - Night
Alexandra Caltuu - Swing
Yailin Davidson - Swing
Sergey Kholodchuk - Day
Sue Luhmone - Swing
Mike Maloney - Swing
Anastasia Mikhalov - Day
Peter Polashchuk - Swing
Anh Vo - Head Night

Stores
Jim Walters - Central Supplies.
Appendix C

Global & Extended Learning Organizational Structure

President
Dr. David Woodall

Executive Director
Myung L. Park

International Programs

Career Specialist
Kathy Gallentine

Career Specialist
Li Lowry

Program Specialist II
Sookyung Park

IEP Faculty
Jana Holt

CE/Contract Training
Associate Dean

Administrative Assistant

E-Learning Director
(Vacant)

Instructional Technology Specialist

Instructional Technology Specialist

Administrative Assistant IV
Susie Jacobsen
Appendix C

Human Resources Organization

President
David M. Woodall, Ph.D.

Executive Director of Human Resources
Greg Roberts

Manager
Payroll Services
Tish Evora

Payroll Technician
Vera Davidyuk

- Accommodations
- Affirmative Action
- Communications
- Compliance
- Employee success
- Equal Opportunity
- Ethics Officer
- Investigations
- Labor relations
- Organizational development
- Position development
- Records & reporting
- Retention
- Strategic planning
- Training and development
- Wage & salary administration

Senior Human Resources Technician
Kathy Johnson

- Administrative contracts
- Advertising
- Affirmative action
- Communications
- Data analysis & reporting
- Employee action processing
- Employee relations
- Faculty contracts
- Labor relations support
- Manual leave accruals
- Orientations
- Records management
- Shared leave
- Staff development
- Unemployment claims

Human Resources Technician
Julie Autry

- Advertising
- Applications & jobs
- Communications
- Data analysis & reporting
- Employee action processing
- Employee relations
- Evaluations tracking
- HR/Payroll website
- HR technologies
- Interview support
- Labor relations support
- Orientations
- Position development
- Records management

Rev. 1/2011 JA-HR
Appendix C

Instructional Services Organization

LAKE WASHINGTON TECHNICAL COLLEGE
INSTRUCTIONAL SERVICES

MANAGER, EDUCATIONAL SYSTEMS
Susan Aaron Mellor

PROGRAM ASSISTANT I
Paula McPherson

DEAN, ACADEMIC CORE, HOSPITALITY, & SERVICE
Doug Emory

DEAN, ACADEMY PROGRAMS
Nancy Dick

INTERIM DEAN, INDUSTRIAL TECHNOLOGIES
Bob Monroy

DEAN, ALLIED HEALTH
Maria Macedo

ASSOCIATE DEAN
LIBRARY, BUSINESS, REDMOND CAMPUS
Ed Sargent

ADMISTRATIVE ASSISTANT III
Tatyana Zasypkina

ADMINISTRATIVE ASSISTANT IV
Shirley Mahlum

ADMINISTRATIVE ASSISTANT IV
Linda Kirkland

ADMINISTRATIVE ASSISTANT IV
Bobbie Arnold

ADMINISTRATIVE ASSISTANT
Hanna Taylor

VICE PRESIDENT FOR INSTRUCTION AND STUDENT SERVICES
DENNIS LONG

Academic Core
Academic Skills Center
Adult Basic Ed/ESL/GED
Baking Arts
Business Admin. Support
Chef City Grill/Catering
Child Care Manager
Culinary Arts
Early Learning Center
Energy & Science Technician
Environmental Horticulture
Learning Resources
Parent Education
Pre-Nursing DTA/MRP
Professional Technical Education
Social & Human Services
Technology DTA/MRP

Animation – Game Design
Architectural Graphics
Bachelor of Technology – Applied Design
Civil Engineering Graphics
Mechanical Engineering Graphics
Multimedia Design & Production
Video Production

Auto Collision Body Technician
Auto Repair Technician
Apprenticeships – CITC
Apprenticeships – JATC
Building Plant Maintenance Technician
Cooperative Education
Diesel & Heavy Equipment Tech.
Electronics Technology
Harley Davidson
Machine Technology
Motorcycle, Marine & Power
Equipment Service Technology
Transportation Core
Welding Fabrication & Maintenance Technology

Certified Nursing Assistant
Dental Assistant
Dental Hygienist
First Aid / CPR
Fitness Specialist/Personal Trainer
Funeral Services Education
Massage Practitioner
Medical Assisting
Nursing
Occupational Therapy Assistant
Physical Therapist Assistant

Library
Media Services
Learning Commons
Teaching Learning Ctr.
Computer Lab
Wireless Technology - Non-credit
Redmond Campus
Business DTA/MRP
Human Resource Generalist
Computer Security & Network Technician

8/23/11

Instructional Services

A26
Lake Washington Technical College 2010-11 FTE Final Report

July 1, 2011

Presented below are reports reflecting the status of the annualized FTE’s (AFTE), by LWTC as of July 1, 2011. All FTE’s are calculated to reflect the institutional effort and production using a common value and does not reflect the different values used to report to the SBCTC and OSPI for the respective production funding.

Above is the current production of SBCTC funded FTE’s as of July 1, 2011 compared to the same benchmark date last year and total quarterly production.
Appendix D

Above is the data and representation of the current production of State FTE’s, all quarters, (1) as of this benchmark date each year, (2) total FTE each year, (3) the current SBCTC funded allocation, and (4) the % of allocation all FTE’s have totaled to date.

Lake Washington Technical College 2010-11 FTE Final Report

July 1, 2011

![High School Enrollments Graph]

Above is the AFTE value of the High School enrollments by quarter and total by year. These FTE’s are calculated differently for reporting purposes to the Office of the Superintendent of Public Instruction.

Prepared by Dennis B. Long
Appendix D

2010-2011 Summary Graduate Information (as of June 6, 2011)

Estimated Degrees/Certificates Awarded (Approximate): 1142

Top 10 Degrees/Certificates Awarded (Approximate)

<table>
<thead>
<tr>
<th>Degree Title</th>
<th>Total Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nursing Assistant Certificate</td>
<td>88</td>
</tr>
<tr>
<td>AAS Registered Nursing</td>
<td>84</td>
</tr>
<tr>
<td>AAS Computer Security &amp; Network Technician</td>
<td>43</td>
</tr>
<tr>
<td>Licensed Practical Nursing Certificate</td>
<td>39</td>
</tr>
<tr>
<td>AAS Dental Assistant</td>
<td>35</td>
</tr>
<tr>
<td>AAS Medical Assisting</td>
<td>34</td>
</tr>
<tr>
<td>AAS Accounting</td>
<td>31</td>
</tr>
<tr>
<td>Network Support Technician Certificate</td>
<td>31</td>
</tr>
<tr>
<td>IT Support Technician Certificate</td>
<td>30</td>
</tr>
<tr>
<td>AAS Dental Hygiene</td>
<td>28</td>
</tr>
<tr>
<td>AAS Multimedia Design &amp; Production</td>
<td>26</td>
</tr>
</tbody>
</table>

Average GPA = 3.5
Average Age = 34 years old
Youngest Graduate – 18 years old
Oldest Graduate – 74 years old

Gender
59% Female
41% Male

Parents
9% are single parents with children or other dependents in their care.
28% are either single parents or part of a couple with children or dependents.

Working While Attending
42% were full-time homemakers or worked either full or part-time while attending.
21% were students served through Worker Retraining

Highest Level of Education Prior to Enrollment
9% Less than HS Graduate
4% GED
23% HS Graduate
24% Some College but no degree or certificate
7% Certificate
10% Associates Degree
15% Bachelor’s Degree or above

Quick Facts
- 6 of the top 10 degrees/certificates awarded are in Allied Health. Allied Health accounts for 35% of total graduates.
- 19 students will have completed the BTAD
- 4 students have been awarded Adult High School Diplomas per SHB 1758 (Expanding options for students to earn high school diplomas).
MISSION
To prepare students for today’s careers and tomorrow’s opportunities

VISION
To be the regional college of choice for workforce education
1. EDUCATIONAL PATHWAYS

Goal: Lake Washington Technical College serves as a flexible college that is accessible to all by providing multiple entrance points and pathways. The College is a conduit for students to upgrade their skills, transition into a new career, or further their education in order to be successful.

1.1 By 2012, LWTC will clearly map pathways into and out of the college and identify gaps based on industry and student demands.

Desired Outcome(s):
- LWTC develops entry and exit maps (academic plans) for typical student profiles that are publically accessible.

1.2 By 2012, LWTC will demonstrate student progression along pathways.

Desired Outcome(s):
- Increase Student Achievement Initiative points across all categories.
- Increase number of students successfully transferring.
- Increase number of students enrolling into LWTC’s applied baccalaureate degree program.
- Increase tracking of licensure and certification pass rates.
- Increase the number of students who fulfill their intent.
- Establish process and subsequently measure and report employment outcomes.

1.3 Based on identified demand LWTC will provide access to additional baccalaureate degree pathways.

Desired Outcome(s):
- Increase in number of MRP/DTA’s offered and awarded.
- Increase number of bachelor’s degrees offered and awarded, based on identified and documented demand methodology. Outcome progress subject to state program approval.

1.4 LWTC provides access to higher education and learning that meets student and community needs.

Desired Outcome(s):
- Development and implementation of a process methodology to systematically identify and address barriers to student access.
- When feasible, increase access to in-demand courses via online or hybrid formats.
Appendix E

2. STUDENT LEARNING

Goal: LWTC will place student learning at the epicenter of courses, programs and the institution.

2.1 LWTC students graduating from degree programs and/or certificate of proficiency will demonstrate technical skills suitable for employment in their chosen field.

Desired Outcome(s):
- Each degree program will align with industry skill standards needed for employment in the field and measure student performance in those areas via their Program Outcome Grid. (Status: 100% of programs)

2.2 Students graduating from LWTC degree programs and certificates of proficiency will demonstrate global outcomes.

Desired Outcome(s):
- Each program will establish course outcomes where students demonstrate global outcome skills at least once per certificate of proficiency and twice per degree. (Status: 100%)
- Each program will establish a sample portfolio of student work on the college intranet. (Status: 75% of programs)

2.3 By 2012, LWTC will increase degree and certificate of proficiency graduate rates.

Desired Outcome(s):
- Graduation rates as measured by F intent coded students obtaining a degree or certificate of proficiency within 3 years of enrolling at LWTC.
- Systemic barriers to graduation identified and addressed via a quality assurance process.

2.4 LWTC will demonstrate that college curriculum and facilities are aligned with current industry practices and implement a process to ensure identification and responsiveness to future trends.

Desired Outcome(s):
- Each program will examine industry standards through accreditation processes, technical advisory boards and/or external scans to determine program alignment with current industry standards and document the extent to which the program is aligned.

2.5 The College will create expanded opportunities for experiential learning.
Desired Outcome(s):
- Establish guidelines, procedures and systems to support expanded experiential learning opportunities.
- Increase the number of students participating in experiential learning.
- Increase the number of new options for experiential learning.

2.6 By 2012, LWTC will increase activities/training that promotes the value and benefit of diversity and the college’s efforts to create and sustain a welcoming teaching and learning environment.

Desired Outcome(s):
- Increase faculty training related to culturally responsive teaching.
- Utilize the work of the ASG/Student Programs and Diversity Committee to support documentation and reporting of events/activities that foster inclusiveness.
- Increase in events/activities that foster inclusiveness.
- Research indicating the extent to which our faculty/staff and student populations reflect the diversity of our service area. (Status: Refer to June 2010 Diversity Report)

2.7 LWTC will continue to build and maintain international relationships, supporting student learning opportunities and professional development.

Desired Outcome(s):
- Maintain and grow a sustainable percentage of international students in relation to overall LWTC student headcount (10%).
- Establish and grow an International High School Completion Program (IHSEP) to 10% of LWTC high school population.
- Increase J-1 Visiting Scholars on campus to 1-3/quarter (5 per year).
- Establish a study abroad program and/or other reciprocal program(s) supporting LWTC students abroad.
- Expand international summer programs on campus.

3. STUDENT SUCCESS

Goal: LWTC promotes student success through high-quality services and instruction.

3.1 By 2012, (first-time) incoming students will be guided to the most appropriate entry points via individualized assessment, placement and success planning processes.
Appendix E

Desired Outcome(s):
- Increase the percentage of first time students who tested (COMPASS) to 54% by 2012.
- Increase the percentage of first time college students who tested, registered for math and completed with a 2.0 or higher to 74% by 2012.
- Increase the percentage of first-time college students who tested, registered for English and completed with a 2.0 or higher by 67% by 2012.

3.2 LWTC will provide effective support services and resources to prospective and enrolled students in order to eliminate barriers to access and success.

Desired Outcome(s):
- Increase percent of students completing financial aid applications.
- Increase student satisfaction with student services as measured by the Student Satisfaction Survey.
- Increase percent of students reporting use of Student Services via Degree or Certificate Survey.
- Increase the percent of students reporting that they utilized LWTC Advising more than once as indicated by Degree or Certificate Survey results.
- Increase in student retention and completion as measured by increased Student Achievement points: Basic Skills, Pre-College, First 15 Credits, First 30 credits, Quantitative reasons and 45+certificate or degree.

3.3 LWTC will ensure that opportunity is provided for student representation in College Governance and ad-hoc committees.

Desired Outcome(s):
- Number of student representatives on college governance committees and ad-hoc committees tracked and reported.
- Student leader persistence quarter to quarter in club leadership tracked and reported.

4. FACULTY & STAFF

Goal: LWTC will support its diverse employees by creating a work environment that promotes quality, professional growth and employee satisfaction.

4.1 LWTC will recruit and retain quality employees.
Appendix E

Desired Outcome(s):
- By 2012, the college will improve the process in which professional development is tracked and reported in order to capture the scope of the total investment.
- Increase the number of regular/permanent/part-time faculty taking professional development by 20% over 5 years.
- LWTC will increase the number of faculty who are tenured-full-time and the number of faculty who are full-time.
- Develop and deploy an Annual Employee Survey that evaluates overall satisfaction with working at LWTC.

4.2 LWTC will support an effective and safe work environment.

Desired Outcome(s):
- Increase of employees registered for electronic alert messaging (EAM) by 50% over 5 years.
- Report the number of crimes reported in accordance with the Cleary Act.

5. SHARED DECISION MAKING

Goal: LWTC will create a work environment that fosters communication, collaboration and shared, transparent decision making.

5.1 The college community has developed, affirmed, and effectively communicated a set of organizational principles and practices, which support effective communication and organizational learning.

Desired Outcome(s):
- Standing College Committees publish agendas and minutes on the college’s Intranet.
- Protocols are developed and adopted by Vice Presidents. Protocols for inter-department communications are developed and adopted by the Vice Presidents. (Status: Complete)

5.2 The leadership, in collaboration with the college community, will develop and implement policies and procedures for participative priority-setting; maintain shared financial decision-making involving programs and budgets; and clear and open communication of financial decisions.

Desired Outcome(s):
- Establish a cross-divisional Finance and Budget Committee.
Appendix E

- LWTC Strategic Plan status update (progress towards objectives and outcomes) provided by Institutional Effectiveness Committee to Finance & Budget Committee and Executive Cabinet by mid-February to support budget decision making.
- LWTC Strategic plan status update provided by the Institutional Effectiveness Committee to the LWTC Board of Trustees for Annual Strategic Retreat.

5.3 By 2012, LWTC will produce regular reports to the college community that provide context to reported data sets, supports shared decision making and advances institutional knowledge.

Desired Outcome(s):
- Reports distributed to college community and are accessible via the Internet.
- Report evaluations developed and distributed with each publication.
- Maintain a common data set for the college.

6. RECRUITING & MARKETING

Goal: LWTC will develop, implement and maintain an integrated marketing and recruiting strategy that will clearly articulate the LWTC mission and vision to both internal and external constituencies. In addition, the College’s marketing and recruiting strategy will enhance the college’s reputation, visibility and influence.

6.1 By 2012, LWTC will assess collateral (web and print) to ensure that the College’s multiple pathways are clearly articulated.

Desired Outcome(s):
- Assess current collateral and establish a baseline from which to measure progress.
- Increase the percent of LWTC print and online collateral that articulates pathways.
- Cross-divisional collaboration to develop a process for assessing current and new collateral for inclusion of pathways messaging.

6.2 LWTC will maintain and expand when feasible its focus on sustainable and green practices as they relate to print materials and their distribution.

Desired Outcome(s):
- Establish baseline metrics, goals and subsequently track sustainable/green practices utilized on campus.

6.3 LWTC will support Strategic Enrollment Management by conducting program specific outreach and marketing.
Desired Outcome(s):
- 1-3 programs per quarter selected for targeted marketing efforts. (Minimum of 8 programs per year).

7. FINANCIAL SUCCESS

Goal: Build fiscal integrity though a collaborative, transparent financial planning process focused on students.

7.1 Develop and maintain effective processes to manage the budget and enrollment that ensure fiscal integrity, quality programs and services, adequate staffing and enduring institutional sustainability.

Desired Outcome(s):
- Maintain an annual budget process that results in a budget approved by the Board of Trustees at their June meeting.
- Annually develop budget priorities based upon the College’s Strategic Plan (June of each year).
- Maintain fund reserves at fifteen percent of the operating budget (June of each year).
- Submit an annual financial report to the Board of Trustees and the College that communicates the financial health of the College.

7.2 Maintain fiscal standards and services that satisfy state and federal regulations, and audit requirements to operate the College and support the educational process.

Desired Outcome(s):
- Complete an audit by the State Auditor’s Office with no findings or questioned costs (January 2011).
- Complete a program review by the State Board office for federal programs with no questioned costs (January of each year).
- Submit fiscal year end information to the state on time and with no errors (August of each year).

7.3 By 2011, LWTC will develop and implement a plan to support the pursuit of grants and other external resources.

Desired Outcome(s):
- $5 million increase in new grant/contract revenue by 2012.
- The majority of staff and faculty indicate that they are well-informed of both current grants; as well as new funding opportunities.
Appendix E

- A Research and Development newsletter is developed and distributed on a monthly basis, providing up to date information on grant opportunities, research publications and other relevant information.
- The LWTC Intranet provides a centralized reference point for the college community providing an up-to-date roster of all active grants; as well as all pending grant proposals.
LAKE WASHINGTON INSTITUTE OF TECHNOLOGY ASSESSMENT OF CORE THEME INDICATORS

PATHWAYS

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.

Intended Outcome #1. Educational pathways support career ladders.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Educational Pathways are aligned with career ladders</td>
<td>88% programs at LWIT are aligned with career pathways</td>
<td>88% baseline</td>
<td>2</td>
</tr>
</tbody>
</table>

Intended Outcome #2: Students demonstrate progression through educational pathways

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. High School Programs students make substantial progress</td>
<td>2008 - 59.7%</td>
<td>3 = 66 and up; 2= 55%-65%; 1= 54% and lower</td>
<td>2</td>
</tr>
<tr>
<td>2B. Basic Skills students transition to non-basic skills</td>
<td>28%</td>
<td>3= 26%+ 2= 21%-25% 1= 20% and lower</td>
<td>3</td>
</tr>
<tr>
<td>2C. Developmental English students</td>
<td>One level below (ENG 101): 27.3%</td>
<td>One level below: 42%</td>
<td>2</td>
</tr>
<tr>
<td>transition to degree/certificate required level&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Two levels below (ENG 93): 19.6%</td>
<td>Two levels below: 29%</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three levels below (ABE 46): 8.2%</td>
<td>Three levels below: 24%</td>
<td></td>
</tr>
<tr>
<td>2C. Developmental Math students transition to degree/certificate required level</td>
<td>One level below (Math 99): 44.2%</td>
<td>One level below: 27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two-levels below (Math 90): 29.8%</td>
<td>Two-levels below: 20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three-levels below (Math 80): 13.4%</td>
<td>Three-levels below: 10%</td>
<td></td>
</tr>
<tr>
<td>2D. Students with transfer intent transfer to four-year institutions</td>
<td>19.55% (of 220 students indicating transfer intent)</td>
<td>3= 19% and higher 2= 13-18% 1= 17% and lower</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAYS SCORE CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Possible Points:</td>
</tr>
<tr>
<td>Total Points Received:</td>
</tr>
<tr>
<td>Core Theme Threshold:</td>
</tr>
</tbody>
</table>

STUDENT ACHIEVEMENT

The College enables students to gain the skills and knowledge needed to achieve their goals and participate as citizens in the global workforce.

**Intended Outcome #1: Students obtain necessary skills and knowledge**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Programs have defined student learning outcomes</td>
<td>100% of programs (45+ credits) have defined student learning outcomes</td>
<td>100% of programs have defined student learning outcomes</td>
<td>3</td>
</tr>
<tr>
<td>1B. Graduates report (DOC) high rates of learning in areas of global outcomes and career preparation</td>
<td>Communicate Effectively: 93.6%</td>
<td>Communicate Effectively: 90.6%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Think Critically: 92.7%</td>
<td>Think Critically: 89.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work in Teams: 90.9%</td>
<td>Work in Teams: 88.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global and Cultural Awareness: 92.8%</td>
<td>Global and Cultural Awareness: 88%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Literacy: 95.4%</td>
<td>Information Literacy: 89%</td>
<td></td>
</tr>
<tr>
<td>1C. Students pass professional licensure exams</td>
<td>RN: 92% LPN: 87% Medical Assisting: 100% Dental Hygiene: 100%</td>
<td>RN: 80% LPN: 80% Medical Assisting: 70% Dental Hygiene: 85%</td>
<td>3</td>
</tr>
</tbody>
</table>
### Intended Outcome #2: Students achieve educational goals

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
</table>
| 2A. SAI momentum points per student increase | 2006-07 = .87 (baseline)  
2007-08 = .90 (increase)  
2008-09 = .82 (decrease)  
2009-10 = .91 (increase) | Increase in points per student from previous academic year | 2 |
| 2B. Basic Skills students transition towards college-level skills | 2006-2008 Cohort = 28% transitioning | Meeting state average (State average = 15%) | 3 |
| 2C. 1<sup>st</sup> year retention (students achieve 1<sup>st</sup> 15 college level credits) | 17% of LWIT students earned greater than 15 credits, compared to the state average of 13% | Meeting state average in both 1<sup>st</sup> year retention indicators | 3 |
| 2C. 1<sup>st</sup> year retention (students achieve 1<sup>st</sup> 30 college level credits) | 31% of LWIT students earned greater than 30 credits, compared to the state average of 19% | | |
| 2D. Students complete certificates and degrees | 2006-2008 Cohort = 26% | Meeting state average (State average = 26%) | 2 |

### Intended Outcome #3: Completers obtain jobs

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A. Completing students gain employment</td>
<td>2009-10 = 75%</td>
<td>Aggregate completer job placement rate is higher than non-completer (early leaver) = 65%</td>
<td>3</td>
</tr>
</tbody>
</table>
### Appendix F

3B. Students have higher wages after completing degrees or certificates

<table>
<thead>
<tr>
<th>2009-2010</th>
<th>Before</th>
<th>After</th>
<th>Aggregate median wages of completers are higher than before entering college (represents a 73% increase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>$21,221</td>
<td>$43,262</td>
<td></td>
</tr>
<tr>
<td>Cert</td>
<td>$20,961</td>
<td>$24,384</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>$21,221</td>
<td>$36,908</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT ACHIEVEMENT SCORE CARD

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Possible Points:</td>
<td>27</td>
</tr>
<tr>
<td>Total Points Received:</td>
<td>25</td>
</tr>
<tr>
<td>Core Theme Threshold:</td>
<td>16</td>
</tr>
</tbody>
</table>
EXTERNAL ENGAGEMENT

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.

**Intended Outcome #1: Employer Engagement**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Programs provide (external) work-place experiences (externships, CO-OP, clinical)</td>
<td>28% of programs require 12% of programs provide</td>
<td>50% of programs</td>
<td>1</td>
</tr>
<tr>
<td>1B. Program advisory committee members are engaged</td>
<td>Mean: 4.24</td>
<td>Mean: 4</td>
<td>3</td>
</tr>
<tr>
<td>1C. Employment Resource Center online job board postings and employer-related events increase</td>
<td>2009-277 job orders posted 2010-629 job orders posted (+352 over previous year)</td>
<td>Substantial increase from previous year 100 – 200 = 1 201 – 300 = 2 301 + = 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2009-10: 30 of employment related events with 60 employers representatives participating</td>
<td>20 employer related events with 50 employer representatives participating</td>
<td></td>
</tr>
</tbody>
</table>
## Intended Outcome #2: College receives supplemental resources through community engagement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Increase in grant revenue</td>
<td>5 year Federal Funding Mean: $884,502</td>
<td>Consistent increase year over year</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Year</strong></td>
<td><strong>Federal % change</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2006-07 to 2007-08</td>
<td>108.36%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007-08 to 2009-10</td>
<td>-26.29%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008-09 to 2009-10</td>
<td>-16.89%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2009-10 to 2010-11</td>
<td>96.81%</td>
<td></td>
</tr>
<tr>
<td><strong>State Funding - % change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Year</strong></td>
<td><strong>State % change</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-07 to 2007-08</td>
<td>42.04%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-08 to 2009-10</td>
<td>-0.77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09 to 2009-10</td>
<td>-35.33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10 to 2010-11</td>
<td>11.74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B. Increase in revenue &amp; giving of Foundation Signature Event</td>
<td>2008 = $57,281</td>
<td>5% increase in giving from previous year</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2009 = $51,050 (-11% from 2008)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2010 = $ 53,394 (5% increase from 2009)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Intended Outcome #3: International Engagement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A. Increase in number of international students</td>
<td>2006-07: 83</td>
<td>30% aggregate growth rate between 2006 and 2010 in international student headcount</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2007-08: 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008-09: 178</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2009-10: 166</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2010-11: 131</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>37% aggregate percentage increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B. Increase in international</td>
<td>2006 = 3</td>
<td>5 additional MOUs and/or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2007 = 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix F

<table>
<thead>
<tr>
<th>Collaborative Agreements</th>
<th>2008 = 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009 = 9</td>
</tr>
<tr>
<td></td>
<td>2010 = 17</td>
</tr>
<tr>
<td></td>
<td>2011 (YTD) = 26</td>
</tr>
</tbody>
</table>

| Agency Agreements Executed Each Year Supporting International Programs |  |

#### EXTERNAL ENGAGEMENT SCORE CARD

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Total Points Received:</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Core Theme Threshold:</strong></td>
<td>13</td>
</tr>
</tbody>
</table>
COLLEGE COMMUNITY

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.

Intended Outcome #1: A Supportive learning environment for students

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Students are satisfied</td>
<td>Aggregate Mean Score = 3.90 on Student Satisfaction Survey</td>
<td>Aggregate Mean Score = 3.5</td>
<td>3</td>
</tr>
<tr>
<td>1B. Utilization of the Faculty Advising Support Tool (FAST) by faculty (increase in number of alerts)</td>
<td>2008-09 to 2009-10 (752 reports) = 117% increase 2009-2010 (871) = 15% increase</td>
<td>10% annual increase in #'s of early alerts</td>
<td>3</td>
</tr>
<tr>
<td>1C. Utilization of the Faculty Advising Support Tool (FAST) by faculty (meet Title III grant goals)</td>
<td>2009-10: 42</td>
<td>35 instructors use FAST</td>
<td>3</td>
</tr>
<tr>
<td>1D. Minority student graduation rates are equal to general population</td>
<td>2008 (2-year completion rate): 19.6% 2007 (2-yr completion rate): 12.3% 2007 (3-year completion rate): 18.0%</td>
<td>Equal to general population 2008 (2-year completion rate): 14.3% 2007 (2-yr completion rate): 12.8% 2007 (3-year completion rate): 18.6%</td>
<td>2</td>
</tr>
</tbody>
</table>
## Intended Outcome #2: A supportive working environment for faculty and staff.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Employees are satisfied</td>
<td><strong>Overall Mean: 3.76</strong>&lt;br&gt;Work Environment: 3.89&lt;br&gt;Governance: 3.60&lt;br&gt;Communication: 3.88&lt;br&gt;Facilities: 3.74&lt;br&gt;Safety: 3.81&lt;br&gt;Faculty: 3.31</td>
<td>Mean Aggregate Score: 3.5 on Employee Satisfaction Survey</td>
<td>3</td>
</tr>
<tr>
<td>2B. Maintain stable number of full-time tenured faculty and faculty in tenure pipeline</td>
<td>FY 2011&lt;br&gt;FT Tenured: 6&lt;br&gt;FT Probationary (pipeline): 10</td>
<td>FT Tenured Faculty: +5/year&lt;br&gt;FT Probationary: +7/year</td>
<td>3</td>
</tr>
</tbody>
</table>

## Intended Outcome #3: LWIT is a good steward of resources.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Results</th>
<th>Threshold</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A. Maintain fiscal integrity of the college</td>
<td>Maintained reserves per Board of Trustees policy and procedures (annually)&lt;br&gt;Achieved a successful audit as conducted by the State Auditor’s Office</td>
<td>Reserves maintained per Board policy&lt;br&gt;Successful audit as conducted by State</td>
<td>2</td>
</tr>
<tr>
<td>3B. Maintain an open and transparent budget process</td>
<td>Decisions relating to the college budget are made in an open and transparent manner = 3.74 (Moderate)&lt;br&gt;Finance and Budget Committee serves as a shared decision making committee, engaging a mix of college employees from different departments and employee classifications</td>
<td>Decisions relating to the college budget are made in an open and transparent manner = 3.5 (Moderate)&lt;br&gt;Finance and Budget Committee serves as a shared decision making committee,</td>
<td>2</td>
</tr>
<tr>
<td>3C. Meet FTE enrollment targets</td>
<td>2010-11 percent of allocation: 120%</td>
<td>95%-98% of state FTE target = 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2009-10 percent of allocation: 126%</td>
<td>98%-100% of state FTE target = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008-09 percent of allocation: 105%</td>
<td>100%+ of state FTE target = 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2007-08 percent of allocation: 98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2006-07 percent of allocation: 99%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COLLEGE COMMUNITY SCORE CARD**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Total Points Received</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>Core Theme Threshold</strong></td>
<td>16</td>
</tr>
</tbody>
</table>
Appendix G

Global Outcomes Definitions

**Communication:** The ability to understand, interpret, and respond appropriately to information conveyed in verbal, non-verbal, written, and symbolic ways using a variety of formats.

- Students will understand, interpret, and respond appropriately to information conveyed in verbal, non-verbal, written, and symbolic ways using a variety of formats.

**Critical Thinking:** The cognitive process of gathering and evaluating information, drawing inferences, arriving at conclusions and creating solutions based on objective analysis of the evidence.

- Students will gather and evaluate information, draw inferences, arrive at conclusions and create solutions based on objective analysis of the evidence.

**Intercultural Appreciation:** The ability to recognize, interpret and respond to the differences and commonalities among people in the workplace and the learning environment. These cultural differences and commonalities include, but are not limited to: ethnicity, age, gender, cognitive ability, life experiences, economics, family situation, race, and sexual orientation.

- Students will recognize, interpret and respond to the differences and commonalities among people in the workplace and learning environment.

**Teamwork:** An ability to work cooperatively in a group to advance a common goal.

- Students will work cooperatively in a group to advance a common goal.

**Technical and Information Literacy:** A set of abilities requiring individuals to recognize when information is needed, to choose the appropriate tools to locate, effectively gather and evaluate the required information.

- Students will recognize when information is needed, choose the appropriate tools to locate, effectively gather and evaluate the required information.
Global Outcomes Student Learning Synthesis

Institution-wide learning outcomes (global outcomes) and assessment
Every degree and certificate of proficiency program teaches and assesses campus wide learning outcomes (global outcomes) in identified courses – at least two courses at the degree level and one at the certificate of proficiency level. The five global outcomes include; teamwork, communication, information and technical literacy, intercultural appreciation, and critical thinking. Instructors report on the assessment methods used and changes made based on their assessment while adhering to a college-wide definition and rubric to measure the outcomes on a standardized form which is published for cross-pollination of assessment methods and results. In addition, courses in the academic core area of Written Communication always assess communication, Quantitative Reasoning courses always assess critical thinking, and Social Science courses always assess intercultural appreciation. Global outcomes are defined in the college catalog and each course that includes a global outcome includes that information in the course description, and in the catalog and the course syllabus.

ORIGINAL ARTIFACTS

Original documents of faculty assessments, rubric results, and analysis by course can be found in the team room for every program on campus.

Program: Accounting AAS, 2 Certificates of Proficiency
Each global outcome is taught and assessed at least one time in each Certificate of Proficiency and at least two times in each degree.

COURSES WITH GLOBAL OUTCOMES IN THIS PROGRAM

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Critical Thinking (CT)</th>
<th>Intercultural Appreciation (IA)</th>
<th>Info and Tech Literacy (ITL)</th>
<th>Teamwork (TW)</th>
<th>Communication (CM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202</td>
<td>Social Science Course</td>
<td>ACCT 102</td>
<td>ACCT 203</td>
<td>ACCT 204</td>
<td>English Course</td>
</tr>
<tr>
<td>Math Course</td>
<td>ACCT 203</td>
<td>ACCT 103</td>
<td>ACCT 204</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RUBRIC RESULTS BY GLOBAL

A56
Appendix G

ACCOUNTING SUMMARY

This program has worked hard to establish common learning assessments that adequately and accurately assess the global outcome in question.

Critical Thinking:
ASSESSED THROUGH: Compare and contrast the two main ways companies raise money based on scenarios.
BASELINE RESULTS: Strong results in this area
IMPROVEMENT PLANS: None

Intercultural Appreciation:
ASSESSED THROUGH: Students identify the cultural basis for ethics in accounting rules and procedures and discuss accounting ethics in various countries and cultures. Exercises for this in textbook used.
BASELINE RESULTS: As students in these accounting courses are very diverse this assessment works well, it’s also embedded throughout the textbook making this an easy assessment.
IMPROVEMENT PLANS: None at this time

Information and Technical Literacy:
ASSESSED THROUGH: QuickBooks – researching different QuickBooks certifications, and researching federal income tax law
BASELINE RESULTS: Students really enjoy researching federal tax laws
IMPROVEMENT PLANS: Adding a research component to the QuickBooks course so students can identify whether they need a professional certification and if so, which one to get

Teamwork:
ASSESSED THROUGH: Work on a team to process business simulation where students process forms and create transactions, they must communicate with each other and the financial health of the company through financial statements. Also through a payroll business simulation.
BASELINE RESULTS: IMPROVEMENT PLANS: none

Communication:
ASSESSED THROUGH: Communicate through the financial statements to management the financial
Appendix G

results of the company.
BASELINE RESULTS:
IMPROVEMENT PLANS: none

Program: ENGT AAS, CEGT AAS, ARGT AAS; ARGT Cert of Proficiency, CEGT Cert of Proficiency,
ENGT Cert of Proficiency
Each global outcome is taught and assessed at least one time in each Certificate of Proficiency and at least two times in each degree

COURSES WITH GLOBAL OUTCOMES

<table>
<thead>
<tr>
<th>Engineering Graphics</th>
<th>Critical Thinking (CT)</th>
<th>Intercultural Appreciation (IA)</th>
<th>Info and Tech Literacy (ITL)</th>
<th>Teamwork (TW)</th>
<th>Communication (CM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 132</td>
<td>ENGT 231 ENGT 251</td>
<td>ARCH 205</td>
<td>CEGT 251</td>
<td>ENGR 113</td>
<td></td>
</tr>
<tr>
<td>Math Course</td>
<td>Social Science Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English Course</td>
<td></td>
</tr>
</tbody>
</table>

RUBRIC RESULTS BY GLOBAL

14 ENGT, ARGT, CEGT, and ENGR Courses sampled from 2009-2011 – 169 students total
Appendix G

PROGRAM: ENGT AAS, CEKT AAS, ARGT AAS; ARGT Cert of Proficiency, CEKT Cert of Proficiency, ENGT Cert of Proficiency

Each global outcome is taught and assessed at least one time in each Certificate of Proficiency and at least two times in each degree.

ENGINEERING GRAPHICS SUMMARY

Critical Thinking
Assessed through: Students are given a drawing with errors in scaling and must problem solve to fix the errors to produce a correct drawing with size of text vs. scale. This assessment is used across all sections of ENGT 132.
Baseline results: This assessment works well, instructors have added an explanation of critical thinking to course.
Improvement plans: no plans for changes at this time.

Intercultural Appreciation
Assessed through: Teamwork lecture at the beginning of course, discussions of all of the different kind of things that get in the way of teams working together. Students generally identify language and cultural differences as an issue. Instructor discussion.
Baseline results: Still working on a formal assessment but students work in assigned teams and discuss how their cultural differences could affect their communication styles on the job.
Improvement plans: Explore embedding Intercultural Appreciation within the existing teamwork assignment.

Information and Technical Literacy
Assessed through: Research design standards. Find standards from WADOT highway design manual and choose which standard to use. In-class practice. Research projects in 141 involve students researching material choice including use of library etc.
Baseline results:
Improvement plans: Just added ENGT 101 as a new course as an introduction to the program. Still working on assessment for this global outcome in ENGT 101, offered for the first time in fall quarter 2011.

Teamwork
Assessed through: Students work in groups to complete final project. Report weekly on student’s individual achievements. Final team presentation.
Baseline results:
Improvement plans: Made some improvements but still working through logistical difficulties. Just added ENGT 101 as a new course as an introduction to the program. Still working on assessment for this global outcome in ENGT 101, offered for the first time in fall quarter 2011.

Communication
Assessed through: student production of drawings in engineering language.
Baseline results:
Improvement plans: while this is communication working to find an assessment that analyses a student’s ability to communicate in writing or orally since this assessment uses visual communication.
The program advisor survey was developed in an online-format (Zoomerang) and distributed to all advisory committee members with valid email addresses. A total of 77 responses (32% return rate) were received representing 40 programs/occupations/employers. Overall, respondents had highly positive perceptions of the advisory committees. Most respondents stated that their committees met between 1-3 times during 2010 and five respondents previously served on different committees.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Mean</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Advisory Committee…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Seeks my input on industry/occupation trends</td>
<td>4.44</td>
<td>High</td>
</tr>
<tr>
<td>2. Values my input on industry/occupation trends</td>
<td>4.53</td>
<td>High</td>
</tr>
<tr>
<td>3. Makes changes to program structure or curriculum based on input received</td>
<td>4.12</td>
<td>High</td>
</tr>
<tr>
<td>4. Has a clear sense of purpose</td>
<td>4.36</td>
<td>High</td>
</tr>
<tr>
<td>5. Effectively accomplishes its goals and objectives</td>
<td>4.14</td>
<td>High</td>
</tr>
<tr>
<td>6. The college keeps up-to-date with trends, standards, and practices in my industry/occupation</td>
<td>3.88</td>
<td>Moderate</td>
</tr>
<tr>
<td>7. In general, the college does a good job of maintaining relationships with industry/occupation representatives</td>
<td>4.19</td>
<td>High</td>
</tr>
</tbody>
</table>

Over half of all respondents (45) reported that they were involved with the College in other activities, with eight respondents being involved in more than one activity. 17 respondents indicated an interest in participating in additional activities with LWTC. A spreadsheet of respondents and their interests was created for follow-up.

<table>
<thead>
<tr>
<th>Advisory Committee Members involvement in College activities</th>
<th>Currently</th>
<th>Want to be involved in future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Employment Events</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Fundraising</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Foundation Events</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix H

Open ended comment: 36 comments received
What improvements would make your participation on this committee more beneficial to you and/or the college?

Themes from comments:
- Specific suggestions for improving committees (Plan meetings further in advance, provide agenda ahead of time, meet more often, better and more communication tools, setting and tracking of committee goals, need for data on job placement and wages) appendix 1-13
- Positive feedback that committees are doing well now (everything is great, fabulous job, etc.) appendix 19-31
- Several college-level comments (need more funding and full-time permanent faculty) appendix 14-18
- Several program-specific suggestions (see appendix for details) appendix 19-21

Appendix

Comments

1. An advance agenda would be helpful
3. Annual meeting schedule published early in the year.
4. The program for which I advise is newly established and only classes up once per year. The current meeting frequency is sufficient to meet the needs of the program.
5. Consider meeting more frequently - establish clear purpose then establish shared goals and objectives.
6. A better forum to communicate between members and the College staff. Currently we use Yahoo and it is not conducive to good communications.
7. It would be helpful to have other ways to participate and give feedback other than attending the meeting every time. Possibly a social networking page, conference call or other platform.
8. It would be nice to have the President of the college visit us at a meeting.
9. A clear, continuous 5 year goal for the program based on the equipment and supplies identified as crucial, and a plan to see it become reality.
10. I'd have liked to have been in closer touch with the program.
11. Significantly improved budget, greater involvement by school management.
12. A college focus on tracking the advisory committee's yearly and multi-yearly goals and objectives for the program, in addition to the individual program's quarter-to-quarter operation. Increased opportunities (not pressure, however) to work with Foundation to advance program capital equipment and training goals.
13. Placement/Wage @ Placement/Position Placed information. I can't tell if this program is working without it.
14. Better funding for the program especially filling the need for a fulltime instructor.
15. Provide SharePoint classes for students.
16. To lobby for more funds
17. The college following through on their commitments to set up classes for the apprenticeship programs
Appendix H

18. Make hiring and maintaining permanent faculty a priority.
19. Help and guide in current web technologies, trends and methodologies. Help you understand what companies look for and what your students should learn in addition to what he/she seeks within their career. Mentor in what large fortune 500 companies’ look for in a web designer, how to get the most leverage out of their education and career.
20. I think we need to focus on Fleet Management and not on Logistics that other colleges focus and compete with.
22. You are doing a fabulous job of bringing meaningful education to many people! Thanks!
23. I have attended one meeting so far and am satisfied.
24. Great as is.
25. None- I'm very pleased to be working with <redacted> and <redacted> and the other members of the committee; I just wish I had more free time to be even more involved.
26. None, it is excellent.
27. Thank-you for the excellent year end event---dinner was great
28. Everything is great, nothing to add.
29. None. I am satisfied with the Committee.
30. I believe LWTC is very forward looking relative to other academic institutions. Historically, there has been a large gap between industry needs and academic curriculums. LWTC has put a lot of effort into reaching out to bridge the gap and has made great strides in a short amount of time relatively speaking.
31. <redacted> and <redacted> are doing an excellent job
32. too early for me to say
33. too soon to tell
34. create 26 hour days
35. Sometimes it is difficult to attend all the meetings however we have been pleased to be able to send delegates so that UWB Nursing is typically represented.
36. I'm probably more effective in a lecture format where I can share directly with students
Appendix I

Student Satisfaction Survey Summary

In the comments an equal amount of student praised and voiced concerns about campus facilities. Students praised the overall cleanliness and nice looking campus. Concerns focused on specific incidences of uncleanly restroom facilities and other specific areas, overall campus cleanliness, and temperature in classrooms.

Communication

The communication sections received the lowest levels of satisfaction with two items being especially low:

- I am aware of scholarships, grants, and other funding opportunities
- I am usually aware of campus activities and events

These items received minimal feedback in the comments sections. One student mentioned that they would like more in-depth help seeking scholarships. Several students suggested they would like to see more advertising of events and they would like to have more events. Some specific suggestions include more clubs, dances, intramural sports.

There were a number of other communication-focused comments. Students believe that there needs to be more information about courses and instructors before registering for a class, clarification on degree requirements, and more consistency in information.

Student Services

All specific departments mentioned in the survey (i.e. advising, bookstore, etc.) received excellent or good ratings with the exception of the cafeteria and student programs. Comments indicated that student believe the cafeteria is overpriced, would like to see more healthy options, longer hours, and friendlier staff. Only about 1/3 of all respondents indicated that they participated in campus clubs. The majority of students rated their experience as average. Of all activities/departments campus clubs had the most students who indicated they weren’t aware of this service (19% of all respondents).

The bookstore and library received the most comments of all these areas. A number of students indicated that the really like the library many with no further clarification. Some of the more in-depth comments mentioned, helpful staff, great resources, and a nice atmosphere. The biggest concern students has with the library was noisiness and difficulty finding quiet study areas. Bookstore comments indicated that students would like to see cheaper prices, better availability of textbooks, and friendlier staff.

Other Comments
Appendix I

Other themes from the comments included smoking and parking/transportation issues. Over 30 students mentioned they would like to see additional parking space. Several students mentioned they would like to have the ability to obtain bus passes through the College. Additionally, number of students mentioned that they don’t feel that smoking policies are enforced well enough.

Other comments on what LWTC is doing well include the atmosphere and programs offered. Many students noted that they enjoyed attending LWTC due to the friendly and safe atmosphere and the diversity of people. Several students mentioned that their specific programs are excellent – great curriculum and high quality education.
## Appendix I

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Agreement</th>
<th>Std. Deviation</th>
</tr>
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<tbody>
<tr>
<td>LWTC offers high quality instruction</td>
<td>599</td>
<td>4.14</td>
<td>High</td>
<td>.907</td>
</tr>
<tr>
<td>My classrooms have adequate equipment to learn what is being taught</td>
<td>598</td>
<td>4.10</td>
<td>High</td>
<td>1.004</td>
</tr>
<tr>
<td>My classrooms have up-to-date technology</td>
<td>590</td>
<td>3.95</td>
<td>Moderate</td>
<td>1.031</td>
</tr>
<tr>
<td>I am able to take the classes I need when I need them</td>
<td>594</td>
<td>3.75</td>
<td>Moderate</td>
<td>1.169</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seldom get the &quot;run-around&quot; when seeking information</td>
<td>581</td>
<td>3.71</td>
<td>Moderate</td>
<td>1.133</td>
</tr>
<tr>
<td>I am able to easily access information about my program</td>
<td>589</td>
<td>3.98</td>
<td>Moderate</td>
<td>1.014</td>
</tr>
<tr>
<td>I am aware of scholarships, grants, and other funding opportunities</td>
<td>576</td>
<td>3.46</td>
<td>Low</td>
<td>1.186</td>
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<tr>
<td>I am aware of the resources available to me as a student of LWTC</td>
<td>589</td>
<td>3.76</td>
<td>Moderate</td>
<td>1.070</td>
</tr>
<tr>
<td>I am usually aware of campus activities and events</td>
<td>571</td>
<td>3.31</td>
<td>Low</td>
<td>1.136</td>
</tr>
</tbody>
</table>

### Agreement Scale

<table>
<thead>
<tr>
<th>Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;4.0</td>
<td>High</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>Moderate</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>Low</td>
</tr>
<tr>
<td>&lt;3.0</td>
<td>Very Low</td>
</tr>
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</table>
### Appendix I

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
<th>Scale</th>
<th>Quality of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty treat me respectfully</td>
<td>589</td>
<td>4.28</td>
<td>High</td>
</tr>
<tr>
<td>Campus staff treat me respectfully</td>
<td>585</td>
<td>4.20</td>
<td>High</td>
</tr>
<tr>
<td>Overall the college is kept clean</td>
<td>593</td>
<td>4.08</td>
<td>High</td>
</tr>
<tr>
<td>Facilities and equipment are well maintained and kept in working order</td>
<td>590</td>
<td>4.07</td>
<td>High</td>
</tr>
<tr>
<td>I feel safe on campus</td>
<td>588</td>
<td>4.33</td>
<td>High</td>
</tr>
<tr>
<td>Safety and security officers are accessible and responsive</td>
<td>527</td>
<td>3.80</td>
<td>Moderate</td>
</tr>
<tr>
<td>I understand my role in the event of an emergency</td>
<td>576</td>
<td>3.47</td>
<td>Low</td>
</tr>
<tr>
<td>I would recommend LWTC to my family and friends</td>
<td>585</td>
<td>4.18</td>
<td>High</td>
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</table>

**Quality of service Scale**

<table>
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<tr>
<th>Scale</th>
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<tr>
<td>&gt;4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>Good</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>Fair</td>
</tr>
<tr>
<td>&lt;3.0</td>
<td>Poor</td>
</tr>
</tbody>
</table>
## Appendix I

Please rate your overall experience at:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Agreement</th>
<th>Std. Deviation</th>
<th>Percent who knew about and didn’t use service</th>
<th>Percent who didn’t know about</th>
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<tbody>
<tr>
<td>Advising</td>
<td>522</td>
<td>3.87</td>
<td>Good</td>
<td>1.088</td>
<td>6%</td>
<td>.3%</td>
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<tr>
<td>Academic Skills Center</td>
<td>287</td>
<td>3.98</td>
<td>Good</td>
<td>1.029</td>
<td>23%</td>
<td>11%</td>
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<tr>
<td>Associate Student</td>
<td>187</td>
<td>3.69</td>
<td>Good</td>
<td>1.155</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>377</td>
<td>3.78</td>
<td>Good</td>
<td>1.058</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Bookstore</td>
<td>548</td>
<td>3.58</td>
<td>Good</td>
<td>1.140</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>470</td>
<td>3.44</td>
<td>Fair</td>
<td>1.185</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>Campus Clubs</td>
<td>194</td>
<td>3.42</td>
<td>Fair</td>
<td>1.216</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Counseling</td>
<td>270</td>
<td>3.89</td>
<td>Good</td>
<td>1.107</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td>Computer Lab (T413)</td>
<td>359</td>
<td>4.13</td>
<td>Excellent</td>
<td>.953</td>
<td>19%</td>
<td>6%</td>
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<tr>
<td>Employment Resource</td>
<td>205</td>
<td>3.80</td>
<td>Good</td>
<td>1.149</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>353</td>
<td>3.86</td>
<td>Good</td>
<td>1.210</td>
<td>13%</td>
<td>3%</td>
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<tr>
<td>High School Programs</td>
<td>130</td>
<td>4.09</td>
<td>Excellent</td>
<td>1.110</td>
<td></td>
<td></td>
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<tr>
<td>Library</td>
<td>498</td>
<td>4.27</td>
<td>Excellent</td>
<td>.900</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Student Lounge</td>
<td>337</td>
<td>3.95</td>
<td>Good</td>
<td>1.065</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>Registration</td>
<td>566</td>
<td>3.99</td>
<td>Good</td>
<td>.990</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>TRiO</td>
<td>157</td>
<td>4.22</td>
<td>Excellent</td>
<td>.949</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worker Retraining/Workforce Development</td>
<td>195</td>
<td>4.14</td>
<td>Excellent</td>
<td>1.013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website Student Toolbox</td>
<td>483</td>
<td>3.89</td>
<td>Good</td>
<td>1.068</td>
<td>3%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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Appendix J

Employee Satisfaction Survey Summary

Overall results were positive in most the survey areas including work environment, communication, facilities, safety and security, policies and procedures. However, almost each area also had one or more items with low ratings. Opinions of college governance varied highly by employee classification with exempt and professional-technical staff generally rating items higher than classified staff and faculty. Policies and procedures also varied significantly based on employee classification. The faculty section pertaining to classroom equipment and technology received low ratings for both items.

Work Environment

Results in the work environment section had mostly moderate levels of agreement, but two areas scored low ratings.

LWTC employees moderately or highly agreed:
- That their supervisors treat them with respect.
- The work they are doing is valuable (very high).
- They can take initiative without asking.
- There is a spirit of camaraderie and teamwork at LWTC.
- Supervisors clearly communicate work responsibilities.

Areas that received low ratings:
Employees are praised for outstanding performance
There are adequate staff members in my department (very low)

Comment Themes: Positive work environment, increasingly high workload demands, college operating in ‘silos’, negative work environment

Governance

Results in the governance section had mostly moderate levels of agreement, but varied greatly between employees of different classifications.

Employees moderately agreed:
- I have opportunities to participate in campus-wide decision making.
- The Board of Trustees is effective in carrying out its governance responsibilities.
- I have opportunities to participate on various committees.
- College leadership is effective in carrying out leadership responsibilities.

However, the latter three of these items yielded greatly varied results based on employee classification ranging from low to high agreement.
Appendix J

About 50% of respondents stated that they understood the role of the Board of Trustees. Faculty and women had the lowest ratings of understanding. Additionally, about 50% of employees stated that they had attended a board meeting or reviewed the notes on their own.

Areas that received low employee ratings:
- The input I provide helps shape the future of LWTC.

Exempt staff and Professional-technical staff felt that they had more input than faculty and classified staff. Also, men felt that their input helps shape the future more than women do.

Comment Themes: Lack of communication and understanding to/from Board of Trustees, lack of time to participate on committees, feedback solicited but not used in decision making.

Communication

The communication section of the survey received mostly moderate response ratings with one of the seven items receiving low levels of agreement.

Employees moderately or highly agreed:
- In my department there is effective communication between individuals.
- College leadership share information regularly with staff.
- College leadership is approachable.
- Decisions relating to the college budget are made in an open and transparent manner.
- I am aware of facilities and infrastructure projects on campus.
- I know the mission of the college.

Areas that received low ratings:
- There is effective communication between my department and other departments.

Comment Themes: Positive communication throughout college, inconsistent and lack of top-down communication, inconsistent department-to-department communication

Facilities

The facilities section of the survey received mostly moderate to high response ratings with two of the six items receiving low ratings.

LWTC employees moderately or highly agreed:
- Overall the College is kept clean.
- Overall facilities and equipment at the college are well-maintained and kept in working order.
Appendix J

- I have adequate technology to successfully do my job.
- I receive timely responses to Help Desk ticket requests.

Areas that received low ratings:
- My office area/classroom is adequately cleaned on a regular basis.
- Heating and cooling systems provide a comfortable working temperature.

Comment Themes: Positive comments on Help Desk and facilities requests, acknowledgement of low levels of staffing in custodial/maintenance, comments about specific areas in college that need cleaning and/or maintenance.

Safety & Security

The safety section received uniformly moderate to high ratings.

LWTC employees moderately or highly agreed”
- I feeling safe on campus.
- I know my role in the event of an emergency
- Safety and security officers are accessible and responsive

Comment Themes: Diversity of comments, no discernable themes

Policies and Procedures

Employees moderately or highly agree:
- There are clear policies and procedure regarding sexual harassment.

‘Policies for requesting and/or reporting time off are straightforward’ received an overall moderate level of agreement; however responses ranged drastically according to employee status. Faculty rated this item low, exempt staff moderate, and classified and pro-tech high. ‘Procedures for travel/reimbursement are straightforward’ received an overall low level of agreement. Again responses ranged by employee type with faculty and exempt staff rating it the lowest and professional-technical and classified staff agreeing moderately.

Comment Themes: Unclear procedures, too much paperwork

Faculty only

The survey contained two questions that specifically pertained to faculty only. Both items, classrooms have adequate technology for students and I have up-to-date teaching technology receive low ratings.
## Appendix J

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>N</th>
<th>Mean</th>
<th>Agreement</th>
<th>Significant differences P&lt;.05</th>
<th>Subgroup ratings</th>
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<tr>
<td><strong>Work Environment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor treats me with respect</td>
<td>157</td>
<td>4.26</td>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor clearly communicates work responsibilities</td>
<td>157</td>
<td>3.96</td>
<td>Moderate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a spirit of camaraderie and teamwork at LWTC</td>
<td>157</td>
<td>3.81</td>
<td>Moderate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees are praised for outstanding performance</td>
<td>158</td>
<td>3.47</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work I do is valuable to the college</td>
<td>156</td>
<td>4.62</td>
<td>High</td>
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<tr>
<td>My supervisor knows and understands my workload demands</td>
<td>155</td>
<td>4.01</td>
<td>High</td>
<td>Employ class</td>
<td>Prof-tech = High Exempt = Moderate Faculty = Moderate Classified = Moderate</td>
</tr>
<tr>
<td>There are adequate staff members in my department/area to meet the workload demands</td>
<td>156</td>
<td>2.92</td>
<td>Very Low</td>
<td>Full-time part-time</td>
<td>Part-time = Low Full-time = Very Low</td>
</tr>
<tr>
<td>I can take initiative without asking for permission</td>
<td>157</td>
<td>4.09</td>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have opportunities to participate in campus-wide decision making</td>
<td>157</td>
<td>3.71</td>
<td>Moderate</td>
<td></td>
<td>Female = Low Male = Moderate</td>
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<tr>
<td>The input I provide helps shape the future of LWTC</td>
<td>157</td>
<td>3.35</td>
<td>Low</td>
<td>Gender Employ class</td>
<td>Exempt = Moderate Prof-tech = Moderate Faculty = Low Classified = Low</td>
</tr>
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<table>
<thead>
<tr>
<th>Agreement Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;4.0</td>
<td>High</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>Moderate</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>Low</td>
</tr>
<tr>
<td>&lt;3.0</td>
<td>Very Low</td>
</tr>
</tbody>
</table>
### Appendix J

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Rating</th>
<th>Employ class</th>
<th>Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the role of LWTC's Board of Trustees</td>
<td>157</td>
<td>3.57</td>
<td>Moderate</td>
<td>Female = Low, Male = Moderate</td>
</tr>
<tr>
<td>I have attended a board meeting and/or reviewed the meeting notes on my own</td>
<td>157</td>
<td>3.50</td>
<td>Moderate</td>
<td>Exempt = High, Prof-tech = Moderate, Classified = Low, Faculty = Low</td>
</tr>
<tr>
<td>The Board of Trustees is effective in carrying out its governance responsibilities for LWTC</td>
<td>157</td>
<td>3.5</td>
<td>Moderate</td>
<td>Part/full-time = High, Employ class = Moderate</td>
</tr>
<tr>
<td>College leadership is effective in carrying out leadership responsibilities</td>
<td>156</td>
<td>3.58</td>
<td>Moderate</td>
<td>Exempt = High, Prof-tech = Moderate, Classified = Low, Faculty = Low</td>
</tr>
<tr>
<td>I have opportunities to participate on various committees</td>
<td>155</td>
<td>3.97</td>
<td>Moderate</td>
<td>Exempt = High, Prof-tech = Moderate, Classified = Low, Faculty = Low</td>
</tr>
</tbody>
</table>

#### Communication

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Rating</th>
<th>Employ class</th>
<th>Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is effective communication between my department and other departments</td>
<td>156</td>
<td>3.34</td>
<td>Low</td>
<td>Exempt = High, Prof-tech = High, Classified = High, Faculty = Moderate</td>
</tr>
<tr>
<td>In my department there is effective communication between individuals</td>
<td>156</td>
<td>3.97</td>
<td>Moderate</td>
<td>Exempt = High, Prof-tech = High, Classified = High, Faculty = Moderate</td>
</tr>
<tr>
<td>College leadership shares information regularly with faculty and staff</td>
<td>155</td>
<td>3.87</td>
<td>Moderate</td>
<td>Exempt = High, Prof-tech = High, Classified = Moderate, Faculty = Moderate</td>
</tr>
<tr>
<td>College leadership is approachable</td>
<td>154</td>
<td>3.88</td>
<td>Moderate</td>
<td>Exempt = High, Prof-tech = High, Classified = Moderate, Faculty = Moderate</td>
</tr>
<tr>
<td>I know the mission of the College</td>
<td>153</td>
<td>4.44</td>
<td>High</td>
<td>Exempt = Moderate, Prof-tech = High, Classified = High, Faculty = Moderate</td>
</tr>
<tr>
<td>Decisions relating to the college budget are made in an open and transparent manner</td>
<td>154</td>
<td>3.74</td>
<td>Moderate</td>
<td>Exempt = Moderate, Prof-tech = High, Classified = High, Faculty = Moderate</td>
</tr>
</tbody>
</table>
# Appendix J

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Mean</th>
<th>Rating</th>
<th>Employment</th>
<th>Exempt Status</th>
</tr>
</thead>
</table>
| I am aware of facilities and infrastructure projects on campus | 155   | 3.92  | Moderate | Employ class | Exempt = High  
Classified = Moderate  
Faculty = Moderate |
| **Facilities**                                |       |       |          |            |                                      |
| Overall the College is kept clean             | 155   | 3.57  | Moderate | Full-time  | Full-time = Moderate  
Part-time = low |
| Overall facilities and equipment at the college are well-maintained and kept in working order | 156   | 3.62  | Moderate |            |                                      |
| My office area/classroom is adequately cleaned on a regular basis | 154   | 3.34  | Low      |            |                                      |
| I receive timely responses to custodial/maintenance requests | 149   | 4.21  | High     |            |                                      |
| Heating and cooling systems provide a comfortable working temperature | 155   | 3.40  | Low      | Employ class | Exempt = Low  
Prof-tech = Moderate  
Classified = Low  
Faculty = Low |
| I have adequate technology to successfully do my job | 157   | 3.87  | Moderate | Employ class | Prof-tech = High  
Exempt = Moderate  
Classified = Moderate  
Faculty = Moderate |
| I receive timely responses to Help Desk ticket requests | 149   | 4.14  | High     |            |                                      |
| **Safety & Security, Policies & Procedures** |       |       |          |            |                                      |
| I feel safe on campus                         | 156   | 4.06  | High     |            |                                      |
| Safety and security officers are accessible and responsive | 153   | 3.80  | Moderate |            |                                      |
| I understand my role in the event of an emergency on campus | 157   | 3.61  | Moderate |            |                                      |
| Procedures for requesting and/or reporting time off are straightforward | 154   | 3.67  | Moderate | Employ class | Prof-tech = High  
Exempt = Moderate  
Classified = High  
Faculty = Low  
Prof-tech = Moderate  
Classified = Moderate  
Faculty = Low  
Exempt = Low |
| Procedures for travel/reimbursement are straightforward | 142   | 3.46  | Low      | Employ class |                                      |
| There are clear policies and procedures regarding sexual harassment | 156   | 4.26  | High     |            |                                      |

**Faculty Only**
<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classrooms have adequate equipment for my students</td>
<td>79</td>
<td>3.25</td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>I have up-to-date teaching technology</td>
<td>79</td>
<td>3.37</td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>
Appendix L

Faculty Composition and Characteristics

![Faculty Composition Graph](image-url)
# Appendix L

## Faculty Composition and Characteristics

<table>
<thead>
<tr>
<th>Rank or Class</th>
<th>Number</th>
<th>Number of Terminal Degrees</th>
<th>2005 Faculty</th>
<th>Years of Experience at Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salary, 9 months</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr</td>
<td>M</td>
<td>B</td>
</tr>
<tr>
<td>Instructor: Full-time</td>
<td>63</td>
<td>63</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Instructor: Part-time</td>
<td>241</td>
<td>241</td>
<td>14</td>
<td>96</td>
</tr>
<tr>
<td>Instructor Totals</td>
<td>304</td>
<td>304</td>
<td>17</td>
<td>122</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank or Class</th>
<th>Number</th>
<th>Number of Terminal Degrees</th>
<th>2011 Faculty</th>
<th>Years of Experience at Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salary, 9 months</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr</td>
<td>M</td>
<td>B</td>
</tr>
<tr>
<td>Instructor: Full-time</td>
<td>77</td>
<td>77</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>Instructor: Part-time</td>
<td>278</td>
<td>278</td>
<td>28</td>
<td>122</td>
</tr>
<tr>
<td>Instructor Totals</td>
<td>355</td>
<td>355</td>
<td>35</td>
<td>160</td>
</tr>
</tbody>
</table>
Appendix L

Faculty Composition and Characteristics

Full Time Faculty Status

Appendix L

Full-time Faculty Educational Attainment by Division

Full-time Faculty Educational Attainment by Division*

*Does not include FTF who attended College but did not receive a certification or degree.

Full-time Faculty Categories for Above Chart

Acad/Hosp/Service
- Academic & Developmental
  - Ed-English
  - Academic & Developmental Ed-Math
  - Adult Basic Ed/ESL
  - Business Administration
  - Support
  - Culinary Arts
  - Early Childhood Ed/Parent Ed
  - Environmental
  - Fitness
  - Fitness/Science
  - Humanities-Visual Arts
  - Psychology
  - Science
  - Social & Human Services

Allied Health
- Dental Assistant
- Dental Hygienist
- Funeral Service Ed
- Medical Assisting
- Medical Transcription
- Nursing
- Physical Therapist Asst.

Continuing Ed/Extended Learning
- Accounting

Industrial Technology
- Auto Collision
- Automotive
- Building Plant Maintenance Technician
- Computer Security & Network Technology
- Electronics Technician
- Motorcycle, Marine & Power Equip
- Transportation
- Precision Machining
- Welding

International Programs
- Intensive English Program

Library
- Librarian

MEGTAD
- Applied Design
- Engineering Graphics
- Engineering Graphics- Architectural
- Engineering Graphics-Civil Eng
- Multimedia D & P-Interactive Digital Media
- Multimedia Design & Production
- Multimedia Design & Production-Animation

Student Services & High School Programs
- Counselor
- Social Studies in High School
LWIT Current Programs of Study (36)

Accounting
Applied Design
Architectural Graphics
Auto Collision Repair Technician
Auto Repair Technician
Baking Arts
Business
Business Administration Support
Child Care Manager
Civil Engineering Graphics
Computer Security & Network Technician
Culinary Arts
Dental Assistant
Dental Hygiene
Diesel & Heavy Equipment Technician
Digital Gaming and Media
Electronics Technology
Energy & Science Technician
Engineering Graphics
Environmental Horticulture
Fitness Specialist/Personal Trainer
Funeral Service Education
Human Resource Management
Machine Technology
Massage Practitioner
Medical Assisting
Motorcycle, Marine & Power Equipment Service Technology
Multimedia Design & Production
Nursing
Occupational Therapy Assistant
Physical Therapist Assistant
Professional-Technical Education
Social & Human Services
Technology
Video and Web Production
Welding Fabrication & Maintenance Technology
## Iwtclearningcommons: Library Advisory Committee: Library Action Plan

### Action Items

<table>
<thead>
<tr>
<th>Action</th>
<th>Person Responsible</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the story of the 21st century library</td>
<td>Ed, Librarians</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Attend division and departmental meetings</td>
<td>Ed, Librarians</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Further develop the Library Advisory committee</td>
<td>Ed</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Build community awareness through our blog</td>
<td>Staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Involving IT in the future direction of the Learning Commons.</td>
<td>Ed and Mike Potter</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Have more student activities in the Learning Commons – Coffee area, informal classes, and training.</td>
<td>Librarians</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Improving Collection Development.</td>
<td>Librarians with Library Advisory Committee</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Hiring additional staff and evaluating current and future staff positions</td>
<td>Ed</td>
<td>Ongoing</td>
</tr>
<tr>
<td>PodCasting</td>
<td>Michael and Annie</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Conference Room/Presentation space – add laptops and other technologies</td>
<td>Annie, Michael</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Student email</td>
<td>Ellen</td>
<td>Summer 2007; Completed</td>
</tr>
<tr>
<td>Online Reference and Circulation desk services</td>
<td>Librarians</td>
<td>Summer 2007; Ongoing</td>
</tr>
<tr>
<td>STAR Portal and the use of social networking software.</td>
<td>Librarians</td>
<td>Summer 2007; Ongoing</td>
</tr>
</tbody>
</table>

**Updated:** 12.02.2010

**Project:** 21st Century Library Project – 5 Year Plan (Started Winter 2007) Learning Commons

**Manager:** Edward Sargent, Associate Dean, Learning Resources
## Appendix N

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Campus access to all of the library’s databases</td>
<td>Ed and IT</td>
<td>Summer 2007 Completed</td>
</tr>
<tr>
<td>Setup continuing training program for student workers and staff. We</td>
<td>Michael</td>
<td>Summer 2007 Ongoing</td>
</tr>
<tr>
<td>will teach:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Blackboard/Angel Basics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Books 24x7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Catalog OPAC and WorldCat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Facts.com</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Noodlebib</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Phone skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Proquest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff training on current and emerging technologies.</td>
<td>Staff</td>
<td>Summer 2007 Ongoing</td>
</tr>
<tr>
<td>All documents and statistics will be placed on the wiki and &quot;Google</td>
<td>Staff</td>
<td>Summer 2007 Ongoing</td>
</tr>
<tr>
<td>Docs&quot; for easy self-service and access.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate catalog and cataloging. Make it simple or get rid of it.</td>
<td>Librarians</td>
<td>Summer 2007 Still under consideration</td>
</tr>
<tr>
<td>Sell services, not books.</td>
<td>Staff</td>
<td>Summer 2007 Ongoing</td>
</tr>
<tr>
<td>“Narrowcast” marketing to faculty.</td>
<td>Librarians</td>
<td>Fall 2007 Completed - Librarians are in charge of marketing to program areas</td>
</tr>
<tr>
<td>Change concept/name from library to information learning commons.</td>
<td>Ed</td>
<td>Fall 2007 Still Evaluating</td>
</tr>
<tr>
<td>Move conference room and study room calendars to STAR Center</td>
<td>Staff</td>
<td>Fall 2007 Completed and adopted new technology</td>
</tr>
<tr>
<td>Have a campus-wide Library Day</td>
<td>Staff</td>
<td>Fall 2007 Modified to sessions during RAPID days and completed</td>
</tr>
<tr>
<td>Develop flyers, handouts and “street” teams to market the library.</td>
<td>Cheyenne</td>
<td>Fall 2007 Ongoing</td>
</tr>
<tr>
<td>Hold publicized college forum on the library.</td>
<td>Ed and Librarians</td>
<td>Fall 2007</td>
</tr>
</tbody>
</table>
# Appendix N

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Responsible</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make presentations to the Board of Trustees, Executive Cabinet, and Student Government.</td>
<td>Ed</td>
<td>Fall 2007 Ongoing</td>
</tr>
<tr>
<td>Removing and storing two magazine shelves downstairs.</td>
<td>Staff</td>
<td>Fall 2007 Completed</td>
</tr>
<tr>
<td>Removing and storing two books shelves upstairs.</td>
<td>Staff</td>
<td>Fall 2007 Completed</td>
</tr>
<tr>
<td>Removing map drawer and atlas shelves.</td>
<td>Staff</td>
<td>Fall 2007 Idea Shelved</td>
</tr>
<tr>
<td>Put the library on in-service RAPID day agenda.</td>
<td>Library Advisory Committee</td>
<td>Winter 2008 Completed</td>
</tr>
<tr>
<td>Integrate Library into College Strategies.</td>
<td>Staff</td>
<td>Winter 2008 Completed</td>
</tr>
<tr>
<td>Add Coffee Shop</td>
<td>Doug?</td>
<td>TBA</td>
</tr>
<tr>
<td>Add Proquest, Books 24x7, and E-books to OPAC</td>
<td>Michael and Ellen</td>
<td>Winter/Spring 2008 Completed</td>
</tr>
<tr>
<td>Involve all departments in collection development.</td>
<td>Librarians and Library Advisory Committee</td>
<td>Spring 2008 Ongoing</td>
</tr>
<tr>
<td>Require faculty to incorporate library for tenure review.</td>
<td>Ed, Sunny, and Deans</td>
<td>Fall 2008 Under Consideration</td>
</tr>
<tr>
<td>Have library involved in all campus planning.</td>
<td>College</td>
<td>Fall 2008 Ongoing</td>
</tr>
<tr>
<td>Introduce program budget restrictions.</td>
<td>Instruction</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Make sure that the library gets fair share of instructional/college budget.</td>
<td>Ed and Sunny</td>
<td>Fall 2008 Completed and Ongoing</td>
</tr>
<tr>
<td>Helping faculty create course packs.</td>
<td>Staff</td>
<td>Winter/Spring 2009 Ongoing</td>
</tr>
<tr>
<td>Showing faculty how to use existing/future databases for the readings they assign.</td>
<td>Staff</td>
<td>Summer 2009 Ongoing</td>
</tr>
<tr>
<td>Improving the reserve system in the library (e-reserves).</td>
<td>Librarians</td>
<td>Summer 2009 Under Consideration</td>
</tr>
<tr>
<td>Consolidate Departmental “libraries.”</td>
<td>Librarians</td>
<td>Summer 2009 Completed and Ongoing</td>
</tr>
<tr>
<td>Hire or develop a grant writer.</td>
<td>Kim? Ed?</td>
<td>Summer 2009</td>
</tr>
</tbody>
</table>

A89
## Appendix O
### Sample Syllabus

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>STEC 351 – Principles of Sustainability (Hybrid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>5</td>
</tr>
<tr>
<td>Room Number:</td>
<td>T416</td>
</tr>
<tr>
<td>Day &amp; Time of Course:</td>
<td>LAB: Tuesday 6:00 – 8:50 pm</td>
</tr>
<tr>
<td>Instructor Name:</td>
<td>Dr. Grace Lasker (<a href="mailto:grace.lasker@lwtc.edu">grace.lasker@lwtc.edu</a>)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>As needed</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(425) 739-8100, extension 660</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:** Introduces the influence of human activities on environmental processes. Topics include ecological concepts, population growth, natural resources, and current environmental problems from scientific, social, political, and economic perspectives. Students demonstrate an understanding of environmental interrelationships and contemporary global environmental issues as related to sustainable design practices.

**PREREQUISITES:** Admission to the BTAD Program and any lab science

**STUDENT OUTCOMES/COMPETENCIES:**
Upon successful completion of the course the student will be able to:
- Identify environmental issues in different cultures and countries
- Analyze the impact of air and water pollution on the climate and on human beings, and evaluate measures to reduce pollution
- Measure factors that affect environmental sustainability such as air and water quality
- Interpret labels, MSDS and symbols common to hazardous materials/waste
- Analyze the characteristics of populations, and assess environmental impacts of human population growth, including urbanization worldwide
- Evaluate modern agricultural techniques, pesticide use, and their impact on food and water supply, and discuss water conservation methods
- Analyze the impact of air and water pollution on the climate and human beings, and evaluate the role of sustainable design practices in mitigation
Appendix O

- Explain the importance of energy consumption and the use of fossil fuels and waste management methods, and analyze their environmental impact
- Examine the importance of local, national, and international policies that aim to protect the environment
- Investigate current green practices implemented in graphic, industrial, and architectural design projects across the globe
- Create a design project that integrates components of sustainability and environmental impact

Required Texts: Custom lab manual available only at the LWTC bookstore

Required Equipment
- Disposable Gloves (available at the bookstore)
- Access to the internet

Course Website:
Lecture notes, labs, grades, and course announcements can be found on our course website (http://angel.lwtc.edu).

Grading Procedures: (tentative) Your grade will be based on lecture exams, discussions/quizzes, and lab points. The following is an approximation of points to be awarded. (Subject to change!)

- Discussions (5 total) (100 points)
- Quizzes (5 total) (100 points)
- Final Project (200 points)
- Labs (11 total) (220 points)
- Total points 620 points

Labs: There are no make-up labs due to the nature of our labs. It is important that you come to lab prepared, having read the lab beforehand and with gloves and other supplies as detailed in class. If you miss a lab, it cannot be made up. All points will be missed and alternate assignments will not be available to make up for missed points.
YOU MAY NOT MISS MORE THAN THREE (3) LABS FOR THE QUARTER OR YOU WILL RECEIVE A “0.0 GPA” FOR THE CLASS. NO EXCEPTIONS!!

Labs: There will be 11 labs worth 20 points each for a total of 220 points. A lab assignment may be an in-class assignment that day, a quiz taken at the beginning of lab covering previous lab work, homework due the day of the lab, or a lab report.

Attendance Policy:
- **Treat this course as if it were a regular classroom course -- ”attend” regularly.** This is a 5-credit course, so remember that you would be spending 5 hours per week in the classroom and at least that outside of the classroom. Sustainability is a science and can be a difficult topic of study for some students. Expect this to be a challenging course!
- **Check your course daily.** I will be continually posting new information so items like the syllabus, announcements, and email will be very useful to you.
- **Visit the discussion group several times during the week.** I will be posting discussion questions each week as scheduled, and you are encouraged to bring in comments and questions from other information you encounter in the course (text, online, in the news, etc.).

Quizzes:
- **Quizzes are taken online.** Only one quiz will be available at a time. Quizzes are multiple choice, true/false questions for 20 points total. The quizzes will be available the Thursday of each week it is assigned starting at 12:05am and ending Sunday at 11:54pm. After that time it will not be available to take so allow yourself time to finish before the end time. You cannot submit the quiz after 11:54pm.
- You will have 60 minutes to take a quiz after which it will no longer be accessible to you. **You will only be allowed one attempt to take the quiz (meaning you cannot open the quiz, complete a few questions, and then save it to complete later). You need to have your studying done before taking the quiz.** Even though it is open book, if you use all of your time looking answers up, you may not have time to finish.
- **Grades will be posted in your online grade book.** You will ONLY be able to view your own grades.
Appendix O

Participating in the Discussion Group:

- I will post discussion topics as per the schedule. You are required post 1 initial response to the topic and then reply to your classmate’s responses at least 2 times. Of course you are encouraged to post as much as possible! Please visit the folder GETTING STARTED for “Discussion Expectations.” Each discussion will be worth a total of 20 points, 10 for the initial post and 5 points for each reply.

- Answers to the initial discussion questions are due by THURSDAY 11:55pm the week of the discussion. Follow-ups are due by the SUNDAY 11:55pm of that due week.

- Participation means posting a meaningful message about the question, or making a thoughtful reply to someone else’s comments. Messages that aren't okay to post (unless you have posted other thoughtful messages) are things like: "I agree." "Good comment." "You’re sooo right!" These kinds of messages are fine, but only if you have added thoughtful substance to other messages. But if these are the only kinds of messages you ever post, your grade for discussion will be lower than you might like.

- All messages must be polite. You can't post anonymously. You can disagree with a person’s opinion or comment, but you must reply appropriately. If someone has a problem following discussion room etiquette, they can lose privileges.

As always, please contact me ASAP if you need clarification on any of these course items. The sooner it begins to flow smoothly for you, the better!

Cheating and Plagiarism will not be tolerated. Anyone found guilty of violating these conduct codes will receive a zero grade and may be subject to expulsion. There is no waiver in this policy.
The following schedule is tentative and subject to change:

Study Schedule: Please follow this study schedule to align yourself with the chapters that each quiz, discussion, and exam will cover.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Online</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Discussion #1</td>
<td><em>Ethics/Scientific Method/Library Research</em></td>
<td>Library Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading: Enger &amp; Smith</em> (Chapter One)</td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td>Quiz #1 – Chapters 1 &amp; 2</td>
<td>Sustainability and Our Responsibility</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td>Design Project: Phase 0 Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading: Enger &amp; Smith</em> (Chapter Two)</td>
<td></td>
</tr>
<tr>
<td>Week Three</td>
<td>Discussion #2</td>
<td>Hazardous Waste/Chemicals</td>
<td>Safety, Lab Techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading: Enger &amp; Smith</em> (Chapter Seventeen &amp; Eighteen)</td>
<td>TECH 1015 – Hypothesis Formation</td>
</tr>
<tr>
<td>Week Four</td>
<td>Quiz #2 – Chapters 15, 17, &amp; 18</td>
<td><em>Hazardous Waste/Chemicals</em></td>
<td>Qualitative Introduction to Water Pollution (Not in lab manual)</td>
</tr>
<tr>
<td></td>
<td>Design Project: Phase I Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Discussion</td>
<td>Reading</td>
<td>Quiz/Project</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>Five</td>
<td>#3</td>
<td><em>Agriculture/Landscape Design</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Reading: Enger &amp; Smith</em> (Chapter Thirteen)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLNT 1004 – Plant nutrients and their effects on aquatic environment</td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>#3 – Chapters 13 &amp; 14</td>
<td><em>Agriculture/Landscape Design</em></td>
<td>Phase II Due</td>
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<td><em>Reading: Enger &amp; Smith</em> (Chapter Fourteen)</td>
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|      |            | *Reading: From Books 24X7*  
*Materials and Their Applications in Landscape Design*  
(Chapter: Materials and Sustainability)  
*Sustainability in Agriculture: Issues in Environmental Science and Technology*  
(Chapter: Sustainable Land Management — A Challenge for Modern Agriculture) | | |
| Seven| #4         | Construction/LEED/Architectural Design | | |
|      |            | *Reading: From Books 24x7*  
*Green Building Through Integrated Design*  
(Chapter Two) | | |
<p>|      |            | Group Project/Case Study | | |</p>
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<td><em>Construction/LEED/Architectural Design</em></td>
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<td><strong>Reading: From Books 24x7</strong></td>
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<td><em>Packaging Sustainability: Tools, Systems and Strategies for Innovative Package Design</em></td>
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<td>CMET 1004 – Effects of smog on photosynthetic activity</td>
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<td>ANAL2033: Column and paper chromatography: separation of plan pigments</td>
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<td>ANAL 1011 – Paper chromatography: Separation of inks in pens</td>
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<td><em>Packaging Sustainability: Tools, Systems and Strategies for Innovative Package Design</em></td>
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**Additional Information:** Students are expected to follow the college student conduct code, WAC 495D-120, which prohibits cheating and plagiarism. See the Student Handbook for more details on the code.

Cheating, plagiarism, theft, or hurtful behavior toward others shall be grounds for discipline pursuant to college rules. Plagiarism is defined as not doing your “own work” or “copying words or ideas from other work or people.” If you turn in assignments that are created by another student, or are plagiarized, you will receive a 0 for that assignment and will be subject to further action, if needed. Repeat offenses may result in a 0.0 for the class.

Students requesting academic adjustments related to disability should contact Disability Support Services (DSS) in W207 in person or by phone (425) 739-8204, or by email: Alma Osorio at Alma.Osorio@lwtc.edu. Students who have already requested services through DSS for academic adjustments in this class should talk with me as soon as possible to arrange for accommodations.

**Support Services for Learning:** [http://www.lwtc.ctc.edu](http://www.lwtc.ctc.edu)

Open Computer Lab: Room T413
Tutoring/Academic Skills Center (ASC): Room T215 (425) 739-8100 ext. 656
Library Media Center: Room T213 (425) 739-8320

**Equal Opportunity Information:** Lake Washington Technical College is an equal opportunity college and is committed to principles of diversity. The college accepts students without regard to race, color, creed, religion, national origin, gender, sexual
Appendix O

orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran.

All information in this syllabus is subject to change and modification at my discretion. Students will be notified when such changes need to be made.
### Appendix O

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<th>LWTC Grading System</th>
<th>Decimal grading scale for this course</th>
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# Sample Program Outcomes Grid (POG)

**Lake Washington Technical College**  
*College Mission: To prepare students for today’s career and tomorrow’s opportunities*

**Program Outcomes Grid (POG) EXAMPLE**  
Program learning outcomes and assessment  
Updated: May 2009, Updated March 2010, Updated March 2011

**Program: Accounting ASSOCIATE OF APPLIED SCIENCE DEGREE 94 Credits**  
Program Mission: The Accounting AAS degree prepares students to gain a solid and extensive background in accounting. Academic Core courses, economics courses, business courses, and computer skills related to accounting such as spreadsheets, computerized accounting software, and tax systems complete the curriculum.

<table>
<thead>
<tr>
<th>Program Student Learning Outcome</th>
<th>Measure(s)</th>
<th>Capstone Projects</th>
<th>Exams</th>
<th>Certification</th>
<th>Industry Based Assessments</th>
<th>Performance Based Assessments</th>
<th>Internship or Clinicals</th>
<th>Surveys</th>
<th>Student Placements</th>
<th>Employer Surveys</th>
<th>Team Projects</th>
<th>Results and Changes</th>
<th>Further Updates</th>
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<tbody>
<tr>
<td>be prepared to obtain an entry-level position in their field</td>
<td>feedback from employers, student performance in capstone course</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
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<td></td>
<td></td>
<td></td>
<td>x</td>
<td>Changed certificates and degree – added and removed courses based on employer feedback. Curriculum was redesigned to require QuickBooks, an Ethics course (275) and Access. Excel homework was also increased in several courses. Changes were made based on employer feedback to better align with industry requirements. Capstone exam has been developed and will be given for the first time in Spring</td>
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<tr>
<td>complete the accounting cycle, including end-of-period adjustments</td>
<td>Instructor assessments in multiple courses throughout the program</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
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<td>New books have been chosen and a book scholarship was instituted. Students really enjoy on-line homework with new books. In addition, the program has partnered with an accounting firm to develop a competitive internship run through the CWEX program. Instructors meet with internship employer and student to develop learning</td>
<td></td>
</tr>
<tr>
<td>complete federal income tax returns</td>
<td>Instructor assessments in Income Tax I and II</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Turbo Tax added to curriculum</td>
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</tr>
<tr>
<td>apply manual methods and software tools to prepare accounting statements and reports</td>
<td>Student proficiency with software tools is examined in several courses: 105 QuickBooks, Excel 1&amp; 2, Access. TurboTaxAssessment in Intro &amp; Finance Acct 111 &amp; 210, &amp; in 280 with a Capstone employment test. Assessed by the instructor</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
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<td></td>
<td>Program has been changed to require QuickBooks at degree level, increased Excel homework – to better align w/ industry requirements</td>
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<tr>
<td>demonstrate critical thinking, teamwork, communication, intercultural appreciation, and technical and Information literacy skills</td>
<td>See global outcomes synthesis reports</td>
<td>x</td>
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<tr>
<td>meet Social Science, Humanities, Written Communication, and Quantitative Reasoning distribution area outcomes</td>
<td>assessed by faculty in the relevant areas.</td>
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A101
## LAKE WASHINGTON PROGRAM REVIEW SCHEDULE

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*Dean* indicates the person responsible for the program review.
### Appendix Q

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## Appendix Q

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<td></td>
</tr>
<tr>
<td>Fitness Specialist/Personal Trainer</td>
<td>Fitness Specialist/Personal</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Count</td>
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<tr>
<td>Trainer AAS</td>
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<tr>
<td>Fitness Specialist/Personal Trainer AAS-T</td>
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<tr>
<td>Fitness Specialist/Personal Trainer Certificate of Proficiency</td>
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<tr>
<td>Funeral Service Education</td>
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<tr>
<td>FSE AAS</td>
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<tr>
<td>Medial Assisting</td>
<td></td>
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<tr>
<td>Medical Assisting AAS</td>
<td>x</td>
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<td>Medical Assisting Certificate of Proficiency</td>
<td></td>
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<tr>
<td>Medical Billing and Coding Certificate of Proficiency</td>
<td>x</td>
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<tr>
<td>Occupational Therapy Assistant</td>
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<tr>
<td>OTA AAS</td>
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<tr>
<td>Physical Therapist Assistant</td>
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<td>PTA AAS</td>
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<tr>
<td>Nursing</td>
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<tr>
<td>Nursing AAS</td>
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<tr>
<td>Practical Nursing Cert of Proficiency</td>
<td>x</td>
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<tr>
<td>Massage Practitioner</td>
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<tr>
<td>Massage Practitioner AAS</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massage Practitioner Cert of Proficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Apple DTA/MRP Pre-Nursing</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>DTA/MRP Technology</td>
<td>x</td>
<td></td>
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<tr>
<td>Professional-Technical Education</td>
<td></td>
<td></td>
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<tr>
<td>Prof Tech Education AAS-T</td>
<td>x</td>
<td></td>
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<tr>
<td><strong>Totals</strong>:</td>
<td>10</td>
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<td>9</td>
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</tbody>
</table>

*Programs are defined as resulting in an AAS degree with specified student learning outcomes particular to the degree.*
Every five years each program goes through an extensive self and supervisor evaluation process. During this process faculty examine the program outcomes, curriculum, course descriptions and outcomes, equipment, supplies, facilities, faculty, partnership with student services and industry, budget needs, enrollment, retention, completion, and a number of other program indicators developed in consultation with a sub-group of faculty from Instructional Council and the Educational Assessment Committee.

The program Dean and Vice President of Instruction then respond to the program reviews of departments and assist in creating an action plan for the department. Resource needs are fed into the budget process through the Vice President of Instruction. Finally, program faculty present a showcase of the program at Instructional Council. This is an integral part of assessment activity at LWTC. Program reviews for 17 recent programs can be found in the team room.

**Academic Core Program Review**

**Executive Summary:**

In the last five years the academic core division at LWTC has gone through major positive changes. The academic core has greatly expanded with more course offerings, choices in teaching style, more higher-level courses offered. These **strengths of the division include:**

- Faculty feel their classes are of a higher quality, more theory based, and offered by subject matter experts - many holding a terminal degree in their field
- While the division is still largely staffed by part-time faculty, these part-timers are continuing with the college for longer time periods and offering a measure of stability to departments
- Faculty feel a greater sense of cohesion and mission through shared vision and regular meeting times
- A greater collaboration has emerged between technical and academic core faculty as well as between academic core faculty and the library through the new library liaison program
- Math has been further integrated into program curricula
- The college has a greater transfer emphasis overall which strengthens the visibility and importance of academic core courses and departments
- Classroom technology and equipment has improved with nicer classrooms all equipped with computers and projectors

**Weaknesses or challenges the division still faces include:**

- The college in general still faces a lack of data. While this has improved in the last couple of years with an investment in a college data analyst, it is still difficult to get accurate data that has meaningful application for faculty in departments. Coding of students and subsequent ability to break down large student populations into smaller groups for analysis (for example academy vs. worker retraining) is still problematic. Dean Doug Emory compiled most of the data for the review to ensure accuracy. Better support from the research area is an area that can be improved in the future. Academic Core students often face a lack of outside-of-class support from professional tutoring services. Tutoring offered at the college is often performed by students and is siloed into several different tutoring centers making it
Appendix R

Academic Core Program Review

Fall 2010/Winter 2011

difficult to find and disjointed for students, faculty, and administrators. A writing center is highly desired by academic core faculty
- The college is still largely divided into silos of administrative areas with somewhat limited communication, respect, and collaboration among them
- Night services for students – tutoring, security, food service, advising etc. remain slim
- Some technical programs are highly structured in the delivery of their technical content leaving little room for Academic core classes or collaboration between technical and academic faculty
- With the perceived efficiency of shared services or processes in the 5-star consortium our ability to be autonomous and experimental with new curriculum and pedagogy solutions is limited
- As we design more options for students and pathways more pressure is put on staff in student services to remain current. It is the perception of the Academic Core faculty that the lack of a consistent and collaborative advising staff is detrimental to these efforts as is a general lack of enthusiasm for innovation, particularly evident in new ideas for how to improve developmental education
- The college is over-reliant on part-time faculty in the academic core area, causing problems with consistent and high-quality pedagogy, curriculum, advising, etc.

Opportunities for the division:

- Several efforts to address weakness/challenges have been put in place and many of these efforts have a good chance of succeeding
- Academic core faculty will begin to do advising for students in our MRP programs, and this will be a new challenge and opportunity for these faculty
- As our new building opens, we hope to see some improvement in facilities and spaces for academic core courses – particularly better space for art facilities and increased classroom technology and computers
- Academic core faculty have been engaging with the Dean in new ideas to more successfully transition our developed students into college level work and completion as well as further integrate English with technical skills courses while making English writing and reading topics more salient for students
- Academic core faculty are beginning to form partnerships with local arts organizations, granting agencies, etc. to further build the capacity of the academic core division to be seen as its own unit rather than simply a service agency for the technical programs – one idea is to form an academic core advisory committee
- Academic core faculty coming from a more traditional academic background have been getting more heavily involved in college grant work

Curriculum: Summary of courses included in Academic Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Offered Online?</th>
<th>Assesses a Global Outcome</th>
<th>Please describe any recent or needed curriculum changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 092, 093</td>
<td>X</td>
<td></td>
<td>English courses</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Academic Core Program Review</th>
<th>Fall 2010/</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Winter 2011</td>
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</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>095, 096, 097, 098, 100</td>
<td>below the 101 level are not required to assess a global outcome</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ENGL&amp; 101, ENGL&amp; 102, ENGL 108, ENGL&amp; 235</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>All English courses above the 100 level assess the global outcome of Communication</td>
<td>English Courses revised their course outlines in Fall and Winter 2009-2010</td>
</tr>
<tr>
<td>3</td>
<td>Math 070, Math 080, Math 085, Math 090, Math 90A/B Math095, Math 099 Math 99A/B</td>
<td>Math 80, 90, and 99 are offered in computer-assisted format. The computer-assisted format provides three learning models: online, hybrid online/classroom, and classroom with both computer and instructor support.</td>
</tr>
<tr>
<td></td>
<td>All Math courses assess the global outcome of Critical Thinking.</td>
<td>Math 70 is offered both in classroom lecture format and in “paper-and-pencil” independent study format. Math 70 independent study format is in process on being put online.</td>
</tr>
<tr>
<td></td>
<td>We need additional computer-supported classroom space to support more computer-assisted Math 90 and 99 classes. Math 99 is offered in two curriculum formats: traditional and applied. Math 99-Applied is being reconstituted as a new course, Math 98. Like Math 99, Math 98 will serve as a prerequisite to 100-level coursework. Math 90 and 99 are also offered spread over two-quarters (90A/B and 99A/B), for students who need more time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IBEST-Auto is a new program that allows students in the Automotive Program to gain credit for Math 80, 90, and 102 through math content embedded in and integrated into the Automotive curriculum. IBEST-Auto is taught by Auto and Math faculty. Additional IBEST math programs in other technical programs may be developed in the near future.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Math 102, 107 is offered through WAOL,</td>
<td>All Math courses above the 100 level</td>
</tr>
<tr>
<td></td>
<td>New courses recently added:</td>
<td></td>
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</tbody>
</table>
### Appendix R

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Assessment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math&amp; 107, Math 111, Math&amp; 141, Math&amp; 142, Math&amp; 146, Math&amp; 151, Math&amp; 152, Phil&amp; 106</td>
<td>Math &amp; 146 is offered through WAOL and in computer-assisted format, Math 151 and 152 are offered clustered in computer-assisted format only</td>
<td>assess the global outcome of Critical Thinking</td>
<td>Math 341: Mathematics of Design, for BTAD students, Math&amp;148: Business Calculus, for future business MRP students, Math 147: Digital Mathematics, a 100-level transferable math classes for students in computer-related fields. Math 111X is being redesigned to align content more closely to math skills needed by Engineering and Physics. The redesign will include a hybrid format. If LWTC goes forward with the 2+2 Biomedical Engineering degree with EWU, we may also need to add a new linear algebra course, and possible other 200 level courses. This program may also provide sufficient enrollment to teach separate Math 151 and 152 calculus classes.</td>
</tr>
<tr>
<td>CMST&amp; 210, CMST&amp; 220, CMST&amp; 230</td>
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<tr>
<td>Other Humanities</td>
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<tr>
<td>Science Courses Psyc 099, PSYC&amp; 100, PSYC&amp; 200, SOC&amp; 101, CJ&amp; 101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL&amp; 100, BIOL&amp; 111, BIOL&amp;211, BIOL&amp;231, BIOL&amp;241, BIOL&amp;242, BIOL&amp;260, NUTR&amp;101</td>
<td>X</td>
<td>Varies by course</td>
<td></td>
</tr>
</tbody>
</table>
Appendix R

Academic Core Program Review

Fall 2010/
Winter 2011

| CHEM&121, CHEM&131, CHEM&161, PHYS&121 |

What plans do you have for those courses that need a curriculum change?

Projects now underway:

- Math 30/40/70 — add online format (for Autumn 2011) Math 70 independent study online: looking for grant support; increased computer-assisted offerings: no plan in place, need additional math lab space;

- IBEST-Auto -- developmental math sequence (Math 80/90/102) fully integrated into the Automotive curriculum (current) IBEST math: we have a grant that covered IBEST for one year and we are now looking into getting that extended for the second year;

- Math 98 -- new course, alternative to M99 for students going on to take 100-level transferable math classes other than Math& 141 and Math 111 (for Fall 2011) Math 98 course development: Sue Kuestner, full-time math instructor, is developing this course;

- Math 111 — redesign curriculum, emphasis on Applied Engineering and Physics content, hybrid format (for Autumn 2011) changes to M111 curriculum and creation of online component is being funded by a grant;

- Math 147 — new course, Digital Mathematics (for Spring 2011) new course Math 147 was developed by William Bricken and a discussion with technical faculty needs to take place next to see when the course will be taught;

- Math& 148 — new course, Business Calculus

- Math 341 — new course, Mathematics of Design (current) new class Math 341 was developed by full-time math instructor William Bricken and is being taught for the first time this winter quarter;

Discussions are underway now with EWU about the details of the biomedical engineering 2 + 2 program and the changes it will create for the math curriculum

Prerequisites:

- Math 98 (or satisfactory testing) will be added as an alternative prerequisite to Math& 107 and Math& 146. Math 99 will remain as an acceptable alternative prerequisite to these courses. The course outlines will be updated to reflect this change sometime Winter or Spring quarter 2011.
- BIOL&260 — may change to BIOL&211 as a pre-req instead of CHEM&121.
## Appendix R

### Academic Core Program Review

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the Academic Core description</td>
<td>x</td>
<td></td>
<td>The Academic Core program mission was changed slightly for the new 2011-2012 catalog but needs a re-write in the coming year. In addition, a</td>
</tr>
<tr>
<td>of the on-line catalog need updating?</td>
<td></td>
<td></td>
<td>new humanities distribution area was created in 2010 and an outcomes statement was designed for all departments/distribution areas, a system</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>designed to include courses in all distribution areas was created by a small task force of academic core faculty with technical program</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>representation.</td>
</tr>
<tr>
<td>Are degree and certificate</td>
<td>x</td>
<td></td>
<td>Almost all LWTC Programs have a quantitative reasoning component, yet these requirements are not necessarily accurately or adequately</td>
</tr>
<tr>
<td>requirements accurately displayed in</td>
<td></td>
<td></td>
<td>displayed in college publications. The Math Department can work with these programs to help them be specific about their programs’ math</td>
</tr>
<tr>
<td>program brochures, college</td>
<td></td>
<td></td>
<td>requirements.</td>
</tr>
<tr>
<td>catalog and/or college publications?</td>
<td></td>
<td></td>
<td>If not, please attach documents showing where errors exist.</td>
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<td>What corrective measures are planned?</td>
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### New or Revised Course/ Program Development

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there plans for course</td>
<td>x</td>
<td></td>
<td>Already addressed above: M98, M147, M&amp;148, M341, M111 hybrid, linear algebra course</td>
</tr>
<tr>
<td>expansion or revision within the</td>
<td></td>
<td></td>
<td>A large gap exists between English 093 and English 100. A faculty learning community has been working to develop an integrated course that</td>
</tr>
<tr>
<td>program? Specify the rationale for</td>
<td></td>
<td></td>
<td>might include a combination of English 093 and 100, the reading of whole texts, further integration with technical course content, etc.</td>
</tr>
<tr>
<td>new courses or program changes.</td>
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<td>but new curriculum ideas take adjusting to and possibly funding and this is a slow process.</td>
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<td></td>
<td>The distribution task force recommended expansion of offerings in the humanities and social science areas to reflect our increasing</td>
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<td>pathways.</td>
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</table>

### Distance Education

A112
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#### Academic Core Program Review

<table>
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
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</thead>
<tbody>
<tr>
<td>Are there any plans to add new distance education courses or more sections to existing courses?</td>
<td>x</td>
<td></td>
<td>We’re putting the M30/40/70 independent study curriculum online. We need more seats for the computer-assisted Math 90/99, and the new M111 will be hybrid. We are considering CHEM&amp;121 as a hybrid.</td>
</tr>
</tbody>
</table>

#### Faculty

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the program have sufficient full and part-time faculty to meet the needs of the program? (If NO identify specific needs in this area)</td>
<td>x</td>
<td></td>
<td>The size and scope of the Math Program should be supported by 5-6 full-time tenure-track faculty. Currently, the Math Department is 16% full-time and 84% part-time. We serve over 900 students per quarter with 2 tenure-track faculty, 1 new temporary fulltime IBEST specialist (supported by specialized State IBEST funding for one year), and between 16-18 part-time faculty. As can be seen by the large number of changes going on in the Math Department, we need more full-time faculty to develop and improve curriculum, to keep the department running smoothly, to provide consistency of departmental policies and goals, to permit appropriate communication within the department and with other departments, to develop coordinated delivery strategies, to provide quality control of classroom activities, to provide consistency and coherency across courses, to introduce new and research-grounded teaching and delivery strategies, and to serve the students. Part-time faculty salaries cover classroom delivery only, and do not cover curriculum, coordination, modernization, committees or policy development. Part-time faculty do not keep office hours so their students have difficulty getting the help they need outside of class. LWTC part-time faculty salaries are lower than other colleges in the vicinity, and are insufficient as a living wage. Part-time faculty turnover is thus a continual problem that impacts departmental quality in a diversity of ways, including inconsistency in teaching style, inability</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Please list the number of full-time faculty in each department</td>
<td>x</td>
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</tr>
<tr>
<td>The Math Department currently has 3 full-time faculty and 16 part-time faculty. Three faculty members serve in the Science Department: Jo Nelson, George Dalich, and Grace Lasker. The Social Science area has 1 full-time faculty member, and 3-4 part-time faculty per quarter. The humanities area has 1 full-time faculty member and 4-5 part-time faculty. The English department has 3 full-time faculty members and two or three part-timers. In addition, the ESL and Developmental education areas are staffed almost entirely with part-time instructors.</td>
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<tr>
<td>Does each department have sufficient full and part-time faculty to meet the needs of the program? (If NO identify specific needs by department)</td>
<td>x</td>
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</tr>
<tr>
<td>It can be difficult to identify PT faculty who can stay within the academic core division for more than 1 or 2 quarters.</td>
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<tr>
<td>Are processes in place to ensure instructors (including part-time) work cooperatively to deliver a coordinated curriculum? If yes, how? Provide examples.</td>
<td>x</td>
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<tr>
<td>Math Dept.: Yes, though this could be drastically improved with more full-time faculty, as part-time faculty often cannot attend meetings due to other commitments. Having 5 hours of release time per week for a department coordinator this year has been helpful in being able to do more coordinating within the department. We do the following to try to deliver a coordinated curriculum: the full-time faculty hold meetings frequently to discuss curriculum and are also in frequent contact through email regarding curriculum; meetings are held with part-time faculty</td>
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Academic Core Program Review

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enumerate specific faculty development activities that faculty have engaged in over the past five years. Include publications, conference or other professional presentations contributed by program</td>
<td>William Bricken: publication, guest teaching in China, very active in professional online groups, various seminars, consulting in Silicon Valley, several grant proposals, several substantive programming projects, lots of writing, presentation at WSCCMC. Sue Kuestner: attendance at numerous college math conferences, classes for online learning, curriculum development.</td>
</tr>
</tbody>
</table>
## Appendix R

### Academic Core Program Review

**Fall 2010/Winter 2011**

<table>
<thead>
<tr>
<th>faculty during the past five years.</th>
<th>meetings</th>
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<tbody>
<tr>
<td></td>
<td>Birgit Hindman: presenter, Washington State Community College Math Conference (2 years)</td>
</tr>
<tr>
<td></td>
<td>Science faculty attend the NWBIO conference, various academic and assessment conferences, one faculty is a Quality Matters Master Reviewer, one faculty is a Quality Matters Peer Reviewer.</td>
</tr>
</tbody>
</table>

| Assuming funds were available, what professional development activities would your program wish to see funded? (provide a prioritized list) | -Math conference attendance for all faculty (including part-time)  
-Workshops for all faculty on how to teach from a contextual approach with more student interaction  
-Workshops on critical thinking, assessment, laboratory skills. |

## Program Facilities, Technology and Equipment (Resources and Capacity)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
</table>
|     | X  | Need funding for new math software every 2-3 years, not included in supplies.  
More fume hoods are required in T-416 and T-417. A working fume hood is required in the East Building prep room. Bench space would be desirable for lab set-up in the Tech and East buildings. Faster computers and appropriate software are required in the offices of instructors that teach online and hybrid courses. |
|     | X  | The creation of the Math Lab to offer computer-assisted courses, one classroom dedicated to math (computers for students use, small tables to facilitate group work) has been a big improvement in the last five years. We would like a math lab with actual real walls for the computer-assisted math classes, tutoring, and testing. It would be ideal to have a whole “math center” where one room would be a math lab for students working individually on computers to learn, do practice problems, and take tests. This would need to be a larger space than the math lab we presently have. We have 24 computers in the present math lab space and the students are crammed into this space without enough open desk space for them to write. It would be ideal to have a room big enough for 30 computers, with more space between them. An adjoining |

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Another adjoining room would be for math tutoring. A quiet space in one of the rooms or another adjoining room would be ideal for testing for the independent study students, students taking make-up tests, etc. We would also need someone to staff this center full-time. At least one full-time technical aide who knew math and computers would be best. This technical aide could be in charge of scheduling the tutors and other part-time staff, troubleshooting the computers, proctoring tests, assisting the instructors, checking out math materials to students, etc.

We also need classrooms dedicated to math so we can have the type of space that is best for learning math: whiteboards on at least 3 of the walls, small tables for group work that can be arranged so students and the instructor can move freely in the classroom, student computers in the rooms.

We greatly need more classrooms with full computer support (24-30 seats) that are more-or-less dedicated to math coursework.

We need to deliver at least 20 of our 40 math courses per quarter in computer-supported classrooms (Computer supported means one computer per student). We currently have capacity for about 8 courses.

<table>
<thead>
<tr>
<th>Are educational resources (books, periodicals, computer software, videos, and internet) available? Relevant and up to date? Sufficient in number? Cooperatively selected, maintained and updated by faculty and library staff? If no, please explain plans or requests to meet the needs of the program.</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources are available and up-to-date on the web. Our problem is access to resources during classtime (i.e., computer seats for students), and support for accessing resources, which includes both adequate curriculum development funds, funding for faculty retraining, and adequate fulltime faculty.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What plans does the program have for future integration or expanded utilization of technology?</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>We would like more computers for student use in our classrooms and more computers for an expanded math lab (mentioned above). Higher enrollment in 100-level</td>
<td></td>
</tr>
</tbody>
</table>
Appendix R

Academic Core Program Review

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>classes also means more students will be using graphing calculators. More curriculum being offered online (M70, M111, higher enrollments in computer-assisted classes) will result in expanded use of technology. Software for use in science laboratory assignments is being previewed for use in the classroom.</td>
</tr>
</tbody>
</table>

*Please note: If you answered “no” to any questions in this section please refer to budget request section.*

**Student Learning Outcomes Assessment:**

Please see public folders Assessment/Assessment Results By Program

- Math dept:
  1) Department-wide, standardized final exams for M80 and M90, including yearly item analysis across all exams; two-year review and revision of exam content and realignment with course content; and faculty discussion, evaluation, and revision of exam content.
  2) Yearly student surveys on relevant topics, such as Textbook Style Preferences, and Teaching and Content Delivery Style Preferences.
  3) Almost constant curriculum revision and redesign, based on expanded coursework, new teaching styles, and experimental programs. Regular meetings with Technical Programs to head toward customization of math course content for the specific programs.
  4) Almost constant teaching delivery style review and redesign. Regular experimental coursework focused on
Appendix R

Has your program regularly been conducting Global Outcomes Assessments in classes? (Please attach all assessment data including tally sheets and “closing the loop narratives” as an Appendix)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| X | The Math Department treats Global Outcomes as global to the activities of the math program, not as isolated assessments within a classroom. All classroom activities (instructional, interactive, assessment) contribute to the global outcome of critical thinking, because all math activities are critical thinking activities.

All social science courses teach and assess the global outcome of intercultural appreciation, examples can be found in public folders/assessment/results by program.

All English courses above the 100 level teach and assess the global outcome of communication, examples can be found in public folders/assessment/global outcomes/results by program.

What changes has your program made based on global outcomes assessments?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| - | The Math department operates a five-year innovation cycle, the output of which can be interpreted as global outcomes assessment.

In the Science Dept. there has been better integration of assignments that teach each global as well as language...
Appendix R

Academic Core Program Review

Fall 2010/ Winter 2011

that speaks to the globals in the classrooms.

Other examples can be found in public folders/assessment/global outcomes/results by program

Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall (developmental)</th>
<th>Fall (transfer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>262</td>
<td>66</td>
</tr>
<tr>
<td>Math Winter</td>
<td>272</td>
<td>53</td>
</tr>
<tr>
<td>English</td>
<td>103 (developmental)</td>
<td>85 (transfer)</td>
</tr>
<tr>
<td>English Winter</td>
<td>110</td>
<td>94 (transfer)</td>
</tr>
<tr>
<td>Total academic FTE Fall</td>
<td>921</td>
<td></td>
</tr>
<tr>
<td>Total academic FTE Winter</td>
<td>942</td>
<td></td>
</tr>
</tbody>
</table>

If you extrapolate these things across the year, changing from quarterly to annualized, you get about 90 in dev math each quarter, plus maybe 60 more summer—so 330 for the year. Transfer might hit 80 more. English is maybe 125 in developmental, 110 transfer. Total for the all (art, English, math, social science, all the sciences) is probably 1400-1500.

<table>
<thead>
<tr>
<th>Academic Core</th>
<th>Academic Year</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Comm.</td>
<td></td>
<td>78</td>
<td>81</td>
<td>80</td>
<td>76</td>
<td>81</td>
<td>95</td>
</tr>
<tr>
<td>Oral Comm.</td>
<td></td>
<td>71</td>
<td>69</td>
<td>71</td>
<td>64</td>
<td>78</td>
<td>93</td>
</tr>
<tr>
<td>Social Sci.</td>
<td></td>
<td>152</td>
<td>147</td>
<td>128</td>
<td>102</td>
<td>124</td>
<td>164</td>
</tr>
<tr>
<td>Quantitative</td>
<td></td>
<td>11</td>
<td>27</td>
<td>44</td>
<td>47</td>
<td>55</td>
<td>65</td>
</tr>
</tbody>
</table>

Academic Core Annualized FTEs

Academic Core Annualized FTEs Graph

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Appendix R

Academic Core Program Review  

<table>
<thead>
<tr>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math is a service department; enrollment trends are dictated by the requirements policies of other departments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Does someone have these statistics so they can be added? I know the number of sections has increased dramatically the last few years, but I don’t have the exact numbers for each course.</td>
</tr>
</tbody>
</table>

*Academic cores defined by the following classes:

- **Written Communication:** ENGL 101, 102, 235
- **Oral Communication:** CMST& 210, 220, 230, SPCH& (SPCH) 101, 220, 225
- **Social Science:** CJ& 101 (CIUS 201), PSYC& 100, 200 (PSYC 101, 105) SOC& 101 (SOCI 110)
- **Quantitative:** MATH& 102, 107 (MATH 107), 146 (MATH 120), 141 (MATH 114), 142 (MATH 115), 151 (MATH 124), 152 (MATH 125) PHIL& 106 (PHIL 120)

<table>
<thead>
<tr>
<th>Annualized FTE (Full time equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Core</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Developmental Math</td>
</tr>
<tr>
<td>Developmental English</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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Appendix R

Academic Core Program Review

Fall 2010/
Winter 2011

**Developmental English & Math Annualized FTEs**

Developmental Math includes: ABED 30, 40, MTH 70, 80, 90, 99
Developmental English includes: ABED 46, ENGL 092, 093, 100

---

**Student Success and Retention**

<table>
<thead>
<tr>
<th>% Gain over Previous Year</th>
<th>Basic Skills</th>
<th>College Ready</th>
<th>15 Credits</th>
<th>30 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>2.19%</td>
<td>-3.05%</td>
<td>-0.94%</td>
<td>-2.69%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>15.92%</td>
<td>-10.27%</td>
<td>-11.66%</td>
<td>-9.73%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>16.93%</td>
<td>10.37%</td>
<td>24.24%</td>
<td>22.18%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>4.46%</td>
<td>27.85%</td>
<td>3.97%</td>
<td>14.84%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Tipping Point (45+)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.00%</td>
<td>0.62%</td>
</tr>
<tr>
<td>-1.05%</td>
<td>0.46%</td>
</tr>
<tr>
<td>7.68%</td>
<td>16.44%</td>
</tr>
<tr>
<td>18.81%</td>
<td>11.46%</td>
</tr>
</tbody>
</table>
## Appendix R

### Academic Core Program Review

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td>Fulltime faculty are using it and we know that some of the part-time faculty are using it.</td>
</tr>
</tbody>
</table>

### Support Services

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td>Math is a barrier to many students, as it is across the country. The college has a peer tutoring program, but this could be improved by a full-service math center. The math department coordinator sends out detailed information about the math course offerings and what type of student would benefit from each type, but this information does not always get to the student. Better academic advising would help here. The college offers a <em>Mastering Math</em> class to help students with math study skills and math anxiety. The TRIO program provides tutoring and they have a new grant to help students with math study skills. Lack of fulltime faculty is the most persistent barrier to student success, since this lack undermines all possibility of a coordinated, innovative, and sophisticated instructional math and student support capability at LWTC. Persistent problems include Mathematic skills for CHEM</td>
</tr>
</tbody>
</table>

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Appendix R

Academic Core Program Review

and PHYS, critical thinking and written communication skills for all courses, inadequate pre-reqs on BIOL&211 and BIOL&260.

Identify specific ways in which program faculty work with college support services to enhance student success. (For example: posting Academic Success Center hours and location and encouraging students to seek tutoring)

Many math faculty list on their syllabi and discuss with their students in class the types of math help that are available to them that are mentioned above. Some faculty take their students to the ASC to show them where they can get help and to introduce them to the staff there, who can also help them. Some faculty invite the TRIO staff to their classes to talk about the help they provide. The math department coordinator has created “math tutoring tips” handouts and conducted “how to tutor” sessions in the past with peer and TRIO tutors. Math instructors communicate with DSS to make sure DSS student accommodations are honored (extra time on tests, testing in nondisturbing environments, etc.) As mentioned above, the math department coordinator sends out advising emails before each Advising Day to ensure that advisors have up-to-date information about math class offerings so they can help students make good decisions about which math classes to take. Math faculty regularly participate in advising meetings lead by other departments.

Identifying potential student tutors. Encouraging the use of library services. Attending library orientations with students. Acting as advisers for all academic core students. Working with DSS staff to support students. Working with high school staff to support students.

**Action Plan**

Drawing on the responses and evidence of the current Program Review identify program action plans to address issues noted above.

**Mission/Overview**: The entire mission of the academic core has expanded in the last five years and
Appendix R

Academic Core Program Review

the academic core has really blossomed in its importance and visibility at the college. The group will be undertaking a mission/vision statement re-writing in the next year to clarify its internal and external goals.

Curriculum: continue to expand offerings due to new programs offerings (2 + 2 program with EWU, etc), continue to expand teaching style options for students (computer-assisted, online, hybrid, applied, traditional), continue to make curriculum changes that make math and other academic core areas more relevant to students.

Technology/Equipment/Facilities: Creation of comprehensive math center, more computers in classrooms, more classrooms set up for optimal math learning and dedicated to math instruction. Expanded and improved art space. Clustered “zones” of academic core courses. Writing lab/center.

Students: greater student success rates measured by more students passing with higher grades. The Core would also like to undertake a study to increase college completion rates by examining how many students pass all technical skills courses and never complete the academic core and engaging further with technical programs to decrease that event.

Staff: increase the number of full-time faculty, full-time technical aide to staff math center, professional tutors and writing center director.

Industry/Community Connections: Academic Core advisory committee, increased partnership with local arts organizations, service-learning/experiential learning opportunities.

Other:

Budget Requests
Identify what additional equipment/support/staffing is needed to address program needs and its estimated costs (if available). Provide a direct link between program need and the equipment/support/staffing specified.

<table>
<thead>
<tr>
<th>Request</th>
<th>Estimated Cost</th>
<th>Ongoing</th>
<th>New</th>
<th>One-Time Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional full-time faculty</td>
<td>$</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Math Center staffed with full-time technical aide</td>
<td>$</td>
<td>x</td>
<td>Error! Reference source not found.</td>
<td></td>
</tr>
<tr>
<td>Replace long tables with smaller tables more conducive to group work (as in W115)</td>
<td>$</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>More computers in math classrooms</td>
<td>$</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Appendix R

Academic Core Program Review

Appendices:

- English exit exam results, and study of progression through courses and sequences – [http://www.lwtc.edu/Offices_and_Services/Department_Pages/Outcome_Assessment/LWTC_Research_Briefs.xml](http://www.lwtc.edu/Offices_and_Services/Department_Pages/Outcome_Assessment/LWTC_Research_Briefs.xml)
- Math progression through courses and sequences – available from R&D
- Global Outcomes results – public folders/assessment/global outcomes/results by program
- LIST OF ARTICULATION AGREEMENTS
  [http://www.lwtc.edu/Admission/Transfer_to_LWTC/Transfer_Agreements.xml](http://www.lwtc.edu/Admission/Transfer_to_LWTC/Transfer_Agreements.xml)
  [http://www.lwtc.edu/Admission/Transfer_to_LWTC/Transfer_Without_an_Agreement.xml](http://www.lwtc.edu/Admission/Transfer_to_LWTC/Transfer_Without_an_Agreement.xml)
- NUMBER OF STUDENTS TRANSFERING
- MATH 80 AND 90 FINAL RESULTS – public folders/assessment/global outcomes/results by program

Deans Response/Action Plan

The remarkable changes that have occurred in the college’s academic core program over the past ten years have too frequently been overlooked. The college culture has clung to the idea that we are strictly a workforce institution, but I would posit that the evolution of the academic core has created a much different college than the one at which many employees believe they work. Academic course enrollment has tripled, with academic FTE accounting for just under a third of all college enrollment. The number of transferrable courses has risen from a grand total of three to somewhere in the vicinity of 60. The college distribution system is now modeled on that used at other community colleges and universities, and faculty have developed a full set of courses to fill each distribution area, providing a range of course options previously unavailable to students. In addition to these changes, through its involvement in transfer initiatives, the program has even changed its status as reflected through the accreditation system, moving from a set of related instruction courses to a general education program offering the full range of direct liberal arts transfer requirements.

These accomplishments on the part of the faculty and staff are laudable. However, as a business acquaintance told me several years ago, there are two points at which to worry in running a business—when you’re not making enough money or when you’re making too much money. For the past ten years the academic core has been metaphorically making too much money—lots of enrollment, lots of new coursework, lots of new initiatives. Unfortunately, over this time period the college has struggled to provide staffing, facilities, and equipment to adequately support this growth. The program has an excellent core of long-term part-timers, but the fact that 80% of division courses are taught by part-time faculty has made individual department coordination extremely difficult. It has stretched all full-time faculty and staff to the limit in terms of developing schedules, recruiting and hiring new instructors, and even evaluating the quality of courses being
offered. According to an analysis I recently completed, 43 faculty would be required to staff the academic core exclusively with full-time instructors. Currently, division staffing stands at thirteen full-timers supported by well over 100 part time teachers.

Items spoken to in this study that I would like to highlight include the following:

- This division has been outstanding in its range of innovative activities. Improvements in coursework, course delivery, and assessment have been especially visible in math, science, and the humanities.

- The division has also done a remarkable job of raising its institutional profile. As one employee told me last week, “the academic core is a gold mine” for potential resource development, in large part because of the expertise and creativity of the faculty. The faculty themselves have been heavily and successfully involved in grant-writing projects. They have also garnered similar positive attention for the support they continue to provide to efforts to articulate with other colleges and universities and to the college’s expansion into new baccalaureate areas.

- The opening of the allied health building provides the opportunity for the academic core to acquire some of its own designated space rather than being forced to relocate nearly every class every quarter. It is vital that the division gain needed student support areas such as a functional math lab, a functional writing center, and a computer lab.

- As division thinking evolves on, for example, how best to deliver developmental level content in math and English, it will also be vital that consistent funding be available for professional development. Research is indicating that dramatic changes need to be made to teaching methods at the developmental level, and the faculty need to be supported as they making changes in their methodology.

- Although certain departments within the academic core have done an excellent job of assessing student performance on learning outcomes, others have provided only a minimal response to the assessment effort. Now that the academic core will undergo evaluation by the Northwest Association as a comprehensive general education program, it is imperative that all departments within the division create a body of evidence demonstrating how they enhance student learning.

**Vice President for Instruction Response/Action Plan**

This program review process was originally designed for professional-technical programs and this group has done an excellent job of using and changing the form to best fit the Academic Core division. The program review is of exceptionally high quality, showing a depth of review and seriousness that I have come to expect from this group. Since this writing, several classrooms have been tailored to the math faculty specifications and more changes will be make summer of 2011 to add computers. White boards were added and a math
classroom cluster was created with “first right of refusal” process so math can be the primary purpose for these rooms. Other courses may be scheduled in them when not in use for math purposes. We will be hiring a full-time tenure-track Math faculty fall of 2011, recognizing that this is a drop in the bucket, compared to the needs listed above for full-time faculty. The instruction office will continue to pay part-time faculty to attend the events scheduled for in-service days as a way to partially support the training many identified needs for academic core faculty. The need for dedicated space for the math lab has been considered and plans are being made to make those changes, as of this writing. Remodel money is very limited and the move depends upon some associated infrastructure costs. We will continue to ask for more academic core full-time faculty in each annual budget request process.
## Appendix S

### Degree or Certificate Survey Results Winter and Spring Quarters 2011

### 1. What quarter do you plan to graduate?

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Winter</td>
<td>33</td>
<td>29%</td>
</tr>
<tr>
<td>Spring</td>
<td>66</td>
<td>59%</td>
</tr>
<tr>
<td>Summer</td>
<td>12</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 2. What program are you completing? (i.e. nursing, auto, baking arts) And are you earning a degree or certificate? (please list all)

114 Responses

### 3. Upon completing your LWTC education, which of the following best describes your main career goal:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue in current job</td>
<td>12</td>
<td>11%</td>
</tr>
<tr>
<td>Progress to new job in the same industry</td>
<td>51</td>
<td>46%</td>
</tr>
<tr>
<td>Change to a different industry</td>
<td>49</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 4. At LWTC I learned...

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Skills and knowledge that adequately prepared me to achieve my career goals.</td>
<td>54</td>
<td>53</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>48%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>The technical skills necessary to achieve my career goals.</td>
<td>54</td>
<td>49</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>44%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Appendix S

### 5. At LWTC I learned to ...

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand, interpret, and respond appropriately to information conveyed in verbal, non-verbal, written formats.</td>
<td>50</td>
<td>54</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>49%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Gather information, draw inferences, form conclusions and solutions based on objective analysis of the evidence.</td>
<td>46</td>
<td>57</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>41%</td>
<td>51%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Work cooperatively in groups.</td>
<td>54</td>
<td>47</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>42%</td>
<td>8%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Recognize, interpret and respond to the differences and commonalities among people.</td>
<td>49</td>
<td>55</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>49%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Recognize when information is needed and choose appropriate tools to locate, gather, and evaluate information.</td>
<td>53</td>
<td>52</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>48%</td>
<td>47%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### 6. While attending LWTC were you ever unable to enroll in a required course because all sections were full?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>32%</td>
</tr>
<tr>
<td>No</td>
<td>74</td>
<td>68%</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 7. While Attending LWTC, how many times did you meet with your faculty advisor?

<p>| | | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>3 or more times</td>
<td>71</td>
<td>63%</td>
</tr>
<tr>
<td>2 times</td>
<td>13</td>
<td>12%</td>
</tr>
<tr>
<td>Once</td>
<td>12</td>
<td>11%</td>
</tr>
<tr>
<td>Never</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 8. Please provide your email address

103 Responses

### 9. Please provide your student identification number ( SID ).

105 Responses
Appendix T

Lake Washington Institute of Technology

Accreditation and Strategic Planning Cycle

2011-2019

2011-12  Comprehensive evaluation and visit
          New Strategic Plan

2012-13  Department data review and assessment
          Review core theme outcomes and indicators
          Review mission fulfillment thresholds
          Year One Report (Standard One)

2013-14  Core theme outcomes assessment
          Mission fulfillment assessment
          Strategic Plan update

2014-15  Core theme outcomes assessment
          Year Three Report (Standards One and Two) and visit

2015-16  Core theme outcomes assessment
          Mission fulfillment assessment
          Strategic Plan update

2016-17  Core theme outcomes assessment
          New Strategic Plan
          Year Five Report (Standards One-Four)

2017-18  Core theme outcomes assessment
          Mission fulfillment assessment

2018-19  Core theme outcomes assessment
          Mission fulfillment assessment
          Strategic Plan update
          Year Seven Report (Standards One-Five) and visit