Comprehensive Self-Evaluation Report

submitted to the

Northwest Commission on Colleges and Universities

by

Lake Washington Institute of Technology

September 1, 2011
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Institutional Overview

The Lake Washington Institute of Technology (LWIT) 2010-11 Self Evaluation uses the Revised Accreditation Standards in the context of an institutional culture shift toward greater emphasis on assessment and evaluation. The 22 month self-evaluation process involved Trustees, faculty, staff, administrators and students in an inclusive effort with broad participation and involvement (Appendix A). Building on accreditation work since 2006, LWIT has completed a self-evaluation that involves greater emphasis on measures of quality to assess achievement. Central in this effort has been the development of core theme outcomes to help determine mission fulfillment.

Development of Core Themes. The self-evaluation process began in January 2010 with the formation of the Accreditation Committee initially charged with development of core themes. The process of developing the core themes (Appendix B) used the talents of faculty and staff throughout the College, advisory committees and community forums. Drafts of the core themes were subsequently vetted by College councils and forums. Four core themes were approved by the Board of Trustees in June, 2010 and became College policy in the fall of 2010. The core themes of Pathways, Student Achievement, External Engagement and College Community embody the major efforts at LWIT to meet its mission as a workforce college.

Core Theme Outcomes and Indicators. In 2010, the Accreditation Committee and the Institutional Effectiveness Committee developed core theme outcomes and indicators. Very useful in this work were the experiences of pilot colleges using the revised standards. Their pioneering efforts dictated having a manageable number of measures tied coherently to the core themes and mission that are viable and usable measures of institutional effectiveness. The College community was involved in this effort in lively discussions at College convocations and forums.

Mission Fulfillment Thresholds. Mission fulfillment thresholds were developed in fall-winter quarters of 2010-11. The thresholds were created to measure effectiveness in a College offering an increasingly diverse array of programs, ranging from high school completion to a baccalaureate degree, from basic skills to industrial/technical proficiency, to a growing academic program.

Accreditation Committee. The self-evaluation has been led by the Accreditation Committee (AC). The Committee led the development of core themes, educated the LWIT community about the new standards and the accreditation process, and organized the self-evaluation.

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Michael Richmond (co-chair)</th>
<th>Automotive Faculty</th>
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<tbody>
<tr>
<td></td>
<td>Cheyenne Roduin</td>
<td>Librarian</td>
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<td></td>
<td>Laura Toussaint</td>
<td>Academic Faculty</td>
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<tr>
<td>Staff:</td>
<td>Kathy Johnson</td>
<td>Senior Human Resources Technician</td>
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<td></td>
<td>Mary Suhler</td>
<td>Accountant, Administrative Services</td>
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<td>Administration:</td>
<td>Doug Emory</td>
<td>Dean, General Education</td>
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<td></td>
<td>Joy Howland</td>
<td>Associate Dean, Institutional Research</td>
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<td></td>
<td>Dennis Long</td>
<td>Vice President, Student Services/Interim Vice President, Instruction</td>
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<td></td>
<td>Brinton Sprague (co-chair)</td>
<td>Accreditation Liaison Officer</td>
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<td></td>
<td>Ruby Hayden</td>
<td>Director, Student Services</td>
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<td></td>
<td>Elizabeth Apple</td>
<td>Director, Educational Assessment</td>
</tr>
<tr>
<td></td>
<td>Amanda Egan</td>
<td>Associated Student Government</td>
</tr>
<tr>
<td>Student:</td>
<td></td>
<td>Finance Officer</td>
</tr>
</tbody>
</table>
Board of Trustees Liaison. Trustee Mr. Bruce Reid served as Board liaison to the Accreditation Committee keeping the other Trustees informed and involved in the self-evaluation.

Lake Washington Institute of Technology (LWIT) is a public, two-year technical college located in King County, Washington, near Seattle. The College is centrally located in Washington State’s high-technology corridor with its main campus in Kirkland, and serves a large and growing population in King and Snohomish counties. The Redmond Campus, in operation since 2005, is located six miles from the main campus.

LWIT has served its community since 1949 and has been a member of the Washington State Community and Technical College system since 1992. The College is accredited by the Northwest Commission on Colleges and Universities at the associate degree level and has been granted candidacy status by the Commission at the baccalaureate level.

LWIT serves a diverse student body from throughout the Puget Sound region. Over 6000 students enrolled at the College in Fall Quarter, 2010. Students from 35 countries, including South Korea, China, Thailand, Vietnam, Rwanda and Senegal, are represented in the student body.

<table>
<thead>
<tr>
<th>LWIT 2010-11 Enrollment Data Fall Quarter 2010</th>
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<tbody>
<tr>
<td>Enrollment (headcount)</td>
</tr>
<tr>
<td>Enrollment (FTE)</td>
</tr>
<tr>
<td>Full Time</td>
</tr>
<tr>
<td>Part Time</td>
</tr>
<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<tr>
<td>Students of Color</td>
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<td>Median Age</td>
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<tr>
<th>Student Goals</th>
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<tbody>
<tr>
<td>Transfer</td>
</tr>
<tr>
<td>Workforce Training</td>
</tr>
<tr>
<td>Basic Skills</td>
</tr>
<tr>
<td>Other (enrichment, improve job skills, etc.)</td>
</tr>
<tr>
<td>Enrolled with a degree already earned</td>
</tr>
</tbody>
</table>

The College began as Lake Washington Vocational Technical Institute, part of the Lake Washington School District. From initial instruction in a sewing course, the Institute grew steadily to include vocational programs in trade and industry, adult education and community services classes. The main campus opened in Kirkland in 1983. In 1991, legislation converted the vocational-technical institutes in Washington State into technical colleges, making them members of the Washington State Community and Technical College system.

The College’s scope and character have changed significantly during these years, evolving from a vocational training school to a technology college with a comprehensive curriculum that includes professional-technical programs, as well as basic skills, academic and continuing education programs.

Growth in the academic and professional-technical programs has been matched by the growth in facilities. New buildings in 1992 and 2002 increased the size of the Kirkland Campus to nearly 400,000
square feet. In 2005, the Redmond, Washington, Campus opened providing the College with a second major facility. In 2011, completion of an 83,700 square foot Allied Health Building provides new facilities for programs in the health care fields.

More than one hundred degree and certification options are currently available at LWIT. The academic program has continued to expand and now has 87 academic courses in 16 disciplines. In Fall Quarter 2010, students were served by 77 full-time faculty, 273 part-time faculty, 131 staff and 29 administrators. Within the faculty ranks are ten full-time academic faculty, six with doctoral degrees.

In 2009, following state agency and NWCCU approval, the College began offering an applied baccalaureate degree program in Applied Design. The first cohort of this program, 20 students, graduated in June, 2011.

Since 2008, LWIT and sister institutions in Washington State have faced unprecedented funding reductions due to the state fiscal crisis. The College’s state operating budget has been reduced approximately $6.2 million (42%) in this period. These reductions have occurred during a period of historic levels of high enrollment and student demand. The College has strategically managed the reductions in a manner to maintain its mission and support new initiatives, retain quality faculty and staff and serve our students.

The current LWIT organizational structure, including major units, is in Appendix C.
Preface

Institutional Changes since the last Comprehensive Evaluation

Lake Washington Institute of Technology Directions. A central challenge facing the College has been to define its direction under a very broad mission statement. Never in question was the mission of being a workforce training and education college. But how would this mission unfold in its instructional programs, student success efforts and relations with industry and the community?

Beginning in 2005, LWIT began developing a broader, more comprehensive effort to expand student opportunities. Included in this effort were:

1. Creating an applied baccalaureate program
2. Expanding associate degree and certificate programs
3. Developing a student success program that includes revised student intake processes and early warning systems for non-participation and low performance
4. Establishing an international program that forges links with colleges and industry in Asia, and increased international student enrollment

At retreats in 2009 and 2010, the LWIT Board of Trustees reaffirmed their intent for LWIT to enhance its role as a “pathway college” with multiple entry and exit opportunities for students. The Trustees also affirmed their interest in pursuing a polytechnic college path where a broader range of baccalaureate and associate degree programs would be offered.

College Name Change. Effective July, 2011, the College’s name changed from Lake Washington Technical College to Lake Washington Institute of Technology (LWIT). This was the result of legislation passed by the Washington State Legislature and signed by the Governor in April, 2011. Although LWIT remains a part of the Washington State Community and Technical College system, the name change reflects future plans to move the College to a polytechnic status, including:

1. Designing new baccalaureate programs
2. Expanding associate degree and certificate programs
3. Increasing articulation efforts for transfer degrees
4. Establishing stronger collaborations with business and industry

Bachelor of Technology in Applied Design Program. Following legislative authorization and receipt of approval from two state agencies, the NWCCU approved a substantive change for LWIT to offer a baccalaureate degree program in applied design intended to provide management training for workers in fields such as multimedia, graphic design and engineering graphics. Because of this major change, the NWCCU changed the College’s next comprehensive evaluation from 2016 to 2011. The Bachelor of Technology in Applied Design (BTAD) program began Fall Quarter, 2009; its first cohort of 20 students graduated in June, 2011.

Other Major Instructional Program Changes. In addition to launching the baccalaureate program, the College broadened its range of programs. During 2008-2010, new associate degree programs began in:

1. Funeral Services Education (Fall, 2009)
2. Massage Practitioner (Fall, 2008)
3. Occupational Therapy Assistant (Fall, 2009)
4. Physical Therapist Assistant (Summer, 2009)
Based on enrollment patterns and fiscal considerations, the following programs were either placed in inactive status or terminated during this period:

1. Building and Plant Maintenance Technology (Summer, 2011)
2. Cosmetology Certificate of Proficiency (Winter, 2011)
3. Emergency Medical Technician – Basic (Winter, 2011)
4. Esthetician (Summer, 2011)
5. Floral Design (Fall, 2008)
6. Healthcare Informatics (Summer, 2010)
7. Information Technology Applications Development (Winter, 2010)
9. Wine Technology (Summer, 2011)

To improve student transfer to baccalaureate institutions, the College participated actively in the state’s Direct Transfer Agreement/Major Related Program (DTA/MRP) initiative which articulates associate degree programs with the baccalaureate requirements of other colleges and universities. LWIT now has agreements with all but one baccalaureate college in Washington State in the following programs:

1. Pre-Nursing
2. Technology
3. Business

**Budget Reductions.** During the past two years, LWIT operating budget allocations from the State have been reduced approximately 42 percent, the result of the recession’s impact on Washington State’s revenues. Despite reduced funding, the College has worked hard to remain committed to its mission and core themes while enrolling record numbers of students. The use of additional tuition revenue, grant and contract funds, key donations from industry and capital project funds have enabled LWIT to ease the impacts of budget reductions. Budget reductions have been made in a manner to minimize their impact on direct service to students. College reserve funds have been maintained well above the minimum levels established by Board of Trustees’ policy.

**Budget Impacts on Instructional Programs.** Budget reductions have forced the College to reduce enrollments beginning in the 2011-12 year and to reduce or eliminate instructional programs. Based on examination of program data and continuing discussion in instructional units, program reductions or terminations occurred in Parent Education, apprentice programs, and the programs noted above. The Duvall Center, opened in 2009, was closed in 2011, and its programs moved to the Kirkland campus.

**Development Activities.** A major effort to offset state funding reductions has included increased fund-raising efforts by the Lake Washington College Foundation. A College auction/dinner in 2009 and a fund-raising breakfast in 2010 raised $120,211 dedicated to funding students’ education, a student emergency fund and faculty professional development. The Foundation has also launched a major three-year $3.5 million capital campaign to enhance the newly-completed Allied Health Building, replacing state capital funds lost in the current budget reductions, and meet other institutional needs.

**Capital Projects/Infrastructure Improvements.** Completion of the Allied Health Building provided a major new structure to house health care programs. The building is a joint project with seven local school districts and gives LWIT the potential to create baccalaureate programs in the healthcare management field.
LWIT has implemented several information technology related projects to improve communication and service. The College now has 100 percent wireless coverage at both its campuses, allowing Internet access from personal devices. The sites are also connected with a digital signage system that displays multimedia messaging of campus information. LWIT re-designed its website and converted to a new content management system that allows any employee to contribute content in a structured manner. All data routers, switches, fiber optic connections, and copper data cabling to the desktop were replaced in order to increase the potential bandwidth to 10GB. This upgrade allows LWIT to adopt new video-centric technologies as they emerge over the next decade. A new phone system was installed in 2011. Most recently, IT Services, with the help of funding from the Associated Student Government, started a technology Help Desk for students.

**Enrollment Growth.** Enrollment grew significantly during the last five years (Appendix D). During the 2009-2010 year, enrollments soared to 125 percent of the state allocation while the College dealt with funding reductions. In Fall Quarter 2010, 6000 students enrolled at LWIT. Enrollment growth was funded with new tuition revenue used to operate programs with expanded hours, create new programs, and offer more classes at off-campus sites. Because of continuing budget reductions due to the current economic recession, enrollments will be reduced for the 2011-12 year, targeted at 105 percent of the state FTE allocation.

**International Programs.** In 2008, the College’s international program reassessed its goals and plans to increase international student enrollment and more efficiently deliver its services. Reinvigorated student recruiting efforts included development of new programs and more attractive and informative recruiting information. The initiative contributed to increases in international student enrollment by 2009.

Rapid growth and earlier staff reductions created some difficulty in providing needed services which may have contributed to a reduced retention rate for international students. The program is currently stable with 114 students enrolled in 2010-11. A new Intensive English Program (IEP) curriculum was developed and implemented in 2009. Recruiting activities were expanded to include online marketing and the use of recruiting agencies. The number of student activities hosted by the office was increased and the retention rate has improved with these changes.

Since 2006, partnerships have been developed with over 40 Korean colleges. LWIT also began establishing relationships with educational institutions in China and Japan in 2009. Two groups of Japanese students were hosted for a short-term summer program in 2009 and 2010.

**Institutional Effectiveness/Educational Assessment.** Concurrent with the development of core themes, indicators and outcomes, the 2007-2012 Strategic Plan (Appendix E) underwent a review in early 2010.

The review was done with the following objectives:

1. Aligning the strategic plan with the core themes
2. Ensuring measurability of each strategic direction
3. Enhancing manageability
4. Creating an effective process for reporting on objectives and indicators to the College community
5. Preserving the integrity and intent of the original Strategic Plan
The plan was simplified and aligned with the core themes and the number of performance indicators was reduced. The updated plan was the subject of College-wide and community forums led by the Institutional Effectiveness Committee. The updated plan was also reviewed by the Board of Trustees at their annual retreat and approved by the Trustees in June, 2010. The updated plan has the following Strategic Directions:

1. Educational pathways
2. Student learning
3. Student success
4. Faculty and staff
5. Shared decision making
6. Recruiting and marketing
7. Financial success

Since 2006 when the College received a recommendation on instructional assessment, great strides have been made in implementing an educational assessment system using student learning outcomes to make course and program changes that improve student learning. Four major assessment initiatives have strengthened common student learning outcomes (global outcomes), program outcomes, program review, and distribution outcomes.

Common Student Learning Outcomes (Global Outcomes). Course outcomes are included in every syllabus. Every instructional program teaches and assesses global outcomes in identified courses. Instructors report on the assessment methods used and changes made based on their assessment, while adhering to College-wide definitions and rubrics to measure the outcomes. They periodically report their results on a standardized form which is published for cross-pollination of assessment methods and results. Training on the global outcomes assessment methods and program outcomes development, as well as program review, has occurred at every faculty in-service day since fall 2008. A three-day Summer Institute on Assessment has been held annually for the past four years, last year drawing more than 30 faculty.

Program Outcomes. Instructional programs have developed differentiated learning outcomes at the degree and certificate levels and review their assessments at least annually. Program reviews include data regarding faculty, curriculum, student learning, enrollment, retention, and completion rates. Perhaps the most meaningful change since 2006, however, has been a cultural shift regarding assessment. While assessment remains a work in progress and faculty are sometimes time-crunched to perform meaningful and authentic assessment, they have rallied around assessment as a valuable tool for enhancing student learning.

Program Changes at Other Sites. LWIT has also begun offering degree and certificate programs away from its main campus in Kirkland. With NWCCU approval, an accounting degree is now offered at its Redmond Campus and degree and certificate programs in massage practitioner and esthetician began at its Duvall site. As a result of state budget reductions, however, the Duvall site was closed at the end of the 2010-11 academic year and its programs moved to the Kirkland campus.

Early Intervention and Student Success. LWIT received a Title III grant in 2007 for student retention. One priority was to create an early alert system that faculty would use to report students who are struggling in their classes. Since fall of 2008 faculty have been utilizing a web application called FAST (Faculty Advising Support Tools) that provides access to their student rosters, student schedule information, transcripts, contact information and placement scores. Faculty can submit early alert
reports which are emailed directly to students and copied to staff in Student Services. FAST also provides faculty advisors access to advising information on all of their program students. The system has provided a means for faculty and student services to collaborate to support students.

Response to Topics Previously Requested by the Commission. LWIT received its last comprehensive evaluation in November 2006. The NWCCU reaffirmed the College’s accreditation in January 2007, with four commendations and ten recommendations.

Five of the recommendations regarded bookstore operation, part-time faculty employment, financial planning, debt use and limits, and investment policy. In January 2008, the Commission accepted a progress report on these recommendations and determined that the College met accreditation criteria in these areas.

The remaining five recommendations deal with:

- Institutional effectiveness (Recommendation 1)
- Educational assessment (Recommendation 2)
- Student placement (Recommendation 3)
- Library and information resources (Recommendation 6)
- Communication and shared decision making (Recommendation 7)

The Commission requested a Focused Interim Evaluation of Recommendations 1 and 2 in the spring of 2008. It also asked that progress addressing Recommendations 3, 6, and 7 be evaluated in fall 2009.

In April 2008, on the eve of the focused interim evaluation, LWIT sent a Focused Interim Report to the Commission on progress addressing Recommendations 1 and 2. The report noted significant changes in organization and planning, and comprehensive efforts to better address institutional effectiveness and educational assessment.

Focused Interim Evaluation, April 2008. The evaluation noted major assessment efforts underway but concluded that the College had yet to demonstrate how its efforts had resulted in greater institutional effectiveness and enhanced teaching and learning. In June 2008, the Commission determined that LWIT’s efforts in these areas did not yet meet accreditation standards and scheduled a focused interim evaluation for fall 2009, to assess College responses to the five outstanding recommendations.

Focused Interim Evaluation, October 2009. The most recent Commission evaluation, in October 2009, assessed progress in response to the remaining recommendations from the 2006 comprehensive evaluation. LWIT submitted a Focused Interim Report which was followed by an assessment by two evaluators. The evaluators’ report contained no recommendations and three commendations:

1. "Lake Washington Technical College is commended for the exceptional commitment and high morale demonstrated by its trustees, leadership, students, and all employee groups. The evaluators were impressed by the near uniform enthusiasm for the work and mission of the College as expressed by all those associated with it.

2. "Lake Washington Technical College has developed a strong and vibrant culture that values participation at all levels of the organization. The College is commended for its effective communication systems and participatory decision-making that nurture and support this positive culture.

3. "Lake Washington Technical College is commended for a cultural shift that has taken place: assessment that was well intentioned but spotty is now well organized and pervasive. In
addition, faculty members are using the results of assessment to improve teaching and learning for students.”

In January 2010, the Commission reaffirmed LWIT’s accreditation. The Commission also determined that the College was “...substantially in compliance” regarding the recommendations on institutional effectiveness and educational assessment.

**Most Recent Review of Mission and Core Themes**

**Mission and Strategic Plans.** LWIT’s current mission has set the College’s directions for the past decade. It is clearly and simply stated:

“To prepare students for today’s careers and tomorrow’s opportunities.”

Approved by the Board of Trustees in June 2001, the mission statement was developed through an inclusive process, using an assessment of strengths and weaknesses and best research to develop a strategic plan and mission statement closely tied together.

The mission and strategic plan were again visited in 2007, following the decennial comprehensive accreditation evaluation. Following external and internal discussion and an all-College review, the mission was reaffirmed and a revised strategic plan was approved by the Board of Trustees in September, 2007. The 2007-2012 Strategic Plan includes eight strategic directions:

1. Educational pathways
2. Learning environment
3. Student success
4. Faculty and staff
5. Shared decision-making
6. Recruiting and marketing
7. Financial success
8. Institutional effectiveness

Built into each strategic direction were key performance indicators (KPI’s) used to measure achievement of the directions.

**Core Themes.** Core themes were initially developed in 2010. The process used College and community forums and Accreditation Committee research into the work of pilot colleges and other NWCCU member institutions to develop the core themes. The themes were approved by the Board of Trustees in June 2010. At the same time the 2007-2012 Strategic Plan was updated to support the core themes.
LWIT Core Themes

PATHWAYS
Lake Washington Institute of Technology serves as a flexible 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.

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.

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.

COLLEGE COMMUNITY
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 life-long learning for students and staff.

Core Theme Indicators and Outcomes. Core theme indicators and outcomes were developed in late 2010 by the Accreditation and Institutional Effectiveness Committees. The indicators and outcomes were designed to provide realistic goals and measures of benchmarks for LWIT to determine its success in fulfilling the College mission.

The outcomes and indicators are detailed in the Chapter One, Standard 1.B narrative.
Chapter One: Mission, Core Themes and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Authority (ER 2)

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

Lake Washington Institute of Technology is authorized by legislation and policies of the Washington State Board for Community and Technical Colleges (SBCTC) and the Washington State Higher Education Coordinating Board (HECB) to operate and award appropriate degrees and certificates. The SBCTC is the approving agency for the College to establish new certificate and associate degree programs. The baccalaureate program in Applied Design was approved by the SBCTC and the HECB, the approving agency for baccalaureate programs in Washington State public higher education.

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

Mission and Core Themes (ER 3)

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

LWIT’s mission and core themes reflect its purpose as a workforce training institution of higher learning. Approved by the Board of Trustees in 2001, and reaffirmed in 2007, the mission is:

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

Core themes have been developed with appropriate indicators and outcomes of achievement, that clearly state the fundamental work done in support of the mission. In 2010, four core themes were selected and approved by the College community, including the Trustees.

College resources are directed in multiple ways to achieve student success: student admissions, advising and program placement, instructional programs with qualified faculty, facilities, equipment and information resources. College resources primarily provide direct service to students and support fulfillment of its mission and achievement of the four core themes.
Chapter One: Mission, Core Themes and Expectations

Standard 1.A: Mission

The Lake Washington Institute of Technology Mission:
“To prepare students for today’s careers and tomorrow’s opportunities”

The Institution’s Mission (Standard 1.A)

The current mission has been in place since 2001 following Board of Trustees approval. It was reaffirmed by the Trustees in 2007. Development of the mission and its reaffirmation were the result of College-wide discussions by all constituent groups. Collaborative reviews of the mission were conducted in retreats and forums, using guidance from consultants and research into best practices. The mission clearly states LWIT’s role as a workforce training and education college, one of five such institutions in the Washington State Community and Technical College system.

The LWIT mission is consistent with legislation that defines Washington State technical colleges as those “with the mission of conducting occupational education, basic skills, literacy programs, and offering on short notice....programs that meet specific industry needs.” Although this definition has remained unchanged since the College joined the Community and Technical College System in 1991, the range of programs that serve this mission has expanded to include transfer degrees, a broader range of academic courses, the applied baccalaureate degree program, expansion at off-campus sites and enhanced efforts in international programs.

The applied baccalaureate program accelerated discussion about future directions at the College. The Board of Trustees has expressed strong interest in exploring additional baccalaureate degrees as well as becoming a two-year/four-year college of technology. These initiatives will require additional College discussion and new opportunities provided by the State Legislature and the state higher education governing boards.

The mission statement is widely disseminated in publications, on Internet and Intranet websites, in program brochures and in statements to the community. Faculty and staff understand the College’s mission. With the introduction of core themes which define the essential tasks that support mission achievement, the College community has benefited from clearer and more focused discussion of the relationship between all work done at LWIT and fulfillment of the mission.

The mission is underwritten by four core themes and the 2007-2012 Strategic Plan. Instructional programs at LWIT reflect the broad scope of the “pathways” core theme – high school completion, certificate, associate degree and baccalaureate programs, grant and contract training and continuing education. An increasing range of academic subjects and classes support the pathways and student achievement core themes. They also contribute to growing articulation efforts with other colleges and universities, including the Major Related Programs (MRP) effort that enhances the transfer of associate degree students into baccalaureate programs in the state.
**Interpretation of Mission Fulfillment (Standard 1.A.2)**

**Development.** LWIT defines mission fulfillment as the attainment of quantitative and qualitative thresholds. Such an approach is holistic and includes evidence-based analysis by core theme. Development of mission fulfillment thresholds has been a College-wide effort led by two principal groups: the Accreditation Committee and the Institutional Effectiveness Committee. Efforts have included visits to pilot colleges using the revised accreditation standards, researching other best practices, discussions throughout the College via staff development days and forums and involvement of the Board of Trustees. The Board of Trustees has been an integral part of the process that has included their approval of core themes in June, 2010, and mission fulfillment thresholds in April of this year. The mission fulfillment framework will also serve the Trustees as a “data dashboard” of indicators and has been developed for their use to measure College effectiveness.

**Rationale.** Mission fulfillment analysis is based on core theme achievement. Core theme outcomes are assessed to determine effectiveness in achieving each core theme. Determining mission fulfillment through core themes ties the College’s fundamental purpose to its efforts at successfully achieving its mission.

**Quantitative Evidence of Mission Fulfillment and Thresholds.** Evidence-based assessment of mission fulfillment is, in part, evaluated in Standard Five through quantitative evidence utilizing the performance thresholds applied to core theme indicators. The following questions need to be answered in order to support quantitative, evidence-based assessment of mission fulfillment:

- Is the College meeting and/or exceeding performance thresholds by core theme?
- Are continuous improvement processes and/or plans in place to address indicators and core themes that are not meeting stated performance thresholds?

The framework addresses these questions utilizing a point system as shown below:

<table>
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<tr>
<th>QUANTITATIVE ANALYSIS SUPPORTING EVIDENCE BASED ASSESSMENT OF MISSION FULFILLMENT</th>
<th>CORE THEME</th>
<th>TOTAL NUMBER OF INDICATORS</th>
<th>TOTAL NUMBER OF POINTS POSSIBLE</th>
<th>PERFORMANCE THRESHOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PATHWAYS</td>
<td>5</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>STUDENT ACHIEVEMENT</td>
<td>9</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>EXTERNAL ENGAGEMENT</td>
<td>7</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>COLLEGE COMMUNITY</td>
<td>9</td>
<td>27</td>
<td>16</td>
</tr>
</tbody>
</table>

All core themes are considered equal in determining mission fulfillment. Each core theme is assessed individually because the total number of outcomes and indicators vary. Otherwise, the total score for College Community would have a greater weight in determining mission fulfillment than, for example, Pathways. Core theme descriptors, indicators and outcomes are detailed in **Standard 1.B.**

Performance thresholds for each core theme were developed using the framework shown below. It was important to the designers that recognition be given to measures that needed improvement but had a performance plan in place to address deficiencies.
### QUANTITATIVE EVALUATION FRAMEWORK

<table>
<thead>
<tr>
<th></th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not meeting threshold/needs improvement</td>
<td>0</td>
</tr>
<tr>
<td>Not meeting threshold, continuous improvement process established to address deficiency</td>
<td>1</td>
</tr>
<tr>
<td>Meeting performance threshold</td>
<td>2</td>
</tr>
<tr>
<td>Exceeding performance threshold</td>
<td>3</td>
</tr>
</tbody>
</table>

**Qualitative Evidence of Mission Fulfillment.** The second part of evidence-based evaluation of mission fulfillment is qualitative. Utilizing information contained in the accreditation self-evaluation report, a case for mission fulfillment is constructed based on answering the following questions, by core theme:

How are the College’s “intended outcomes” supported and advanced by the institution’s resources, capacity (Standard Two) and institutional planning (Standard 3.A.)?

Describe the College’s progress since 2006 and future plans, by answering the questions:

- What has the College accomplished since 2006 to support student preparation for “today’s careers and tomorrow’s opportunities?”
- What are the College’s plans to sustain this level of support for student progress and/or change to ensure that we continue to “prepare students for today’s career’s and tomorrow’s opportunities?”
- Has the mission been accomplished?
Chapter One: Mission, Core Themes and Expectations

Standard 1.B: Core Themes, Outcomes and Indicators

Core Themes (Standard 1.B.1)

The Accreditation Planning Committee was formed in January 2010, to organize the comprehensive self-evaluation. With members from among staff, administration, students and faculty, the committee developed core themes, outcomes and indicators that would assist in determining mission fulfillment. The committee sought widespread input from as many sources as possible. Feedback was received from over 300 individuals by holding two public forums, multiple focus groups, presentations at professional development days, and by seeking input from College committees and technical advisory committees. Input was also received from community leaders through surveys and discussion.

This process assisted the Accreditation Committee in developing the final language for the core themes and their descriptors. At the same time, the Institutional Effectiveness Committee was updating the 2007-2012 Strategic Plan to make it consistent with and supportive of the core themes. Both the core themes and the updated Strategic Plan were approved by the Trustees at their June 2010 meeting. The Trustees later approved the core themes as LWIT policy in April 2011.

Core Themes, Outcomes and Indicators (Standard 1.B.2)

Appendix F (Core themes, intended outcomes and indicators) provides detailed information on the indicators, thresholds and the scoring methodology for each core theme.

Core Theme: Pathways

Descriptor: Lake Washington Institute of Technology serves as a college that is accessible to the community by providing multiple entrance points and educational pathways. The College is a conduit for students to upgrade their skills, transition into a new career, or further their education and training. Pathways include basic skills transition, high school programs, certificates of proficiency and completion, apprenticeships, associates degrees, professional and technical direct transfer agreements, applied baccalaureate degrees, and continuing education.

The goals for the core theme of Pathways support LWIT’s diverse student body and acknowledge their varying educational needs. In the College’s Strategic Plan, goals pertaining to pathways are:

1. Serve as a flexible College that is accessible to all by providing multiple entrance and exit pathways.
2. Serve as a conduit for students to upgrade their skills, transition into new careers, or further their educations in order to be successful in the future.

The drivers behind the core theme of Pathways are the College’s course and program offerings, their alignment with community needs, and student progression through coursework and programs.

<table>
<thead>
<tr>
<th>Pathways Intended Outcome #1: Educational pathways support career ladders.</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Measure</td>
</tr>
<tr>
<td>1.A Educational Pathways are aligned with career ladders</td>
<td>Entry and exit points for Certificates of Proficiency and Associate and Applied Baccalaureate Degrees</td>
</tr>
</tbody>
</table>
Rationale: The College’s mission, “Preparing students for today’s careers and tomorrow’s opportunities,” frames the scope of the first Pathway’s objective. The majority of the College’s programs are comprised of stackable credentials, enabling students to enter and exit their educational programs with credentials at various levels (certificates, associate and baccalaureate degrees) and enter or advance in the workforce. Subsequently a student may return and/or continue his or her education, progressing from a certificate to an Associate of Applied Science degree or a baccalaureate program. Each step in the educational ladder should correlate with a career ladder (intended outcome). To create new pathways and enhance existing ones, this indicator and objective establish and support decision-making regarding resource allocation, program review and improvement.

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A High School Programs students make substantial progress</td>
<td>Substantial progress as defined by the State Board for Community and Technical Colleges (SBCTC) is determined by the number of students with degree plans who graduate or attend four or more quarters over a two-year period</td>
</tr>
<tr>
<td>2.B Basic Skills students transition to non-basic skills</td>
<td>Student Achievement Initiative (SAI) data transition rates</td>
</tr>
<tr>
<td>2.C Developmental English &amp; Math students transition to degree/certificate required level certificate/degree required level</td>
<td>Transition rates from developmental math and English courses to certificate/degree required level required level math/English</td>
</tr>
<tr>
<td>2.D Students with transfer intent transfer to four-year institutions</td>
<td>Rates are calculated based on students with transfer intent who enrolled in a 4-year institution within a year of exiting LWIT, divided by the number of students with transfer intent who exited LWIT in a given year</td>
</tr>
</tbody>
</table>

Rationale: As a pathways college, LWIT serves the needs of a diverse student body, with high school programs, basic skills education to provide the foundation for entry into technical programs and pathways to upper-division coursework. By 2018, nearly two-thirds of jobs in the U.S. will require postsecondary education, and if current trends continue, we will fall short of this demand by three million postsecondary graduates.\(^1\) A report by the Center for Postsecondary and Economic Success states that “our nation rises to the task of developing a skilled workforce that meets the demands of employers,” by “expanding education and training to lower-skilled adults, including high school dropouts, adults who have a high school diploma or GED but are not college ready, and adults with low English proficiency.” LWIT’s high school program [Gateway to College], and Basic Skills [Adult Basic Education/English as a Second Language] and Developmental Education programs are critical components to support student educational and career pathways.

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To facilitate student achievement of their educational and career goals, LWIT has adopted degree pathways to support four-year transfers in the Pre-Nursing, Business, and Technology disciplines. The Associate of Applied Science-Transfer (AAS-T) degree is designed to meet the requirements established under the Direct Transfer Agreement (DTA) by the Washington State Intercollege Relations Commission (ICRC). The AAS-T degree requires a minimum of 20 credits in written communication (5 cr.), quantitative reasoning (5 cr.), social science (5 cr.), and humanities (5 cr.).

**Core Theme: Student Achievement**

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

The goals of the second core theme, Student Achievement, identify strategies to help LWIT foster and enhance student achievement.

In the College’s Strategic Plan, goals pertaining to Student Achievement are to:

1. Place student learning at the epicenter of courses, programs and the institution.
2. Promote student success through high quality services and instruction.

The intended outcomes of this core theme are to provide high quality, relevant coursework that fosters the dual goals of preparing students for today’s careers and tomorrow’s opportunities.

| Student Achievement Intended Outcome #1: Students obtain necessary skills and knowledge. |
|---------------------------------|----------------------------------------------------------|
| Indicator | Measure |
| 1.A Programs have defined student learning outcomes | 100% of programs (45+ credits) have program outcomes included in catalog |
| 1.B Graduates (degree or certificate) report high rates of learning in areas of global outcomes and career preparation | Degree or Certificate (DOC) survey results in questions related to global outcomes and technical skills |
| 1.C Students pass professional licensure exams | Limited to professional licensure exams that are required to practice, pass rate must exceed program accreditation threshold: Medical Assisting, Nursing (Nursing, Practical Nursing, Nursing Assistant), Physical Therapist Assistant, Occupational Therapy Assistant, Funeral Service Education, Dental Hygiene and Massage Practitioner programs |

**Rationale:** The Student Achievement indicators all reflect Lake Washington Institute of Technology’s commitment to preparing students to enter or advance in the workforce. In 2003 the College examined its students, programs, and curriculum and identified five student learning (global) outcomes or skills that all students graduating from LWIT should possess in order to be successful in a dynamic and global workforce environment (Appendix G). The College determined [Critical Thinking](#), [Communication](#), [Teamwork](#), [Intercultural Appreciation](#) and [Technical and Information Literacy](#) to be fundamental and enduring life skills needed by today’s graduates; therefore, it was imperative that LWIT programs have defined outcomes for learning. In parallel, results from the Degree or Certificate survey measure student perceptions of the skills and knowledge they have gained as they near program completion (certificate and degree programs) in both global outcomes and technical skills.
Licensure examination results are critical indicators of success for specific programs in fields that require certification for employment and practice. LWIT’s Allied Health programs monitor examination results closely and assess the correlation between pass rates and curricula. Exam results are of particular importance because they are reflective of the capability and quality of the instructional program to preparing students to enter the workforce.

In addition, each of these programs has specialized accreditation or approvals that specify program standards, evaluation processes and continuous improvement. In these accreditation standards are requirements for a certain percentage of students to pass the licensure exam on an annual basis.

<table>
<thead>
<tr>
<th>Student Achievement Intended Outcome #2: Students achieve educational goals.</th>
<th>Indicator</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A Student Achievement Initiative (SAI) momentum points per student increase</td>
<td>Student Achievement Initiative data, LWIT compared year-to-year</td>
<td></td>
</tr>
<tr>
<td>2.B Basic Skills students transition towards college-level skills</td>
<td>Student Achievement Initiative data, LWIT compared to peer institutions</td>
<td></td>
</tr>
<tr>
<td>2.C 1st year retention (students achieve 1st 15 and 1st 30 college level credits)</td>
<td>Student Achievement Initiative data, LWIT compared to peer institutions</td>
<td>2.D Students complete certificates and degrees</td>
</tr>
</tbody>
</table>

Rationale: Student Achievement Initiative (SAI) benchmarks are meaningful indicators of achievement of educational goals for all LWIT students, regardless of background, educational intent or intensity of enrollment. Rigorous data analysis has identified achievement points that, once accomplished, substantially reflect student chances of completing degrees and certificates. SAI points focus on shorter-term, intermediate outcomes that provide momentum toward degree and certificate completion for all students. LWIT tracks student progress toward these achievement points each quarter, providing immediate feedback and opportunities for intervention strategies.

<table>
<thead>
<tr>
<th>Student Achievement Intended Outcome #3: Completers obtain jobs.</th>
<th>Indicator</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A Completing students gain employment</td>
<td>Completing students employment rate vs. non-completing students employment rate</td>
<td></td>
</tr>
<tr>
<td>3.B Students have higher wages after completing degrees or certificates</td>
<td>Median wages of completers are higher than before entering college (earnings of completers who were working prior to entering and working after completion)</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: LWIT’s workforce-driven mission highlights the importance of preparing students to enter the workforce, progress in their careers or re-enter the workforce. The evaluation of numbers of completers obtaining jobs seeks to quantify and assess the ability of LWIT students to obtain jobs and/or advance in their careers (wage gains). Both indicators provide an analysis of student readiness to be successful in the workforce. The Washington State Board for Community and Technical Colleges conducts a data-matching process with the State Employment Security Department through unemployment insurance records and reports the results of this analysis to LWIT.

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Core Theme: External Engagement

Descriptor: Lake Washington Institute of Technology maintains strong ties with business, labor, and educational organizations and the community at-large in order to form and nurture partnerships to support the College's mission. College connections at the local, state, national and international levels support responsive educational programs and services, institutional and student funding and opportunities for student and staff learning.

The External Engagement goals acknowledge the importance of external relationships with individuals and organizations in LWIT’s service area, the state, the nation and the world.

The intended outcomes of this core theme focus on the opportunities for the College community to:

1. Work with individuals and organizations to create experiential learning for students
2. Maintain up-to-date classroom practices and curriculum
3. Support professional development and applied research
4. Develop and sustain organization partnerships that improve and expand the capabilities and offerings of the College
5. Engage a variety of organizations to support long-term growth and development opportunities for the College community

<table>
<thead>
<tr>
<th>External Engagement Intended Outcome # 1: Employer engagement.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator</strong></td>
<td><strong>Measure</strong></td>
</tr>
<tr>
<td>1.A Programs provide (external) work-place experiences (externships, CO-OP, clinical)</td>
<td>Number of programs requiring work-place experiences external to the College for graduation; number of programs providing degree credit for work-place experiences</td>
</tr>
<tr>
<td>1.B Program advisory committee members are engaged</td>
<td>Overall satisfaction/engagement rating from Program Advisory Committee survey</td>
</tr>
<tr>
<td>1.C Employment Resource Center (ERC) online job board postings and employer-related events increase</td>
<td>Number of job orders posted on the ERC online job board; Number of employment-related events involving employer engagement</td>
</tr>
</tbody>
</table>

Rationale: College engagement with local employers is vital to providing students with up-to-date coursework, meaningful workplace experiences to enhance learning, skill attainment and workforce preparation and competitiveness. In addition, engaged program advisory committee members provide vital feedback supporting the College’s continual assessment of programs to ensure that curricula is current and responsive to emerging skills and industry trends (Appendix H).

<table>
<thead>
<tr>
<th>External Engagement Intended Outcome # 2: College receives supplemental resources through community engagement.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator</strong></td>
<td><strong>Measure</strong></td>
</tr>
<tr>
<td>2.A Increase in grant revenue</td>
<td>Federal, state, local, and private funding dollars</td>
</tr>
<tr>
<td>2.B Increase in revenue and giving of Foundation Signature Event</td>
<td>Total revenue generated</td>
</tr>
</tbody>
</table>
Rationale: Supplemental resources provided from engagement with community, local, state, national and international organizations and agencies provide significant opportunities for the College. This includes grant revenue innovation, responsiveness to student and community needs and the development of faculty, staff and students. During the initial review of potential funding opportunities, the College assesses the link between the intent of the funding, proposed scope of work and the Strategic Plan directions and objectives. This assessment process now includes consideration of the core themes, further strengthening the alignment between the College and potential funding sources.

The Foundation Signature Event is a key component of the Lake Washington College Foundation’s annual fund raising campaign. The Foundation Signature Event engages a diverse set of stakeholders, from local employers, College employees, State legislators, Congressional delegates and other community representatives. Net revenue generated from this annual event is a strong indicator of the Foundation’s ability to meaningfully engage external supporters of the College. The percentage of net revenue obtained from this event, measured by attainment of annual targets set by the Foundation Board, as well as an increase in event margin (stability of or decrease in expenses) further strengthens the Foundation’s ability to fulfill its commitment.

### External Engagement Intended Outcome # 3: International engagement.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A Increase in number of International students</td>
<td>International Headcount since 2006-2007 academic year</td>
</tr>
<tr>
<td>3.B Increase in international collaborative agreements</td>
<td>MOUs and/or agency agreements between institutions executed yearly</td>
</tr>
</tbody>
</table>

Rationale: International engagement with individuals and organization enriches the campus community through diversity, global and cultural awareness and learning opportunities (study abroad, faculty exchange, etc.). In addition, LWIT’s International Program provides additional revenue (tuition, grants and contracts) that supports a variety of programs, services and initiatives.

### Core Theme: College Community

Descriptor: 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</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A Students are satisfied</td>
<td>Aggregate results from Student Satisfaction Survey</td>
</tr>
<tr>
<td>1.B Utilization of the Faculty Advising Support Tool (FAST) by faculty (increase in number of alerts)</td>
<td>Tracking of total number of early alerts submitted in the FAST system</td>
</tr>
<tr>
<td>1.C Utilization of the Faculty Advising Support Tool (FAST) by faculty (# of faculty using meets Title III grant goals)</td>
<td>Tracking of total number faculty using FAST system</td>
</tr>
</tbody>
</table>
1.D  Minority student graduation rates are equal to general population

Rationale: Engagement between LWIT staff, faculty and students provides the foundation for a supportive learning environment. Indicators of student engagement and support are measured through the [Student Satisfaction Survey](Appendix I), the utilization of tools developed specifically for improving communication and collaboration between staff and faculty for the benefit of all students [FAST], and monitoring of data of specified populations to ensure that the support extends to all student populations.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A Employees are satisfied</td>
<td>Employee Satisfaction Survey aggregate score</td>
</tr>
<tr>
<td>2.B Maintain stable number of full-time tenured faculty and faculty in tenure pipeline</td>
<td>Goals set by Executive Cabinet</td>
</tr>
</tbody>
</table>

Rationale: LWIT’s faculty and staff are invaluable to the College, supporting the institution’s mission and success in student learning and achievement. The ability to attract, retain and nurture faculty is a critical component to the faculty work environment. Data collected from the [Employee Satisfaction Survey](Appendix I), including perceptions of the work environment, College governance, communication, facilities, safety and security and procedures are important indicators of a supportive working environment.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A Maintain fiscal integrity of the College</td>
<td>Annual reserves per Board of Trustees policy; achieve a successful audit as conducted by the State Auditor’s Office</td>
</tr>
<tr>
<td>3.B Maintain an open and transparent budget process</td>
<td>Budget question on Employee Satisfaction Survey; representative Finance and Budget committee membership</td>
</tr>
<tr>
<td>3.C Meet FTE enrollment targets</td>
<td>State Board for Community and Technical Colleges (SBCTC) enrollment targets</td>
</tr>
</tbody>
</table>

Rationale: The ability to fulfill its mission is supported by fiscal stability, effective planning and communications within the College community. Also necessary is the ongoing assessment and continuous improvement of performance toward goals and objectives that support the fiscal health of the institution. Indicators selected in support of this objective apply a combination of state requirements (audit) and institutional funding allocations (FTE enrollment), and Board of Trustee policy (annual reserves), as well as institutional values associated with communication and decision-making (shared governance process).
Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

Operational Focus and Independence (ER 4)

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

LWIT’s educational programs concentrate on higher education degrees and certificates. Supporting this effort are basic skills courses and a high school academy that prepare students for college-level work. LWIT currently offers 107 degrees and certificates in 36 areas of study, including a Bachelor of Technology degree in Applied Design.

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

Non-Discrimination (ER 5)

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

The “College Community” core theme states that LWIT “....models personal and social responsibility.... (and).....promotes environmental, cultural, and social awareness and recognizes and responds to the diversity of students and staff.” College policy complies with State and Federal laws regarding non-discrimination requirements. Publications, activities and events and the curriculum directly address LWIT’s responsibility for fairness, equity and non-discrimination including equal opportunity in its educational programs and workplace.

Institutional Integrity (ER 6)

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

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

Governing Board (ER 7)

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution’s mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.
LWIT is governed by a five-member Board of Trustees, appointed by the Governor for five-year terms. Trustees typically serve one or two terms. The Trustees govern in accordance with state law and lead the College by approval of the mission, core themes and measures of mission fulfillment. They also direct the operations of the College through approval of policies, hiring of the President and exercising their fiduciary responsibilities. None of the Trustees have a contractual, employment or personal financial interest in the College.

Chief Executive Officer (ER 8)

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

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

Administration (ER 9)

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

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

Faculty (ER 10)

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

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

1. Rigorous hiring processes
2. Meeting qualifications that satisfy state regulations and College hiring criteria
3. A three-year tenure review process
4. Regular and systematic evaluations of teaching performance and other contributions to the College
5. Professional development opportunities that include return to industry, overseas travel, on-campus training, professional conferences, and certifications
6. Implementation of professional development plans to enhance current teaching and prepare faculty for new assignments

7. Participation in the operation of the College through governance and ad hoc councils involving budget and finance, instruction, student services and facilities master planning. Faculty play a major role in establishing the quality of and overseeing instructional programs and have majority membership on key committees: Instructional Council, Curriculum Review Committee, and the Educational Assessment Committee. They also serve on the Finance and Budget, Campus Master Planning, e-Learning, and Library Advisory committees, and on College Council, and the Information Technology Advisory Group.

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

**Educational Program (ER 11)**

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

LWIT’s mission is to provide workforce training and education to its community. The mission is supported by the four core themes of:

1. Pathways
2. Student achievement
3. External engagement
4. College community

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

LWIT currently offers 107 degree, certificate and short-term training options in 36 areas of study:

- Bachelor of Technology in Applied Design: 1
- Direct Transfer Agreements/Major Related Programs: 3
- Associate of Applied Science – Transfer: 4
- Associate of Applied Science: 32
- Certificate of Proficiency: 31
- Certificate of Completion: 11
- I-Best Short-term Certificates: 7
- Short-term Certificates: 18

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

All degree and certificate programs receive both internal approval and approval from the State Board for Community and Technical Colleges. The baccalaureate program was also approved by the Higher Education Coordinating Board. All programs have established student learning outcomes in both technical skills and general education.
General Education and Related Instruction (ER 12)

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

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

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

The College currently has three programs, in technology, pre-nursing and business that are part of the Direct Transfer Agreement (DTA)/Major Related Programs (MRP) effort statewide. With one exception, these agreements provide students with articulated and seamless transitions into baccalaureate study at public and private four-year colleges in Washington State.

Library and Information Resources (ER 13)

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

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

Physical and Technological Infrastructure (ER 14)

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

LWIT operates two campuses, in Kirkland and Redmond, six miles apart. Both have the physical and infrastructure capabilities necessary to deliver quality educational programs. As needed in financially difficult times, the College has used reserve funds to continue to adequately provide equipment for its
instructional, student service and information resource programs. The new Allied Health Building will open in September 2011 to house the College’s health-related programs. The building will have new classrooms and labs to support the Dental Assisting, Nursing, Funeral Services Education, Medical Assisting, Occupational Therapy Assistant, and Physical Therapist Assistant programs.

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

**Academic Freedom (ER 15)**

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

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

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

**Admissions (ER 16)**

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

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

**Public Information (ER 17)**

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

LWIT publishes the information described above in its Catalog, quarterly class schedules, the Student Handbook, and on various websites.
Financial Resources (ER 18)

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

Lake Washington Institute of Technology is adequately funded to fulfill its mission. Funded by the Washington State Legislature and allocated by the State Board for Community and Technical Colleges, the College’s annual operating budget funds instruction, student services, information resources, facilities and technology and administration. Reductions in state funding in the past three years have required administrative consolidations, greater operating efficiencies and the search for more alternative funding. But the College financial reserves have remained healthy, well above the minimums required by the Board of Trustees, and over 5,000 students are served each regular academic quarter.

Long-range financial planning includes seeking new revenue sources, both private and public. The Lake Washington College Foundation has embarked on an ambitious fund-raising effort; more aggressive work to obtain new grants and contracts is underway, and new efforts seek more contributions from industry.

Financial Accountability (ER 19)

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

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

Disclosure (ER 20)

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

LWIT provides the Commission with all necessary information relevant to its accreditation status. In the past four years, three substantive change proposals have been submitted and approved regarding:

1. Establishment of the baccalaureate degree program
2. Operating a certificate program via distance learning
3. Moving degree and certificate programs to other LWIT campuses

With the College’s name change in July, 2011, from Lake Washington Technical College to the Lake Washington Institute of Technology, additional baccalaureate programs will be designed in the future and the Commission will be kept fully informed of those changes.
Relationship with the Accreditation Commission (ER 21)

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

LWIT accepts the Commission’s standards and policies and agrees to comply with them. The College will be responsive to Commission requests for information in a timely manner. The Commission’s policy on the release of information to the public regarding the College’s status with the Commission is understood.
Chapter Two: Resources and Capacity

Standard 2.A: Governance

Governance System (Standards 2.A.1-2.A.3)

Lake Washington Institute of Technology is one of 34 community and technical colleges within the state of Washington and is accredited by the Northwest Commission on Colleges and Universities.

The LWIT Board of Trustees sets policies for the institution and delegates administrative authority to the College President. The Board’s duties and powers are prescribed in state law, in the Revised Code of Washington [RCW 28B.50.100; 28B.50.140; 28B.50.030 and 28B.50.142]. The Trustees observe the general statutes of the State of Washington and policies and regulations established by the State Board for Community and Technical Colleges.

State Governance. The Washington State Board for Community and Technical Colleges (SBCTC) is a nine-member board, appointed by the Governor, which sets policy and direction for the two-year college system. The SBCTC staff maintains offices in Olympia and Bellevue. Its work includes system budget and capital project development, approval of new college districts, approval of college professional/technical degree and certificate programs, workforce training development, system research and data services, and operation of a common administrative computing system (Standard 2.A.2). Policies governing SBCTC are published in the [SBCTC Policy Manual].

LWIT, as a state agency, is also subject to rules, regulations, and policies established by other state agencies, boards, and commissions (Table 2.1) as shown below:

<table>
<thead>
<tr>
<th>Agency / Board</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board for Community and Technical Colleges</td>
<td>Nine-member board of citizens, appointed by the Governor. General oversight and policy development for all state community and technical colleges.</td>
</tr>
<tr>
<td>Higher Education Coordinating Board</td>
<td>Nine-member board of citizens, appointed by the governor, to represent the broad public interest in the development of higher education policy.</td>
</tr>
<tr>
<td>State Board of Education and Office of the Superintendent of Public Instruction</td>
<td>Oversees the activities of the K-12 system, including the Running Start program and high school completion programs.</td>
</tr>
<tr>
<td>Office of the Attorney General</td>
<td>Legal requirements for all state organizations.</td>
</tr>
<tr>
<td>Washington Personnel Resources Board</td>
<td>Policies on employment and job classifications.</td>
</tr>
<tr>
<td>Washington State Auditor’s Office</td>
<td>Conducts system and college financial and special audits.</td>
</tr>
<tr>
<td>Washington State Department of General Administration</td>
<td>General state regulations governing official records, procurement, facilities, and capital construction.</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Washington State Treasurer’s Office</td>
<td>Additional financial policies and audits.</td>
</tr>
<tr>
<td>Workforce Training and Education Coordinating Board</td>
<td>Oversight of special legislative programs.</td>
</tr>
<tr>
<td>Local Workforce Investment Board</td>
<td>Oversight for Workforce Investment Act activities.</td>
</tr>
<tr>
<td>Washington State Executive Ethics Board</td>
<td>Education, interpretation, and enforcement of Washington’s Ethics in Public Service Act</td>
</tr>
</tbody>
</table>

Compliance with Accreditation Standards. SBCTC policy requires all Washington community and technical colleges to maintain regional accreditation (SBCTC Policy 1.50.00). The SBCTC legislative relations staff provides information and support to colleges on legislative actions relating to accreditation standards and requirements. LWIT regularly reviews accreditation requirements at Executive Cabinet meetings, Board of Trustees work sessions, and Instructional Council meetings. The College (District 26) has four collective bargaining agreements: faculty (American Federation of Teachers Local 3533 AFT/AFL-CIO), classified staff (LWIT Federation of Classified Employees Local No. 4787), teamsters (International Union of Operating Engineers Local No. 286), and food service employees (Public, Professional and Office-Clerical Employees and Drivers Local Union No. 763). Any changes proposed to these agreements during negotiations are reviewed to ensure they support accreditation requirements (Standard 2.A.3).

Governing Board (Standards 2.A.4-2.A.8)

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

<table>
<thead>
<tr>
<th>Table 2.2 – Lake Washington Institute of Technology Trustees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustee</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Lynette D. Jones</td>
</tr>
<tr>
<td>Janis M. Machala</td>
</tr>
<tr>
<td>Sang I. Chae</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Darrell Mitsunaga</td>
</tr>
<tr>
<td>Bruce J. Reid</td>
</tr>
</tbody>
</table>

Board bylaws are included in Chapter 1 (Board of Trustees of the Lake Washington Institute of Technology) of the LWIT Policies and Procedures Manual. Policy 1.P.06 states that the Board acts as a
committee of the whole to conduct its business (Standard 2.A.4). The Board reviews its policies regularly, typically at an annual retreat (Standard 2.A.5). The development and adoption of institutional policies follow an established approval process.

New or revised policies are proposed in administrative units or in governance committees and sent to the President’s Executive Cabinet for review. Upon Cabinet approval, policies are forwarded to the Board. A work session review with the appropriate department head ensures that the context for the policy change is presented to the Trustees. Board policy approval takes place via a formal vote in a regularly scheduled meeting (Standard 2.A.6).

The Board of Trustees is the hiring authority for the President, who serves as the chief executive officer. Board-staff relationships and executive limitations policies spell out the President’s authority. The President is evaluated annually by the Board (Standard 2.A.7). The Board evaluates its own performance annually in conjunction with its review of policies (Standard 2.A.8).

Leadership and Management (Standards 2.A.9-2.A.11)

LWIT’s leadership team, the President’s Executive Cabinet, includes Interim President, Dr. David Woodall, and his senior staff:

- Ms. Terry Byington, Executive Director of College Advancement
- Mr. Dennis Long, Vice President of Student Services/Interim Vice President of Instruction
- Ms. Myung Park, Executive Director of Global and Extended Learning
- Mr. Mike Potter, Chief Information Officer
- Mr. Greg Roberts, Executive Director of Human Resource
- Dr. Brinton Sprague, Special Assistant to the President (Accreditation Liaison Officer)
- Mr. Bill Thomas, Vice President of Administrative Services

The Executive Cabinet meets weekly (Standard 2.A.9). The President has full-time responsibility to Lake Washington Institute of Technology. He also serves as the Secretary of the Board of Trustees (Standard 2.A.10). The President evaluates all Executive Cabinet members annually. Administrators are also charged with implementing and reporting on the College’s policies and four core themes (Standard 2.A.11).

Major Governance Committees and Councils

The Executive Cabinet is the College’s senior administrative leadership team, comprising the President and his senior administrators (vice presidents, executive directors, the Chief Information Officer and a special assistant).

The Instructional Council includes faculty, instructional administrators and staff and is responsible for curriculum and program changes and instructional program review.

The College Council works to increase communication between faculty, staff and students in College governance, advises the Executive Cabinet on College policy, and communicates with standing and ad hoc committees on significant issues. The Council is composed of representatives from throughout the College community: one member from administration, one faculty from each division, a part-time faculty, four staff members, two members from student government, and one ex officio
The Finance and Budget Committee provides input and guidance in the development of the College’s annual operating and capital budgets. It is composed of faculty, administrators, and a student representative and makes recommendations to the Executive Cabinet on the College budget.

The Associated Student Government (ASG) enhances the LWIT student experience by planning and carrying out activities and building a student community. ASG takes an active and responsible role in student educational, cultural, social and recreational development. The ASG includes five student Executive Board Members including a President, Vice President, Finance Officer, Records Officer, and Public Relations Officer. ASG reports to and is advised by the Manager of Student Programs.

The ASG President provides monthly reports to the Board of Trustees to inform them of issues related to students. Additionally, the ASG assigns students to faculty tenure committees and other college committees. ASG meets weekly to consider students concerns, proposals and issues. At that time the Executive board considers the impact and importance of those concerns and determines a course of action. All ASG officers participate in an officer selection process when they apply and interview for a particular office. All students are eligible to participate in the annual spring quarter selection. All students are able to provide feedback or suggestions to any officer via email, phone message, or by attending an open, weekly meeting.

Policies and Procedures

Academics (Standards 2.A.12-2.A.14)

Academic issues are addressed in the Instruction section (Policy 6.P.01) of the LWIT Policies and Procedures Manual. These documents are accessible to all faculty, staff and students through the LWIT website and to College employees through the Intranet.

Student policies related to academic issues such as standards and conduct are published in the Student Handbook (Policies 7.P.45-7.P.95); copies are available at no charge to students and the Handbook is also accessible through the College website (Standard 2.A.12):

The Library’s procedures are provided on the Library’s website:

Borrowing privileges are extended to students and employees of LWIT, including distance learners, members of Friends of the Library, members of Lake Washington College Foundation, and all Washington state community and technical college libraries. Some restrictions may apply to each category. Circulation procedures are enforced through the library’s management system (Destiny); access policies related to electronic resources are enforced by being encoded into the network login procedures. Collection development procedures are developed by library staff. The library receives funding to purchase or provide access to new print and electronic materials. The library endorses Section II of the American Library Association’s Library Bill of Rights which states that “Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” The Library supports this statement by making every effort to collect materials that cover varying viewpoints on various topics (Standard 2.A.13).
LWIT follows its published procedure (Procedure 7.A.01) when evaluating credits from other institutions that students wish to apply toward their program of study. Information for students is available on the College website.

The Director of Enrollment Services is the primary credit evaluator. In cases where there is a question about alignment of course content with the course Catalog, the Director or designee consults with the appropriate faculty, program director, and/or dean. LWIT also provides relevant information for students intending to transfer credits to another institution (Procedure 7.A.112). Links to transfer guides from receiving institutions are posted on the Transfer web page and are used in the advising process. LWIT participates in the SBCTC Common Course Numbering system to facilitate transfer among Washington community and technical colleges. Articulation agreements for specific programs have also been established with individual universities in Washington; these are included in program descriptions in the Catalog and website (Standard 2.A.14).

**Students (Standards 2.A.15-2.A.17)**

The College has high expectations regarding the conduct of the College community. These are clearly defined in the student code of conduct which is published in the Student Handbook. The handbook is published annually by the Student Programs office and copies are available at no charge to students through the Student Programs Office (Standard 2.A.15). An electronic version of the handbook is also accessible from the LWIT website.

The Student Handbook is also the primary location for publication of policies and procedures regarding students’ rights and responsibilities, including processes for filing of appeals or grievances. The Vice President of Student Services or designee is responsible for the administration of the conduct code. Academic standards for continued enrollment and processes for termination, readmission, and appeals are published in the Catalog, student handbook, and on the school website (Standard 2.A.16).

Instructional deans are responsible for processes associated with academic progress.

Several programs at LWIT have limited enrollment and specific prerequisites. The professional/technical programs in allied health fields and the Bachelors of Technology in Applied Design program have additional requirements that serve to ensure student readiness and success and rule out any qualifying barriers to licensure or employment. The Dental Hygiene, Nursing, Physical Therapist Assistant, Funeral Services Education and Occupational Therapy Assistant programs have additional criteria that are published with program information on the website and in the Catalog. The LWIT admissions coordinator is responsible for advising pre-allied health students and holds orientations on a regular, rotating schedule.

Admission and placement procedures are published on the website and in the Catalog and are governed by College policy (Policy 7.P.03). As an open-door college, LWIT admits all students who hold a high school diploma or GED certificate or who are at least 18 years old. In addition, LWIT provides educational opportunities for students outside of the traditional admission criteria (Procedure 7.A.01) through Running Start and other special High School programs. These programs operate through special statutory authority in:
- WAC 392-197 (Technical College Direct Funded Enrollment)
- RCW 28B.50.322 (Contracts with common school districts for occupation and academic programs for high school students-enrollment opportunities)
Readiness for college coursework is determined through mandatory testing and assessment for all students who do not have prior college credit in English and/or mathematics. For students whose placement results indicate that they are underprepared for college-level work, LWIT offers pre-college/Adult Basic Education (developmental) instruction in mathematics, reading, and writing.

Registration occurs quarterly and priority registration is provided for certain populations such as students with disabilities, worker retraining students, students in their last quarter of a program and students who have applied to graduate. Students may register at their appointed time or afterward. These policies and procedures are published in Chapter 7 of the LWIT Policies and Procedures Manual. Detailed information about how to register for classes is available on the web.

Lake Washington Technical Academy offers eligible high school junior and senior students, ages 16 to 21, the opportunity to train for a career and work toward a high school diploma. Students must be at least 16 years old and younger than 21 years old before September 1 to enter that academic year. The Lake Washington Technical Academy is accredited by the Northwest Accreditation Commission and is a full-time special purpose high school program on the main campus. The program enrolls 300 to 350 students annually and accepts students from 32 regional school districts. Enrollment is limited and students must meet certain eligibility requirements.

The Disability Support Services Office provides extensive information regarding services and support available to students with disabilities. Information about these services is available online.

Co-curricular activities at LWIT play a significant role in student life. They are organized through the Student Programs office whose motto is “Connect. Create. Succeed.” There is an elected Student Senate and a range of student clubs and organizations recognized by the Senate’s activity council. The student community and clubs provide an opportunity to build social networks, create academic connections, or have new learning experiences. The student community program is managed by the Student Programs Office and works with all students to begin or join student communities. These groups and the policies that govern them are published in the Student Handbook; a list of organizations is also available on the website (Standard 2.A.17).

**Human Resources (Standards 2.A.18-2.A.20)**

Board of Trustees-approved personnel policies and College operational procedures are administered in a manner that ensures consistent, fair, and equitable treatment of employees and students.

The Policies and Procedures Committee reviews policies and makes recommendations for changes to the College Council and the Executive Cabinet. With their input, revised policies go to the Board of Trustees for review and approval. Chapters 1, 6, 8, 9, and 10 of the LWIT Policies and Procedures Manual were updated recently. Chapter 1 includes a policy on the LWIT core themes.

Collective bargaining agreements are also Board of Trustees-approved policies. They are in effect from one to three years and undergo periodic review through the collective bargaining processes. The current LWIT Policies and Procedures Manual is published electronically and is accessible through the
employees are apprised of their work responsibilities and conditions of employment through the initial job announcement, position description, and thereafter through oral and written assignments from their supervisors, including updated position descriptions. Employees' rights and responsibilities, criteria for evaluation, retention, promotion and termination are disseminated by a combination of means, including through supervisors, College policies and procedures, evaluations, applicable union bargaining agreements and state and federal rules, regulations and laws (Standard 2.A.19).

LWIT employs faculty as part time (quarterly), annually renewable, probationary (tenure track), and tenured employees. State law and the faculty bargained agreement establishes the following purposes for tenure:

1. To protect faculty employment rights and faculty involvement in the establishment and protection of these rights
2. To define a reasonable and orderly process for the appointment of faculty to tenure status, or for the non-renewal of probationary faculty
3. To assure that tenure is granted to faculty members of such professional and instructional ability that the College, so far as its resources permit, can justifiably undertake to permanently employ them

Collective bargaining agreements and state employment rules specify the number of days employees are on probation. Classified staff are on probation for the first 90 working days of employment. Teamsters are on probation for the first six months of their employment. Food service workers have a 60 working day probationary period. During the probationary period, the College may discharge probationary employees at its discretion.

Probationary employees receive written mid-point and end of probationary period evaluations prepared by their immediate supervisors. If upon evaluation the employee's performance is determined to be unsatisfactory, the employee is terminated and such termination is not subject to review. If the employee's performance is determined to be satisfactory, a recommendation for regular employment is transmitted by the supervisor to the Human Resources Department.

The College ensures the security and appropriate confidentiality of personnel records by keeping them in secure, fire resistant file cabinets accessible only to limited personnel (Standard 2.A.20).

Institutional Integrity (Standards 2.A.21-2.A.26)

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

Academic intentions, programs, and services are communicated primarily through the Catalog, quarterly schedules, and websites. Many programs and services also disseminate fliers or other topic-specific publications. The Catalog is published annually and all content is reviewed by program
faculty and administrators as appropriate. In addition to paper copies made available to faculty, staff, and students, the *Catalog* is published on the College’s website. Each program description in the *Catalog* and website includes a program guide that outlines a quarter-by-quarter plan for completing programs in a timely fashion.

All credit courses and programs are reviewed by the Curriculum Review Committee on a regular five-year cycle to accommodate updates in course content and confirm alignment (presently on a case-by-case basis) with degree requirements. The status of all professional/technical programs is also reviewed annually with the SBCTC workforce education office. Noncredit offerings are publicized by the Continuing Education department and are regularly reviewed for accuracy and consistency (Standard 2.A.21).

LWIT subscribes to high ethical standards in its policies and regulations and exemplifies these standards through its actions and processes. The College strives to respond quickly and thoroughly to inquiries and information requests from the media, legislators, and the general public. Processes for resolving grievances and complaints are defined and accessible. In addition to College policies, collective bargaining agreements with the classified staff and faculty unions address grievance processes with timelines specified for each process. Student issues are addressed by the Vice President of Student Services or designee and are governed by the Student Conduct Code (Policy 7.P.65) (Standard 2.A.22).

Lake Washington Institute of Technology adheres to clearly defined policies that prohibit conflict of interest on the part of all constituent groups affiliated with the college. Board policies on “Executive Conflict of Interest” (Policy 2.P.19) and “Employee Ethical Conduct” (Policy 2.P.21) state that the College is governed by the provisions of Chapter 42.52 RCW, the Washington State Ethics in Public Service Act. In addition, Board Nepotism Policies (Policies 2.P.85, 2.P.86, and 2.P.87) state that family relationships shall not be used as a basis for determining or denying rights, privileges or benefits associated with employment opportunities (Standard 2.A.23).

The College has clearly defined policies on ownership, copyright, control, compensation, and revenue derived from the production of intellectual property. The policies and procedures are covered in the LWIT *Policies and Procedures Manual* under policies 2.P.70-2.P.77 and in the Washington Administrative Code (WAC) section 495D-180-005 to section 040. Section 32.8 of the faculty Collective Bargaining Agreement outlines intellectual property rights for distance learning.

Faculty may create materials that are covered under federal copyright statutes and that may serve to generate income for these faculty members (Standard 2.A.24).

Lake Washington Institute of Technology lists its accrediting body as the Northwest Commission on Colleges and Universities in the *Catalog*, the student handbook, department brochures, web pages and recruitment publications. The accreditation status is stated as follows:

Lake Washington Institute of Technology is accredited by the Northwest Commission on Colleges and Universities at the associate degree level and has been granted candidacy at the baccalaureate degree level. Northwest Commission on Colleges and Universities (NWCCU) 8060 165th Avenue NE, Suite 100; Redmond, WA 98052-3981 (Standard 2.A.25).
All contractual agreements with external entities are governed by written agreements. Contracts are initiated by the supervising administrator who will ensure the adherence to the College’s mission, programs and services, budget availability (Policy 8.P.25) and contract compliance. Contracts are reviewed by the Vice President of Administrative Services for adherence to the College’s mission, programs and services and for financial viability. After the Vice President’s approval (Policy 8.P.23), the contractual agreements’ financial commitment is encumbered in the administrator’s budget (Policy 8.P.25). The administrator or designee monitors the satisfactory completion of the contract terms and collaborates with the finance staff in authorizing the release of contract payments.

Grant proposals, involving outside funding governed by the grantor, must also adhere to LWIT policies and procedures. Agreements with vendors for the purchase of goods or services must adhere to established purchasing regulations and policies (Policy 8.P.23) that are published on the LWIT Intranet. This includes Purchasing Department oversight to ensure LWIT meets required state regulations for state contracts, bidding requirements, and competitive solicitation (Standard 2.A.26).

**Academic Freedom (Standards 2.A.27-2.A.29)**

The Board of Trustees has approved policies regarding academic freedom and responsibility protect the College community from inappropriate internal and external influences, pressures, and harassment. The academic freedom statement is encoded in Policy 1.P.18 and the faculty bargained agreement. The Trustees believe a fundamental requirement for excellence in higher education is an atmosphere of academic freedom. Faculty and students engaged in pursuing truth must be free to grow intellectually and challenge conventional wisdom and to explore new avenues of thought, tempered by intellectual discipline and good taste (Standard 2.A.27).

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

- Drug Free Workplace (2.P.03)
- Sexual Harassment (2.P.17)
- Employee Ethical Conduct (2.P.21)
- Hazing (7.P.73)
- Safety and Security (9.P.11)

Policies 2.P.82 and 2.P.83 spell out the process for making a discrimination or harassment complaint. Together, these policy statements affirm the rights of faculty, staff, administrators and students to examine thoughts and ideas and share scholarship and conclusions with each other (Standard 2.A.28).

Teaching faculty are encouraged to separate their personal beliefs from their scholarship and presentation of curriculum. The review of course outlines by peer faculty and staff through the Curriculum Review Committee is well-established in the campus culture (Standard 2.A.29).

**Finance (Standard 2.A.30)**

Board-approved policies prescribe the oversight and management of financial resources including:

- Budget Development and Requests (8.P.1-5)
- Funds Management and Development (8.P.6-13)
- Purchasing and Capital Projects (8.P.23-24)
- Cash Investments and Deficit Management (8.P19-22)

All financial functions of the College are organized under and report to the Vice President of Administrative Services, who in turn reports to the President. The College’s Finance and Budget Committee also reviews and monitors the financial activity on a regular basis (Standard 2.A.30).

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

Standard 2.B: Human Resources

**Personnel – Introduction (Standard 2.B.1)**

The College employs a dedicated and highly qualified staff deployed in a manner to serve students and meet the operational needs of the College. Each employee is encouraged to participate in professional development. The College promotes those who meet the qualifications for posted positions while retaining employees who are valued for their knowledge and years of experience. Over half of the regular employees have been employed at the College for over five years. More than one-third have been employed for ten or more years.

Maintaining a sufficient number of qualified personnel in support and operations functions has been challenging. The College has exceeded the goal of state allocated FTE, serving a record number of students in 2010-11. State budget reductions have resulted in serving more students with fewer human and financial resources. The workload of most employees has increased due to higher enrollment, reductions in force, and other budget restrictions.

Many departments and individuals have implemented more efficient ways of accomplishing their goals. For example, TRiO Programs moved their paper files to electronic files only, making files accessible at their desk, saving time, money, and space. Payroll is working on implementing online Time and Leave Reporting for employees.

The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated on the College website under [Jobs@LWIT](#) where applicants begin the application process. Each job posting is listed under “Job Opportunities” and includes the position description, qualifications, compensation, and benefits information. Human Resources screens applicants for minimum qualifications and refers qualified applicants to an interview committee.

Interview committees are made up of employees from different areas of the campus and may include students or subject matter experts from the community. They select applicants for interview whose backgrounds best match the job's essential functions and qualifications. The committee recommends the candidate(s) they feel are the best qualified to the supervisor and appropriate vice president for second interviews. This system provides checks and balances and values participation and open communication throughout the organization. The President retains hiring authority for administrators and full-time faculty and has delegated hiring authority to vice presidents and executive cabinet for staff and part-time faculty positions.

Position descriptions are updated periodically and are available in Human Resources as well as on the College website. They include the duties, responsibilities, qualifications and authority of the position. Position descriptions provide the basis for specific job postings when the College recruits new staff. The position descriptions are reviewed for accuracy and updated by the supervisor and Human Resources each time a posting is developed for an open position. Each new employee receives a copy of the job posting which contains the position description information along with the offer letter.

In recent years the College has streamlined employment application processes and reduced the time to
hire. Human Resources implemented an online application and hiring process in 2007 which reduced the size of job recruitments files and improved the application and hiring process. A combination of qualified internal candidates, strong external applicant pools, implementation of an online application process and screening of applicants by Human Resources has reduced the time to hire.

**Administrator and Staff Evaluation (Standard 2.B.2)**

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

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

**Employee Professional Development (Standard 2.B.3)**

LWIT has a history of supporting staff development and professional growth with release time and funding. A staff development policy guides the program. The new employee orientation process gives the employee information and training needed to be successful and introduce them to the people who can help in that process. Human Resources staff meets with new employees for an overview of important College policies and job expectations. Supervisors give specific job related information and support individual employee development with department resources. Scheduled meetings with other departments help employees by sharing information about College processes and procedures.

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

The LWIT Teaching and Learning Center, with two Instructional Technology Specialists, offers a variety of computer application and program classes as well as being available for individual training. The College has many diversity and other education-oriented events throughout the year which provide learning opportunities. Faculty self-fund or obtain other support for return to industry activities designed to maintain technical currency in their fields.

Several current employees began at the College as students. Twenty-eight current employees received certificates and 32 were awarded degrees by LWIT. Eighteen current employees began work as work study students and later applied for regular positions at the College after their educational goals were achieved.
The College conducts an annual staff development needs assessment survey, giving employees the opportunity to help determine what training they need and are interested in attending. Each year the Staff Development Committee reviews the surveys to plan staff development opportunities for the year. The survey results are shared with the campus and used by the Staff Development Committee, Diversity Committee, and the Teaching and Learning Center to assist in planning workshops and events.

Eighty-two percent of employees responding to the 2010 survey indicated satisfaction with Staff Development’s responsiveness to their needs. One response to the survey said, “Staff Development does an excellent job of offering a variety of workshops for employees.” A significant number of respondents (89 percent) said they receive adequate notice of workshops. Both are slight increases over 2009. The Staff Development Survey also gives employees an opportunity to state how staff development can be improved. In 2010 more than 20 of the training programs requested by 30 percent or more of respondents were offered, including CPR/First Aid, Nutrition, Dealing with Difficult People, Ergonomics and Documenting for Evaluation.

The 2009 survey results were used by the committee to plan the Classified Staff Professional Development Day. Effective Communication, Team Building and Goal Setting were desired by over half the classified respondents. Emergency Preparedness and Leadership Skills were other highly requested workshops that were included.

In the previous five years, 37 sessions of Professional Technical Certification classes for faculty were offered. These credit courses are offered on a repeating cycle, in part determined by the needs assessment survey and to meet the needs of new faculty. The College offers five in-service days and a summer institute with intensive faculty training each year. The summer institute and in-service sessions have had outstanding presenters, for example Rita Smilkstein, who provided information on the natural human learning process that many faculty now use in their classrooms. Dr. John Medina’s presentation at the Fall 2010 in-service on Brain Rules offered valuable information on innovative ways of teaching and how students learn.

Leehu Zsyberg, a former LWIT faculty, helped co-facilitate the spring 2010 faculty professional development day and served as a featured panelist on the changing global job market. Several faculty and administrators have made trips to visit colleges in Korea, China, and Mexico.

The College offers many types of diversity training such as “Safe Zones,” “Cultural Awareness,” “Disability Awareness,” and various cultural events. Living Voices performances such as “La Causa,” about the Latin American farm workers movement in the 1960’s, provide educational opportunities for employees and students. Several safety trainings have occurred including “Shots Fired on Campus” and “Shots Fired--When Lightning Strikes.” In addition to individualized training agreed to by staff and their supervisor in the professional growth plan, mandatory sexual harassment and state ethics training is held to keep employees current with changes.

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

Faculty (Standard 2.B.4)

Faculty are hired and employed consistent with the bargained agreement between the College and the
Lake Washington Institute of Technology Federation of Teachers, Local 3533. As the number of students enrolled at the College has grown, so too have the ranks of the full-time and part-time faculty grown (Appendix L). In the past three years full-time faculty have increased from 68 to 77 (Fall Quarter, 2010) and part-time faculty has increased from 162 to 273. The increased number of tenured faculty employed is sufficient to handle the mentoring of new full-time probationary and annually renewable faculty (Appendix L).

LWIT continues to emphasize and protect core programs during significant state budget reductions. Only one full-time faculty position has been eliminated in recent years in the Floristry program, due to low enrollment and limited workforce earning potential. Twenty-four new full time faculty have been hired since Fall 2008, including nine full-time tenure-track faculty and 15 annually renewable faculty. Three part-time faculty were promoted to full time faculty. Eight full-time faculty were moved to tenure track and eleven faculty were awarded tenure in recent years (Appendix L).

The percentage of faculty holding graduate degrees has increased through recruitment of faculty with higher degrees for many positions, particularly in the Bachelors of Applied Technology in Design program (Appendix L).

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

**Faculty Responsibilities and Workloads (Standard 2.B.5)**

Faculty responsibilities and workload are bargained with the LWIT Federation of Teachers, Local 3533, and meet the College’s expectations for teaching, working with students, and service. Teaching workloads are commensurate with the other four technical colleges in Washington State. The bargaining agreement provides for faculty release time to work on professional duties such as program development, educational outcomes assessment, student retention, accreditation, and College service. The College annually exceeds the contractual release time for faculty. Faculty evaluation assesses faculty performance in teaching/working with students, working with faculty and staff, service to the College, community, and industry, program management and advancement and professional development.

Faculty professional development focuses on industry certifications and staying current with advancements in their fields. While there are no bargained expectations for faculty scholarship, research, publication, or artistic creation, many of the faculty participate in these activities and document them in the portfolio component of the faculty evaluation. For example, Don Marshall, tenured faculty in Environmental Horticulture, has published a book titled *Northwest Home Landscaping* and Multimedia Design and Production faculty Stacie Chappell’s art work has been on exhibit at the Artsnow Gallery and the Marni Muir Gallery.

**Faculty Evaluation (Standard 2.B.6)**

The faculty evaluation process is regular, systematic, substantive and collegial. The process is detailed in Article 17 of the bargained agreement and is integrated with faculty professional development plans. Faculty evaluations use multiple indices including a supervisor/dean evaluation, student surveys and peer evaluations over a four-year cycle. Faculty maintain and retain a portfolio to highlight their
teaching effectiveness, progress toward program and professional development goals, and professional accomplishments. The portfolio includes, but is not limited to:

1. Professional goals and professional development plan
2. Teaching materials
3. Peer feedback
4. Summary of student surveys and narrative comments
5. The faculty member’s summary of service to the College and community
6. Copies of certifications, awards, degrees, licenses, and other accomplishments

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

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

Where areas for improvement are identified, the College will work with the faculty member to develop and implement a plan to address the areas of concern. The Faculty Professional Development Plan form records the development and improvement process agreed to between the faculty member and dean/supervisor.

The professional development plan addresses, at a minimum, the faculty member’s ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments. The professional development plan is determined collaboratively by the faculty member and his/her dean and will include at least five (5) professional development activities linked to the skill standards for professional-technical faculty.
Chapter Two: Resources and Capacity

Standard 2.C: Education Resources

Educational Programs (Standard 2.C.1)

LWIT offers certificate, degree, and baccalaureate level workforce education programs with courses offered through face-to-face, web-enhanced, hybrid and online delivery methods. All programs are developed by experienced faculty in concert with business and industry standards and practices as validated through each program’s advisory committee. The program advisory committees are made up of currently employed industry professionals and, where appropriate, labor representatives. They provide input into new programs and suggest revisions to current curriculum on a regular basis.

Programs are offered at two sites in the LWIT service area. The Kirkland campus includes the Library, Allied Health Building, Technology Center, and the Manufacturing/Transportation wings. Student Services and instructional spaces are located in the West Building. The Redmond Campus offers space for community activities, degree programs and additional academic courses. The Library supports programs at both facilities through loaning of materials, online access, and e-reserves.

All certificate, two-year degree, and four-year degree programs are approved at the state level using three pathways of approval. For non-transfer certificate and associate degree level programs, a Professional-Technical Program Approval Request application form is completed and submitted directly to the State Board for Community and Technical Colleges (SBCTC). For the Major-Related Program transfer programs, the application form is signed by all technical and community colleges in the applying college’s service area and submitted to the SBCTC for approval. Approval for the baccalaureate degree was a dual process; the application was sent first to the SBCTC and then to the Higher Education Coordinating Board. This process helped ensure appropriate content and rigor, clearly identified student learning outcomes and common program content in recognized fields of study.

LWIT offers a range of educational programs appropriate to its mission “To prepare students for today’s careers and tomorrow’s opportunities.” (Appendix M) All educational programs directly support the four core themes: Pathways, Student Achievement, External Engagement, and College Community:

- The Bachelor of Technology in Applied Design (BTAD) program is intended for students with an applied associate’s degree in a design-related field who seek an opportunity to earn a four-year degree and obtain management skills.
- LWIT offers three Direct Transfer Agreements/Major Related Programs (DTA/MRPs). The DTA/MRP for Pre-Nursing offers a broad selection of academic courses which prepare students for upper division coursework leading to Bachelor of Science in Nursing Degrees. The DTA/MRP in Technology is for students planning to prepare for industrial/mechanical technologies and mechanical/electrical/computer engineering technology majors at select Washington state universities. The DTA/MRP in Business provides a transfer pathway to business programs.
- Four Associate of Applied Science (AAS-T) -Transfer degrees are currently offered. The AAS-T requires 25 credits of academic transfer courses with the balance of credits in a professional technical area. This degree transfers in-state to public and private educational institutions. The programs include Nursing, Fitness Specialist/Personal Trainer, Electronics Technology, and Professional-Technical Education.
- LWIT offers Associate in Applied Science (AAS) degrees of at least 90 credits in 34 professional technical programs and Certificates of Proficiency of at least 45 credits in 35
professional/technical fields. A number of LWIT programs also have options for one- and two-quarter certificates that provide students with specific technical skills, but do not include an academic core component. Certificates of Completion are offered in 11 fields. LWIT also offers 18 Short-Term Certificates (with 19 credits or less).

- In addition, the College offers seven Integrated Basic Education Skills Training (I-BEST) Certificates of Completion. The I-BEST certificate prepares an increasingly diverse workforce to begin working on their careers earlier. It provides ESL and ABE students the opportunity to pursue Certificates of Completion while continuing their progress in Basic Skills.

Student learning outcomes in courses and programs are identified and measured through the assessment system. Faculty have identified student learning outcomes in all courses. The institution has identified institution-wide student learning outcomes (global outcomes) and faculty has determined where in their courses [global outcomes] most naturally fit. Each program teaches and assesses each of the five global outcomes at least once per certificate of proficiency and twice per degree. In addition to identifying global outcomes, courses also identify the technical skills outcomes being taught and assessed.

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

Course, Program, and Degree Learning Outcomes (Standard 2.C.2)

All program admission and graduation requirements, including student learning outcomes, are detailed in the College Catalog, published each year and available on the College website. As changes are made to program requirements throughout the year, the program outlines are updated in the [Programs of Study] section of the LWIT website (Appendix M).

The Catalog includes expected certificate of proficiency and degree learning outcomes. College-approved course learning outcomes are also published in each syllabus.

Student Achievement (Standard 2.C.3)

Students earn credits and degrees based on documented student achievement of identified learning outcomes at the course and program level. Students are assessed by faculty and must receive a 2.0 in all courses and an overall college GPA of at least 2.0 to earn a credential. Each degree program is at least 90 credits in length and each certificate of proficiency at least 45 credits.

Degree Program Design (Standard 2.C.4)

Degree programs in the professional/technical fields include a preponderance of credits in the technical core area as developed by faculty subject matter experts and industry representatives through advisory committee meetings and correspondence. The breadth of courses and topics within the degrees aims to
prepare students for a variety of careers. Many of the programs lead to a required certification or licensing exam required for employment. Program student learning outcomes include preparation for licensure exams or certifications. These requirements are clearly identified and published in the College Catalog.

**Faculty Role in Curriculum (Standard 2.C.5)**

The Instructional Council (IC), an elected, primarily faculty body, deliberates on matters of importance to instruction. IC discusses, recommends and approves curriculum for programs, degrees, certificates, and all courses. It also provides a structured setting in which instructional administrators and faculty can discuss budget issues, program planning, evaluation processes, and instructional policies and procedures. It also reviews and recommends relevant changes to Board policy to the College Council and the Executive Cabinet for final recommendation to the Board of Trustees.

Four working committees make recommendations to Instructional Council: Curriculum Review Committee, Educational Assessment Committee, E-Learning Committee and the Library Advisory Committee. All committees have a faculty majority and provide useful information and feedback to the Instructional Council.

The Curriculum Review Committee (CRC). Courses are designed by subject matter expert faculty and undergo rigorous examination of course and program learning outcomes by the CRC. The CRC is composed of faculty, including a Library faculty who provides guidance on information literacy and research information related to course content and design. The Educational Systems Manager is charged with process, production, and records retention.

The Committee meets weekly each quarter and reviews and recommends proposed certificate and degree programs and additions, changes or deletions of courses within a certificate or degree, reviews courses for instructional integrity, and considers revisions with multi-program impact. Faculty, as the content experts, take the lead in writing clearly identified course and program learning outcomes, determining course sequences, library resources and program structure. All curriculum changes, additions, and recommendations to inactivate courses or programs are reviewed and forwarded to Instructional Council for action. The State Board gives final approval for programs and associate degrees offered.

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

While the EAC oversees instructional assessment, all faculty take collective responsibility for carrying out assessment. Across campus, 244 courses include teaching and assessment of an institution-wide student learning outcome (commonly known as a global outcome). Each time those courses are taught, faculty teach and assess the specified learning outcome using an EAC designed [rubric] approved by the Instructional Council. Each quarter approximately 700 students participate in learning a global outcome.

In 2009-10, 52 faculty members were part of the reporting sample of faculty who assessed, tallied, and
“closed the loop” for instructional improvement. In addition to the global outcomes, all 36 programs updated their program outcomes, a process that is ongoing. Eight programs completed program review and over 50 faculty members were trained in outcomes assessment. LWIT earned a commendation for this work during the 2009 NWCCU focused interim evaluation.

The eLearning Committee (ELC). The ELC consists of faculty, administrators and staff and considers possible uses of new technologies and potential course development. The ELC accomplishes this by training faculty in the pedagogical uses of technology and in developing student-friendly procedures. eLearning at LWIT is defined as teaching and learning that occurs out of the classroom through a variety of delivery forms, including fully online, hybrid, and web-enhanced courses.

The Library Advisory Committee (LAC). The LAC provides an avenue of communication between the Library and students, faculty and staff. Members include Library staff, faculty and a student government representative. The LAC meets quarterly to share library status updates, assist with collection development and planning and to provide feedback about the services offered to community.

Integration of Information Resources into the Curriculum (Standard 2.C.6)

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

Instructional faculty note in surveys that the library faculty provide excellent support locating course and program resources and helping with e-reserves. Librarians create videos and tutorials that help students and faculty understand the uses of the library as well as producing teaching aids, such as podcasts. Librarians also work closely with faculty in helping students find and evaluate appropriate information. The librarians assist over 1,000 students per quarter through information literacy classes.

The Associate Dean of the Library also manages an instructional program and participates in all equipment and program planning as a part of the leadership team in instruction. He attends weekly Deans’ meetings with the Vice President of Instruction and participates in instructional planning, resource development and fiscal strategies.

The Associate Dean has led an initiative to move to digital resources and cataloging, freeing library faculty to dedicate more time to direct service to students and instructional faculty. With the recent upgrades to the campus network infrastructure, the network is poised to provide better library service. Information resources have moved from an 80 percent print collection to a 60 percent digital collection in the last five years. The move to licensing electronic resources instead of buying books gives access to wider and deeper collections than could be obtained by purchasing the resources individually.

LWIT has embraced Open Source and has faculty representation on the statewide effort to produce course materials available to all faculty in 81 courses widely taught across the community and technical college system.

The Learning Commons is one of the busiest areas of the College between 9:00 am and 2:00 pm, and on many days all 104 computers are used by students and staff to access information.
Credit for Experiential Learning (Standard 2.C.7)

LWIT credit for prior learning processes support the conversion of skills and knowledge acquired through work experience into college credit. Credit for prior learning begins with the student completing an assessment process designed and conducted by qualified content area faculty. Upon demonstrating competency in the course subject matter, the College translates those competencies met into course equivalencies, which are then documented on an Assessment of Credit for Prior Learning form. As another option for students, rather than being assessed on a full body of knowledge, a student may challenge certain specified courses and be assessed only on the requirements for that particular course.

Transfer Credit Acceptance (Standard 2.C.8)

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

Undergraduate Programs

General Education in Programs (Standards 2.C.9)

All LWIT programs are supported by appropriate academic courses, located in the Academic Core Division.

Four programs (the Bachelor of Technology in Applied Design, the Direct Transfer Agreement (DTA) in Technology, the DTA in Pre-Nursing, and the DTA in Business) include academic general education courses. These programs require coursework in writing, quantitative reasoning, humanities, social science, and natural science.

<table>
<thead>
<tr>
<th>Associate in Applied Science – Transfer (AAS-T)</th>
<th>Minimum 20 General Education Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>5 credits</td>
</tr>
<tr>
<td>Math (intermediate algebra minimum)</td>
<td>5 credits</td>
</tr>
<tr>
<td>Science, social science, or humanities</td>
<td>10 credits</td>
</tr>
</tbody>
</table>

Professional-technical AAS degree programs (90-120 credits) meet related instruction guidelines by requiring a minimum of 20 credits of Academic Core course work in written communication, quantitative reasoning, humanities, and social science. These classes must be college-level (100 and above).
Certificates of Proficiency (45-90 credits) require 15 credits of Academic Core in the areas of written communication, quantitative reasoning, and social science. Unless differently specified, for the certificates, developmental-level coursework in writing and quantitative reasoning will meet College requirements for graduation. In all cases, academic programs and courses have identifiable and assessable learning outcomes.

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

Students admitted to the Bachelor of Technology in Applied Design program are required to have completed 20 credits of academic core in appropriate distribution areas in their A.A.S. degree. The baccalaureate program includes an additional five credits of English, ten in humanities, five in social science, five in mathematics, and ten in natural sciences.

**General Education Learning Outcomes (Standard 2.C.10)**

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

All courses developed for the Bachelor of Technology in Applied Design (BTAD) program have learning outcomes and assessments described clearly in the course outline. This includes institutional, program, and course-level outcomes defined in the curriculum documents and program description.

The BTAD program includes ten program outcomes, including:
1. Demonstrate ability to actively participate in a team through a creative process in an organizational setting
2. Demonstrate mastery in some and familiarity with many tools, techniques and technologies associated with design and its applications in the workplace
3. Identify important business processes, economic factors and considerations in operating or managing a business or team within a business

Examples of BTAD course level outcomes include:
1. Communicate in-depth, credible knowledge of a subject or issue specific to their discipline
2. Distinguish important job skills, create a job description and evaluate the performance of an employee applying relevant business laws
3. Analyze and synthesize how applying organizational behavior frameworks contribute to the sustainability and success of organizations
4. Assess how new/updated software complements or supplements other design software/hardware
5. Solve design related problems demonstrating critical thinking skills
6. Create simple project plans including projecting costs and schedules and tracking and controlling the project to meet customer needs
**Related Instruction (Standard 2.C.11)**

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

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

Not applicable.

**Continuing Education and Non-Credit Programs**

**Continuing Education and Mission (Standard 2.C.16)**

The Extended Learning Department offers a rich array of noncredit courses taught by experienced faculty and experts from the community to advance career options and refine professional skills and knowledge for the workforce and for personal enrichment. Continuing education classes range from a few weeks in length to an entire quarter. Many continuing education classes are available online through Ed2go and Gatlin. There is a wide range of online class offerings – from Microsoft Office Suite of Excel, Word, Access and PowerPoint to graphic design classes on the newest editions of Photoshop and Illustrator, from business and personal finance to languages, webpage design and healthcare classes. The courses are listed at [www.ed2go.com/LWIT/](http://www.ed2go.com/LWIT/) and [www.gatlineducation.com/lwtc/](http://www.gatlineducation.com/lwtc/) Examples include:

- Accounting Fundamentals
- Advanced Microsoft Excel 2007
- Introduction to QuickBooks 2009
- Effective Business Writing
- Employment Law Fundamentals
- Creating a Successful Business Plan
- Grammar for ESL
- An Introduction to Teaching ESL/EFL
- Speed Spanish
- Spanish for Medical Professionals
- Discover Digital Photography

**Continuing Education and Program Quality (Standard 2.C.17)**

The Executive Director of Extended and Global Learning is responsible for the administration of continuing education and contract training activities. The Associate Dean of Extended Learning is responsible for programming. The Extended Learning Department hires faculty well-qualified and versed in their fields of expertise to teach continuing education courses.
To provide accessible and quality resources in flexible delivery formats to meet the needs of students, the continuing education program also offers training using published, non-credit modules from Gatlin and Ed2Go.

**Continuing Education Units (Standards 2.C.18)**

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

**Maintenance of CEU Records (2.C.19)**

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

Standard 2.D: Student Support Services

Support of Student Learning Needs (Standard 2.D.1)

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

Lake Washington Institute of Technology (LWIT) is dedicated to providing student support resources consistent with its educational programs. These resources can be categorized by the populations served:

New/Prospective Students
- Information Sessions/Tours
- Intake Process—designed to streamline the student experience
- Assessment Center—provides COMPASS testing needed for entering students, selective admissions tests and GED; computerized orientation required for new students taking COMPASS
- FAFSA workshops
- Advising—provided to new students on a drop-in basis and by appointment
- Funding for eligible students—Worker Retraining, WorkFirst and Opportunity Grant
- Career Choice workshops open to students and community

Enrolled Students
- College Success Courses Taught by Student Services Staff—College Strategies, Mastering Math Anxiety, Leadership, Tutor Training
- College Success Courses Taught by Instruction—English skills building, Math modules, ESL orientation
- Disability Support Services
- Assessment Center—provides proctored, accommodated exams for students with disabilities
- Wrap Around Advising and Retention for Select Populations—TRiO, Opportunity Grant, Worker Retraining, WorkFirst
- Tutoring—available free to any student in academic and computer classes
- TRiO Learning lab
- FAST—faculty advising and early alert tool
- Computer Lab
- Academic Skills Center—ESL and ABE support to students
- Library
- Counseling Services
- Instructional Modes of Delivery—I-BEST, Hybrid, Online

Graduating Students
- Employment Resources Center—provides job search services
  - Career Choice Workshops
  - Job Search/Resume/application letter workshops and assistance
- Transfer Advising
Assessment Center—provides industry exams such as MCAS, MTA, etc.

Student Safety and Security (Standard 2.D.2)

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

The College policies and safety security procedures are available at the safety and security office, in the Student Handbook and on the college website.

Students’ Ability to Benefit (Standard 2.D.3)

Admissions and testing policies are found on pages 122 and 132 of the 2011-2012 Catalog to ensure students are able to benefit from LWIT programs and courses. College recruiting takes place at local high schools and relevant area career and college fairs (Appendix K). The intake process (Appendix B) provides prospective students with timely and accurate information. Individual and group advising & orientation sessions are designed to cover all the topics important to the students’ admission and educational plans. Academic requirements are listed in the LWIT Catalog, available to all students in print, CD, or online.

Student Completion of Programs Changed or Eliminated (Standard 2.D.4)

In the event of program elimination or inactivation or a significant change in requirements to a program, the College is committed to minimizing disruption in meeting students’ educational goals, consistent with the procedure described on page 161 of 2011-2012 College Catalog. Students are notified as early as possible and alternative pathways are offered to complete program requirements in a timely manner. This information is shared in a number of ways including e-mail, class announcements, the College website and the College Catalog.

Publication of Relevant Information (Standard 2.D.5)

The annual Catalog is available in print, on CD, and online. Important elements in the 2011-2012 Catalog include:

1. Institutional mission, pages 6 and 229.
2. General College entrance requirements and procedures, page 132; high school programs, page 139 and 140; and international programs, pages 141-143.
3. College grading policy, pages 159-16.
4. Academic programs, pages 13-119. Individual course descriptions, pages 163-213. Program listings include required technical and academic classes, learning outcomes, and available starting quarters. The Catalog does not provide a suggested course sequence or a projected timeline for completion. Some programs provide this information on the program websites. Any errors or omissions to instructional curriculum in the Catalog are updated online.
5. Faculty directory, pages 218. Administrator directory, page 223.
6. All student rights and responsibilities are printed in the Student Handbook, available in print and online.
7. Tuition and fees, page 146-149
8. Withdrawal and refund policies, pages 138 and 147 respectively
10. Academic calendar, page 216

Publication of Requirements for Employment (Standard 2.D.6)

Information regarding career fields that require national and/or state licensure is printed in the Catalog, on individual program pages, 13-119, as well as on the College website.

Information is also provided to students via individual program handbooks. Descriptions of any unique requirements for employment and advancement in the occupations or professions are published in the program handbooks.

Security of Student Records (Standard 2.D.7)

Policies and procedures regarding the secure retention of student records, including electronic records, comply with General Retention Schedule for Washington’s Community and Technical College System, page 108 (as approved by the State Records Committee, February, 1998).

On a quarterly basis the Director of Enrollment Services updates all employees regarding the Family Educational Rights and Privacy Act of 1974 (FERPA) information. This information is also presented to new employees in the Master Advising Course and can be found in the Employee Acknowledgement and Agreement booklet on page 5. This information is also published in the Student Handbook 2011-2012, page 32, and the Faculty Handbook 2009-2010, page 35 or online.

Financial Aid (Standard 2.D.8)

The Financial Aid Office provides assistance to students needing financial help in a manner consistent with the Student Services mission and goals. This includes an effective program of delivering financial aid to students as well as accountability for that program. In 2009-2010, the Office provided 1,897 students with $11,858,100 in financial assistance. In the past three years, applications for financial aid have nearly doubled. In 2007-2008, Financial Aid received 1,970 applications; and in 2010-2011 the Office received 4684 applications. During this period, the Office has continued to provide a level of service, measured by student feedback and processing time that compares favorably with other colleges in the state’s community and technical college system. Accountability is demonstrated by striving to maintain compliance with all applicable federal and state regulations addressing financial aid. This is evidenced through regular audits performed by the State of Washington which have not revealed discrepancies in any aid programs in the past seven years.

Information regarding aid programs, procedures, policies and categories of financial aid is available to students through the Catalog, a consumer information leaflet (distributed at the Financial Aid Office), on the Financial Aid Office website and in the Student Handbook.
Financial Aid Repayment Obligations (Standard 2.D.9)

Students are informed regarding potential situations that may cause repayment obligations in the financial aid information leaflet and on the Office website as well as their award letters. Students who are identified as owing a repayment (due to early withdrawal, a drop in credits, or compliance issues) are notified promptly by mail. Notifications are sent out within federal and state deadlines.

The Financial Aid Office regularly monitors its student loan programs, including maintaining compliance standards for processing and reconciliation. The institution’s default rate is well within the standards required by the federal government for continued participation in Title IV programs. The last official default rate for the College (in FY07) was 7.3 percent. The default rate is communicated to the Vice President of Student Services by the Director of Financial Aid when the draft and final default rates are released. The office has been notified that the draft (unofficial) default rate for FY 2008 may rise to 11.3 percent. Due to the current state of the U.S. economy, this rise was expected (and reflects a nationwide rise in average default rates); however, the office is examining it’s counseling and informational practices that may assist students as they approach repayment.

Academic Advisement (Standard 2.D.10)

LWIT has a dual advising system. Professional staff advisors work full time in the student development office and help new students interpret assessment test scores, select first quarter classes, fill out tentative academic plans and connect with other offices such as financial aid or disability support; staff advisors also work with undecided or transfer students. One advisor is located in the admissions office to serve students preparing for selective admission programs. Other advisors are located in offices that serve specific populations (TRiO, WorkFirst, International, and High School Programs). Once a student begins a technical program he or she will be assigned a faculty advisor to help register for future quarters, align courses such as technical electives with career objectives, assist with co-op opportunities and help to fill out and explain substitution, waiver and graduation forms. The Student Development Office evaluates advising services via an online survey to the students who have used the advising services. Students are surveyed using the CESSE and an in-house survey of degree and certificate graduates with questions regarding the quality of advising.

The Director of Student Development teaches a one credit Master Advising Class for new faculty advisors and student services staff to ensure that anyone providing advising has the basic information necessary to assist students. Additionally, every Friday the Director coordinates a general meeting for all advising staff where different faculty members present updated information about program requirements.

Student Development Office staff are assigned as liaisons to instructional departments. This partnership, as well as participation in the Curriculum Review Committee, ensures that advisors have up to date program information. Given the important details needed for every program, the student development office maintains a community group in ANGEL (the online learning platform) where all pertinent information about course sequencing, program information/changes and other instructional information is updated regularly. All staff advisors have access to this site.

Although advising is not mandatory it is strongly recommended that all students work with an advisor before registering for classes. After their first quarter of study, students are generally advised by their
program faculty.

Co-curricular Activities (Standard 2.D.11)

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

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

Clubs are required to annually submit new advisor and student officer agreements. Each club activity is reviewed by the club advisor and the Student Programs Manager for appropriateness. Student Programs works with faculty to develop activity programs that may be included in instructional settings. These are managed in the same manner as the club processes.

Auxiliary Services (Standard 2.D.12)

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

LWIT Food Services operates an on-campus restaurant, a cafeteria, and a bakery, all open to the public. Each service has been responsive to requests for contribution to the campus climate, offering foods associated with campus activities such as International Education Week, Latino Heritage Month, and African-American History Month. Besides such cultural contributions, each service has students working in their workforce training environment. Students enrolled in the culinary arts program develop menus, manage restaurant operations, and prepare food. This provides an active learning experience on campus for students preparing for careers in those programs. These services receive regular critiques through suggestion boxes, and campus communication systems.

Intercollegiate Athletics (Standard 2.D.13)

Not applicable; LWIT does not sponsor intercollegiate sports.

Distance Education Identity Verification (Standard 2.D.14)

The LWIT registration process uses a number of steps to identify students for their records and online transactions. At the time of registration, picture ID is required in order to register. Registration for an online class generates an e-mail from the ANGEL classroom management application that is sent to the student’s e-mail address and contains a secure ID and password for that student. Students are not charged additional fees for identity verification.
If a faculty suspects that student submissions are not in fact the work of the student, there are several tools that can be used to investigate. For example, ANGEL identifies the student’s computer IP address whenever there are communications or transactions between the instructor and the student. The Student Conduct Code, Policy 7P.55, establishes the right of the College to demand a positive identification from the student any time. WAC 495D-121-060 is applicable to all students in online, hybrid, Web enhanced and classroom delivery courses.

The Student Conduct Code, Policy 7P.75, lists academic dishonesty as a violation of the conduct code WAC 495D-121-160 #1.

Policies regarding academic dishonesty including cheating, plagiarism or intentionally furnishing false information are published in course syllabi and in the Student Handbook online.
Chapter Two: Resources and Capacity

Standard 2.E: Library and Information Resources

Library and College Mission (Standard 2.E.1)

To provide the best service to the College community, the Library is open:

- Monday-Thursday: 7:30 am - 8:00 pm
- Fridays: 7:30 am - 5:00 pm
- Saturdays: 11:00 am - 5:00 pm

During these hours the community has access to our print, media and electronic collections, the Digital Media Studio and 104 public access computers which are equipped with most of the software programs used in the academic and technical programs.

Consistent with the core theme of Pathways, the Library’s collection supports all areas of the College, ranging from the high school programs and ABE/ESL to the baccalaureate degree program. The Library has over 43,000 items (books, eBooks, DVD/Videos) in its collection, with over 28,000 items being current (within the last 3-5 years) full text eBooks. Through online databases, the Library has access to over 6,000 full-text journals, 350 full text newspapers, broadcast transcripts, and Roper Center polls and surveys. For resources that the Library does not own or license, access is available to the collections and services of more than 10,000 libraries worldwide through interlibrary loan and World Cat. Most of these materials are available within one week.

In 2010, an additional $50,000 was added to the library budget for collection development in support of new instructional programs. The additional funding provided new resources and support for:

- Bachelor of Technology in Applied Design
- Massage Therapy
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Funeral Services Education
- Wine Technology

Library and Information Resource Planning (Standard 2.E.2)

The Associate Dean, Library staff and the Library Advisory Committee (LAC) do the planning for library and information resources. The LAC provides an avenue of communication between the Library and the students, faculty and staff. LAC membership includes Library staff, faculty and a student government representative. The Committee meets quarterly to share library status updates, assist with collection development and planning and provide feedback about service quality. LAC assesses the Library’s effectiveness in supporting the College mission by reviewing usage reports and survey data and makes suggestions for improvement.

In 2007, the LAC began by reexaming a 2005 study of the Library and information resources prepared by University of Washington library staff titled “Assessment of Library Resources and Services and Recommendations for Supporting the Proposed Bachelor in Applied Technology Program at Lake Washington Institute of Technology.” The Committee also conducted a SWOT (Strengths, Weaknesses,
Opportunities, and Threats) analysis and assessed ongoing needs based on accreditation standards, and faculty requests.

The Committee’s research and analysis resulted in the Library Action Plan (Appendix N), a blueprint for improvements to the Library and information resources. The LAC also determined that additional staff was needed to support the acquisition of new library materials, support the College’s educational programs and to extend service hours. Based on that recommendation, the College approved the addition of a full-time librarian and a full-time library technician. With additional staff, the Library has increased the number and the quality of the information literacy classes, added Saturday service and increased service hours from 47.5 to 65.5 hours weekly.

The library liaison program provides another avenue for faculty to offer feedback and suggest resources to be included in the collection. In addition, the Associate Dean regularly meets with the members of the student government to solicit feedback about services.

Excerpts from 2010 Library Satisfaction Survey:

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>% of College Community who Answered Positively</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, I am satisfied with the way in which I am treated in the library.</td>
<td>92%</td>
</tr>
<tr>
<td>In general, I am satisfied with library support for my learning, research, and/or teaching needs.</td>
<td>93%</td>
</tr>
<tr>
<td>How would you rate the overall quality of the services provided by the library?</td>
<td>94%</td>
</tr>
<tr>
<td>Library has convenient service hours.</td>
<td>88%</td>
</tr>
<tr>
<td>The library is a comfortable and inviting location.</td>
<td>92%</td>
</tr>
</tbody>
</table>

Instruction and Support for College Community (Standard 2.E.3)

Information literacy classes offered and students served by year:

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>57 classes</td>
<td>202 classes</td>
</tr>
<tr>
<td>Students</td>
<td>751 students</td>
<td>3,505 students</td>
</tr>
</tbody>
</table>

The library offers several modes of library instruction. The primary mode is the hour-long library workshop. These workshops typically include the following:

- Physical tour of the library and identification of key points of service
- Orientation to our print and electronic resources
- Definition of plagiarism and how to use information responsibly
- Developing a research topic
- Identifying and evaluating on-line information
- Virtual tour of The Learning Commons home page
For students and faculty who need additional help, librarians are also available for one-on-one sessions by appointment and are at the reference desk from 10 am-2 pm. The Library also offers streaming library instruction classes and online tutorials for our eLearning classes for students who want to reinforce what was learned in the workshops.

The Library liaison program has strengthened communication with departments and facilitated collection development, instructional services and the global outcome of Information and Technical Literacy. Program services include:

1. Sharing information about library services and resources
2. Assisting with acquisitions and collection development
3. Serving as a primary contact for library instruction
4. Providing an initial contact for library questions or problems
5. Attending departmental meetings to announce changes in library services and resources
6. Providing one-on-one orientation for new faculty
7. Notifying departments of new resources and services
8. Consulting appropriate reviewing sources to suggest books to order for department
9. Providing new students orientations
10. Providing general, course-specific, or assignment-specific instruction for students taking courses
11. Embedding library resources and services into ANGEL, blogs, or a wiki
12. Providing research assistance for papers and presentations
13. Workshops regarding new resources and services of interest
14. Assisting faculty to incorporate new library technologies into their courses and assignments

The Library uses a rubric and scoring system for assessing the quality of the information presented in student papers as well as the presentation of in-text citations and formatting of works cited/references pages. Evaluation of sources is assessed on a score between one and four (four being highest), and both in-text citations and references at the end of a work are given a score between one and three (three being highest). Using this rubric as a post-orientation tool, data is collected on the effectiveness of library instruction. Librarians have also shared this information with the teaching faculty, giving them a better idea of students’ ability to cite external sources in their work.

**Evaluation of Resources and Services (Standard 2.E.4)**

The Library evaluates the quality of information resources in a number of ways. Library staff uses the ALA and Choice magazine reviews for selecting many of the books and electronic resources we acquire. The Library also relies on the recommendations from the faculty of the academic and technical programs to determine the quality and adequacy of information resources. Based on the recommendations of the College community, LAC, and various program accreditation bodies, the following materials have recently been added to our library collection:

- AP Images
- ARTstor
- Books 24x7
- Credo Reference
- EBSCOhost: Academic Search Premier
- Education Resources Information Center (ERIC)
- Ebrary
- Facts on File Online Databases
Additionally, the librarians are specialists in the academic and technical programs they liaison with and regularly compare our information resources to those held at other colleges with similar programs. The Library evaluates library services with an annual survey and analysis of usage reports. These reports are shared with the LAC, College Council, Instructional Council and the Board of Trustees. The physical collection is protected by the standard 3M-library security system and gates, and the collection is password protected by our EZ Proxy system.
Chapter Two: Resources and Capacity

Standard 2.F: Financial Resources

Financial Stability and Planning (Standard 2.F.1)

Over the past several years, LWIT has faced unprecedented reductions in funding due to the state fiscal crisis. Since 2008, the College’s state allocation has been reduced approximately $6.2 million (42%). These reductions have occurred during a period of historic high levels of enrollment and student demand. The College has managed these reductions strategically in order to fulfill its mission, address new initiatives retain quality faculty and staff and serve its students.

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

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

Annually, the College develops and distributes a budget document for operating and capital budgets. The document is provided to the Board of Trustees, President, Vice Presidents, administrators, the Library, faculty and classified bargaining unit representatives, the State Board Office, the State Auditor’s Office, and any department or person wishing a copy.

During its history, LWIT finances have been relatively stable. Though at times it has been necessary to redirect resources, eliminate programs, or even reduce staffing, the College has never been in the position of being unable to fulfill its core educational mission due to inadequate fiscal resources.

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

Based on the ability to maintain adequate reserve levels, reserve funds have been utilized to provide for a number of one-time expenditure items such as instructional equipment and information technology. The available reserve balance at the start of the 2010-11 fiscal year amounted to approximately $6.1 million. Board of Trustees policy is a minimum 15 percent reserve requirement, approximately $4.5 million.
Budget and Enrollment Planning (Standard 2.F.2)

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

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

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

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

Annually, revenues and expenditures are reviewed and compared to the prior year levels. The primary source of funds for the general operating budget is state appropriation. Both the funding and enrollment levels remain relatively constant and each year the College receives the base allocation carried forward from the prior fiscal year. This allocation method ensures stability and the ability to plan.

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

Expenditures by program and type are reviewed and analyzed compared to the prior year. New initiatives and priorities are identified and planned for. The College’s Finance and Budget Committee reviews departmental requests and prioritizes funding recommendations for any available funds.

The College budget represents the approved educational plan of the College stated in fiscal terms. It serves the mission and core themes of the College within available resources.
**Involvement in Financial Planning and Budget Development (Standard 2.F.3)**

The budget development process is the direct result of the implementation of the Strategic Plan, which requires a planning process that is on-going and systematic and influences resource allocations to improve instructional programs, institutional services and activities. Through the Strategic Planning process, directives were established including that the College have a focused, sustainable, and well-communicated financial plan.

The Finance and Budget Committee implemented the directive for a collaborative, open, and transparent budget process which ties division budget priorities to the strategic plan and core themes. The Committee members represent all employee groups and areas of the College with the Vice President of Administrative Services serving as the Committee administrator.

The budget planning process developed by the Committee is true to the principles of an open process which includes a budget request and input process that collects input from the bottom up and allows areas to identify and prioritize their needs for their departments and programs. Since the adoption of core themes in spring 2010, departmental requests must identify the core theme being addressed.

The Finance and Budget Committee annually receives requests exceeding available funds, especially during these difficult financial times. For the 2011-12 fiscal year, the Committee received requests in excess of the 2010-11 budget totaling approximately $1.7 million. Each major area of the College presents its top priorities to the Committee. Recommendations are forwarded to the College’s Executive Cabinet for consideration. The final budget proposal, based on the recommendations from the Executive Cabinet for operations, student funds, auxiliary services, and capital projects, is sent to the Board of Trustees for approval.

**Use of Appropriate Accounting and Accounting Principles (Standard 2.F.4)**

LWIT utilizes the Washington Community and Technical College Financial Management System (FMS) administered for all 34 community and technical colleges by the SBCTC Information Technology Department. The system meets all the reporting requirements of the State of Washington. Annually, the College must submit all financial reporting information to the State Board for inclusion in the financial report to the State.

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

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

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

**Capital Budgets (Standard 2.F.5)**

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

An integral piece of facilities and capital budget planning is the Facilities Master Plan, which enables the College to track facility needs, determine priorities for new facility projects and work toward progressive improvement of our environment. The Master Plan establishes a dynamic framework for future growth and decision making. LWIT is committed to ensuring its master plan is a valid expression of future campus needs by keeping it firmly grounded in the College mission and core themes. The current ten-year LWIT Facilities Master Plan was last revised in 2005. This master plan is not a static document; it is rather a tool to help LWIT create a purposeful, responsive physical environment to support its community.

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

For the 2009-2011 biennium, LWIT was allocated approximately $25.0 million from the capital budget to construct an Allied Health Building. In addition, local school districts were allocated $8.0 million for their portion of this joint project. As a result of funding reductions, the College has set aside reserve funds to complete the project as planned due to project commitments in place. The revised capital budget allocation for the past biennium is now approximately $26.7 million which includes the new Allied Health building ($25.0 million) and another $1.7 million for facility repairs and improvements. The improvements funded included funds to repair and replace heating and air system units and exterior lighting and to upgrade the phone system.

**Financial Relationships (Standard 2.F.6)**

Auxiliary enterprise funds are budgeted and accounted for by separate fund designations. The College separates fiscal activities between its general operating funds and its auxiliary enterprise funds. For the 2010-11 fiscal year, the budgeted level for auxiliary services activities amounted to $1.8 million. All authorized transfers between these funds are included and authorized in the approved budget. For the 2010-11 fiscal year, the approved budget included authorized fund transfers of approximately $550,000.

**Audits (Standard 2.F.7)**

LWIT historically has been a well-managed financial organization. The College has been committed to a reporting system that meets all state requirements and provides the management information to assess the operation and improve its effectiveness. Control mechanisms are in place and are audited regularly. The College has an exemplary record of compliance with state and federal law.
The College follows mandated guidelines set out by the Office of Financial Management and the State Board for Community and Technical Colleges. A team from the State Auditor’s Office annually reviews the College’s compliance with state guidelines. All grants, contracts and financial aid awards are made to the College and monitored through the Financial Management System.

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

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

LWIT formally replies to any significant findings and informally reports on corrective actions recommended on management letter items. Any finding, management letter item, or other item identified during the audit are shared with the Board of Trustees, College administration, and appropriate staff. Corrective action is recommended and followed up by the Finance Office to ensure compliance. LWIT is not required to provide or have audited independent financial statements. All financial information is reported and included with the community and technical college system in the State of Washington’s Comprehensive Annual Financial Report.

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

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

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

**Institutional Fundraising (Standard 2.F.8)**

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

In addition to the Foundation, the College directly seeks additional funding through grants and contracts from various state, local, and federal sources. As evidence of this effort, the College currently is receiving federal funding for Title III and TRiO Support Grants.
Chapter Two: Resources and Capacity

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure

Prior to becoming a technical college in 1991, Lake Washington was part of the Lake Washington School District which was responsible for the facilities planning and management for the school. Funding for new facilities was made available through local bond levies. Since becoming a technical college, there has been increased emphasis and effort to develop and implement a Facilities Master Plan that provides a dynamic framework for future growth and decision-making. Since 1991 the College has successfully submitted capital budget requests that have met enrollment growth and workforce training needs.

Facilities – Learning and Working Environments (Standard 2.G.1)

The main campus in Kirkland is located on 55-acres at the edge of a residential area, and is convenient to highways and bus lines. The site grew slightly in 2002 when an adjoining piece of property was acquired. The site houses 16 facilities of which 10 are portables and two are greenhouses. These facilities range in size from 1,130 GSF to 214,827 GSF. The oldest permanent facility was constructed in 1983 and is now 28 years old.

The College just completed a new 83,000 GSF Allied Health Building. This facility is a joint partnership with the Washington Network for Innovative Careers (WaNIC), a consortium of seven school districts created to provide career and technical education programs.

This building will house the Dental, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and Funeral Services Education programs. The Allied Health programs provide to approximately ten percent of the College’s total enrollment. The new building will provide state-of-the-art academic classrooms, laboratories, and clinical facilities for training students to meet the current and projected shortage of healthcare workers in this region. This new facility addresses core themes by providing a supportive learning environment and opportunities for students to obtain the necessary skills and knowledge. The facility will open for instruction beginning Fall Quarter, 2011.

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

The College started Massage Practitioner and Esthetician programs in approximately 5,000 GSF of leased space in Duvall beginning Fall Quarter of 2009. The plan was to continue to offer programs in leased space until the College could obtain funding to build a permanent facility on acquired property in Duvall. However, due to operating budget reductions from the State, the College has terminated the lease. The Massage Practitioner program was relocated to the Kirkland campus and the Esthetician program as placed in inactive status.
LWIT Facilities

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

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

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

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

**Hazardous and Toxic Materials (Standard 2.G.2)**

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

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

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

**Facilities Master Plan (Standard 2.G.3)**

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

In 2005, as part of the College’s overall plan to improve its facilities and services to students and the communities it serves, a Master Plan Committee consisting of key administrative and academic staff was formed. Assisted by Schreiber, Starling & Lane Architects, the Committee met in a series of planning workshops that included departmental managers, instructional deans, student services staff, facilities staff, and community leaders. The purpose of this planning effort was to review organizational goals, analyze existing facilities, review enrollment data and growth, and assess operational efficiencies.

The updated Facilities Master Plan depicted the development at the Kirkland campus, planned for future expansion of the Redmond campus built in 2005 and for expansion of a branch campus at the newly acquired property in Duvall. In addition, the College was making a number of program changes, including the addition of a baccalaureate program and several new health programs. The results of these planning efforts resulted in the successful acquisition of funding for the new Allied Health Building.

In 2010, the College was planning to update the master plan but due to budget reductions, the planned update was put on hold until after completion of the current construction project. The same year, a new Facilities Planning Committee was formed and charged to:

1. Serve in an advisory capacity regarding College facilities planning
2. Provide direction regarding implementation of the Strategic Plan
3. Address facilities planning and its relationship to the core themes for the College, specifically, the core theme College Community and its objective to have a supportive learning and working environment
4. Review capital project funding and provide input to identify funding priorities which meet the requirements and needs of the College
5. Provide advice and recommendations on ways to better and more efficiently manage College facilities
6. Educate and increase the awareness of the College’s capital projects, the funding process, state requirements and available resources
7. Communicate and understand concerns, weaknesses and strengths of the College facilities

The Facilities Planning Committee includes:

- Vice Presidents of Administrative Services, Student Services, and Instruction
Equipment (Standard 2.G.4)

Due to budget reductions, equipment funds have been limited to one-time allocation primarily from College reserves. Determining and prioritizing equipment requirements for instructional programs is the responsibility of instructional administration and the program faculty. Equipment requests are submitted as part of the budget request and planning process, for review by the Finance and Budget Committee. Over the past three fiscal years, the Committee has recommended utilizing reserve funds in the amount of $700,000 for instructional equipment. For the long term it is necessary to restore the ongoing permanent budgets for instructional and operational equipment needs. The College also seeks to supplement the equipment budgets through donations, federal and state grants and public and private partnerships.

When new programs are proposed and being planned, start-up equipment needs are identified and included in the program start-up funding proposal. In addition, on-going equipment replacement and maintenance costs are identified and included in the proposal. The new baccalaureate program is an example of a start-up program in which equipment was adequately planned for and funded.

Equipment for programs moving into the new Allied Health Building was included as part of the planning process for the facility and funding was requested and provided in the state capital budget process.

Technological Infrastructure

Appropriate Technology and Infrastructure (Standard 2.G.5)

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

The College’s infrastructure has been the focus of significant investment since 2008. In 2010, LWIT finished a $1.7M project to upgrade its data network. All fiber optic lines, copper cables, and network switching equipment were upgraded to 10GB capacity. At the same time, redundant devices and pathways were installed to minimize downtime. The College has established a WiFi network providing 100 percent coverage in all facilities. LWIT receives its Internet connection through the Washington K-20 network, and upgrades have been made to both the Kirkland and Redmond facilities to increase bandwidth in and out of the College. These fundamental upgrades position LWIT to handle expected future increases in the use of cloud computing video.
LWIT has over 1500 computers, both mobile and installed at its two facilities, 35 servers in its data center, and uses over 4200 software applications. E-mail, file and data storage, backup and recovery operations and software application hosting on College servers is provided by the Information Technology Services (ITS) Department. LWIT has implemented a network of multifunction devices that provide print, copy, fax, and scan functions including color and large formats. This network has been extended to provide the same services to students for small, per item fees. The 30 year-old phone system was replaced with a new digital system in 2011, at a cost of approximately $500,000.

Other improvements include: managing web sites with a content management system (CMS) that potentially allows every employee to contribute content, creating or purchasing modules that add services delivered through the site and recent installation of a digital signage system that connects both campuses, broadcasting messaging contributed by employees and student groups.

ITS offers application development services and has released a small number of custom software applications. The in-house developed FAST (Faculty Advising Support Tool) application has been well received as an automated solution for an academic early warning system for student progress. Challenges for the future include extending the infrastructure to the new Allied Health Building, expanding support for personally owned devices, particularly smartphones, and introducing a network identity management solution for the entire college community.

**Technology and Training (Standard 2.G.6)**

The College has appropriate instruction and technology support for faculty, staff, students, and administrators. Training for new technology is provided from several sources. The Teaching & Learning Center (TLC) provides services to all employees, including group training sessions, workshops, and one-on-one assistance. Recent topics include Microsoft Office 2010 and ANGEL Learning. The TLC also has a small computer lab where employees can learn new technologies and have access to learning professionals.

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

Technology support is provided through several campus units. The ITS Department’s primary function is to provide technology support to employees. Three IT Support Technicians, plus three higher level employees respond to employee requests for assistance. LWIT uses automated Help Desk software and will create its first staffed Help Desk in fall, 2011. ITS logged an average of 3000 Help Desk requests per year. A break down by category is included below. In Fall Quarter, 2010, ITS piloted a staffed Help Desk for students that for the first time provided a central location to seek help using technology connected with the College. Useful information was gained from the pilot that will shape a future proposal for a permanent student Help Desk.
Other areas that provide technology support include Media Services (a unit within the Library) for non-computer classroom technology, the TLC (part of Instruction) for students and employees involved in eLearning, and Technical Aides employed by individual academic departments and divisions who support the use of specialized equipment.

**Technology for Institutional Operations, Programs, and Services (Standard 2.G.7)**

Technological infrastructure planning provides opportunities for input from all stakeholders. The Chief Information Officer (CIO) proposes a set of goals and objectives for IT Services each year to the President and follows through with any budget requests to the Finance and Budget Committee. A primary example is the administrative computer replacement plan. Computers used by employees, including faculty, are on a 4 year replacement cycle. 2011-12 is the 3rd year of the current cycle. Input to the planning process has been uneven over the years. To compensate, the IT Advisory Group (ITAG) has been formed with representatives from across the campus to review annual goals and objectives, and policy changes and respond to concerns regarding technology. In 2011, the ITAG reviewed IT policy revisions related to security that were subsequently approved by the Board of Trustees.

IT Services is small enough that all technicians frequently propose new ideas. Weekly department meetings facilitate problem-solving and solution-finding. Many campus departments also make their own technology decisions, particularly in Instruction, because they frequently provide the funding for their own projects. ITS works in partnership with these units to insure their initiatives are successful. For example, after the applied baccalaureate program completed its first year of operation, the faculty and Dean were able to recommend changes in hardware and classroom configuration that would allow them to better execute their plan for teaching and learning. Positive feedback after the second year confirmed the changes were an improvement, and the modifications have become the new standard for teaching spaces in their area.

**Technology Update and Replacement Plan (Standard 2.G.8)**

LWIT develops implements and reviews regularly a technology update and replacement plan. Computers on the administrative network, which includes faculty offices, are replaced on a four-year cycle, at a rate of 25 percent per year. This also includes a commitment to staying current with basic software and finishing an upgrade to Microsoft Windows 7 and Office 2010 across the College. Instructional computers are purchased through departmental budgets, but ITS facilitates the re-distribution of older computers to areas of greatest need and helps areas with smaller budgets improve their computing capabilities. Beyond ITS planning, individual departments are responsible for planning and requesting funding to upgrade or replace technology and equipment.

<table>
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<td>Wireless network</td>
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Chapter Three: Institutional Planning

Standard 3.A: Institutional Planning

Institutional Planning (Standards 3.A.1-3.A.3)

Strategic Planning. The **Strategic Plan** articulates a clear vision for LWIT’s desired future and serves as a framework for the College to set priorities, assign resources and take actions to create that future. The plan defines a set of broad strategic directions to pursue and also identifies desired results within each strategic direction.

LWIT’s Strategic Plan is a living document, continually reviewed and fine-tuned as new opportunities and challenges emerge within dynamic external and internal environments. The five objectives of the plan are to:

1. Affirm the mission or purpose of the College
2. Affirm a vision for the College’s future
3. Describe the broad Strategic Directions needed to achieve success
4. Identify LWIT’s near-term objectives and actions
5. Establish the metrics for evaluating progress

In 2006 a College steering committee, drawn from across the College, worked with a consulting team from Strategic Learning Resources, Inc., to develop the best approach for achieving the strategic planning objectives. With input from the College leadership, it was determined the process objectives would be:

1. Inclusive – Drawing in people from across the College
2. Credible – Building trust and engagement in the plan and linking it ultimately to budget development
3. Efficient – Using participants’ time well
4. Designed for follow-through – Assuring specificity of goals and ways of monitoring progress so that the plan leads to action

The steering committee determined that the first step in this process was to hold a three-day off-site conference to support next steps in the strategic planning process, including:

1. Exploring and understanding the environment in which the organization is working
2. Developing a common vision
3. Identifying strategies for change

During this College-wide event, held during Spring Quarter 2007, 80 college members developed a framework for the Strategic Plan. Subsequently, an 11-member planning team came together to guide the process of refining and strengthening the plan with broad community input. The planning team developed the first draft of the plan and shared the draft and information about the conference proceedings with the College community through an open house with poster displays. Concurrently, the campus community was invited to give feedback on the first draft of the plan through an online survey. Two hundred and thirty-five students, employees and external stakeholders shared their opinions and offered suggestions.

The feedback was reviewed and a second draft of the plan was distributed with an online survey to
enable a second round of feedback. Three hundred and eighty-seven members of the College community responded, resulting in another, final version of the strategic plan. In September, 2007, the Board of Trustees approved the 2007-2012 Strategic Plan. The planning committee then developed an action plan to support implementation and monitor progress toward objectives. Following the completion of the implementation plan, the Strategic Planning Steering Committee was replaced by Strategic Direction action teams, each focused on implementation and oversight of a strategic direction.

The Institutional Effectiveness Committee (IEC) was formed to provide a forum to review work accomplished and recommended needed changes to the plan. In 2007, LWIT restructured, moving the coordination of IEC from College Advancement to the Research and Development Department. In late spring 2008, the action team structure was re-assessed. One result was the establishment of the Finance and Budget Committee as part of College governance. Other standing committees, including College Council and the Educational Assessment Committee assumed significant roles in implementation of the Strategic Plan.

IEC is responsible for monitoring progress toward achieving the goals of the Strategic Plan and assessing the timeliness of the Plan and its components. In January 2010, the IEC conducted a thorough review and assessment of the Strategic Plan. This review focused on several priorities:

1. Reviewing for relevancy in current internal and external environments
2. Reviewing the stated desired outcomes/objectives
3. Ensuring that College data systems and analysis capabilities support reporting on metrics contained within the plan. If not, to develop a plan to address identified gaps
4. Aligning with core themes developed or under development

The plan was reviewed by the committee and subsequently revisions were drafted and distributed for review. In the following weeks, the committee held open forums, allowing for college staff and faculty to provide input to the revisions. The feedback from college stakeholders was subsequently integrated and the updated Plan was approved by the Board of Trustees in June 2010. The Strategic Plan 2007-2012 is published on the LWIT website.

Enrollment Management. Quarterly enrollment targets are developed from the State allocation based on a three-year quarterly enrollment average. FTE enrollment data is collected and published daily in a Public Folder in Outlook. On a weekly basis, FTE enrollment data is provided to the Executive Cabinet. On a monthly basis, an enrollment report is presented to the Board of Trustees.

Two years ago, LWIT developed and established a program mix report that monitors different areas of enrollment. Base ranges were established using average enrollment over time, cost and revenue calculations, and planned changes in specific programs. Enrollments monitored and strategic priority directions proposed for Strategic Enrollment Management (SEM) Committee discussions.

The Strategic Enrollment Management Committee meets bi-weekly to coordinate activities related to enrollment management. The SEM Committee uses this information to recommend enrollment strategies and potential budget impacts to Executive Cabinet. Examples include program mix and total enrollments for the College.
Resource Allocation (Standard 3.A.4)

Budget Planning. Budget planning is done annually to develop the College budget to meet the mission and core themes of the College within available resources. It is primarily based on state funding as approved by the State Legislature and allocated to the State Board for Community and Technical Colleges (SBCTC). The SBCTC, in turn, allocates the funds to the College. The budget development process is the direct result of the implementation of the Strategic Plan which requires a planning process that is on-going and systematic and proposes resource allocations to improve instructional programs, institutional services, and activities.

LWIT’s Finance and Budget Committee implemented the directive for a collaborative and open budget process with input from the College community and ties division budget priorities to the strategic plan and core themes. The Committee members represent all employee groups and areas of the College.

Each major unit presents their budget request priorities to the Committee. Departments must justify their requests by identifying which core themes will be addressed. Recommendations are forwarded to the College’s Executive Cabinet for consideration. A final budget proposal based on the recommendations from the Finance and Budget Committee and the Executive Cabinet is forwarded to the Board of Trustees for review and approval.

Since becoming a technical college in 1991, the College has progressively integrated the financial planning process with the strategic planning process. Based on planning, prioritization and decision-making at the College and departmental level, budgetary implications of changes in programs, operations and facilities are incorporated into the annual budget development. The budget also has reflected the priorities of the State Board for Community and Technical Colleges with regard to enrollment projections and program approvals. Based on state allocation, tuition and other revenue projections, grant and contract funding and debt service, the annual budget of the College is developed.

Annually, revenues and expenditures are reviewed and compared to the prior year levels. The primary source of funds for the general operating budget is state appropriation. Both funding and enrollment levels remain relatively constant, and each year the College receives the base allocation carried forward from the prior fiscal year. This allocation method from the State Board provides stability and the ability to plan. Tuition and fees also remain relatively stable.

Tuition increases are authorized by the legislature and approved by the Board of Trustees. Tuition revenues are forecast annually based on enrollment and the instructional program mix. Expenditures by program and type are reviewed and analyzed compared to the prior year. New initiatives and priorities are identified and planned for.

State capital funds are provided by legislative appropriation on a biennial basis. These funds generally include funds for major capital projects and funds for repairs and minor improvements. The Facilities Master Plan enables the College to track facility needs, determine priorities for new facility projects, and work toward progressive improvement of our environment. LWIT uses its master plan to determine future campus facilities needs by keeping it firmly grounded in its mission, vision and strategic plan. The current ten-year LWIT Facilities Master Plan was last revised in 2005.
The Facilities Master Plan supports future capital budget requests for new or renovated space to address instructional and support needs. Copies of the Plan are provided to the SBCTC, the State of Washington Office of Financial Management, Legislative staff, and to local agencies and municipalities.

For the 2009-2011 biennium, Lake Washington was initially allocated approximately $28.1 million from the capital budget. In the supplemental budget, the Legislature reduced the College’s capital funding for the Allied Health Building by $1.4 million. As a result, the College is setting aside reserve funds to complete the project as planned. The revised capital budget allocation for this biennium is now approximately $26.7 million which includes the new Allied Health building ($25.0 million) and another $1.7 million for facility repairs and improvements.

Annually, the College develops and distributes a budget document for the operating and capital budgets. The document is provided to the Board of Trustees, President, Vice Presidents, administrators, the Library, faculty and classified bargaining unit representatives, the State Board Office, the State Auditor’s Office, and any department or person wishing a copy.

**Emergency Preparedness and Contingency Planning (Standard 3.A.5)**

LWIT maintains an [Emergency Management Plan](#) based on problems likely to happen during a major emergency or disaster. The Emergency Management Plan provides appropriate direction regarding crisis prevention and emergency preparedness and responses, and a systematic approach to business and educational recovery once a particular disaster ends. The plan improves the College’s ability to protect lives and property by effectively using College and community resources in emergencies.

The Emergency Management Plan includes many aspects of emergency management and response: a description of the College’s Incident Command System (ICS), a statement of training required for members of the LWIT-ICS and NIMS (National Incident Management System) requirements such as operations, crisis prevention, pre-disaster preparations, emergency-specific responses, evacuation procedures and post-disaster recovery.

A Safety Committee, representative of the College community, reviews College safety/security requirements and the Emergency Management Plan and makes recommendations for health and safety regulations to maintain a safe environment. As appropriate, the Committee reviews and investigates incidents and makes recommendations for corrective action.

The College also operates under regulations and requirements of the State Department of Labor and Industries, Division of Occupational Safety and Health. The Facilities Department manages compliance with the Washington Industrial Safety and Health Act (WISHA).

The Emergency Management Plan and emergency procedures are available in several locations including:

1. The LWIT Internet website
2. *The Employee Handbook*
3. *The Student Handbook*
4. Emergency Procedures Flip Charts (Departments)

The Emergency Management Plan was completed in 2009, and was revised in 2011.
The Kirkland and Redmond campuses recently completed the State-mandated School Mapping Program (SMP). The SMP provides detailed site maps of both the campuses. These paper and electronic maps are complete with floor plans and a comprehensive list of College assets at each location. The mapping includes site-specific College infrastructure, area infrastructure and Emergency Services, campus access and area roads, campus parking, chemical storage, building access, emergency evacuation routes, safe assembly areas for emergency evacuations and detailed floor plans.

An SMP CD is provided to all area emergency response agencies to facilitate a coordinated response to any emergency. College administrative and incident command staff and local police, fire and EMS agencies will conduct training exercises for site-specific crime, fire and natural disaster response.

**E2 Campus** is the College’s official emergency notification system. E2 Campus provides pre-recorded intercom voice alerts, texts, e-mails, and voice-mail notification of important local emergency events in addition to on-campus emergencies. In addition, 14 digital signage monitors are available to provide real time emergency notification and information. The College has radios to use in conjunction with or in lieu of the College PBX phone system, should it fail.

LWIT has improved its building access management and security with the first installation of electronic card-access system doors and a digital security camera system in the new Allied Health Building. A plan to install card access and security cameras at other locations throughout the Kirkland campus is in development.

Information technology policies and procedures address disaster preparedness and recovery for technology infrastructure and services. Redundancies and backup procedures are in place to maintain services in events such as an electrical power failure or a break in connectivity. Redundant phone and email servers maintain service and avoid data loss if a server is compromised. Server rooms have dedicated cooling systems and are monitored for temperature. Servers are backed up daily with tape and maintained in secure, fireproof storage.
Chapter Four: Core Theme Planning, Assessment and Improvement

Executive Summary of Eligibility Requirements 22 and 23

Student Achievement (ER 22)

*The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

LWIT has student learning outcomes for all its degree and certificate of proficiency programs. They are published in the *Catalog* and in program-specific literature. Each program at the College undergoes a program review at least every five years which includes reassessment of its learning outcomes.

Student achievement in global outcomes and technical skills is assessed on a course-by-course basis. Overall measures of student progress in basic skills are assessed continually.

In programs with licensure requirements, student success rates on examinations are evaluated and are an outcome measured in the Student Achievement core theme.

Institutional Effectiveness (ER 23)

*The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.*

This self-evaluation began with the formation of the Accreditation Committee in January, 2010. Basing its work on the College mission, the Committee developed the core themes, outcomes and indicators during the past year. Completion of mission fulfillment criteria concluded the framework for assessment of the College’s performance in meeting its mission. The Committee’s work will provide the institution-wide means of determining College success in helping students achieve their career goals.

The internal and external environments are reviewed regularly through a combination of surveys, contact with business and industry and the work of the College governance committees/councils. The development of the core theme outcomes and indicators provides, for the first time, a holistic means of evaluating mission fulfillment. Analysis of the quantitative and qualitative data gives a more precise set of tools to note where current efforts are validated or where improvements are needed.
Chapter Four: Core Theme Planning, Assessment and Improvement

Standards 3.B and 4: Core Theme – Pathways

The evaluation of core theme indicators uses quantitative analysis contained in Appendix F – “Core Themes, Intended Outcomes & Indicators.” This includes the scoring system using points measured against thresholds established for each indicator.

Pathways Core Theme

The Pathways core theme, “Lake Washington Institute of Technology serves as a college that is accessible to the community by providing multiple entrance points and educational pathways,” aligns with the Strategic Plan’s Strategic Direction 1: Educational Pathways, relying on a similar set of indicators and outcomes. The College defines this theme broadly. The Pathways theme touches all three programmatic mission areas (workforce, transfer, and basic skills) set by the State Board for Community and Technical Colleges and also includes a focus on high school to college and college to workforce transitions. Because of this theme’s breadth, it touches nearly every instructional program from the College’s high school (The Lake Washington Technical Academy) through its baccalaureate program in Applied Design, and it affects the full range of student support services. The concept of pathways has been integral to the College for some time, documented through the 2007 strategic planning retreat and again through the 2010 process by which the College community selected its four core themes (Standards 3.B1 and 3.B.2).

To evaluate and improve on the pathways effort, the Institutional Effectiveness Committee (IEC) selected two outcomes: 1) Educational pathways support career ladders and 2) Students demonstrate progression through educational pathways. These selections were made to assess student success in advancing through the educational system while also evaluating their ability to enter the workforce with sufficient skills to succeed in positions for which their college program prepared them.

The pathways model in place at LWIT allows for students to start at any level of education, exit with skills aligned with specific occupations, and return for additional technical education or preparation for college transfer. Degree attainment does not constitute the full measure of success as defined by the pathways philosophy. The five indicators used to assess the pathways core theme encompass both educational and workforce areas:

- **Indicator 1.A** - The educational pathways provided by instructional programs are aligned with career ladders
- **Indicator 2.A** - High school students make substantial progress by completing four or more quarters or graduate over a two-year period
- **Indicator 2.B** - Basic skills students transition to non-basic skills classes
- **Indicator 2.C** - Developmental English and math students reach the required degree or certificate levels in those subjects
- **Indicator 2.D** - Students stating an intent to transfer to baccalaureate programs do so at an increasing rate

Each of these indicators is supported by an assessment measure with analysis supplemented by both state measures, such as the Student Achievement Initiative (SAI) and local evaluations, such as the instructional program review process. In support of the College's desire to provide new pathways and
enrich existing ones, the data gathered and used in evaluation supports decisions regarding resource allocation, program selection, and program improvement. (Standard 3.B.3)

**Assessment of Achievement of Core Theme Intended Outcomes**

The evidence from the data reviewed indicates that LWIT substantially achieves this objective. This evidence was gathered from both qualitative and quantitative sources and included examination of all segments of the pathway from high school through baccalaureate completion and into employment. The initial indicator examined (educational pathways are aligned with career ladders) was analyzed using labor market information from the Washington State's Workforce Explorer, the Bureau of Labor Statistics, and the Occupational Outlook Handbook. This information indicates that all degree and certificate programs are developed with specific occupations in mind. However, in certain cases (five programs out of 40), the level of College certification granted falls short of what is generally set as the educational hiring requirement in a given field.

**High School.** In terms of educational pathways, the Lake Washington Technical Academy was reviewed in regard to the percentage of students making substantial progress according to state standards. The target in this case was set by rating the Academy against both its historical performance between 2004 and 2008 and available local information. When evaluated against its historical performance, the Academy earned its highest level of performance in 2008, with 59.7 percent of students making substantial progress, but further study will be needed in order to see whether this constitutes a trend. Over the five years studied, the percentage has only moved within a narrow range, beginning at 58 percent in 2004 but dipping from 2005-07 before rising again. During that time, the College added resources to the Academy, particularly through its receipt of Gateway funding through the Gates Foundation, so while the signs are hopeful, the College will need more longitudinal information in order to reach a firm conclusion regarding performance.

**Basic Skills.** A great deal of quantitative information shows that basic skills students at LWIT transition both through and out of the program at a rate much higher than that found at neighboring colleges. The information compiled in support of this conclusion comes from several sources. The state Student Achievement Initiative measures student attainment of momentum points, with each college earning a point each time Basic Skills student finish one level within their programs.

At LWIT, basic skills students have earned an increasingly-higher percentage of overall college points, with nearly 40 percent of all College points earned by basic skills students during the 2009-2010 academic year. This data indicates that students are making steady progress through the basic skills system. In regard to moving beyond basic skills and into college, an internal study initially completed by the Office of Institutional Research in 2009 found that 23 percent of all LWIT students had completed at least one basic skills course.

This study has been replicated several times since 2009 in slightly differing ways. The most recent study completed, comparing LWIT's basic skills transition rate to that of the four other college's in the Five Star Consortium (a consortium made up of LWIT, Cascadia, Shoreline, Edmonds, and Everett community colleges) found that 28 percent of LWIT basic skills students transitioned into college as compared to an average of 15 percent for the consortium as a whole. This data reflects the substantial investments the College has made in improving the basic skills transition rate, through the development of seven I-BEST (Integrated Basic Education and Skills training) certificates, through the inclusion of library staff both in collection development and library orientation activities for students, through the assignment of
student services personnel to assist in recruiting and advising students, and through the provision of funding for students through the Opportunity Grant program and through scholarships provided through the College Foundation.

**Developmental English and Mathematics.** The data is more mixed in regard to student progression through the developmental English and mathematics sequences, with results appearing to run far ahead of national averages in the mathematics program but failing to meet those standards in writing. Because it can be a significant barrier to certificate and degree completion, developmental education has been the subject of intense national research recently, and conclusions as to what methods are most likely to contribute to successful student learning are evolving.

The same situation exists at LWIT. Using a faculty learning community grant received in 2009, a faculty group began examining ways to integrate writing assignments in professional/technical courses with those used in developmental English classes. One outcome of this project was the production of a research report showing that the great majority of students never moved from the developmental writing sequence into college writing (about 20 percent of students beginning in English 093, two levels below college writing, and about 30 percent of students in English 100, one level below college writing ever enrolled in an English 101 course). This study was replicated by a research study completed in winter 2011, showing student transition rates from 2004-2009.

While national statistics are far from encouraging (29-36 percent for students entering the writing sequence in courses two levels below college writing and 42-48 percent for those one level below), those national ranges were selected as targets for the LWIT program, as they do run significantly higher than those found on the LWIT campus. LWIT’s relatively low transition rates in writing could be attributed to factors as varied as the assessment and placement system in use, to classroom methodology, to the lack of a writing center, or to the characteristics of the student body at the College. A second faculty learning community group has been funded through the 2010-2011 academic year and will be making suggestions for improvements to the writing program in spring 2011.

The converse situation exists in mathematics, with student progression through the sequence occurring at a rate faster than that found nationally at every level. At LWIT, an average of 18 percent of students beginning three levels below college transfer complete their degree-level coursework compared to a national average of 10-16 percent. Students beginning two levels below degree-level math exceed the national average—34 percent compared to a range between 20-29 percent—and those one level below progress at a 40 percent rate compared to the national range of 27-44 percent. Again, the explanations for this need further research. Possibilities include the fact that the math department opened a supporting lab in 2007 and that mathematics faculty have worked actively at redesigning their curriculum in order to better align it with the needs of students in the technical programs.

**Transfer Rates.** LWIT appears to be becoming increasingly successful in terms of meeting its transfer outcomes. From the early 1990's the College Board of Trustees has advocated that the College become a four-year institution, a goal that was achieved in 2009 when the Bachelor of Technology in Applied Design (BTAD) program began. This program admits students with design-related AAS degrees and prepares them at the baccalaureate level to use technology effectively to produce quality design solutions, manage teams and projects, and create competitive advantages for business enterprises. In addition to graduates of LWIT’s design programs, BTAD students are recruited from local community college design programs.
However, the transfer pathway encompasses programs and activities beyond the development of the BTAD degree. From the late 1990’s to the present, the College has added transfer academic coursework, participated in the State’s common course numbering effort for academic coursework, and actively pursued articulation agreements with other institutions that offer bachelor’s degrees. In early 2010, LWIT became the state’s first technical college to receive approval for two direct transfer degrees in technical fields - one in technology and the second in pre-nursing. The College has since gained approval to offer a third direct transfer degree for business majors. Enrollment in the pre-nursing transfer degree has become particularly large with just under 300 students declaring this program as their major in its first year of operation.

LWIT has applied considerable effort to the development of the transfer pathway, adding such resources as transfer advising; a dean, library faculty, and academic faculty in the humanities and social sciences; and marketing transfer opportunities through such mechanisms as a dedicated Catalog page to support current and future baccalaureate programs. The numerical measurement used to track how well LWIT is doing in transitioning students to its own and other local baccalaureate programs is basic but captures the essence of the effort. Both the number of students who state an intention to transfer and the percentage of students who do so have steadily increased since 2004. In 2004, 184 students stated an intention to transfer, but only eight actually enrolled elsewhere, for a percentage of 4.4 percent. In 2008, even before the College launched the BTAD degree program, 220 students stated an intention to transfer, with 43 moving on to a four-year school, for a percentage of 19.6 percent (Standard 4.A).

**Assessment of Achievement of Program/Service Goals**

As is noted in the section above, the College meets or exceeds the thresholds identified in the majority of areas. One area indicated as needing attention at this time is that portion of Indicator 1a “Educational Pathways are supported and aligned” which examines whether the degree or certificate the College awards promises to lead into the intended job. Because the workforce mission is so critical to the College, the five programs identified as having pathways not aligned with industry expectations will undergo further review against labor market information available for this region of the state.

The second area needing added investigation is that of student progression through the developmental writing curriculum. In most respects, the LWIT program is similar to that found on surrounding campuses, yet its rate of student success lags behind that of its neighbors. While this conclusion needs further study in order to be definitive (for example, students intending to earn certificates are currently aggregated with those intending to earn degrees, even though their courses required for graduation differ), the discrepancy between LWIT student success in writing and that found elsewhere is dramatic and indicates the need for changes in curricula and methodology.

**Use of Results for Improvement**

The Pathways core theme review process produced data supporting ongoing initiatives as well as making new recommendations for improvements to programs and services. The hoped-for result of each of these activities is improvement to student learning with increased student success in progressing through and transitioning between sections of the pathways developed. The key recommendations are as follows:

1. While the data sets used in the evaluation of this core theme are meaningful and produced excellent preliminary results for this study, the information gathered will be refined and made more useful for review of the pathways theme. The implementation of some of the changes...
proposed below may require that the College apply added resources to its data collection effort. Examples of proposed data quality improvements include the following considerations:

a. The State Student Achievement Initiative touches on not only student achievement of specific ends but also on student progression through pathways by its use of the momentum points concept. The data sets collected by the state are enormous, covering all students enrolled, but these statistics have considerable potential for identifying areas of strength and weakness once they are disaggregated and analyzed at the program level. The College has developed a proposal for data analysis that will provide actionable information to programs, particularly to basic skills and developmental education.

b. The Lake Washington Technical Academy needs to continue developing longitudinal information showing how program modifications are affecting student performance. The effect of the Gateway program on student persistence should be an area of special research emphasis.

c. The indicator on student transfer rates needs continued tracking, especially in regard to how the addition of LWIT’s first baccalaureate program affects student transfer intentions and transfer rates from lower-division to upper-division coursework.

d. The data on student progression through the developmental education sequence need to be disaggregated based on student intent. The data collected assume that all students enrolled in developmental education classes intend to complete college-transfer courses, but certain students, including those working toward certificates of completion or proficiency, are only required to complete one course at the developmental level in math or writing. The end goal of these students, in other words, does not include the successful completion of college-level academics, so they should be removed from any study tracking student progression through the developmental to college-level sequences.

2. The five programs identified in Indicator 1.A, “Educational Pathways are aligned with career ladders,” should complete a labor market review and make curriculum revisions as necessary to ensure that graduates are capable of successfully entering the career fields for which they have planned.

3. The writing curriculum and instructional methodology currently in use will be modified. Changes will be aligned with the recommendations developed by the I-Trans Faculty Learning Community that has researched this issue over the past two years. One solution may be to follow improvements already implemented by the math department after its examination of its developmental curriculum. Modifications to such areas as assessment and placement, lab support, and faculty professional development will require the application of additional resources.

4. Continuing changes to pathways at all levels, from the development of integrated basic skills/technical education certificates, to the creation of alternate paths through the developmental writing and mathematics sequences, and to the formation of new baccalaureate articulation opportunities will require the addition of resources to student support services, the library, and advising. Each new pathway designed represents added complexity in the advising process, and the College record of assigning new resources has been mixed, particularly in light of recent budget shortfalls.

a. For example, the assignment of academic faculty as advisors for students in the direct transfer programs provides additional support for transfer efforts, but at the same time added responsibilities have been assigned to the transfer advisor housed in student services, effectively reducing that portion of that position to one-half a full-time
employee. More urgent is the need for support for the rapidly-evolving developmental education curriculum.

b. As noted in the executive summary of the academic program review for 2010-2011, “As we design more options for students and pathways, more pressure is put on staff in student services to remain current....[This is] particularly evident in new ideas for how to improve developmental education.” This ongoing evolution will require added advising support as well as increased student support through such mechanisms as tutoring and facilities equipped for online coursework. (Standards 4.B.1-4.B.2)

5. Because of the increasing number of pathways under development, information about existing pathways needs to be more readily available to staff and students. Support exists for this initiative across campus, but information is in many cases lacking as to what options are available. To meet this information need, the team that reviewed the pathways data and created this portion of the self-evaluation recommends that graphical representations of possible courses of study, with clearly marked entry and exit points, be made available to all members of the College community.

Pathways Core Theme Summary

The Pathways Core Theme reflects Lake Washington’s attempt to serve its community by providing programs for individuals at a range of educational levels and with an array of career goals in mind. Through the pathways model, these programs are not viewed as endpoints in themselves, but, as one member of the pathways committee phrased it, as steps in a journey. Through the application of this philosophy, the College has been able to serve newly-arrived immigrants, high-school-aged students who find they need an alternative method of education, individuals who hold a baccalaureate degree or higher but cannot find satisfactory employment and others who need an associate’s or baccalaureate degree for career advancement. As the data indicate, the College has been largely successful in not only providing access to what is a rather daunting number of pathways but also in supporting successful student learning experiences on each of these paths. Those areas identified as needing improvement will be addressed in planning processes early in the 2011-2012 academic year.
Chapter Four: Core Theme Planning, Assessment and Improvement

Standards 3.B and 4: Core Theme - Student Achievement

The evaluation of core theme indicators uses quantitative analysis contained in Appendix F – “Core Themes, Intended Outcomes & Indicators.” This includes the scoring system using points measured against thresholds established for each indicator.

Student Achievement Core Theme

The Student Achievement core theme states, “The College enables students to gain the skills and knowledge needed to achieve their goals and participate as citizens in the global workforce.”

The scope of Student Achievement includes three major strands: learning, educational attainment, and jobs. Three major questions framed the discussions around student achievement. Did students obtain the technical and life skills necessary to be successful? Did students achieve their educational goals? And did students obtain jobs after completion of their degree or certificate? These questions directly support the College mission and are embedded in the Strategic Plan.

These outcomes touch on a variety of programs and services, including instructional programs, educational and career planning services and many other services including those provided by the Library, the academic skills center, advisory committees, and the Office of Research and Development. This value-laden core theme permeates the LWIT’s work, and stakeholders can tie student achievement and its outcomes directly to mission fulfillment.

Core Theme Alignment with Strategic Plan. LWIT’s Strategic Plan has seven strategic directions. The following strategic direction/goal relates directly to student achievement:

- LWIT will place student learning at the epicenter of courses, programs and the institution. The subsequent indicators of this goal include:
  - 2.1 LWIT students graduating from degree and certificate of proficiency programs will demonstrate technical skills suitable for employment in their chosen fields
  - 2.2 Students graduating from LWIT degree and certificates of proficiency programs will demonstrate global outcomes
  - 2.3 By 2012, LWIT will increase degree and certificate of proficiency graduation rates
  - 2.4 LWIT 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

Many of the goals included in the strategic plan are very similar to core theme outcomes. To begin the core themes planning process, it was first necessary to identify which programs and services were most relevant to student achievement. As a result of defining the Student Achievement core theme and identifying its components, the College has been able to develop data sets to measure Student Achievement in terms of learning, graduation and jobs as indicators of institutional effectiveness.
Core theme outcomes and indicators and the associated data and data sources were largely defined by the Institutional Effectiveness Committee and vetted through appropriate standing committees. A team of student achievement experts representing instructional administration, faculty, the Library, student services administration, and institutional research further defined the indicators and worked closely with institutional research to produce appropriate and useful data that could provide meaningful information to evaluate achievement of intended outcomes. In support of the College's overall desire to help students achieve their educational goals the data gathered and used in evaluation supports decisions regarding resource allocation, program selection and program improvement.

Assessment of Achievement of Core Theme Intended Outcomes

The evidence from the data reviewed indicates that the College substantially achieves the desired outcomes for student achievement. The data reviewed was gathered from qualitative and quantitative sources and includes many segments of student achievement, including development of skills and knowledge, achievement of educational goals, and employment outcomes. Upon the development of each core theme outcome, several meaningful, assessable data indicators were identified for evaluation. The first of three student achievement objectives is:

Core Theme Intended Outcome 1, Students obtain necessary skills and knowledge

Three indicators, each with a threshold for achievement, were also developed to assess the intended outcome.

Indicator 1.A Instructional programs offering a certificate of proficiency (45 credits+) or a degree have identified student learning outcomes. The threshold is that 100% of programs have identified measurable student learning outcomes published in the catalog.

Since 2006, when the College received an accreditation recommendation on instructional assessment, great strides have been made in implementing an educational assessment system using student learning outcomes to make course and program changes that improve student learning. Five major assessment initiatives have been strengthened or implemented relating to course learning outcomes, program learning outcomes, academic core distribution area learning outcomes, institution-wide student learning outcomes (global outcomes), and program review.

Course Learning Outcomes and Assessment. Course outcomes are reviewed and approved for measurability and assessment method by the Curriculum Review Committee and are expected to be included in every syllabus (Appendix O).

Program Learning Outcomes and Assessment. Programs (45 credits+) have developed learning outcomes at the degree and certificate levels and assess these outcomes at least annually, making program changes as necessary (Appendix P). Each degree program tracks their program learning outcomes at least annually on a Program Outcomes Grid (POG). The program outcomes are published in the annual Catalog and updated throughout the year on the web Catalog. Faculty, Deans, and the Director of Educational Assessment share responsibility for ensuring that the program outcomes are measurable, are assessed regularly and are strong, and appropriate indicators of student learning in the program. The outcomes themselves and the assessments used are also evaluated on an annual basis with changes made as necessary.
**Academic Core Distribution Area Learning Outcomes and Assessment.** Each academic core distribution area has a learning outcome that all courses within that distribution teach and assess. Courses are selected for addition to or deletion from the distribution area list by a faculty and administration sub-committee of the Instructional Council depending on the extent to which the course teaches and assesses the distribution area outcome. The sub-committee meets at least annually. The distribution area outcomes are published in the annual *Catalog.*

**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—in 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 college-wide definitions and [rubrics] to measure the outcomes on standardized [forms] which are published internally 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, in the *Catalog* and in the course syllabus. Programs are assessing to what extent students are learning global outcomes and have made changes to their instruction to improve student learning in global outcomes areas.

**Program Review.** LWIT has also implemented an inquiry model of program review where faculty, their deans, and the Vice President for Instruction assess data regarding faculty, curriculum, student learning, enrollment, retention, completion rates, facilities, equipment and instructional methods every five years on a regular schedule (Appendix Q). The recent program review data has formed the basis for looking at program viability during increasingly tight budget times, and changes have been made to the program review template to examine key criteria identified by a large group of faculty and administrators as important for program viability (Appendix R). This data will now be included and examined as part of the program review process. Budget requests made in the program review process are fed into the College’s budget process through the Vice President for Instruction.

Perhaps the most meaningful change since 2006 has been a cultural shift regarding assessment. While assessment remains a work in progress and faculty occasionally need to be prompted to perform meaningful and authentic assessment, faculty have rallied around assessment as a valuable tool for enhancing student learning. The system of assessment is regular and systematic. This work was recognized with a commendation during the focused interim evaluation by the NWCCU in the fall of 2009.

**Indicator 1.B.** Graduates report high rates of learning in areas of global outcomes and career preparation as measured by results of a Degree or Certificate (DOC) survey administered at time of completion/graduation. The threshold is an increase in 2010-2011 student agreement responses to questions relating to how well students believe their education at LWIT increased their ability in global outcomes skills. The results from 2009-10 indicate that students agreed that their education at LWIT increased their abilities in the Global Outcomes. Below is a summary of the DOC results from 2009-2010.
My education at LWIT helped me increase my ability to (2009-2010 results):

<table>
<thead>
<tr>
<th>Global Learning Outcome</th>
<th>% of students who agree or strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate Effectively</td>
<td>90.6%</td>
</tr>
<tr>
<td>Think Critically</td>
<td>89.4%</td>
</tr>
<tr>
<td>Work In Teams</td>
<td>88.2%</td>
</tr>
<tr>
<td>Global And Cultural Awareness</td>
<td>88%</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>89%</td>
</tr>
</tbody>
</table>

These results are the baseline for the Global Outcomes. The results from the 2010-11 DOC survey (Appendix T) will be used as a baseline measure for questions about students learning technical skills in their program. The DOC survey has been re-worded for clarity for 2010-2011 based on the Institutional Effectiveness Committee’s review of the data and a maturation of our understanding of the data collection and use. In Spring 2011 the College also began using the CCSSE to survey student satisfaction, chosen because of the alignment of its questions with core theme indicators. The survey was deployed during Spring Quarter 2011 and will be analyzed in 2011-12.

**Indicator 1.C.** Students pass professional licensure exams as measured by results of professional exams required to practice, including Physical Therapist Assistant (PTA), Medical Assisting, Nursing (RN, LPN), Occupational Therapy Assistant (OTA), Funeral Service Education (FSE), Massage Practitioner and Dental Hygiene. The threshold is that pass rates on professional exams meet or exceed accreditation requirements for the program.

LWIT recently added PTA, OTA, and FSE to its professional technical programs. Each program has gone through initial, specialized accreditation. PTA and OTA have been granted accreditation, and FSE has been granted candidacy status. Not all programs have graduates who have sat for their professional exams. PTA graduated its first class in December 2010; FSE graduated its first cohort in spring 2011; OTA graduated its first class in August 2010.

The Dental Hygiene program has had a 100 percent pass rate for graduates who have taken the exam since 2006-2007. This rate exceeds the accreditation threshold of 85 percent set by the program’s accrediting body. The Registered Nursing graduates pass rate of 91.5 percent in 2010, is above the accreditation threshold of 80 percent set by the program’s accrediting body. Medical Assisting’s pass rate improved from 75 percent in Fall Quarter 2008, to 100 percent in Fall Quarter 2010. The required level for their accreditation is 70 percent.

Within student services there are a host of special population services that provide retention support to students. Additionally the Library and Academic Skills Center provide academic support, research and supplemental instruction materials, student study areas, and research and electronic instructional aids, assistance with online learning and the use of databases.

**Core Theme Intended Outcome 2: Students Achieve Educational Goals**

**Indicator 2.A.** Increase in Student Achievement Initiative [SAI] momentum points per student. The threshold is exceeding the 2008-2009 academic year points per student.
The State Board of Community and Technical Colleges established a system to assess student progression toward accomplishing a degree or certificate by using certain benchmarks throughout a student’s educational history and then assigning points based on completion of each benchmark. These benchmarks, or momentum points, correlate with student successfully making progress toward or completing a degree/certificate.

The SBCTC has collected data on SAI points by college since 2005-06. Since the academic year 2006-07 LWIT’s points per students has increased from the baseline of .87 points per student to .91 points per student in 2009-10. The overall total points earned have increased from 6,950 in 2006-07 to 9,108 in 2009-10 due in part to enrollment gains. Measuring points per student controls for enrollment gains or decreases.

### Student Achievement Initiative Points Per Student Benchmarks

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Basic Skills</th>
<th>College Readiness</th>
<th>1st 15 Credits</th>
<th>1st 30 Credits</th>
<th>Quantitative/Computation</th>
<th>Certificate, Degree, Apprenticeships</th>
<th>Total Points Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>0.31</td>
<td>0.18</td>
<td>0.16</td>
<td>0.11</td>
<td>0.06</td>
<td>0.05</td>
<td>0.87</td>
</tr>
<tr>
<td>2007-2008</td>
<td>0.36</td>
<td>0.17</td>
<td>0.14</td>
<td>0.11</td>
<td>0.06</td>
<td>0.06</td>
<td>0.90</td>
</tr>
<tr>
<td>2008-2009</td>
<td>0.33</td>
<td>0.15</td>
<td>0.14</td>
<td>0.10</td>
<td>0.05</td>
<td>0.05</td>
<td>0.82</td>
</tr>
<tr>
<td>2009-2010</td>
<td>0.34</td>
<td>0.18</td>
<td>0.14</td>
<td>0.11</td>
<td>0.06</td>
<td>0.06</td>
<td>0.91</td>
</tr>
</tbody>
</table>

**Indicator 2.B.** Basic Skills students transition towards college-level skills (basic skills gains, passing precollege writing or math). The threshold is exceeding the state average in transitioning students from basic skills to college level courses.

Two categories for momentum points for building toward college level skills are basic skills and precollege. In basic skills students earn momentum points for skill gains. Since the 2006-07 academic year the College has increased points per student from the baseline of .31 to .34 in 2009-10. LWIT has maintained the same level of points per student in the college readiness category as the baseline of .18 from 2006-07 to 2009-10. Students earning points in the college readiness category earn a point each time they complete a developmental math or English class.

Overall points have increased in both categories with 3,442 for basic skills points and 1,850 for readiness points. The baseline in 2006-07 was 2,431 points in basic skills and 1,461 points in college readiness. LWIT exceeds the state average in terms of transitioning basic skills students to college level courses. LWIT transitioned 28 percent of students within three years from basic skills to college level courses while the state average for all community and technical colleges is 20 percent.

**Indicator 2.C.** Increase in 1st year retention measured by percentage of students completing 15 college level credits and students completing 30 college level credits. The threshold is exceeding the state average in students completing 15 and 30 college level credits.

Points earned per student in achieving 15 college-level credits have decreased from .16 points per student in 2006-07 to .14 points per student in 2009-10 and remained the same for the first 30 credits at .11 points per student. Total points earned in each category have increased from 1,261 to 1,439 points
earned for the first 15 credits and from 904 to 1,145 points earned for the first 30 credits; however, these increases are largely due to enrollment gains. While the College saw a decrease in points per student on a year-over-year measure LWIT still remained well above the state average. Seventeen percent of LWIT students earned greater than 15 credits compared to the state average of 13 percent. Thirty-one percent of LWIT students earned greater than 30 credits, far surpassing a state average of 19 percent.

**Indicator 2.D.** Students complete certificates and degrees. The threshold is exceeding the state average for students completing at least 45 credits. Points per student increase for completions to .91 points per student. The baseline for this measure from 2006-07 was .87 points per student. The College also outperformed the state average in terms of students reaching at least 45 credits. At LWIT 15 percent of students completed at least 45 credits while the state average was 12 percent.

**College Resources and Programs Focusing on Students Obtaining Educational Goals.** Initial advising takes place in Student Services and then with faculty advisors after the student’s program of study has been identified. A Title III grant provided faculty with training and opportunities to review prerequisites for programs and individual courses, ensuring students entering courses and programs were prepared to succeed. The same grant also allowed the College to institute an automated early alert system that facilitated collaboration and communication between faculty and student services staff to identify struggling students early in the quarter for intervention. Student Services (Enrollment Services, Assessment, Financial Aid and Advising) provides a one-stop location to begin the process of enrolling in classes. Additionally Student Services has a number of grant supported programs that serve special populations. These services include two TRiO projects, Worker Retraining, WorkFirst, Opportunity Grant and Disability Support Services.

Housed in the Library within the instructional division are a collection of services that provide academic support to students. The Academic Skills Center provides support to students in Basic Skills, and tutoring for academic core subjects, and houses the writing center and various self-paced college success classes. In addition, many different instructional delivery methods are offered to allow students to persist in achieving their educational goals regardless of their preferred learning style.

**Core Theme Intended Outcome 3: Completers Obtain Jobs**

**Indicator 3.A.** Completing students gain employment measured by aggregate completer job placement rate. The threshold is the employment rates of completers are higher than non-completers (early leaver).

Job placement rates for students completing in 2009-10 is 75 percent which is higher than the 65 percent for non-completers. Although employment overall was lower during 2009-10 than in previous years due to the high unemployment rate in Washington, the placement rate for completers has consistently been higher than that of non-completers.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Completers</th>
<th>Early Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>83%</td>
<td>75%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>86%</td>
<td>78%</td>
</tr>
</tbody>
</table>
Indicator 3.B. Students have higher wages after completing degrees or certificates. The threshold is that wages were at least 10 percent higher after completing a LWIT degree or certificate among students who were working prior to entering LWIT and working after completion.

Of the students who were working prior to entering the College the median wages were higher after completing their degree or certificate. For those earning a degree the median wage before completing the degree was $21,221 and after completion it was $43,262. For those completing certificates the median wage was $20,961 before completing the certificate and $24,384 after completing the certificate. The median wage for combined total students that earned a degree or certificate was $21,221 before their credential and after earning a degree or certificate the median wage was $36,908.

<table>
<thead>
<tr>
<th></th>
<th>Sample size</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>111</td>
<td>$21,221</td>
<td>$43,262</td>
</tr>
<tr>
<td>Cert</td>
<td>56</td>
<td>$20,961</td>
<td>$24,384</td>
</tr>
<tr>
<td>All</td>
<td>167</td>
<td>$21,221</td>
<td>$36,908</td>
</tr>
</tbody>
</table>

College resources and programs focusing on completers obtaining jobs:

The Employment Resource Center (ERC) in Student Services engages with employers, students and faculty in job search activities. ERC staff provide in-class workshops and a regular schedule of quarterly workshops called Workplace 101 that covers job search to interviewing. ERC maintains an online job search application that students can access via the web.

Instructional programs at LWIT include hands-on work experience in lab settings that simulate work environments. Many programs also have job search courses within their program curriculum and partner with the ERC on assignments such as developing a resume and mock interviewing. Many programs also include required internships, co-ops, or clinical placement developed by faculty. Each program’s advisory committee provides feedback on employer expectations. Committee members also frequently hire graduates, and faculty often refer students to specific jobs and employers that they know through the networks they've developed.

**Assessment of Achievement of Program/Service Goals**

As noted above the College meets or exceeds the thresholds identified in the majority of areas and has improvement plans in all other areas. Areas that need further review include: continued development of college surveys and survey methodology and continued improvement in tracking of student learning outcomes. While outcomes are established for all programs, programs have varying levels of faculty trained in assessment and with new part-time faculty this is always an area of continued maintenance. LWIT continues to have some difficulty in obtaining employment data. State and federal release of data is often not timely and due to the small number of students in some of our degree programs we often
have privacy issues. LWIT continues to advocate for more timely and useful release of employment data so we can better track our students after graduation.

**Use of Results for Improvement**

In the past, efforts to improve student achievement have been characterized by fits and starts, a lack of consistent rhetoric and a lack of meaningful, trustworthy data. While many programs and services on campus are aimed at student achievement, the language and a coherent understanding of what student achievement is, what characterizes student achievement and how it is measured, has been widely debated. The core themes process around accreditation began an internal evangelization of student achievement around learning, graduation, and jobs, and this message clarification is perhaps the biggest potential improvement in the College.

The results of evaluation of the performance indicators described in the preceding section are currently used to make changes on all levels; course, program, and institutional. Even before the core theme process started, improvements were ongoing as a result of systematic assessment to improve performance in student achievement. As a result of considering these indicators, several changes in the areas of student learning, and achievement of educational goals and employment were made.

Related to students obtaining necessary skills and knowledge, the key recommendations for improvements to programs and services, some of which began as early as 2006, include:

1. **Degree or Certificate Survey** - When the Degree or Certificate (DOC) survey instrument was analyzed it was determined that it was not adequate. The older version did not provide all the information necessary to complete a thorough analysis of student learning related to the global outcomes or student assessment of their learning regarding program outcomes. The College used the data at hand to improve and use the instrument into the future. LWIT will use this year’s data to ensure we are gathering the complete data set and will begin to collect information to eventually be able to compare data year to year.

2. **Analysis of student learning at the institution level using new versions of surveys** - In the past, the College used the results from a survey similar to the CCSSE and a survey similar to the DOC survey to analyze the degree to which students were learning global outcomes throughout the institution. While instructors are reporting how they believe students are learning global outcomes skills at the course and program level, a further analysis using the new survey data is needed to examine the degree to which students are learning global outcomes skills institution-wide.

3. **Program Outcomes Assessment** - To date, efforts have focused on the tracking of student learning outcomes in degree programs. In the future, the College will expand this effort to include assessment and analysis of program learning outcomes already established at the certificate of proficiency level.

4. **Program Review** - Future program reviews will add a number of data indicators identified by a faculty sub-committee of Instructional Council as important indicators of program viability.

Related to students obtaining educational goals, the key recommendations for improvements to programs and services include:

1. **TRiO Support Services Grant** - Changes made last year as a result of tracking TRiO data were used to write and secure a TRiO student support services grant aimed at providing students with a learning lab and tutoring services.
2. **Tutoring** - Instruction and Student Services should explore collaborating to consolidate tutoring efforts.

3. **Pre-requisites** - The College has begun to better enforce pre-requisite and placement policies to address the problem of students’ not having the necessary skills to succeed in college coursework.

4. **Early-Intervention and Faculty Advising Support Tool (FAST)** – LWIT has developed a collaborative effort between instruction, student services and information technology services to intentionally intervene and identify at-risk students early in their educational careers, and has begun to enforce the standards of academic progress policy by requiring meetings with academic advisors when students fall below a quarterly or cumulative 2.0 GPA. Based on analysis of SAI data in regard to student achievement it is also recommended that students receive automatic letters when they are nearing completion to ensure that they are aware of their progress and know the steps to apply for graduation. Through the FAST system it is also recommended that faculty gain automatic access to a list of their advisees and degree completion status.

5. **First-Year Seminar** - Based on SAI data, a group has formed to recommend a mandatory first year seminar or orientation program in conjunction with group intake sessions that would cover academic planning and a basic introduction to college.

Related to completers obtaining jobs, the key recommendations for improvements to programs and services include:

1. **Data Availability** - Results in this area are uniformly positive but data availability is a problem. More and better data is needed, even in reduced budget times, to better track students after graduation.

2. **Employer Relationships** - LWIT should use its recently acquired Perkins grant to build stronger relationships with local employers to monitor employment of LWIT graduates.

**Student Achievement Core Theme Summary**

The Student Achievement core theme, which describes student learning, educational attainment, and employment of LWIT students and graduates, is the convergence of efforts to prepare students for today’s careers and tomorrow’s opportunities. The data examined for student achievement is appropriate, and interpretation of this data shows that the student achievement core theme is largely being accomplished by the College. Continued, systematic assessment of this data, along with the implementation and assessment of improvement recommendations will ensure the College’s success in facilitating student achievement in the future.
Chapter Four: Core Theme Planning, Assessment and Improvement

Standards 3.A and 4: Core Theme – External Engagement

The evaluation of core theme indicators uses quantitative analysis contained in Appendix F – “Core Themes, Intended Outcomes & Indicators.” This includes the scoring system using points measured against thresholds established for each indicator.

External Engagement Core Theme

The College core theme “External Engagement” acknowledges and emphasizes the importance of external stakeholders to support the College’s mission.

Indicators encompassed under this core theme are found in the College’s Strategic Plan under Strategic Directions 2 (Student Learning) and 7 (Financial Success), relying on a similar set of indicators and outcomes. In addition, the College’s Strategic Enrollment Management plan encompasses a target range for international student FTE as a percentage of native student FTE.

Because of this theme’s emphasis on expanding opportunities for the College community at-large through partnership and fundraising, it directly or indirectly touches on every Strategic Direction contained in the Strategic Plan. External engagement is embedded across institutional plans, including the Strategic Plan and Strategic Enrollment Management Plan (Standard 3.B.1). Given the increasing emphasis and dependence upon external partnerships and fundraising efforts to support the College’s mission, the 2010 process by which the LWIT community selected its four core themes (Standard 3.B.2) supported increased emphasis on this core theme and its supporting indicators and outcomes.

To assist in the evaluation and improvement of the external engagement effort, the Institutional Effectiveness Committee (IEC) selected three outcomes: 1) employer engagement; 2) College receives supplemental resources through community engagement and 3) international engagement. These selections were made to facilitate the assessment of greater external stakeholder engagement in support of the College’s mission.

The seven indicators selected for assessment of external engagement theme are concentrated in four areas: instructional programs, student support services, fundraising and international programs. External engagement core theme indicators focused on instruction and student support services relate strongly to pathways and student achievement. Fundraising underpins a variety of LWIT initiatives and the international program indicators support diversity on campus as well as opportunities for learning through faculty and student exchanges. The seven indicators used to assess external engagement performance include:

1.A - Instructional programs provide work-place experiences for students
1.B - Program advisory committee members are actively engaged
1.C - The LWIT Employment Resource Center (ERC) online job board postings and employer-related events increase
2.A - Increase in grant revenue
2.B - Funds raised by Lake Washington College Foundation’s Annual Signature event increase
3.A - The number of international students on campus increase
3.B - The number of international collaborative agreements increase
Each of these indicators is supported by a meaningful assessment measure set by the IEC and informed by institutional plans. Supporting the College’s efforts to forge new partnerships and funding opportunities, the data gathered and used in evaluations sustains decisions regarding resource allocation, program planning and the evaluation of the impact and achievement of these investments (Standard 3.B.3).

**Assessment of Achievement of Core Theme Intended Outcomes**

The evidence from the data reviewed indicates that LWIT substantially achieves the intended outcomes. The evidence was gathered from quantitative sources and included examination of the plans currently in place to address identified performance deficiencies and support ongoing assessment of intended outcomes and indicators.

**Indicator 1.A.** Instructional programs (45+ credits) were examined to determine what percent offered students external work-place experiences and provided credit toward degrees for these experiences. These programs were divided into three categories, 1) Programs requiring work-place experiences as a part of the degree/certificate; 2) Programs with voluntary external work-place experiences as a part of the degree/certificate and 3) Programs not requiring/providing external work-place experiences.

The target of 50 percent of programs providing work-place experiences was set based on the established objective in the College’s Carl Perkins Five-year plan (2008-09 – 2012-13) and the intended outcome stated in the College’s Strategic Plan supporting experiential learning experiences for students. While progress has been made since 2008 toward meeting this performance threshold, at the present time only twenty-eight percent of the College’s programs require work-place experiences and an additional twelve percent have work-place experience as an option. In sum, forty percent LWIT’s programs provide students with work-place experiences as a part of their degree or certificate programs (required or voluntary) which falls short of the performance threshold by ten percent.

**Indicator 1.B.** Program advisory committees are required for colleges offering vocational educational programs in Washington State. They provide advice on current job needs and on the curriculum to help make graduates job-ready. LWIT maintains program advisory committees and places significant value on their input and engagement. In 2011 a new survey was introduced to assess the level of engagement and the satisfaction of committee members with their interactions with the College and to provide a foundation for assessing this important indicator in the future.

The Program Advisory Committee survey was an online survey sent to all advisory committee members with valid email addresses. A total of 77 responses (32% return rate) were received, representing forty programs/occupations/employers. The survey posed seven questions that were based on a five point Likert scale, with 4.0< indicating a high degree of agreement and <3.0 indicating a very low degree of agreement. Subsequently, an average aggregate score of 4.0 was applied as the performance threshold, indicating overall high agreement with the questions posed and indicating engaged and satisfied committee members. Overall, respondents had highly positive perceptions of the advisory committees, rating their overall satisfaction with their level of engagement at 4.24, exceeding the performance threshold.

Of the seven questions posed, six received a rating of 4.0 or higher. However, one question, “the college keeps up-to-date with trends, standards, and practices in my industry/occupation,” received a moderate agreement rating (3.88), indicating a potential area of improvement. Committee members also provided
a number of comments that identified areas for improvement, such as providing technology solutions (social networking sites) to supporting communication and closer collaboration between faculty, administrators and committee members.

Indicator 1.C. LWIT’s Employment Resource Center (ERC) provides career exploration, job search assistance and employment resources for students, alumni and community members. Two indicators were developed to quantitatively measure the effectiveness of ERC’s external engagement in support of student career awareness, job search and external workplace experiences. These indicators include: 1) the number of job orders posted on the College’s Online Job Board and 2) the number of employer-related events held on campus annually, including the number of employer participants.

Data for job orders was examined over a six-year period, with performance thresholds based on a range increase year-over-year, with a goal of adding a substantial number of new postings in 2010 (between 201 and 400 new postings). The ERC’s online job board, called Career Services Online, is a free service allowing employers to use the job board by posting jobs and internships for current students and alumni. Data indicates that for the first two years after implementing Career Services Online there was an extreme jump in job orders from 2005 (212 orders) to 2006 (1,241 orders) and 2007 (1,552 orders).

There was a gradual decline in 2008 and then an extreme decline in job orders in 2009, attributed to worsening labor market conditions. However, between 2009 and 2010, job orders have more than doubled (from 277 in 2009 to 629 in 2010), thereby meeting the performance threshold of a substantial increase. This increase appears to be indicative of improved labor market conditions, but also may be due to a partnership developed with Cascadia Community College. This partnership, known as the Sno-King Consortium, allows employers to post jobs on the consortium site. The submitted job order is automatically sent to both colleges, thereby reducing employer time and effort.

The ERC, in partnership with other programs and departments hosts a number of employer-related events that support student career awareness and provide networking opportunities. These events range from large scale job fairs to smaller scale employer panels and “employer of the day” events. Historical data on employer-related events was examined over a six-year period with a performance threshold based on targets established by the ERC. In 2009-10, ERC hosted a total of 30 employment related events with 60 employer representatives participating, exceeding the threshold of 20 events with 50 employer participants.

Indicator 2.A. In terms of supplemental resources obtained by the College through external engagement, LWIT has made great strides over the past five years, improving revenue generated through pursuit of grants and sponsorship of its annual Foundation Signature event.

Grant revenue (local, private, state and federal) underpins many of LWIT’s initiatives across core themes, providing support to projects and initiatives such as:
1. Contextualization of developmental education sequences to improve student achievement
2. Development or improvement of programs to support or expand educational pathways
3. Increased outreach via ERC to employers to increase internship and job opportunities for students
4. Improvements to the College’s early alert system (FAST) that supports faculty-staff-student communication and collaboration
Grant revenue was assessed over a five year period beginning in 2006-07 and concluding in 2010-11. The Strategic Plan set a goal of raising an additional $5 million in grant funding between 2009-10 and 2011-12. In 2010-11 the College raised a total of $3.2 million in new grant funding from federal and state grants, with an additional $1.4 million of pending federal grant proposals, indicating positive progress. The 2010-11 increase in grant funding marks a 300 percent increase in grant revenue from state, federal, local and private grant sources over the previous year.

Despite the marked increase in grant funding in 2010-11 and progress toward the $5 million fund raising goal, fund raising efforts have been historically inconsistent and require additional planning to support diversification of sources (private, foundation, federal). The College currently relies heavily on state grant funding (50% of grant funding between 2006 and 2010) that is anticipated to decline for the foreseeable future.

Indicator 2.B. Since 2008, Lake Washington College Foundation has hosted their annual Signature Event to support student scholarships, programs and initiatives across campus. Net revenue generation has been strong; however, in 2008 and 2009, expenses exceeded 30% of revenue, reducing the proceeds available for distribution. In 2010, the Foundation’s Board reassessed the event format and set goals to reduce event expenses. The Foundation Board targeted a five percent increase in funds available for distribution from this event. This goal became the threshold for this indicator.

In 2010, the Foundation Board modified the event format from a dinner to a breakfast, resulting in a significant decline in event expenses over previous years (10 percent of revenue) and raised a total of $66,685, a 25 percent increase in net revenue from the previous year. A total of $53,394 in proceeds were distributed, a 5 percent increase from the previous year, meeting the performance threshold. For 2011, the Foundation Board has projected a slight decline in the distribution of funds from this event, due to the increased focus on a $3.5 million, three-year Naming/Capital Campaign supporting the new Allied Health Building.

Indicator 3.A. International engagement is important because it enriches the campus community and in an increasingly global labor market supports student and faculty/staff exposure to global perspectives. Since 2005, LWIT has made a consistent effort to grow the International Program guided by goals for recruiting international students to campus and increasing the number of institutional and agency agreements.

Five consecutive years of international student headcount was examined in support of this indicator. Between 2006-07 and 2010-11, international student headcount grew by 37 percent, beginning with 83 students in 2006-07 and ending with 114 in 2010-11. Over the past five years, the percentage gain year-over-year in international student headcount has been inconsistent, as reflected in a decrease in headcount by six percent and thirty-one percent in 2008-09 and 2009-10 respectively. This fluctuation is attributed in large part to global economic conditions; however, additional analysis and planning focused on student retention and attrition rates is needed for better analysis of this indicator.

The threshold for international students on campus was established as 30 percent aggregate growth rate between 2006-07 and 2011-12, with a goal of reaching 150 international students by 2011-12, doubling to 300 students by 2013-14. The current aggregate five-year growth rate of international student headcount is 37 percent, exceeding the performance threshold.
Indicator 3.B. This focuses on increasing the number of international collaborative agreements that the College enters into on an annual basis. These international agreements facilitate opportunities for student and faculty exchanges, including the receipt of J-1 scholars, international students and short-term, summer programs on the LWIT campus. They also increase opportunities for students and faculty to study and teach abroad. The number of international agreements over the past five years were documented and assessed relative to this indicator. Although the College has a significant number of international agency and organizational agreements, it became clear that additional information and planning was needed in order to improve this analysis.

This indicator has been assessed both quantitatively and qualitatively, factoring in both the number of agreements added each year over five years and the plans currently being developed and implemented by the College to pursue international agreements, including:

1. Identification of agencies and organizations in targeted countries that have aligned interests with LWIT
2. Potential institutional partners that have programs identified to support articulation agreements for international students
3. Implementing agreements in a sustainable manner, so that they can be supported on an ongoing basis with existing staff resources

The performance threshold for this indicator was subsequently established as five new agreements added annually and the development and implementation of a plan to guide the pursuit of international engagements.

Growth in international agreements year-over-year has been inconsistent, beginning with three agreements in 2006, three in 2007 and two agreements in 2008. Activity has increased with nine new agreements in 2009 and 17 in 2010. To date in 2011, the College has added 26 new agreements.

In 2011, LWIT was selected as one of ten institutions of higher education in the United States to participate in the International Academic Partnership Program, arranged by the Institute of International Education, with support from the U.S. Department of Education. Participation in this year-long program provided LWIT staff with mentoring and information resources to assist in the development of a Strategic Plan for outreach into the China market. This was followed by a hosted trip to China in May 2010, where LWIT identified four potential agreements that align with the College’s interests. Subsequently, the College has formed an internal taskforce, focused on developing a plan that identifies partnership opportunities in China. This indicator is currently meeting its performance threshold, based on the number of agreements added year-over-year and recent efforts to develop and implement a plan for international engagements into the 2011-12 academic year.

Assessment of Achievement of Program/Service Goals

As noted, the College substantially meets the thresholds identified in the majority of areas. One area needing attention is the indicator of providing work-place experience to students. A focused effort is needed to expand this option, encompassing both outreach to potential internship sites as well as instructional development and coordination. Resources supporting this undertaking have been allocated under the College’s Carl Perkins funding in 2011-12 to meet the performance threshold.

The second area needing attention is improved planning and stronger assessment in the areas of international engagement and supplementary resources. In the case of international engagement,
departmental plans are currently under development, encompassing targeted agreements and strategies for achieving headcount targets. Similarly, the grant revenue indicator requires stronger ties to specific institutional plans, core themes and goals set for diversification of funding.

Use of Results for Improvement

The External Engagement theme review process produced data supporting ongoing College initiatives as well as making new recommendations for improvement to programs and services. The key recommendations are:

1. While the data sets used in the evaluation of this core theme are meaningful and produced excellent preliminary analysis, the information gathered will be refined and made more useful, including stronger linkages to institutional and department plans.
   a. LWIT must develop a resource development plan that aligns grant efforts with initiatives that support core themes and institutional plans and set clear goals for diversifying funding sources. The College should assess the resources needed to support the identified initiatives and map these needs to annual goals. Grant revenue should be assessed by dollar amount and funding source as well as by its alignment with institutional plans.
   b. The International Program, with the support of institutional research, should begin tracking student attrition rates to support better analysis of this indicator. Progress in developing a plan to support targeted international agreements should continue with the performance threshold adjusted based on achievement of the plan objectives.

2. The Lake Washington College Foundation’s Signature Event was selected as an indicator because of the increased scope of fundraising planned by the Foundation Board. This includes the Naming/Capital Campaign, as well as a focus on investment income. These efforts should result in modifications of the indicator and performance thresholds to include all aspects of the Foundation’s activities. This could encompass the following components:
   a. Total number of scholarship funds awarded annually
   b. Total amount of revenue raised
   c. Total amount of program support to the College
   d. Increases in investment income and assets

3. The ERC provides a valuable service to students, alumni and local employers by distributing job orders via an email distribution list to target audiences. However, a consequence of this service is that students are not required to create a profile on the online job board, which inhibits the ERC’s ability to track students. The ERC should encourage students to utilize the job board and/or identify a method for capturing data that enables a better assessment of the impact on the Online Job Board.

4. Establish and maintain a centralized Customer Management System (CRM) that encompasses contacts and information supporting employer engagement. This database would support an improved analysis of employer engagement and identify needed program and service offerings. A centralized CRM system will add value to fundraising efforts and could support improved analysis of the level of engagement of program advisory committee members.

5. The results of the Program Advisory Committee Survey were overwhelmingly positive; however, several opportunities for improvement have been identified.
   a. One question contained in the survey received a moderate agreement rating related to keeping abreast of trends, standards and practices in industry/occupation. This issue should be explored further with individual advisory committees to determine what
improvements can and should be made to improve this particular rating to a 4.0 or higher in future surveys.
b. Committee members provided a number of comments that identified areas for improvement, including better communication and closer collaboration between the College and committee members. Improved communication and collaboration should be explored and procedures established for the administration and management of such program-specific sites. Social networking sites could maintain up-to-date electronic contact information for advisory committee members which would improve survey distribution in the future.

**External Engagement Core Theme Summary**

The External Engagement Core Theme reflects LWIT’s efforts to serve its community by linking external and internal stakeholders in support of innovation, responsiveness to community needs and continuous improvement of its current programs and services. The External Engagement theme supports each of the College’s core themes in a variety of ways. Engagement of advisory committee members is essential to ensure that programs and services are relevant, provide work-place experiences for students and enhance the College’s ability to anticipate emerging skills and educational pathways. Funds raised by the College’s Foundation and grant revenue provide support for the College Community, providing tools and resources that strengthen collaboration and communication.

In recent years the College has invested resources to improve its external connections and embed these goals and objectives into institutional plans. The results of these focused efforts have been significant. For example, the establishment of a relationship and subsequent Agreement with the ED electronics company of South Korea resulted in a $1 million equipment donation to the Electronics Program and a steady intake of international students. This provided the foundation for two successful grant proposals and supported the establishment of the College’s first study abroad program in Korea and the College’s first Fulbright Scholar-In-Residence from the Korean Polytechnic System in 2011-12. As the data indicate, the College has been successful in connecting with external stakeholders to develop beneficial partnerships that enhance student learning and pathways, enrich College community and provide resources for innovation and growth.
The evaluation of core theme indicators uses quantitative analysis contained in Appendix F – “Core Themes, Intended Outcomes & Indicators.” This includes the scoring system using points measured against thresholds established for each indicator.

**College Community Core Theme**

The core theme of College Community emphasizes the importance of students, faculty and staff in fulfilling the College’s mission. Indicators encompassed under this core theme are found in the College’s Strategic Plan, under Strategic Directions 1 (Educational Pathways), 4 (Faculty and Staff) and 7 (Financial Success) and rely on a similar set of indicators and outcomes. In addition the College’s Strategic Enrollment Management plan encompasses a target range for student enrollments ([Standard 3.A](#)). This theme’s emphasis is on internal stakeholders, their interactions and supporting resources. It touches directly or indirectly on every Strategic Direction encompassed in the College’s Strategic Plan ([Standard 3.A](#)).

To assist in the evaluation and improvement of college community LWIT’s Institutional Effectiveness Committee (IEC) selected three outcomes in support of this theme, including:

- Outcome #1 A supportive learning environment
- Outcome #2 A supportive working environment for staff and faculty
- Outcome #3 LWIT is a good steward of resources

The following eight indicators were selected for assessing College Community:

1. A – Students are satisfied
2. B and 1.C - Utilization of the Faculty Advising Support Tool (FAST) by faculty
3. D - Minority student graduation rates are equal to general population
4. A – Employees are satisfied
5. B - Maintain stable number of full-time tenured faculty and faculty in tenure pipeline
6. A – Maintain fiscal integrity of the College
7. B – Maintain and open and transparent budget process
8. C – Meet full-time equivalent (FTE) enrollment targets

The indicators are concentrated into three areas: students, employees and stewardship. They underpin the pathways and student achievement core themes. In aggregate, College Community indicators articulate the value and impact of meaningful interactions between students, faculty and staff; the underlying structures that support internal stakeholders (resources and tools); and the overall satisfaction of students, faculty and staff with the College.

**Assessment of Achievement of Core Theme Intended Outcomes**

Evidence from the data reviewed indicates that LWIT achieves this core theme. This evidence was gathered from both qualitative and quantitative sources and included examination of survey data from employees and students and data collected via the College’s student, personnel and financial
management systems. The first intended outcome focuses on fostering a supportive learning environment for students that consists of four indicators, including:

1. Student satisfaction
2. Faculty utilization of the Faculty Advising Support Tool (FAST)
3. The number of early alerts generated by faculty using FAST
4. Minority student graduation rates

**Indicator 1.A.** The Student Satisfaction Survey was successfully deployed online in mid-April 2011, resulting in a 12.5 percent return rate (616 surveys in total). The survey focused on student satisfaction with faculty and staff, communication, facilities and safety as well as particular departments/services. Overall, most students are satisfied with most aspects of the College and would recommend it to family and friends. The overall mean score was 3.90, just shy of a high satisfaction rating (>4.0), and substantially exceeding the performance threshold of 3.5.

Nineteen questions specifically focused on student satisfaction with faculty and staff, communication, facilities and safety. The overall mean score was 3.92, with only three questions receiving low levels of agreement. These included two communication-related questions (student awareness of scholarships, grants and other funding opportunities and campus activities and events) and one facilities related question pertaining to student understanding of his/her role in an emergency. The eighteen questions pertaining to student quality of experiences specific to departments/services in the College returned an overall mean score of 3.88; with only two services receiving “fair” results (cafeteria and campus clubs).

**Indicators 1.B and 1.C.** The College’s Faculty Advising Support Tool or FAST was originally developed to support faculty identification and tracking of students who are exhibiting poor performance (academic or behavioral) and to elicit collaboration with Student Services staff (intervention). The development of FAST is supported by a Department of Education, Strengthening Institutions Title III grant. Utilization of FAST by faculty is a key indicator of a supportive learning environment for students as it facilitates interaction to support student achievement. The faculty utilization indicator is measured by two components, the number of faculty using FAST and the number of student early alerts generated by faculty. Performance thresholds were established by the Title III grant as 35 faculty utilizing FAST and a ten percent increase in the number of alerts generated.

Faculty use of FAST increased by 117 percent between 2008-09 and 2009-10, with 42 faculty utilizing FAST; in that same time period, the number of alerts generated by faculty increased by 15 percent to a total of 752 alerts. Both of these measures exceed the performance thresholds. Of the alerts submitted by faculty, 45 percent were attributed to students not completing homework or assignments and 43 percent attributed to attendance.

FAST is now in beta testing using an upgraded version, prior to roll-out in September 2011. The new version of FAST provides significant user enhancements, including centralized case management, faculty advising assignments, and integration of the College Factbook which provides data on programs, courses and student demographics. LWIT anticipates that these enhancements will lead to increased utilization of FAST by faculty and staff in 2012. As such, the performance threshold for this indicator should be reassessed in 2012.

**Indicator 1.D.** Minority completion rates were selected as an indicator of a supportive learning environment for students due to its strong relationship to core values and the mission of LWIT. The comparison between minority and Caucasian student completion rates is an important indicator of
institutional support for the student body as an environment that is welcoming for all students. In 2006 and 2007, non-white, degree-seeking students (who began fall quarter) completed within two years at a slightly lower rate (18.6 percent and 12.3 percent respectively) than Caucasian students (19.2 percent and 12.8 percent respectively) in the same cohort. In 2008, non-white, degree seeking students (who began fall quarter) completed within two years at a higher rate (19.6 percent), compared to 14.3 percent of Caucasian students in that same cohort, exceeding the performance threshold.

The comparison between minority and Caucasian student completion rates is a good indicator of the College’s commitment to student achievement, the effectiveness of the early intervention programs, creating a welcoming and inclusive campus culture, and the commitment by staff and faculty to embrace underserved students. However this particular indicator should be revised to include all students to assist in the assessment of a supportive learning environment. Student graduation rates should encompass factors including gender, race, ethnicity and other demographic background information, such as prior education and socio-economic background.

It is important to document efforts to support campus diversity and develop plans to achieve the goal of a campus community that is both diverse and welcoming. As a starting point, a data dashboard comparing the demographics of the College’s service district, students and employees will be posted to the College’s Intranet. Additional efforts supported by the College’s Institutional Effectiveness and Diversity Committees to develop diversity as an intended outcome, with supporting indicators and thresholds, will commence in 2011-12.

Indicator 2.A. A supportive working environment for faculty and staff is an intended outcome of the College Community core theme and is assessed by two indicators, including:

1. Employee satisfaction
2. The number of full-time tenured and full-time probationary (tenure pipeline) faculty

The results of the College’s [Employee Satisfaction Survey](#) administered in March 2011 indicate that overall results were positive in most of the survey areas including work environment, communication, facilities, safety and security, policies and procedures. Overall, employees responded with moderate satisfaction with the College (Overall Mean: 3.76), exceeding the established performance threshold of 3.5. However, almost each category of survey questions contained one or more items with lower ratings.

Of the eight questions posed on the topic of work environment the majority of responses reflected moderate or high levels of agreement/satisfaction. Two areas received low ratings, including 1) employees are praised for outstanding performance (low overall rating) and 2) there are adequate staff members in my department/area to meet work load demands (very low overall rating).

Opinions of College governance varied highly by employee classification with exempt and professional-technical staff generally rating items higher than classified staff and faculty. The majority of responses indicated moderate satisfaction with College governance, with the exception of one low satisfaction rating pertaining to employee perception of the impact of their input on the future of the College. Employee responses to this particular question revealed statistically significant variances between employee classifications and by employee gender. Faculty, classified staff and female employees rated their agreement as low compared to exempt, professional-technical and male employees who indicated moderate agreement.
Opinions on communication within the College also revealed variation by employee classification, with exempt and profession-technical employees indicating high levels of satisfaction or agreement, compared to classified staff and faculty responding with moderate levels of satisfaction or agreement. College staff and faculty overwhelmingly responded with high agreement on their knowledge of the College’s mission; however, all respondents indicated low satisfaction with communication between their departments and other College departments.

Responses pertaining to College 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. Questions pertaining to College facilities that encompass services such as the IT Helpdesk were overall positive, with the exception of responses by classified, exempt and faculty indicating dissatisfaction with the College’s climate control systems.

Survey results provide valuable information regarding specific areas of very low, low and moderate satisfaction ratings, with the intent to maintain high scores and reduce or eliminate low and very low ratings. Assessment of this data will strengthen over time as employees are provided time to discuss these results and develop recommendations to address areas of concern. Longitudinal survey data will also provide year-over-year assessments of initiatives aimed at improving employee satisfaction.

Indicator 2.B. Another measure of a supportive working environment for faculty is the number of probationary and tenured faculty on campus. In 2008-09, the College President committed to adding more full-time faculty, with the express intent of improving historic levels and ensuring that instructional programs have sufficient permanent faculty.

Since 2008, the College continued to make progress in addressing the goal of every College program having a full-time faculty member (all but three programs currently have a full-time faculty); while at the same time meeting the demands of growing instructional programs. In April 2011, six faculty were granted tenure, leaving another 10 probationary faculty in the tenure track process. This exceeds the performance threshold of adding five tenured faculty per year and seven added to the probationary pipeline.

Employee satisfaction with College professional development offerings is strong indicator of a supportive working environment for faculty staff. Each year, the Human Resources Department conducts surveys of faculty and staff to determine professional development needs. This information drives the following year’s offerings. IEC identified the need to add an indicator to support the intended outcome of a supportive working environment focused on faculty and staff professional development. The ability to better track professional development activities and participation will provide data that helps determine the program’s effectiveness.

The third intended outcome of the College Community core theme is the College being a good steward of resources. IEC identified three measurable fiscal indicators to support this intended outcome, including:
1. Maintaining the College’s fiscal integrity
2. An open and transparent budget process
3. FTE enrollment

Indicator 3.A. Maintaining fiscal integrity is defined by two indicators, successful State audit reports, and maintenance of the College’s reserves. Each year the State Auditor’s Office conducts a financial audit of the College. Between the 2006-07 and 2009-10 fiscal years, the audit has returned without findings or questioned costs, which meets the performance threshold. In 2008, the Board of Trustees established a threshold for reserve balance as fifteen percent of the College’s annual operating budget. Since 2008, College’s reserves have been maintained above fifteen percent of the annual operating budget, exceeding the established performance threshold.

Indicator 3.B. The second indicator supporting the College’s stewardship is an open and collaborative budget process. The budget process is defined by two measures, including responses from the Employee satisfaction Survey and representation on the Finance and Budget Committee.

The Finance and Budget Committee’s membership is comprised of representatives from various College units and employee classifications, as well as a student member from the Associated Student Government. Meetings are held in fall, winter and spring as the Committee reviews current and proposed budgets. Committee budget recommendations are forwarded to College Council and Executive Cabinet for review and consideration, are posted to College website in the form of committee notes and distributed via email. Finance and Budget Committee recommendations are also presented to the Board of Trustees as a part of the proposed budget.

The second measure of this intended outcome is assessed through employee responses to a question contained in the Employee Satisfaction Survey that states, “Decisions relating to the College budget are made in an open and transparent manner.” Responses from College employees indicate moderate agreement with this statement (3.74) that exceeds the established threshold of 3.5. Combined, these indicators meet the thresholds established for achieving this indicator.

Indicator 3.C. The third indicator supporting this intended outcome is FTE enrollment. FTE enrollment data is developed and distributed through the College Strategic Enrollment Management Committee (Standard 3.A.) and the Executive Cabinet. This data informs decision-making involving enrollment trends and program mixes. The budget office assesses FTE enrollment and program mix, builds a budget based on anticipated tuition revenue and continues to monitor FTE enrollments and projections throughout the year to assess cash flow to the institution (Standard 2.F).

Additionally, FTE enrollments and program mix are assessed to support decision-making in areas of marketing, recruitment and outreach. The performance threshold for FTE enrollments is based on the state allocation. Since 2006-07, the College has met or exceeded its state allocation, thereby meeting the performance threshold for FTE enrollment.

The intended outcome stating that LWIT is a good steward of resources is intended to encompass a more comprehensive set of indicators including financial, natural and human resources. While the financial health of the institution is critical to achieving this outcome and is well represented by indictors, additional data that address College stewardship of human and natural resources should continue to be explored.

Assessment of Achievement of Program/Service Goals

As is noted in the section above, the College meets or exceeds the thresholds for the core theme intended outcomes. The results of the student satisfaction survey are very positive, with very few
occurrences of low or fair responses and no very low or poor ratings. Comparatively, the overall mean score for the employee engagement survey exceeds the established threshold though attention is required on specific questions and areas that received very-low or low scores.

Utilization of the College’s early-alert and intervention system (FAST) are far exceeding planned targets established under the Title III grant. Given the significant improvements to the user functions that are currently in beta testing, the performance threshold should be increased in subsequent years. Progress has been made in increasing the proportion of full-time tenured faculty at LWIT, with a healthy number of faculty in the tenure process. Finally, data reinforces the College’s stewardship of financial resources, supporting an open budget process, consistently meeting state FTE allocation thresholds and maintaining the fiscal integrity of the College through reserves and successful state audit reports.

Use of Results for Improvement

The College Community core theme review process produced data supporting ongoing College initiatives as well as providing new recommendations for improvement to programs and services. The desired outcome of these activities is improvement of interactions between internal stakeholders and awareness of the impact of these efforts by students, staff and faculty. The key recommendations are as follows:

1. The results of the employee and student satisfaction surveys both exceed the established performance thresholds, scoring well overall. However responses to specific questions contained in the employee satisfaction survey received low and very-low ratings that warrant discussion. The student satisfaction survey, received far fewer low ratings and no poor or very low ratings. In June 2011, Interim President Dr. David Woodall, charged members of Executive Cabinet, committee chairs and college department leads to discuss survey results (employee and student satisfaction surveys and the program advisory committee survey). In addition, time on the College’s in-service day will be allocated to support faculty discussion of the results. Recommendations developed via these discussions will be sent to College Council by the end of September, where they will be discussed and subsequently forwarded to Executive Cabinet for review and action.

2. While the data sets used in the evaluation of this core theme are meaningful and produced excellent preliminary analysis for this study, the information gathered will be refined and made more useful for review of the College Community core theme. The implementation of some of the changes proposed below may require the College to apply added resources to its data tracking and planning efforts.

College Community Core Theme Summary

The College Community Core Theme reflects LWIT’s efforts to support and foster community among students, faculty and staff. The College Community Core theme supports the College’s other core themes in a variety of ways. Faculty regularly engage with industry representatives enhancing equipment donations, program advisory committee participation and practical work experiences and career opportunities for students. Faculty utilization of FAST facilitates connections between faculty, Student Services staff and students to support student achievement. Data pertaining to minority completion rates compared to Caucasian student completion rates is further evidence of the College’s commitment and success in serving all students and fostering a campus culture that is diverse and inclusive.
As the data indicate, the College has been largely successful in supporting students, faculty and staff by providing the resources and tools necessary to foster a campus community. Those areas identified as needing improvement will be addressed in planning processes in the 2011-2012 academic year.
Executive Summary of Eligibility Requirement 24

Scale and Sustainability (ER 24)

_The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future._

Lake Washington Institute of Technology will continue to ensure that its resources are sufficient to provide excellent education and training to its community. The College’s history demonstrates an ability to offer a broad range of workforce training programs with adequate financing, facilities and infrastructure. Managing all of this successfully will continue to be the work of the faculty, staff and administration.

The current financial travails of Washington State have found their way to LWIT. Despite reductions in state budget allocations, there remains a strong commitment to public higher education in the State. The College’s response has been to seek alternate resources and operate more efficiently while still delivering quality programs. This it will continue to do.
Chapter Five: Mission Fulfillment, Adaptation and Sustainability

Standard 5.A: Mission Fulfillment

Assessment of Mission Fulfillment. LWIT’s assessment of institutional effectiveness is grounded in the changes implemented following the 2006 NWCCU comprehensive evaluation as well as institutional planning (Standard 3.A.). The changes following the 2006 visit contributed significantly to the development of the College’s 2007-2012 Strategic Plan and the development of the College’s core themes.

The College mission has been in place since 2001 following Board of Trustees approval. It was reaffirmed by the Trustees in 2007. Development of the mission and its reaffirmation were the result of College-wide discussions by all constituent groups. Collaborative reviews of the mission were conducted in retreats and forums using guidance from consultants and research into best practices. The mission clearly states LWIT’s role as a workforce training and education college.

LWIT defines mission fulfillment as holistic and includes evidence-based analysis by core theme. This analysis is supported by quantitative and qualitative components. The quantitative component examines each Core Theme independently through its indicators and performance thresholds. All core themes are considered equal as determinants of mission fulfillment; each core theme is assessed individually because the total number of outcomes and indicators vary.

Data supporting each indicator was benchmarked from 2006-07 to 2010-11. As gaps in data availability were identified, new data were introduced and thresholds were applied based on the establishment of 2010-11 baseline data. Points were assigned to each indicator in a scorecard format (Standard 1.A.2):

<table>
<thead>
<tr>
<th>CORE THEME</th>
<th>TOTAL NUMBER OF INDICATORS</th>
<th>TOTAL NUMBER OF POINTS POSSIBLE</th>
<th>PERFORMANCE THRESHOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHWAYS</td>
<td>5</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>STUDENT ACHIEVEMENT</td>
<td>9</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>EXTERNAL ENGAGEMENT</td>
<td>7</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>COLLEGE COMMUNITY</td>
<td>9</td>
<td>27</td>
<td>16</td>
</tr>
</tbody>
</table>

The points accrued through the application of indicators under each core theme were then rolled into an aggregate score and a core theme threshold applied. Performance thresholds were set at 60% of possible points. Each core theme was evaluated independently in order to provide them equal weight in the assessment of mission fulfillment.

<table>
<thead>
<tr>
<th>CORE THEME SCORECARD</th>
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<tbody>
<tr>
<td>CORE THEME</td>
</tr>
<tr>
<td>PATHWAYS</td>
</tr>
<tr>
<td>STUDENT ACHIEVEMENT</td>
</tr>
</tbody>
</table>
The second part of evidence-based evaluation of mission fulfillment is qualitative. The score card for each core theme identifies areas of strength and improvement that help frame the qualitative analysis of mission fulfillment. Utilizing information contained in this self-evaluation, a case for mission fulfillment is constructed based on answering the following questions, by core theme:

- How are the College’s “intended outcomes” supported and enhanced by resource allocation, capacity (Standard 2) and institutional planning (Standard 3.A)?
- What has the College accomplished since 2006 to support student preparation for “today’s careers and tomorrow’s opportunities?”
- What are the College’s plans to sustain this level of support to ensure high-quality preparation “....for today’s career’s and tomorrow’s opportunities?”

**Educational Assessment.** In 1997 and again in 2006, the College received a recommendation relative to assessing student learning outcomes. In 2007, a Title III Strengthening Institutions grant from the Department of Education focused on three areas: educational assessment, student retention/completion, and institutional effectiveness. The Director of Educational Assessment continues to be instrumental in organizing and focusing instructional assessment efforts. Currently, all instructional programs have defined student learning outcomes and are assessed with data collected centrally.

On a rotating five-year schedule, each instructional program conducts a program review. The process and information is provided by the Office of Institutional Research and the Director of Educational Assessment. Enhancements of the College’s early alert system (FAST) will continue to enrich and support educational assessment through global learning outcomes tracking and reporting by faculty.

**Institutional Effectiveness.** Following the development of the 2007-2012 Strategic Plan, the Institutional Effectiveness Committee (IEC) was formed by the President with responsibilities that include:

1. Implementation and management of the Strategic Plan
2. Ongoing improvement of data accessibility and transparency
3. Review and development of data sets and surveys
4. Members serving as liaisons between IEC and their respective departments

Many of core theme outcomes and indicators were adopted from the Strategic Plan, particularly in the themes of Student Achievement, Pathways and College Community. The Pathways core theme was developed from Strategic Plan’s Strategic Direction #1 - Educational Pathways. Development of new certificate and associate degree programs, Major Related Programs (MRPs), Direct Transfer Agreements (DTAs) and the applied baccalaureate program provides students with opportunities to pursue emerging disciplines, to enter and exit the College at multiple stages of educational attainment and continue their education beyond the associate degree. The Pathways core theme provides additional indicators that support a more complete analysis of College programs and their alignment with career ladders. Ongoing assessment of educational pathways compared to career pathways will further strengthen LWIT’s evidence-based assessment of this particular core theme and enhance the Program Review process.
The External Engagement theme expanded on the intent of the Strategic Plan, adding additional intended outcomes and indicators that aid in the assessment of this theme. The inclusion of the External Engagement theme and supporting outcomes and indicators also reflects the investment of resources in supporting these activities, including:

1. Developing resources
2. Expanding outreach efforts to local employers in support of student externship sites and job placement
3. Expanding efforts by the International Education Program, including outreach to organizations to develop international partnerships

These efforts will continue to be assessed through established outcomes, indicators and performance thresholds incorporated in core themes and institutional plans (Standard 3.A.).

Information Resources. The Library continues to expand its resources and services to support the needs of students and programs. The Library Action Plan, developed following the November 2006 comprehensive evaluation, became the blueprint for significant improvements to Library operations and information resources acquisitions. This plan remains in effect and is continually assessed and updated (Standard 2.E.2) through input from the Library Advisory Committee and ongoing surveys. Library staff serve actively on committees that support ongoing communication with instructional programs. This ensures that the information resources are sufficient to meet the college’s goals and support new instructional programs.

Use of Results. While the data indicate that LWIT is substantially fulfilling its mission, the evaluation process has identified opportunities for strengthening performance and continuing to build on progress made since 2006. These areas will be the focus of review and discussion in Executive Cabinet, other governance committees, departments, and at all-College forums. These discussions will result in recommendations that inform subsequent core theme planning and decision-making. The governance structure, professional development activities and electronic communications (Internet and Intranet) will support ongoing assessment of core theme indicators, resulting in development of plans for improvement, enhancement and sustainability.
Chapter Five: Mission Fulfillment, Adaptation and Sustainability

Standard 5.B: Adaptation and Sustainability

The new accreditation standards have assisted in the evaluation of LWIT’s resources and the impact of the resulting knowledge on College processes. LWIT has practices which support the regular evaluation of its resources and mission fulfillment. These are guided by the College’s Strategic Plan, regularly updated to meet new conditions. The Strategic Plan has five objectives:

1. Support mission fulfillment and core theme attainment
2. Affirm a vision for the College’s future
3. Describe the broad Strategic Directions LWIT must pursue to achieve success
4. Identify LWIT’s near-term objectives and actions
5. Establish the metrics for evaluating progress

LWIT uses a comprehensive shared governance system to assess institutional effectiveness, improve capacity and operations and allocate resources for mission fulfillment.

The College has established planning, review, and evaluation cycles to guide and ensure adequate resource allocation, and that institutional capacity aligns with mission fulfillment. Institutional research efforts combined with input from College departments, faculty, staff and committees improve planning and decision-making, data gathering and analysis. Existing processes now include mechanisms for ensuring core themes are an integral part of planning.

Early in the new accreditation process, the College compiled a list of all the plans that were currently in use. An abundance of plans existed but improvement was needed in alignment of those plans, analysis of evaluations and sharing of assessment results relative to core themes. Making mission fulfillment and connections to core themes the standard to which all plans and decisions are held assisted in this alignment. The plans are evaluated and revised regularly. Major plans used by the College include:

1. 2007-2012 Strategic Plan
2. Facilities Master Plan
3. Emergency Management Plan
4. Operating, Capital and Associated Student Budgets

The plans are reviewed, evaluated, and revised with input through surveys, forums, and open meetings. Playing a vital role are the governance committees in the College:

1. College Council
2. Facilities Planning Committee
3. Finance and Budget Committee
4. Institutional Effectiveness Committee
5. Instructional Council
6. IT Advisory Group
7. Library Advisory Committee
8. Safety Committee
9. Staff Development Committee
10. Strategic Enrollment Management Committee
Recommended revisions to plans are sent to the appropriate governance body such as the Executive Cabinet or the Board of Trustees for approval.

The Facilities Planning Committee reviewed the space use planning in May 2011, based on requests submitted by departments and programs. Decisions were made based on established priorities of the Master Plan and College budget. An example of how the plan is used for improvement is a decision to standardize classroom carpeting to minimize expenses.

The Facilities Master Plan guides capital project needs and improvements to the LWIT environment. The Plan establishes a dynamic framework for future growth and decision making and will support future capital budget requests for new or renovated space. When the Legislature reduced the College’s current capital funding for the Allied Health Building, reserve funds were allocated to complete the project as planned.

The Facilities Department reviews annual or semiannual inspection reports of fire suppression hoods, elevator, fire, water and water backflow and other facilities systems. Inspections, code changes and renovations all require continual review and evaluation of current facilities systems and structures. The Department implements changes needed to ensure compliance.

The Emergency Management Plan addresses potential problems resulting from a major emergency or disaster. The plan provides for appropriate direction in regard to crisis prevention, emergency preparedness and situational responses, and a systematic approach for recovery. The Plan was completed in 2009 and revised this year.

In this difficult financial climate, the Finance and Budget Committee has been integral to the systematic evaluation of College resources and their use to achieve mission fulfillment. In the conservation of its financial and natural resources, the College demonstrates fiscal integrity via financial audits with no questioned costs and the maintenance of an adequate reserve fund. The Finance and Budget Committee has broad representation across the campus community and holds regular meetings to review current and proposed budgets.

The budget planning process is done annually to develop a College budget that facilitates fulfillment of the College mission. The Finance and Budget Committee uses the budget process to tie division budget priorities to the Strategic Plan and core themes. The Committee reviews departmental requests and prioritizes funding recommendations for available funds. Recommendations are shared with the College Council and made to the Executive Cabinet. These recommendations are forwarded to the Board of Trustees as part of the annual operating and capital budget proposals.

LWIT historically has been a well-managed financial organization. Control mechanisms are in place and accounts are audited regularly. The College has an exemplary record of compliance with state and federal law. LWIT has maintained a strong system of internal controls adequate to safeguard public assets as noted by the State Auditor’s Office in its audit reports.

As LWIT moves forward during these uncertain economic times, it is well-positioned financially to support achievement of its mission and core themes. The College has maintained adequate reserves, has well defined policies and procedures and has a budget process that identifies and addresses current and future needs. The College has strategically managed unprecedented reductions in funding in order to meet its mission, address new initiatives, retain quality faculty and staff and serve its
students. Enrollment growth was met by use of new tuition revenue to operate programs at different
hours, create new programs and offer more classes at off-campus sites.

The College is aggressively seeking additional funds through Foundation fund-raising, and grants and
contracts from state, local and federal sources to replace reduced state budget allocations. Increasing
industry partnerships and the number of International students also provide opportunities to increase
donations and revenue. The Budget Services webpage provides information on the budget, budget
process, and financial reports.

The College uses the results of the Institutional Effectiveness Committee’s evaluations to make changes,
as necessary for improvement. Regular updates are provided to Executive Cabinet.
Library staff and the Library Advisory Committee plan for information resource needs. LAC is an avenue
of communication between the Library and the students, faculty and staff. LAC assesses the Library’s
ability to support the mission and makes suggestions for improvement.

Library, student support, facilities, and technology resources are evaluated regularly for their
contributions to mission fulfillment. All of these resources are campus-wide and support collaboration
among various campus community members. The Library offers student and faculty orientations
regarding information resources and their best use. Faculty and Student Services staff work
collaboratively to provide optimal learning environments for students with a wide variety of needs
(Standard 5.B.1).

The Policies and Procedures Committee updates policies and procedures and informs the campus
community about changes to College regulations. Human resources policies are regularly updated,
reviewed, and communicated to employees. Employees are provided with professional development
activities to enhance their competencies, help them to achieve career goals and promote greater service
to the College.

The Safety Committee reviews safety/security requirements and the Emergency Management Plan and
makes recommendations for health and safety regulations to maintain a safe environment. As
appropriate, the Committee reviews and investigates incidents and makes recommendations for
corrective action. It meets monthly to address safety and security related issues. Agenda items are
tracked to insure follow-up and corrective action as needed.

The Staff Development Committee surveys staff annually to determine professional development needs.
The Committee analyzes the results and builds a training curriculum for the subsequent year. This
allows for continued improvement using the yearly input to develop training curricula based on
identified needs. However, improvement is needed in tracking professional development in a consistent,
comprehensive manner.

The IT Advisory Group reviews annual plans and needed policy changes and responds to concerns
regarding technology. LWIT has implemented several information technology related projects to
improve communication and service. The College has a new telephone system, 100 percent wireless
coverage, a digital signage system, a re-designed web site and a technology Help Desk for students. The
potential bandwidth has been increased to 10GB allowing the adoption of new video-centric
technologies as they emerge over the next decade.

Information Technology has procedures for disaster preparedness and recovery for technology
infrastructure and services. Redundancies and backup systems are in place to maintain services in events such as an electrical power failure or a break in connectivity. Redundant phone and email servers maintain service and avoid data loss if a server is compromised. All servers are backed up daily with tape and maintained in secure, fireproof storage.

Enrollment data supports the College’s effort in building an appropriate program mix that meets the state’s established enrollment targets. The data is used by the Strategic Enrollment Management Committee and the Executive Cabinet. The data informs the Committee recommendations regarding enrollment size, growth, trends and program mix.

Educational assessment has provided new and better data to assist in understanding whether students are acquiring the skills and knowledge that will ultimately lead to workforce employment. According to the indicators and the Student Satisfaction Survey, LWIT is largely achieving the Student Achievement core theme.

LWIT also monitors its internal and external communities through the External Engagement and College Community core themes. Data for these are taken from the employee satisfaction, student satisfaction and advisory committee surveys. Board of Trustees’ goals include a greater international presence, greater emphasis on community involvement, better relations with business and industry and enhanced funding from non-state sources.

The use of mission framework has allowed LWIT to understand where it needs to improve, where better data are needed and how best to achieve its mission (Standard 5.B.3).
Conclusion

The self-evaluation has provided Lake Washington Institute of Technology with the opportunity to pause, reflect, and think further about the College it is and wants to be. This document represents 22 months of work by many faculty, staff, students and community members.

The College elected to use the revised accreditation standards for two reasons: they better fit the increasing emphasis on accountability in higher education and they happened at a time when LWIT was broadening its pathways to include baccalaureate education, undergoing a name change and furthering a Trustee vision of becoming a polytechnic college.

This process was available to all who wished (and some who probably didn’t wish) to participate. Governance councils, department meetings, retreats and forums for faculty, staff, students and the community provided many venues to be part of the self-evaluation. The Accreditation Committee, formed in January 2010, played the major leadership role in marshaling efforts to complete the self-evaluation.

The work became progressively more difficult as efforts progressed from more traditional self-evaluation sections (Standard Two) to the assessments and validations of work done or improvements that needed to be made (Standards Three and Four). Features of the self-evaluation included:

1. A clear affirmation of the College mission as a workforce training and education institution
2. Common agreement on the appropriateness of the four core themes: Pathways, Student Achievement, External Engagement and College Community
3. A holistic assessment of the College that crossed organizational lines between instruction, student services, information resources and technology and facilities and campus environments
4. Within the major units of the College a cultural shift toward appreciation of the value and role that assessment plays, be it in the work of the accountant or the media design faculty
5. The opportunity to review five years’ work since the 2006 comprehensive evaluation to improve on the recommendations made then
6. The need to pay particular attention to educational assessment and institutional effectiveness
7. The indispensability of all the core themes to achieve student learning and success

The revised standards were presented to the College community using clear phrases to identify what each standard sought to explain:

<table>
<thead>
<tr>
<th>Standard</th>
<th>What it is that we do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Two</td>
<td>What do we have to work with?</td>
</tr>
<tr>
<td>Standard Three</td>
<td>How are we going to do it?</td>
</tr>
<tr>
<td>Standard Four</td>
<td>How well did we do it? What are we doing to improve?</td>
</tr>
<tr>
<td>Standard Five</td>
<td>Did we fulfill our mission?</td>
</tr>
</tbody>
</table>

The revised standards helped the movement toward a more systematic approach to the use of resources. This involved evaluation, the use of assessment to make improvements, planning, decision-making on the allocation of resources, operations, — and then repeating this cycle. The adventure of doing the seven-year accreditation cycle in such a short time frame will give way to a more measured effort when LWIT begins the cycle in 2012 with a Year One report (Appendix T).
Mission and Mission Fulfillment. The LWIT mission was clear throughout the self-evaluation, as it has been since its adoption in 2001. Deciding on mission fulfillment involved College-wide discussion which produced:

1. The core theme outcomes
2. Indicators of core theme attainment
3. Qualitative and quantitative measures to determine mission success

The self-evaluation identified strengths and weakness in both how the College functions and the data used to assess its effectiveness. This narrative indicates where improvements need to be made in both.

Core Themes. Creating core themes was interesting work because it required distilling hundreds of ideas into clearly identified College purposes that would lead to mission fulfillment. Development of the outcomes and indicators was more difficult in part because it exposed the adequacies (and inadequacies) in available data to support quantitative evaluations. The current core themes should remain in place for the immediate future so that they may be assessed for their relevancy and utility. Work to further refine data to measure achievement of intended outcomes will be ongoing.

Planning. Planning will become more focused as a result of the self-evaluation. Over a year ago, the Executive Cabinet identified more than 20 plans at the College, official and unofficial. As core themes and their outcomes and indicators were developed, it became more evident that planning was inseparable from resource allocation. The new mantra will be that if a plan does not address core theme indicators, it probably isn’t needed.

Another result will be to make planning more holistic. As the old accreditation standards “silooed” colleges, planning tended to be owned by each silo. Core themes cross institutional lines and will require more collaborative work which may also affect future organizational structures at LWIT.

LWIT Strengths.

1. The College mission is clear and well-understood
2. Core themes accurately reflect the essential work done toward mission fulfillment
3. LWIT has an improving system of governance that provides many avenues for participation in decision-making processes. Examples include budgeting, instructional course and program approvals, facilities master planning, and information resources and technology
4. Despite the severe economic downturn in Washington State and declines in state funding, LWIT has adequate financial resources to achieve its mission. The Board of Trustees have regularly approved special funding for facilities and equipment to offset reductions in state allocations
5. Instructional programs remain dynamic. Creation of new programs serves as one example; the regular program reviews of all current programs is another. More emphasis is being given to expanding student pathways by offering transferrable degree programs and an increasing array of academic courses
6. The Library has made positive decisions to increase its service by the addition of new staff and employment of electronic data bases to provide enhanced information resources
7. LWIT is more aggressively pursuing new revenue sources to offset losses in state funding. Central to this effort is the work of the Lake Washington College Foundation, the College Advancement Office and the Global and Extended Learning Office
8. Efforts continue to maintain a competent and dedicated faculty and staff through a positive work environment, professional development and new employees who expand our talents and diversity
9. The physical plant and technology infrastructure are modern and have received regular upgrades and enhancements. The new Allied Health Building significantly improves facilities for existing programs and creates the potential for expanded Pathways.

10. Surveys indicate a high degree of student satisfaction with their LWIT experience.

11. Student achievement and success remain the focus of all LWIT efforts.

LWIT Challenges.

1. Completing the seven-year cycle in 22 months will require early review of the thresholds, outcomes and indicators to determine their usefulness as measures of effectiveness.

2. The fiscal crises will have to be met by attracting new revenue from grants, contracts, industry donations and overseas partnerships.

3. To expand the Pathways core theme will require new resources as the College continues to increase the scope of its offerings.

4. Student Satisfaction Survey scores indicate the need to review certain auxiliary services.

5. Employee satisfaction scores show the need to review the employee reward system and continue to improve shared governance practices.

6. Planning needs to be more focused on core theme attainment. It needs to remain collaborative, across organizational lines, and holistic.

7. Advisory committee feedback indicates the need for continuing review of program currency in meeting industry trends, standards and practices.

8. Meeting enrollment demand must be balanced by adequate resources to provide students with quality education and support services.

Plans for Improvement.

1. Refine the core theme outcomes, indicators and thresholds.

2. Continue to educate the College community about the new accreditation standards and cycles.

3. Continue to improve shared governance.

4. Expand the sources of new funding through grants, contracts, donations and overseas agreements.

5. Update key planning documents including the Strategic Plan and the Facilities Master Plan.

6. Make stronger efforts to engage the community to gain greater support for current operations and new directions.

7. Better assess the impact of enrollment demand on resources.