

Year One Self-Evaluation Report

submitted to the

Northwest Commission on Colleges and Universities

by

Lake Washington Institute of Technology

September 11, 2012



LAKE WASHINGTON INSTITUTE OF TECHNOLOGY

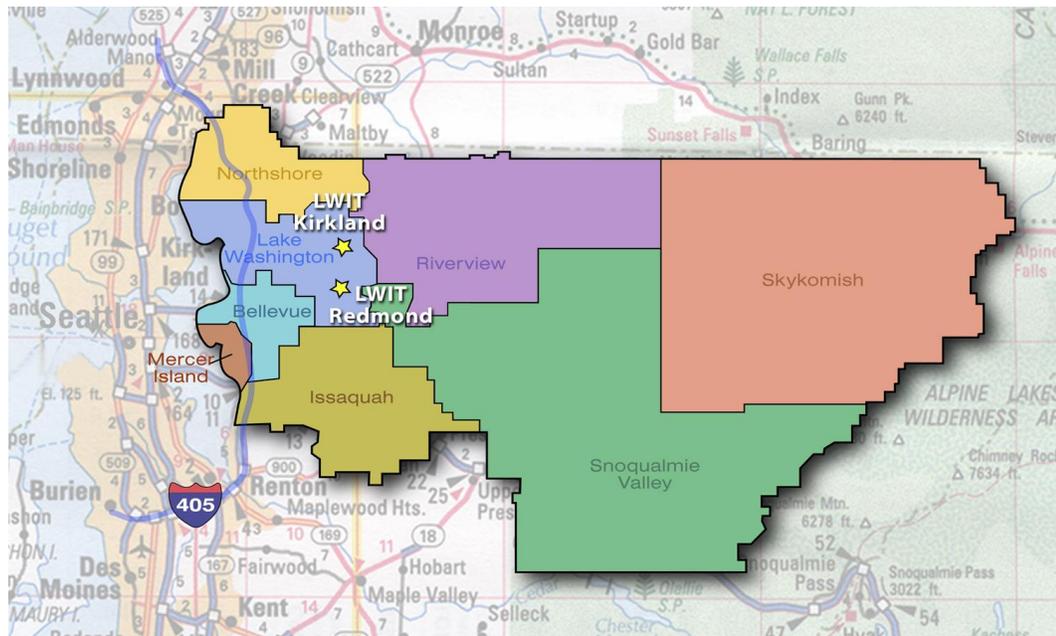
11605 132ND AVENUE NE

KIRKLAND, WASHINGTON 98034-8506

(425)739-8100 FAX (425)739-8298

www.lwtech.edu

(Intentionally left blank for double sided printing)



(Intentionally left blank for double sided printing)



TABLE OF CONTENTS

Institutional Overview	7
Preface	9
Chapter One: Mission, Core Themes, and Expectations	
Executive Summary of Eligibility Requirements 2 and 3.....	15
Section I: Standard 1.A.....	16
The Institution’s Mission Statement.....	16
Interpretation of Mission Fulfillment.....	17
Section II: Standard 1.B Core Themes.....	18
Pathways.....	21
Student Achievement.....	24
External Engagement.....	27
College Community.....	29
Conclusion	31
Appendices (Under Separate Cover)	A1 – A79

(Intentionally left blank for double sided printing)

Institutional Overview

The Lake Washington Institute of Technology (LWIT) 2011-12 Year One Report uses the Revised Accreditation Standards in the context of an institutional culture shift toward greater emphasis on assessment and evaluation. The self-evaluation process involved Trustees, faculty, staff, administrators and students in an inclusive effort with broad participation and involvement (Appendix A). In Fall of 2011 LWIT participated in a full scale self-study and review by the Northwest Commission on Colleges and Universities. This self-study included all seven years of the revised accreditation standards. This Report addresses Year One standards and two of the four recommendations from the Fall 2011 visit.

Accreditation Committee. The self-evaluation process began in January 2012 with the continuation of the Accreditation Committee from the previous self-study. This team identified task-force leaders for each recommendation (Appendix A). The Committee led the development of core themes in the previous self study and continues to work on the recommendations from the Fall 2011 visit and all aspects of the year one report, including educating the LWIT community about the new standards and the accreditation process.

Faculty:	Michael Richmond	Automotive Faculty
	Cheyenne Roduin	Librarian
	Monta Frost (co-chair)	Dental Faculty
	George Dalich	Science Faculty, VP of LWIT Federation of Teachers
	Pat McPherson	Early Childhood Education Faculty
	Jana Holt	International Education Faculty
Staff:	Kathy Johnson	Senior Human Resources Technician
	Mary Suhler	Accountant, Administrative Services
Administration:	Dennis Long (ALO)	Vice President, Student Services/Interim Vice President, Instruction
	Colleen Hewes	Director, Nursing Programs
	Myung Park	Executive Director
	Terry Byington	Executive Director
	Ruby Hayden (co-chair)	Interim Dean of Students
Student:	Shalliah Swinney	Associated Student Government, VP

Board of Trustees Involvement: During the course of the self-evaluation process, the Board was regularly informed of the progress and reviewed the draft of the report at the June Board meeting.

Continuation of Core Themes. The four core themes of Pathways, Student Achievement, External Engagement and College Community were reviewed for content, clarity, and ability to measure. The task force associated with recommendation two strongly felt the core themes embody the major efforts at LWIT to meet its mission as a workforce college and that a change to some language in the core themes would improve the college's ability to identify viable and meaningful outcomes and indicators for each core theme. These changes are detailed in Standard 1B.

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

LWIT serves a diverse student body from throughout the Puget Sound region and representing 28 other countries. Close to 5000 students enrolled at the college in Fall Quarter 2011.

LWIT Enrollment Data: Fall Quarter 2011	
Enrollment (headcount)	4831
Enrollment (FTE)	3309
Full Time	49%
Part Time	51%
Male	40%
Female	60%
Students of Color	42%
Median Age	30
Enrolled with a degree already earned	24.7%
Student Goals	
Transfer	8.02%
Workforce Training	69.52%
Basic Skills	5.84%
Other (enrichment, improve job skills, etc.)	16.62%

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

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

LWIT currently offers more than one hundred degree and certification options. In Fall Quarter 2011, students were served by 77 full-time faculty, 281 part-time faculty, 134 staff and 29 administrators. Within the faculty ranks are ten full-time academic core faculty, six with doctoral degrees. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. The second cohort of 17 students graduated in June 2012.

Since 2008, LWIT and sister institutions in Washington State have faced unprecedented funding reductions due to the state fiscal crisis and the college’s state operating budget has been reduced approximately 40% (\$5.7 million). These reductions occurred during a period of historic levels of high enrollment and student demand. The college has strategically managed the reductions to maintain its mission, support new initiatives, retain quality faculty and staff, and serve our students.

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?

In November 2011, the LWIT Board of Trustees hired the college's permanent President, Dr. David Woodall (who assumed leadership of the college as interim president in January 2011). The Board provided guidance to the college through the annual development of board goals and institutional goals. Following were strategic elements for the 2011/2012 academic year:

1. Support student achievement and workforce development.
2. Launch the new college name and move the college toward a baccalaureate and polytechnic institute.
3. Build corporate support and partnerships for the institute of technology thrust.
4. Develop alternative funding strategies and grow revenue positive international programs.
5. Support the college's mission and core themes.

At the September 2012 meeting, the Board of Trustees reaffirmed the college's commitment to its mission, vision, and core themes (Appendix C, please note final minutes will not be approved until October 2012). Additionally, the college expects the current strategic planning process to last into the 2012/2013 academic year.

Bachelor of Technology in Applied Design Program. The most recent accreditation visit resulted in NWCCU approval of LWIT's substantive change request and the college is now accredited at the baccalaureate level. The college received a commendation "for establishing a viable and rigorous bachelor of technology in applied design degree that provides options for students to pursue further education for "today's careers and tomorrow's opportunities". Two cohorts have now graduated from this program.

Other Major Instructional Program Changes. While the college consistently reviews ideas for new programs, this past year the college chose to focus on additional pathways within existing programs:

1. Several programs changes from AAS status to AAS-T to offer students more transferable options from longstanding technical program: Computer Security & Network Technician, Architectural Graphics, Engineering Graphics Mechanical Design Emphasis, Civil Engineering Graphics Emphasis, MMDP Video and Web Production, MMDP Digital Design, and Digital Gaming and Media.
2. The Principles of Machining, certificate of completion (Fall 2012) combines existing Machining, Welding, and Maintenance classes based on current industry needs.
3. The Early Childhood Education Assistant Teacher, short term certificate (Fall 2012) is the first quarter of the existing Associate's Degree.

The college placed two programs with no student enrollment on inactive status: the Professional-Technical Education AAS-T and the Linux Security & Networking certificate .

The college's Funeral Service Education program received accreditation in Spring 2012 from the American Board of Funeral Service Education. LWIT's program is the only accredited program in the state of Washington and one of fewer than 60 in the U.S. The Dental Hygiene program had its accreditation reaffirmed by the Commission on Dental Accreditation in Winter 2012. The college's technical high school, Lake Washington Technical Academy, conducted a self-study and site visit in May 2012 which resulted in reaffirmation of their accreditation through the Northwest Accreditation Commission (NWAC). (Appendix D)

Budget Reductions. As previously stated, the college has faced unprecedented budget reductions due to the State of Washington fiscal crisis. During this time, state funding for LWIT has been reduced approximately 40% (\$5.7 million). Despite the reduced funding, the college has worked hard to remain committed to its mission and core themes while enrolling record numbers of students. Budget reductions have been made strategically in a manner to minimize their impact on direct services and instruction to students. For example, the college limited enrollments in some course beginning in the 2011-12. During this time, the use of increased tuition revenues, grant and contract funds, and the use of reserves have allowed the college to ease the negative impact of budget reductions. While college used reserve funds to address some needs, the level of reserve funds has been maintained above the minimum levels established by the Board of Trustees.

Development Activities. The Lake Washington College Foundation's mission is to support LWIT's educational excellence. With the leadership of a new Executive Director and a growing Board of Directors, the Foundation recently adopted a five-part fund development plan. Building on the success of its signature event, a fundraising breakfast, the Foundation launched four new fundraising initiatives: An Annual Giving Campaign, Major Donor cultivation (for gifts of \$10,000+), General Scholarship funding, and Alumni engagement. Major donor cultivation is a key stepping stone to success in a capital campaign. The Foundation's long range planning forecast calls for a three-fold increase in unrestricted income by 2015 as well as substantial growth in scholarship and capital funds. New gift acceptance, investment, and spending policies guide its activities in raising, managing, and spending funds. The Foundation continues to provide support from its unrestricted funds to student scholarships, a student emergency fund, and faculty and program support. It is currently undertaking a college-wide needs assessment.

Capital Projects/Infrastructure Improvements.

At the March 15, 2012, meeting, the Board of Trustees approved an additional expenditure of \$460,000 for the college's welding laboratory renovation and upgrade project. This takes the project to a total of \$850,000. This commitment of the college dips into budget reserves, but is central to maintaining high quality laboratory facilities for core technical programs (Appendix C).

Work began Spring 2012 to relocate the Associated Student Government offices from the second floor of the East Building into a more accessible space near other services commonly used by students (cafeteria, bookstore, etc). Funding for this renovation came from the reserve account funded by student activity fees.

Beginning in September 2011, LWIT began the second phase of a long term plan to upgrade its information technology (IT) infrastructure. The first phase was completed over 3 years from 2009-2011 and focused on upgrading the physical components including desktop computers, servers, telephones, printers and multi-function devices, network routers and switches, and wiring and cabling. The second phase projected to last 2 years is focused on building an infrastructure layer on top of the physical layer

to enable collaboration between college employees, students, and the community. A second goal is to position the college to take advantage of third party vendor and cloud-based solutions via a robust security and identity-management solution. Specific projects completed so far include migration of e-mail services to Exchange 2010 and migration of the college's intranet to SharePoint 2010. Projects to be completed by September 2012 include complete migration from the lwtc.edu domain to lwtech.edu due to the college's name change, implementation of virtual private networking (VPN) for secure off campus connectivity, and assignment of e-mail and security credentials to all employees and students.

Enrollment Growth. In the 2011-2012 year, the college effectively hit the target enrollment of 105 percent of the state FTE allocation (Appendix E). The college anticipates enrollment will continue to soften and will focus on maintaining enrollment at 105 percent of the state allocation.

International Programs. International Programs office continues to promote activities and services to build a foundation of cultural diversity and student community development. During the academic year 2011-12, activities were based on:

- Growing the college presence in China, Korea, and Japan in order to expand partnerships.
- Exchange programs for students and faculty to expand their point of view as well as gain new skills and knowledge.
- Incorporation of International Students into Student Programs leadership development.

The office significantly strengthened relationships with several colleges in China, Korea, and Japan. College faculty visited partner institutions to coordinate curriculum. Korean and Chinese Language classes are taught on our campus. The college hosted a Fulbright Scholar in residence in the 2011/2012 academic year and several other J1 Scholars. New and continuing International Students were invited to attend an overnight leadership development training. Fifteen students took advantage of this opportunity; as a result they were more connected at the beginning of the year with friends and skills to help them navigate college systems. All of these activities strengthened the college and contributed to its workforce mission. Currently the office has 35 partner institutions overseas and will be reaching out to other countries in coming years.

Faculty Issues. LWIT continues to make significant progress in increasing the number of tenured and tenure-track faculty which provides a stronger and broader network of faculty. In 2011-12, LWIT awarded tenure to two faculty, raising the total from 34 to 36. Seven faculty were added to tenure track. Additionally, 19 part time and full time faculty received professional development funds to attend conferences, trainings, classes, workshops, and receive certification. The information gained was brought back to the LWIT community for broader sharing. The college also added four additional faculty coordinators in leadership roles.

Common Student Learning Outcomes (Global Outcomes), Program Outcomes, and Program Review. Faculty continue to assess their programs annually using the standardized forms and rubrics for global outcomes, program outcomes, and full program reviews.

Evaluation Visit, October 2011. The most recent Commission evaluation, in October 2011, reaffirmed the college's accreditation and affirmed accreditation at the baccalaureate level. The evaluator's report contained three commendations and four recommendations.

Response to Recommendations. The Commission requested a report on Recommendations 1 and 2 in the Fall 2012 Year One Report. It also asked for a report on Recommendations 3 and 4 in the Fall 2014 Year Three Report. The Accreditation Steering Committee determined the process by which all

recommendations should be addressed and executive cabinet approved the following process:

1. The four recommendations must be handled by task forces, with co- or tri- chairs. The chairs include at least one person with subject expertise and one person from the Accreditation Committee:
 - Recommendation 1: Myung Park and Ruby Hayden.
 - Recommendation 2: Doug Emory, Molly Verschuyl, and Ruby Hayden.
 - Recommendation 3: Cheyenne Roduin and Terry Byington.
 - Recommendation 4: Michael Richmond, Mary Suhler and David Woodall.
2. The process used to address the recommendations includes:
 - Broad participation by all constituent groups: faculty, students, staff, administrators.
 - Specific participation by individuals with subject matter expertise.
 - Regular feedback from and communication with the college community about work in progress. Forums should be considered a part of this effort.
 - Work to culminate in action plans that will be presented to the Accreditation Committee, the Institutional Effectiveness Committee, College Council, and Executive Cabinet.

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

The task force wrote a brief survey related to the issues identified by the accreditation visit. This survey was sent to campus at the end of Winter quarter 2012. A formal theme analysis of the survey was conducted and the results reviewed by a small team of subject matter experts from the international office, student services, and instruction. The team created an action plan that matched the visiting team's concerns and the input from the campus as a whole. Campus forums were held to disseminate the survey results, action plan, and all materials created by the team. These documents were also posted to the employee intranet. The action plan was implemented at the close of Spring 2012 and several items in the plan are ongoing and/or slated to begin in a future quarter. The same task force leaders will conduct an assessment of the action plan no sooner than one year post implementation. Results from this post assessment will be shared with the campus community and used for program improvement. The college will provide an update in the Year Three report. (Appendix F)

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

The task force leader convened a team of staff and faculty in identifying ways to ensure outcomes and indicators for the college's core themes were well aligned, robust and meaningful to the college's work. The team quickly realized that the first step would be revision of core theme language. After significant work the group brought changes to the college community using the existing committee structure. The

changes, rationale, and work of the committee are detailed in Standard 1B. The college will provide an update in the Year Three report. (Appendix G)

Recommendation 3: *While the team was impressed with the quality implementation of the first college baccalaureate program, there is a general concern about the planning and implementation process for future academic programs, including future baccalaureate degrees. It is not clear that academic faculty and resources have been appropriately consulted in taking the next steps. (2.C.5)*

The process of suggesting, researching, and developing new baccalaureate programs is currently being evaluated to become more streamlined, inclusive, and transparent to the LWIT community. Two representatives from the LWIT accreditation committee, in consultation with the Vice President of Academic Affairs, are working with IT professionals to transfer all forms and workflows to the employee intranet. It is hoped that having a central repository for ideas, communications, actions, status updates, and research notes organized and available to the college community will aid in communication and transparency. This work will continue and the college will provide an update in the Year Three report.

Recommendation 4: *The Evaluation Committee did not find consistent evidence that the institution demonstrates an effective and widely understood system of governance with clearly defined authority, rules, and responsibilities. Similarly, the committee did not find consistent evidence that its decision-making structures and processes make provision for the consideration of views of faculty, staff, administrators and students on matters in which they have a direct and reasonable interest. The committee recommends these matters be addressed. (2.A.1)*

In an effort to take small, achievable steps toward addressing the topic of governance, a small task force of accreditation team members and the college president met and decided to begin with a campus survey. This survey revealed two-way communication was one concern on campus. As such, the taskforce developed a communication plan currently under review by College Council. The accreditation committee recognizes the recommendation related to college governance will take significant additional work by the entire college community. The college will provide an update in the Year Three report.

Mission, Strategic Planning, and Core Themes

Mission. LWIT's current mission has set the college's directions for the past decade (Appendix H). 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 Board reaffirmed its commitment to the mission in 2007 and again at the September 2012 Board Meeting (Appendix C).

Strategic Planning. The college began its strategic planning process in January 2012, by retaining a consultant to lead the college through scenario-based planning. A strategic planning committee was formed to help guide the process. The committee consisted of the chairs of the following key college committees: Accreditation, College Council, Diversity, Budget & Finance, Instructional Council, Institutional Effectiveness, Branding, Facilities, and Information Technology. The college also identified the Special Assistant to the President as the internal liaison to the consultant for strategic planning.

A series of forums were held with faculty, staff, students, community, foundation, and advisory committee members in February and March, culminating with a half-day work session with all faculty and staff on March 23rd. At the end of this process, the college determined that scenario-based planning was not generating the kind of engagement and information the college needed to effectively develop a strategic plan.

In response, the college extended another invitation to the college community to participate on the strategic planning committee in order to encourage broader engagement and to provide input on the next steps in the planning process. The expanded committee met in April, May, and June 2012 to define the strategic planning process. A new strategic planning facilitator/consultant, Keys Consulting, was selected in July 2012. The consultants will lead planning work during September RAPID days (faculty in-service) and continuing the work through the fall quarter.

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. Due to recommendation two, the college reviewed core theme language as the first step in creating more meaningful outcomes and indicators. The revised language is reflected below.

LWIT Core Themes
PATHWAYS Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The Institute is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.
STUDENT ACHIEVEMENT At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and participate in the workforce.
EXTERNAL ENGAGEMENT Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to support the Institution’s mission.
COLLEGE COMMUNITY Lake Washington Institute of Technology provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

Core Theme Indicators and Outcomes. Core theme indicators and outcomes were developed in late 2010 by the Accreditation and Institutional Effectiveness Committees. As evidenced by recommendation two, the outcomes and indicators were “not well aligned or challenging enough.” As such, the Institutional Effectiveness committee, with consideration to the core theme language, will continue to refine outcomes and indicators.

Outcomes and indicators are detailed in the 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 and 2012, 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 2012, four core themes were revised and endorsed 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 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 and 2012. 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 joining 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 further exploring additional baccalaureate degrees as well as becoming a two year-four year college of technology. These initiatives will receive additional college discussion as the strategic planning effort moves forward.

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

The mission is supported by four core themes and we expect the 2012-2017 Strategic Plan to support this connection. The core themes define the essential work done at the college and the allocation of resources to support achievement of core theme outcomes. 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. In support of the workforce mission, 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 eases the transfer of associate degree students into baccalaureate programs in the state.

Interpretation of Mission Fulfillment (Standard 1.A.2)

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

Development of mission fulfillment thresholds was college-wide and led by two principal groups: the Accreditation Committee and the Institutional Effectiveness Committee. Efforts included visits to pilot colleges using the new accreditation standards, researching other best practices, discussions throughout the college via staff development days and forums, and involvement of the Board of Trustees. The Board of Trustees continues to be an integral part of a process that included: their approval of core themes in June 2010 and mission fulfillment thresholds in April 2011, and the 2010/2011 goal to move to data driven decision making.

Responding to the concerns raised in the accreditation visit report that *“the college now take the time to reflect upon the appropriateness of each indicator and establish meaningful, sustainable goals or thresholds to achieve”* a task force was created to review Core Themes, Outcomes, and Indicators. The results of their work to date can be found in Standard 1B.

Rationale. The rationale for mission fulfillment analysis is based on core theme achievement. Core theme outcomes are assessed to determine effectiveness in achieving each core theme. Each core theme reflects fundamental work done at LWIT to achieve its mission. 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 will be in-part evaluated in Standard Five (Year Seven Report), 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 following framework will be updated when the Core Themes, Outcomes and Indicators Task Force have completed their work.

QUANTITATIVE ANALYSIS SUPPORTING EVIDENCE BASED ASSESSMENT OF MISSION FULFILLMENT			
CORE THEME	TOTAL # OF INDICATORS	TOTAL NUMBER OF POINTS POSSIBLE	PERFORMANCE THRESHOLD
PATHWAYS	9	27	19
STUDENT ACHIEVEMENT	9	27	19
EXTERNAL ENGAGEMENT	12	36	25
COLLEGE COMMUNITY	8	24	17

While each of the core themes is important to the college’s mission fulfillment, Pathways and Student Achievement will be given more weight in scoring. Core theme descriptors, outcomes and indicators are detailed in Standard 1.B.

Performance thresholds for each core theme were developed using the framework shown below. A threshold of 70% of total points possible was assigned. 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. At this time this scoring system remains in place, but may be revised as work on outcomes and indicators continues.

QUANTITATIVE EVALUATION FRAMEWORK	POINTS
Not meeting threshold/needs improvement	0
Not meeting threshold, continuous improvement process established to address deficiency	1
Meeting performance threshold	2
Exceeding performance threshold	3

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 will be 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 2011 and future plans, by answering the questions:

- What has the college accomplished since 2011 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 students moving forward and/or change to ensure that we continue to "prepare students for today's career's and tomorrow's opportunities"?
- How 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 college formed the Accreditation Planning Committee in January 2010 to organize the most recent comprehensive self-evaluation. After the Fall 2011 visit, this team elected to remain a standing committee for the purpose of writing the year one report and lead the college's work on the four recommendations. In light of the following recommendation about outcomes and indicators and to improve upon deficiencies in that system that the college had itself recognized during its self-evaluation, the assigned task force reviewed and revised the core theme language for clarity and developed a method for identifying more robust outcomes and indicators.

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

The task force brought core theme language revision to college committees for feedback and approval in Spring 2012.

This work was designed to take place at the same time as strategic planning in order to avoid the problem the college encountered last time when the two processes were separate. The college initially engaged a consultant in winter 2012. When the college community expressed concern about the process the consultant used to engage the campus, a decision was made by executive cabinet to restart the process with a different consulting firm in late spring 2012. A broad committee from the campus participated in selecting the new consulting team. This delay in strategic planning created a parallel delay in accreditation year one report activities; however, the college believes the delay to be well worth the time and effort to fully comply with recommendation two.

The Board of Trustees reaffirmed the college's mission, vision, and commitment to the revised core themes at the September 2012 meeting.

The work below represents the first part of a process intended to last through the 2012/2013 academic year.

- Spring 2012 – revise and approve core theme language (complete)
- Spring & Summer 2012 – identify outcomes, indicators, and data sources
- 2012/2013 academic year – incorporate strategic planning process and final approval of outcomes and indicators

This timeline will allow the college to specifically address recommendation two's directive to better align core themes, relevant and challenging outcomes and indicators, the college mission, and the strategic planning process. After incorporation of strategic planning the task force will identify responsible parties, timelines for action based on ongoing assessment, and a college wide method for long term implementation.

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

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

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

In essence, the committee elected to retain the four core themes with only minor modifications to the language and focus instead on the outcomes and indicators used to evaluate college performance on each core theme. The core themes had been vetted repeatedly through college processes, and, with the college initiating a new strategic planning process, any dramatic revisions undertaken in spring might themselves need revision within a period of months. Additionally, all of the 2011 evaluating team's comments recommended changes at the outcomes and indicators' level rather than at the level of core themes and mission.

Following the principles bulleted above, the subcommittee began two processes simultaneously. One of these was a core-theme analysis that resulted in a visual mapping of the key components of each core theme, with these components then grouped into rough categories. The second was a process of systematically analyzing the language of each core theme for its intent, editing each so that each key element could be assessed. Based on the combined results of these two activities—the categories that arose from the mapping exercise and the claims made in the revised core theme statements, the committee proceeded to develop outcomes, indicators, and likely data sources.

Early stages of this plan were submitted to and approved by Instructional Council, College Council, College Executive Cabinet, Institutional Effectiveness Committee, and by the College Board of Trustees at its June 2012 meeting. Work continued throughout the summer, with the final version approved by the Board in September. The final product resulted in significant modifications to the system of outcomes and indicators the college had originally developed, clarifying the relationship among the core themes, identifying meaningful outcomes and indicators, and comprehensively identifying both the units contributing to the achievement of each core theme as well as the data sources to be used in the assessment of college performance.

The taskforce working on these changes was composed of key members of the college community and committee meetings occurred 2-3 times per month (Appendix G):

Co-chairs: Molly Verschuyt (PTA faculty/administration), Doug Emory (dean)

Committee Members: Grace Lasker (science faculty), William Bricken (math faculty), Chad Fairbanks (institutional research), Chris Harter (director, student services).

Core Theme: Pathways

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

The task force reconsidered the initial language for the Pathways Core Theme and rewrote the descriptor to be more concise and to better align with measureable outcomes. The original Pathways descriptor was:

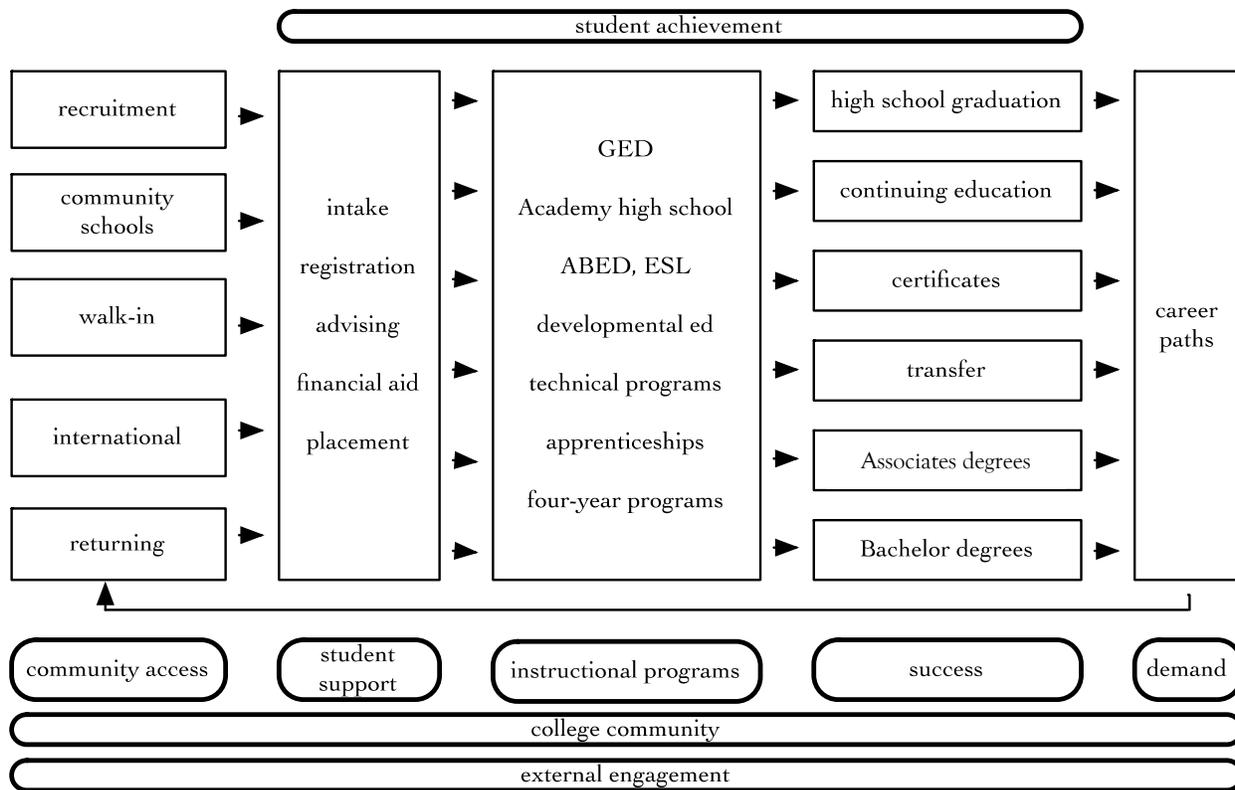
Lake Washington Institute of Technology serves as a college that is accessible to the community by providing multiple entrance points and educational pathways. The College is a conduit for students to upgrade their skills, transition into a new career, or further their education and training. Pathways 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 committee decided that the central message of Pathways, that of “multiple entrance points and educational pathways”, was better conveyed by a more concise language. The subcommittee elected to delete the last sentence that lists various existing pathways based on two considerations: the list of pathways may change over time, and the specification of particular pathways would be better placed under specific indicators and measurements than in the statement of the core theme itself.

In response to recommendation two, the subcommittee re-examined the existing points of entry for new and returning students, the pathways that students take from college entrance to exit, and the exit points at which students leave the college. To better visualize the flow of students through the college and the available pathways provided by the college, the subcommittee developed a flowchart that specifically identified the college pathways. The flowchart went through several revisions, and the final product is included on the next page.

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

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



Pathways

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

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

- 1) Multiple accessible entry points into the college.
- 2) Multiple pathways from entry to exit.
- 3) Relevant pathways for students to upgrade their skills, transition to new careers, and further their education.

Outcomes:

Pathways Intended Outcome 1: LWIT is accessible to the community via multiple entrance points	
Indicator	Measure
1.A Each available entrance point has a percentage of available courses which supports the enrollment plan set by the LWIT Strategic Enrollment Management (SEM) committee	Identification of existing entry points; measurement of student flow through these points (exact indicator measures and thresholds still in discussion)
1.B Available entrance points match skill level of in-coming students (exact indicator statement still in discussion)	(exact indicator measure and thresholds still in discussion)

Rationale: The College’s mission, “to prepare students for today’s careers and tomorrow’s opportunities”, is predicated upon making the college experience available to all who are seeking technical and job training. Entry is the first point of contact for new students, many of whom need support and guidance in finding appropriate coursework and success paths. Multiple entry points provide a diversity of choices for students and the opportunity to support their decision-making. Offering entrance points which match the skill level of in-coming students is a measure of accessibility to the community.

Pathways Intended Outcome 2: LWIT provides multiple pathways for student success relevant to the college mission	
Indicator	Measure
2.A The college offers degrees, certificates, and skill upgrade options to students.	Count of degrees, certificates, and non-degree options
2.B The college ensures certificates lead to degrees.	Count of options for progression between certificate and degree
2.C [In process] Are the pathways passable and where are the exit points (retention and progression)	In process
2.D [In process] When students exit the pathway(s) have they gained something relevant to today’s careers and tomorrow’s opportunities	In process

Indicator concepts in process: measure of student flow through programs from entrance to graduation (as a reflection of health of pathways, not of specific student achievement); existence of systems to identify blockages in pathways and actions to address them; feedback from students and faculty on potential failure points; institutional actions to increase number of and functionality of pathways.

Rationale: As a workforce college, our mission supports providing accessible pathways. This outcome and associated indicators will assess the health and effective “flow” of the system. For example, there is an established pathway for student flow from adult basic education into a technical program and then to completion.

Pathways Intended Outcome 3: LWIT provides relevant pathways for students to upgrade their skills, transition to new careers, or to further their education.	
Indicator	Measure
3.A Indicator for upgrading skills: in process	Measure for upgrading skills: in process
3.B Indicator for transitioning into new careers: in process	Measure for transitioning into new careers: in process
3.C Indicator for furthering students' education: in process	Measure for furthering students' education: in process

Indicator concepts in process: Alignment of pathways with student and community needs; programs that provide certification by recognized agencies; programs that provide skills certification; developmental programs that prepare students for success in college level coursework; accurate placement of students in coursework matched to their skill levels; new programs and pathways that respond to needs and growth of commerce and government; student satisfaction with available options.

Measure concepts in process: Count of skill certification opportunities; count of student flow through coursework related to their goals; institutional programs to assess changing community and student needs; institutional systems that respond to changing community and student needs; count of student successes; count of student complaints about and difficulties with transferring between programs and courses; informal responses of local industry and transfer colleges about LWIT graduates.

Rationale: Many LWIT 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 to 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 aspect of the student's chosen pathway should contribute to the overall training and educational goals of that student. Institutional resource allocation, program review and improvement, and decision-making should align with the workforce goals of the community and of the students.

Core Theme: Student Achievement

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

The task force reconsidered the initial language for the Student Achievement Core Theme and rewrote the descriptor to be more concise, more active, and more assessable. The original Student Achievement Core Theme descriptor was:

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

The core theme also underwent a conceptual revision with the overlap between the Pathways and Student Achievement core themes removed. As the college views these two themes now, Pathways focuses on an analysis of the structures and systems the College has put in place to assist students. Student Achievement focuses solely on the student outcomes that are produced regardless of the system design. Additionally, the revised version of this core theme addresses the visiting team's

recommendation by broadening the scope of assessment by looking, for example, at completion rates of all students rather than just special populations.

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

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

Outcomes:

Student Achievement Intended Outcome 1: Students Demonstrate Gains in Skills and Knowledge	
Indicator	Measure
1.A After adjustment for enrollment, student cohorts demonstrate year to year increases in achievement of threshold steps in progressing toward academic goals	Increases in Student Achievement Indicator points in basic skills transition, developmental education transition, 15 and 30 credit measures, and retention
1.B Faculty indicate students are obtaining satisfactory results on formative assessments	Global outcomes assessment results showing students as achieving targeted ratings (exact indicator measure and thresholds still in discussion) Students meet selected program outcomes measures (exact indicator measure and thresholds still in discussion)

Rationale: The indicators in this outcome reflect the fact that students come to the College at a variety of educational levels and that attaining an educational goal is a journey that requires a number of steps. Simply focusing on “completion” (e.g. graduation rates alone) as an outcome would overlook the fact that students come to the college for reasons other than a degree or certificate and would also be too abstract to provide guidance for classroom and program improvements. Indicator 1A uses the Washington State Student Achievement Initiative (SAI) as its framework. The SAI system was redesigned in Spring 2012 after a research evaluation conducted by Columbia University’s Community College Research Center, and using it offers a number of advantages: it is a vetted system; it aligns with the career laddering and pathways themes that have guided much of the college’s strategic thinking; and it affords the practical advantage of providing easily-accessible data without increasing the college’s institutional research requirements. Global outcomes and program outcomes systems have been in place since 2009, so these systems too are generally familiar to the campus and to instructors. These efforts provide descriptive detail to the macro information the college obtains from SAI by showing how students perform on specific assignments in their academic classes and technical programs.

Student Achievement Intended Outcome 2: Students Achieve Educational Goals	
Indicator	Measure
2.A After adjustment for enrollment, students demonstrate year-to-year increases in meeting substantial progress indicators (45 credits in academic or technical programs)	Increases in Student Achievement Indicator points in substantial completion and “tipping point” completion categories (exact indicator measure and thresholds still in discussion)
2.B Students complete certificates and/or degrees at an acceptable rate / at rates comparable to state or local averages (exact indicator statement and thresholds still in discussion)	Student completion numbers in BAS, AAS-T and AAS degrees, and certificates of proficiency (exact indicator measure and thresholds still in discussion)

Rationale: The majority of students state their reason for attending Lake Washington as completion of a degree or major certificate. The methodology used to evaluate progress on this outcome aligns with the methodology used for outcome 1A by aligning with recent revisions made by the state Student Achievement Initiative. One concern expressed regarding the prior version of SAI involved the “front-loading” of indicator points, with students assessed for progress frequently early in their college careers but not at all for their last year or longer of study. By building in the 45-credit tipping point, this version alleviates that concern. Indicator 2B addresses the 2011 visiting team’s comment that the college should address graduation rates for all students rather than for selected special populations since the College mission is to assist all students in meeting their educational goals. The specifics of the indicators and measures are still in development and will be informed by the college strategic planning process.

Student Achievement Intended Outcome 3: Students Demonstrate the Potential to Participate in the Workforce	
Indicator	Measure
3.A Through global outcomes and program outcomes assessment measures, faculty indicate students are obtaining satisfactory results on formative assessments	Global outcomes assessment results showing students as achieving ratings that are yet to be determined Students meet selected program outcomes measures
3.B On completion, students perceive they are well-prepared to enter the profession for which they have studied	Student responses on the degree or certificate (DOC) survey indicate a high level of confidence in their workforce preparedness
3.C Students pass licensing and industry examinations at rates indicating preparedness for the workforce and meeting accreditation standards when applicable	Examination results obtained indicate passing at required or improving rates (exact indicator measure and thresholds still in discussion)
3.D For all programs which have work-based learning components, students meet workplace expectations on internship and/or clinical placements	Utilizing assessment information from industry internship and/or clinical supervisors, etc., program instructors assess that students meet workplace requirements (exact indicator measure and thresholds still in discussion)
3.E State workforce tracking data indicates that graduates are obtaining employment in the fields for which they have trained	After alignment with other state workforce data, Unemployment Insurance match information indicates that students are gaining employment related to their field of study

Rationale: After consideration of the visiting team’s comment that the college should avoid setting outcomes and indicators that it had only limited capacity to influence, this outcome was redesigned to focus primarily on indirect rather than direct measures of workplace preparedness. Workplace preparedness is vital to the college mission, but recognition of the difference between “preparedness” and “employment” is key--the college is not a placement service, so the bulk of the assessment was refocused on outcomes the college could control and on data it could gather. State workforce data itself comes with a considerable time lag and is notoriously inexact, but combined with assessments of student perception, faculty evaluation of assignments and activities that approximate work situations, and student performance on industry-sponsored assessments, that information provides a more comprehensive picture of how prepared students are when they exit the college.

Core Theme: External Engagement

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

The task force reconsidered the initial language for the External Engagement Core Theme and rewrote the descriptor to be more concise and measurable. The original External Engagement descriptor was:

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

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

- 1) LWIT forms partnerships with governmental, community, educational, business, and labor organizations.
- 2) The partnerships between LWIT and with governmental, community, educational, business, and labor organizations effectively support the mission of LWIT.

Outcomes:

External Engagement Intended Outcome 1: LWIT forms partnerships with governmental, community, educational, business, and labor organizations.	
Indicator	Measure
1.A The college maintains partnerships with governmental organizations	Count; thresholds to be set in conjunction with strategic planning
1.B The college maintains partnerships with community organizations	Count; thresholds to be set in conjunction with strategic planning
1.C The college maintains partnerships with educational institutions	Count; thresholds to be set in conjunction with strategic planning
1.D The college maintains partnerships with business organizations	Count; thresholds to be set in conjunction with strategic planning
1.E The college maintains partnerships with labor organizations	Count; thresholds to be set in conjunction with strategic planning

Rationale: The outcome one indicators specifically assess the presence of a foundational structure connecting the college to external partners. This in turn supports further assessment of the effectiveness of the college's partners.

External Engagement Intended Outcome 2: The partnerships between LWIT and governmental, community, educational, business and labor organizations effectively support the mission of LWIT	
Indicator	Measure
2.A [in process] program development, funding, services for students, engagement with college advisory committees, recruitment of students	Develop tool(s) for data collection
2.B Count of articulation agreements for technical and academic programs with educational organizations	Count; thresholds to be set in conjunction with strategic planning
2.C 5-star consortium ¹ agreement in place and the conditions of the agreement support the mission of LWIT	Review of agreement and conditions

Rationale: Outcome 2 indicators assess how external partnerships support the college mission. As an example, partnering with other educational institutions can support the college's mission of tomorrow's opportunities by establishing transfer options, hosting completion programs at LWIT, working with the 5 Star Consortium or other 2-year colleges to streamline enrollment processes, aligning assessments, and transferring credits for students.

¹ The 5-Star consortium is an agreement between: Edmonds Community College, Everett Community College, Shoreline Community College, Cascadia Community College, and Lake Washington Institute of Technology for the purpose of collaboration and identifying efficiencies between all five institutions.

Core Theme: College Community

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

The task force reconsidered the initial language for the College Community Core Theme and rewrote the descriptor to be more concise and measurable. The original College Community descriptor was:

The Lake Washington Institute of Technology community models personal and social responsibility through good stewardship of human, financial, and natural resources. It promotes environmental, cultural, and social awareness and recognizes and responds to the diversity of students and staff. The College supports services and educational opportunities that provide professional development and lifelong learning for students and staff.

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

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

Outcomes:

College Community Intended Outcome 1: LWIT is a safe, supported, and engaging learning environment for students.	
Indicator	Measure
1.A.i Safety of students is indicated by student survey questions pertaining to safe campus environment	Survey to be identified
1.A.ii Safety of students is indicated by campus crime statistics	Annual crime statistics report
1.A.iii Safety of students is indicated by ongoing relevant committee and/or department meetings, policies & procedures which actively address issues.	Meeting notes posted on college’s SharePoint site and college web site.
1.B.i Support and engagement of students is indicated by student survey questions pertaining to supportive environment and engagement.	Survey to be identified
1.B.ii Support and engagement of students is indicated by breadth and efficacy of student support and engagement activities	(checklist of variety of student support activities) – in process

College Community Intended Outcome 2: LWIT is a safe, supported, and engaging learning environment for faculty and staff.	
Indicator	Measure
2.A.i Safety of faculty and staff is indicated by survey questions pertaining to safe campus environment	Survey to be identified
2.A.ii Safety of faculty and staff is indicated by campus crime statistics	Annual crime statistics report
2.A.iii Safety of faculty of staff is indicated by ongoing relevant committee and/or department meetings, policies & procedures which actively address issues.	Meeting notes posted on college's SharePoint site and college web site
2.B.i Support of faculty and staff is indicated by survey questions pertaining to supportive environment.	Survey to be identified
2.B.ii Support of faculty and staff is indicated by participation and opportunities for staff development.	College-wide training is tracked by HR, managers develop/revise development plans with staff and faculty annually (different schedule for PT)
2.C.i Engagement of faculty and staff is indicated by Faculty and staff survey questions pertaining to engagement.	Survey to be identified
2.C.ii Engagement of faculty and staff is indicated by % of faculty and staff actively participating in college committee structure.	As measured by attendance at meetings divided by the number of faculty and staff.

Rationale: The indicators will be measured using data such as crime statistics, processes in place at the college as well as student, staff and faculty opinion. Thresholds will be established that will inform the college of issues in need of improvement, a process for that improvement, and the ability to identify changes and the possible reason. The measurements for the core themes are still in process. Surveys for students, staff, and faculty will either be developed in house or nationally normed surveys will be selected.

Concluding Remarks

This year one report provided LWIT the opportunity to reflect, in particular upon how it should measure instructional effectiveness. As referenced throughout this document, the college's outcomes and indicators work is, by necessity, ongoing given the need to incorporate the Strategic Planning process. The college intentionally chose to take an approach that truly honors the recommendation given in the last comprehensive evaluation that the college take the time to create a robust and viable process. A full timeline illustrating the alignment of upcoming accreditation and strategic planning activities can be found in Appendix I.

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