



LOWER COLUMBIA COLLEGE

STRATEGIC PLAN

2020-21

Mission, Vision and Values

Mission

The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional and innovative.

Vision

Our vision is to be a powerful force for improving the quality of life in our community.

Values

Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.

Strategic Plan approved by the Lower Columbia College Board of Trustees on November 18, 2020.

Workforce and Economic Development

| Objectives | Key Performance Indicators |
|---|--|
| 1. Provide quality professional/technical education for employment, skills enhancement, and career development. | a. Student performance b. Demonstration of program competencies c. Licensure/certification rates d. Placement rate in the workforce |
| 2. Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services. | e. Employer satisfaction f. Relevance of programs g. Client assessment of programs and services |

Strategic Initiative: Refine and revise our program mix to better serve the community, ensure that all students have access to viable career pathways, and expand our mission to incorporate bachelor of applied science degree programs.

| Planning Category | Annual Priorities |
|--------------------------------|--|
| Academic | <ul style="list-style-type: none"> • Explore second Bachelor of Applied Science degree program. • Update Paraeducator program to align with Bachelor of Applied Science in Teacher Education. • Increase number of available Nursing program spots. • Revamp Commercial Driver's License (CDL) program, including addressing program sustainability. |
| Diversity/Equity | <ul style="list-style-type: none"> • Analyze disaggregated data to reduce equity gaps in professional/technical programs. |
| Facilities | <ul style="list-style-type: none"> • Educate constituents to build support for the new Vocational Building. |
| Safety | <ul style="list-style-type: none"> • Continue to implement safety improvements in industrial trades labs. |
| Student & Community Engagement | <ul style="list-style-type: none"> • Implement <i>GraduationPlus</i> collaborative initiative with K-12 partners, including offering regular FAFSA workshops. • Identify sustainable model and partners for the Lower Columbia Regional University Center. • Create opportunities for recruitment of Career Connected Learning and returning adult students. |

Transfer and Academic Preparation

| Objectives | Key Performance Indicators |
|--|---|
| 1. Ensure that students who are under-prepared for college level studies have access to developmental coursework and bridge opportunities to college level work. | a. Basic skills achievement. b. Academic performance of developmental education students |
| 2. Offer courses and support for students to meet the requirements for transfer from Lower Columbia College. | c. Student performance. d. Transfer readiness. e. Demonstration of General Education Outcomes |
| 3. Provide the support for transfer students to successfully transition to upper division college and university programs. | f. Academic transfer rate. g. Relevance of programs (academic success of transfer students after transfer) |

Strategic Initiative: Redesign our certificate and degree pathways and associated supports, addressing identified equity gaps, in order to maximize student achievement and learning.

| Planning Category | Annual Priorities |
|--------------------------------|--|
| Academic | <ul style="list-style-type: none"> • Explore Basic Skills and Pre-college integration as part of Guided Pathways. • Implement Guided Pathways workplan. |
| Diversity/Equity | <ul style="list-style-type: none"> • Increase the proportion of students transitioning from Basic Education for Adults to college level studies. • Analyze disaggregated data to reduce equity gaps in academic transfer programs. |
| Facilities | <ul style="list-style-type: none"> • Begin improvements to the Learning Commons. |
| Safety | <ul style="list-style-type: none"> • Implement safety improvements in art and science labs. |
| Student & Community Engagement | <ul style="list-style-type: none"> • Strengthen recruiting and enrollment efforts, including promotion of opportunities available through the University Center. |
| Technology | <ul style="list-style-type: none"> • Review and maintain classroom AV technology. |

Student Access, Support and Completion

| Objectives | Key Performance Indicators |
|---|--|
| 1. Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties. | a. Participation rates b. Enrollment |
| 2. Provide students with the support needed to pursue and achieve their educational goals. | c. Student persistence d. Student completion e. Student satisfaction with support services f. Success of academic support programs g. Faculty-student engagement |

Strategic Initiative: Simplify our onboarding, advising and related support services to get and keep more students, including those from historically underrepresented groups and vulnerable populations, on the path to completion.

| Planning Category | Annual Priorities |
|--------------------------------|--|
| Academic | <ul style="list-style-type: none"> Engage faculty in recruitment activities with prospective students, including building sustainable multicultural outreach to assist with developing key strategies, and planning and delivering events. Expand educational opportunities for high school students through the 'Open Doors' and 'College in the High School' programs. |
| Diversity/Equity | <ul style="list-style-type: none"> Identify and partner with culturally specific organizations and community leaders to better understand and support the needs of underrepresented students. Analyze data regarding barriers to onboarding and retaining underrepresented student populations. |
| Facilities | <ul style="list-style-type: none"> Develop comprehensive plan for college-owned housing for students. |
| Student & Community Engagement | <ul style="list-style-type: none"> Improve timely and effective communication with students regarding financial aid, transfer, and other services and resources. Implement Guided Pathways workplan. |

Institutional Excellence

| Objectives | Key Performance Indicators |
|--|---|
| 1. Demonstrate our commitment to institutional integrity by investing in our campus, students and employees. | a. Employee satisfaction and morale b. Condition of infrastructure |
| 2. Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities. | c. External perceptions/satisfaction with LCC d. Student satisfaction with instruction |

Strategic Initiative: Restructure our operating budget and systems to promote long-term viability, sustainability, and equity.

| Planning Category | Annual Priorities |
|-------------------|---|
| Diversity/Equity | <ul style="list-style-type: none"> • Set corresponding mission fulfillment targets and stretch goals for disaggregated Key Performance Indicators (KPIs). • Expand recruitment efforts to reach underrepresented populations and continually assess hiring practices to ensure an inclusive and equitable process. • Assess diversity of scholarship applicants to reduce potential equity gaps. • Integrate Diversity and Equity Institutional Plan at departmental level. • Finalize the diversity and equity plan pursuant to the governor's directive. |
| Financial | <ul style="list-style-type: none"> • Maintain and promote sufficient revenues and reserves to provide sustainability for the College. |
| Safety | <ul style="list-style-type: none"> • Implement COVID-19 Restart and Recovery Plan, including health and safety protocols. |
| Technology | <ul style="list-style-type: none"> • Following go-live, continue implementation of ctcLink. • Assess student technology needs and access in instructional settings. • Continue to work on integration of third-party applications with ctcLink. |

Strategic Plan Components

LCC Strategic Planning Terms Defined

Following are the most commonly used terms in relation to strategic and operational planning at Lower Columbia College.

Mission

The overarching purpose for the organization. The Mission statement is reviewed annually in February by the LCC Board of Trustees per our policy governance guidelines.

Vision

How we view ourselves. The Vision statement is reviewed annually in February by the Board.

Values

The specific principles that guide us in our work. The Values statement is reviewed annually in February by the Board.

Objectives

What we intend to accomplish within each distinct area of service (Core Theme). Objectives are required by the NWCCU and are set by the Board.

Key Performance Indicators (KPIs)

Metrics we use to measure progress toward accomplishing our mission. KPIs are required by the NWCCU and are set by the Board.

Monitoring Reports

We report our status with each of our KPIs in annual **Monitoring Reports**. There is one Monitoring Report for each Core Theme, presented to the Board at five meetings throughout the year. Each Monitoring Report has a review team made up of faculty and staff from across the institution. Analysis from the teams is included in each report.

Strategic Initiatives

The approach or approaches we will take within each Core Theme to keep us moving toward achieving our mission **over the next three to five years**. Input for the Strategic Initiatives comes from members of the Monitoring Report review teams, the Executive Leadership Team, LCC employees (based on input provided during campus review periods), and the Board.

Annual Priorities

The tactics we will use to keep us moving toward achieving our mission **over the next year**. Input for the Annual Priorities comes from members of the Monitoring Report review teams, the Executive Leadership Team, LCC employees (based on input provided during campus review periods), and the LCC Board of Trustees.

Planning Categories

Planning Categories represent the different types of planning that need to occur across all Core Themes to ensure we are staying on track with accomplishing our mission.

Unit and Supporting Plans

Supporting documents that contain more detail about what is happening in different areas of the campus are referred to as unit and supporting plans. Examples include the **Emergency Operations Plan**, and **Facilities Master Plan**.

Non-Discrimination and Anti-Harassment Statement

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal. All Inquiries regarding compliance with access, equal opportunity and/or grievance procedures should be directed to Director of Human Resources & Legal Affairs, 1600 Maple Street, PO Box 3010, Longview, WA 98632, Phone number, **(360) 442-2120**, Phone number/TTY **(800) 833-6388**.

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