



LOWER COLUMBIA COLLEGE

STRATEGIC PLAN

2021-22

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 July 28, 2021.

Workforce and Economic Development

Objectives	Key Performance Indicators
1. Provide quality professional/technical education for employment, skills enhancement, and career development.	<ul style="list-style-type: none"> a. Student performance b. Demonstration of program competencies c. College level math and English in first year d. Completion e. Licensure/certification rates f. Success after completion (placement rate in the workforce)
2. Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.	<ul style="list-style-type: none"> 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"> • Implement Bachelor of Applied Science (BAS) in Organizational Leadership and Technical Management. • Increase number of available Nursing program spots. • Continue to refine the Commercial Driver's License (CDL) program, including addressing program sustainability, staffing, maintenance and facilities needs. • Explore new curriculum and cooperative education opportunities for industrial trades' programs. • Analyze and apply lessons learned from the COVID-19 pandemic to instructional delivery methods and schedules to promote flexibility and support student success. • Continue to implement Guided Pathways workplan.
Diversity/Equity	<ul style="list-style-type: none"> • Utilize Curriculum & Program Review process to reduce equity gaps in professional/technical programs.
Facilities	<ul style="list-style-type: none"> • Begin the planning/design process for the new vocational building. • Develop plans for a remodel and improvements to the Don Talley Vocational Building.
Safety	<ul style="list-style-type: none"> • Dispose of unneeded equipment in industrial trades' labs.
Student & Community Engagement	<ul style="list-style-type: none"> • Promote Washington College Grant opportunities with K-12 partners, including offering regular FAFSA (financial aid application) workshops. • Expand professional/technical program enrollment in high school dual enrollment programs. • Promote adult re-engagement in workforce programs. • Expand Continuing Education workforce training.
Technology	<ul style="list-style-type: none"> • Develop equipment lists for new vocational building.

Preparation for College Level Studies

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.	<ul style="list-style-type: none"> a. Basic skills achievement b. Preparation of incoming students c. Academic performance of developmental education students

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"> • Implement Basic Skills and Precollege integration as part of Guided Pathways. • Expand I-BEST offerings.
Diversity/Equity	<ul style="list-style-type: none"> • Increase the proportion of students transitioning from Basic Education for Adults to college level studies.
Facilities	<ul style="list-style-type: none"> • Analyze Transitional Studies' needs for the new vocational building.
Student & Community Engagement	<ul style="list-style-type: none"> • Assess students' knowledge of technology prior to the start of each quarter and provide resources as needed.
Technology	<ul style="list-style-type: none"> • Continue to expand technology access for Transitional Studies and other students.

Academic Transfer

Objectives	Key Performance Indicators
1. Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.	<ul style="list-style-type: none"> a. Student performance. b. Transfer readiness. c. Demonstration of General Education Outcomes d. College level math and English in first year
2. Provide the support for transfer students to successfully transition to upper division college and university programs.	<ul style="list-style-type: none"> e. Completion and academic transfer rate. f. Success after completion/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"> • Continue to implement Guided Pathways workplan. • Implement pre-nursing associate degree pathway. • Analyze and apply lessons learned from the COVID-19 pandemic to instructional delivery methods and schedules to promote flexibility and support student success.
Diversity/Equity	<ul style="list-style-type: none"> • Utilize Curriculum & Program Review process to reduce equity gaps in academic transfer programs.
Facilities	<ul style="list-style-type: none"> • Finish renovating the Learning Commons.
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"> • Maintain remote learning technology systems.

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 in service district b. Enrollment
2. Provide students with the support needed to pursue and achieve their educational goals.	c. Student persistence (overall) d. Completion (overall) e. Student satisfaction with support services f. Faculty-student engagement g. Student satisfaction with instruction

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"> • Continue to engage faculty in recruitment activities with prospective students, including building sustainable multicultural outreach to assist with developing key strategies, and planning and delivering events. • Continue to expand educational opportunities for high school students through the 'Open Doors' and 'College in the High School' programs. • Continue to work toward implementing alternative degree/certificate completion options for those pursuing selective admission programs such as nursing (e.g. pre-nursing DTA/MRP).
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. • Continue to analyze data regarding barriers to onboarding and retaining underrepresented student populations. • Seek ways to increase enrollment of male students.
Facilities	<ul style="list-style-type: none"> • Refine 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. • Continue to implement Guided Pathways workplan.
Technology	<ul style="list-style-type: none"> • Continue efforts to digitize student processes, including ongoing development of electronic forms, to promote accessibility and support modernization.

Institutional Excellence and Community Enrichment

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

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

Planning Category	Annual Priorities
Personnel	<ul style="list-style-type: none"> Analyze and apply lessons learned from COVID-19 pandemic to increase employee satisfaction and engagement, such as through expanded teleworking and remote attendance at meetings.
Diversity/Equity	<ul style="list-style-type: none"> Continue to 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. Increase multicultural representation in public art on campus.
Financial	<ul style="list-style-type: none"> Maintain and promote sufficient revenues and reserves to provide sustainability for the College, particularly in light of the pandemic and subsequent enrollment declines.
Safety	<ul style="list-style-type: none"> Continue to manage and adjust COVID-19 health and safety protocols as needed. Explore implementation of emergency texting platform.
Technology	<ul style="list-style-type: none"> Continue implementation of ctcLink. Continue to work on integration of third-party applications with ctcLink. Continue to explore implementation of customer relations management (CRM) software. Maintain remote work technology systems.

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 (mission area). 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 mission area, 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, with student and community representatives. Analysis from the teams is included in each report.

Strategic Initiatives

The approach or approaches we will take within each mission area 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

Non-Discrimination Statement

Lower Columbia College offers over 70 associate degree and certificate options in a variety of fields, providing a rich complement of technical/professional, basic skills, and continuing education programs.

Degree or certificate seeking students must apply for program admission and register in the degree or certificate program. The College will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational education programs.

The College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, 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 as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations.

Non-Discrimination and Anti-Harassment Policy

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, 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, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations.

Harassment is defined as a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their membership in a protected class or their perceived membership in a protected class. Harassment occurs when the conduct is sufficiently severe, persistent, or pervasive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs and/or student housing.

- **Discrimination & Harassment Complaint Procedure** located at lowercolumbia.edu/publications/administrative-policies/_assets/documents/235.1A_Procedure.pdf

Title IX and Sexual Misconduct

Title IX helps to foster safe and respectful college environments that better protect students, faculty and staff from incidents of sex-based discrimination and sexual harassment, including sexual violence, relationship violence and abuse.

- Learn more at **Title IX and Sexual Misconduct** located at lowercolumbia.edu/titleix-sexual-misconduct/index

Sexual Harassment is defined as a form of discrimination consisting of unwelcome, gender-based verbal, written, electronic and/or physical conduct. Sexual harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's gender. There are two types of sexual harassment.

- Hostile Environment Sexual Harassment occurs when the conduct is sufficiently severe, persistent, or pervasive that it has the effect of altering the terms or conditions of employment or substantially limiting the ability of a student to participate in or benefit from the College's educational and/or social programs and/or student housing.
- Quid Pro Quo Sexual Harassment occurs when an individual in a position of real or perceived authority, conditions the receipt of a benefit upon granting of sexual favors.

Sexual violence is a form of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, incest, statutory rape, domestic violence, dating violence, and stalking are all types of sexual violence.

- • Learn more at **Title IX and Sexual Misconduct** located at lowercolumbia.edu/titleix-sexual-misconduct/index

For inquiries regarding this policy please contact:

Vice President of Foundation, HR & Legal Affairs, Title IX/EEO Coordinator Office: Administration Building, Rm. 122
Lower Columbia College, 1600 Maple Street, Longview, WA 98632

(360) 442-2121,

title9@lowercolumbia.edu

TTY/Video Relay Service: 7-1-1 or **(800) 833-6388**

Vice President for Student Services, Title IX/EEO Deputy Coordinator Office: Admission Center, Rm. 158
Lower Columbia College, 1600 Maple Street, Longview, WA 98632

360.442.2300

title9@lowercolumbia.edu

TTY/Video Relay Service: 7-1-1 or **(800) 833-6388**

Publications in Alternative Formats

College publications available in alternate formats upon request by contacting:

Disability Support Services. (360) 442-2340, TTY/Video Relay Service: 7-1-1 or (800) 833-6388

Non-Discrimination and Anti-Harassment Information in Spanish

DECLARACIÓN DE NO DISCRIMINACIÓN is located at lowercolumbia.edu/disclosure/non-discrimination/non-discrimination-spanish.

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Jeanne Clery Statement: Notice of Availability of Annual Security and Fire Safety Report: In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act of 1998, and as a part of the College's commitment to safety and security on campus, Lower Columbia College reports the mandated information about current campus policies concerning safety and security issues, the required statistics, and other related information for the past three (3) calendar years. Lower Columbia College's **Annual Security and Fire Safety Report** is available online at lowercolumbia.edu/CleryASFR.