

Institutional Excellence & Community Enrichment Monitoring Report

2015 – 2019
(Cycle 21)

CORE THEME IV: Institutional Excellence

Objective 1: Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.

Objective 2: Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

June 17, 2020



Institutional Excellence & Community Enrichment: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were established in 1999 and have been periodically updated since that time.

Key Performance Indicators for the Institutional Excellence & Community Enrichment Monitoring Report include:

- Employee satisfaction and morale
- Condition of infrastructure
- External perceptions/satisfaction with LCC
- Student/graduate satisfaction with instruction

Information about sustainability practices at LCC is also included in this report.

Some of the actions that have come about as a result of past reviews of the Institutional Excellence & Community Enrichment Monitoring Report include:

- The Foundation's partnership with the local newspaper, The Daily News, continued in its 5th year to raise money annually for the Student Success fund. The annual yield from TDN's "Students in Need" campaign, along with two other grants from the Biella Foundation and Weyerhaeuser Giving Fund this covers the annual disbursement to students, all other funds raised go directly to the endowment.
- The Foundation's focus on the College Success Fund is to increase overall support for the college and to increase the amount of grants given to faculty and staff for creative and innovative teaching and learning projects and to fund special equipment.
- The Foundation has focused efforts on cultivating planned giving which will help boost our overall endowments.
- The Foundation tracks the completion rates of the Student Success Fund recipients and the results show that the fund is helping with completions for our students.
- The Foundation is tracking the demographics of the students accessing our scholarship process so that we can learn how to better serve our diverse student populations.
- The Foundation along with Student Services successfully received a grant for the Kelso High Scholl Navigator position which is designed to help with the percentages of students attending college after high school.
- The Main Building renovation was completed in time for Fall Quarter. The renovation created five new state of the art classrooms for general classroom use, additional faculty offices, and an updated testing center.
- A workgroup was created to formalize renovation designs for the Library Building.
- LCC Athletics won the Athletic Directors Cup for the third year in a row. This award is given based on the competitiveness of our program. Additionally, LCC Athletics won the President's Cup, which is awarded to the program that excels in the classroom. It is the first time that a school won both awards in the same year.
- For the third year in a row, auditors from the State Auditor's Office had no opinions regarding the FY19 Financial Statements. The auditors were very complimentary of the LCC Finance Office.

- LCC successfully went live with ctclink on March 9, 2020, after approximately five years of preparation. Although state project team members noted that it was the smoothest transition yet, a substantial amount of clean-up and problem-solving occurred after conversion. This will likely continue for quite some time. Adding to the challenge was the unfolding COVID-19 outbreak, which was declared a global pandemic just as college staff were preparing to roll the new system out to students. The closure of the campus to students and visitors, and shortly thereafter to most employees, created an unexpected need to provide virtual technical support for the new system with almost no notice. In spite of the obstacles, account activation rates for both students and employees fell within expected ranges. Members of the state project team and ERP support repeatedly commented on the cleanliness of LCC's data. This is a true testament to the incredible talent and dedication of LCC's subject matter experts, especially those working in Registration, Finance, Human Resources, Instruction, Financial Aid, Information Technology Services, and Effectiveness and College Relations.
- Our investment in preparedness and development of emergency procedures in recent years has served us well during the ongoing COVID-19 pandemic. Things have been running incredibly smoothly in light of the enormity of the situation, which forced us to shift to virtually 100% remote operations in a matter of days. LCC was the first college in the state to resume in-person (approved) labs once the initial "Stay Home, Stay Healthy" order shifted to allow resumption of essential activities. This was due to advanced preparation, a high degree of collaboration and cooperation between the college's Emergency Operations and Executive Leadership Teams, and amazing creativity and dedication on the part of faculty.

In 2019-20, LCC revised/updated several key performance indicators, goals and data sources.

Key Performance Indicator: Employee Satisfaction and Morale

Table 1: Employee PACE Survey: Employee Satisfaction and Morale
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)

Question 4: The extent to which decisions are made at the appropriate level at this institution.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.298***	3.302***	3.626	3.606	3.397

Question 16: The extent to which open and ethical communication is practiced at this institution.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.327***	3.357***	3.747	3.690	3.488

Question 25: The extent to which a spirit of cooperation exists at this institution.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.386***	3.407***	3.902	3.785	3.564

Question 27: My supervisor seriously considers my ideas.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.903***	3.878***	4.258	4.124	4.000

Question 46: The extent to which professional development and training opportunities are available.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.774***	3.811***	4.115	3.996	3.985

Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

***statistically significant at the $p < .001$ level

- The employee PACE Survey is administered to LCC employees every three years.
- Two hundred and thirty one LCC employees completed the survey in 2020, compared to 239 in 2017 and 295 in 2016. Over 19,900 community college employees across the nation are included in the Medium 2 Year Comparison group (similarly sized two-year colleges across the United States), and other 64,000 employees are included in the “all institutions” category.

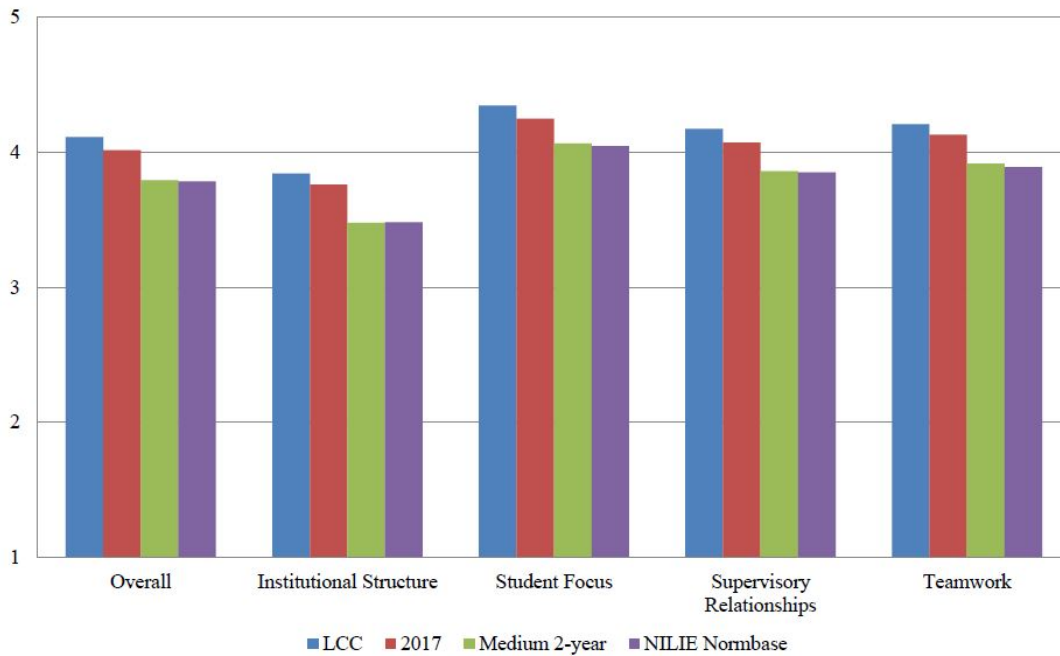
**Table 2: Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)**

	Medium 2 Year - 2020		All institutions - 2020		LCC - 2020	LCC - 2017	LCC - 2016
	Mean	Sig	Mean	Sig	Mean	Mean	Mean
Overall	3.792	***	3.783	***	4.111	4.015	3.919
Institutional Structure	3.477	***	3.483	***	3.842	3.760	3.628
Student Focus	4.065	***	4.044	***	4.346	4.247	4.189
Supervisory Relationship	3.859	***	3.850	***	4.172	4.071	3.957
Teamwork	3.915	***	3.889	***	4.207	4.129	4.046

Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

***statistically significant at the $p < .001$ level

Figure 1. Means by Comparison Group and Climate Factor



Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

Note: NILIE Norm base = all (participating) institutions.

Figure 2 – Benchmarks by Race-Ethnicity

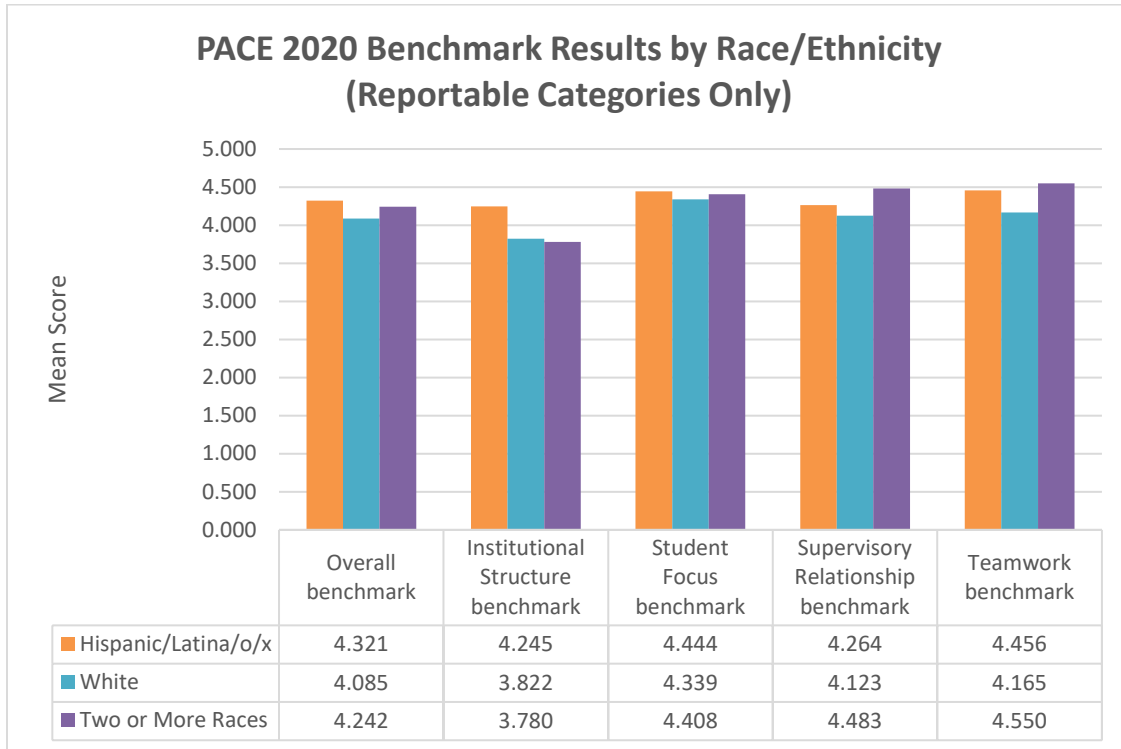
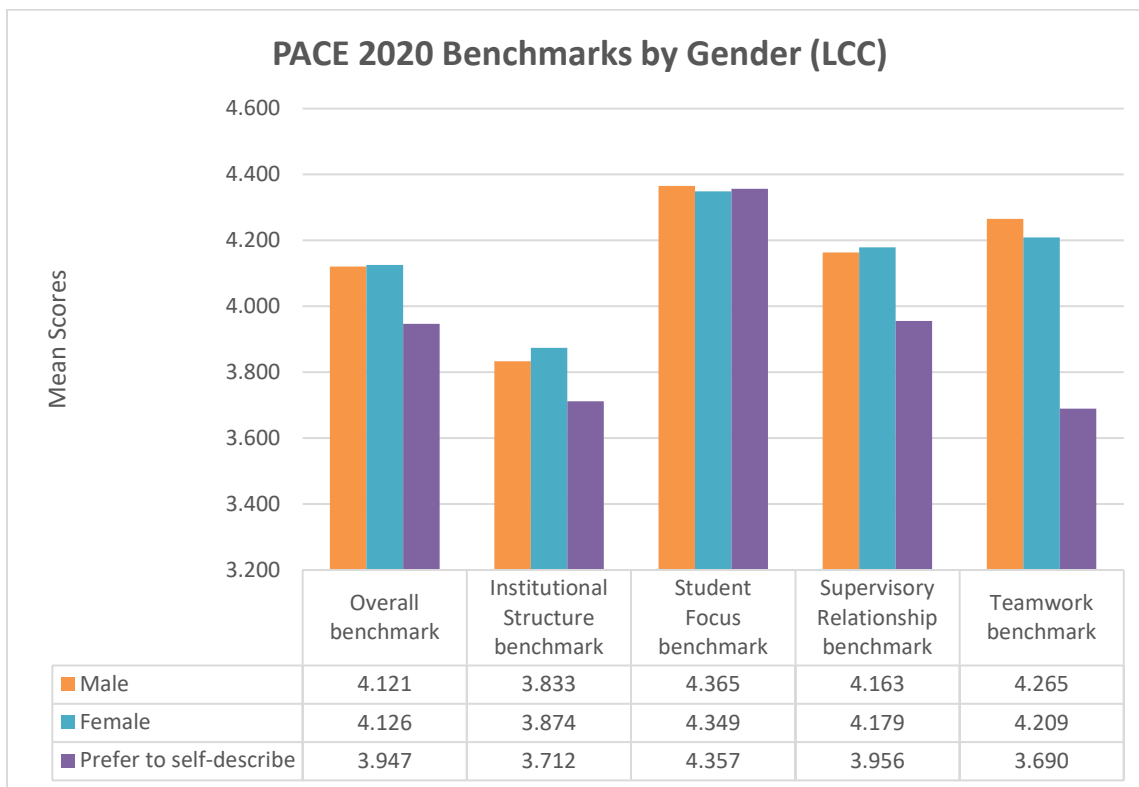


Figure 3 – Benchmarks by Gender



Key Performance Indicator: Condition of Infrastructure

Table 3: Condition of Infrastructure (Physical Infrastructure)
(Facilities overall: mission fulfillment = 275 or below; stretch goal = 200 or below)
(Facilities by building: mission fulfillment = 70% or above, stretch goal = 100%)

Metrics for Physical Infrastructure come from the Facilities Condition Survey, conducted once every biennium in odd years. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate. The ratings are provided by an outside contractor at the request of the State Board for Community and Technical Colleges.

	2011	2013	2015	2017	2019
Facilities overall	257	256	247	230	226
Facilities by building: proportion of buildings receiving scores of 350 or below	71%	73%	81%	86%	86%

Source: Campus Services

- LCC continues to improve the overall score by maintaining its facilities.
- Three buildings currently score over 350: the International Center, Physical Science, and Science.
- Three buildings currently score Superior (range 146 to 175): Health & Science, Myklebust Gymnasium/Fitness Center, and Rose Center.

Table 4: Condition of Infrastructure (Foundation: Assets/Financial Position)
(Endowments as a proportion of net assets: mission fulfillment = 70%; stretch goal = 80%)

The LCC Foundation’s net assets fall into two broad categories: endowed and non-endowed funds. Endowed funds are set up so that the bulk of the investment remains in place, and only interest/earnings are spent. Over time, endowed funds provide the most consistent and stable funding.

The Foundation has set the goal of raising the Foundation’s net assets to \$23 million by 2025 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, College Success Fund, and through additional endowed student scholarships.

	2015	2016	2017	2018	2019
Net assets	\$14,227,411	\$13,932,339	\$15,640,606	\$15,621,438	\$18,284,823
Net assets annual growth (%)	-4.19%	-2.07%	12.26%	-0.12%	17.05%
Endowments*	\$10,375,950	\$9,999,977	\$11,562,824	\$11,788,022	\$13,630,288
Endowments as proportion of net assets*	72.93%	71.78%	73.93%	75.46%	74.54%

Source: LCC Foundation. *2014 to 2017 Endowment figures were updated from previous reports to include Pledges Receivable.

Please note: Endowments include Pledges Receivable.

Table 5: Condition of Infrastructure (Foundation: Support to the College)
(Program Support as a proportion of net assets: mission fulfillment = 4%; stretch goal = 6%)
(Direct Student Support as a proportion of program support: mission fulfillment = 30%; stretch goal = 35%)

The Lower Columbia College Foundation distributes support to the campus community each year in the form of direct program support and student scholarships. Market fluctuations and the value of net assets can fluctuate, so the indicator shows the percent of program support in relation to the value of net assets, resulting in a consistent measure over time.

The Foundation’s goal is to increase program support as a proportion of net assets through endowment growth, and to provide direct student support through scholarships and grants each year at a level equaling at least thirty percent of total program support through donor cultivation and outreach efforts.

	2015	2016	2017	2018	2019
Program support	\$1,090,864	\$985,108	\$939,828	\$1,237,259	\$1,157,440
Program support as proportion of net assets	7.67%	7.07%	6.01%	7.92%	6.33%
Endowed Scholarships	\$130,600	\$150,593	\$90,859	\$145,820	\$167,109
Annual Scholarships*	\$132,173	\$131,582	\$162,999	\$171,242	\$270,907
Total scholarships disbursed & Student Success Program Support	\$299,859	\$333,566	\$312,317	\$378,521	\$494,826
Direct Student Support as a proportion of program support	27.49%	33.86%	33.23%	30.59%	42.75%

Source: LCC Foundation

*2017-2018 change in reporting: Athletic scholarships included in Annual Scholarships.

**2014 Total Scholarship figures updated from previous report, per the Foundation.

Table 6: Condition of Infrastructure (Financial Infrastructure)
(Cash & investments to operating expenditures: mission fulfillment = 25% or higher; stretch goal = 33% or higher)

	2015*	2016**	2017	2018	2019
Cash & Investments to Operating Expenditures					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	32%	38%	27%	27%	25%

Source: Finance Office

*Note: a \$3 million Certificate of Participation (COP) for the Fitness Center remodel was received after year-end, which affected results for 2015.

**2016 figure was updated from previous report, per Finance Office.

Key Performance Indicator: External Perceptions/Satisfaction with LCC

Table 7: Community Satisfaction with Core Themes
(Mission Fulfillment = 90% or higher)
(Stretch Goal = 95% or higher)

From the Community Perception Survey, administered every three years. In 2017-18, the survey was administered through paid advertising on The Daily News website, the Kelso-Longview Chamber of Commerce newsletter and social media. Figures represent the proportion that responded “agree” or “strongly agree” to statements beginning with “LCC does a good job of...”

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
I - Workforce & Economic Development			
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%
...helping employers in this community train their employees.	88%	84%	83%
II – Transfer & Academic Preparation			
...providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%
...providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%
...providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%
III – Access, Support & Completion			
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%
...making college accessible to the community by offering classes	99%	99%	96%

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
in convenient locations.			
...making college accessible to the community by offering a variety of online classes.	90%	99%	94%
...making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%
IV – Institutional Excellence			
...consistently providing high quality programs and services.	96%	97%	95%
...enriching the community with cultural events and opportunities.	NA	95%	94%
...enriching the community with athletic events and opportunities.	NA	96%	99%

- One question, related to helping employers in the community train their employees, fell below mission fulfillment in the 2017-18 survey administration.

Key Performance Indicator: Student/Graduate Satisfaction with Instruction

Table 8: Student Satisfaction with Instruction
 (Mission Fulfillment = 85% or higher)
 (Stretch Goal = 95% or higher)

This indicator represents the proportion of students that responded “agree” or “strongly agree” to the survey question, “I have participated in meaningful learning experiences at LCC.” Prior to 2018-19, this survey was administered at graduation rehearsal. Starting 2018-19, this question is asked in the annual Student Satisfaction Survey, which is administered online and emailed to all students early spring quarter.

	2015-16 (n = 260)	2016-17 (n = 249)	2017-18 (n = 279)	2018-19 (n = 708)	2019-20 (n = 680)
LCC Overall	89%	91%	84%	90%	86%
<i>Male</i>	*	*	*	*	85%
<i>Female</i>	*	*	*	*	87%
<i>Students of Color</i>	*	*	*	*	84%

Source: Starting in 2018-19, source is Student Satisfaction Survey. Prior to that, source is LCC Graduate survey. *Starting in 2019-20 breaking out by gender and Students of Color.

- Satisfaction has remained relatively steady over the years.

Comments from the Internal Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs; Lynell Amundson, Jason Arrowsmith, Hiedi Bauer, Marie Boisvert, Amy Boultinghouse, Robert Cochran, Alex Emerson, Serina Graham, Jeanne Hamer, Richard Hamilton, Mary Leach, Nadine Lemmons, Brandon Ray, Natalie Richie, Leah Sanchez, Janel Skreen.

1) Based on the data in this report, what are LCC's strengths in exemplifying institutional excellence?

- As noted in the action planning section of the report, LCC's successful implementation of ctclink is a strength. Deployment just before the COVID-19 outbreak, although it presented some challenges in terms of student support, has made it easier for employees to telework. Employees can perform nearly every transaction remotely now, including making changes in the system, running queries, approving purchase and leave requests, etc. None of that was possible in our Legacy system. On the student side, ctclink provides a much better interface than our old system. Students have better access to information and can perform more online functions than with Legacy.
- We consistently scored higher than peer institutions (and our previous scores) on the PACE Survey.
- The Foundation has consistently met its stretch goals, resulting in valuable support to the college's students and programs.
- Over the past five years, the percentage growth in Foundation support that goes directly to students is truly noteworthy.
- Community engagement with athletics and cultural programming is very high, and a testament to the quality and accessibility of those activities.
- The Foundation's net assets increased by almost three million dollars between 2018 and 2019 – a very large figure.
- Results of our financial audits have been stellar.

2) Based on the data in this report, what are LCC's weaknesses in exemplifying institutional excellence?

- Community perception in terms of customized training is an ongoing challenge (although client/customer satisfaction with delivered content, reported in another monitoring report, has been extremely high).
- Although our cash-to-investments ratio has been declining, this has largely been intentional and has allowed us to invest in new revenue-generating opportunities such as our first applied baccalaureate program. In addition, most of the "new" allocations we have received in recent years have been earmarked, causing an increase in operating expenditures. In addition, we have made some strategic decisions to spend reserves in recent years, such as the investment in our emergency preparedness infrastructure.

3) Based on the data in this report, what are LCC's opportunities for exemplifying institutional excellence?

- In terms of student satisfaction with instruction, it was noted that satisfaction rates were slightly lower for males and students of color than for the overall student population. While there are no statistically significant differences between those

percentages (at the $p < .05$ level), there are certainly opportunities to identify and close equity gaps across the institution. This work is occurring across the institution as part of our Guided Pathways initiative. A set of new data dashboards designed for faculty to use with the new “Data and Equity” portion of the Curriculum & Program Review process were rolled out in fall and winter quarters in support of this work.

- As we learn more about the functionality of the ctclink system, we have an opportunity to improve financial reporting capacity. This will ensure that we are comparing apples-to-apples when looking at previous years’ data.

4) Based on the data in this report, what are LCC’s threats for exemplifying institutional excellence?

- The biggest threat to Institutional Excellence right now is the COVID-19 pandemic. Most significantly, related threats include enrollment, budget, foundation assets, scholarships, and student satisfaction (particularly as it relates to campus engagement, made more difficult by virtue of our required remote operations). Prior to the outbreak, LCC was one of a small number of colleges experiencing increased enrollments.
- With every crisis comes opportunity, and appears to be true for this pandemic.
 - Here is a small sampling of what we’ve learned, which we can use to supplement our operations when things return to “normal.”
 - i. The vast majority of our employees learned how to telework.
 - ii. We developed online instruction in many areas that previously had none.
 - iii. We learned how to effectively provide remote support services.
 - iv. We’ve explored non-traditional lab schedules (including weekends).
 - v. Our growing expertise in remote operations could benefit recruitment and orientation of prospective international students.
 - There may be additional course and/or certification opportunities.
 - i. For K-12 educators: advanced courses re: online course delivery.
 - ii. For custodial/maintenance employees: sanitization courses.
- We face a potential decline in employee satisfaction and morale with looming budget cuts and employee lay-offs.
- International enrollment is a threat, particularly if there is a second wave of infections globally.
- Participation in athletics is also a threat due to suspended sports operations, which includes a reduction in FTE if players depart because they are unable to play.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”

+	Δ