

Institutional Excellence  
& Community Enrichment  
Monitoring Report

2017 – 2021  
(Cycle 23)

***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 15, 2022



## **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

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 7<sup>th</sup> 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, covers the annual disbursement to students. All other funds raised go directly to the endowment.
- The Foundation began a feasibility study for a potential \$7 million capital campaign to support the new Vocational Building and equipment as well as athletic facilities and scholarships.
- The Foundation's focus on the College Success Fund is to increase overall support for the college, 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 continues to increase efforts on cultivating planned giving which will help boost our overall endowments and support of the college.
- The Foundation tracks the completion rates of the Student Success Fund recipients. The results show that the fund is helping with completions for our students.
- The Foundation continues to analyze our scholarship selection process by looking at the demographics of the students applying for and receiving our scholarships. We are evaluating the rubric used by our selection committee to benchmark the scoring of the applicants, and we have hidden transcripts from view in order to help eliminate implicit bias.
- The Foundation once again had a clean audit regarding the FY21 Financial Statements.
- HR supported our staff and faculty with teleworking and resources throughout the pandemic, and implemented numerous federal and state rules, laws, and directives as a result of the state of emergency.
- HR Staff continue to implement changes in the recruitment process in order to ensure equity in our hiring practices and to help us reach our diversity goals.
- HR will launch the Search Advocate Program to help in our equitable search practices.
- ctLink project staff successfully advocated at the system level for a number of enhancements to the ctLink system, including improvements to the way class information is displayed for students.

- COVID mitigation and response planning continues as caseloads drop and on-campus activities increase. All campus buildings have been reopened to staff and students. Employees and students are required to follow best practices when ill, and contact tracing efforts continue.
- The Library first floor renovation was completed and opened to students spring quarter.
- The State Auditor's Office completed their audit of the FY21 Financial Statements. The result was an opinion free audit.
- LCC submitted the Predesign Report to the Office of Financial Management (OFM) for the new Vocational Building (CVTS) project. The project was approved to move forward to the design phase.
- LCC submitted the Project Request Report (PRR) to the State Board of Community and Technical Colleges (SBCTC) for a new Welcome Center to replace the Admissions, Applied Arts and the International Center. The project has advanced to the 2023-2025 capital budget request phase with a score of 78.14.
- The 2022 Lower Columbia College women's basketball team captured the school's first women's basketball championship with a thrilling overtime victory over Peninsula.
- The academic excellence of our six LCC sports teams continued after winter quarter grades were posted.
  - The cumulative GPA is a 3.18.
  - There were 19 LCC student-athletes with 4.0 GPA's.
  - The women's volleyball team had the top team GPA with a 3.64.
- The LCC Bookstore has worked really hard at increasing the online offerings. For Winter Quarter 2022, they processed 869 online orders.
- IT services increased access control to include three additional buildings on campus.
- IT services implemented the Rave emergency alert system that will notify students, staff and faculty of emergencies occurring on campus.
- IT services and Effectiveness and College Relations assisted Student Services in the development of a new Customer Relationship Management (CRM) system that was implemented in spring quarter 2022.
- Effectiveness and College Relations implemented several upgrades to the content and functionality of the LCC website, including publishing new program maps for students in October 2021 (using specifications provided by faculty, part of the college's Guided Pathways initiative). Because the website is often the first interaction people have with the college, it plays a major reputational role for LCC and contributes to positive community perception.
- LCC received a substantial amount of federal relief funds during the pandemic, called CARES Act funding. Some funds were designated for direct distribution to students, with some funds available for institutional use. In regard to the direct student funding, \$905,000 was distributed in the first round, \$905,024 in the second, and \$1,080,571 was distributed through the end of March 2022 in the third round. The college received \$6,938,812 in total, some of which is remaining (including a substantial amount designated for direct student distribution). Institutional funds were used on such things as purchasing technology hardware for check-out to students, providing Internet access for students, purchasing Personal Protective Equipment (PPE) for campus use, etc.

**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.

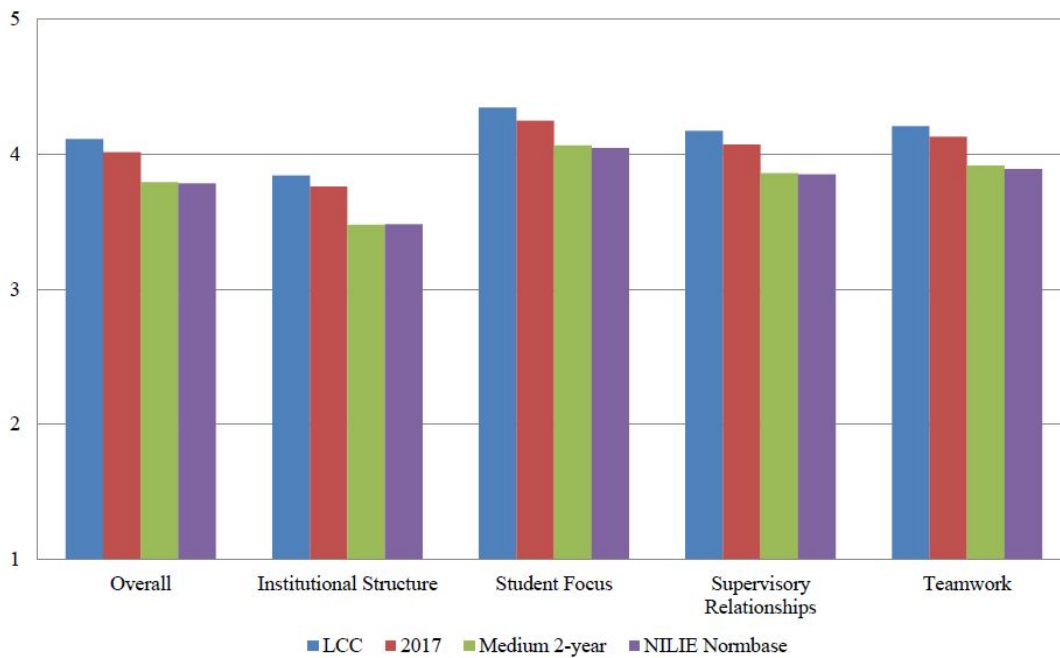
**Table 2: Employee PACE Survey Comparison by Benchmark Area  
(Mission Fulfillment – Meet or Exceed Medium 2-Years)  
(Stretch Goal - Meet or Exceed All Institutions)**

	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

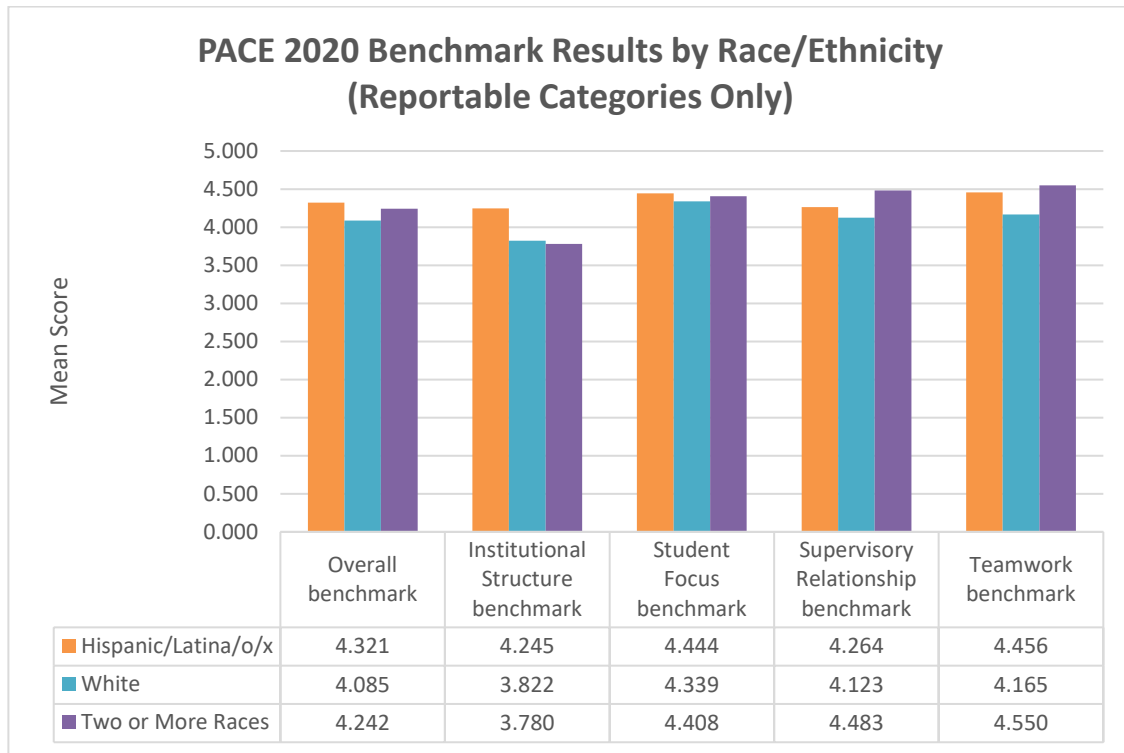
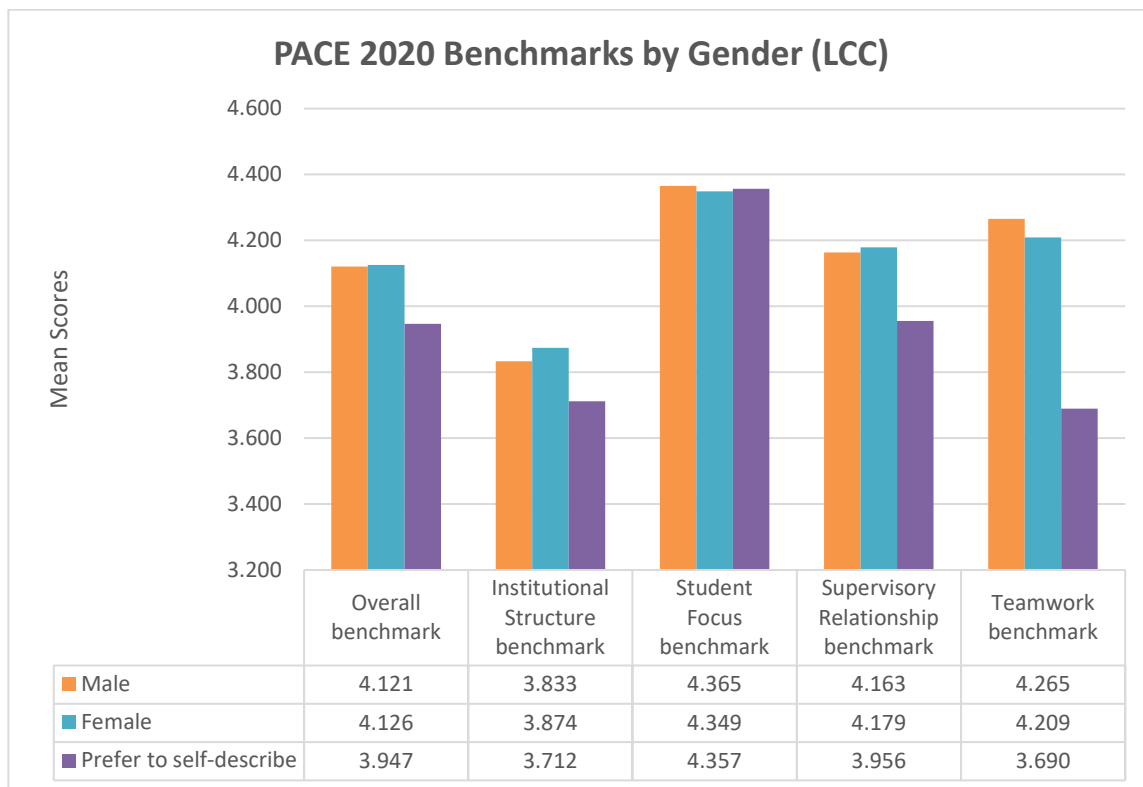


Figure 3 – Benchmarks by Gender



**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.

	2013	2015	2017	2019	2021
<b>Facilities overall</b>	256	247	230	226	258
<b>Facilities by building:</b> proportion of buildings receiving scores of 350 or below	73%	81%	86%	86%	86%

Source: Campus Services

- LCC continues to improve the overall score by maintaining its facilities.
- Four buildings currently score over 350: International Center (score 505), Physical Science (score 382), Science (score 476) and Vocational (score 352).
- 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.

	2017	2018	2019	2020	2021
Net assets	\$15,640,606	\$15,621,438	\$18,284,823	\$19,771,132	\$24,702,757
Net assets annual growth (%)	12.26%	-0.12%	17.05%	8.13%	25.0 %
Endowments	\$11,562,824	\$11,788,022	\$13,630,288	\$14,343,076	\$18,541,666
<b>Endowments as proportion of net assets*</b>	<b>73.93%</b>	<b>75.46%</b>	<b>74.54%</b>	<b>72.55%</b>	<b>75.06%</b>

Source: LCC Foundation.

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.

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Program support	\$939,828	\$1,237,259	\$1,157,440	\$1,058,612	\$936,044
<b>Program support as proportion of net assets</b>	<b>6.01%</b>	<b>7.92%</b>	<b>6.33%</b>	<b>5.35%</b>	<b>3.79%</b>
Endowed Scholarships	\$90,859	\$145,820	\$167,109	\$152,330	\$153,530
Annual Scholarships*	\$162,999	\$171,242	\$270,907	\$345,131	\$263,432
Total scholarships disbursed & Student Success Program Support	\$312,317	\$378,521	\$494,826	\$548,040	\$494,790
<b>Direct Student Support as a proportion of program support</b>	<b>33.23%</b>	<b>30.59%</b>	<b>42.75%</b>	<b>51.77%</b>	<b>52.86%</b>

Source: LCC Foundation. \*2017-2018 change in reporting: Athletic scholarships included in Annual Scholarships.



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

	2017	2018	2019	2020	2021
<b>Cash &amp; Investments to Operating Expenditures</b>					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	27%	27%	24%	24%*	34%

Source: Finance Office. \*2020 figure updated from previous monitoring report.

- It should be noted that as the state legislature has provided new funding over the last few biennium, those allocations have all been associated with added costs. At no point have we been able to reduce our reliance on local funding, which would increase our cash and investments.

**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. 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)	2020-21 (n = 125)
<b>I - Workforce &amp; Economic Development</b>				
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%	98%
...helping employers in this community train their employees.	88%	84%	83%	90%
<b>II – Transfer &amp; Academic Preparation</b>				
...providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%	97%
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%	99%
...providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%	96%
...providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%	98%

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)	2020-21 (n = 125)
<b>III – Access, Support &amp; Completion</b>				
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%	99%
...making college accessible to the community by offering classes in convenient locations.	90%*	99%	94%*	99%
...making college accessible to the community by offering a variety of online classes.	89%*	95%*	96%*	99%
...making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%	96%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%	98%
<b>IV – Institutional Excellence</b>				
...consistently providing high quality programs and services.	96%	97%	95%	96%
...enriching the community with cultural events and opportunities.	NA	95%	94%	94%
...enriching the community with athletic events and opportunities.	NA	96%	99%	95%

\*Rates updated from previous reports due to data entry error.

- All questions met the mission fulfillment and most met the stretch goal.

**Table 8: Employee Demographics Compared to Community and Student Body**

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>LCC Employees (All Faculty &amp; Staff)</b>					
Female	69%	69%	69%	71%	70%
Male	31%	31%	31%	29%	30%
American Indian or Alaska Native	*	*	*	*	1%
Asian	*	*	*	*	2%
Black or African American	*	*	*	*	1%
Hispanic or Latino	*	*	*	*	4%
Native Hawaiian or Other Pacific Islander	*	*	*	*	0%
Two or More Races	*	*	*	*	5%
Other Race	*	*	*	*	1%
White	*	*	*	*	85%
Race/Ethnicity Not Reported	*	*	*	*	2%
<b>Community (Cowlitz County)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Female	51.5%	50.4%	50.8%	50.5%	50.3%
Male	48.5%	49.6%	49.2%	49.5%	49.7%
American Indian or Alaska Native alone	1.1%	0.8%	1.4%	0.6%	^
Asian alone	0.9%	1.3%	1.3%	1.3%	^
Black or African American alone	0.4%	1.1%	0.7%	0.6%	^
Hispanic or Latino	8.8%	9.0%	9.2%	9.3%	^
Native Hawaiian or Other Pacific Islander alone	0.1%	0.4%	0.3%	0.2%	^
Two or More Races	4.8%	3.7%	3.9%	4.7%	^
Some Other Race	0.0%	0.0%	0.5%	0.0%	^
White alone, not Hispanic or Latino	84.0%	83.7%	82.9%	83.2%	^
<b>LCC Students (All Students)</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Female	64%	65%	67%	68%	70%
Male	36%	35%	33%	32%	30%
American Indian or Alaska Native	2%	2%	1%	1%	1%
Asian**	3%	4%	3%	3%	3%
Black or African American	1%	2%	2%	2%	2%
Hispanic or Latino	12%	13%	15%	13%	13%
Native Hawaiian or Other Pacific Islander**	**	**	<1%	<1%	<1%
Two or More Races / Other Race	5%	6%	6%	6%	6%
White	76%	75%	73%	74%	74%

Source for employee data: [State Board Faculty & Staff Data Dashboard](https://www.sbctc.edu/colleges-staff/research/data-public/faculty-and-staff-data-dashboard.aspx) located at <https://www.sbctc.edu/colleges-staff/research/data-public/faculty-and-staff-data-dashboard.aspx>. Source for student data: LCC Fact Book. Source for service district data: [Census.gov ACS 1-Year Estimate Data Profiles](https://data.census.gov/cedsci/table?q=cowlitz%20county&tid=ACSDP1Y2019.DP05) located at <https://data.census.gov/cedsci/table?q=cowlitz%20county&tid=ACSDP1Y2019.DP05>.

\*Data not available. \*\*Prior to 2018-19, Asian and Native Hawaiian or Other Pacific Islander were reported together by the State Board for Community & Technical Colleges. ^2020 Census race/ethnicity data is not available.

Note: For community demographics, Hispanic or Latino are not included in any other race category percentages; they're all "not Hispanic or Latino."

## Comments from the Internal Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs; Jason Arrowsmith, Joanna Asplund, Hiedi Bauer, Marie Boisvert, Amy Boultinghouse, Robert Cochran, Veronica De Jesus, Shani Dennick, Alex Emerson, Jeanne Hamer, Richard Hamilton, Mary Leach, Nadine Lemmons, Alyssa Milano-Hightower, Brandon Ray, Natalie Richie, Janel Skreen, Terry Smith.

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

- Community perception of our cultural offerings is extremely high (reported via the community perception survey), even during the pandemic.
- LCC was able to use federal pandemic relief (CARES Act) funds strategically to assist students, either through direct distribution or through support of departmental innovations to help keep students enrolled. Specific examples include purchase of technology devices that were made available to students through a check-out process, and creation of the Drop-in Wi-Fi Hotspot in the Student Center (which created an Internet-connected place for students to learn and study). It was especially beneficial to have Learning Commons and other staff available in the Hotspot. An example of department support is the use of CARES Act funding to purchase simulators for nursing clinicals (which allowed our nursing students to progress in their programs in spite of the lack of physical clinical site availability).
- The Foundation has done an amazing job with fundraising, which has allowed for ongoing support for many areas of the college.

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

- One of our weaknesses is that there is a large disparity between the female/male balance at the college, both with our employee and student populations, and the surrounding community. We are not attracting or retraining male employees or students at the same rate as females, or even close.
- There is also a significant disparity with our Hispanic/Latino employee population compared to the surrounding community. The disparity is even larger when compared to our student population.

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

- Although our survey responses in the area of student access support and completion are strong, there is increasing concern about a gap between the number of students who apply to LCC and the proportion that actually enrolls.
  - i. We have an opportunity to reduce barriers related to onboarding, registration and financial aid.
  - ii. We have an opportunity to increase our in-person presence so that fewer incoming students get directed to our website or other online sources to look for things (and complete tasks) on their own.

- iii. We have an opportunity to make the registration and onboarding process more personable in order to promote close connections to our incoming students.
  - iv. We have an opportunity to increase the personal touch for all students, but particularly for our Hispanic/Latino students who may have language barriers that cause them to struggle more with online experiences.
  - v. We have an opportunity, now that the pandemic is winding down, to create more touring options for new students to help get them excited about what our programs have to offer.
  - vi. We have an opportunity to create long-term, sustainable funding for our student ambassador program to make it more permanent (the program currently relies on Foundation funding).
  - vii. We have an opportunity to increase cross-departmental communication about resources and services available on campus to better support students.
  - viii. We have an opportunity to increase customer service across the campus to better serve students. Although we are at 1970s enrollment levels, our staffing is significantly above where it was at that time. ctLink is more time consuming than our previous system, but we still need to find a way to prioritize serving our students.
  - ix. We have an opportunity to improve our sense of community and institutional trust through a more student-centric employee training program focused on customer service and institutional resources available for students. This could be the emphasis of a new employee onboarding process.
- With our new buildings coming online over the next eight or nine years, we have an opportunity to transform our presence on 15<sup>th</sup> Avenue (and get rid of our older buildings that haven't been renovated).
  - The Foundation is currently undergoing a \$7 million capital campaign feasibility study. If the Foundation Board gets the green light, it will provide opportunities for the college to adequately equip the new Vocational Building and upgrade our athletic facilities, particularly for our women's softball and soccer teams.

**4) Based on the data in this report, what are LCC's threats for exemplifying institutional excellence and community enrichment?**

- Declining enrollment, and the related declining cash flow, is a particularly concerning threat. This is related to the opportunities to reduce barriers to enrollment noted above. The decline isn't just a concern for cash flow, it is also a threat to our program mix. Although the college and surrounding communities report high levels of satisfaction with program mix, this may change if we can't turn enrollment around and are forced to eliminate some of our programs. This is especially concerning in the programs that are currently extremely under-enrolled, some of which have been buoyed during the pandemic by CARES Act funding. Reducing our programs offered could negatively impact community satisfaction with "consistently providing high quality programs and services."
- Our aging technology infrastructure is an ongoing threat, underscored by the pandemic and our increased need to be online.

Board Plus/Delta

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

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