

Institutional Excellence
& Community Enrichment
Monitoring Report

2019 – 2023
(Cycle 25)

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 12, 2024



Institutional Excellence & Community Enrichment: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

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

- Employee satisfaction and morale
- Condition of infrastructure
- External perceptions/satisfaction with LCC
- Employee demographics
- Employee sense of belonging

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 8th 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 some of the annual disbursement to students. We have increased the amount we are disbursing to students because of increased need.
- The Foundation has been in the active phase of the capital campaign since January 2023. Because of the tremendous success of the efforts, we increased the goal from \$10 to \$15 million based upon needs of the projects - including state-of-the-art equipment for our new Vocational Building, athletic facility improvements, and student support. We have raised nearly \$12 million dollars and have increased our public partnerships for these projects.
- The Foundation's recent focus on the College Success Fund and unrestricted giving has helped increase the overall support for the college and provides the flexibility we need to support the college's greatest needs.
- The Foundation's efforts on cultivating planned giving & endowed giving has grown the foundation endowments exponentially which helps the long-term growth of the foundation 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 who are most at-risk. We are also implementing tracking scholarship recipients to see if they also show increased completion and retention.
- The Foundation continues its efforts to increase the equity of our scholarship process with the implementation of a scoring rubric and analyzing the demographic data of our applicants and awardees. We began a second scholarship application window in the fall

in order to meet more students in need. This was a successful launch and we awarded over \$176,000 in the fall. This helps reach more students who enroll at LCC at different times of the year. Our Spring scholarship cycle has grown to record heights, and we will award over \$600,000 this summer.

- The Foundation once again had a clean audit regarding the FY23 Financial Statements.
- HR implemented a “Search Advocate” program, a scoring matrix, and other tools to ensure our hiring practices are as equitable and inclusive as possible. The equity work around our hiring practices is a constant focus.
- HR analyzes and reports all hiring data annually to the Executive Leadership Team to monitor how our applicants fare through the process.
- Our “Red Devil Wellbeing” program encourages employee wellbeing in many ways and helps with employee engagement and satisfaction.
- HR implemented a new on-boarding platform to help our new hires LCC experience be more streamlined and smoother.
- The Emergency Operations Team updated LCC’s Emergency Operations Plan including all emergency notification messages.
- Fire evacuation drills, fire safety training, and fire extinguisher training were provided to residents of campus housing.
- IT completed a cybersecurity assessment with CISA.
- The FY23 Financial Statement Audit was completed by accounting firm DavisFarr LLP. The audit was opinion free, resulting in another successful year of creating an annual financial statement.
- The State Auditor’s Office (SAO) conducted our four-year accountability audit this fall. The auditors were very complimentary of the work that our Finance Office Team does for LCC. LCC’s financial ratios were all above the SAO recommended level. It was a finding free audit.
- Funding was acquired through several grants and local government allocations to install infield turf on fields 1 and 2 at the Heerensberger Softball Fields at Tam O’ Shanter Park.
- Design began for a softball facility located on campus to include batting cages and other indoor activities.
- Planning began for Story Field improvements including a new lighting system and new grandstands.
- LCC Athletics is having a great year! Four of our six teams were 1st place in their respective regions. Additionally, LCC won the 2022-2023 NWAC President’s Cup for overall academic excellence in the 35-college NWAC and the Athletics Director’s Cup for on field/court excellence. The only other school to win both awards in the same year was Lower Columbia College.
- LCC received Congressionally Directed Community Project Funding for \$1,000,000 in vocational equipment for our new vocational building. This funding was sponsored by Representative Marie Gluesenkamp Perez.

Key Performance Indicator: Employee Satisfaction and Morale

Table 1: Employee PACE Survey: Employee Satisfaction and Morale
(Mission Fulfillment – Meet or Exceed Similar Colleges)
(Stretch Goal - Meet or Exceed All Colleges)

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

| | Similar Colleges - 2023 | All Colleges – 2023 | LCC - 2023 | LCC - 2020 | LCC - 2017 | LCC – 2016 |
|------------|-------------------------|---------------------|------------|------------|------------|------------|
| Mean Score | 3.450 | 3.356 | 3.602 | 3.626 | 3.606 | 3.397 |

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

| | Similar Colleges - 2023 | All Colleges – 2023 | LCC - 2023 | LCC - 2020 | LCC - 2017 | LCC – 2016 |
|------------|-------------------------|---------------------|------------|------------|------------|------------|
| Mean Score | 3.512 | 3.430 | 3.706 | 3.747 | 3.690 | 3.488 |

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

| | Similar Colleges - 2023 | All Colleges – 2023 | LCC - 2023 | LCC - 2020 | LCC - 2017 | LCC – 2016 |
|------------|-------------------------|---------------------|------------|------------|------------|------------|
| Mean Score | 3.583 | 3.495 | 3.852 | 3.902 | 3.785 | 3.564 |

Question 27: My supervisor seriously considers my ideas.

| | Similar Colleges - 2023 | All Colleges – 2023 | LCC - 2023 | LCC - 2020 | LCC - 2017 | LCC – 2016 |
|------------|-------------------------|---------------------|------------|------------|------------|------------|
| Mean Score | 3.989 | 3.946 | 4.110 | 4.258 | 4.124 | 4.000 |

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

| | Similar Colleges - 2023 | All Colleges - 2023 | LCC- 2023 | LCC - 2020 | LCC - 2017 | LCC – 2016 |
|------------|-------------------------|---------------------|-----------|------------|------------|------------|
| Mean Score | 3.911 | 3.889 | 4.117 | 4.115 | 3.996 | 3.985 |

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

- The employee PACE Survey is administered to LCC employees every three years.
- Administered in October 2022, 191 LCC employees completed the survey.

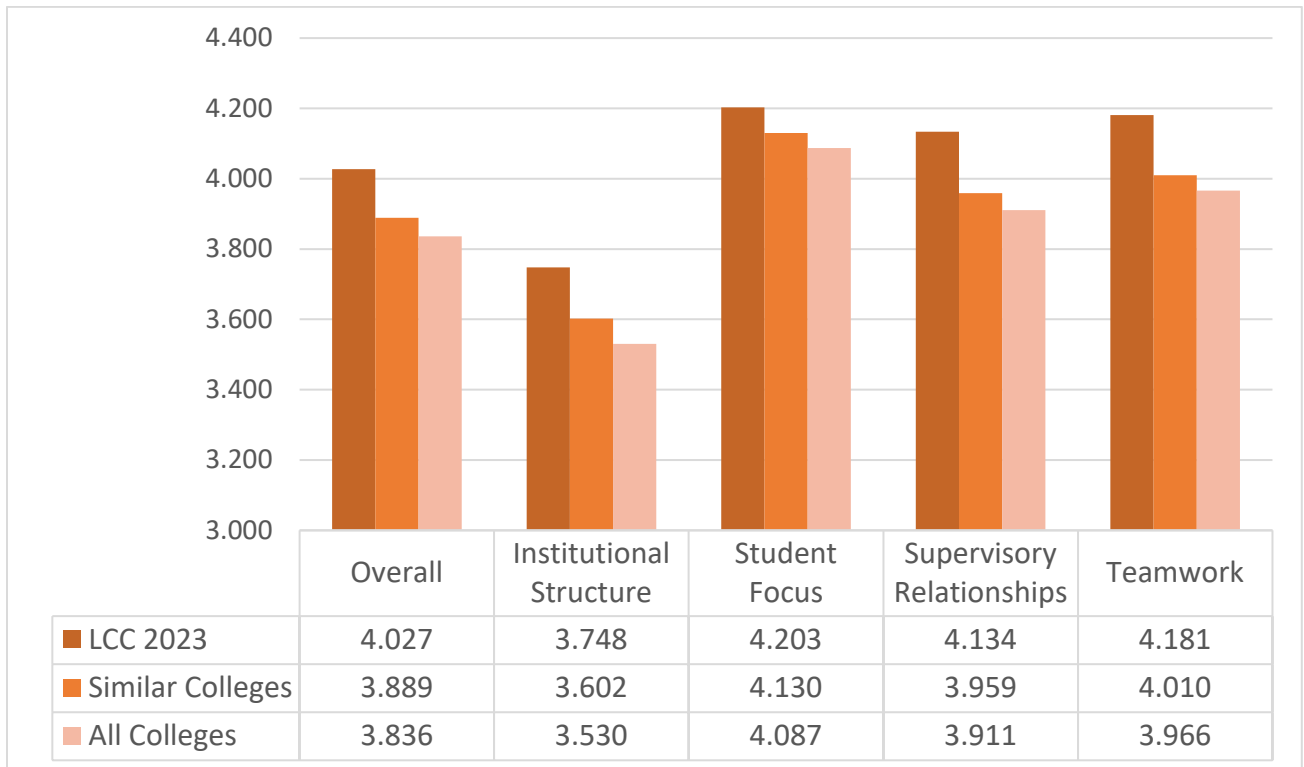
**Table 2: Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Similar Colleges)
(Stretch Goal - Meet or Exceed All Colleges)**

| | Similar Colleges - 2023 | | All Colleges - 2023 | | LCC - 2023 | LCC - 2020 | LCC - 2017 | LCC - 2016 |
|--------------------------|-------------------------|-----|---------------------|-----|--------------|--------------|--------------|--------------|
| | Mean | Sig | Mean | Sig | Mean | Mean | Mean | Mean |
| Overall | 3.889 | * | 3.836 | * | 4.027 | 4.111 | 4.015 | 3.919 |
| Institutional Structure | 3.602 | * | 3.530 | * | 3.748 | 3.842 | 3.760 | 3.628 |
| Student Focus | 4.130 | | 4.087 | * | 4.203 | 4.346 | 4.247 | 4.189 |
| Supervisory Relationship | 3.959 | * | 3.911 | * | 4.134 | 4.172 | 4.071 | 3.957 |
| Teamwork | 4.010 | * | 3.966 | * | 4.181 | 4.207 | 4.129 | 4.046 |

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

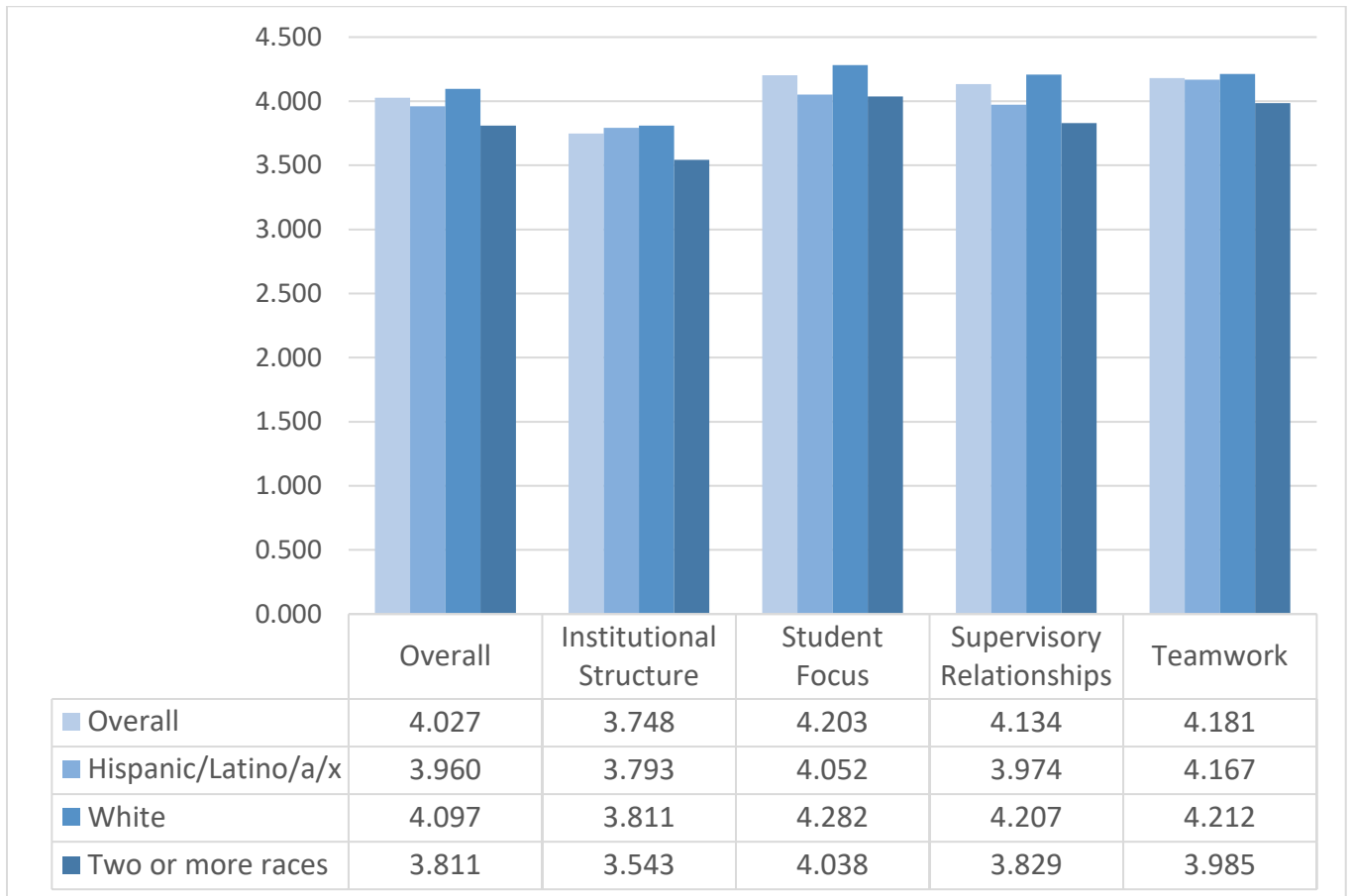
* statistically significant (meaning that the difference in scores is not due to chance alone)

Figure 3: LCC Benchmark Mean Scores (External Comparison)



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

Figure 4: LCC Benchmark Mean Scores by Race-Ethnicity (Reportable Categories Only)



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

Key Performance Indicator: Condition of Infrastructure

Table 5: 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.

| Physical Infrastructure Metric | 2015 | 2017 | 2019 | 2021 | 2023 |
|---|------|------|------|------|------|
| Facilities overall | 247 | 230 | 226 | 258 | 221 |
| Facilities by building: proportion of buildings receiving scores of 350 or below | 81% | 86% | 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 of these buildings are scheduled for demolition after the Center for Vocational and Transitional Studies building is constructed. The anticipated start date for that project is in 2026.
- Three buildings currently score Superior (range 146 to 175): Health & Science, Myklebust Gymnasium/Fitness Center, and Rose Center.

Table 6: 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 \$33 million by 2030 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, College Success Fund, and through additional endowed student scholarships.

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---------------|---------------|---------------|---------------|---------------|
| Net assets | \$18,284,823 | \$19,771,132 | \$24,702,757 | \$22,400,145 | \$25,358,921 |
| Net assets annual growth (%) | 17.05% | 8.13% | 24.94% | -9.32% | 13.21% |
| Endowments | \$13,630,288 | \$14,343,076 | \$18,541,666 | \$16,429,294 | \$18,922,327 |
| Endowments as proportion of net assets | 74.54% | 72.55% | 75.06% | 73.34% | 74.62% |

Source: LCC Foundation.

Please note: Endowments include Pledges Receivable.

Table 7: 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.

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|---------------|---------------|---------------|---------------|---------------|
| Program support | \$1,157,440 | \$1,058,612 | \$936,044 | \$1,066,159 | \$1,350,292 |
| Program support as proportion of net assets | 6.33% | 5.35% | 3.79% | 4.76% | 5.32% |
| Endowed Scholarships | \$167,109 | \$152,330 | \$153,530 | \$204,759 | \$180,269 |
| Annual Scholarships* | \$270,907 | \$345,131 | \$263,432 | \$289,650 | \$365,832 |
| Total scholarships disbursed & Student Success Program Support | \$494,826 | \$548,040 | \$494,790 | \$551,768 | \$566,291 |
| Direct Student Support as a proportion of program support | 42.75% | 51.77% | 52.86% | 51.75% | 41.94% |

Source: LCC Foundation. *Athletic scholarships included in Annual Scholarships.

Table 8: Condition of Infrastructure (Financial Infrastructure)
(Cash & investments to operating expenditures: mission fulfillment = 25% or higher; stretch goal = 33% or higher)

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|------|------|------|------|------|
| Cash & Investments to Operating Expenditures | | | | | |
| Do we have sufficient cash flow and reserves to meet our operating expenditures? | 24% | 24% | 34% | 45% | 30% |

Source: Finance Office.

- For fiscal year 2022, the State Board adjusted the overall debt to exclude Certificate of Participation (COPs) for capital projects where the debt service is paid via the Building Fee. This has impacted LCC’s ratio.

Key Performance Indicator: External Perceptions/Satisfaction with LCC

Table 9: Community Satisfaction with Mission Areas
(Mission Fulfillment = 90% or higher)
(Stretch Goal = 95% or higher)

The Community Perception Survey is administered every three years through paid advertising via The Daily News, the Kelso-Longview Chamber of Commerce newsletter, social media, etc. 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) | 2021-22[^] (n = 125) |
|--|-----------------------------|-----------------------------|-----------------------------|---|
| 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% | 98% |
| ...helping employers in this community train their employees. | 88% | 84% | 83% | 90% |
| II – Academic Transfer | | | | |
| ...providing students with the opportunity to obtain the first two years of a bachelor’s degree. | 97% | 96% | 99% | 97% |
| III – Preparation for College Level Studies | | | | |
| ...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% |
| IV – Student Access, Support and Completion | | | | |
| ...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% |
| V – Institutional Excellence and Community Enrichment | | | | |
| ...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.

[^]The survey was originally scheduled to be administered during the 2020-21 year but was delayed to the 2021-22 year due to the COVID-19 pandemic.

Key Performance Indicator: Employee Demographics

Table 10: Employee Demographics
(Mission Fulfillment = within 2% of community demographics for each group)
(Stretch Goal = within 1% of community demographics for each group)

| LCC Employees (All Faculty & Staff) | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|-----------|---------|
| Female | 69% | 71% | 70% | 70% | 69% |
| Male | 31% | 29% | 30% | 29% | 30% |
| American Indian or Alaska Native | * | * | 1% | 1% | 1% |
| Asian | * | * | 2% | 2% | 2% |
| Black or African American | * | * | 1% | 1% | 1% |
| Hispanic or Latino | * | * | 4% | 5% | 6% |
| Native Hawaiian or Other Pacific Islander | * | * | 0% | 0% | 0% |
| Two or More Races | * | * | 5% | 6% | 5% |
| Other Race | * | * | 1% | 2% | 2% |
| White | * | * | 85% | 82% | 80% |
| Race/Ethnicity Not Reported | * | * | 2% | 1% | 3% |
| Community (Cowlitz County) | 2018 | 2019 | 2020 | 2021 | 2022 |
| Female | 50.8% | 50.5% | 50.3% | 50.0% | 49.9% |
| Male | 49.2% | 49.5% | 49.7% | 50.0% | 50.1% |
| American Indian or Alaska Native alone | 1.4% | 0.6% | ^ | 0.9% | 1.0% |
| Asian alone | 1.3% | 1.3% | ^ | 1.3% | 1.4% |
| Black or African American alone | 0.7% | 0.6% | ^ | 0.2% | 0.9% |
| Hispanic or Latino | 9.2% | 9.3% | ^ | 9.9% | 10.4% |
| Native Hawaiian or Other Pacific Islander alone | 0.3% | 0.2% | ^ | 0.2% | 0.0% |
| Two or More Races | 3.9% | 4.7% | ^ | 6.0% | 4.9% |
| Some Other Race | 0.5% | 0.0% | ^ | 0.8% | 0.5% |
| White alone, not Hispanic or Latino | 82.9% | 83.2% | ^ | 80.6% | 80.8% |
| LCC Students (All Students) | 2018-19 | 2019-20 | 2020-21 | 2021-22** | 2022-23 |
| Female | 67% | 68% | 70% | 70% | 68% |
| Male | 33% | 32% | 30% | 30% | 32% |
| American Indian or Alaska Native | 1% | 1% | 1% | 1% | 1% |
| Asian | 3% | 3% | 3% | 3% | 3% |
| Black or African American | 2% | 2% | 2% | 2% | 2% |
| Hispanic or Latino | 15% | 13% | 13% | 15% | 15% |
| Native Hawaiian or Other Pacific Islander | <1% | <1% | <1% | <1% | <1% |
| Two or More Races / Other Race | 6% | 6% | 6% | 6% | 6% |
| White | 73% | 74% | 74% | 72% | 71% |

Employee data source: [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>. Student data source: LCC Fact Book. Community data source: [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. ^2020 Census race/ethnicity data is not available. **Please note: Percentage rounding for 2021-22 student race/ethnicity was updated from previous report to match Fact Book and monitoring report methodology. Note: For community demographics, Hispanic or Latino are not included in any other race category percentages; they're all "not Hispanic or Latino."

Key Performance Indicator: Employee Sense of Belonging

Table 11: Employee Sense of Belonging
(Mission Fulfillment = 3.75 or higher overall and for all groups)
(Stretch Goal = 4.5 or higher overall and for all groups)

Employee Responses to the following survey question: “The extent to which you experience a sense of belonging or community at this institution.” Based on a scale of 1 = very dissatisfied; 2 = generally dissatisfied; 3 = neither satisfied nor dissatisfied; 4 = generally satisfied; 5 = very satisfied.

| Employee Demographic | 2022 Mean Score (n = 169) |
|-----------------------------|------------------------------|
| All employees | 3.95 |
| Male | 3.84 |
| Female | 4.07 |
| African American/Black | <redacted> |
| Hispanic/Latino | 3.60 |
| Asian | <redacted> |
| Multiple races/ethnicities | 3.23 |
| All other races/ethnicities | 4.00 |
| White | 4.11 |
| Age: younger than 25 | 4.57 |
| Age: 25-44 | 3.77 |
| Age: 45-64 | 4.03 |
| Age: 65 or older | 4.62 |

Data Source: 2022 Diversity and Equity Campus Climate Survey, Higher Education Data Sharing Consortium (note: data source will be different in future years).

- In a summary report provided by HEDS, no comparative data for this particular survey question was provided. This question is part of the overall campus climate indicator, however. For the indicator, 79% of LCC respondents indicated that they were generally or very satisfied with characteristics of the campus climate, compared to 79% for all 2-year public institutions and 73% of all participating institutions.
- Due to numerous problems with the survey administrator including significant lag times in reporting and incorrectly coded data, a different survey instrument will be used in the future.

Analysis from the Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs; Jason Arrowsmith, Joanna Asplund, Hiedi Bauer, Amy Boultinghouse, Robert Cochran, Paul Cristofaro, Kailie Drumm, Alex Emerson, Jeanne Hamer, Richard Hamilton, Mary Leach, Natalie Richie, Terry Smith, Teya Williamson (student).

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

- The stability and growth of the Foundation is a strength.
- Our community satisfaction scores are 90% or above across all categories, with substantial increases in a few categories in particular (helping employers train their employees, providing non-native speakers with an opportunity to learn English, making college accessible to the community by offering online classes, and by offering classes in convenient locations).
- Our cash and investments to operating expenditures ratio is a strength.
- The condition of our facilities is strong and continues to improve.

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

- Although we don't have a point of comparison yet, employee sense of belonging could be higher, particularly for males, Hispanic/Latino/a employees, and those identifying as multiple race/ethnicities. There is also a sizable gap between employees age 25-44 (reporting a lower sense of belonging) and those age 65 and over (reporting a much higher sense of belonging).
- The community and student body have much higher rates of Hispanic/Latino/s individuals than the LCC employee population.
- Although the rate of males in the LCC employee population is similar to the student body, it is much lower than the surrounding community.
- Although LCC is still above our comparison groups by a fairly decent margin, our PACE Survey results declined overall, and for every benchmark category.

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

- Given the lower reported rates of a sense of belonging, we have an opportunity to increase connections for male, Hispanic/Latino/s, multiple race, and 25-44 year old employees. For example, we could encourage individuals from those groups to participate more in the college's committee and hiring processes. We also have an opportunity to engage more with them to get at the "why" of the lower ratings.
- Due to the Foundation's incredible success with their current capital campaign, we have an opportunity to engage in additional fundraising above the initial (and revised) goals.

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

- Market instability during the current election year could impact the Foundation and the college's cash and investment to operating expenditures ratio.
- Employee retention could be negatively impacted if we don't address lower rates of sense of belonging reported by the demographic groups noted above.

Board Plus/Delta

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

| + | Δ |
|---|---|
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