



Evaluation of Institutional Effectiveness (Year Seven) Report



Submitted to the Northwest Commission on Colleges and Universities
August 4, 2025

Table of Contents

Institutional Overview.....	1
Preface	2
Institutional Changes Since the Last Report	2
Update on Recommendations	4
Student Success and Institutional Mission and Effectiveness	5
Institutional Mission	5
1.A.1 – Mission Statement.....	5
Institutional Effectiveness.....	7
1.B.1 – Continuous Improvement.....	7
1.B.2 – Goals, Objectives, and Indicators	10
1.B.3 – Planning Process	14
1.B.4 – Internal and External Environment.....	15
Student Learning.....	18
1.C.1 – Rigor and Outcomes	18
1.C.2 – Awarding of Credentials.....	20
1.C.3 – Communicating Outcomes	24
1.C.4 – Admission and Graduation Requirements.....	27
1.C.5 – Assessing Instructional Programs	29
1.C.6 – Institutional Learning Outcomes	33
1.C.7 – Continuous Improvement.....	35
1.C.8 – Transfer Credit and Credit for Prior Learning	40
Student Achievement	42
1.D.1 – Recruitment and Admissions.....	42
1.D.2 – Regional and National Peer Comparisons	44
1.D.3 – Disaggregated Indicators of Student Achievement.....	49
1.D.4 – Transparency and Integration of Student Achievement Data	52
Conclusion.....	59
Addenda.....	60
Response to Concerns.....	60
Distance Education	60

Institutional Overview

Formerly Lower Columbia Junior College, Lower Columbia College (LCC) opened its doors in 1934. LCC's first graduating class received their associate degrees in 1936. Throughout the 1930s and 1940s, classes were held in the Longview Public Library in conjunction with the Longview School District. In 1948, LCC received its first accreditation from the body now known as the Northwest Commission on Colleges and Universities (NWCCU). The first land purchase took place in 1942, and construction on the first permanent building commenced in 1950. In 1967, LCC joined the state-supported community college system governed by the Washington State Board for Community and Technical Colleges (SBCTC).

Today, LCC is one of 34 colleges in the state system. The college has a five-member Board of Trustees appointed by the Governor of the State of Washington. Several professional/technical advisory committees also help guide the college. LCC's annual operating expenses exceed \$30 million.

The campus is home to 27 buildings on 38.75 acres in downtown Longview, adjacent to the city's historical center. LCC owns and operates a limited number of nearby apartments available to international students and student-athletes. The campus is conveniently located within walking distance of numerous apartments, dining, and retail options.

As a comprehensive community college, LCC offers a mix of college preparation, academic transfer, professional technical, bachelor's degrees, and community and customized education. Over 90 certificate and degree options are available in eight career pathways: Accounting, Business, and Leadership; Arts, Communication, and Humanities; Health Sciences and Wellness; Information Technology; Manufacturing, Trades, and Transportation; Science, Technology, Engineering, and Math; Social Science and Criminal Justice; and Teacher Education and Early Learning.

LCC's rural service district encompasses Cowlitz and Wahkiakum counties. The combined population is just over 115,000, with more than 80% of the population being white, and it is highly socioeconomically diverse. Due to its aging population, Cowlitz and Wahkiakum are among the handful of counties in Washington considered "graying."

Students of Color comprise about a third of LCC's population, with an average age of 31 for state-funded students and 29 for all students. At about 30%, enrollment of males is among the lowest in the state system. Nearly two-thirds of state-funded students qualify for need-based aid, and there is a relatively large population of high school students enrolled in dual enrollment programs. Over 40% of LCC's students have children. Slightly more students enroll in academic transfer than in professional/technical programs. The Associate of Arts-Direct Transfer Agreement is LCC's highest-enrolled program, followed by Nursing.

LCC is one of the largest employers in the area, with between 450 and 500 faculty and staff members. In any given year, there are typically between 70 and 80 full-time, tenured, or tenure-track faculty members and over 100 adjunct faculty members. LCC normally employs over 150 classified staff and approximately 100 exempt staff.

Enrollment in 2024-25 was higher than pre-pandemic levels at about 2,350 state FTE and nearly 3,000 total FTE. Aside from the aftermath of the ‘Great Recession,’ which resulted in significant overages, LCC’s state FTE enrollment has hovered in the 1,800-2,500 range for decades. Total FTE, however, has nearly doubled since the early 1970s with the addition of Running Start (high school dual enrollment) in the early 1990s and international programs in the 2010s.

Widely known for athletic success on the field and in the classroom, LCC belongs to the Northwest Athletic Conference and has competitive baseball, men’s and women’s basketball, softball, women’s soccer, and volleyball teams.

The LCC Foundation, with endowed and non-endowed funds exceeding \$33 million, provides substantial annual support through scholarships and program funding. The Foundation has an independent Board of Directors charged with advancing the mission of providing financial assistance to students, encouraging public support for the college, and strengthening the teaching, learning, and cultural environment of the college and community.

The Foundation launched the *Opportunity Can’t Wait* Campaign in January 2023 to raise an additional \$15 million in community support. Key initiatives of the campaign include \$5 million to equip the college’s new Vocational Center, \$4 million to improve athletics facilities for the college’s baseball, women’s soccer, and softball teams, and \$6 million to significantly increase investments in LCC’s College Success Funds, Student Success Funds, and scholarships.

LCC is also the grantee for a Head Start/Early Head Start/Early Childhood Education and Assistance Program (ECEAP), which serves eligible families with children ages 0-5 and operates a licensed childcare facility on campus.

Preface

Institutional Changes Since the Last Report

LCC submitted its last Year Seven report in the fall of 2018. LCC’s most significant developments since the previous Year Seven visit include the following.

- **Addition of bachelor’s degrees.**
 - The Bachelor of Applied Science in Teacher Education (BAS-TE) was implemented on July 1, 2019. The development of this degree involved reconfiguring several associate degrees to create seamless pathways for education students.

- Additional upper-division stackable credentials in education, such as endorsement certificates for Early Childhood Education, English Language Learning, and Career and Technical Education, are under development.
- The Bachelor of Applied Science in Organizational Leadership and Technical Management (BAS-OLTM) began on July 1, 2021. Multiple associate degrees were reconfigured to create seamless pathways for leadership students.
- The Bachelor of Science in Nursing (BSN) launched on July 1, 2024, and boasts a seamless transition from LCC's associate degree Nursing program.
- The Bachelor of Science in Computer Science (BSCS) was implemented on July 1, 2025. The BSCS is related to legislation passed in Washington in July 2021, authorizing the state's community and technical colleges to offer four-year computer science degrees.
- **Presidential transition.** Following a national search, President Matt Seimears took over on January 3, 2024, following former president Chris Bailey's retirement. Before joining LCC, President Seimears, Ph.D., served as Provost and Senior Vice President of Academic Affairs at Eastern Oregon University, where he also served as Dean of the College of Education. He has extensive experience in teaching and administration across K-12, community college, and university settings.
- **Facilities upgrades.** Improvements implemented since 2018 include remodeling the Library/Learning Commons and Student Center, renovating multiple athletic facilities, and beginning the construction phase for a new Center for Vocational and Transitional Studies.
- **Guided Pathways implementation.**
 - Basic Education for Adults was more fully integrated into the campus community to facilitate more students progressing into college-level studies.
 - The department was rebranded as "College and Career Preparation."
 - A dedicated program manager was hired.
 - Two tenure-track faculty positions were established.
 - CCP staff were integrated into Student Services.
 - CCP faculty were integrated into the math and English departments.
 - A new, two-credit college success (COLL 101) graduation requirement was adopted for all new and transfer students with fewer than 30 credits.
 - Public-facing program maps for every degree LCC offers were developed and added to the website. The "roadmaps" with variations for full- and part-time students are updated annually.
 - Significant reform occurred in both English and math, including reduction of the length of the pathways, changes to testing practices and policies, and implementation of corequisite models in both areas.
 - After a thorough evaluation, a new block schedule was adopted to reduce scheduling conflicts for students in support of retention and completion.

- A Student Success/Advising platform called EAB Navigate was adopted as part of a larger, overall advising reform initiative that included embedding pathway advisors into instructional departments across campus.
- Numerous “navigator” positions were established throughout the college, including a bilingual navigator to facilitate admissions and access to resources for all students.
- **Enterprise system adoption.** In early 2020, LCC migrated to ctcLink, a PeopleSoft platform developed for the Washington Community and Technical College System. ctcLink offers an integrated application and registration process, along with multiple enhancements, including Financial Aid Mass Packaging and Bank Mobile, a technology solution that enables faster refund delivery to students.
- **Diversity, Equity, and Inclusion initiatives.**
 - In July 2024, LCC established an Office of Diversity, Equity, and Inclusion, led by an executive director.
 - LCC’s Search Advocate program was expanded to support fairness and equity in employee recruitment and hiring for all positions.
 - A four-week new employee onboarding program, offered every quarter, was implemented in Fall 2025.
- **Foundation Growth.** The LCC Foundation’s Endowment grew from \$11.8 million in 2018 to over \$25 million in 2024. The Foundation is nearing completion on a \$15 million capital campaign to support equipment in the new Vocational Center and upgrade athletic facilities. They have significantly increased their support for emergency funding for students and scholarships.

Update on Recommendations

LCC does not have any outstanding recommendations.

Pictured at right is LCC’s iconic Health and Science Building. Constructed in 2013, this 70,000-square-foot facility houses the physical and natural sciences, Nursing, and Medical Assisting. LCC is one of a handful of community colleges that have a scanning electron microscope (purchased as a collaboration between the Economic Development Administration and the LCC Foundation).



Student Success and Institutional Mission and Effectiveness

Institutional Mission

1.A.1 – Mission Statement

The institution's mission statement defines its broad educational purposes and commitment to student learning and achievement.

The Mission, Vision, and Values clearly describe LCC's purpose and commitment to student learning and achievement.

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.

Board policies 1.01-1.04 define the mission, vision, values, mission areas, and objectives. The Board of Trustees most recently reviewed and approved LCC's mission, vision, and values on July 30, 2025. The information is widely disseminated on the website, in the academic catalog, and in poster form at multiple locations on campus.

The mission is addressed during New Hire Orientation sessions, on LCC's onboarding platform, and as part of the New Employee series offered quarterly. Support for the mission, vision, and values is addressed in the employee evaluation process. Supervisors also incorporate diversity, equity, and inclusion in the evaluation process. During the self-assessment process for this report, it was also determined that the mission, vision, and values should be incorporated into LCC's job posting templates to reinforce their importance from the outset of the hiring process.

Accountability for upholding the mission is palpable throughout the organization and culminates with the Board.

"(As the first person in my family to attend college), I had no understanding of all the opportunities that could be found through schooling.

I found an entirely new path in love through LCC. I came in looking at a completely different course plan, before finding what would be my perfect career. Two quarters in, (former LCC welding instructor) Allan Evald introduced me to welding, and I immediately changed my path.

I couldn't imagine my life any different. LCC gave me so much and I have made an effort through my trades career to give back. Material donations, speaking to classes, trades events and finally teaching. I love welding and without LCC I would have never found it.

My students are the best, and the teams we have supporting them are the best. We are a team working towards the same goal, student success."

~Natasha Allen, LCC Welding Instructor



Moving Forward with 1.A.1

Although the spirit of LCC's mission to serve students is clearly evident throughout the entire institution, some of the language is outdated. A new strategic planning process will commence in February 2026. Expected outcomes of the new process include a review and update of the mission, vision, and values statements as well as potential revisions to the objectives and Key Performance Indicators to ensure relevancy and currency.

Resources/evidence for 1.A.1

- [Board Policy 1.01 – Mission](#)
- [Board Policy 1.02 – Vision](#)
- [Board Policy 1.03 – Values](#)
- [Board Policy 1.04 – Mission Areas and Objectives](#)
- [Strategic Plan](#)
- [Strategic Plan webpage](#)
- [Catalog](#)
- [New Employee Onboarding Slides – Week One](#)
- [Employee Testimonials – First Generation and LCC Alumni](#)

Institutional Effectiveness

1.B.1 – Continuous Improvement

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement, and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Lower Columbia College's (LCC's) institutional effectiveness (continuous improvement) framework consists of institutional monitoring, Curriculum and Program Review, and Global Skills assessment, sometimes referred to as the three legs of our assessment stool. All three processes are ongoing, systematic, evidence-based, and directly connected to institutional planning with well-documented action plans. Planning processes are detailed in 1.B.3.

Guided Pathways is also an integral part of the student success and continuous improvement landscape. LCC adopted the Guided Pathways model in early 2018 and became part of a statewide movement in 2019-20 when it became a legislative mandate. The Washington Community and Technical College System sets goals for Guided Pathways, which are integrated into LCC's institutional monitoring framework across multiple mission areas.

Institutional Monitoring

LCC's Board adopted Policy Governance in 1999, establishing mission areas, institutional objectives, and Key Performance Indicators (KPIs). As defined in the LCC Strategic Plan, there are five mission areas, four of which represent the student lifecycle. The fifth aspect reflects other elements of the organization and the surrounding community.

Each mission area has a corresponding monitoring report review team. Historically, the teams were comprised of faculty and staff. More recently, they have been expanded to include students, community representatives, and members of the Board. Every mission area has a separate annual monitoring report, which the review team analyzes. The information is presented to the Board. Reports contain data, including the mission fulfillment threshold for each KPI, actions taken to improve performance, and comments from the review team in the form of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, spanning both internal and external environments. In addition to the reports, a summary "KPI scorecard" is also presented to the Board twice yearly, providing an "at-a-glance" view of areas falling below mission fulfillment. KPIs are benchmarked against peers wherever and whenever possible.

One of the Key Performance Indicators in LCC's effectiveness framework (also a Washington Guided Pathways goal) is getting more students to college level math and English by the end of their first year. Faculty in both areas have been heavily engaged in placement and curricular reform efforts for several years, drastically reducing the number of students enrolled in developmental courses. A corequisite model for developmental math, paired with directed self-placement, is set to launch at scale in Fall 2025.

Collaboration with the College and Career Preparation department is ongoing to align course content and pedagogy, ensuring a smooth transition from High School Completion programs into and through college level math. A developmental English co-requisite model was developed and scaled in conjunction with an update to a directed self-placement model, and future partnerships with College and Career Preparation's I-BEST program are currently being explored.

LCC's strategic plan is based on the five mission-area institutional monitoring framework, with corresponding objectives, indicators, and goals. Members of the five institutional monitoring report review teams serve in dual roles. They review and analyze data *and* participate in strategic and operational planning. Using the same cross-disciplinary teams for both functions fosters understanding, ensures the use of data and evidence in planning, and promotes improvement in student learning and achievement.

The monitoring report and review team structure was implemented in 1999 and is reviewed and updated annually to maintain its relevance. Significant care is taken to align with external factors, such as legislative initiatives (as noted above, including Guided Pathways and Diversity, Equity, and Inclusion), through the annual review and revision process. An example of this alignment process includes the addition of "Sense of Belonging" KPIs after companion Diversity, Equity, and Inclusion bills were passed by the Washington Legislature.

The LCC website provides a comprehensive archive of reports, and the current membership of the monitoring team is also publicly available. In a recent survey, 92% of members strongly agreed or agreed that they understand their roles and responsibilities on the team well, with the remaining 8% being neutral.

Curriculum and Program Review

All instructional programs and full-time faculty participate in regular Curriculum and Program Review according to a standardized instrument and timeline. The instrument consists of 56 questions categorized into the following sections: A. Enrollment, Course Success, and Equity; B. Environment; C. Curriculum; D. Outcomes and Equity; E. Action Plans; and F. Peer Sharing and Administrative Review (Closing the Loop).

All faculty work concurrently on one section (the same section) per quarter to promote interdisciplinary collaboration and support. The entire review cycle takes two years to complete. Most work occurs on designated "assessment days," contract days for faculty without scheduled classes. Most assessment days consist of an organized activity followed by time to work on the assigned section for that particular quarter. The synchronized timeline enables dedicated and timely support for faculty, including hands-on data labs and other training opportunities.

Global Skills Assessment

In 2006, LCC Faculty formally adopted a set of Global Skills, also known as General Education Outcomes, for all credential-seeking students. Over the last twenty years, the outcomes and rubrics have undergone significant improvements and are regularly reviewed. LCC's Global Skills are Communication, Critical Thinking, Quantitative Literacy, and Teamwork. Global Skills are posted on the LCC website, available in publications such as the catalog, and displayed in poster form in classrooms and labs across the campus.

One Global Skill is assessed annually over a four-year cycle. Academic transfer programs are evaluated during an annual Summer Assessment Institute, with competitively selected faculty participants using artifacts contributed by various disciplines. Due to the many discipline-specific complexities, professional/technical faculty, as well as those in bachelor's degree programs, independently evaluate their students' performance using Global Skills.

Global Skills performance is a KPI and is presented, separately, in summary form in the Workforce and Economic Development and Academic Transfer monitoring reports.

Guided Pathways

The Student Success Task Force (SSTF) leads Guided Pathways and strategic enrollment work. More specifically, the SSTF coordinates comprehensive planning that contributes to student access, recruitment, persistence, and completion, aligning with the college's overall mission, vision, and values. It develops holistic and integrated approaches to enrollment management that are sustainable, integrated, proactive, and personalized. The SSTF focuses on designing and supporting equity-driven, collaborative, data-informed, and tech-supported systems, practices, strategies, and policies that reduce institutional and systemic barriers for students.

Several workgroups within the task force focus on specific topics and related actions. These include K-12 and youth engagement, adult re-engagement, onboarding, retention and persistence, completion and post-completion, and financial resources. Specific activities organized by the workgroups include the following.

- LCC created and hosted a Try-a-Trade event focused on introducing middle and high school students to different professional/technical career pathways, in response to low enrollment in those programs.
- A summer bridge program for high school seniors was developed to promote a smooth transition from high school to college, supporting enrollment and retention.
- Updates to the student onboarding process intended to promote a smooth transition process for all students were made, supporting enrollment and retention.
- A Men of Color/Brothers in Power conference was developed and held annually in the spring to support recruitment, enrollment, and retention of male Students of Color.
- A resource guide for faculty and staff was developed and distributed to support retention and completion.

- A “Tech Bootcamp” was developed and offered for incoming students with technology challenges, intended to support retention and completion.
- New resources were identified to run a comprehensive, targeted digital marketing campaign for returning adults in need of Basic Education for Adults and English Language Learning. Now an annual campaign, results have consistently performed above industry standards and generated significant interest. For example, the 2025 Adult Learners campaign generated 294,744 impressions (ads), 10,806 visits to the LCC application web page, and 121 phone calls.

Moving Forward with 1.B.1

Relevant and reliable data are essential for assessing institutional effectiveness, and LCC has consistently demonstrated longevity and reliability in this regard. A limited number of LCC’s KPIs, however, are derived from survey data. Reflecting national trends, some (but not all) of LCC’s survey response rates have declined in recent years. This is partly due to Washington state restrictions on using “lottery-style” survey incentives, increasing privacy concerns, and survey saturation. During the upcoming strategic planning process, new data collection methods or alternative methodologies will be developed for KPIs that rely on surveys with diminished response rates.

Resources/evidence for 1.B.1

- [Institutional Effectiveness and Monitoring webpage](#)
- [Monitoring Report Review Teams membership list](#)
- [KPI Scorecard](#)
- [Strategic Plan](#)
- [Curriculum and Program Review Template](#)
- [Curriculum and Program Review Timeline](#)
- [Learning Outcomes Assessment webpage](#)
- [Global Skills Assessment webpage](#) (for faculty)
- [Global Skills webpage](#) (student-facing)
- [Student Success Task Force webpage](#)
- [Guided Pathways webpage](#)

1.B.2 – Goals, Objectives, and Indicators

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

LCC’s goals, objectives, and indicators are articulated in the Strategic Plan and measured through institutional monitoring, Curriculum and Program Review, and Global Skills assessment. The goals, objectives, and indicators are widely distributed, discussed, analyzed, and used to

develop LCC's strategic (annual) priorities. Benchmarking is heavily incorporated into the process. Planning details are described in 1.B.3.

LCC has 29 KPIs categorized into five mission areas.

1. Workforce and Economic Development
 - a. Student performance in workforce classes
 - b. Demonstration of program competencies
 - c. Licensure/certification rates
 - d. Placement rate in the workplace
 - e. Employer satisfaction
 - f. College level English and math completion (workforce students)
 - g. Demonstration of General Education Outcomes (Global Skills) in workforce classes
 - h. Client assessment of programs and services
2. Academic Transfer
 - a. Student performance in transfer classes
 - b. Transfer readiness
 - c. Demonstration of General Education Outcomes (Global Skills) in transfer classes
 - d. Academic transfer rate
 - e. Success after transfer
 - f. College level English and math completion (transfer students)
3. Preparation for College Level Studies
 - a. Basic Education for Adults achievement
 - b. Academic performance of precollege students
4. Student Access, Support, and Completion
 - a. Participation rates
 - b. Enrollment
 - c. Student persistence
 - d. Completion
 - e. Student satisfaction with support services
 - f. Faculty-student engagement
 - g. Student satisfaction with instruction
 - h. Student sense of belonging
5. Institutional Excellence and Community Enrichment.
 - a. Employee satisfaction and morale
 - b. Condition of infrastructure
 - c. External perceptions/satisfaction with LCC
 - d. Employee demographics
 - e. Employee sense of belonging

Wherever and whenever possible, the KPI data presented in the institutional monitoring reports are disaggregated and benchmarked against peers, including peer cohort survey groups

and Washington Community and Technical College (“System”) averages. System benchmarking is a widely used, longstanding, and respected practice in the Washington Community and Technical College System. Many of LCC’s mission fulfillment thresholds are benchmarked against system or survey data. Mission fulfillment is reported clearly in LCC’s Monitoring Reports and the KPI scorecard. LCC does not use a single metric to define mission fulfillment. Instead, mission fulfillment is determined by individual KPI and presented holistically to the Board each year in the form of the scorecard. A mission fulfillment summary is provided to the Board annually, along with the scorecard, to provide additional context and insight. The Board, which follows a policy governance model, provides input about the achievement of mission fulfillment during individual monitoring report presentations and during their summer retreat, when they review the scorecard. Progress toward meeting mission fulfillment is a significant factor in the evaluation of the LCC President, per Board Policy 3.03 – Monitoring Presidential Performance. Policy 3.03 specifies that policies may be monitored through internal reports (such as institutional data collection, system and peer comparison data, financial reports, and Monitoring Reports), external reports (such as audit and accreditation reports), and direct board inspection.

LCC has administered the Personal Assessment of College Environment (PACE) Survey five times over the past decade. Results have consistently been statistically significantly above similar colleges across all benchmark areas: institutional structure, student focus, supervisory relationships, and teamwork.

One aspect of employee satisfaction is professional development, which is assessed using the PACE survey and included in the Institutional Excellence and Community Enrichment Monitoring Report as one of the board’s “focus” questions. In 2025, the response to the question, “Professional development and training opportunities are available,” LCC’s mean score was 4.12 on a 5-point Likert scale from one (low) to five (high). This compares to 4.00 for similar colleges, and 3.98 for all other colleges participating in the survey.

LCC identified specific regional and national peers in 2024 per the NWCCU requirement. National and regional peers were determined using the Integrated Postsecondary Education Data System (IPEDS) data and cluster analysis to find other degree-granting institutions of similar size and annual revenues/expenditures that are not primarily baccalaureate or above, have open admissions policies, are not classified as Historically Black or Tribal institutions, and use the GASP financial reporting standard, with similar endowment per FTE ratios.

National peers are Brazosport College (TX), Clark State College (OH), Florida Gateway College (FL), Gulf Coast State College (FL), Jackson College (MI), Northwest Florida State College (FL), Northwestern Michigan College (MI), and Western Wyoming Community College (WY).

Regional peers are Big Bend Community College (WA), Centralia College (WA), Grays Harbor College (WA), Peninsula College (WA), Skagit Valley College (WA), Walla Walla Community College (WA), Wenatchee Valley College (WA), and Whatcom Community College (WA).

LCC's peer comparisons, which use only IPEDS data, are somewhat restrictive. The IPEDS student cohort definitions are limited, and the only metrics available by individual institutions through IPEDS are graduation and transfer-out rates. IPEDS data is also reported with a significant lag, so currently available data still reflects the pandemic years. Using IPEDS alone, LCC falls at the lower end of the comparison pool. The peer comparisons LCC can access through the Washington Community and Technical College System's data system involve larger student cohorts and are more representative of LCC's efforts. These comparisons are used in LCC's Monitoring Reports and serve as the basis for defining and determining mission fulfillment. Overall, LCC has room to grow and is continuing to take steps, many of them directed by Washington's Guided Pathways initiative, to improve student outcomes. LCC has utilized dedicated Guided Pathways funding to support things such as advising reform, program map development, integration of real-time labor market data on the LCC website, the college success class (which is now mandatory for all entering students with fewer than 30 transfer credits), expansion of Institutional Research support, faculty stipends for curriculum development, including math and English reform, and revisions to the placement process for math and English.

Moving Forward with 1.B.2

LCC is part of Washington's unique community and technical college system, allowing for rich and meaningful regional data comparisons via data provided through the State Board for Community and Technical Colleges. LCC relies on the Integrated Postsecondary Education System (IPEDS) for national comparisons, however. Given the current political climate, the uncertainty of the future of IPEDS reporting systems, and the limitations in the comparisons IPEDS can provide, LCC needs to explore and identify potential no- and low-cost alternative data sources for meaningful national peer comparisons.

Resources for 1.B.2

- [LCC Strategic Plan](#)
- [Institutional Effectiveness and Monitoring webpage](#)
- [Global Skills Assessment webpage](#)
- [Learning Outcomes Assessment webpage](#)
- [KPI Scorecard](#)
- [LCC Board Policy 3.03 – Monitoring Presidential Performance](#)
- [Peer comparisons webpage](#)
- [Personal Assessment of College Environment Survey Report](#)

1.B.3 – Planning Process

The institution provides evidence that its planning process is inclusive, offers opportunities for comment by appropriate constituencies, allocates necessary resources, and improves institutional effectiveness.

LCC's institutional monitoring and planning processes are fully integrated and broad-based, offering opportunities for input from multiple constituencies. Planning drives resource allocation to support the achievement of institutional goals, objectives, and indicators.

The same Monitoring Report Review Teams that analyze institutional progress toward accomplishing mission fulfillment also participate in strategic and operational planning. The teams have historically consisted of faculty and staff, with students, community members, and Board of Trustees members added in recent years. Employees are recruited for participation in the monitoring process via an open invitation sent via email biannually. Students are also recruited via email annually, using a brief application. Orientation is mandatory for students, and they are compensated for their participation in the process, which begins with orientation. Community members are recruited through the LCC Foundation Board, and LCC Board members are directly invited, rotating teams each year so they can learn about different aspects of college operations. The process is organized by mission area. Together, the five monitoring teams make up LCC's Strategic Planning Committee.

Each monitoring team meets twice a year, once for data review and analysis, and once for strategic and operational planning. According to their area of expertise, every dean and Executive Leadership Team member either chairs or co-chairs a monitoring team. Each team conducts a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis during its annual data review meeting. The information is carefully documented and included in the report to the Board, along with a summary of the actions taken due to past reviews to improve performance.

Early in the calendar year, teams also participate in planning sessions, again separated by mission area to keep the discussions meaningful and manageable. Unlike the data review meetings, the LCC President leads the planning sessions. Suggestions and recommendations are carefully documented and captured as minutes for the Strategic Planning Committee. That information is analyzed and becomes the first iteration of the Annual Priorities for the coming year, an essential aspect of LCC's Strategic Plan and planning and budgeting cycle.

Examples of planning session discussions that became Annual Priorities include increasing collaboration across departments to improve service to returning adult learners, improving support for Males of Color, creating a funding model to reopen our Veterans Center, exploring the possibility of offering online college transfer fairs to serve remote students, and implementing a comprehensive employee onboarding program.

Once the Executive Leadership Team (ELT) analyzes the monitoring teams' planning recommendations and creates a draft list of Annual Priorities, the complete list is emailed to all employees for campus review and input. ELT reviews comments and suggestions from the campus community, and a draft list of Annual Priorities is prepared for the Board. The Board typically approves the list of Annual Priorities during its summer retreat in July.

Moving forward with 1.B.3

Although LCC's planning process has a high level of participation and integration with institutional monitoring, it implicitly assumes a resource-neutral or growth environment. Given the increasingly challenging external environment for higher education, this process may need to be adapted to better align with multiple financial and other scenarios.

Resources for 1.B.3

- [Monitoring Report Review Teams membership list](#)
- [Institutional Effectiveness and Monitoring webpage](#)
- [LCC Strategic Plan](#)
- [Strategic Planning Committee webpage](#)
- [Executive Leadership Team webpage](#) (details budget and planning calendar)

1.B.4 – Internal and External Environment

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

LCC monitors its internal and external environments continuously, systematically, and in various ways to identify current and emerging patterns, trends, and expectations. Data and evidence are regularly used to inform planning and resource allocation.

Monitoring Report Review Teams representing LCC's five mission areas—Workforce and Economic Development; Academic Transfer; Preparation for College Level Studies; Student Access, Support, and Completion; and Institutional Excellence and Community Enrichment—engage in annual data review and planning meetings. Data analysis follows the SWOT (Strengths, Weaknesses, Opportunities, and Threats) method. Information from each SWOT analysis is carefully documented and shared with the Board as an integral part of the monitoring report. Students and community members participate on the teams, along with faculty and staff.

Multiple surveys are regularly administered to monitor the perceptions of students, faculty, staff, employers, and the community. Regular surveys include the Community College Survey of Student Engagement (CCSSE), the Personal Assessment of College Environment (PACE), the

Community Perception Survey, the Student Satisfaction Survey, Employer Feedback Surveys, Corporate and Continuing Education evaluations, and campus climate surveys. Key questions from each survey are integrated into institutional monitoring through KPIs. In 2023-24, listening and feedback sessions were held with faculty, classified staff, exempt staff, and students, focusing on campus climate.

When the community's perception of LCC's ability to do a good job helping employers train their employees dropped significantly below mission fulfillment in 2015 and again in 2018, the Corporate and Continuing Education department underwent a complete restructuring. By 2021, survey results were virtually at mission fulfillment, and by 2025, results were well above target.

LCC's most significant, consistent, and systematic external resource is its network of Professional/Technical Advisory Committees to help plan the training of the area's future workforce. LCC's 19 Advisory Committees are comprised of volunteers from the community, representing business, labor, and professional organizations. The advice and perspective of Advisory Committee members help ensure students learn the most current skills needed to succeed. Advisory committees:

- Provide information to update, modify, expand, and improve the quality of LCC's Professional/Technical programs.
- Support and strengthen business, labor, community, and education partnerships.
- Make recommendations that will strengthen and expand the professional/technical curriculum.
- Assist in community-focused activities that help students understand the needs of business and industry and how they can achieve success in their chosen career path.

Deans and faculty are integral to the Professional/Technical Advisory Committees, and use the feedback from those groups to revise existing programs, create new programs, make updates to the equipment available in the college's learning environments, and plan for the future in a myriad of other ways. Because deans and faculty serve on LCC's monitoring teams (all deans chair or co-chair a team), this provides a direct link to the Advisory Committee structure. A recent example of Advisory Committee input and collaboration is LCC's decision to sunset the former Advanced Manufacturing associate degree program and replace it with the new Automation, Instrumentation, and Robotics associate degree, which better serves the needs of local industry partners.

Internal standing committees and other groups also monitor internal and external environments and can be adapted to meet changing needs. For example, LCC's first AI (Artificial Intelligence) Committee was convened in 2025 to frame and create guardrails for the technology, which many consider to be one of the biggest disruptors to education in recent history.

Moving forward with 1.B.4

Although it has begun organizational efforts related to Artificial Intelligence (AI) including establishing a standing committee, as noted above, LCC must develop the appropriate policies, procedures, professional development programs, student supports, privacy protections, and monitoring capabilities to fully address AI's role and influence in higher education, student learning assessment, and institutional effectiveness evaluation. AI will be one of the top priorities as LCC launches its next strategic planning phase in February 2026.

The external political climate is an ongoing area of focus for LCC and all of higher education. During LCC's Welcome Back week in September 2025, separate sessions with a national leadership coach tailored for faculty, classified staff, exempt employees, and a joint session for LCC's Executive Leadership Team and local K-12 superintendents will be held. A primary topic covered during the training sessions will be leading through change and conflict. As the external environment continues to evolve, these skills will become increasingly essential.

Resources for 1.B.4

- [Institutional Effectiveness and Monitoring webpage](#)
- [Monitoring Report Review Teams membership list](#)
- [Community College Survey of Student Engagement Survey Report](#)
- [Community Perceptions Survey Report](#)
- [Employer Feedback Survey Report](#)
- [Personal Assessment of College Environment Survey Report](#)
- [Student Satisfaction Survey Report](#)
- [Diversity, Equity, and Inclusion webpage \(campus climate survey results\)](#)
- [Advisory Committee webpage](#)
- [AI \(Artificial Intelligence\) Committee webpage](#)

Student Learning

1.C.1 – Rigor and Outcomes

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

The “Degree Requirements” section of the Academic Catalog clearly identifies program outcomes for all LCC credentials. Course learning outcomes are required elements of LCC course plans and syllabi.

Faculty define and measure rigor in various ways that are consistent with their respective disciplines and career pathways. Programs with defined industry standards and licensure requirements are aligned with external outcomes and qualifications.

“When helping students learn the basics of nutrition, I measure their learning through various strategies such as quizzes, reflections, research, partner reviews, and tests. I look for ways to increase critical thinking through these avenues. Rubrics to assess assignments are used throughout.”

“We use rubrics to grade formal student writing assignments and academic discussion participation. Our department regularly reviews and updates our rubric criteria and indicators, applying them in assessing student artifacts. We review and update our programs’ course outcomes to ensure rigor, appropriate sequencing, and alignment with our grading rubrics and other assessment methods.”

“I use rubrics aligned to standards that the Professional Educators State Board sets.”

“Rigor is largely defined at this level by the expectations of the ‘next step’ – i.e., preparation required for successful transfer to another school and/or preparation required for success at a first job. These rigors are defined by rubrics, success on written exams, and especially by technical progress in the performance of skills.”

“I have a set rubric for lab and lecture, which is tied to my course outcomes and covered in my syllabus. I clearly outline my outcomes and expectations for students both verbally and in the syllabus. Lab progress is tracked with a lab book and graded using the rubric, also opening up feedback from students.”

“I use rubrics with integrated outcomes, student engagement in class, class projects such as research, and meeting course outcomes as written in the course plans, as well as Global Skills demonstrated mostly by the grading rubrics.”

"I designed a set of quizzes that parallel my inquiry-based workbooks. All quizzes are designed with answer options that represent misconceptions of the topic. I use rubrics to structure grading for discussions and lab reports."

"Rigor is defined and measured through various performances and demonstrations of skill, including exams, class performance, public performance, self-assessment, and peer-assessment."

Several programs have external accreditation or certification, including:

- Automotive Technology (Master Automobile Service Technology through the Automotive Service Excellence Education Foundation)
- Bachelor of Applied Science in Teacher Education (approved endorsements from the Professional Educators Standards Board in Early Childhood Education, Elementary Education, and English Language Learner)
- Bachelor of Science in Nursing (pursuing initial accreditation by the Commission on Collegiate Nursing Education)
- Early Childhood Education (highest quality level award from the Washington State Quality Recognition and Improvement System)
- Nursing Assistant (Washington State Board of Nursing)
- Registered Nurse AN-DTA/MRP (Washington State Board of Nursing)
- Medical Assisting (Commission on Accreditation of Allied Health Education Programs)

Faculty communicate learning outcomes to students through multiple channels consistent with their respective disciplines. In addition to the syllabi and course plans, faculty also express learning outcomes to students through course modules, assignment instructions, rubrics, student feedback and comments, individual learning activities and resources, preparation materials for exams, class discussions, relevant industry standards, licensure requirements, required reading, and reflection exercises.

In preparation for this report and visit, LCC determined that a more systematic syllabus management system would benefit students. Simple Syllabus, an accessible online syllabus management tool, was implemented before the start of the Fall 2025 term. Simple Syllabus will allow for greater consistency and improved communication with students about course information, including course outcomes.

Consistency in assessment practices between courses and sections is achieved through various methods, including the use of shared rubrics, norming and grading calibration, clearly defined expectations, intentional alignment of standards between courses, mapping, alignment with industry standards and requirements, clinical evaluation tools, and regular communication and collaboration among faculty.

LCC's firmly established Curriculum and Program Review (C&PR) process requires faculty to regularly analyze the efficacy of their curriculum and make needed changes. In Section B, Environment, faculty analyze job market data, competitors, transfer institutions, and industry standards to identify gaps and develop any required adjustments. In Section C, Curriculum, faculty must review their course listings and plans to identify needed changes. For example, question C-3 states, "If you have sequential courses in your program or discipline, how do you ensure that the courses align and promote progression in student learning?" During the curriculum review process, faculty also incorporate other environmental aspects, such as state or federal standards, credit limits, and feedback from students or community partners. Changes determined through the C&PR process must be submitted to the Curriculum Committee for rigorous review and approval. The relatively short (two-year) C&PR cycle helps to ensure that course outcomes and curriculum remain current.

Moving forward with 1.C.1

The Instructional Assessment Committee (IAC) continually assesses the Curriculum and Program Review instrument and process to ensure effectiveness. Recent improvements have included the incorporation of more data analysis and disaggregation, peer review, and formal administrative oversight. During the development of this report, however, it became clear that the instrument does not provide sufficient specificity regarding how the required analysis leads to change, despite the "action plans" sections. Beginning in 2025-26, the IAC will develop and implement changes to the instrument and process to ensure the connections between analysis, implementation, and improvements in student learning outcomes are appropriately documented.

Resources for 1.C.1

- [Degree Requirements \(LCC Academic Catalog\)](#)
- [2024-25 LCC Course Syllabi Template](#)
- [Curriculum and Program Review Instrument](#)

1.C.2 – Awarding of Credentials

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

LCC's clearly defined curriculum governance process ensures that programs, courses, and related student learning outcomes are thoroughly vetted through peer review to reflect appropriate breadth, depth, sequencing, and learning synthesis. The collaborative curriculum development and review process incorporates input from faculty, deans, and industry representatives serving on advisory committees to ensure alignment with academic standards and the needs of the workforce.

Program outcomes are readily accessible in the “Degree Requirements” section of the Academic Catalog. Course outcomes are identified on course plans and syllabi. Courses are also mapped to the faculty-defined Global Skills (Communication, Critical Thinking, Quantitative Literacy, and Teamwork) and assessed regularly.



Lower Columbia College Course Plan

Course:		Course Title:				
BIOL& 221		Majors Ecology/Evolution: w/Lab				
Credits:	Lecture:	Lab:	Clinical:	Field Studies:	Independent Study:	CIP Code:
5	3	2	0	0	0	0
Course Description:						
Examines evolution, Mendelian genetics, biodiversity, and ecology. First of a three course series. Laboratory included. Lab hours are required for this course.						
Prerequisites: <i>If a required letter grade is not specified, a grade of "D" is accepted</i>						
None						
Co-requisites:						
0						
Course Term Typically Offered:						
<ul style="list-style-type: none"> Fall: Hybrid Winter: Not offered Spring: Not offered Summer: Not offered 						
Course Duration and Years Offered:						
<ul style="list-style-type: none"> Duration each term: Full term Offered: Every year 						
Course Canvas Use:						
Canvas use will be: Hybrid						
Grading Basis: Graded			Graded Component: Lecture, Lab			
<ul style="list-style-type: none"> Final exam: 0 			<ul style="list-style-type: none"> Final exam component: 0 			
Enrollment:						
<ul style="list-style-type: none"> Repeatable for credit: No Total credits allowed: 0 Total completions allowed: 0 Allow multiple enrollments per term: 0 Consent required to enroll: None Consent required to drop: None 						
Distribution / Graduation Requirements:						
Lab Course, Natural Science						
Global Skills:						
Communications, Critical Thinking, Quantitative Literacy						
Pathway:						
Science, Technology, Engineering & Math (STEM)						

Course Outcomes (measurable Knowledge, Skills, Abilities)

Upon successful completion of the course, the successful student will be able to:

- Define science, the process and describe its application in examining natural phenomena.
- Apply knowledge of the models of evolution and ecology and to diversity of life.
- Discuss the principles of gametogenesis and hereditary mechanization.
- Apply scientific reasoning to examining the natural world as one ecosystem.
- Distinguish science from non-scientific modes of inquiry, subjective from objective information, and facts from inference.
- Recognize laboratory procedures to include careful observation and accurate record keeping.
- Interpret quantitative data using the scientific process.

Learning outcomes are sequenced as needed in course plans. Where applicable, courses are intentionally sequenced to build knowledge and skills progressively, from foundational to advanced levels appropriate to the respective discipline. Assignments, projects, and other learning activities allow students to synthesize and apply their learning in real-world or simulated environments.

LCC's well-established Curriculum and Program Review (C&PR) process ensures that program and course outcomes are regularly reviewed to maintain academic rigor, alignment, and relevance. Data is used in the C&PR process to guide continuous improvement and ensure students meet the expected learning outcomes before earning certificates or degrees.

Faculty define and assess attainment of expected student learning outcomes (performance targets) in various ways, respective to the discipline and career pathway.

"I define expected performance targets for student learning outcomes by articulating principles in writing, and assessing students' demonstrated ability to apply those principles to real-life situations."

"I use rubrics that clearly define expectations to assess student learning outcomes. I provide sample assignments for larger projects."

"I use rubrics and lab reports with indicators. A lot of this is experience-based. What can students realistically achieve? We try to match peer and transfer institutions' expectations. Textbooks can often help us define good performance targets. Using a national standardized test helps to get more standard performance targets."

"Performance targets are relatively easily defined in music performance classes based on the repertoire selected by the instructor. Each piece has certain technical demands, defined and assessed by an accurate and successful performance."

“We define expected performance targets as those set by industry credentials and best industry practices for successful employees in those related areas. These are captured in our rubric, course outcomes, and expectations.”

“Performance targets are defined by industry standards and metrics of success in my field, which in turn define what student learning outcomes should be for each class. I suppose some of these are obvious, such as in a performance class, to be heard and understood in the basics of voice/speech.”

Mandatory elements of the C&PR process include reviewing student achievement, identifying achievement gaps, reviewing the external environment concerning the program or discipline (including labor market data) to make any necessary updates, evaluating competitors and industry standards, reviewing and updating curriculum, collecting and analyzing outcomes assessment data, and developing any needed action plans to make improvements in the curriculum in support of student learning. Where appropriate, input from Advisory Committees, students, and graduates is also incorporated into the assessment process. For example, data from graduate surveys is collected by Nursing, Education, and Medical Assisting programs and used to make program improvements.

Taken as a whole, C&PR, Global Skills assessment, and institutional monitoring of our Key Performance Indicators provide a solid foundation to ensure that LCC offers the appropriate breadth, depth, sequencing, and synthesis of learning to support continuous improvement and effectively prepare students for life after college.

Moving forward with 1.C.2

Washington is a Guided Pathways state, with funding and expectations set by the legislature. Metrics for Guided Pathways to date have included student achievement and process up to graduation. The next iteration of metrics, forthcoming, will place greater emphasis on post-graduation outcomes, including transfer and employment rates. Once the metrics have been finalized at the system level with support from Jobs for the Future, LCC will need to realign its KPI structure to ensure the appropriate targets and methodologies are in place.

Resources for 1.C.2

- [Curriculum Committee](#)
- [Course Plans](#)
- [Degree Requirements \(LCC Academic Catalog\)](#)
- [2024-25 LCC Course Syllabi Template](#)
- [Curriculum and Program Review \(C&PR\) Instrument](#)
- [Global Skills Assessment](#)

1.C.3 – Communicating Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Program Outcomes

Program outcomes are identified for all LCC degrees, certificates, and credentials in the Degree Requirements section of the LCC Academic Catalog. This is a mandatory element of the Degree Requirements template. The exact number of outcomes and format may vary slightly. For example, most Degree Requirements pages contain a bulleted list of outcomes, and some are separated into lists of core competencies and core concepts in response to a call to action from the American Association for the Advancement of Science in conjunction with the National Science Foundation.

Excerpt from the 2024-25 LCC Academic Catalog, Degree Requirements for the Associate in Biology Direct Transfer Agreement/Major Ready Pathway

Program Outcomes

Students completing this program should acquire the following skills and abilities:

Core Competencies*

- *Apply the scientific method of problem solving.*
- *Use quantitative reasoning to interpret data.*
- *Demonstrate critical thinking.*
- *Express ideas and information in writing in a format that is clear and appropriate to both scientific and non-scientific audiences.*
- *Evaluate and explain the relationship between science and society.*

Core Concepts*

- *Apply the concepts of evolution to the diversity and adaptation of living organisms.*
- *Explain how matter and energy are stored and transformed by living systems.*
- *Explain how information is stored, copied, transferred, and expressed in biological systems.*
- *Describe the structure and function of biological components at various levels.*
- *Describe the significance of systems in maintaining life.*

**Vision and Change: A Call to Action, AAAS (American Association for the Advancement of Science) with support from NSF (National Science Foundation)*

The LCC Academic Catalog is posted on the LCC website and is publicly available. In addition to the current catalog, several previous years are also readily accessible.

LCC Faculty conduct Curriculum and Program Review according to a global instrument, on a two-year cycle, using quarterly days set aside on the academic calendar as designated “assessment days” to complete the work. All faculty work on the same sections of the instrument at the same time to increase organization, collaboration, and the availability of technical support. Program and degree outcomes are assessed in Section D of the C&PR, which comes up every two years in the standard assessment cycle. Although much curriculum work goes on between the designated assessment days focused on Section D, it provides a consistent structure for keeping all curriculum updated.

During designated assessment days, resource people and materials are available to assist faculty in developing or reworking their outcomes. Members of the Instructional Assessment Committee, deans, and department colleagues often serve as resources, and materials include things like Bloom’s taxonomy and the LCC Faculty Assessment Handbook. The Curriculum Committee must approve any changes to courses or programs.

Questions related to program and degree outcomes in Section D include the following:

- List the student learning outcomes for your program or discipline.
- List the course or courses most critical for student development of each outcome identified (above).
- If you require or offer courses not directly linked to the identified student learning outcomes, please justify why that course is (or courses are) being offered.
- If your program or discipline is externally accredited (above and beyond the Northwest Commission on Colleges and Universities), list the name of the entity or entities here.

Course Outcomes

Course outcomes are required elements on the LCC Syllabi Template. Global Skills (Communication, Critical Thinking, Quantitative Reasoning, and Teamwork) must also be identified per the template. Syllabi are mandatory for all classes and available to all enrolled students via LCC’s Learning Management System, Canvas.

LCC will implement a new Syllabus Management System, Simple Syllabus, in Fall 2025. Designed to integrate seamlessly with Canvas, the centralized, template-driven platform will enable instructors to personalize and publish course information more quickly. The new system will also facilitate easier access to syllabi information for students before they enroll in classes.

LCC hired its first full-time instructional designer during the 2024-25 academic year. The position will support the development of course outcomes and syllabi, among other things.

Curriculum Governance

The Curriculum Committee is a standing committee of the Instructional Council responsible for overseeing course and program curricula to promote quality and integrity, in alignment with LCC's mission. Responsibilities include reviewing and approving or disapproving all course

additions, deletions, or modifications affecting the official course plans; reviewing and approving or disapproving all degree and program changes, additions, and deletions; and approving or disapproving courses on distribution lists for degree and certificate programs. The Vice President of Instruction provides final approval for program additions or deletions.

Moving Forward with 1.C.3

The implementation of a Syllabus Management System in Fall 2025 is an exciting development for LCC, one that will require some time and effort to fully implement. Over the next few years, LCC will provide the necessary resources and support to enable faculty to adopt and utilize this system to its full extent. The new tool will allow greater consistency and improved communication with students regarding course information, including course outcomes.

Resources for 1.C.3

- [Degree Requirements \(LCC Academic Catalog\)](#)
- [LCC Faculty Assessment Handbook](#)
- [2024-25 LCC Course Syllabi Template](#)
- [Course Plans](#)
- [Curriculum and Program Review Template](#)
- [Curriculum Committee](#)
- [Instructional Council](#)
- [Academic Calendar \(Faculty and Staff version\)](#)

1.C.4 – Admission and Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admissions

LCC is an open-enrollment institution with no admission barriers. This is clearly defined in the college catalog, published on critical webpages, and widely distributed in marketing materials. The requirements are in plain language to ensure readability and accessibility to the general public. Like other colleges in the Washington Community and Technical College System, LCC uses the statewide Open Admissions Application for general admission.

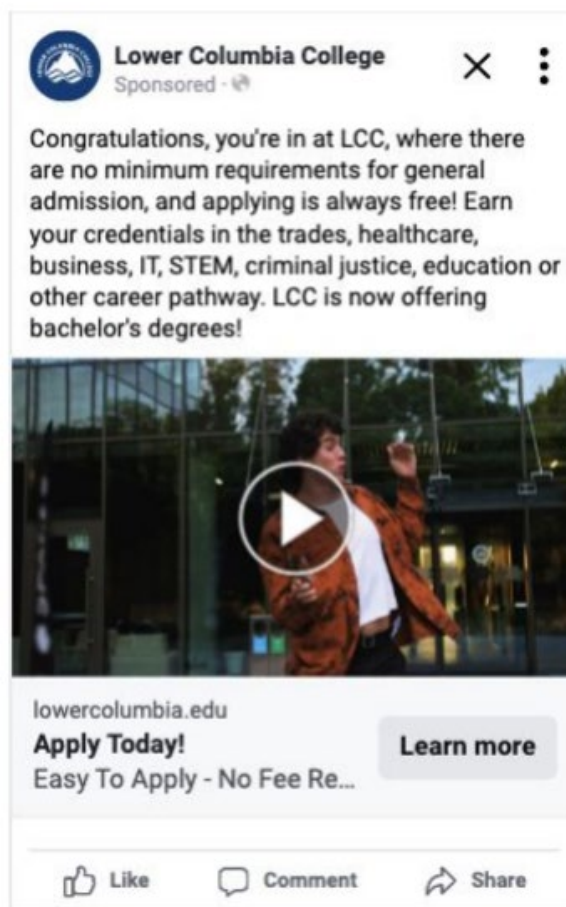
Additional conditions apply to high school (and younger) populations, including Running Start and international students, and these are clearly defined in the catalog, on the website, and in promotional materials for the programs. There is also a streamlined process for visiting students.

Once students apply, they receive an admissions email containing further instructions. Running Start and international students receive customized messages.

LCC also has some selective admissions programs with specific criteria. These programs include Nursing, Medical Assisting, and some bachelor's programs. Information about selective admissions is available on the LCC website.

Graduation

The catalog and program maps clearly describe graduation requirements. Both are accessible to the public on the LCC website. General graduation requirements are described in the catalog's 'Degrees and Certificates' section, and specific degree requirements are listed in the 'Programs of Study/Degree Requirements' section. Program maps were implemented in 2021-22 as a more student-friendly alternative to the degree requirements portion of the catalog. Program maps offer two options for students: a 'By Quarter Overview' for full-time students and a 'Detailed Class Sequence' designed for part-time students. Program requirements are also available to students in LCC's instance of EAB Navigate, the college's advising software platform.



LCC uses Academic Advising Reports (AARs) in ctclink to monitor and track progress toward graduation. Both advisors and students can run AARs. Typically, advisors run the AARs to share with their students during advising appointments; however, students can also access the tool directly. AAR reports indicate whether or not graduation requirements have been met and list the specific courses that are still needed. Students (or their advisors) can run “what if” reports for any program LCC offers to determine the courses they need to earn the credential.

Advisors use EAB Navigate to issue early alerts, monitor their students’ program requirements and course selections, and document advising notes.

Moving Forward with 1.C.4

The adoption of a student success software platform (Navigate) and the implementation of program maps at LCC have significantly benefited students. More work is needed, however, to maximize the power of the various technologies and other tools in supporting students, including more seamless integration of the information in the web-based program maps and the individual student plans in Navigate, more consistent faculty use of Navigate, the use of Academic Advising Reports in ctclink, and monitoring students who take classes outside of their approved degree requirements (beyond financial aid compliance monitoring).

Resources for 1.C.4

- [Admissions and Enrollment Information, LCC Catalog](#)
- [‘Apply for Admission’ webpage](#)
- [‘Apply for Running Start’ webpage](#)
- [International Admissions webpage](#)
- [Sample Admissions Letter](#)
- [Sample Running Start admissions email](#)
- [Sample International admissions documents](#)
- [Medical Assisting homepage](#)
- [Nursing homepage](#)
- [Bachelor of Applied Science in Teacher Education homepage](#)
- [Bachelor of Applied Science in Organizational Leadership homepage](#)
- [Degrees and Certificates, LCC Catalog \(general graduation requirements\)](#)
- [Degree Requirements, LCC Catalog \(specific program requirements\)](#)
- [Program maps](#)
- [ctclink Advisor Center \(“Run an academic advising report \(AAR\) – degree audit”\)](#)
- [Student-facing instructions for accessing degree progress reports in ctclink](#)
- [Using Navigate in day-to-day advising](#)

1.C.5 – Assessing Instructional Programs

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. It recognizes the central role of faculty in establishing curricula, assessing student learning, and improving instructional programs.

LCC has a highly developed and well-established framework for assessing instructional programs. The Instructional Assessment Committee facilitates all aspects of student learning outcomes assessment, with administrative support provided by multiple areas. Membership on the Instructional Assessment Committee (IAC) includes faculty representatives from all departments, one or more deans, the Vice President of Instruction, the Vice President of Effectiveness and College Relations, and the Director of Institutional Research. Faculty members serve as the chair and co-chair of the IAC to provide strategic and operational direction for the committee's work, including setting assessment day agendas, reviewing and updating the Curriculum and Program Review template, and reviewing and updating the Global Skills rubrics.

As described in more detail elsewhere in this report, the primary processes for assessing student learning outcomes are Curriculum and Program Review (C&PR) and Global Skills Assessment.

Curriculum and Program Review

C&PR is conducted on a two-year cycle, using a standard template. All faculty members complete the assigned section or sections on assessment days designated in the LCC academic calendar (three per year), according to a master instructional assessment calendar set by the IAC. The IAC develops agendas, workshop sessions, and technical support for faculty under the leadership of the chair and co-chair. Each assessment day includes an evaluation component. The IAC uses evaluation results to set future assessment day agendas. Before the start of the most recent two-year C&PR cycle, the IAC added a peer and administrative review aspect to the template to ensure appropriate levels of oversight and accountability for the process. Faculty can respond to peer and administrative feedback before each new C&PR cycle starts.

Global Skills Assessment

Global Skills Assessment is based on four skills identified and nurtured by the LCC faculty. The four skills are Communication, Critical Thinking, Quantitative Literacy, and Teamwork. They are assessed on a four-year cycle to maximize the attention paid to each skill during the assessment process. Transfer and professional/technical faculty use different methods to conduct their Global Skills assessments.

- Professional/technical faculty assess their students, using a standardized form to submit their data.

- Academic transfer faculty submit artifacts for assessment at an annual, interdisciplinary summer assessment institute.

A primary reason for the different methods is that most transfer faculty at LCC teach toward the Associate of Arts-Direct Transfer Agreement (AA-DTA) degree, the most popular credential at LCC. Although there are “areas of concentration” under the AA-DTA that allow students to specialize a bit, the degree requirements for all AA-DTA students are the same. The summer assessment institute creates the opportunity not only to assess progress toward meeting the goals faculty have set for Global Skills attainment, but also facilitates a critical dialogue among transfer faculty that is uniquely meaningful. That dialogue continues to the larger faculty group during the designated assessment day in the fall.

The IAC regularly reviews and updates the Global Skills rubrics. The Curriculum Committee must also approve changes to the outcomes. The IAC determines the indicators.

Instructional Assessment Committee (IAC)

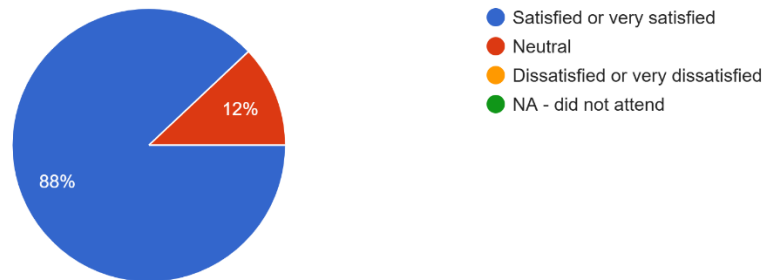
The IAC focuses on continuous improvement and strives to provide faculty with meaningful and supportive resources. Examples of IAC initiatives since the last Year Seven accreditation visit include:

- Development of an LCC Faculty Assessment Handbook.
- Assignment of IAC peer mentors to incoming faculty to provide ongoing support.
- Addition of the peer and administrative review sections of the C&PR instrument to increase accountability.
- Incorporation of more reflection elements throughout the process to help keep the committee and the larger faculty group focused on what is most meaningful and effective for faculty engaged in this work.
- Development of training and support for faculty to use commonly developed rubrics to increase consistency across sections and courses (note: this is in place in some but not all areas, and largely depends on the number of faculty teaching in a given discipline).
- Incorporation of regular interdisciplinary work during designated assessment days to encourage sharing of ideas and strategies.
- Elimination of redundancies between the C&PR process and Curriculum Committee approval requirements to maximize the efficient use of faculty time.
- Addition of course and student success data analysis to the C&PR instrument via data dashboards built by Institutional Research staff, with annual data labs for training and support.

The Instructional Assessment Committee reviews evaluation results after each quarterly Assessment Day to ensure continuous improvement. In April 2025, faculty were asked to report their overall level of satisfaction with the assessment process at LCC.

Indicate your overall level of satisfaction with the assessment process at LCC.

25 responses



Faculty were asked to comment on the current process's strengths. Here are some examples of their comments.

- *"I like the format of the assessment itself. I appreciate the instructions and the printouts. I appreciate there are people who are able to answer questions."*
- *"The attention to detail and the participation level of faculty and Institutional Effectiveness. The Global Skills rubrics are invaluable for setting up outcomes assessments."*
- *"The most important strength is allowing us time to collaborate and complete the assessment."*
- *"Opportunities for genuine discussion and reflection."*
- *"The thoroughness of the assessment committee and how well they run the whole process."*
- *"I appreciate that it is broken into sections and that we have an opportunity to discuss topics as a group that includes people from a variety of departments/programs."*

Faculty were also asked about the process's weaknesses. Here are some of their remarks, which the Instructional Assessment Committee has analyzed and incorporated into planning for future assessment days (including providing a more robust orientation process for new faculty).

- *"Could be tough for new faculty to assimilate if they are not in a 'big' department."*
- *"I think it's important to continue to identify which topics can or should be done as group work (any faculty from any department) and which should be done with only specific departments/programs."*
- *"I appreciate the collaboration with other departments and believe that should continue, but wonder if there is a way to improve productivity and downtime."*

Curriculum Committee

Faculty submit course and program changes identified through the Curriculum and Program Review process (or other means) through the Curriculum Committee. The Curriculum Committee reviews and approves or disapproves of all course and program changes, including outcomes. Membership includes an academic employee from each Instructional and Student Services department, instructional deans, and one student representative. The Vice President of Instruction makes final decisions about program additions or deletions.

Assessment Culture

LCC has a unique and well-established assessment culture in which faculty are highly engaged. A long-standing collaboration between Instruction and Effectiveness and College Relations has led to a well-supported and organized process that the vast majority of faculty members report, via assessment day evaluations, is valuable and meaningful. By design, LCC's assessment processes are not tied to the accreditation cycle but are continuous. While there is always more work to be done, the faculty's commitment to continuous improvement and student success is palpable.

Moving forward with 1.C.5

LCC has a well-established and effective instructional assessment process; however, not all new faculty are integrated into the process as quickly and seamlessly as they could be. Last year, the Instructional Assessment Committee opted to sunset the previous mini-orientation, held before the start of every quarterly assessment day, for logistical reasons. Comprehensive assessment orientation will be integrated into the new data-driven faculty onboarding process set for launch in Fall 2025. The new onboarding process is designed to ensure more seamless transitions for all new faculty. Key components include revising the professional-partner program to support faculty in meeting the expectations of their roles, fostering campus connections, promoting employee retention, and developing the department chair network.

Resources for 1.C.5

- [Curriculum and Program Review \(C&PR\) Instrument](#)
- [Master Instructional Assessment Timeline](#)
- [Learning Outcomes Assessment webpage](#)
- [Instructional Assessment Committee](#)
- [Curriculum Committee](#)
- [Curriculum Committee Handbook](#)
- [Global Skills Rubrics](#)
- [Fall 2025 In-Service schedule \(re: new faculty orientation session\)](#)

1.C.6 – Institutional Learning Outcomes

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

In 2006, LCC Faculty formally adopted a set of Global Skills, also known as General Education Outcomes, for all credential-seeking students. LCC's Global Skills are Communication, Critical Thinking, Quantitative Literacy, and Teamwork.

Global Skills are posted on the LCC website, available in publications such as the catalog, displayed in poster form in classrooms and labs across the campus, and included in all course syllabi.

Over the last twenty years, the outcomes, rubrics, and assessment processes have been regularly evaluated and adjusted for quality improvement.

LCC Faculty in all programs are responsible for assessing Global Skills.

Elevate your career prospects with soft skills!

You need both hard and soft skills to be a standout candidate during the job search. To help prepare you for your dream career, faculty at LCC have defined the soft skills – we call them “Global Skills” – most important for your current and future career.

LCC’s Global Skills

- Communication
- Critical Thinking
- Quantitative Literacy
- Teamwork

#CareerReady #SoftSkills
#FutureLeaders

Learn more at lowercolumbia.edu/globalskills

LCC is an AAACSB employer. lowercolumbia.edu/aaacsb LCC's 2023 Annual Security and Fire Safety Report available at lowercolumbia.edu/CSO2023

Individual faculty members identify the Global Skills relevant to their curriculum and include them in course plans, which the Curriculum Committee then approves. The Instructional Assessment Committee oversees the Global Skills assessment process, which is led by faculty. One Global Skill is assessed annually over a four-year cycle. Academic transfer programs are evaluated during an annual summer assessment institute, with competitively selected faculty participants using artifacts contributed by various disciplines. Due to the many discipline-specific complexities, professional/technical faculty, as well as those in bachelor's degree programs, independently evaluate their students' performance with Global Skills.

Comments from 2023 and 2024 Summer Assessment Institute participants

"The summer assessment institute is a great opportunity to network with faculty and staff from a variety of disciplines, to see assignments from many classes that might inform your own coursework, and to evaluate how well our students are doing across campus. I highly recommend participating in a future summer assessment institute, especially for new faculty."

"Participating in the summer assessment institute will benefit you and your teaching in multiple ways: collaborating with a wide range of faculty, getting and sharing assignment and assessment ideas, and considering how to help and support student skill development. I've participated multiple times, and it's my favorite thing to do at LCC."

"Want to see what great assignments your co-workers produce? Be part of the assessment institute next year. I strongly feel that the time you put in will be valuable to you, but it is also a major contribution to the college. Having done this four times now, I can highly recommend the institute as time well spent. Extremely valuable!"

"Participation in the institute is valuable because it exposes you to the Global Skills in a range of styles you might not be used to. As a librarian, I found it immensely interesting to see how Communication outcomes were being demonstrated in areas I hadn't thought about. It gave me ideas on faculty I could reach out to, introduced me to faculty (during the institute itself) that I don't normally talk with, and even gave me lesson and activity ideas I could try later on."

"The institute is a meaningful way to build community - generate creative conversation about what we do and share in common, despite our disciplinary differences. It's a powerful opportunity to learn how others interpret, understand, and implement key global learning outcomes in their courses. I'm leaving with sharper, clearer thinking about what I can do, in the context of my courses, to facilitate student achievement of these outcomes. I have a better sense of the connection between the 'micro' and 'macro,' or global - and how to build that connection in the assignments I develop. This was fun."

Global Skills assessment is covered during quarterly assessment days, which full-time faculty are required to attend. The Instructional Assessment Committee typically plans one or more training sessions for the Global Skills that will be assessed that year, and reminders and instructions are provided at every gathering. For example, during the January 2025 assessment day, a training and brainstorming session on Critical Thinking was held to help faculty improve the design of their assignments.

Achievement of Global Skills appears twice in LCC's Key Performance Indicator (KPI) structure: in the Workforce & Economic Development and Academic Transfer reports.

Moving forward with 1.C.6

LCC has a unique approach to assessing institutional outcomes, known as Global Skills, which has been effective for the institution. Over the past several years, three of four Global Skills have been analyzed and updated to align with the American Association of Colleges and Universities' VALUE rubrics in addition to being reviewed in each assessment cycle. LCC will begin the analysis and alignment process for the fourth skill, Critical Thinking, during the 2025-26 academic year. The possibility of adding a fifth skill, Information Literacy, will also be explored over the next few years. Additionally, language will be introduced during the faculty's Collective Bargaining Agreement negotiations, beginning in the 2025-26 academic year, to clarify expectations for faculty involvement in the Global Skills assessment process. The Instructional Assessment Committee will also consider further integration of Global Skills assessment into the Curriculum and Program Review process to make things as seamless as possible for faculty.

Resources for 1.C.6


- [Global Skills webpage \(includes links to rubrics and reports\)](#)
- [Master Instructional Assessment Timeline](#)
- [Instructional Assessment Committee webpage](#)
- [Curriculum Committee webpage](#)

1.C.7 – Continuous Improvement

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

All instructional programs and full-time faculty participate in regular Curriculum and Program Review (C&PR) according to a standardized instrument and timeline. The instrument consists of 56 questions categorized into the following sections: A. Enrollment, Course Success, and Equity; B. Environment; C. Curriculum; D. Outcomes and Equity; E. Action Plans; and F. Peer Sharing and Administrative Review (Closing the Loop).

All programs work concurrently on one section per quarter to promote collaboration and support. The entire review cycle takes two years to complete. Most work occurs on designated "assessment days," contract days for faculty without scheduled classes. Most assessment days consist of an organized activity followed by some unstructured time to work on the assigned section for that particular quarter. The synchronized timeline enables us to provide dedicated and timely support to faculty, including hands-on data labs and other training sessions. The structured format also facilitates interdisciplinary and other collaborations to ensure alignment of outcomes between courses and programs.



Examples of faculty responses from a January 2025 assessment day prompt asking, "How do you discuss assessment within your department or program and use that collaboration to make improvements to student learning?"

“Both our adjunct and tenure instructors work collaboratively to ensure we are effectively meeting course outcomes and utilizing current and relevant business and leadership practices. As faculty, we meet quarterly or more often to share assignment ideas. Many of our assignments and projects cross-section and thread throughout multiple courses and disciplines.”

“Within our department, we hold monthly meetings where we discuss data, student progress, and strategies for supporting students. As a professional-technical program, advisory committees are also utilized for feedback on course outcomes and industry readiness. Students participate in multiple field experience courses that contain evaluation reports from observations and mentors in the field. I use this data to analyze my courses, assess student learning, and adjust curriculum and assessment to ensure students are maintaining relevant learning that is as up-to-date and closely related to the teaching industry as possible.”

The primary focus of the Curriculum and Program Review process is to promote student engagement and learning, as reflected in various sections of the template, including action plans. In 2024-25, the Instructional Assessment Committee identified a need to document more specific assessment examples that would improve student learning. This was piloted in 2024-25 and will be integrated into the next update of the Curriculum and Program Review template.

Examples of faculty responses to the prompt, “Provide a specific example of how you’ve used assessment information to make changes/improvements to your courses or program/s to improve student learning.”

“In past (assessment) cycles, we have seen that specific outcomes are not being met when we conduct our annual assessment of persuasive speech. Some examples include struggles with credibly citing sources or effectively using visual aids. When we see a trend like this across the department, we typically discuss it in spring and then adjust our syllabi for upcoming quarters to provide more/better instruction in these areas.”

“Since we are certification-based, we can see pass rates go up or down. When we see them go down, we engage again in conversation to evaluate if this is course-specific or if we fall short program-wise. To date, we have seen steady growth in certification and class pass rates. This has also helped with retention within our program.”

“The math department is currently planning to deliver precollege courses through a corequisite model, in which students take a support course during the same quarter as their required transfer-level course. Studies have shown that success rates remain the same, but more students get through the transfer-level course per quarter. Clearly, this initiative is designed to shorten the time required for students to get through their

programs, especially those with several math courses that are not required for their programs.”

“Looking at market data, we are currently supporting our students to gain the required education needed to continue their employment. We participate in the Early Childhood Teacher Preparation Council, staying current with State ECE requirements and initiatives. We share assessment information with our Advisory Board. Based on this information, we have made the following changes to the program: We added EDUC 230 Social Skills and Trauma Informed Learning and EDUC 246 Linguistically Diverse Education, replacing ECED 263 and ECED 225.”

“Early in the development of the DTA-MRP, we noticed that our students needed more experience and practice performing to be better prepared for transfer to a 4-year program. As a result, we added a final quarterly performance for all students taking individual instruction. We also added 2-3 quarterly master classes to give students additional performance practice as well as the opportunity to assess other students’ performances, building their critical thinking skills.”

“I use a pre- and post-sequence assessment (given to students when they first enter the biology majors sequence (Biol& 221/222/223) and again when they leave the sequence (not each course). I look at student post-assessment results to see which questions (and associated course outcomes they represent) present enduring challenges and determine how to emphasize those areas in future assignments.”

“Last year, I collaborated with Chemistry and Environmental faculty members to offer student research opportunities using the department’s scanning electron microscope (SEM). Three Earth Science students participated in this research. This opportunity was designed with low stakes and a flexible schedule to allow the participation of a wider range of students, specifically those with a complex work/life/student schedule.”

In addition to having a well-established and centralized Curriculum and Program Review (C&PR) process, LCC is a Guided Pathways college. Although LCC was an early adopter of Guided Pathways, it is now a Washington state mandate, including a requirement to “ensure students are learning.” In addition to the C&PR process noted above, faculty have engaged in numerous other activities to increase student engagement, learning, retention, and completion. For example, program maps were developed for all LCC credits. Unlike the degree requirements outlined in the academic catalog, program maps provide detailed instructions by quarter or sequence to help students obtain specific certificates and degrees. Faculty members are required to update their program maps on an annual basis. The maps are regularly reviewed to ensure students can follow them, and adjustments are made when needed. For example, the development of program maps helped identify course scheduling conflicts between math and science courses, which are often required for the same STEM degrees. Better alignment helped

alleviate the problem of students needing to attend additional terms to complete their requirements and eliminate overlapping class periods.

Dedicated Guided Pathways workdays have facilitated substantial discussion between disciplines, leading to curriculum reform. For example, collaboration between the math and English faculty, as well as other disciplines, has improved the math and English requirements for various credentials. This would not have happened without deliberate focus and intent.

Continuous improvement of student learning requires intentionality to ensure that our processes and resources are appropriate. Most of LCC's processes and structures are tailored to the environment and regularly evaluated and updated. For example, the Instructional Assessment Committee facilitates an evaluation after every assessment day. Data and feedback from the evaluations are applied directly to planning for future work sessions. Faculty consistently report a high level of satisfaction with the events.

Learning support services are also regularly assessed through various methods, including student surveys reported through LCC's institutional monitoring process. For example, LCC participates in the Community College Survey of Student Engagement (CCSSE) and facilitates a locally developed Student Satisfaction Survey. The local survey includes questions about all support services and allows students to provide qualitative feedback.

LCC has multiple ways of closing the loop on assessment activities.

- Curriculum and Program Review (C&PR) is completed at the program/department level, and action planning is a required element of the process. Examples of closing the loop include making additions, revisions, or deletions to the curriculum via approval from the Curriculum Committee following C&PR analysis, development of classroom interventions to increase student success for all groups (such as broadening source materials in courses to include representation from multiple demographics), and department or multi-department collaboration on significant curriculum changes such as math and English reform. The addition of the administrative review to the C&PR process ensures that issues can be addressed individually with faculty by their respective deans as needed.
- Global Skills assessment is an institutional effort, and closing the loop typically happens in the form of professional development and training for faculty on a particular issue or issues. For example, when scores for meeting the documentation aspect of LCC's Communication Global Skill fell below mission fulfillment, an all-faculty training session was held. When scores continued to be somewhat low, a task force spent a year analyzing and improving the Communication rubric and indicators to facilitate more accurate representation of faculty intent and student effort regarding documentation of sources. A separate (but related) Information Literacy Global Skill is on the 2025-26 work plan for the Instructional Assessment Committee to explore.

- Institutional Monitoring includes an extensive, internal SWOT analysis process that provides the foundation for annual strategic and operational planning. A current example is the identification of achievement and success gaps with male students through institutional monitoring and related peer comparison research. LCC's current Annual Priorities (part of LCC's Strategic Plan) include multiple items related to increasing enrollment and support for males. In 2024-25, additional resources were allocated to marketing and recruiting males, resulting in 197,147 impressions (ads) and 2,261 visits to LCC's application web page. The Outreach Department is developing a 2025-26 recruitment plan for males, and additional planning is underway to provide more support for male students, including mental health resources for Running Start (high school dual-enrollment) students. Another initiative, called Suspenders4Hope, was launched in 2024-25 to support the mental health needs of all students, including male students.

Moving forward with 1.C.7

LCC has a well-established instructional assessment process with strong faculty engagement. While the process is comprehensive, the current template may not fully reflect the evolving higher education landscape. For example, the pandemic triggered a lasting shift toward distance education, with enrollment in online courses unlikely to return to pre-pandemic levels. LCC is well-positioned to respond to this shift, supported by an exceptional eLearning team and the recent addition of the College's first Instructional Designer. However, further efforts are needed to ensure consistency in faculty-student interaction within online courses, an essential factor in student success. To support this work, precise definitions, procedures, and expectations for regular and substantive interaction should be incorporated into the faculty Collective Bargaining Agreement during the upcoming 2025–26 negotiation cycle. This will allow for thoughtful updates to the instructional assessment process, ensuring it remains aligned with student learning across all instructional modalities.

Additionally, a more consistent and comprehensive approach to the assessment of learning and student support services should be adopted, particularly in light of recent budget shortfalls and related departmental restructuring.

Resources for 1.C.7

- [Curriculum and Program Review Template](#)
- [Learning Outcomes Assessment webpage](#)
- [Faculty Assessment Handbook](#)
- [Instructional Assessment Committee webpage](#)
- [Assessment examples from LCC's January 2025 assessment day](#)
- [Program maps homepage](#)

1.C.8 – Transfer Credit and Credit for Prior Learning

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Transfer Credit

LCC's Transfer Credit policy is in the Academic Catalog.

“LCC recognizes academic credits earned at other accredited collegiate institutions that are essentially equivalent in academic level and nature to work offered at LCC. Credits earned at other accredited collegiate institutions will become part of the student's LCC permanent records if the student earned a C- or better. However, the cumulative GPA will only be calculated using LCC courses. The College subscribes to the Statewide Policy on Intercollege Transfer and Articulation Among Washington Public Colleges and Universities, which is endorsed by the state's public colleges and universities and the State Board for Community and Technical Colleges, and is adopted by the Washington Student Achievement Council. The policy deals with the rights and responsibilities of students and creates an appeal process in transfer credit disputes.”

The LCC website provides detailed instructions for submitting a transcript evaluation, as well as the ensuing process and timeline. LCC only accepts credits from colleges and universities with institutional accreditation or other institutions with an established transfer agreement in place.

When LCC's transcript evaluators receive a request, they use TES (Transcript Evaluation System) from College Source to review course descriptions and catalogs. Direct equivalencies are determined if at least 75% of the course material matches LCC outcomes. If additional information is needed, a syllabus is requested from the respective institution. If the transcript evaluators cannot determine equivalency, they ask for a faculty evaluation. Students are allowed to request a re-evaluation by a faculty member. Due to variations between disciplines, faculty have some flexibility in deciding whether to approve or disapprove transfer credit requests.

Academic Credit for Prior Learning

LCC's Academic Credit for Prior Learning (ACPL) policies and processes are clearly defined and readily available on the college's website and in the Academic Catalog. LCC's policies and procedures align with the Washington State Board for Community and Technical Colleges' Policy 4.10.40 (Academic Credit for Prior Learning).

Types of ACPL in use at LCC include Portfolio Review, Course Challenge, Credit for Professional Certificates of Training (Occupational Crosswalk), and Alternative Options. Alternative options include test scores through Advanced Placement (AP), Cambridge (CI), College Level

Examination Program (CLEP), foreign transcript credits, International Baccalaureate (IB) credits, military service course equivalency, study abroad, etc.

The LCC website clearly describes the steps needed to apply for ACPL.

1. Apply for admission (only current and former LCC students can receive ACPL).
2. Complete an online ACPL form (that goes to a subject matter expert in Registration, who coordinates with the relevant Dean of Instruction as needed).
3. Show Mastery of Course Objectives (ACPL staff provide assistance in compiling the required documentation, and refer your documentation to a faculty evaluator if applicable. Faculty evaluation may be unnecessary if there is an applicable crosswalk, such as with military service demonstrated through a Joint Services Transcript.)
4. Faculty evaluation (faculty experts select the appropriate assessment method, typically involving an interview, exam, essay, demonstration, and/or documentation of previous experience/training. Faculty are compensated for the work.)
5. Receive results (ACPL staff contact applicants and arrange for appropriate transcription and payment if needed).

ACPL fees at LCC are among the lowest in the Washington Community and Technical College System and are transparently displayed on the relevant webpages.

Moving forward with 1.C.8

Although LCC's existing processes have been working well and are in compliance with Washington laws and regulations, planned improvements in this area include the development and adoption of a template for faculty evaluation of Academic Credit for Prior Learning to increase documentation and consistency.

Resources for 1.C.8

- [LCC Academic Catalog – Academic Policies and Records](#)
- [How to Request a Transcript Evaluation](#)
- [Academic Credit for Prior Learning](#)
- [SBCTC Policy Manual Chapter 4 \(see 40.10.10 and Policy Resource “Academic Credit for Prior Learning”\)](#)
- [Get Started with Academic Credit for Prior Learning](#)
- [Academic Credit for Prior Learning Policy and Guidelines](#)
- [Professional Certificates or Training](#)

Student Achievement

1.D.1 – Recruitment and Admissions

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

LCC is an open-admissions institution. There are no application fees or minimum academic requirements for entry into the general student population. A small number of healthcare and bachelor's programs have selective admissions. Information about admissions and enrollment, including placement requirements, is clearly described in the LCC Catalog.

Outreach is the lead recruiting unit. The department works intentionally and collaboratively with multiple other units across the institution, including the One-Stop Center, Financial Aid, Workforce, and College Relations (which encompasses marketing and communications, among other things). The One-Stop Center offers one-on-one assistance to new and returning students through the admissions process. They coordinate new student advising and provide ongoing support to students who require help with applying for financial aid, understanding financial aid offers, completing documents, activating accounts, submitting transcripts, registering for classes, and connecting with available resources. The LCC Foundation provides scholarship application workshops. LCC partners with a community-based organization called Youth and Family Link to assist community members with financial aid applications. Significant effort has been made to increase the availability of basic needs resources for students, including the establishment of a food pantry on campus and the expansion of access to emergency funds.

LCC has strong partnerships with K-12 and employs “navigators” who specialize in particular schools and populations to help high school students apply for financial aid and transition to college. Navigator specialties include rural areas, Spanish-speaking populations, and dual credit (Career and Technical Education). Outreach and other staff members attend several college and career fairs and community events annually, in addition to working in local middle and high schools.

Running Start is a dual-enrollment program authorized by the Washington Legislature. Students attend classes at LCC and earn both high school and college credit. Program details are shared with prospective students and their families through flyers and virtual and in-person informational sessions, including sessions offered in Spanish. Running Start staff meet quarterly with high school guidance counselors to discuss program improvement.

International Programs primarily works through agents to recruit outside of the United States. LCC has contracted with 24 agents in multiple countries, which yields a small percentage of

international student enrollment. International Programs staff participate in global recruitment fairs and periodically travel internationally. Information sessions are provided in English and Japanese. Coordination efforts with Longview's sister city (Wako, Japan) are ongoing.

Once students are admitted through the Online Admissions Application process, they enter the onboarding phase. This includes attending Red Devil Welcome Day, which consists of a campus tour and help with ID cards, parking permits, financial aid, class scheduling, technology, and book and supply requirements. Running Start students participate in a specialized orientation that includes a scavenger hunt to help students become familiar with LCC resources. Feedback from students participating in onboarding activities is incorporated into planning for future events.

Advising is required for new academic transfer and professional/technical students. LCC adheres to a coordinated care advising model with professional advisors (embedded in instructional areas and specialized support programs) and faculty advisors. The model is highly coordinated and collaborative across multiple areas of the college. LCC's culturally competent advising team provides holistic advising, focusing on building relationships with students and faculty, and proactively connects students to resources. Touchpoints throughout the quarter include check-ins on the first day of class for all first-year students, two-week check-ins for first-year students, and proactive retention efforts during registration periods for all students. Advising for continuing students is strongly recommended but not mandatory. Contact from faculty and staff engaged in advising is ongoing and systematic for continuing students, regardless of whether students schedule advising appointments.

New and transfer students with less than 30 credits must also take College Success (COLL 101). COLL 101 modules include career assessment and exploration, goal setting, library research, time management, note taking, textbook reading, communication, learning styles, test anxiety, and LCC student resources. The final examination for COLL 101 requires students to rank the usefulness of the modules and rate their satisfaction. Their feedback is incorporated into curriculum planning.

"The (COLL 101 modules) I found most valuable were time management and effective communication. I learned the importance of time management by prioritizing tasks and using tools like planners. This skill has been incredibly helpful in balancing my coursework, assignments, and personal responsibilities, ensuring that I stay on top of deadlines and reduce stress. Additionally, I improved my effective communication skills, which has allowed me to express my ideas more clearly in discussions and written assignments. This combination of time management and effective communication has made my study sessions more productive and my overall college experience more manageable."
~COLL 101 student

General requirements for all LCC degrees are clearly described in the ‘Degrees and Certificates’ section of the LCC Catalog. This catalog section also outlines specific requirements for transfer degrees (AA, AA-DTA, MRP, AAS-T, AS-T), professional/technical degrees and certificates (AAS, COP, and COC), and bachelor’s degrees.

The LCC Catalog's ‘Programs of Study/Degree Requirements’ section contains specific degree requirements for individual programs.

Policies and procedures for transferring credits to LCC are located on the Transcript Evaluation webpage.

Moving forward with 1.D.1

Approximately 40% of LCC students plan to transfer to a four-year college or university. In recent years, however, LCC’s transfer rate has fallen below the threshold for mission fulfillment. While several factors may contribute to this trend—including the college’s relative geographic isolation—identifying and addressing potential barriers is essential. One strategy is to ensure full implementation of Washington’s “common course” numbering system, which simplifies transfer pathways. LCC recently implemented several common course number changes. Another approach is to eliminate any additional LCC graduation requirements that exceed the state-mandated criteria for the Associate in Arts–Direct Transfer Agreement (AA-DTA). Looking ahead, LCC plans to adopt the revised state AA-DTA, which will help reduce transfer barriers and increase the number of credits students can apply as major requirements at their destination universities.

Resources for 1.D.1

- [Admissions and Enrollment Information \(LCC Catalog\)](#)
- [Mission, Vision, and Values](#)
- [Future Students homepage](#)
- [Outreach Services](#)
- [One-Stop Center](#)
- [Advising Services](#)
- [Running Start](#)
- [International Programs](#)
- [Degrees and Certificates \(LCC Catalog\)](#)
- [Programs of Study/Degree Requirements \(LCC Catalog\)](#)
- [Transcript Evaluation](#)

1.D.2 – Regional and National Peer Comparisons

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement, including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by

race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

LCC conducted a rigorous, statistically valid analysis using National Center for Education Statistics data to comply with the NWCCU's specific regional and national peer comparison requirements. Criteria were selected based on a literature review on forming and using peer groups. Categorical variables narrowed the potential field to open admissions, not primarily baccalaureate degree-granting institutions using the GASB accounting system with an established endowment. Historically Black Colleges and Universities, as well as Tribal Colleges, were excluded. Quantitative variables such as enrollment, core revenues and expenditures, tuition rates, and student demographics further narrowed the field.

LCC's national peers are Brazosport College (TX), Clark State College (OH), Florida Gateway College (FL), Gulf Coast State College (FL), Jackson College (MI), Northwest Florida State College (FL), Northwestern Michigan College (MI), and Western Wyoming Community College (WY). Regional peers are Big Bend Community College (WA), Centralia College (WA), Grays Harbor College (WA), Peninsula College (WA), Skagit Valley College (WA), Walla Walla Community College (WA), Wenatchee Valley College (WA), and Whatcom Community College (WA).

Staff at the NWCCU approved LCC's selected peers during the 2024 annual reporting process.

Graduation and transfer-out rates for LCC's selected regional and national peers are posted on the public website. LCC's Student Success Task Force uses this and other data, including peer comparison and benchmarked data, to inform their work in the following areas of focus:

1. K-12 and Youth Engagement
2. Adult Reengagement
3. Onboarding
4. Males of Color
5. Retention and Persistence
6. Completion and Post-Completion
7. Financial Resources

Benchmarking is used whenever possible throughout the institutional monitoring report review process. The Washington Community and Technical College System is centralized, providing uniquely robust data for comparison purposes. Many of LCC's Key Performance Indicators (KPIs) are benchmarked against the system rate. These comparisons are meaningful and engaging for LCC employees, students, community members, and members of the LCC Board of Trustees. In addition to system data, LCC participates in multiple national surveys that enable us to benchmark our success and progress against those of other community colleges. Examples include the Community College Survey of Student Engagement (CCSSE) and the Personal Assessment of Campus Environment (PACE). Data from the CCSSE and PACE is included in LCC's KPI framework.

LCC also disaggregates data wherever and whenever possible. The disaggregation is evident in all institutional monitoring reports. Student criteria include sex, race/ethnicity, age, socioeconomic status, and first-generation status, as well as full- or part-time enrollment. Employee criteria include employee category, sex, race, ethnicity, and other relevant factors. Analysis of the benchmarked and disaggregated data is used for planning and monitoring institutional effectiveness.

Key Performance Indicators

Indicator	Benchmarked	Disaggregated
Student performance in workforce classes		x
Licensure/certification rates		
Placement rate in the workplace	x	x
Employer satisfaction		
College level English and math completion (workforce students)	x	x
Demonstration of General Education Outcomes (Global Skills) in workforce classes		
Client assessment of programs & services		
Student performance in transfer classes		x
Transfer readiness	x	x
Demonstration of General Education Outcomes (Global Skills) in transfer classes		
Academic transfer rate	x	x
Success after transfer		
College level English and math completion (transfer students)	x	x
Basic Education for Adults achievement		x
Academic performance of precollege students		x
Participation rates	x	x
Enrollment	**	**
Student persistence	x	x
Completion	x	x
Student satisfaction with support services	x	x
Faculty-student engagement	x	x
Student satisfaction with instruction		x
Student sense of belonging		x
Employee satisfaction and morale	x	x
Condition of infrastructure		
External perceptions		
Employee demographics		x
Employee sense of belonging		x

**Although enrollment is not disaggregated in the Monitoring Report due to space limitations, it is extensively benchmarked, disaggregated, and analyzed elsewhere.

In the example below (from the 2025 Academic Transfer Institutional Monitoring Report), LCC's success in getting students through their first college level math class compared to Washington system averages has led to placement and curriculum reform, including implementing math co-requisites beginning in Fall 2025.

College-Level Math Completion in First Year

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
LCC Rate: Overall	33%	28%	29%	31%	32%
Full-time	37%	34%	33%	36%	35%
Part-time	21%	17%	20%	20%	26%
Female	28%	27%	26%	30%	31%
Male	41%	31%	34%	35%	34%
Need-Based Aid*	27%	21%	25%	31%	37%
Traditional Age**	34%	31%	32%	33%	34%
Nontraditional Age**	24%	15%	13%	18%	25%
First Generation	-	-	29%	25%	31%
System Rate: Overall	36%	38%	38%	37%	38%
Full-time	43%	46%	45%	44%	45%
Part-time	23%	25%	24%	24%	24%
Female	33%	36%	35%	35%	36%
Male	39%	41%	41%	40%	41%
Need-Based Aid	32%	36%	35%	37%	38%
Traditional Age	37%	39%	39%	38%	38%
Nontraditional Age	27%	30%	30%	29%	32%
First Generation	-	-	32%	33%	33%

College Level Math Completion in First Year by Race/Ethnicity

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
LCC Rate: Overall	33%	28%	29%	31%	32%
American Indian or Alaska Native	31%	25%	19%	33%	30%
Asian	21%	31%	26%	30%	44%
Black or African American	27%	16%	12%	24%	16%
Hispanic or Latino	35%	23%	22%	24%	33%
Native Hawaiian or Other Pacific Islander	NA	14%	NA	NA	14%
White	33%	29%	30%	32%	33%

System Rate^: Overall	36%	38%	38%	37%	38%
American Indian or Alaska Native	29%	29%	31%	29%	31%
Asian	48%	49%	47%	46%	48%
Black or African American	26%	29%	26%	29%	32%
Hispanic or Latino	29%	32%	32%	32%	33%
Native Hawaiian or Other Pacific Islander	29%	36%	29%	31%	29%
White	36%	38%	37%	37%	37%

Data disaggregation and comparisons are also used extensively in LCC’s Curriculum and Program Review process. Faculty members are required to engage with their data through dashboards specifically designed for this purpose. They respond to prompts regarding enrollment and academic performance of different demographic categories and then engage in action planning to reduce equity gaps.

“Many of us are experimenting with the inclusion of diverse voices in our required materials (reading). There is also a movement toward assigning and accepting multimodal compositions, and we changed the language of our course outcomes and descriptions in order to correspond with this development. A handful of faculty within the department continue to experiment with and evolve the practices of Labor-Based Grading, including contract grading, negotiations, and the ability for all students to have access to all of the available grades. While we do not have specific data to show that success rates have been directly impacted by these interventions, success rates are improving. Additionally, our anecdotal experience supports that the interventions create a sense of belonging, persistence, and community throughout the courses and to the end of the quarter. Students who would have otherwise ‘struggled’ were able to find their way through the course outcomes using their diverse voices and lived experiences as assets within the learning environment.”

~LCC faculty member

Moving forward with 1.D.2

LCC has access to data through the Washington State Board for Community and Technical Colleges, which facilitates robust system benchmarking and regional peer comparisons. For monitoring purposes, LCC also participates in the Community College Survey of Student Engagement and the Personal Assessment of Campus Environment surveys, both national initiatives that facilitate benchmarking and comparison with other institutions on an aggregate level. Due to limited resources, however, the only individual “peer comparator” data available is through the IPEDS national reporting system. Aside from the fact that the future of IPEDS is uncertain, the available data is also limited and problematic. The cohort methodology used by IPEDS is particularly troublesome for open-admissions community colleges. While the peer comparisons available through the IPEDS system suggest that improvements are likely needed

at LCC, the data raises more questions than it provides answers. As noted in Standard 1.B.2, LCC needs to explore and identify potential no- and low-cost alternative data sources for national peer comparisons.

Resources for 1.D.2

- [Regional and National Peer Comparisons webpage](#)
- [Student Success Task Force webpage](#)
- [Institutional Research Report: Peer Selection Methodology](#)
- [Institutional Effectiveness and Monitoring webpage](#)

1.D.3 – Disaggregated Indicators of Student Achievement

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Disaggregated data is an essential part of LCC's extensive institutional monitoring process. Five institutional monitoring teams represent the college's primary mission areas—Workforce and Economic Development; Academic Transfer; Preparation for College Level Studies; Student Access, Support, and Completion; and Institutional Effectiveness and Community Enrichment—and participate in extensive data review and strategic and operational planning. Monitoring team representation includes faculty, staff, students, community representatives, and members of the Board of Trustees.

Disaggregated data is used for metrics in all five mission areas wherever and whenever possible. Student criteria include sex, race/ethnicity, age, socioeconomic status, and first-generation status, as well as full- or part-time enrollment. Employee criteria include employee category, sex, and race/ethnicity.

When LCC experienced significant enrollment declines during the pandemic, the most severe decreases were observed among male students. Falling below 30% of the overall student population in fall 2020, the proportion of males at LCC was nearly the lowest in the Washington Community and Technical College System at that time. Being able to quickly compare LCC's rate to 33 other colleges in Washington was invaluable for escalating the issue on campus.

Due to LCC's disaggregated institutional monitoring process, there was already substantial awareness of concerning trends among male populations, which also helped escalate the issue. This was evidenced by indicators such as academic performance, transfer readiness, employment rates, satisfaction with support services (including support for learners and student-faculty engagement), satisfaction with instruction, and completion rates.

Although male enrollment continues to be significantly lower than that of females, there are some bright spots, likely encouraged by actions taken in response to the data, such as events specifically designed for men of color and targeted marketing to males. Male enrollment for Fall 2025 looks very encouraging so far, and gaps with critical indicators, such as persistence and completion, appear to be narrowing. With LCC's newest KPI, student sense of belonging, males have the highest overall satisfaction rates. Male enrollment is a topic at summer retreats for both the LCC Board of Trustees and LCC Foundation Board, and a male enrollment recruitment plan is under development.

Thanks to a centralized system and well-developed data culture, the Washington Community and Technical College System offers uniquely robust data comparisons. Although LCC has identified regional and national peer institutions, LCC's Key Performance Indicators are primarily benchmarked against overall and disaggregated Washington (system) data. National survey data is also benchmarked against comparison groups wherever and whenever possible. Mission fulfillment thresholds are defined for all KPIs based on overall and disaggregated categories (for an inventory of benchmarking and disaggregated KPIs, please see the table in section 1.D.2).

In addition to data analysis, Institutional Monitoring teams participate in strategic and operational planning. Ideas generated by the teams serve as the basis for developing Annual Priorities for the upcoming year, a crucial component of LCC's integrated and annually updated Strategic Plan. The LCC Board of Trustees has final approval of the Annual Priorities, which drive the allocation of human and financial resources.

Excerpt from the 2025-26 LCC Strategic Plan under the "Student Access, Support, and Completion" mission area

Annual Priorities

- Continue to engage faculty in recruitment activities with prospective students, including building sustainable outreach strategies and planning and delivering events.*
- Continue to expand educational opportunities for high school students.*
- Define and develop a plan to bring to scale equity-competent advising and continue to implement a coordinated care model, including campus-wide adoption of EAB Navigate program planning, alerts, and notetaking.*
- Identify and partner with culturally responsive organizations and community leaders to better understand and support the needs of systemically marginalized students per E2SSB 5194.*
- Continue to analyze data regarding barriers to onboarding.*
- Expand strategies to increase student recruitment and support.*

- *Revise Title IX regulations per new federal regulations, including professional development for Title IX team members and training faculty, staff, and students about new laws.*
- *Develop diversity training for students per E2SSB 5227.*
- *Update the comprehensive plan for college-owned housing for students.*
- *Continue to improve timely and effective communication with students regarding financial aid, transfer, and other services and resources.*
- *Continue to increase the proportion of applicants who make it through the onboarding process.*
- *Continue to develop strategies to address our low male enrollment.*
- *Strengthen and increase partnerships with community-based organizations, including tribal partners and social service agencies, to provide additional basic needs resources for students.*
- *Continue seeking funding to promote Washington College Grant opportunities with K-12 partners, including offering regular FAFSA/WASFA (financial aid application) workshops.*
- *Streamline and simplify our processes in terms of technology systems and onboarding.*
- *Continue efforts to digitize student processes, including the ongoing development of electronic forms, to promote accessibility and support modernization.*
- *Incorporate a sustainable technology student funding plan correlated to the 2025 Legislative/LCC Priorities.*
- *Establish an AI Task Force to explore, develop, and promote best practices for integrating artificial intelligence.*
- *Explore the development of a comprehensive Student Services assessment plan.*

Moving Forward with 1.D.3

LCC has been disaggregating data as part of its institutional effectiveness framework for several years. This is evidenced in Curriculum and Program Review and Institutional Monitoring. Results help inform both strategic and operational planning, including resource allocation. Although LCC will never stop working to improve student outcomes, the current political climate does impact the institution's capacity to serve some populations well, such as those needing Basic Education for Adults. Moving forward, LCC will focus on creatively addressing as many funding shortfalls as possible to continue serving all students in the best possible way.

Resources for 1.D.3

- [Institutional Effectiveness and Monitoring webpage](#)
- [Regional and National Peer Comparisons webpage](#)
- [LCC Strategic Plan](#)
- [Strategic Planning Committee webpage](#)

1.D.4 – Transparency and Integration of Student Achievement Data

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

LCC's institutional monitoring and planning processes are well-integrated and established. As described in Standards 1.B.1-3, institutional monitoring for LCC's five established mission areas is based on a set of board-approved Key Performance Indicators (KPIs) that are disaggregated wherever and whenever possible.

The annual cycle for each of the five mission areas begins with Institutional Research (part of the Office of Effectiveness and College Relations) updating the data. The Executive Leadership Team reviews each report before it goes to the relevant monitoring report review team for analysis. Each team's analysis is documented in the SWOT (Strengths, Weaknesses, Opportunities, and Threats) section of each report.

Examples from the SWOT analysis conducted by the Workforce and Economic Development Monitoring Team in 2025 include:

1. Based on the data in this report, what are LCC's strengths in providing workforce preparation and economic development?

- a. Rates for males and Students of Color have increased in student performance.
- b. Employer satisfaction, measured in terms of the professionalism of LCC graduates, is one of our great strengths.
- c. We increased enrollment by eight percent year-over-year overall for professional/technical courses and by 13% for worker retraining specifically (although we are still below pre-pandemic levels for the data presented in this report).
- d. Satisfaction with Continuing Education remains high.
- e. We continue to have strong pass rates for the professional exams (NCLEX, WABO, and MAERB). In particular, medical assisting and welding increased in the most recent year.
- f. LCC's completion of college-level math in the first year is substantially higher than the system rate.
- g. Enrollment has increased in education and other areas where LCC has added bachelor's degrees (including the Organizational Leadership and Technical Management program).
- h. The testing center is being used more.
- i. Several seats were added to the associate degree Nursing program, in addition to adding the BSN.

2. Based on the data in this report, what are LCC's weaknesses in providing workforce preparation and economic development?

- a. Placement rates for employment are trending down and are below the system average in the most recent year. Placement rates for males are particularly concerning.
 - b. Male student performance in workforce classes has improved, but there is still a gap.
 - c. Completion rates for college-level English have declined.
 - d. The NCLEX first-time pass rate dropped, but is still above the benchmarked rate.
- 3. Based on the data in this report, what are LCC's opportunities for providing workforce preparation and economic development?**
- a. First-time pass rates for English language learners on certification tests are frequently lower than those of other students, which creates an opportunity to provide more support for those students.
 - b. Students who need both pre-college math and English can find it challenging, as they don't always know what to focus on first. With the new math pre-requisite model, we will reduce the developmental math pathway by a quarter, creating opportunities for higher attainment rates. The new directed self-placement model for math testing should also help.
 - c. Can we offer English through Academic I-BEST? Math has already been added.
 - d. More engagement with employer partners to strengthen placement rates is an opportunity.
 - e. How can we better engage with external data and feedback (expand on what we already do within the advisory committee structure)? What is the community requesting, and can we meet those needs?
 - f. Are there any additional bachelor's programs we can develop to meet the needs of our service district?
- 4. Based on the data in this report, what are LCC's threats for providing workforce preparation and economic development?**
- a. Low completion rates in foundational skills (English and math) can threaten student progression through programs.
 - b. Potential declines in state funding are a threat.
 - c. Declining high school populations are a threat to enrollment.
 - d. Pay gaps between different programs contribute to low enrollment in some areas (those with lower comparative wages).
 - e. Pay equity between what industry professionals make vs. what LCC pays faculty poses a threat to maintaining a qualified faculty.
 - f. Finding work-based learning opportunities to get our students into the field before they graduate is becoming increasingly difficult. Keeping industry involved, even in the advisory committees, is getting increasingly challenging.

Examples of Annual Priorities for 2025-26 (included in LCC's Strategic Plan) related to the results of the Workforce SWOT analysis and subsequent planning discussions include:

- Continue developing and implementing additional programs based on industry needs/trends.
- Expand and build upon K-12 partnerships to enhance professional/technical program enrollment in high school dual enrollment programs.
- Continue to use and improve the Curriculum & Program Review process to reduce institutional equity gaps and improve student learning outcomes attainment for all students in professional/technical programs.
- Develop strategies and partnerships with employers to increase recruitment and support for working-age adults.

Monitoring Report Review Team membership includes:

- Faculty and staff (recruited through a biannual open invitation sent through campus email)
- Students (recruited annually through an open invitation sent through campus email and compensated for their time)
- Review team chairs (all Executive Leadership Team members and deans co-chair a team)
- Community representatives (LCC Foundation board members are invited to participate)
- Board of Trustees (each board member is assigned to a different team each year, so ideally, after five years, they have had a chance to observe all teams)

Following the analysis, reports are presented to the Board of Trustees during five separate monthly meetings. During their summer retreat, a Mission Fulfillment Summary of KPI performance is also provided to the Board in preparation for their evaluation of the LCC President. The co-chairs, individuals with subject matter expertise in the respective mission area, lead the board presentations.

The monitoring reports present detailed disaggregated data, as demonstrated in 1.D.2., and the information is summarized in the slides shown during Board meetings (Board members are also provided with the full report).

Excerpt from the 2024 Workforce and Economic Development monitoring presentation:

KPI: College Level English Completion

Tables 7a & b: Percent of Workforce Students who Complete College English in First Year

(Mission Fulfillment = meet system rate)

(Stretch Goal = exceed system rate)

	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Overall	27%	34%	36%	29%	32%
System Rate: Overall	27%	29%	29%	28%	26%

At or above mission fulfillment:

- Overall
- Full-time
- Part-time
- Female
- Need-Based Aid
- Traditional Age
- Nontraditional Age
- First Generation
- Asian
- Black or African American
- White

Below mission fulfillment:

- Male
- American Indian or Alaska Native
- Hispanic or Latino

Actions taken to improve College Level English Completion include multiple iterations of placement and curriculum reform, including the development of co-requisites and English faculty participation in training focused on closing achievement and equity gaps.

The same review team members who analyze the KPI data participate in strategic and operational planning. The constellation of five review teams comprises LCC's Strategic Planning Committee, which is too large to meet as a single group. All monitoring teams have yearly planning meetings hosted and facilitated by the LCC President. The purpose of the planning meetings (typically hosted luncheons) is to apply lessons learned from the data review to the development of Annual (institutional) Priorities for the coming year. The board-approved Annual Priorities are an integral part of LCC's strategic plan, driving the allocation of financial and other resources. All members of LCC's Executive Leadership Team attend the annual planning meetings.

Participation in review teams is open to all campus community members through invitations sent out broadly. In any given year, there are over 100 total participants divided between the five teams. Membership is posted on LCC's public website, including notations about which constituency each member represents. Students must attend a customized orientation session,

for which they are compensated, before participating in data review or planning meetings (they are also compensated for their time spent in data review and planning meetings). Other members are also invited to attend an orientation. Institutional monitoring reports are posted to the public website, along with minutes from the planning meetings and the Strategic Plan, which contains each year's Annual Priorities.

During LCC's planning sessions in preparation for the 2024-25 academic year, several equity gaps were noted, including for our American Indian and Alaska Native students. Under the "Student Access, Support, and Completion" category, an annual priority to "Identify and partner with culturally specific organizations and community leadership to better understand and support the needs of systemically marginalized students" was adopted.

The additional emphasis on strengthening relationships with community groups, including our tribal partners, led to discussions about collaborative Native art projects (with a particular focus on LCC's planned Vocational and Transitional Studies Center) and a \$1 million gift from the Cowlitz Indian Tribe to the LCC Foundation in late fall 2023 to support vocational training, provide scholarships, and improve athletic facilities.

The Instructional Assessment Committee has revised and updated the Curriculum and Program Review instrument multiple times to enhance and refine its focus on student achievement and equity, including the requirement for extensive annual data review and analysis. Specially designed dashboards are provided for faculty to facilitate this purpose. As noted in other sections of this report, there are three designated assessment days (one per quarter) during the year for faculty to devote to this critical work. Each assessment day includes a formal agenda, convening, and time for faculty to work independently or with their department to complete their analyses and reports.

During the designated assessment day in January 2025, faculty were asked to respond to the prompt, "Every fall quarter, you are asked to review your course and program data from an equity lens. Describe at least one intervention you've used to reduce equity gaps and include whether or not the intervention was successful." Here are some of the responses.

"We have small groups of students who need to miss classes due to work, health issues, or family obligations. This year, we have begun to include class participation points in the grade. We are a work-based program, so this is an important part of our program outcomes. To accommodate this, we have implemented ways for students to show participation during class time."

"We are noticing more struggles with test scores for our ELL students related to our medical terminology material, etc. To assist our students, we are strongly recommending IBEST (Integrated Basic Education and Skills Training) support services as well as getting them involved with Disability and Access Services for extended test time and the assistance of translation resources."

"The overall program data suggests that male-identifying students of color, and male-identifying people in general, are the demographic in need of our focus and efforts toward enrollment and retention. ENGL& 101 is a major contributor to our college's ability to enroll and retain all of our students because ENGL& 101 is an entry point for many students on our campus when they are enrolling in college-level courses, and it is a prerequisite course to many other courses and programs at our institution. Data suggests that successful completion of ENGL& 101 directly correlates to a student's graduation timeline and achievement. Our college uses a directed self-placement tool for our composition courses. One specific intervention I've used in ENGL& 101 is incorporating a labor-based grading system, which eliminates points and percentages or a product-based focus towards community-supported, process-based learning, which provides multiple windows of opportunities for every student to express their own voice and agency without judgment, critique, or expectations around parameters or criteria they have previously been preemptively assigned through inherently racist or classist educational systems, for example assuming every student who graduates high school has received the same amount of practice and guidance and education around standard academic English, when our college is an open-access, public institution of higher education which opens the door to global perspectives, processes, writing, languages, etc. and then inadvertently, harmfully and often unnecessarily holds certain students to different standards by way of the status quo."

"One specific intervention I've implemented in the last year is a change in my late work policy. In the past, I haven't accepted late work past the due date, and I have even closed the assignments in Canvas at the due date. In collaboration with other department members, I changed my late policy to flexibility on due dates with an extension request form without requiring an 'excuse' for lateness. I have found this to directly impact the number of completed assignments as well as establish deeper relationships with students. As a department, we've seen an increase in the success rates of male students of color specifically. It's impossible to tell whether this specific intervention has a direct correlation to the increase, but the qualitative data suggests it has."

"Many of us are experimenting with the inclusion of diverse voices in our required materials (reading). There is also a movement toward assigning and accepting multimodal compositions, and we changed the language of our course outcomes and descriptions in order to correspond with this development. A handful of faculty within the department continue to experiment with and evolve the practices of Labor-Based Grading, including contract grading, negotiations, and the ability for all students 'to have access to all of the

available grades.’ While we do not have specific data to show that success rates have been directly impacted by these interventions, success rates are improving. Additionally, our anecdotal experience supports that the interventions create a sense of belonging, persistence, and community throughout the courses and to the end of the quarter. Students who would have otherwise “struggled” were able to find their way through the course outcomes using their diverse voices and lived experiences as assets within the learning environment.”

“Assessment data from the music program shows equity gaps among students of color, economically challenged students, and occasionally males. One intervention that has helped alleviate these gaps is the addition of group testing to music theory classes (the most challenging courses in the program). Taking exams alone, then again with a group, has resulted in improved test scores for 93% of all students over the most recent five terms, and for 100% of students facing an equity challenge.”

Moving Forward with 1.D.4

While the faculty-led assessment process at LCC incorporates both qualitative and quantitative data, the institution’s broader monitoring efforts—due to practical and logistical considerations—primarily emphasize quantitative data. For instance, a recent Key Performance Indicator (KPI) added to LCC’s institutional effectiveness framework in response to Washington’s Diversity, Equity, and Inclusion legislation is a quantitative “sense of belonging” survey question for students and employees. Although a wide range of data is gathered through the climate survey process, additional qualitative input is also required by law through listening and feedback sessions in years when surveys are not administered. All collected data—both quantitative and qualitative—is publicly available on the college’s website, following state law. Despite this transparency, there is room for improvement in how the qualitative data LCC collects is analyzed and used to make improvements.

Resources for 1.D.4

- [Institutional Effectiveness and Monitoring webpage \(contains monitoring reports\)](#)
- [Monitoring Report Review Team Membership list](#)
- [Presentation slides from Monitoring Report Review Team Orientation](#)
- [Monitoring Report Review Teams committee page](#)
- [Strategic Planning Committee page](#)
- [LCC Strategic Plan](#)
- [Assessment examples from LCC’s January 2025 assessment day](#)
- [Curriculum and Program Review Template](#)
- [DEI web page \(includes climate survey and listening/feedback session data\)](#)

Conclusion

The development of this Evaluation of Institutional Effectiveness report, in conjunction with LCC's ongoing assessment and evaluation processes, provided ample opportunity to review progress since the last comprehensive accreditation review in 2018 and identify a clear path forward.

The addition of the "moving forward" sections in each standard, requested by NWCCU staff, provided a new, different, and helpful structure for that path.

The issues identified in this report through self-analysis by LCC, the feedback we will receive from the evaluation team, the ongoing results of our own evaluation and planning processes, and the evolving external landscape (state and federal) will all play significant roles as we begin our next strategic planning cycle in early 2026.

Thank you.

Addenda

Response to Concerns

LCC currently has no outstanding recommendations. There were no findings from the PRFR report.

Distance Education

LCC uses Canvas to deliver distance education courses. Students can access the Canvas system using their ctcLink accounts to log in. Students receive their ctcLink ID number after applying by filling out the form created by the SBCTC and activating their ctcLink accounts online. To access their LCC-generated email, students access a web form that verifies their identity through their ctcLink ID, legal name, and date of birth. Per the standard security protocol, students receive a randomized password and are encouraged to change it. Students must enter their matching personal information to change it. Before enrolling in classes, students must meet in person or on Zoom with an advisor and present a valid state ID.

Instructors of individual online courses employ various methods to verify student identity in the assessment process. Examinations occur in the on-campus, proctored Testing Center, at an off-campus setting approved by the instructor, or through an authorized online proctoring service. The information appears in the Canvas course shell, syllabus, and class schedule if the faculty member requires a proctoring service that requires fees or charges. Online instructors emphasize short written assignments when appropriate to develop a sense of each student's voice before assigning major written work. Proctoring services are currently available at no additional fee to students. A note is placed in the course schedule if fee information changes.

LCC faculty are encouraged to provide regular and substantive interaction (R&SI) in all courses, regardless of the modality used. The results of student feedback on the student evaluations are used to check for regular and substantive interaction. Currently, no formal policies are in place to regulate regular and substantive interaction. R&SI Trainings are provided at the faculty Fall In-Service conference. The college's Online Course Design Rubric is used to review new courses created or converted from one modality to another. The online course design rubric is applied to new classes by a peer reviewer with extensive experience teaching online courses. This review will check the course for R&SI opportunities between instructors and students. LCC is hiring an instructional designer to provide more training and oversight on R&SI.

Students at Lower Columbia College (LCC) have multiple methods to verify their identity throughout their enrollment. These include presenting valid identification during required advising sessions, completing the application process through the State Board, and using

personal identifiers when retrieving academic information. Additionally, multifactor authentication (MFA) is implemented through ctclink using OKTA. This system enhances the security of student access to platforms such as ctclink, Canvas, and other OKTA-integrated services.

To support Regular and Substantive Interaction (RSI) in online courses, LCC created a dedicated Instructional Designer position, which was launched in Winter 2025. Since its inception, this role has provided faculty with targeted professional development opportunities focused on strengthening RSI. Furthermore, the Instructional Designer now oversees the course review process, ensuring greater consistency and quality across all instructional offerings. Another way LCC ensures RSI is through course observations by department deans. This process is detailed in the Faculty Contract in Articles 805, 806, 809, and 810 for full-time/tenured faculty. When a dean conducts an observation of the course, they either observe an in-person class or are placed in the Canvas shell of the online/hybrid course for one hour. During that time, deans check instructor/student interaction, feedback, assessments, and more.

As noted in the “Moving Forward” section of 1.C.7, LCC will also introduce more clarity and expectations for RSI into the upcoming (2025-26) faculty collective bargaining session.