

Institutional Excellence & Community Enrichment Monitoring Report

2021 – 2025

(Cycle 27)

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

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

June 10, 2026



Institutional Excellence & Community Enrichment: A Combined Monitoring Report

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

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

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

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

Effectiveness and College Relations

- Conducted campus climate assessment (2024-25) and listening and feedback sessions (2025-26) to gain insight and ideas for increasing employee sense of belonging.
- Submitted the Evaluation of Institutional Effectiveness (EIE) and hosted Year Seven visit with the Northwest Commission on Colleges and Universities. Received one recommendation on communication/shared governance and two commendations: for our culture of instructional assessment and the Library/Learning Commons. Actions taken in response to the recommendation include:
 - Revised the procedural template for the Operations Council to ensure that exempt employees are included in policy review prior to the campus comment period.
 - Revamped procedures used for the annual planning meetings with the Monitoring Report Review Teams.
 - Held employee budget forums in winter (to be repeated annually).
 - Expanded annual ELT meeting to draft College Priorities (based on input from the Monitoring Teams) to include instructional deans.
 - Developed a tracking system for Administrative Policies to ensure timely review.
 - Added Shared Governance to the Monitoring Report Review Team member orientation.
- Improved analytics for LCC's digital marketing efforts across all platforms and campaigns so that all results are now substantially above industry averages, an increase over the previous year, in which geofencing results were mixed. The campaigns helped drive a 1.2% increase (year over year) to LCC's "apply" webpage.

Human Resources

- HR did a complete overhaul of our career pages with the goals of making the process as easy as possible for applicants, showcasing the amazing aspects of LCC, and helping applicants envision themselves working at LCC
- We have leveraged the tools and functionality through NEOED Attract to implement proactive recruitment strategies and build talent pools of applicants
- LCC's job openings are now posted on [governmentjobs.com](https://www.governmentjobs.com), which has led to a significant spike in the number of qualified applicants for our job openings
- LCC's Red Devil Wellbeing program focused on providing events and activities that spread positivity and fostered connection and community this year. One of the campaigns that received a lot of positive feedback was the Candygrams - so many faculty and staff sent Candygrams to their peers to acknowledge their hard work and wonderful contributions to LCC. We also put on the "LCC's Got Hobbies" event, which was a major success, where faculty and staff learned all about their peers' unique and fun hobbies!

LCC Foundation

- Faculty & Staff Innovation: Awarded \$148,000 in LCC Staff and Faculty grants, funding projects that directly enhance student learning environments and college services.
- Emergency Student Support: Expanded the Student Success Fund, providing a record \$200,000 for the 25-26 academic year. This critical increase ensures students remain enrolled despite an ongoing government budget crisis.
- Strategic Partnerships: Sustained the TDN "Students in Need" campaign for its 10th year and secured vital grants from the Biella, Weyerhaeuser, and Price Foundations, covering the majority of annual student disbursements.
- Capital Campaign Success: Successfully completed the "Opportunity Can't Wait" campaign, raising \$15.6 million for new Vocational Building equipment, athletic facility upgrades, and student support through expanded partnerships with individuals and businesses.
- Campus Culture & Philanthropy: Launched the LCC Family Campaign, driving engagement among faculty, staff, and retirees through interactive events and friendly competitions. The initiative built visible campus pride and increased internal giving.
- Long-Term Sustainability: Achieved exponential growth through targeted planned giving and endowed giving efforts, securing the Foundation's ability to support the college long-term.
- Data-Driven Impact: Tracking metrics confirms that Student Success Fund and Scholarship recipients complete their studies at significantly higher rates than their peers.
- Improved Scholarship Access: Used student feedback to streamline the application process, maintaining a dual-cycle (Spring/Fall) system. This led to record application volume and high completion rates of 81% and 77%, respectively.
- Financial Integrity: Maintained the Foundation's standard of excellence with a clean audit for the FY25 financial statements.

Administrative Services

- Construction on the new vocational building is well underway. A new name that meets state protocol has been identified for the building: Workforce Education Center. As the project progresses and older buildings are removed (including the Steam Plant, Science, Physical Science, and eventually Vocational), our Facilities Condition scores will continue to improve.

Key Performance Indicator: Employee Satisfaction and Morale

The metrics below are based on a Likert scale with a low of “1” and a high of “5.”

**Table 1: Employee PACE Survey: Employee Satisfaction and Morale
(Mission Fulfillment – Meet or Exceed Similar Colleges)**

The LCC Board of Trustees selected the following questions to highlight in this report.

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

Group	Similar Colleges - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.43	3.36	3.66	3.60	3.63	3.61	3.40

Question 5: The institution effectively promotes diversity in the workplace.

Group	Similar Colleges - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.91	3.87	3.89	3.78	3.92	3.97	3.86

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

Group	Similar Colleges - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC – 2017	LCC – 2016
Mean Score	3.51	3.46	3.74	3.71	3.75	3.69	3.49

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

Group	Similar Colleges - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.59	3.53	3.83	3.85	3.90	3.79	3.56

Question 27: My supervisor seriously considers my ideas.

Group	Similar Colleges - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	4.03	3.99	4.15	4.11	4.26	4.12	4.00

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

Group	Similar Colleges - 2025	All Colleges - 2025	LCC - 2025	LCC- 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	4.00	3.98	4.12	4.12	4.12	4.00	3.99

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

- The employee PACE Survey is administered to LCC employees at least every three years.
- Administered in October 2024, 180 LCC employees completed the survey.
- The next survey administration is scheduled for Fall 2027.

Table 2a: Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Similar Colleges for overall and all benchmarks)

The metrics below are based on a Likert scale with a low of “1” and a high of “5.”

Benchmark Area	Similar Colleges - 2025		All Colleges - 2025		LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC - 2016
	Mean	Sig	Mean	Sig	Mean	Mean	Mean	Mean	Mean
Overall	3.90	**	3.87	***	4.07	4.03	4.11	4.02	3.92
Institutional Structure	3.59	**	3.54	***	3.81	3.75	3.84	3.76	3.63
Student Focus	4.11	*	4.13	**	4.25	4.20	4.35	4.25	4.19
Supervisory Relationship	4.01	*	3.97	**	4.16	4.13	4.17	4.07	3.96
Teamwork	4.05	*	4.03	*	4.17	4.18	4.21	4.13	4.05

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

*Statistically significant, meaning that the difference is not due to chance alone (*p<.05, **p<.01; ***p<.001)

Table 2b: Employee PACE Survey Comparison by Benchmark Area and Race/Ethnicity

The metrics below are based on a Likert scale with a low of “1” and a high of “5.”

Benchmark Area	Overall	Hispanic/Latino/a/x	White	Two or More Races
Metric	Mean	Mean	Mean	Mean
Overall	4.07	4.23	4.02	4.16
Institutional Structure	3.81	4.01	3.76	3.97
Student Focus	4.25	4.29	4.25	4.28
Supervisory Relationship	4.16	4.32	4.09	4.23
Teamwork	4.17	4.53	4.11	4.30

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

Key Performance Indicator: Condition of Infrastructure

Table 3: Condition of Infrastructure (Physical Infrastructure)
(Mission fulfillment = 75%)

Metrics for Physical Infrastructure come from the Facilities Condition Survey, conducted once every biennium in odd years. Building ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate. An outside contractor provides the ratings at the request of the State Board for Community and Technical Colleges. The table below shows the percentage of square footage that is in “adequate” or better condition.

% of sq footage in adequate or better condition	2021	2023	2025
LCC	80%	80%	81%
System	68%	68%	64%

Source: Facilities Condition Survey Report and Campus Services for LCC rates; [State Board Facilities Condition Dashboard](#) for system rates located at <https://www.sbctc.edu/colleges-staff/research/data-public/facilities-dashboard>.

- LCC continues to improve the overall score by maintaining its facilities. LCC’s rate will dramatically improve in the next survey (2027 survey) as the following buildings (all listed in poor condition) will be torn down by then: Physical Science Building, Science Building, Steam Plant, and Vocational Building.
- Please note: the Facilities Condition Survey excludes Enterprise-related space, so the total gross square footage in the survey doesn’t equal the total currently owned by the college.

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

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

The Foundation has set the goal of raising the Foundation’s net assets to \$40 million by 2030 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, College Success Fund, and through additional endowed student scholarships.

Year	2021	2022	2023	2024	2025
Net assets	\$24,702,757	\$22,400,145	\$25,358,921	\$33,830,379	\$37,977,081
Net assets annual growth (%)	24.94%	-9.32%	13.21%	33.41%	12.26%
Endowments	\$18,541,666	\$16,429,294	\$18,922,327	\$25,208,000	\$27,565,813
Endowments as a proportion of net assets	75.06%	73.34%	74.62%	74.51%	72.59%

Source: LCC Foundation.

Please note: Endowments include Pledges Receivable.

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

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

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

Year	2021	2022	2023	2024	2025
Program support	\$936,044	\$1,066,159	\$1,350,292	\$1,760,911	\$1,872,111
Program support as a proportion of net assets	3.79%	4.76%	5.32%	5.21%	4.93%
Endowed Scholarships	\$153,530	\$204,759	\$180,269	\$200,160	\$236,803
Annual Scholarships*	\$263,432	\$289,650	\$365,832	\$370,882	\$480,106
Total scholarships disbursed & Student Success Program Support	\$494,790	\$551,768	\$566,291	\$641,478	\$776,755
Direct Student Support as a proportion of program support	52.86%	51.75%	41.94%	36.43%	41.49%

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

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

Year	2020	2021	2022	2023	2024
Cash & Investments to Operating Expenditures					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	24%	34%	45%	30%	32%

Source: Finance Office.

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

Key Performance Indicator: Employee Demographics

Table 7: Employee Demographics
(Mission Fulfillment = within 2% of community demographics for each group)

LCC Employees (All Faculty & Staff)	2020-21	2021-22	2022-23	2023-24	2024-25
Female	70%	70%	69%	71%	71%
Male	30%	29%	30%	28%	29%
American Indian or Alaska Native	1%	1%	1%	1%	1%
Asian	2%	2%	2%	3%	3%
Black or African American	1%	1%	1%	1%	1%
Hispanic or Latino	4%	5%	6%	7%	7%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0% *	0%
Two or More Races	5%	6%	5%	5%	5%
Other Race	1%	2%	2%	**	**
White	85%	82%	80%	78%	76%
Race/Ethnicity Not Reported	2%	1%	3%	7%	7%
Community (Cowlitz County)	2020	2021	2022	2023	2024
Female	50.3%	50.0%	50.1%	50.9%	50.3%
Male	49.7%	50.0%	49.9%	49.1%	49.7%
American Indian or Alaska Native alone	^	0.9%	1.0%	0.2%	1.0%
Asian alone	^	1.3%	1.4%	0.9%	1.4%
Black or African American alone	^	0.2%	0.9%	0.8%	0.5%
Hispanic or Latino	^	9.9%	10.4%	10.8%	11.1%
Native Hawaiian or Other Pacific Islander alone	^	0.2%	0.0%	0.4%	0.5%
Two or More Races	^	6.0%	4.9%	6.6%	6.2%
Some Other Race alone	^	0.8%	0.5%	0.9%	0.4%
White alone, not Hispanic or Latino	^	80.6%	80.8%	79.3%	78.9%
LCC Students (All Students)	2020-21	2021-22	2022-23	2023-24	2024-25
Female	70%	70%	68%	68%	68%
Male	30%	30%	32%	32%	32%
American Indian or Alaska Native	1%	1%	1%	1%	1%
Asian	3%	3%	3%	3%	3%
Black or African American	2%	2%	2%	3%	3%
Hispanic or Latino	13%	15%	15%	17%	18%
Native Hawaiian or Other Pacific Islander	<1%	<1%	<1%	1%	1%
Two or More Races / Other Race	6%	6%	6%	7%	8%
White	74%	72%	71%	69%	66%

Employee data source: [State Board Faculty & Staff Data Dashboard](https://www.sbctc.edu/colleges-staff/research/data-public/faculty-and-staff-data-dashboard.aspx) located at <https://www.sbctc.edu/colleges-staff/research/data-public/faculty-and-staff-data-dashboard.aspx>. Student data source: LCC Fact Book. Community data source: [Census.gov ACS 1-Year Estimate Data Profiles](https://data.census.gov/cedsci/table?q=cowlitz%20county&tid=ACSDP1Y2019.DP05) located at <https://data.census.gov/cedsci/table?q=cowlitz%20county&tid=ACSDP1Y2019.DP05>. “–” Data not available. * Updated from previous monitoring report. ** “Other Race” Not available in faculty & staff data dashboard starting 2023-24. ^ 2020 Census race/ethnicity data is not available. Note: For community demographics, Hispanic or Latino are not included in any other race category percentages; they’re all “not Hispanic or Latino.”

Key Performance Indicator: Employee Sense of Belonging

Table 8: Employee Sense of Belonging
(Mission Fulfillment = 3.75 or higher overall and for all groups)

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

Employee Demographic	2022 Mean Score (n = 169)	2025 Mean Score (n = 162)
Overall (All Employees)	3.95	4.12
Female	4.07	4.15
Male	3.84	4.28
Hispanic, Latino/a/x	3.60	4.42
Two or more races	3.23	4.10
White	4.11	4.10
Age: 29 years old or younger	*	4.27
Age: 30-39	*	4.09
Age: 40-49	*	3.98
Age: 50-59	*	4.40
Age: 60 or older	*	**

Data Source: 2022 Diversity and Equity Campus Climate Survey, Higher Education Data Sharing (HEDS) Consortium. Starting 2025, the employee PACE survey administered by the National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University. * Data not available. ** Not reportable due to small n size. Please note: for 2022 HEDS survey, the response options were based on a scale of 1 = very dissatisfied; 2 = generally dissatisfied; 3 = neither satisfied nor dissatisfied; 4 = generally satisfied; 5 = very satisfied.

- Starting in 2025, the employee PACE survey replaced the HEDS survey as the survey instrument for this KPI due to numerous problems with the 2022 HEDS survey administrator, including significant lag times in reporting and incorrectly coded data.
- The next survey administration is scheduled for Fall 2027.

Key Performance Indicator: External Perceptions/Satisfaction with LCC

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

The Community Perception Survey is administered every three years through paid advertising via The Daily News, the Kelso-Longview Chamber of Commerce newsletter, social media, etc. Figures represent the proportion that responded “agree” or “strongly agree” to statements beginning with “LCC does a good job of...”

Mission Area	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)	2021-22[^] (n = 125)	2024-25 (n = 48)
I - Workforce & Economic Development					
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%	98%	98%
...helping employers in this community train their employees.	88%	84%	83%	90%	92%
II – Academic Transfer					
...providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%	97%	100%
...providing students with the opportunity to earn bachelor’s degrees. *	-	-	-	-	98%
III – Preparation for College Level Studies					
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%	99%	100%
...providing non-native English speakers in the community with the opportunity to learn English.	90%	95%	95%	96%	97%
...providing educational opportunities for students who are not yet ready to take college-level courses.	97%	94%	94%	98%	98%
IV – Student Access, Support and Completion					
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%	99%	100%
...making college accessible to the community by offering classes in convenient locations.	90%	99%	94%	99%	98%
...making college accessible to the community by offering a variety of online classes.	89%	95%	96%	99%	100%
...making college accessible to the community by keeping tuition costs lower than four-year institutions.	96%	93%	96%	96%	100%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%	98%	100%
V – Institutional Excellence and Community Enrichment					
...consistently providing high quality programs and services.	96%	97%	95%	96%	98%
...enriching the community with cultural events and opportunities.	NA	95%	94%	94%	100%
...enriching the community with athletic events and opportunities.	NA	96%	99%	95%	98%

[^]The survey was originally scheduled to be administered during the 2020-21 year but was delayed to the 2021-22 year due to the COVID-19 pandemic. *New question starting in 2025.

Analysis from the Review Team

Members include: Nolan Wheeler & Wendy Hall, co-chairs; Jason Arrowsmith, Hiedi Bauer, Amy Boultinghouse, Niki Cisneros, Robert Cochran, Kailie Drumm, Desiree Gamble, Richard Hamilton, Kalisha Harris, Adriana Johnson, Mary Leach, Eden Morris (student), Sam Orth, Natalie Richie, Carmilla Rollins, Luis Sanchez Espinoza (student), Claudia Slabu, Sheila Timm, David Wallis, Erin Warren, Rhonda Wathen, Adam Wolfer.

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

- Our physical infrastructure is in much better condition than the rest of the state as a whole.
- Cash flow and reserves, over operating expenditures, continues to remain above mission fulfillment.
- The LCC Foundation continues to perform extremely well and support the college in a myriad of ways.
- Employee satisfaction is strong and growing over time.
- External perceptions are also strong and growing, which bucks the national trend of eroding confidence in higher education.

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

- At 7%, LCC's Hispanic/Latino employee demographic is less than both the community rate (11%) and student rate (18%). Somewhat counterintuitively, the employee sense of belonging rate for the same population exceeds that of the college as a whole.
- The proportion of male employees is substantially less than that of the community. Also, the proportion of male students has not yet begun to increase despite additional efforts to better serve that population.
- The PACE survey question about the institution effectively promoting diversity in the workplace fell very slightly below that of similar colleges.

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

- Although the information may be reported in a different monitoring report, it would be helpful to see actions related to the Performing and Visual Arts in this monitoring report also, since it's a big part of the cultural enrichment aspect of this report, and particularly since we are not replacing our full-time drama position (note: the college has hired an adjunct drama instructor to replace the position).
- We have an opportunity to replace our full-time Automation, Instrumentation, and Robotics instructor, as well as our second full-time Welding position, in time for the first full academic year in our new Workforce Education Center.
- In terms of external satisfaction, we've struggled historically with helping employers train their employees. The metric is now above Mission Fulfillment, but the opening of the new Workforce Education Center will help move the

needle even further, given the additional connections we're making with industry leaders regarding the new building.

- We have an opportunity to increase and diversify membership in our Diversity, Equity, and Inclusion Committee, in support of increasing employee satisfaction with LCC's promotion of diversity in the workplace.
- Looking at PACE survey data by different employee classifications might be helpful (note: although not in the Monitoring Report, the PACE survey reports include that disaggregation).
- Once we are approved by the vendor, Credentia, to offer testing for the nursing assistant credential, we have an opportunity to promote that opportunity beyond our LCC student population as a service to the community and a potential revenue generator.

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

- Turnover in executive leadership is a potential threat.
- Although not reflected in the data in this report, changes to campus culture and external perceptions about the campus are potential threats. We have an opportunity to take corrective actions before the next round of surveys.
- The new shared governance policy that is out for campus review is a little rough; there are some threats and opportunities.
- Although it's great that we have a balanced budget going into next year, it feels like a threat that we are having to reduce so much. LCC's budgetary issues stem primarily from the state's economic condition, which poses an ongoing threat to LCC. If the economy continues to lag, it will impact our success as an institution.
- All the changes and new rules stemming from the federal government, such as changes to financial aid rules, are an ongoing threat.
- State and federal changes shifting childcare from enrollment- to attendance-based are a threat to Head Start and the Early Learning Center.
- Rising costs stemming from national and global events compound LCC's budget issues, including our ability to improve the physical infrastructure.