



Key Performance Indicator (KPI) Scorecard

Introduction

The following scorecard summarizes Lower Columbia College's most recent institutional effectiveness results based on the 2025-26 Institutional Monitoring Reports. This scorecard includes a complete list of key performance indicators (KPIs) grouped by mission area and if indicators are below or meet/exceed mission fulfillment.

Mission Areas:

- I. Workforce and Economic Development
- II. Academic Transfer
- III. Preparation for College-Level Studies
- IV. Student Access, Support and Completion
- V. Institutional Effectiveness and Community Enrichment

The appendix contains a description of each indicator and mission fulfillment benchmarks.

How to Read the Scorecard

The key for mission fulfillment status is as follows: mission fulfillment goal achieved = check mark (green background); mission fulfillment goal not achieved = minus sign (orange background). "NA" = not applicable, meaning the data was not collected or is unavailable.

Mission Area: Workforce and Economic Development

KPI's Mission Fulfillment Status Overall & Disaggregated by Student Demographics

KPI	Overall	Female	Male	Economically Disadvantaged*	Traditional Age	Nontraditional Age	First Generation
I-A. Student performance in workforce classes	✓	✓	✓	✓	✓	✓	NA
I-C. Licensure/nursing	✓	NA	NA	NA	NA	NA	NA
I-C. Certification/welding	–	NA	NA	NA	NA	NA	NA
I-C. Certification/medical assisting	✓	NA	NA	NA	NA	NA	NA
I-C. Certification/teacher education	✓	NA	NA	NA	NA	NA	NA
I-D. Placement rate in the workplace	–	–	–	–	–	–	NA
I-E. Employer satisfaction	✓	NA	NA	NA	NA	NA	NA
I-F. College-level English completion (workforce students)	–	–	–	–	–	✓	–
I-F. College-level math completion (workforce students)	✓	✓	✓	✓	✓	✓	✓
I-G. Demonstration of General Education Outcomes (Global Skills) in workforce classes - Communication	✓	NA	NA	NA	NA	NA	NA
I-G. Demonstration of General Education Outcomes (Global Skills) in workforce classes – Critical Thinking	✓	NA	NA	NA	NA	NA	NA
I-G. Demonstration of General Education Outcomes (Global Skills) in workforce classes – Quantitative Literacy	✓	NA	NA	NA	NA	NA	NA
I-G. Demonstration of General Education Outcomes (Global Skills) in workforce classes- Teamwork	✓	NA	NA	NA	NA	NA	NA
I-H. Client assessment of programs and services	✓	NA	NA	NA	NA	NA	NA

*Also referred to as “Need-based Aid” or “Received Need-based Aid” in some KPI’s.

KPI's Mission Fulfillment Status Disaggregated by Student Race/Ethnicity

KPI	Students of Color	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
I-A. Student performance in workforce classes	✓	NA	NA	NA	NA	NA	NA
I-D. Placement rate in the workplace	–	NA	NA	NA	NA	NA	NA
I-F. College-level English completion (workforce students)	NA	✓	–	✓	–	NA	–
I-F. College-level math completion (workforce students)	NA	✓	✓	✓	✓	NA	✓

Mission Area: Academic Transfer

KPI's Mission Fulfillment Status Overall & Disaggregated by Student Demographics

KPI	Overall	Female	Male	Economically Disadvantaged*	Traditional Age	Nontraditional Age	First Generation
II-A. Student performance in transfer classes	✓	✓	✓	✓	✓	✓	NA
II-B. Transfer readiness	✓	–	✓	–	✓	–	✓
II-C. Demonstration of General Education Outcomes (Global Skills) in transfer classes - Communication	–	NA	NA	NA	NA	NA	NA
II-C. Demonstration of General Education Outcomes (Global Skills) in transfer classes – Critical Thinking	✓	NA	NA	NA	NA	NA	NA
II-C. Demonstration of General Education Outcomes (Global Skills) in transfer classes – Quantitative Literacy	✓	NA	NA	NA	NA	NA	NA
II-C. Demonstration of General Education Outcomes (Global Skills) in transfer classes - Teamwork	✓	NA	NA	NA	NA	NA	NA
II-D. Academic transfer rate	✓	✓	✓	✓	✓	✓	NA
II-E. Success after transfer	✓	NA	NA	NA	NA	NA	NA
II-F. College-level English completion (transfer students)	✓	–	✓	–	✓	–	–
II-F. College-level math completion (transfer students)	–	✓	–	✓	–	✓	✓

*Also referred to as “Need-based Aid” or “Received Need-based Aid” in some KPI’s.

KPI's Mission Fulfillment Status Disaggregated by Student Race/Ethnicity

KPI	Students of Color	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
II-A. Student performance in transfer classes	✓	NA	NA	NA	NA	NA	NA
II-B. Transfer readiness	NA	✓	✓	✓	✓	✓	✓
II-D. Academic transfer rate	NA	✓	✓	✓	✓	NA	✓
II-F. College-level English completion (transfer students)	NA	–	–	–	–	–	✓
II-F. College-level math completion (transfer students)	NA	–	–	✓	✓	✓	✓

Mission Area: Preparation for College-Level Studies

KPI's Mission Fulfillment Status Overall & Disaggregated by Student Demographics

KPI	Overall	Female	Male	Economically Disadvantaged*	Traditional Age	Nontraditional Age	First Generation
III-A. Basic Education for Adults achievement – college-level by subsequent fall	✓	✓	✓	NA	NA	NA	✓
III-B. Performance of pre-college students – success in pre-college math classes	✓	✓	✓	✓	NA	NA	NA
III-B. Performance of pre-college students – success in pre-college English classes	✓	✓	✓	✓	NA	NA	NA
III-B. Performance of pre-college students – in college-level math	✓	✓	✓	✓	NA	NA	✓
III-B. Performance of pre-college students – in college-level English	✓	✓	NA	✓	NA	NA	NA

*Also referred to as “Need-based Aid” or “Received Need-based Aid” in some KPI’s.

KPI's Mission Fulfillment Status Disaggregated by Student Race/Ethnicity

KPI	Students of Color	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
III-A. Basic Education for Adults achievement – college-level by subsequent fall	✓	NA	NA	NA	NA	NA	NA
III-B. Performance of pre-college students – success in pre-college math classes	✓	NA	NA	NA	NA	NA	NA
III-B. Performance of pre-college students – success in pre-college English classes	✓	NA	NA	NA	NA	NA	NA
III-B. Performance of pre-college students – in college-level math	✓	NA	NA	NA	NA	NA	NA
III-B. Performance of pre-college students – in college-level English	NA	NA	NA	NA	NA	NA	NA

Mission Area: Student Access, Support and Completion

KPI's Mission Fulfillment Status Overall & Disaggregated by Student Demographics

KPI	Overall	Female	Male	Economically Disadvantaged*	Traditional Age	Nontraditional Age	First Generation
IV-A. Participation rate (of persons living in the college's service district)	-	✓	-	NA	✓	-	NA
IV-A. Participation rates by demographics (% of enrollment)	NA	✓	-	NA	✓	✓	NA
IV-B. Enrollment	✓	NA	NA	NA	NA	NA	NA
IV-C. Student persistence	✓	✓	✓	-	✓	✓	✓
IV-D. Completion – (graduation rate)	✓	✓	✓	✓	✓	✓	NA
IV-E. Student satisfaction with support services	✓	✓	✓	NA	✓	✓	✓
IV-F. Faculty-student engagement	-	✓	✓	NA	✓	✓	✓
IV-G. Student satisfaction with instruction	✓	✓	-	NA	✓	✓	NA
IV-H. Student sense of belonging	✓	✓	-	NA	-	✓	NA

*Also referred to as “Need-based Aid” or “Received Need-based Aid” in some KPI’s.

KPI's Mission Fulfillment Status Disaggregated by Student Race/Ethnicity

KPI	Students of Color	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
IV-A. Participation rates by demographics (% of enrollment)	✓	NA	NA	NA	NA	NA	NA
IV-C. Student persistence	NA	✓	✓	✓	✓	✓	✓
IV-D. Completion – (graduation rate)	NA	✓	✓	✓	✓	-	✓
IV-E. Student satisfaction with support services	NA	✓	✓	✓	✓	NA	✓
IV-F. Faculty-student engagement	NA	✓	✓	-	✓	NA	✓
IV-G. Student satisfaction with instruction	NA	NA	NA	NA	✓	NA	-
IV-H. Student sense of belonging	NA	NA	NA	NA	NA	NA	✓

Mission Area: Institutional Excellence and Community Enrichment

KPI's Mission Fulfillment Status Overall

KPI	Overall
V-A. Employee satisfaction and morale – extent to which decisions are made at the appropriate level	✓
V-A. Employee satisfaction and morale – The institution effectively promotes diversity in the workplace	–
V-A. Employee satisfaction and morale – extent to which open and ethical communication is practiced	✓
V-A. Employee satisfaction and morale – extent to which a spirit of cooperation exists	✓
V-A. Employee satisfaction and morale – my supervisor seriously considers my ideas	✓
V-A. Employee satisfaction and morale – extent to which professional development/training opportunities are available	✓
V-A. Employee satisfaction and morale - Overall	✓
V-A. Employee satisfaction and morale – Institutional Structure benchmark area	✓
V-A. Employee satisfaction and morale – Student Focus benchmark area	✓
V-A. Employee satisfaction and morale – Supervisory Relationship benchmark area	✓
V-A. Employee satisfaction and morale – Teamwork benchmark area	✓
V-B. Condition of infrastructure – percent of sq footage in adequate or better condition	✓
V-B. Condition of infrastructure – LCC Foundation, endowments as proportion of net assets	✓
V-B. Condition of infrastructure – LCC Foundation, program support as proportion of net assets	✓
V-B. Condition of infrastructure – LCC Foundation, direct student support as proportion of program support	✓
V-B. Condition of infrastructure – cash & investments to operating expenditures ratio	✓
V-E. External perceptions – preparing students to get a job or get a better job	✓
V-E. External perceptions – helping employers train their employees	✓
V-E. External perceptions – providing students opportunity to obtain first two years of bachelor's degree	✓
V-E. External perceptions – providing students opportunity to earn bachelor's degrees	✓
V-E. External perceptions – providing people in the community with opportunity to complete high school/GED	✓
V-E. External perceptions – providing non-native English speakers in the community with opportunity to learn English	✓
V-E. External perceptions – providing educational opportunities for students who are not ready to take college-level courses	✓
V-E. External perceptions – offering a wide variety of programs and services open to everyone	✓
V-E. External perceptions – offering classes in convenient locations	✓
V-E. External perceptions – offering a variety of online classes	✓
V-E. External perceptions – keeping tuition costs lower than four-year institutions	✓
V-E. External perceptions – providing people opportunity to earn certificate or degree	✓
V-E. External perceptions – consistently providing high quality programs and services	✓
V-E. External perceptions – enriching community with cultural events and opportunities	✓
V-E. External perceptions – enriching community with athletic events and opportunities	✓

KPI's Mission Fulfillment Status Overall & Disaggregated by Employee Demographics

KPI	Overall	Female	Male	Age: 29 or under	Age: 30-39	Age: 40-49	Age: 50-59	Age: 60 or older
V-C. Employee demographics	NA	✓	–	NA	NA	NA	NA	NA
V-D. Employee sense of belonging	✓	✓	✓	✓	✓	✓	✓	NA

KPI's Mission Fulfillment Status Disaggregated by Employee Race/Ethnicity

KPI	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
V-C. Employee demographics	✓	✓	✓	–	✓	–
V-D. Employee sense of belonging	NA	NA	NA	✓	NA	✓

Appendix – Key Performance Indicator Descriptions

I-A. Student performance in workforce classes

Proportion of workforce students receiving C grades or better in workforce classes numbered 100 and above. Mission fulfillment = 80%.

I-B. Demonstration of program competencies

As part of the college's established Curriculum & Program Review process, all programs are required to collect and analyze data for the purpose of improving student learning outcomes. Each program review plan is unique and addresses competencies relevant for the specific discipline. Some plans, such as Nursing and Medical Assisting, are related to external accreditation and/or industry standards. Faculty perform quarterly activities for Curriculum & Program Review according to a schedule set by the Instructional Assessment Committee. A full Curriculum & Program Review cycle lasts two years, at which point the cycle starts again.

I-C. Licensure/certification rates (nursing)

Licensure and certificate rates based on the NCLEX exam. Mission fulfillment = exceed state benchmark of 80%.

I-C. Licensure/certification rates (welding)

Licensure and certificate rates based on WABO exam. Mission fulfillment = 80%.

I-C. Licensure/certification rates (medical assisting)

Licensure and certificate rates based on MAERB exam. Mission fulfillment = 60%.

I-C. Licensure/certification rates (teacher education)

Licensure and certificate rates based on Residency Teacher Certification. Mission fulfillment = 80%.

I-D. Placement rate in the workplace

Placement rate based on data matching between college records and Employment Security records, based on employment status five years after students started at LCC (only includes students who graduated). (From the First-Time Entering Student Outcomes metrics). Mission fulfillment = no more than 2% below system average.

I-E. Employer satisfaction

Based on employer ranking of overall employee professionalism in comparison to other (non-LCC) employees. Mission fulfillment = 90%.

I-F. College-level English completion (workforce students)

Percentage of workforce students successfully completing college-level English within their first year (from the First-Time Entering Student Outcomes metrics). Mission fulfillment = meet system rate.

I-F. College-level math completion (workforce students)

Percentage of workforce students successfully completing college-level math within their first year (from the First-Time Entering Student Outcomes metrics). Mission fulfillment = meet system rate.

I-G. Demonstration of General Education Outcomes (Global Skills) in workforce classes

Faculty evaluation of student artifacts based on locally developed rubrics on a five-point scale.

Benchmark: Mission fulfillment = 3.0.

I-H. Client assessment of programs and services

Based on client evaluation of customized business and industry services (overall satisfaction with the course). Mission Fulfillment = 90%.

II-A. Student performance in transfer classes

Proportion of transfer students receiving grades of C or better in Academic transfer classes numbered 100 and above. Mission fulfillment = 80%.

II-B. Transfer readiness

Percentage of transfer students achieving 45 college-level credits within two years (from the First-Time Entering Student Outcomes metrics). Mission fulfillment = at or above system rate.

II-C. Demonstration of general education outcomes (Global Skills) in transfer classes

Faculty evaluation of student artifacts based on locally developed rubrics on a five-point scale.

Benchmark: Mission fulfillment = 3.0.

II-D. Academic transfer rate

Proportion of transfer students who transfer to a 4-year college four years after start (from the First-Time Entering Student Outcomes metrics). Mission fulfillment = within five percentage points of system rate.

II-E. Success after transfer

Graduation rates of LCC transfer students at 4-year institutions. Mission fulfillment = 60%.

II-F. College-level English completion (transfer students)

Percentage of academic transfer students successfully completing college-level English within their first year (from the First-Time Entering Student Outcomes metrics). Mission fulfillment = meet or exceed system rate.

II-F. College-level math completion (transfer students)

Percentage of academic transfer students successfully completing college-level math within their first year (from the First-Time Entering Student Outcomes metrics). Mission fulfillment = within five percentage points of system rate.

III-A. Basic Education for Adults achievement (college-level by the subsequent fall)

Proportion of CCP and ELL (formerly ABE and ESL) students who enrolled in college-level credits by the subsequent fall. Mission fulfillment = 25%.

III-B. Academic performance of pre-college students (pre-college math success)

Academic performance as determined by receiving a grade of 2.0 (C) or better in pre-college math. Mission fulfillment = 65%.

III-B. Academic performance of pre-college students (pre-college English success)

Academic performance as determined by receiving a grade of 2.0 (C) or better in pre-college English. Mission fulfillment = 65%.

III-B. Academic performance of pre-college students (performance in college-level math)

Academic performance as determined by grade of C or better received in college-level math course. Mission fulfillment = 70%.

III-B. Academic performance of pre-college students (performance in college-level English)

Academic performance as determined by grade of C or better received in college-level English course. Mission fulfillment = 70%.

IV-A. Participation rate of persons who live within the college's service district

Participation rate in credit courses of persons "16 years and older" who live within LCC's primary service district. Mission fulfillment = 4.5%.

IV-A. Participation rates by demographics (percent of enrollment)

Participation rates by student demographics as a percent of total enrollment. Mission fulfillment = 24% or higher for Students of Color and no more than 5% below system average for other categories.

IV-B. Enrollment

Percent of System Total FTE (all funding sources). Mission fulfillment = 1.8% of system.

IV-C. Student persistence (fall-to-fall rate)

Fall-to-fall persistence rates for first-time, degree-seeking transfer and workforce students per the First-Time Entering Students cohorts (FTEC cohorts). Mission fulfillment = no more than 8% below system average.

IV-D. Completion (graduation rate)

New, degree-seeking transfer and workforce students (based on FTEC cohorts) completing within four years. Mission fulfillment = no more than 8% below system average.

IV-E. Student satisfaction with support services

From the Community College Survey of Student Engagement, benchmark category "Support for Learners." Mission fulfillment = mean score of 50 or higher overall and no more than five points below LCC average for all demographic categories.

IV-F. Faculty-student engagement

From the Community College Survey of Student Engagement, benchmark category "Faculty-Student Engagement." Mission fulfillment = mean score of 50 or higher overall and no more than five points below LCC average for all demographic categories.

IV-G. Student satisfaction with instruction

From the annual LCC Student Satisfaction Survey, question: "I participated in meaningful learning experiences at LCC." Proportion that agreed or strongly agreed. Mission fulfillment = 85% or higher.

IV-H. Student Sense of Belonging

From the Community College Survey of Student Engagement, Race/Ethnicity Survey Subscale, question: "During the current academic year at this college, I have felt like I belong." Proportion that slightly agreed, moderately agreed, or strongly agreed. Mission fulfillment = 80% or higher.

V-A. Employee satisfaction and morale

Employee PACE survey comparison by climate factor. The National Initiative for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University administers the PACE survey. Mission Fulfillment = meet or exceed mean score of “similar colleges.”

V-B. Condition of infrastructure (facilities: percent of sq footage in adequate or better condition)

Based on the Facilities Condition Survey which is conducted once every biennium (in odd years), this is a percent of the institution’s facilities square footage that is in adequate or better condition. Mission fulfillment = 75%.

V-B. Condition of Infrastructure (LCC Foundation: endowment as proportion of net assets)

Based on endowment as a percentage of net assets (the LCC Foundation’s net assets fall into two broad categories: endowed and non-endowed funds). Mission fulfillment = 70%.

V-B. Condition of infrastructure (LCC Foundation: program support as a proportion of net assets)

Based on program support as a percentage of net assets. Mission fulfillment = 4%.

V-B. Condition of infrastructure (LCC Foundation: direct student support as a proportion of program support)

Based on scholarship disbursement as a proportion of program support. Mission fulfillment = 30%.

V-B. Condition of infrastructure (cash and investments to operating expenditures ratio)

This ratio measures the adequacy of reserves to meet ongoing operating expenses. A higher ratio reflects LCC’s ability to absorb or cushion the effect of budget reductions or revenue shortfalls. Mission Fulfillment = 25% or higher.

V-C. Employee Demographics

This KPI compares the demographics of faculty and staff at LCC to the college’s service district, measured by proportion for sex and race/ethnicity. Mission fulfillment = within 2% of community demographics for each group.

V-D. Employee Sense of Belonging

This KPI measures the mean score of employee responses to the following Campus Climate survey question: “The extent to which you experience a sense of belonging or community at this institution.” Mission fulfillment = 3.75 or higher overall and for all groups.

V-E. External perceptions/satisfaction with LCC

Based on input from a community perception survey administered every three years, beginning with the statement “LCC does a good job of.” Mission fulfillment = 90% or higher.