



LOWER COLUMBIA COLLEGE

STRATEGIC PLAN

2024-25

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Mission, Vision and Values

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.

Approved by the Lower Columbia College Board of Trustees on July 31, 2024.

Workforce and Economic Development

Objectives	Key Performance Indicators
1. Provide quality professional/technical education for employment, skills enhancement, and career development.	a. Student performance b. Demonstration of program competencies c. College level math and English in first year d. Employer satisfaction e. Licensure/certification rates f. Placement rate in the workplace g. Demonstration of General Education Outcomes
2. Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.	h. Client assessment of programs and services

Strategic Initiative: Refine and revise our program mix to better serve the community, ensure that all students have access to viable career pathways, and expand our mission to incorporate bachelor of applied science degree programs.

Planning Category	Annual Priorities
Academic	<ul style="list-style-type: none"> • Continue work to increase the number of available Nursing program spots. • Explore new curriculum and cooperative education opportunities for industrial trades programs. • Continue to integrate the Carl D. Perkins Comprehensive Local Needs Assessment (CLNA) into other institutional initiatives and processes. • Continue to review and revise professional/technical programs as needed to ensure transferability of courses into BAS programs. • Continue development of additional baccalaureate degrees. • Explore the integration of cybersecurity into the curriculum.

Planning Category	Annual Priorities
Diversity/Equity	<ul style="list-style-type: none"> • Continue to utilize the Curriculum & Program Review process to reduce institutional equity gaps in professional/technical programs. • Continue to increase representation of diverse populations among professional-technical advisory committees.
Facilities	<ul style="list-style-type: none"> • Continue the planning/design process and begin construction of the new vocational building.
Safety	<ul style="list-style-type: none"> • Dispose of unneeded equipment in industrial trades labs.
Student & Community Engagement	<ul style="list-style-type: none"> • Continue to expand and build upon K-12 partnerships to enhance professional/technical program enrollment in high school dual enrollment programs. • Continue to promote adult re-engagement in workforce programs. • Continue to expand Continuing Education workforce training. • Develop strategies and partnerships with employers to increase recruitment and support for working-age adults.
Technology	<ul style="list-style-type: none"> • Continue to develop equipment lists for the new vocational building. • Continue to develop an equipment replacement plan for instructional labs aligning with the 2025 LCC Legislative Funding Priorities.

Academic Transfer

Objectives	Key Performance Indicators
1. Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.	a. Student performance b. Transfer readiness c. Demonstration of General Education Outcomes d. College level math and English in first year
2. Provide the support for transfer students to successfully transition to upper division college and university programs.	e. Academic transfer rate f. Success after transfer

Strategic Initiative: Redesign our certificate and degree pathways and associated supports, addressing identified equity gaps, in order to maximize student achievement and learning.

Planning Category	Annual Priorities
Academic	<ul style="list-style-type: none"> • Add a full-time, tenure-track engineering faculty position to support the current engineering student population and expand engineering program enrollment.
Diversity/Equity	<ul style="list-style-type: none"> • Continue to utilize the Curriculum & Program Review process to reduce equity gaps in academic transfer programs.
Student & Community Engagement	<ul style="list-style-type: none"> • Develop additional strategies to promote student engagement, including preparing for evolving challenges with incoming high school students. • Improve collaboration and integration of College and Career Prep support services with college-wide outreach, advising, registration, and One-Stop services. • Explore the potential of offering online college fairs.

Planning Category	Annual Priorities
	<ul style="list-style-type: none"> • Identify partnership opportunities to recruit more male students to LCC.

Preparation for College Level Studies

Objectives	Key Performance Indicators
1. Ensure that students who are under-prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.	a. Basic Education for Adults achievement b. Academic performance of precollege students

Strategic Initiative: Redesign our certificate and degree pathways and associated supports, addressing identified equity gaps, in order to maximize student achievement and learning.

Planning Category	Annual Priorities
Academic	<ul style="list-style-type: none"> • Continue to develop Academic I-BEST offerings. • Increase the proportion of students transitioning from College and Career Preparation (CCP) to college-level studies, including creating a new CCP advising position.
Diversity/Equity	<ul style="list-style-type: none"> • Develop new enrollment, retention, and progression strategies to promote college readiness, including strategies designed to serve systemically marginalized communities. • Continue to develop strategies for identifying, promoting and supporting students with accessing Ability to Benefit opportunities. • Explore expansion of Spanish language GED/High School Completion courses in the community.

Student Access, Support and Completion

Objectives	Key Performance Indicators
1. Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.	a. Participation rates in service district b. Enrollment
2. Provide students with the support needed to pursue and achieve their educational goals.	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

Strategic Initiative: Simplify our onboarding, advising and related support services to get and keep more students, including those from historically underrepresented groups and vulnerable populations, on the path to completion.

Planning Category	Annual Priorities
Academic	<ul style="list-style-type: none"> • Continue to engage faculty in recruitment activities with prospective students, including building sustainable multicultural outreach strategies, and planning and delivering events. • Continue to expand educational opportunities for high school students.
Diversity/Equity	<ul style="list-style-type: none"> • Identify and partner with culturally responsive organizations and community leaders to better understand and support the needs of systemically marginalized students. • Continue to analyze data regarding barriers to onboarding and retaining systemically marginalized student populations. • Expand strategies to increase recruitment and support for

Planning Category	Annual Priorities
	<p>systemically marginalized populations, including economically disadvantaged students.</p> <ul style="list-style-type: none"> • Define and develop a plan to bring to scale equity competent advising and continue to implement a coordinated care model. • Implement new Title IX regulations, including professional development for Title IX team members and training faculty, staff and students about new regulations.
Facilities	<ul style="list-style-type: none"> • Update the comprehensive plan for college-owned housing for students.
Student & Community Engagement	<ul style="list-style-type: none"> • Continue to improve timely and effective communication with students regarding financial aid, transfer, and other services and resources. • Adapt and enhance the LCC customer service approach to meet the needs of a rapidly changing environment. • Continue to increase the proportion of applicants who make it through the onboarding process. • Continue to develop strategies to increase recruitment and support for male students. • 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. • In collaboration with instruction, develop culturally-specific programming and educational opportunities for historically underserved, Black, Indigenous, and People of Color

Planning Category	Annual Priorities
	<p>(BIPOC), non-native English speakers, and low income community members.</p> <ul style="list-style-type: none"> • Streamline and simplify our processes in terms of technology systems and onboarding.
Technology	<ul style="list-style-type: none"> • Continue efforts to digitize student processes, including 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.

Institutional Excellence and Community Enrichment

Objectives	Key Performance Indicators
1. Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.	a. Employee satisfaction and morale b. Condition of infrastructure c. Employee demographics d. Employee sense of belonging
2. Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.	e. External perceptions/ satisfaction with LCC

Strategic Initiative: Restructure our operating budget and systems to promote long-term viability, sustainability, and equity.

Planning Category	Annual Priorities
Personnel	<ul style="list-style-type: none"> • Continue to develop strategies to increase employee satisfaction and engagement, and reduce employee turnover. • Create new professional development opportunities for faculty and staff related to onboarding, budget management, and resources and support. • Continue to develop strategies to recruit and retain Early Childhood professionals in ELC and Head Start.
Diversity/Equity	<ul style="list-style-type: none"> • Continue to expand recruitment efforts to reach underrepresented employee populations and continually assess hiring practices to ensure an inclusive and equitable process. • Establish Office of Diversity, Equity and Inclusion (DEI) and fill associated staff positions to continue implementation of the diversity strategic plan and other campus DEI initiatives.

Planning Category	Annual Priorities
	<ul style="list-style-type: none"> • Continue to analyze and reform the scholarship process to reduce equity gaps. • Integrate Diversity and Equity Strategic Plan. • Create a timeline to implement multicultural artwork on the LCC campus. • Plan and implement deliverables identified in E2SSB 5227, Diversity in Higher Education, and E2SSB 5194, Equity and Access in Higher Education. • Develop a comprehensive campus internationalization plan including international student support, faculty and staff development opportunities, student study abroad, and cross-cultural competency training.
Facilities	<ul style="list-style-type: none"> • Implement plans for improvements at the baseball field and softball batting cage. • Evaluate space needs of the Head Start/ECEAP and Early Learning Center programs and explore expansion of child care capacity for students including pre-design evaluation of facilities. • Display LCC art pieces that are representative of the LCC student body on the campus and in the community.
Financial	<ul style="list-style-type: none"> • Maintain and promote sufficient revenues and reserves to provide sustainability for the College, and continue to monitor revenues and expenses. • Continue to develop a system and on-demand reporting for budget managers to track and monitor budgets, including federal grants. Work with similar institutions to identify successful examples to model their best practices. • Analyze student emergency funding needs and determine potential goals

Planning Category	Annual Priorities
	and timelines for expanding the Student Success Fund.
Safety	<ul style="list-style-type: none"> • Establish an annual calendar for safety activities for compliance and employee education. • Continue to expand our level of cybersecurity preparedness.
Technology	<ul style="list-style-type: none"> • Simplify technology access for students by expanding our single sign-on capabilities. • Incorporate a sustainable technology funding plan correlated to the 2025 Legislative/LCC Priorities. • Continue to address audio/visual equipment issues in classrooms. • Implement multi-factor authentication in student and staff technology systems. • Continue employee Google email migration.

Strategic Plan Components

LCC Strategic Planning Terms Defined

Following are the most commonly used terms in relation to strategic and operational planning at Lower Columbia College.

Mission

The overarching purpose for the organization. The Mission statement is reviewed annually in February by the LCC Board of Trustees per our policy governance guidelines.

Vision

How we view ourselves. The Vision statement is reviewed annually in February by the Board.

Values

The specific principles that guide us in our work. The Values statement is reviewed annually in February by the Board.

Objectives

What we intend to accomplish within each distinct area of service (mission area). Objectives are required by the NWCCU and are set by the Board.

Key Performance Indicators (KPIs)

Metrics we use to measure progress toward accomplishing our mission. KPIs are required by the NWCCU and are set by the Board.

Monitoring Reports

We report our status with each of our KPIs in annual [Monitoring Reports \(lowercolumbia.edu/disclosure/institutional-effectiveness-monitoring\)](https://www.lowercolumbia.edu/disclosure/institutional-effectiveness-monitoring). There is one Monitoring Report for each mission area, presented to the Board at five meetings throughout the year. Each Monitoring Report has a review team made up of faculty and staff from across the institution, with student and community representatives. Analysis from the teams is included in each report.

Strategic Initiatives

The approach or approaches we will take within each mission area to keep us moving toward achieving our mission **over the next three to five years**. Input for the Strategic Initiatives comes from members of the Monitoring Report review teams, the Executive

Leadership Team, LCC employees (based on input provided during campus review periods), and the Board.

Annual Priorities

The tactics we will use to keep us moving toward achieving our mission **over the next year**. Input for the Annual Priorities comes from members of the Monitoring Report review teams, the Executive Leadership Team, LCC employees (based on input provided during campus review periods), and the LCC Board of Trustees.

Planning Categories

Planning Categories represent the different types of planning that need to occur across all Core Themes to ensure we are staying on track with accomplishing our mission.

Unit and Supporting Plans

Supporting documents that contain more detail about what is happening in different areas of the campus are referred to as unit and supporting plans. Examples of supporting plans include the [Emergency Operations Plan \(services4.lowercolumbia.edu/info/webresources/Institutional-Research/Emergency-Operations-Plan.pdf\)](https://services4.lowercolumbia.edu/info/webresources/Institutional-Research/Emergency-Operations-Plan.pdf) , and [Facilities Master Plan \(services4.lowercolumbia.edu/info/webResources2/BuildingsFacilities/MasterPlan/LCCMasterPlanFinal-03-27-2015.pdf\)](https://services4.lowercolumbia.edu/info/webResources2/BuildingsFacilities/MasterPlan/LCCMasterPlanFinal-03-27-2015.pdf) .

Non-Discrimination and Anti-Harassment Information

Lower Columbia College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, veteran or military status, or use of a trained guide dog or service animal as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. All inquiries regarding compliance with Title IX, access, equal opportunity and/or grievance procedures should be directed to Vice President of Foundation, HR & Legal Affairs, 1600 Maple Street, PO Box 3010, Longview, WA 98632, title9@lowercolumbia.edu, Phone number, (360) 442-2120, Phone number/TTY (800) 833-6388. The notice of nondiscrimination is located at <https://lowercolumbia.edu/disclosure/non-discrimination/>.

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