

College Outcome: Access Monitoring Report

1999 – 2003

(Cycle V)

*We invite the community to participate in the full array of
programs, services, and activities at Lower Columbia College.*

→ Lower Columbia College
Strategic Plan, 1999-2004

December 17, 2003



Lower Columbia College

Access: A Monitoring Report

Welcome to “Cycle V” of Lower Columbia College’s *Access Monitoring Report*.

Access to affordable higher education is one of the philosophical hallmarks of the community college movement and is also one of the major system goals of the Washington State Community and Technical College System. The philosophy of the community college is that education is for everyone, so the institution features “open enrollment,” through which students are admitted into the institution on a non-competitive basis.

The purpose of this monitoring report is to present data that support the progress the College has made in realizing student and community **access** to the institution’s programs and services. In most cases, the report has been updated to include fall and academic year (AY) 2003 data. As in the previous editions of the *Access Monitoring Report*, the data are presented according to key performance indicators (KPIs) as articulated by LCC’s Executive Planning Committee in 1999. In addition, the report is subject to concentrated review by faculty and staff at Lower Columbia College.

Some of the actions plans that have come about as a result of past reviews of the Access Monitoring Report include:

- A sharpened focus on high school student recruitment since 2000.
- Enhanced recruitment of students of color.
- Revisions to financial aid presentations from being regulatory to more information based.
- Improvements in new student orientation to make them more interactive.

The KPIs for access include general enrollment, the participation rate of persons age 16 and above who live within the college’s service district, and participation rate/success of diverse student populations. The report also includes enrollment comparisons with relevant, nearby colleges; local high school student enrollment; enrollment in community education; Running Start and distance education; and financial aid data.

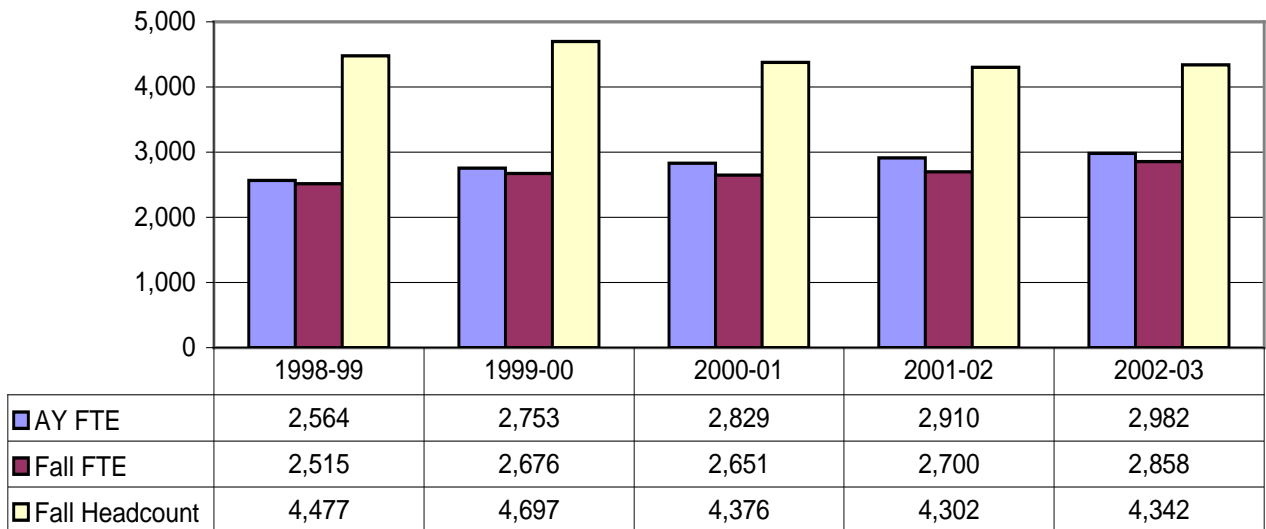
Five-year trend data are provided in most cases. Important highlights that help in the interpretation of these data appear as bullet statements under each figure. Comments from the review team are included at the end of the report. Feedback from the review team has also been incorporated into the body of the report.

The Board is also being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, please let us know and we will make adjustments. The results of this report will be used in our planning process for next year.

Key Performance Indicator: Enrollment

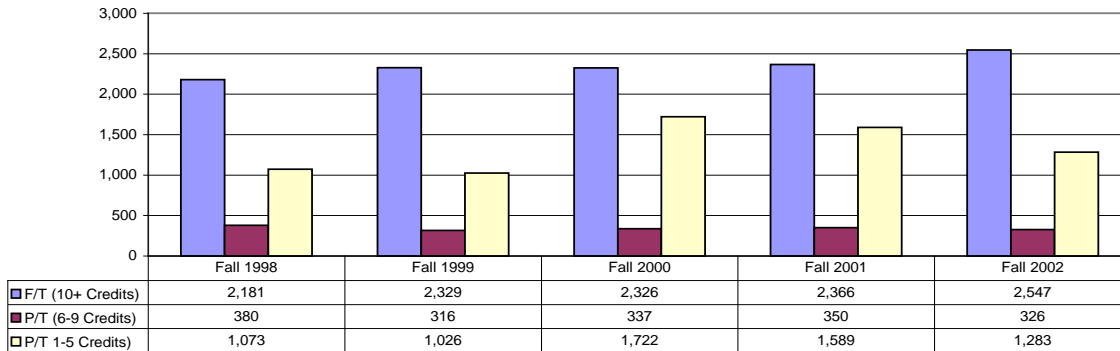
Enrollment includes the total full-time equivalent (FTE) students for both fall quarter and academic year. One annual FTE is the equivalent of one student enrolled for 45 community college credit hours in a year. One quarterly FTE is 15 credit hours. Fall headcounts of all (not just “state supported”) students enrolled are also included.

**Lower Columbia College
General Enrollment
1999 - 2003
(credit and non-credit enrollment)**



- Over the five-year period between 1999 and 2003, academic year and fall FTEs have both been on a steady incline.
- Fall headcount is beginning to rebound after an 8.4% drop between fall 1999 and fall 2001.
- Consistent increases in FTE despite fluctuations in headcount indicate that students are enrolling for more credits than in the past. It is a requirement for Worker Retraining students to be enrolled full-time.
- Over the five year period indicated above, academic year FTE is up 16.3%, while fall headcount is down 3% overall.

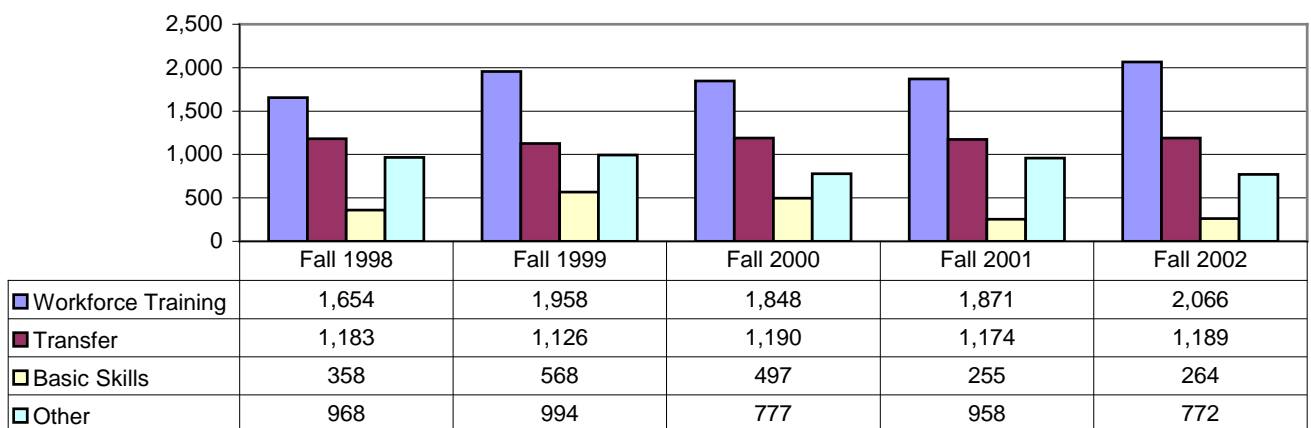
**Lower Columbia College
Part-Time and Full-Time Headcounts
Fall 1998 - Fall 2002**



- Like the FTE and fall headcount indicators on the previous page, this chart shows that the number of full-time students is increasing (up 7.7%) while the number of part time students is decreasing (down 6.9% for the 6-9 credit range and 19.3% for the 1-5 credit range).
- Over five years, both full-time and part-time (1-5 credit) enrollments have increased, at 16.8% and 19.6% respectively. The number of students taking 6-9 credits has declined, down 14.2%, between fall 1998 and fall 2002.

The following enrollment figures are for fall quarter only, for students from all types of funding sources. Purpose of attendance is calculated based on “Kind of Student,” a data element created by the State Board for Community and Technical Colleges to most accurately capture students’ reasons for attending.

**Lower Columbia College
Headcount by Purpose of Attendance
Fall 1998 - Fall 2002
All sources of funding**



- Workforce training, transfer and basic skills enrollment all increased between fall 2001 and fall 2002, at 10.4%, 1.3%, and 3.5%, respectively.
- Over the five year history, workforce training enrollment increased by nearly 25%. Transfer enrollment remained fairly flat, gaining less than 1% over five years.

- Basic skills appears to be rebounding after a major shift between fall 2000 and fall 2001, which has been attributed to fewer basic skills sections offered due to planned budget reductions.
- Enrollment in “other,” or courses besides workforce training, transfer and basic skills, is down approximately 20% over five years. We are still studying the reasons for this decline.

The following table, which shows annualized enrollment, was created to present enrollment by purpose of attendance within the context of what our neighboring colleges are experiencing and to detect regional trends. (%~ = percent change). Information on this chart reflects state-supported students only.

Enrollment by Purpose of Attendance
LCC, Clark College and Centralia College
1999 – 2003
State Funding Only

Intent	College	1999		2000		2001		2002		2003	
		Enr.	% ~	Enr.	% ~	Enr.	% ~	Enr.	% ~	Enr.	% ~
Workforce Training	LCC	2,724	13.4%	2,517	-7.6%	2,593	3.1%	2,582	>1.0%	2,724	5.5%
	Clark	5,569	4.8%	5,514	-1.0%	5,955	8.0%	5,927	>1.0%	6,278	5.9%
	Centralia	1,310	-6.2%	1,210	-7.6%	1,097	-9.3%	1,096	>1.0%	1,165	6.3%
Transfer	LCC	1,366	3.4%	1,440	5.4%	1,458	1.3%	1,451	>1.0%	1,400	-3.5%
	Clark	5,159	3.1%	5,561	7.8%	5,827	4.8%	5,827	0%	6,253	7.3%
	Centralia	924	-1.0%	1,022	10.6%	1,182	15.7%	1,180	>1.0%	1,297	9.9%
Basic Skills	LCC	1,276	26.8%	1,297	1.6%	859	-33.8%	844	-1.8%	891	5.6%
	Clark	2,632	1.0%	2,686	2.1%	2,890	7.6%	2,863	-1.0%	3,058	6.8%
	Centralia	1,408	15.8%	1,262	-10.4%	1,539	21.9%	1,483	-3.6%	1,749	17.9%
Home and Family Life / Other	LCC	1,179	-16.0%	1,210	2.6%	1,182	-2.3%	1,182	0%	906	-23.4%
	Clark	1,932	-5.4%	2,042	5.7%	1,906	-6.7%	1,188	-37.7%	1,700	43.1%
	Centralia	2,538	3.5%	2,267	-10.7%	2,409	6.3%	2,376	-1.4%	1,967	-17.2%

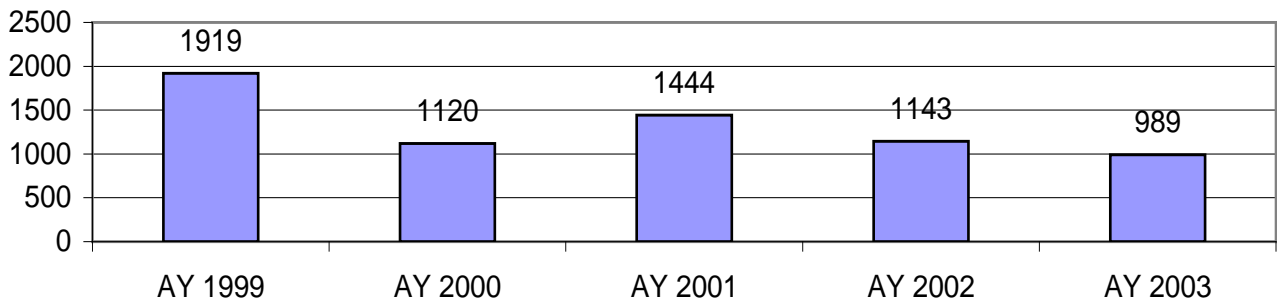
- Between academic year 2002 and 2003, enrollment in workforce training was up 142 students, an increase of 5.5%. Similar enrollment increases were seen at Clark and Centralia.
- Transfer enrollment declined 3.5% between academic year 2002 and 2003, but was up 2.5% over the five-year history. The fact that Worker Retraining students are required to declare a professional/technical intent, regardless of the actual courses or programs in which they are enrolled, may result in an artificially low count in the transfer category.
- After falling nearly 35% between academic year 2000 and 2002, basic skills enrollment increased by 5.6% for academic year 2003—potentially signaling a rebound after planned budget cuts reduced basic skills offerings.
- Declining enrollment in the home and family life/other category resembled changes at nearby Centralia College.

Proportion of Local High School Seniors who Enroll at LCC
Fall 1997 – Fall 2003

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Castle Rock	34/92=37%	26/88=30%	27/98=28%	31/90=34%	22/92=24%	18/83=22%	13/71=18%
Kalama	8/43=19%	10/37=27%	11/62=18%	13/59=22%	16/42=38%	14/50=28%	22/62=35%
Kelso	81/355=23%	86/307=28%	57/286=20%	97/313=31%	106/285=37%	74/272=27%	79/321=25%
Mark Morris	58/244=24%	65/228=29%	71/229=31%	86/240=36%	53/213=25%	62/209=30%	63/203=31%
R.A. Long	49/152=32%	37/155=24%	51/147=35%	56/155=36%	53/155=34%	53/141=38%	58/155=37%
Toutle	11/51=22%	13/46=28%	10/50=20%	14/52=27%	9/39=23%	13/38=34%	15/43=35%
Wahkiakum	9/34=26%	7/35=20%	7/43=16%	5/42=12%	8/39=21%	12/40=30%	4/43=9%
Woodland	6/79=8%	5/87=6%	4/102=4%	6/103=6%	10/107=9%	7/105=7%	10/98=10%
Total Dist.	256/978=26%	249/983=25%	238/1,017=23%	308/1,054=29%	277/972=29%	253/938=27%	264/996=27%

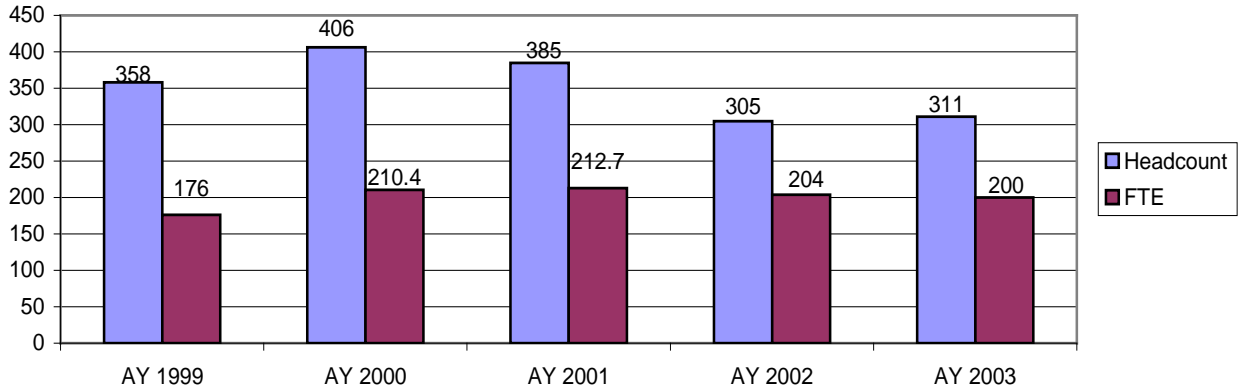
- The capture rate of graduating seniors from high schools in our service district remained steady at 27%, even though the number of graduating seniors increased by 58, or 6%.
- Enrollments from Longview high schools (Mark Morris and R.A. Long) increased slightly from 32.9% to 33.8%, while enrollments from Kelso fell slightly, from 27 to 25%.

Lower Columbia College
Annual Headcount in Community Education
1999 - 2003



- Community education continued its downward trend into a second year, falling 13.5% between 2002 and 2003.

Lower Columbia College
Annual Headcount and FTE in Running Start
1999 - 2003



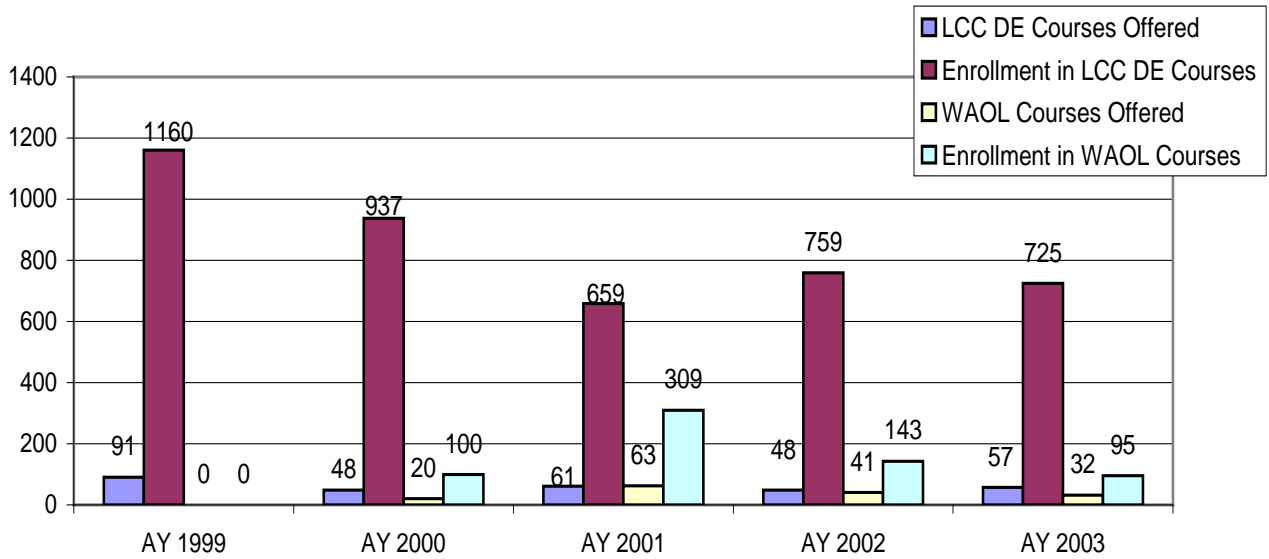
- Between 2002 and 2003, Running Start student headcount increased by 2% while FTE decreased by 2%, indicating a possible leveling out in the trend of more Running Start students enrolling on a full-time basis.
- Schedule adjustments at LCC (block scheduling) have made it difficult for some students to enroll in Running Start. This issue is currently being addressed.
- Despite high academic achievement of Running Start students, as well as satisfaction of both the students and their parents, an annual Running Start survey indicates at least a perceived lack of support by the high schools for the program.

**Proportion of Longview and Kelso High School Juniors and Seniors
Enrolled in Running Start at LCC
1999 - 2003**

	AY 1999	AY 2000	AY 2001	AY 2002	AY 2003
High school juniors and seniors in Longview	150/971=15.4%	163/880=18.5%	130/898=14.5%	133/917=14.5%	130/971=13.4%
High school juniors and seniors in Kelso	79/792=10.0%	115/750=15.3%	94/754=12.5%	72/790=9.1%	56/703=8.0%

- The proportion of juniors and seniors from Longview and Kelso enrolled in Running Start declined between academic year 2002 and 2003, marking the third year of a downward trend.
- Personnel changes at Kelso High School between 2001 and 2002, in addition to changes in scheduling at LCC, may have impacted enrollment.

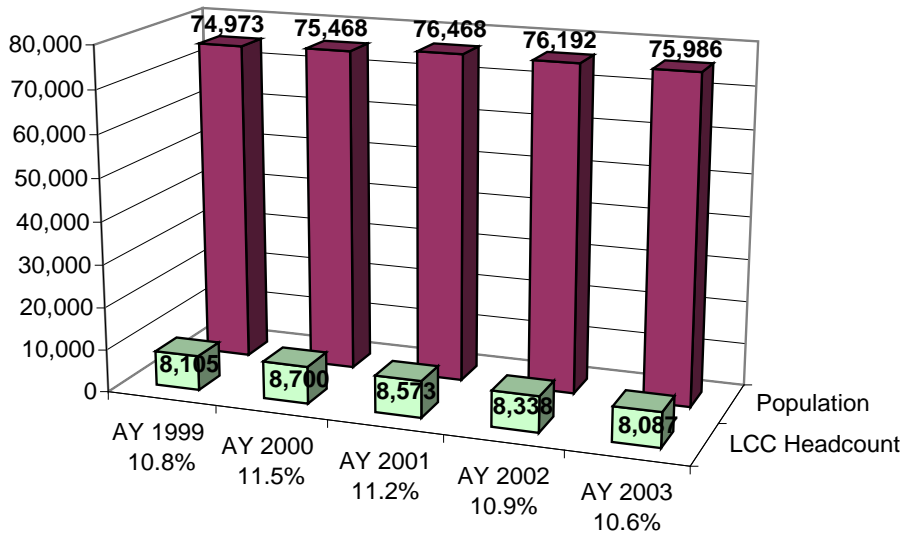
Lower Columbia College
Distance Education Courses Offered and Headcount
1999 -2003



- The number of LCC distance education courses offered increased 18.8% between 2002 and 2003. Enrollment decreased by 4.5%.
- WAOL course offerings dropped 22%, and enrollment dropped 33.6% between 2002 and 2003, marking a two-year downward trend. A \$240 student access fee imposed in academic year 2002 may be responsible for the decline.

Key Performance Indicator: Participation Rate

The proportion of citizens, age 16 and up, in the LCC service district (Cowlitz and Wahkiakum Counties) that attend the college on a full- or part-time basis.



- Although the overall participation rate has declined for three years in a row, the changes have been slight (including a difference of .3% between 2002 and 2003). The historical rate of participation remains clustered around 11%.

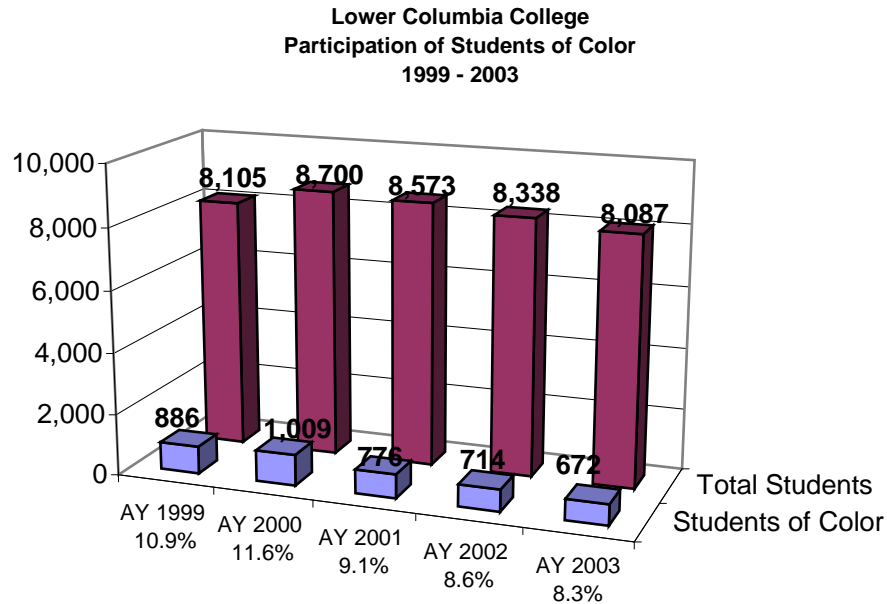
Five College Comparison of AY Unduplicated Headcount and Service District Population 1999 - 2003 (Age 16+)

	LCC	Grays Harbor	Whatcom	Wenatchee Valley	Peninsula
1999	10.8% (8,017/74,948)	7.5% (5,439/70,357)	8.2% (10,738/130,887)	7.7% (8,196/106,231)	10.3% (7,642/74,155)
2000	11.5% (8,626/75,468)	7.6% (5,351/70,659)	9.0% (12,046/133,585)	7.4% (7,883/106,557)	12.4% (9,307/75,011)
2001	11.2% (8,245/76,439)	8.5% (6,130/71,920)	9.1% (12,431/137,030)	7.3% (7,819/107,589)	12.9% (9,749/75,566)
2002	10.9% (8,086/76,192)	9.1% (6,530/71,435)	8.6% (12,190/141,218)	7.1% (7,738/109,127)	12.8% (9,767/76,191)
2003	10.6% (8,039/75,986)	9.1% (6,492/71,247)	8.7% (12,074/138,844)	7.2% (7,688/107,051)	12.7% (9,780/77,039)

- LCC's participation rate pattern compares favorably to that of Grays Harbor, Whatcom and Wenatchee Valley.
- Like Peninsula, LCC saw a slight decline in participation between 2002 and 2003.

Key Performance Indicator: Participation/Success of Diverse Student Populations

- A The proportion of all LCC students who are of color and/or disabled.
- B The proportion of students of color and disabled students who achieve their originally stated goal for attendance
- C The proportion of all graduates that are of color and/or disabled



- The chart above includes all students, not just those supported by state funding.
- The participation rate of students of color at LCC is down by 3.3% from 2000, and marks the lowest rate of participation in recent years. Part of the decline may be attributed to fewer class sections of ESL offered due to planned budget reductions.

Lower Columbia College
 Five College Comparison of Proportion of Students of Color and
 Proportion of People of Color in the Service District
 1999 – 2003
 (State supported students only)

	LCC		Grays Harbor		Whatcom		Wenatchee Valley		Peninsula	
	Student	District	Student	District	Student	District	Student	District	Student	District
1999	14.1%	7.3%	18.5%	9.7%	17.3%	11.1%	40.9%	22.8%	14.0%	9.6%
2000	14.4%	7.3%	18.1%	10.2%	18.3%	11.3%	40.0%	20.8%	15.9%	9.5%
2001	12.3%	7.4%	18.4%	10.6%	18.6%	11.6%	38.1%	18.8%	16.2%	9.4%
2002	11.9%	7.4%	21.5%	10.5%	19.6%	11.6%	36.3%	19.2%	15.3%	9.5%
2003	11.8%	8.1%	21.1%	11.2%	19.4%	11.6%	35.9%	18.5%	15.4%	10.0%

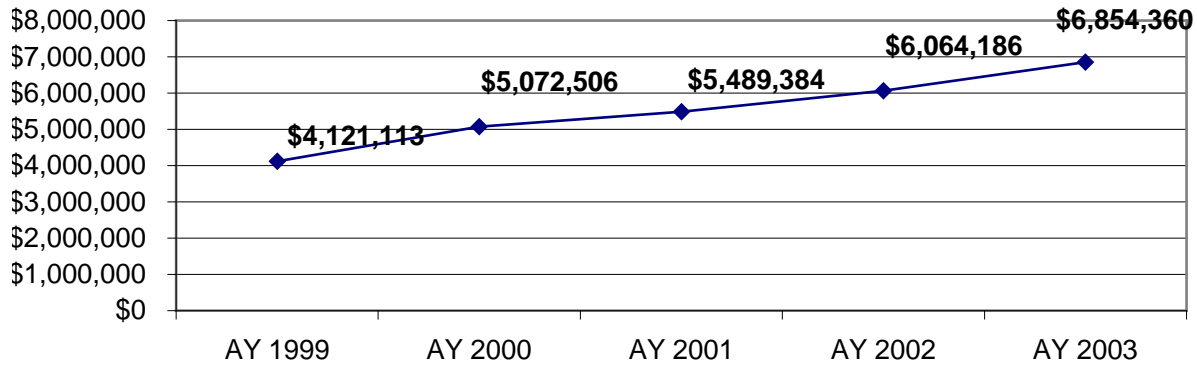
- LCC continues to exceed the proportion of students of color served compared to people of color in the service district.
- Like Wenatchee Valley, LCC has shown a decline in the proportion of students of color enrolled to people of color living in the service district over the last five years.

Five College Comparison of Proportion of Students with Disabilities
 (State supported students only)

	LCC	Grays Harbor	Whatcom	Wenatchee Valley	Peninsula	CTC system average for disabled students
1999	7.1%	9.8%	3.5%	2.3%	4.4%	4.5%
2000	8.3%	9.4%	4.9%	2.3%	4.7%	4.6%
2001	7.8%	10.0%	5.3%	3.3%	6.5%	4.8%
2002	8.3%	11.5%	5.1%	4.3%	6.5%	4.4%
2003	8.4%	11.6%	5.1%	4.3%	6.5%	4.4%

- LCC compares favorably to Whatcom, Wenatchee Valley, and Peninsula for service to students with disabilities.
- LCC's rate of participation for disabled students is nearly double the system average.

**Lower Columbia College
Total Financial Aid Disbursements
1999 - 2003**

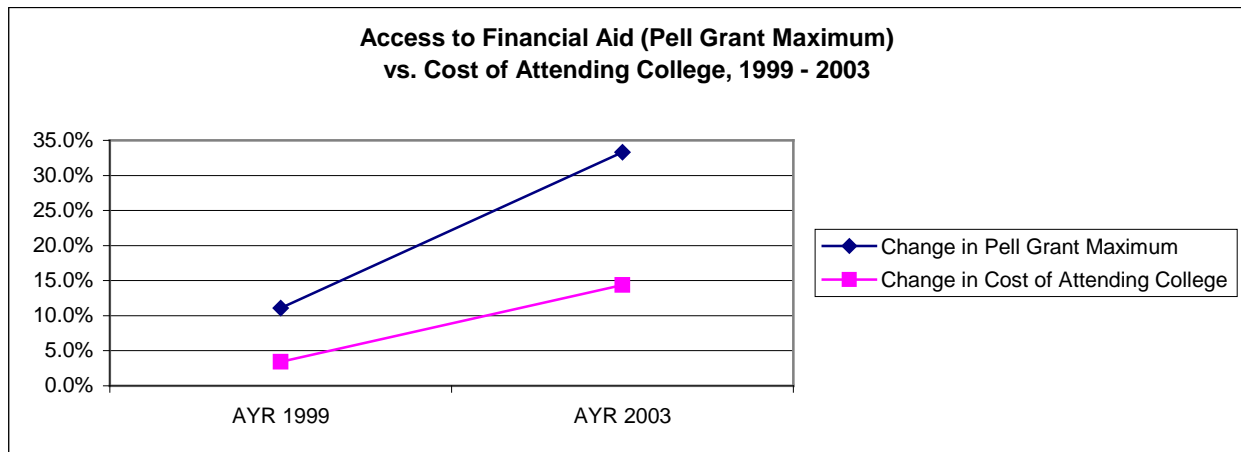


- Financial aid disbursement, in total dollars, increased by over 66% between 1999 and 2003.

**Pell Grant Maximum and Cost of Attending College
1999 - 2003**

	Pell Grant Max. (% ~)	Cost of Attending (% ~)
1999	\$3,000 (11.1%)	\$10,182 (3.4%)
2000	\$3,125 (4.2%)	\$10,470 (2.8%)
2001	\$3,300 (5.6%)	\$10,701 (2.2%)
2002	\$3,750 (13.6%)	\$11,100 (3.7%)
2003	\$4,000 (6.7%)	\$11,646 (4.9%)

- The Pell Grant figures reflect the maximum a student was able to get in the given year. The cost of attending is an expected total annual cost of a student not living with their parents.
- Using the maximum Pell Grant as an indicator of access via financial assistance, it appears that the rate of increase for grants exceeds the rate of increase for cost of attending in each of the last five years. Pell grant maximums increased 33.3% between 1999 and 2003, while the cost of attending increased 14.4% for the same time period.



Highlights of Accomplishments for Expected College Outcome: Access

1. Over the five-year period between 1999 and 2003, academic year and fall FTEs have both been on a steady incline. Since 1999, the College has seen increases of 16.3% and 13.6% in academic year and fall FTE, respectively.
2. During the same time period, fall headcount decreased by 3.0%, suggesting that students are opting to carry heavier credit loads than in the past.
3. The number of students enrolling full-time (10+ credits) increased 7.7% between 2001 and 2002. Over five years, full-time student headcount increased by 16.8%. The requirement that Worker Retraining students enroll on a full-time basis is reflected here.
4. Transfer enrollment remained fairly flat over the last five years, while enrollment in workforce training increased by approximately 25%. Students in the Worker Retraining program are required to declare a professional/technical intent, regardless of the actual courses or programs they choose. This requirement may cause transfer rates to appear lower than they actually are.
5. Basic skills enrollment appears to be rebounding after planned budget cuts reduced course offerings between 1999 and 2001.
6. Enrollments from the Longview School District (Mark Morris and R.A. Long High Schools) increased by approximately 1% between fall 2001 and fall 2002. Enrollments from Kelso High School fell 2%, from 27% to 25%.
7. Between academic year 2002 and 2003, Running Start student headcount increased by 2% while FTE decreased by 2%, indicating a possible leveling out in the trend of more Running Start students enrolling on a full-time basis.
8. The proportion of juniors and seniors from Longview and Kelso enrolled in Running Start declined between academic year 2002 and 2003, marking the third year of a downward trend. Changes in LCC scheduling, an issue that is currently being addressed, make it more difficult for some students to participate in Running Start.
9. The number of LCC distance education courses increased by 18.8% between 2002 and 2003, while enrollment was down 4.5%. Overall, there has been a decline in distance education over the last five years. Part of this can be attributed to a prohibitive statewide cost model for distance education courses.
10. Although the overall participation rate of students enrolled at LCC in comparison to the service district population declined slightly for the third year in a row, participation continues to cluster around 11%.
11. LCC continues to exceed the proportion of students of color enrolled compared to people of color in the service district.
12. LCC compares favorably to Whatcom, Wenatchee Valley, Peninsula and the CTC system average for service to students with disabilities.
13. Financial aid disbursement, in total dollars, increased by over 66% between 1999 and 2003.
14. Using the maximum Pell Grant as an indicator of access via financial assistance, it appears that the rate of increase in maximum Pell grants over the last five years (33.3%) is more than double the rate of increase for cost of attending (14.4%) during the same time period.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
December 17, 2003

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Access Monitoring Report (Cycle V)

Comments from the Review Team

- 1) According to the information presented in this report, in what areas has LCC done a good job in providing access to students?**
 - **Students with disabilities are well represented on the LCC campus**
 - **Access to financial aid (Pell Grant maximum) has increased more than twice as much as the cost of attending college**

- 2) According to the information presented in this report, in what areas can LCC do a better job in providing access to students and what are some of the things the College can do to improve access?**
 - **Web site and on-line information could be improved to support distance education students**
 - **Targeted recruitment at local high schools should continue to increase, including Castle Rock**
 - **Declining participation rate of students of color merits further investigation**

- 3) Other comments from the review team**
 - **Staff members have done a good job of providing frequent on-campus outreach events**
 - **A good partnership has been developed with the media, important because awareness plays a role in access**
 - **More multicultural events have been offered to attract students of color to campus and increase awareness in community**
 - **Student scholarship program needs more coordinated marketing plan; could be made less confusing for students**

College Outcome: Basic Skills and Developmental Education

Monitoring Report

(Cycle V)

1999 – 2003

We ensure that all learners who are under prepared for college level studies have the opportunity to receive basic skills instruction for literacy development, diploma completion, English as a Second Language, and preparation for higher education.

→ Lower Columbia College
College Outcome

February 18, 2004



Lower Columbia College

Basic Skills and Developmental Education: A Combined Monitoring Report

Welcome to “Cycle V” of Lower Columbia College’s combined Basic Skills and Developmental Education Monitoring Report.

The purpose of this monitoring report is to present information that supports the progress the College has made in providing literacy development to people who have less than college level skills. The report is broken into two parts, the first covering Adult Basic Education (ABE), English as a Second Language (ESL), and GED. The second part of the report includes developmental education, or college preparation, in math and reading/writing.

Basic skills instruction is a very important function of a comprehensive community college and is also one of the major system goals of the Washington State Community and Technical College System. As an “open door” institution in a county where 21-23% of adults read at or below the 5th grade level, basic skills and developmental education provide avenues to careers for these learners, as well as to access higher education.

Adults who did not master basic reading, writing, and math skills in high school have a second chance in ABE to learn these skills. Adults who do not speak English as their first language have opportunities in ESL to gain basic reading, writing, listening, and speaking skills. Adults who are under-prepared for college level classes can review and upgrade their skills in developmental math and reading/writing classes. In September 1999, the Lower Columbia College Board of Trustees adopted basic skills/developmental education as one of the seven college outcomes. As with the other reports, the Basic Skills and Developmental Education Monitoring Report is subject to concentrated review by a team of faculty and staff members.

Some of the action plans that have come about as a result of past reviews of the Basic Skills/Developmental Education Monitoring Report include:

- Improved and expanded tutoring in the Tutoring Center.
- Proactive steps by faculty in developmental education to retain students.
- The formation of the pre-college department to enhance faculty coordination.
- Study by the math department of developmental math outcomes with a goal to changing alignment of competencies in the various developmental math levels.
- Articulation of goals and focus areas of current Title III grant.

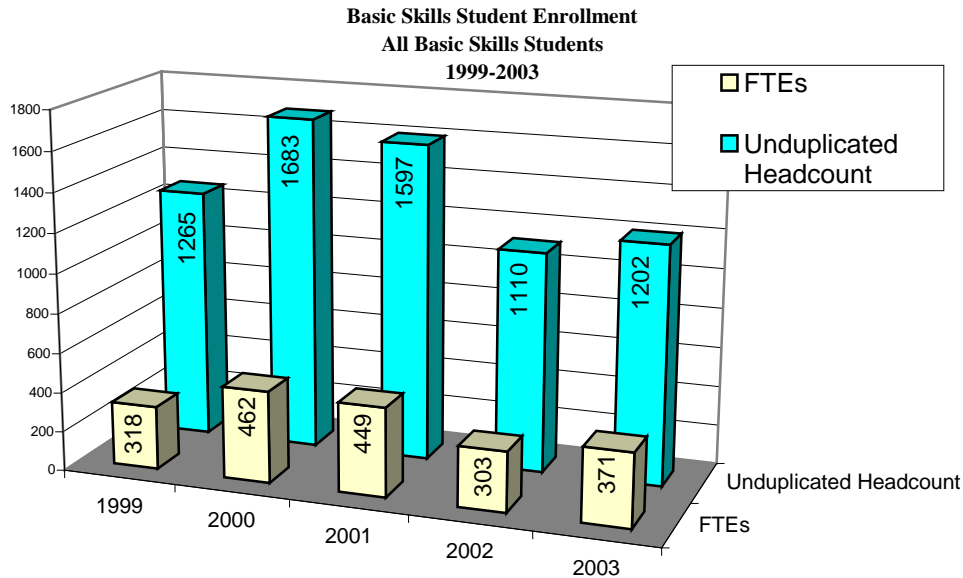
This report presents the fifth iteration of data regarding the basic skills and developmental education functions at the college including enrollment, completion rates (including level completion for basic skills), and advancement rates. This report includes a section that shows the outcome assessment results from developmental education (INDV, specifically). Data for math courses excludes math lab classes where noted. This report also presents updates for the Career Education Options (CEO) and GED sections.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. Comments from the internal review team are included at the end of the report. The Board is also being asked to review this report and provide input. The results of this report will inform our planning for the next fiscal year.

PART ONE: BASIC SKILLS

Basic Skills Enrollment Summary

The basic skills enrollment summary presents the unduplicated headcount and FTEs of all basic skills students enrolled at LCC. Specifically, these are enrollments in adult basic education (ABE), English as a Second Language (ESL), and GED.



Source: Data Warehouse, WH_FTEs Basic Skills STUCLASS: Sum ({CR_EQUIV}/45) and WH_Basic Skills Enrollments STUCLASS where CIP is like "32*" and not in "320201", "320205", "320206", or "320207."

- After a three-year decline, basic skills enrollment increased by 22.4% and 8.3% for FTEs and headcount, respectively, between 2002 and 2003.
- Enrollment declines during this five-year history have been attributed to a reduction in class offerings as a result of planned budget cutbacks.

Basic Skills Rate

(Academic Performance of Basic Skills Students)
(Key Performance Indicator)

The basic skills rate is a measure of students who demonstrate substantive skill gain as a result of their adult basic education (ABE), English as a Second Language (ESL), and GED instruction. Substantive gain is defined as student completion of all the required competencies in any subject area at any level as defined by the State Competencies.

Subject Completion Rate for LCC Academic Year 2001-02 and 2002-03

	LCC	Target Rate as defined by State Performance Funding
2001-02	44.2%	*state targets defined for odd numbered years
2002-03	43.4%	43.0%

Source: WABERS (Performance Rates, 11/20/03) and District Performance Reporting from the SBCTC

- Although the subject completion rate declined slightly between the last two years, LCC exceeded the state recommended completion rate for 2002-2003.

- Changes in the Washington State system as a result of a federal audit have made comparisons with other colleges extremely unreliable. Comparisons from year to year are also somewhat problematic at this time.
- Serious revisions in the WorkFirst program last year resulted in some students being enrolled in the ABE program who, because of the constraints of the WorkFirst program, were unlikely to make progress. This may have impacted the subject completion rates for 2002-2003. Limitations on student enrollment for participants in the WorkFirst program may also have impacted these figures.

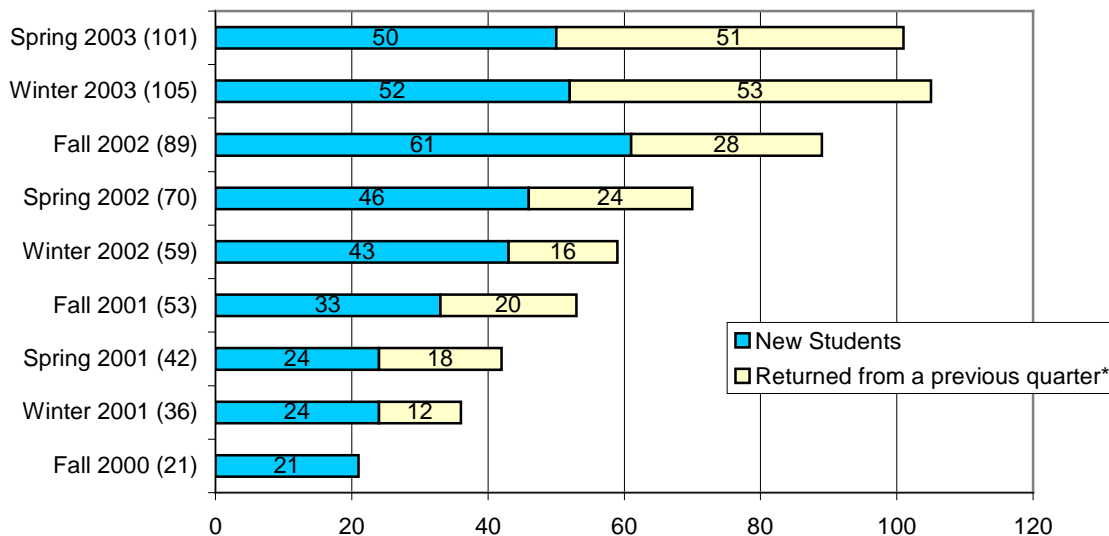
Career Education Options (CEO)

A Drop Out Recovery Program

Career Education Options (CEO) began fall 2000 in response to growing numbers of high school aged students in Adult Basic Education (ABE). The program targets high school dropouts who have been out of school for at least 60 days. They are co-enrolled in high school, but they attend all of their classes on the LCC campus and can take college level classes while working towards a high school diploma. Participating school districts include Longview, Kelso, Woodland and Toutle. Castle Rock is expected to become a participant in February 2004. Some of the features of the program include:

- First quarter curriculum includes study skills, time management, career exploration, goal setting, and life skills.
- Students are co-enrolled in basic skills and are encouraged to earn a GED as soon as they can. Students who already have a GED work on high school completion modules.
- Continuing students take regular LCC courses to earn credits toward a high school diploma.
- Credits also count towards a 2-year degree or a certificate.
- Students are enrolled for a minimum of 18 hours per week, 25 whenever possible.

LCC CEO Program: Fall 2000 - Spring 2003



Number is parenthesis next to quarter indicates the total number of CEO students served.

* Returning CEO students who enrolled in at least one credit-bearing class.

Source: CEO Report, CEO Program Manager

- The number of students participating in the CEO program has steadily increased since the program's inception in 2000.
- Since fall 2000, 76 students have earned a GED, and 48 students are enrolled in a variety of professional/technical, developmental, and general education classes.

GEDs Awarded

This chart reflects the number of students who took and passed the GED test at LCC. Some took GED preparation classes and others only took the test.

Calendar Year	Total Tested	Total Passed	% Passed	National Comparison *
1998	363	293	80%	70.9%
1999	293	238	81%	70.2%
2000	357	275	77%	69.5%
2001	398	298	75%	69.8%
2002	347	259	77%	**
2003	373	259	69%	**

Source: Testing Office, Director of Advising and Testing

*Data from American Council on Education – Center for Adult Learning.

**Available approx. 5/2004

- Although the overall percentage declined slightly in 2003, the pass rates for GED testers at LCC have compared favorably to the national pass rates in past years.
- The number tested in 2001 may be unusually high due to a rush to take the 1987 version of the test before the cut-off date of January 1, 2002.

Satisfaction with Instruction

(Key Performance Indicator)

ABE and ESL Students

Spring, Summer and Fall 2003

Basic skills faculty were asked to distribute a brief satisfaction inventory to their students in class. A total of 105 ABE students and 100 ESL students responded. The following results are from spring, summer and fall 2003.

English As a Second Language (ESL)

	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>
1. The instructor helps the students.	93 (95.6%)	4 (4.1%)	0 (0.0%)
2. The instructor helps you when you have a question or problem.	91 (91.0%)	9 (9.0%)	0 (0.0%)
3. The instructor explains the work clearly.	88 (88.9%)	11 (11.1%)	0 (0.0%)

Adult Basic Education (ABE)

	<u>Good</u>	<u>Average</u>	<u>Poor</u>
1. The instructor helped me adjust to my new learning situation.	88 (84.6%)	14 (13.5%)	2 (1.9%)
2. The instructor gave me enough individual attention.	88 (80.7%)	19 (17.4%)	2 (1.8%)
3. The instructor could identify and help solve my problems.	85 (81.7%)	16 (15.4%)	3 (2.9%)
4. The instructor understood and respected my needs, my strengths, and my learning style.	90 (87.4%)	12 (11.7%)	1 (1.0%)
5. The instructor explained the subject matter clearly.	87 (91.6%)	8 (8.4%)	0 (0.0%)
6. The instructor provided enough materials for my needs.	88 (86.3%)	13 (12.7%)	1 (1.0%)
7. The instructor made sure that the physical classroom was comfortable.	79 (79.8%)	19 (19.2%)	1 (1.0%)
8. The instructor encouraged me to get to know and work with other students.	82 (79.6%)	18 (17.5%)	3 (2.9%)
9. The instructor helped me find solutions to concerns I expressed.	84 (80.0%)	18 (17.1%)	3 (2.9%)
10. I would recommend the instructor to other students.	89 (86.4%)	12 (11.7%)	2 (1.9%)

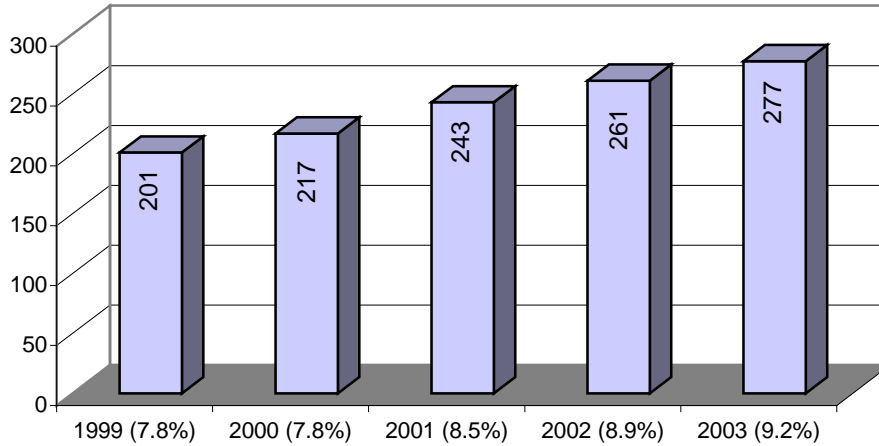
- Both ABE and ESL students reported high levels of satisfaction with various aspects of instruction at LCC in this in-class survey conducted in 2003.

PART TWO: DEVELOPMENTAL EDUCATION

Developmental Education

Developmental education includes pre-college level math and reading/writing classes that are intended to prepare credit- and tuition-bearing students prepared for college level math and English composition classes. Figures include MATH 070 (Review of Math Fundamentals), 091 (Pre-Algebra), 092 (Elementary Algebra), 099 (Intermediate Algebra), and INDV 065 (Reading and Writing Basics) and 075 (Reading and Writing Improvement). Figures include math lab.

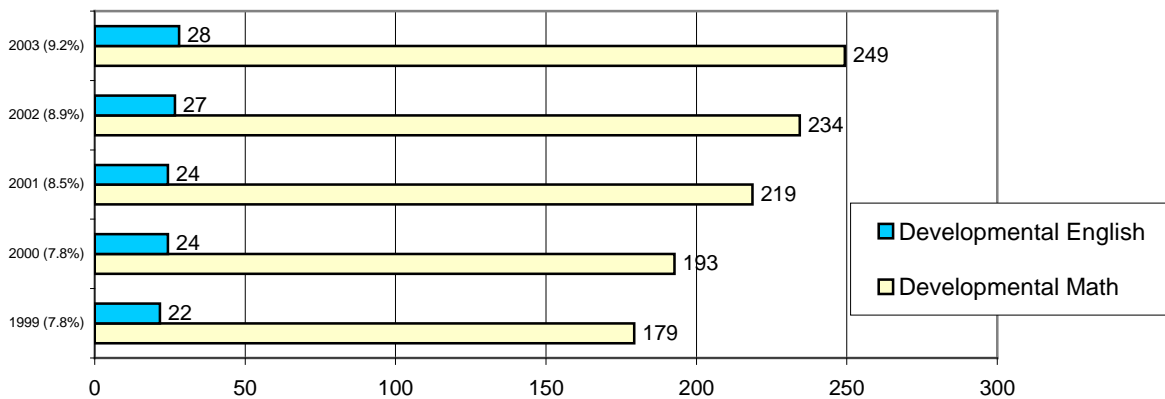
**Developmental Education
Annualized FTE--All Funding Sources: 1999-2003**



Source: Data Warehouse, CLASS table, FTES_TOTAL/3 to annualize.

- FTES for Developmental Education increased 5.9% between 2002 and 2003, and 38.0% over the five year period.
- Figures in parenthesis next to the year indicate the proportion of Developmental Education FTE to total FTE. Between 1999 and 2003, that proportion increased from 7.8% to 9.2%.

**Developmental English and Math
Annualized FTE--All Funding Sources--1999-2003**



Source: Data Warehouse, CLASS table, FTES_TOTAL/3 to annualize.

- FTE in developmental math and developmental English increased by 39.1% and 27.3%, respectively, between 1999 and 2003.

Academic Performance of Developmental Education Students

(Key Performance Indicator)

Credit- and tuition-bearing students who are enrolled in a developmental class must pass it with a “C” or better to be able to advance to the next class. The academic performance of students in developmental classes is an important indication of these students’ eventual advancement to college level studies, as well as degree attainment. Developmental Math courses include Math 070, 091, 092 and 099 and do not include math lab. Developmental English courses include INDV 065 and 075.

Passing Rates of Students in Developmental Math Duplicated Headcount: 1999-2003

	1999	2000	2001	2002	2003
Total number of students in developmental math classes	1,203	1,301	1,557	1,607	1,722
Total number of developmental math students who passed	788	802	990	1,042	1,152
Percentage of students who passed developmental math	65.5%	61.6%	63.6%	64.8%	66.9%

Source: Data Warehouse, TRANSCRIPTS Table, WH_Academic Performance of Developmental Education Students

- Over the past five years, pass rates for developmental math students have ranged between 61.6% (2000) and 66.9% (2003), with an average of 64.5%. Pass rates have increased slightly for each of the past four years.

Passing Rates of Students in Developmental English (Reading and Writing) Duplicated Headcount: 1999-2003

	1999	2000	2001	2002	2003
Total number of students in developmental English classes	176	195	195	237	207
Total number of developmental English students who passed	128	140	150	170	173
Percentage of students who passed dev.Eng	72.7%	71.8%	76.9%	71.7%	83.8%

Source: Data Warehouse, TRANSCRIPTS Table, WH_Academic Performance of Developmental Education Students

- The success rate for Developmental English (Reading and Writing) increased considerably between 2002 and 2003, from 71.7% to 83.8%. The average rate for five years is 75.4%.

**Performance of Developmental Math and Reading and Writing Students in
Subsequent College Level Math and English Composition Classes**

The most important objective of developmental math and reading and writing classes is to help students advance to, and be successful in, college level math and English composition classes. The following data shows the performance of developmental math and reading/writing students who successfully completed their developmental work and, within the year, completed their first college level math or English composition class. This population is then compared to the success rate of students in college level classes who did not take pre-college math or reading/writing.

**Advancement, Withdraw, and Success Rates of Developmental Math Students in
Math 112 (College Algebra), Math 121 and 122 (Elementary Teachers),
Math 130 (Practical), Math 210(Statistics)**

	Fall 1998 ⁹⁸⁹	Fall 1999 ⁹⁹⁰	Fall 2000 ^{A01}	Fall 2001 ^{A12}	Fall 2002 ^{A23}
Total number of students who successfully completed a developmental math class	359	312	396	418	452
Total number of those students who went on to take college level Math	111/359 = 30.9%	89/312 = 28.5%	115/396 = 29.0%	106/418 = 25.4%	91/452 = 20.1%
Total number of those students who withdrew from college level Math	7/111 = 6.3%	9/89 = 10.1%	13/115 = 11.3%	10/106 = 9.4%	9/91 = 9.9%
Total number of those students who passed college level Math	86/111 = 77.5%	64/89 = 71.9%	91/115 = 79.1%	81/106 = 76.4%	70/91 = 76.9%
Total number of students who withdrew from college level Math who did not take developmental math	9/37 = 24.3%	14/38 = 36.8%	8/30 = 26.7%	7/24 = 29.2%	13/27 = 48.1%
Total number of students passing college level Math who did not take developmental math	71/118 = 60.2%	65/109 = 59.6%	79/126 = 62.7%	88/138 = 63.8%	64/124 = 51.6%

Source: Data Warehouse, TRANSCRIPTS Table, WH_Math cohort sample for basic skills report, WH_Query for Math Passers, WH_Query for Math W's

- Over the past five years, the number of developmental math students who went on to take college level Math declined 10%, from 30.9% in Fall 1998 to 20.1% in Fall 2002. Enrollment of Worker Retraining students, who are required to carry a professional/technical intent, may have impacted the decline.
- Pass rates in college level Math for those same students remained fairly consistent over the five year period, ranging from the low- to high-70's.

Advancement, Withdraw, and Success Rates of INDV 065/075 Students in English 100 (English Fundamentals)

	Fall 1998 ⁹⁸⁹	Fall 1999 ⁹⁹⁰	Fall 2000 ^{A01}	Fall 2001 ^{A12}	Fall 2002 ^{A23}
Total number of students who successfully completed INDV 065 or 075	48	65	59	60	78
Total number of those students who went on to take English 100	35/48 = 72.9%	44/65 = 67.7%	51/59 = 86.4%	46/60 = 76.7%	54/78 = 69.2%
Total number of those students who withdrew from English 100	3/35 = 8.6%	4/44 = 9.1%	4/51 = 7.8%	3/46 = 6.5%	3/54 = 5.6%
Total number of those students who passed English 100	28/35 = 80.8%	31/44 = 70.5%	37/51 = 72.5%	32/46 = 69.6%	39/54 = 72.2%
Total number of students who withdrew from English 100 who did not take INDV 065 or 075	12/14 = 85.7%	6/7 = 85.7%	8/12 = 66.7%	8/16 = 50.0%	9/10 = 90.0%
Total number of students passing English 100 who did not take INDV 065 or 075	95/101 = 94.1%	87/93 = 93.5%	91/98 = 92.9%	90/111 = 81.1%	100/111 = 90.1%

Source: Data Warehouse, TRANSCRIPTS Table, WH_INDV cohort sample for basic skills report, WH_Query for English 100 Passers, WH_Query for English 100 W's

- Despite a substantial decrease between Fall 1998 and Fall 1999, the pass rates of developmental English students taking English 100 have clustered around 70% for the past four years.
- The number of developmental English students withdrawing from English 100 has fallen for four consecutive years.
- Over the last five years, an average 73.1% of developmental English students taking English 100 have passed with a grade 'C' or higher.
- As with all research, caution should be exercised when looking at samples of relatively small size.

**Outcomes Assessment Results and Action Plans for
College Preparation Programs and Services**

The faculty in all academic disciplines is required to engage in outcomes assessment activities in order to make adjustments to what it is they teach or how they teach in order to improve the education they deliver. The following table presents the 2002-03 outcomes assessment results for LCC's pre-college programs and services.

Intended Objective #1: Students enrolled in INDV 065/075 will complete their basic reading/writing class and will enroll in subsequent English classes.		
Measurable Criteria	Results	Action Plans
70% of students enrolled in INDV 065/075 will pass the class.	80% (123/154) enrolled in INDV 065/075 passed the class.	<ol style="list-style-type: none"> 1. By the end of the first week of class, phone students who are on rosters but don't show up to remind them of class. 2. Send student progress reports to no-show students by the end of the second week of instruction. 3. Request registration personnel to follow-up on withdrawing no-show students. 4. Faculty are encouraged to give individual student grade reports to students throughout the quarter.
80% of students successfully completing developmental reading/writing classes (INDV 065/075) will enroll in the subsequent language arts (English) class.	74% (79/107) who completed INDV 065/075 with a passing grade went on to enroll in their subsequent English class.	<ol style="list-style-type: none"> 1. By the end of the sixth week, the instructor will advise students into which subsequent writing class they should enroll. 2. One developmental education faculty will attend quarterly advisors' group meetings to give feedback regarding appropriateness of student placement into INDV 065 and 075 classes. 3. Continue to make curriculum changes that promote sequent of skills taught in 065 and 075. This will require meeting once each quarter by all faculty teaching 065 and 075.
Intended Objective #2: Students who receive learning assistance through the Tutoring Center will succeed in the class in which they receive tutoring.		
80% of students who are tutored in the Tutoring Center will complete the course in which they received tutoring with a 2.0 or better.	81% (840/1037) of the students tutored completed the course for which they were tutored with a 2.0 or better.	<ol style="list-style-type: none"> 1. All tutors will participate in tutor training before they begin to tutor. 2. New tutors will be partnered with a seasoned tutor in the same discipline for the purpose of learning tutoring techniques. 3. All academic tutors will tutor a small group of students in their discipline as a strategy to improve students' academic success. 4. All tutors will ensure their tutees have stamped in before a tutoring session and that they will stamp out when they leave the Tutoring Center.
Intended Objective #3: Students who receive study skills training will persist and be successful in their successive quarter.		
80% of students who complete COLL 100 with a 2.0 will maintain a 2.0 cumulative GPA in their	63% (72/114) who completed COLL 100 with a 2.0 maintained a 2.0 or better in the successive	<ol style="list-style-type: none"> 1. Faculty will share HDEV 100 workshop schedule with students in current quarter for the following quarter so that students who need more help can get it. 2. Faculty will encourage the use of INDV labs for supplemental help in skills such as notetaking, text book reading, finding the main idea, and test taking.

successive quarter.	quarter.	<ol style="list-style-type: none"> 3. COLL 100 students will visit Learning Center or LC lab instructor will visit classes to encourage student use. 4. Faculty will use progress reports more often—as mentioned in use with INDV 65/75.
80% of students who complete COLL 100 with a 2.0 will still be enrolled in college classes two quarters after completing COLL 100.	56% (56/100) of students who completed COLL 100 with a 2.0 were still enrolled two quarters later.	<ol style="list-style-type: none"> 1. COLL 100 students will visit Career Center or staff from Career Center will visit class for information and class assignment. Students will write a response paper based upon learning from Career Center visit. 2. Career Center work will become a topic of choice for further study in the Library Research packet.
Intended Objective #4: Students enrolled in the Learning Center will demonstrate a high level of success.		
80% of students enrolled in Learning Center modules will successfully complete them by the end of the quarter.	77% (316/413) of students who completed INDV modules received a successful grade.	<ol style="list-style-type: none"> 1. Faculty will call any student who has not reported to the lab for orientation by the end of the first week. 2. Faculty will send a reminder to all students who have not yet completed an assignment in their lab unit by the end of the second week. 3. Lab students who come into the lab will be greeted, asked about their success in their course work and given assistance with any problem areas. 4. At mid-term, notices will be sent to all students who have not had adequate progress in their classes.
Intended Objective #5: Students enrolled in high school completion instruction will demonstrate a high level of success in completing their classes.		
80% of students who enroll in high school completion classes will successfully complete the course in which they enroll.	66% (95/144) of students enrolled in HSC modules successfully completed their module.	<ol style="list-style-type: none"> 1. By the end of the first week, staff will call all students who are on the roster but have not shown up for class. 2. Staff will send progress reports to no-show students by the end of the second week of instruction. 3. Staff will monitor student attendance and call students who miss more than 2 consecutive classes. 4. Instructor will maintain ongoing communication with all students regarding their progress the remaining quarter.

Source: Assessment Report for Learning Center Program, September 2003

- A variety of proactive methods are used to help achieve departmental benchmarks.
- Benchmarks achieved for 2002-2003 include pass rates for INDV 065/075 students and successful completion of courses in which students received tutoring.

**Highlights of
Expected College Outcome: Basic Skills
And Developmental Education**

BASIC SKILLS

- After a three year decline, enrollment in basic skills increased between 2002 and 2003. FTEs increased 22.4% and headcount increased 8.3%.
- Subject completion rates for basic skills dipped slightly between 2002 and 2003, moving from 44.2% to 43.4%. LCC still exceeded the state recommended target for 2003, and changes in the WorkFirst program may have impacted completion rates.
- The CEO program continues to increase steadily, with 76 students earning a GED and 48 students enrolling in regular LCC classes to date.
- Pass rates for GED testers declined between 2002 and 2003, falling from 77% to 69%.
- High levels of satisfaction with instruction were reported by ABE and ESL students through in-class surveys in 2003.

DEVELOPMENTAL EDUCATION

- FTES for Developmental Education increased 5.9% between 2002 and 2003, and 38.0% over the five year period.
- As a proportion of total FTE, FTE for Developmental Education increased from 7.8% in 1999 to 9.2% in 2003.
- Pass rates of developmental math students increased slightly for each of the past four years.
- Pass rates for developmental English increased from 71.7% to 83.8% between 2002 and 2003.
- The number of developmental math students going on to college level math fell 10% over five years, from 30.9% in 1999 to 20.1% in 2003.
- Pass rates for developmental English students going on to English 100 have clustered around 70% for the past four years.
- A variety of proactive methods have been used to help developmental English students succeed. Benchmarks achieved in 2002-2003 include pass rates for INDV 065/075 students and successful completion of courses in which students received tutoring.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
February 18, 2004

+	Δ

Basic Skills/Developmental Education Monitoring Report (Cycle V)

Comments from the Review Team

Based on the data in this report, in what areas has LCC done a good job in providing students basic skills/developmental preparation?

- The CEO program has provided a much needed opportunity for non-traditional students
- Use of the assessment model has helped both full- and part-time faculty stay proactive in helping students achieve success in developmental English
- Although the proportion of students needing developmental education continues to increase (9.2% in 2003 vs. 7.8% in 1999), the pass rates for both English and math have been consistent, at an average of 75% for English and 65% for math for the last five years.

Based on the data in this report, in what areas can LCC do a better job in providing students basic skills/developmental preparation and what can we do to address those?

- Improvements are needed in terms of success of developmental math students; although they pass college level math at about the same rate that developmental English students pass college level English—about 3 out of 4—significantly lower percentages are making it there (20% vs. 70% in 2003)

Do you have any other comments or suggestions?

- Math lab should be included in analysis
- We need to rethink our Key Performance Indicator for Basic Skills Rate since changes in the state reporting structure have put the system in flux for the last three or more years
- Need to find a way to exclude professional technical students for whom Math 092 is a terminal course from calculations of the number of developmental math students who went on the take college level math (may be negatively impacting the rate, particularly in regard to Worker Retraining students)
- Need to think about what other course/s we might want to include when looking at whether or not developmental English students went on to take college level English (currently only English 100 is included in analysis; should also include 110)
- Change chart title on p. 10 to “...Students Who Move on to the Next Level (English 100/110)”
- Would be nice to see enrollment for ABE and ESL separated out
- Would like to see ENL included in analysis (numbers are small, though)
- Would like to see some inclusion of qualitative data

College Outcome:

Community Enrichment

We enrich the community through diverse cultural, artistic, athletic, and social activities and programs for personal enrichment.

Monitoring Report

1999-2003

(Cycle V)

March 17, 2004



Lower Columbia College

Community Enrichment: A Monitoring Report

Welcome to “Cycle V” of the Community Enrichment Monitoring Report. The purpose of this monitoring report is to present data that support progress the institution has made on one of its College Outcomes – Community Enrichment. Part of the mission of Lower Columbia College is to enhance the local culture of our service district. In an atmosphere of openness and diversity, the College strives to enrich the local community by hosting a variety of cultural events, visiting lecturers, and political and educational forums. Lower Columbia College also enriches the local community by educating our students to be productive and responsible citizens.

The faculty, staff, and administration of Lower Columbia College recognize the critical role of the institution in promoting cultural awareness, as well as cultural appreciation, in our local community. To this end, College personnel have made concerted efforts to connect better with the community through art, theater, music, and athletic events, as well as political and educational forums.

Through the college’s strategic planning process, the Executive Planning Committee identified two key performance indicators (KPIs) that are intended to measure the outcome of community enrichment. These include **citizenship** and **cultural enrichment of students and community**. Citizenship has proved to be a difficult concept to measure. In the 1999 version of this report, citizenship was measured using national standard student satisfaction inventories. In the 2001 version, data from a transfer alumni study were presented. The current version of this report includes information from the CCSEQ, Community College Student Experiences Questionnaire. Other data that are pertinent to the progress the College is making in this area have also been included, such as Tech Prep and the college’s Career Center.

Important highlights that aid in the interpretation and support of these data appear as bullet statements under each figure. Our intent is that the information presented in this report will encourage important discussions as to what constitutes community enrichment and what that means to Lower Columbia College. In addition, much of the data in this report is difficult to interpret. There are no easy answers to the questions this report raises. Again, the most important result is that the report stimulates discussion among faculty, staff, administrators, and the Board of Trustees. As always, the report is subject to internal review. Comments from the review team are included at the end of this report.

The Board is being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will assist with our planning for the next fiscal year.

Athletics

Lower Columbia College features outstanding athletic programs. The Red Devil teams include soccer, volleyball, and softball for women and baseball and basketball for men. In 2002-03, there were 95 student-athletes (42 men and 53 women). LCC athletes participated in 200 athletic contests. The LCC Athletic Booster Club membership is 200. In 2002-03, LCC athletics raised a total of \$14,950.

Athletic Team Victories 1999-2003

Team	1999-00	2000-01	2001-02	2002-03
Baseball	<ul style="list-style-type: none"> • Western Division Champions (23-7) • NWAACC Conference Second Place 	<ul style="list-style-type: none"> • Western Division Champions (23-7) • NWAACC Conference Second Place 	<ul style="list-style-type: none"> • Western Division Champions (27-3) • NWAACC Conference Second Place 	<ul style="list-style-type: none"> • Western Division Second Place (24-6) • NWAACC Conference Second Place
Softball	<ul style="list-style-type: none"> • Southwestern Division Champions (27-3) • NWAACC Conference Champions (35-5) 	<ul style="list-style-type: none"> • Southwestern Division Champions (27-5) • NWAACC Conference Champions (41-7) 	<ul style="list-style-type: none"> • Southwestern Division Champions (30-0) • NWAACC Conference Champions (41-1) 	<ul style="list-style-type: none"> • Southwestern Division Champions (28-4) • NWAACC Conference Champions (40-4)
Soccer	<ul style="list-style-type: none"> • (Did not place) 	<ul style="list-style-type: none"> • (Did not place) 	<ul style="list-style-type: none"> • (Did not place) 	<ul style="list-style-type: none"> • SW Division Third Place (10-3-3)
Volleyball	<ul style="list-style-type: none"> • Western Division Second Place 	<ul style="list-style-type: none"> • Western Division Third Place 	<ul style="list-style-type: none"> • Western Division Champions (14-7) 	<ul style="list-style-type: none"> • Western Division Second Place (11-3)
Women's Basketball	<ul style="list-style-type: none"> • Western Division Sixth Place 	<ul style="list-style-type: none"> • Western Division Sixth Place 	<ul style="list-style-type: none"> • Western Division Sixth Place 	<ul style="list-style-type: none"> • Western Division Second Place (13-3)
Men's Basketball	<ul style="list-style-type: none"> • Western Division Fourth Place 	<ul style="list-style-type: none"> • Western Division Second Place • NWAACC Conference Fifth Place 	<ul style="list-style-type: none"> • Western Division Third Place 	<ul style="list-style-type: none"> • Western Division Fifth Place (8-8)

- LCC's athletic teams are competitive. All teams that played in the 2002-03 season placed in the upper half of the Western Division.

Source: LCC Athletics Department

Student Athletes' Academic Performance
 Academic Year GPAs (Team Averages)
 AY 2000-AY2003

	1999-00	2000-01	2001-02	2002-03
Volleyball	2.86	2.97	2.74	2.95
Soccer	2.74	2.99	2.90	3.09
Women's Basketball	2.56	2.95	2.80	2.50
Men's Basketball	2.23	2.45	2.51	2.66
Softball	2.86	2.86	2.55	2.78
Baseball	2.79	2.74	2.80	2.71
All athletes	2.72	2.81	2.73	2.76
All transfer students	2.82	2.82	2.77	2.90

- In general, student athletes are performing well academically. While team GPA averages are slightly below GPA averages for all transfer students, student athletes maintain good academic standing at LCC.
- Six out of eight teams increased their team GPA between 2001-02 and 2002-03, which may be partially due to the implementation of team study tables (the Athletics Department self-funds an assistant to run the tables).

Source: LCC Athletics Department

Coaches' Recognition
 1998-2003

Tim Mackin: Women's softball coach	<ul style="list-style-type: none"> • NWAACC Coach of the Year – Softball – 1999, 2000, 2001, 2002, 2003
Kelly Smith: Men's baseball coach	<ul style="list-style-type: none"> • NWAACC Coach of the Year – Baseball – 1995, 1996, 1997, 1999, 2001 • NWAACC Coach of the Year – All Sports - 1998
Jim Roffler: Men's basketball coach	<ul style="list-style-type: none"> • NWAACC Coach of the Year – Basketball – 1993, 1994, 1995, 1997, 1998, 2001
Jocelyn Price: Women's volleyball coach	<ul style="list-style-type: none"> • NWAACC Coach of the Year-2001
Bud Gilbert: Women's soccer coach	<ul style="list-style-type: none"> • NWAACC Coach of the Year-2001

Source: LCC Athletics Department

Drama

LCC's Drama program has played an integral role in the local community. Performances involve community members, as well as students. The Drama Department presents three productions each year. Auditions are open to students, as well as members of the community. In addition, members of the community direct, make costumes, build sets, serve on stage crew, work as ushers, and work in the box office.

Regular Season Performances

(Each program runs over three weekends for a total of ten performances)

2000-01		2001-02		2002-03	
Fall 2000	Fall 2001	552	729	Fall 2002	766
Winter 2001	Winter 2002	475	490	Winter 2003	461
Spring 2001	Spring 2002	573	487	Spring 2003	515
Total	Total	1,600	1,706	Total	1,742

Source: LCC Drama Department

Performances included:

- 2000-01 Season: *The Butler Did It*, *A Doll's House*, *The Servant of Two Masters*
- 2001-02 Season: *Picasso at Lapin Agile*, *Two Gentlemen of Verona*, *At this Evening's Performance*
- 2002-03 Season: *Hayfever* by Noel Coward, *Book of Days* by Lanford Wilson, and *Antigone* by Jean Anouilh.

Talkback

The first Thursday performance of each production is followed by a discussion with the actors, designers, and technical staff about the play and how it was rehearsed and performed. This is open to all members of the community.

"How to See a Play"

This is offered as a one-credit course to anyone interested in knowing about the play that is presented for the quarter. Students register for the course, read the play and any additional information supplied by the director, see the play, and participate in the "talkback" discussion.

Unduplicated Headcount in "How to See a Play" (HUMN 250)					
2000-01		2001-02		2002-03	
Fall 2000	26	Fall 2001	38	Fall 2002	33
Winter 2001	31	Winter 2002	33	Winter 2003	18
Spring 2001	34	Spring 2002	45	Spring 2003	46
Total	91	Total	116	Total	97

Source: Data Warehouse, TRANSCRIPTS Table

- "How to See a Play" continues to be a popular course.

High School One-Act Play Festival

Each year the college hosts this annual festival of judged competition between high schools. Schools from three counties participate. The festival is free and open to the public.

Evening of Winners

The top three shows from the festival are presented in full production the weekend following the High School One-Act Festival. It is open to all members of the community.

Arts Community

The college continues to work with local community and high school theatre programs to provide services and assistance to their productions. This assistance may include the loaning of equipment or technical assistance.

Former Drama Students

Former drama students who remain in the area are quite active in theatre on the community level, as well as continuing to be involved in LCC drama. The president of the Cascade Players, a local community theatre group, is an LCC drama alumnus. In addition, many of the actors, directors and technical personnel attended LCC. The current treasurer is an LCC faculty member. Former LCC drama students are also involved with Longview Stageworks and the Mainstage Theatre.

Music

LCC's music program invites the campus and local communities to a variety of concerts throughout the year including the LCC Community Choir, Honor Band, Jazz Band, and Symphonic Band. Participants are both students and community members. Concerts are held in LCC's Student Center and the Columbia Theater for the Performing Arts in Longview. Each performance has an estimated attendance of 500.

LCC Art Gallery

The LCC Art Gallery has been exhibiting works of art from around the region and the country since fall 1978. Many professional artists of the Pacific Northwest have displayed their work there, and it has been used as a teaching gallery. Every spring, the Art Gallery presents a student art show (see description, below).

“Water Marks – Inspirations from the River”

Six local artists used the Columbia River for inspiration in this exhibit, which ran from January 15 through February 6, 2003. Included in the show were art works by painter Donna DeJarnatt, printmaker Debby Neely, photographer Judy VanderMaten, potter Trudy Woods, ceramist Lynn Elliott, and woodturner Marquita Green. A central theme of the show involved the importance of the River in our daily lives, particularly in regard to linking different people to each other and to the past.

“A Varied Perspective: Photographs by Dale Strouse”

This exhibit, which was held February 18 through March 11, 2003, featured black and white photographs taken over the past several years. Subjects included wilderness landscapes, urban landscapes, and some toned and hand colored work. Dale Strouse is a self taught photographer who has been making images for over 30 years.

LCC Student Art Show

The Annual LCC Student Art Exhibit includes work by students enrolled in LCC art classes during this academic year, including design, drawing, ceramics, acrylic painting and photography with LCC instructors Rosemary Powelsom, Yvette O'Neill, Judy VanderMaten, Ray Cooper, Debby Neely, and Trudy Woods. The 2003 student art show was held May 15 through June 3. The incredibly popular annual student pottery sale is held in conjunction with the student art show.

“A Celebration of the Forest: Ten Years Later”

Organized by Julia Stoll of Ariel, this exhibit featured work from 18 artists celebrating the riparian area of a forest in the Yale Valley, on the southwest side of Mt. St. Helens. The show, which ran from September 24 through October 16, 2003, featured a variety of media, including oil, acrylic and watercolor paintings, photographs, drawings, jewelry, masks and other works of art. Exhibitors included both experienced and young artists.

“Aki Sogabe & Babette Harvey”

Aki Sogabe of Bellevue, Washington, introduced the ancient art form of paper cutting to the Northwest in 1978 and now her works are widely displayed in Washington and beyond. LCC selected one of her works, “Rainier in the Autumn,” for the Main Building addition through the Art in Public Places Program of the Washington State Arts Commission. She is also an award winning illustrator of children’s books. Babette Harvey of Portland, OR is a clay artist specialized in sgraffito (carving through a colored layer to reveal the contrasting layer beneath). This exhibit was open from October 29 through November 20, 2003.

Attendance at Art Exhibits in 2003	
Water Marks: Inspirations from the River	931
Dale Strouse: A Varied Perspective	453
Student Show	894
A Celebration Of The Forest: Ten years later	758
Aki Sogabe & Babette Harvey	692
Total	3,728

Student/Community Activities at LCC

The ASLCC, Multicultural Student Services, and Community Health Education Center combined their efforts to provide a variety of educational, social, cultural, health related and recreational activities for the college community this past year. The emphasis continues to be placed on balancing educational co-curricular activities with the other areas of co-curricular programming.

Educational	Concerts	Health Related	Variety	Clubs	Community Service Projects
Patrick Reynolds- Smoking Cessation	Battle of the Bands	Blood Drives	Harvest fest Family Fun Night	Forensics Club- National Debate Participants	Christmas Tree of Sharing
Steve Naccarato-Art Exhibit	Heather Alexander	Drug/Alcohol Awareness Forum	Karaoke	Drama Club- Productions and One Act Plays	Community House Food Contributions
A Celebration of the Forest- Art exhibit	Jazz Band Concerts	Flu Shots	James Stephens III- Comedian	Multicultural Club- Pow-Wow and Dances	Community Easter Egg Hunt
Aki Sogabe & Babette Harvey- Art Exhibit	Symphonic Band	Massage Therapy	Family Spaghetti Feed/Movie Night	International Club- International Food Festival	
How the Ink Feels- Art Exhibit	Rhythm Culture	Breast Cancer Awareness	Game Show	International Festival	
Frank Samuelson & Tim Black- Art Exhibit	Honor Band Concerts	Planned Parenthood Information	Back to School Week	SLIP Club- Pottery Exhibition and Pottery Sale	
Columbian Artists- Art Exhibit	Rudy Currence		Winter Festival	Student Nurses Organization- Health Fair	
The Rise and Fall of Jim Crow- Diversity Program	Raining Jane		Red Devil Days	Photo Club- Photo Exhibition	
Strange Fruit- African American History Month Presentation	Variety Sounds		Comedy Night	Literature Alive- Salal Arts Festival	
Race: The Power of an Illusion- Diversity Program	Salsa Sounds		Pool/ Ping Pong Tournaments	Poets and Writers Club- Poets Competition	
Calle Sur- Hispanic History Month Program	I & I Addy		Parents Night Out Dinner and Movie		
Rueben and Ash Fast Horse- Native American History Month Presentation			Spring Arts Festival		
Bill Vest Lecture- John Callahan Literature			Community College Day at the Seahawks		

Source: LCC Office of Student Activities

- The **Student Center** continues to serve as the largest multi-purpose venue for any large event sponsored by various campus entities, or the surrounding community. Public and private community organizations regularly reserve the center for activities ranging from proms to weddings.
- **LCC's student activities** sponsor a wide variety of entertainment and programs throughout the academic year including educational programs, concerts, club activities, and health related activities, and community service projects.

Community Health Education Center

The Community Health Education Center's (CHEC) mission is to educate the public in the areas of disease prevention and wellness. Resources are available through:

Public Access to:	
<ul style="list-style-type: none"> • Videos 	<ul style="list-style-type: none"> • Free public lectures
<ul style="list-style-type: none"> • Books 	<ul style="list-style-type: none"> • Classes
<ul style="list-style-type: none"> • Periodicals 	<ul style="list-style-type: none"> • Events
<ul style="list-style-type: none"> • Pamphlets 	<ul style="list-style-type: none"> • CHEC newsletter & web pages
<ul style="list-style-type: none"> • Brochures 	<ul style="list-style-type: none"> • Newspaper archives

CHEC's Top Three Priorities of Prevention Activities						
	2000-01		2001-02		2002-03	
Priority	Events	Attendance	Events	Attendance	Events	Attendance
Tobacco	14	1,154	11	5,596	3	33
Domestic Violence	13	679	9	631	1	160
Suicide Prevention	8	466	6	498	1	55
Total	35	2,299	26	6,725	5	248

- The end of grant funding for CHEC programming substantially impacted offerings.

CHEC's Lectures, Series and Other Events						
	2000-01		2001-02		2002-03	
Discipline	Events	Attendance	Events	Attendance	Events	Attendance
Check into Wellness Lectures	9	276	10	410	1	58
Healthy Family Lectures	7	195	10	564	2	18
Injury Prevention	5	215	3	180	-	-
Substance Abuse Prevention	4	1,892	1	35	-	-
Violence Prevention	4	1,625	-	-	1	160
Community Health Fairs	5	247	7	5,456	3	335
Teleconferences	3	98	2	44	1	1
General Wellness & Prevention	4	242	-	-	10	430
Industry & Business	2	60	2	312	-	-
Non-Profit Staff Trainings	2	112	3	622	3	147
Outreach/Awareness & Parenting	-	-	-	-	7	845
Grantwriting	-	-	-	-	1	24
Total	46	4,962	38	7,623	29	2,018

Source: Continuing Education Office

- As in the chart above, the end of CHEC's grant funding substantially impacted offerings in the community.

Community Education

LCC offers a variety of leisure classes and programs for community members. These classes are generally recreational and non-credit bearing.

Senior Studies courses meet the special needs and interests of our community seniors – individuals age 55 and over. Most of the offerings include beginning computers, writing, and art courses. Computer classes continue to be very popular. Several new classes have been offered which are gaining popularity, such as Swim Fitness and Yoga.

Duplicated Headcount in Senior Studies Classes			
	2000-01	2001-02	2002-03
Summer	86	92	78
Fall	330	387	296
Winter	472	466	271
Spring	359	382	180
Total	1,247	1,327	825

Source: Continuing Education Office

- Overall, enrollment in Senior Studies classes decreased by 38% between 2001-02 and 2002-03.

The **Community Education** program also includes a variety of short-term courses, workshops, and special classes for personal enrichment or recreational interests.

Duplicated Headcount in Community Education Classes												
Classes	2000-2001				2001-2002				2002-2003			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Art	-	-	-	-	-	-	-	-	-	13	4	-
CIS	70	50	88	36	86	116	45	7	67	22	24	7
Comm. Serv.	43	3	-	-	-	63	33	22	-	16	19	8
English	-	-	-	-	-	-	-	-	-	-	29	2
Finance/Man.	51	25	43	10	32	25	38	12	5	19	27	14
Food	-	-	-	-	15	-	-	-	15	-	-	-
Gardening	-	-	-	-	49	10	13	-	27	-	-	-
German	-	-	-	-	-	-	-	-	-	-	3	-
Human Dev.	9	8	3	-	-	-	-	-	-	-	-	-
Health	3	-	33	7	23	25	41	-	26	22	24	-
Home	-	-	-	-	51	-	-	-	19	-	-	-
Music	47	42	38	-	52	42	45	-	52	36	37	-
Ph. Ed.	34	41	77	39	72	64	95	11	55	3	5	11
Speech	10	8	23	-	19	-	-	-	19	3	5	-
Spanish	-	-	-	-	-	33	19	19	-	11	7	12
Subtotal	267	177	305	92	399	378	329	71	285	145	184	54
TOTAL	841				1177				668			

- Most community education classes are offered in accordance with demand. The dashes (-) in the matrix above indicate that those classes were not offered in that quarter. Many classes had lower enrollment in 2002-03 than in years past.
- Overall, enrollment declined by 43% between 2001-02 and 2002-03.

Head Start/ECEAP

Head Start is a federally funded early childhood education program that offers subsidized childcare for low-income families, whose income is at or below the federal/state poverty guidelines. Educational and care services are free to eligible families. Locally, the Head Start program is administered through Lower Columbia College. Qualified three-to-four year olds receive:

- Daily meals and snacks
- Complete medical examination, including a check of their vision, teeth, hearing and speech.
- Immunizations are also provided, as well as mental health services.

Unduplicated Headcount in Head Start/ECEAP					
AY 1998 – AY 2003					
	AY 1999	AY 2000	AY 2001	AY 2002	AY 2003
Head Start	230	232	245	295	260
ECEAP	163	164	145	119	86
TCD	19	22	24	-	-
HIP	-	-	39 children 35 families	24 children 21 families	-
Subtotal (Head Start & ECEAP)	393	396	390	414	346
Total	412	418	414	414	346

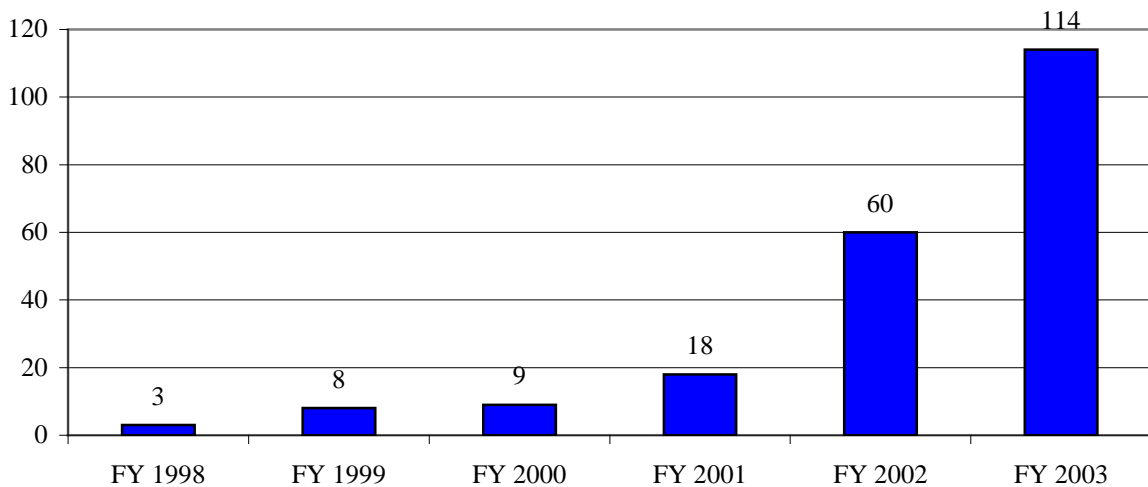
Source: LCC Head Start Office

- Enrollment declined 16.4% between AY 2002 and AY 2003. This change is due to the elimination of the 0-3 program in August 2003.
- Head Start no longer offers “therapeutic child development” (TCD) or the Home Intervention Program (HIP).

Tech Prep

Tech Prep provides high school students with a coordinated and seamless series of learning experiences leading to professional/technical programs at Lower Columbia College. Articulation agreements developed through our partnership with regional high schools enable students to earn college credits for courses taken while in high school.

Unduplicated headcount of Tech Prep Students Awarded LCC Credits: SW Washington Tech Prep Consortium 1998-2003



Source: LCC Tech Prep Office

- The direct credit articulation option has become increasingly popular with students who take advantage of Tech Prep. Between FY 2002 and FY 2003, enrollment increased by 90%.
- Perhaps a stronger indicator of the overall success of Tech Prep is the number of students who transfer to a professional technical program at LCC after completion of the high school degree. LCC is currently in the beginning stages of looking at Tech Prep through this kind of enrollment “funnel,” and data will be included in future reports.

Career and Employment Services

Career and Employment Services offers comprehensive career related services to students at LCC and to people in the community. Resources are available for resume writing, interviewing skills, career exploration, and Internet/Web research. Services are also available to employers. Career and Employment Services is a WorkSource affiliate.

Career and Employment Services (WorkSource) Survey Winter 2004

Questions	Yes		No		Blank	
	Count	Percentage	Count	Percentage	Count	Percentage
Was the facility open at convenient times?	39	(100%)	0		0	
Were you satisfied with the overall quality of our services and resources?	37	(95%)	0		2	(5%)
Did you feel welcome?	39	(100%)	0		0	
Were you served in a reasonable length of time?	39	(100%)	0		0	
Was the staff friendly?	39	(100%)	0		0	
Knowledgeable?	39	(100%)	0		0	
Helpful?	38	(97%)	1	(3%)	0	
Did you find printed information / handouts available?	35	(90%)	1	(3%)	3	(7%)
Did you find computers available?	34	(87%)	0		5	(13%)
Did you find other equipment available? (phone, fax, copier, ect.)	35	(90%)	1	(3%)	3	(7%)
Were your needs met today?	38	(97%)	0		1	

39 Total Respondents

- These data indicate that students and community members believe that the services are easily accessible and that the staff is helpful. Comments from respondents also indicate that it's a "wonderful place with lots of really good information."

Another indicator of success in the area of Career and Employment Services area is the number of individuals who utilize the facility. A data tracking system, called SWIPE, was implemented in January 2003. Reliable data from the system, which is administered by WorkSource, should be available by next year.

**COMMUNITY COLLEGE STUDENT EXPERIENCE QUESTIONNAIRE
(CCSEQ -- 2003)**

**Citizenship
(Key Performance Indicator)**

The CCSEQ is a national survey instrument that was designed to measure a number of different aspects of the community college experience. The survey was administered to students on the LCC campus during spring quarter 2003. 311 surveys out of a total of 500 that were distributed were completed, for a return rate of 62%. Although citizenship is not a specific item on the survey, three questions are particularly relevant in relation to having the necessary tools to understand what's happening in the community (and beyond), assuming that awareness is a component of good citizenship. Values and ethical standards are also related to a global definition of good citizenship, so is included as a fourth question on the table below. Engagement in campus activities, including discussions with other students, attending art exhibits, concerts and theatre performances, are also related to a global definition of citizenship.

Students Reporting Gains of “Quite a Bit” or “Very Much”

	1999	2003	Increase
Developing an interest in political and economic events.	13.7%	22.8%	+66%
Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	21.7%	32.3%	+49%
Seeing the importance of history for understanding the present as well as the past.	22.5%	27.7%	+23%
Becoming clearer about my own values and ethical standards.	35.4%	43.6%	+23%

Students Reporting Participation as “Often” or “Very Often”

	1999	2003	Increase
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	25.2%	32.1%	+27%
Had serious discussions with students whose political opinions were very different from yours.	17.3%	24.3%	+40%
Attended an art exhibit on the campus.	9.8%	16.6%	+69%
Attended a concert or other musical event at the college.	4.8%	6.9%	+21%
Attended a play, dance, concert, or other theatre performance at the college.	13.6%	4.8%	-64%

It is important to point out that respondents to the 2003 survey reported taking more credits at LCC, on average, than the 1999 respondents. It follows that because the time on campus was greater, more gains would be reported in multiple categories (which is the case—increases were reported in nearly every category of the survey). In this case, perhaps more meaning can be derived from examining areas in which the greatest and least gains were reported (and, where applicable, where decreases were seen).

Additional Areas in Which LCC Enriched the Community:

- LCC hosts a **Job Fair** every spring for students and community members. The job fair features local employers and informational workshops, and typically brings in as many as 5,000 participants.
- LCC hosts a **Career Fair** each year that brings many of our local high school sophomores to campus to meet with experienced professionals representing a variety of careers.
- **The Northwest Voices** series brings a wide variety of prominent Northwest authors to the local area each quarter to provide workshops and public readings both on campus and at the Longview Public Library. The workshops and readings are open to the public.
- **Salal Review** is a publicized journal of Northwest authors and artists that is sponsored by LCC. Writing from community members, students and LCC staff are included in the Salal Review.
- **FBLA's** conference is hosted on LCC campus each winter. Approximately 400 high school students from the county attend the daylong conference. The conference includes workshops and contests with winners advancing to state competitions.
- **Steelhead Classic** High School Speech Tournament is held on LCC campus each fall. Students from the county compete in speech competitions with winners advancing to state tournaments.
- The **Justice and Hope Domestic Violence Conference**, held annually, receives support from LCC.
- LCC regularly hosts the **High School Knowledge Bowl** on campus.

Community Enrichment Monitoring Report (Cycle V)

Comments from the Review Team

March 17, 2004

In what areas has LCC done a good job in enriching the local community (based on the data in this report)?

- In general, the college has done a good job of getting the word out to the community, particularly the campus community.
- Attendance at free and very low-cost events and activities, for the most part, is strong.

In what areas does LCC need to improve its enrichment of the community (based on the data in this report)?

- LCC could do a better job of engaging the community in a variety of activities, including the ASLCC activities held during the day. High schools could probably participate more.
- LCC has struggled with participation in events and activities that are not free or relatively low-cost, such as community education. We need to make sure we are not duplicating services that are already available in the community.
- Loss of external funding, in some cases, has decreased our effectiveness in serving the community (such as CHEC programming and the 0-3 Head Start program).

Board Plus/Delta

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

March 17, 2004

+	Δ

Expected College Outcome: Customized Education Monitoring Report

1999 – 2003
(Cycle V)

*We are an enthusiastic partner with business and
community groups to create customized programs and
services.*

→ Lower Columbia College
Strategic Plan, 1999-2004

April 21, 2004



Lower Columbia College

Customized Education: A Monitoring Report

Welcome to “Cycle V” of Lower Columbia College’s *Customized Education Monitoring Report*.

Customized education is a very important function of a comprehensive community college and positions LCC as “an enthusiastic partner with business and community groups to create customized programs and services.” This report presents data and information about the Business and Industry Center at Lower Columbia College and shows the degree to which the institution has become flexible in offering customized educational services to businesses and industries in the service district and region. The Business and Industry Center is equipped to customize a wide variety of educational and pre-employment testing/training services for organizations.

This report presents data relevant to LCC’s Business & Industry Center including **interactive multimedia classes, the Workplace Leadership Series, truck driving, Spanish education in the workplace, food handling training and testing, high tech training, certificate training, real estate training, online classes, and Wildland fire certification.** In addition, this report presents data on **pre-employment testing and total client contracts.** Data for client satisfaction, the only key performance indicator (KPI) for customized education, is provided in the form of employer survey data and student satisfaction information extracted from instructor evaluations.

Important highlights that help in the interpretation of these data appear as bullet statements under each figure. This report has been reviewed internally by a diverse group of faculty and staff. Reviewers were asked to respond to questions about the data, specifically in regard to what we are doing well and what is in need of improvement. Comments from the review team are included at the end of the report.

The Board is also being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will inform our planning for the next fiscal year.

Customized Education Monitoring Report
Key Performance Indicator (KPI): Client Satisfaction

Client satisfaction is measured in two ways in this report, including satisfaction from employers and students. Employer satisfaction was collected through a satisfaction survey, and student satisfaction was extracted from instructor evaluations administered in class.

During Winter Quarter 2004, LCC’s Continuing Education Department and the Business and Industry Center sent out 78 surveys to employers. Thirty-nine surveys were returned, for a response rate of 50%. Overall, the survey responses represent a total of 7,056 full-time and 355 part-time employees.

Part 1—Employer Satisfaction Survey: Winter 2004

Overall, our business/industry or agency is satisfied with the customized training or services we received from LCC’s Continuing Education/Business and Industry Center.

Strongly Agree or Agree	Neutral	Disagree or Strongly Disagree
84.2%	13.2%	2.6%

- More than four out of five employers strongly agreed or agreed that they were satisfied with the training or service they received from LCC.

Our business/industry or agency is able to see measurable results as a result of the training or service received from LCC.

Strongly Agree or Agree	Neutral	Disagree or Strongly Disagree
73.0%	24.3%	2.7%

- Approximately three-fourths of employers strongly agreed or agreed that they were able to see measurable results as a result of the training or service they received from LCC.

Our business/industry or agency would like to see even more customized training and follow-up from LCC.

Strongly Agree or Agree	Neutral	Disagree or Strongly Disagree
81.6%	18.4%	0.0%

- Survey respondents commented that they would like to see training in the following areas in the future: business classes, supervisory training, human resources classes, economic development courses, cancer community outreach, van safety training, law enforcement, management and human relations, program planning and coordination, long term planning, sustainability of programs, (low cost) computer training, infant CPR, domestic violence education, anger/aggression, assertive skill building, drug intervention, productivity

improvement, teamwork, basic leadership, social services issues, hazards of meth in the home, dealing with angry/behavioral kids, programs that develop solid employment application, technical pulp and paper training, Work Keys, apprenticeships for millwrights, pipefitters, and multi-trade mechanics.

- 10 survey respondents indicated that they had immediate needs that they needed help from LCC with, including:
 - Ways that non-profits can tap into colleges in the area to have students learn as they help with the various positions—bookkeeping, grants, human relations, public relations, etc.
 - Report writing, computer awareness—Microsoft Office, Excel, Word, Brochure, etc.
 - Business courses at the Community Access Center at Wahkiakum High school.
 - Processing grant applications and advising on other available grants.
 - Preferred Applicant program; understanding Work Keys.

Part 2—Student Satisfaction: 2002-03 Instruction Evaluations

Summary of Student Evaluations: 2002-03

The following questions were asked in student evaluations distributed in classes offered in 2002-2003.

CONTENT	Exceeded Expectations	Met Expectations	Needs Improvement
Material well organized	45.3%	44.5%	10.2%
Presented at the right level	40.9%	55.8%	3.3%
Practicality of material to my job	41.1%	48.7%	10.3%
Notebook/handout material supports the subject	40.1%	42.9%	17.1%
Effective small group activities	48.3%	49.4%	2.2%
Effective visual aids	52.1%	45.3%	2.6%
PRESENTATION			
Effective presentation style	59.3%	37.9%	2.8%
Presenter’s knowledge of subject	70.6%	28.0%	1.4%
Presenter covered the material clearly	62.3%	34.0%	3.7%
Presenter responded well to questions	67.0%	32.1%	0.9%

- In most cases, students reported that the content and presentation of the courses met or exceeded their expectations more than 90% of the time. The largest area reported to be “in need of improvement” was the use of handout materials to support the subject.
- On the same evaluations, students gave overall ratings of “excellent” or “good” 97.9% of the time.

Part 1: Training/Class Enrollment

Interactive Multimedia Classes

CD-Rom based training designated mostly for people working in the industrial sector.

Enrollment

(Headcount)

1999-2003

	1998-99	1999-00	2000-01	2001-02	2002-2003
Safety	184	303	157	46	
Industrial Maintenance - Electrical	317	276	234	226	NA
Industrial Maintenance – Instrumentation	75	35	50	63	NA
Maintenance Multicraft	165	104	131	260	208
PC Skills	N/A	N/A	N/A	146	
Totals	741	718	572	741	208

- The loss of two major employers (Reynolds Aluminum and Prudential Steel) resulted in a lower demand for multi-media safety training. Both were heavy users of this service.

Workplace Leadership Series

A series of 18 customized training sessions that provide a hands-on approach to building supervisory and leadership skills for first-line worksite supervisors.

Enrollment

(Headcount)

1999-2002

	1999-00	2000-01	2001-02	2002-2003
Enrollment	220	276	187	DISCONTINUED

- The workplace leadership series was discontinued in 2002-2003 due to a lack of demand.

Transport Operator Training (Truck-Driving)

A training program that prepares individuals for commercial driver licensing (CDL).

Enrollment

(Headcount)

1999-2003

	1999-00	2000-01	2001-02	2002-2003
Enrollment	69	55	59	33

- Due to declining enrollment and questions about cost-effectiveness, the transport operator training program was discontinued mid-way through the year in 2002-03.

Spanish in the Workplace

On-site Spanish instruction that is occupationally specific.

Enrollment

(Headcount)

1999-2003

	1999-00	2000-01	2001-02	2002-2003
Spanish	40	0	20	32

- Enrollment in Spanish in the Workplace saw an increase of 60% between 2001-02 and 2002-03.

Food Handler Cards

(Headcount)

2001-2003

Training and testing carried out under contract with the Cowlitz County Health Department that provides basic instruction on safe food handling practices (offered in Longview and Woodland).

	2001-02	2002-2003
Cards Issued	1,066	3362

- This activity began in December 2001. Demand for this testing service continues to grow.

High Tech Training

The Business and Industry Center responds to a changing environment by providing the training demanded by our local community.

Enrollment

(Headcount)

2000 - 2002

	2000-01	2001-02	2002-2003
A+ Certification	6	20	DISCONTINUED
MCSE	25	53	DISCONTINUED

- Even though the initial demand for this activity during the first two years was growing, it was not cost effectiveness due to the high cost of equipment and staffing. The program has been discontinued.

Certificate Training

Based on community demand, the Business and Industry Center offers a wide variety of special, short-term certificates that are required for specific employment. This training enhances their education and provides focus on skill development.

Enrollment

(Headcount)

1999-2003

	1998-99	1999-00	2000-01	2001-02	2002-2003
Flagging	139	114	53	123	129
NEC Code	40	68	31	5	37
Grounding	69	133	66	2	7
MACRO (HVAC Cont. Ed.)	2	69	319	256	643
Care Giving Full Fundamentals	130	179	139	135	290
Care Giving Modified Fundamentals	69	86	75	41	20
Care Giving Continuing Education	417	596	708	576	756
Nurse Delegation	35	38	44	26	8
Totals	901	1,283	1,435	1,164	1,890

- Demand for certificate training—particularly care giving, continuing education for incumbent HVAC workers and flagging—continues to be strong.

Real Estate Training

Based on community need, the Business and industry Center offers real estate training via the Internet, as well as CD Rom.

Enrollment

(Headcount)

1999-2003

	1998-99	1999-00	2000-01	2001-02	2002-2003
Enrollment	4	6	18	13	5

- The real estate training program continues to have modest, but regular, demand. In addition, the staffing and cost demands are relatively low for the Business and Industry Center.

Online Classes

These non-credit online courses are offered through the Business and Industry Center and are open to anyone wanting to upgrade skills.

Enrollment (Headcount) 1999-2003

	1999-00	2000-01	2001-02	2002-2003
PC Skills	184	211	85	264
Business Management	22	27	44	17
Paralegal	13	13	11	12
Exam Preparation	0	2	0	0
Total	219	253	140	293

- The demand for online classes through the Business and Industry Center more than doubled between 2001-02 and 2002-03.

Wildland Fire Certification Courses

Non-credit firefighter training courses that are sanctioned by the National Wildfire Coordinating Group and offered in cooperation with the Department of Natural Resources and Region 5 Fire Training.

Enrollment (Headcount) 2000-2003

Course	1999-00	2000-01	2001-02	2002-2003
S130/190: Wildland Fire Behavior/Fire Shelter Certification	23	63	71	31

- The surge in enrollment in 1999-00 has been attributed to the increased need for additional training at that time.
- A “train the trainer” effort was implemented in 2000. The result is that much of this training is now being done “in-house” by the various firefighting units.
- The Business and Industry Center continues to support firefighting training that supplements these in-house efforts.
- Although it was not available in the past, this particular course is now offered at least once a year by the Fire Science Department at LCC.

Part 2: Pre-Employment Testing

Clients Served in Pre-Employment Testing

Work Keys, ASSET, and SRA Flanigan

1999-2003

	1998-99	1999-00	2000-01	2001-02	2002-2003
Clients	1,647	481	422	339	767

- The number of clients served through pre-employment testing saw a large surge in 2002-03, an increase of more than 120% from 2001-02.
- In January 2003, all testing – including that for the Business and Industry Center - was relocated to the testing office in the Admissions Center.
- Customers include the Longview School District, Cowlitz PUD, Norpac, and Swanson Bark and Fuel.

Part 3: Client Contracts

The Business & Industry Center enters into testing and training contracts with a wide variety of companies, government agencies, and organizations in the Southwest region. Contract training may be arranged for any activities regularly provided by the Center, as well as for custom training either designed and provided by the Center or arranged through third party vendors.

Contract Training – Client Agreements

1999-2003

	1998-99	1999-00	2000-01	2001-02	2002-2003
Agreements	92	74	54	45	29

- The declining number of client agreements has been attributed to the region's recent economic downturn.

SUMMARY of Facts and Findings
Expected College Outcome:
Customized Education

- More than four out of five employers surveyed stated that they were satisfied with the training and services they received from LCC, and indicated that they would like to see more training and follow-up.
- On evaluations administered during class, students reported that the content and presentation of material met or exceeded their expectations more than 90% of the time in most categories. Overall, students rated the courses as “good” or “excellent” 97.9% of the time.
- Enrollment in Interactive Multimedia Classes declined substantially between 2001-02 and 2002-03, largely resulting from the loss of Reynolds Aluminum and Prudential Steel.
- The Workplace Leadership Series, Transport Operator Training (Truck Driving), and High Tech Training programs were discontinued in 2002-03.
- Enrollment in Spanish in the Workplace increased 60% between 2001-02 and 2002-03.
- Training and testing for food handler cards increased threefold between 2001-02 and 2002-03.
- Demand for certificate training—particularly care giving, continuing education for incumbent HVAC workers and flagging— continues to be strong, increasing substantially between 2001-02 and 2002-03.
- The demand for online classes through the Business and Industry Center more than doubled between 2001-02 and 2002-03.
- The Business and Industry Center’s Wildland Fire Certification program is an example where the College assisted a government service sector to establish its own, in-house, employee training. The Center still partners with them and continues to support firefighting training.
- The number of clients served in pre-employment testing increased by more than 120% between academic year 2002-03 and the prior year.
- The declining number of client agreements overall has been attributed to the region’s recent economic downturn.

Lower Columbia College
Customized Education Monitoring Report (Cycle V)
Comments from the Review Team
April 21, 2004

In what areas has LCC done a good job in providing students customized education?

- Some areas have shown substantial growth in spite of hard economic times, including food handler testing, certification training and on-line classes
- LCC has responded well to community needs when numbers to support offerings are there (although not all individual requests for training can be accommodated, such as some of the suggestions from the employer survey responses)
- Client satisfaction responses are excellent
- LCC has done a good job of actively seeking business community support to provide opportunities to employees who might not otherwise have options for training and certification
- Have been able to reach a larger population through use of on-line class format
- Has benefited the community by allowing employers the option of providing in-house training related to the specific needs of a particular business or industry
- Has worked to identify cultural and language awareness needs in the community

What are some of the things that the College can do to improve customized education?

- Make sure instructors have handouts where appropriate
- Consider offering components of leadership in the workplace if demand supports the effort (from employer survey responses)
- Partner with Individualized Certificate Program and Coop where appropriate (from employer survey responses re: needs of non-profit organizations)
- Continue to develop partnerships in the community, including partnerships with the medical community

Other comments/suggestions:

- Performance has been strong overall, particularly when you consider the changes in leadership—6 different directors in 7 years—which has impacted effectiveness
- Despite the fact that a few programs have been discontinued, much of the same service—and some additional service, as well—is being delivered by fewer staff members than in the past
- Need to make sure that all aspects of program delivery be examined before making decisions to discontinue programs (including equipment purchases and changes in class format)
- Despite advertisements in paper, mailed flyers, and interaction with community groups, LCC could probably have stronger presence overall in Wahkiakum County
- Consider including the Individualized Certificate Program (and/or Coop) in the Customized Education Monitoring Report
- Could assist local small businesses obtain government contracts or government funding to increase project margins and increase employment

Board Plus/Delta

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

April 21, 2004

+	Δ

College Outcome:

Institutional Excellence

We are committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.

Monitoring Report (Cycle V)

1999 – 2003

May 19, 2004



Lower Columbia College

Institutional Excellence

Welcome to Cycle V of the Institutional Excellence Monitoring Report

This report documents progress on the “Institutional Excellence” outcome. The values upheld by the faculty and staff at Lower Columbia College reflects the environment – one of integrity and excellence. Our community expects that the college will operate on the basis of collaboration and diversity that foster personal growth and academic excellence.

“Institutional excellence” is not an easy concept to define or measure. The key performance indicators for this outcome were carefully determined so they would not duplicate other aspects of “excellence,” such as transfer students’ performance at universities and the estimated employment rate of professional/technical program completers. The purpose of this report is to present general, campus-wide data not presented in the other monitoring reports that highlight the successes of the college. These include **student degree and certificate attainment, student persistence, graduate feedback and service area evaluations** from the **Financial Aid Office, Career Center, Registration Office, student activities, academic advising and New Student Orientation**. This report also presents data from the **student services retention** program and the **Running Start** program. In addition, this report also presents the progress that has been made on the four strategic issues of the college’s **Strategic Plan**.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. This report has been reviewed by an internal review team. Team members were asked to examine this report and provide input and ideas as to how the college can better serve students and improve on its excellence.

The Board of Trustees is also being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will assist with our planning for the next fiscal year.

Institutional Excellence

Student Degree and Certificate Attainment

Student success is the most important goal of the community college. The following table shows student degree and certificate attainment by special characteristics and across several campuses. System totals are included for each year, as well. Source of data: SBCTC Academic Year Report.

	LCC				System Averages			
	Deg+Cert	% Color	% Disabled	% Female	Deg+Cert	% Color	% Disabled	% Female
1998-99	349	10.6%	6.0%	72.2%	639	18.7%	6.1%	60.5%
1999-00	447	7.8%	8.7%	64.8%	636	20.5%	6.1%	59.3%
2000-01	643	9.2%	7.6%	63.1%	836	21.1%	5.4%	56.5%
2001-02	714	8.8%	7.9%	66.4%	854	22.8%	5.4%	58.4%
2002-03	572	7.0%	7.7%	65.6%	813	22.0%	5.3%	57.8%

- After peaking in 2001-02, the number of degrees and certificates awarded declined somewhat in 2002-03.
- LCC continues to graduate a higher proportion of students with disabilities and female students than the system average.
- The proportion of degrees and certificates awarded to students of color declined three and a half percent over the last five years.

Student Persistence and Performance (Key Performance Indicator)

One of the ways to check the health of the institution is to observe how many first-time, new students are retained from their first fall quarter to the following year's fall quarter. The following two tables present data on fall-to-fall retention over a three-year period for both purpose for attending and gender/ethnicity. For purposes of analysis, only transfer and professional-technical students who stated that they plan to attend long enough to complete a degree or certificate are included (from Data Warehouse).

Fall-to-Fall Retention Rates for First-Time New Students by Purpose for Attending
Fall 2000 – Fall 2003

	Fall 2000 to Fall 2001			Fall 2001 to Fall 2002			Fall 2002 to Fall 2003		
	Students	Retained	%	Students	Retained	%	Students	Retained	%
First-time new students	303	169	55.8%	320	179	55.9%	291	140	48.1%
First-time new students taking courses related to current or future work	98	52	53.1%	114	59	51.8%	124	60	48.4%
First-time new students transferring to a 4-year college	118	65	55.1%	128	73	57.0%	99	50	50.5%
First-time new students seeking high school diploma or GED certificate	4	1	25.0%	3	1	33.3%	4	2	50.0%
First-time new students exploring career direction	6	3	50.0%	7	2	28.6%	7	2	28.8%
First-time new students enrolled for personal enrichment	0	0	0.0%	3	2	66.7%	8	6	75.0%
“Other” first-time new students	6	4	66.7%	1	0	0.0%	11	5	45.5%
First-time new students no response	71	44	62.0%	64	42	65.6%	38	15	39.5%

- After holding steady at approximately 56% for two years, overall fall-to-fall retention rates of first time new students fell about 8% in fall 2003, to 48.1%.
- Of the 151 students who did persist from Fall 2002 to Fall 2003, additional research indicates that 12 (8%) completed a certificate or degree prior to fall 2003 and 69 (46%) were either employed or actively seeking employment while taking classes in 2002-03.
- For the past three years, retention rates for students planning to transfer have met or exceeded the system average (around 50% or less).

Fall-to-Fall Retention Rates for First-Time New Students by Gender and Ethnicity
Fall 2000 – Fall 2003

	Fall 2000 to Fall 2001			Fall 2001 to Fall 2002			Fall 2002 to Fall 2003		
	First-time new students	First-time new students retained	%	First-time new students	First-time new students retained	%	First-time new students	First-time new students retained	%
All students	303	169	55.8%	320	179	55.9%	291	140	48.1%
Male	137	70	51.1%	134	71	53.0%	120	53	44.2%
Female	163	98	60.1%	178	107	60.1%	169	87	51.5%
All Students of Color	22	12	54.5%	25	14	56.0%	25	10	40.0%
Caucasian	271	153	56.5%	285	157	55.1%	257	126	49.0%

- Fall-to-fall retention rates for nearly all categories of students declined between 2001-02 and 2002-03.
- As a whole, students of color persisted at approximately the same rate as Caucasian students in two of the three years depicted here. In 2002-03, the retention rate for students of color was nine percent below the rate of their Caucasian peers.

Graduate Survey

1999-2003

The Graduate Survey is distributed to all graduating students at the graduation rehearsal in June. The data from this survey provide information to the College from the perspective of students who were successful. The following three items represent the kind of information attained from the Graduate Survey.

LCC prepared me well for my next step continuing my education, work or both.

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
1999	29 (28.4%)	50 (49.0%)	77.4%	16 (15.7%)	2 (3.9%)	3 (2.9%)
2000	24 (18.6%)	74 (57.4%)	76.0%	24 (18.6%)	4 (3.1%)	3 (2.3%)
2001	36 (28.8%)	75 (60.0%)	88.8%	15 (12.0%)	2 (1.6%)	2 (1.6%)
2002	58 (35.4%)	80 (48.8%)	84.2%	20 (12.2%)	5 (3.1%)	1 (0.6%)
2003	59 (38.8%)	77 (50.7%)	89.5%	14 (9.2%)	1 (.7%)	0 (0.0%)

- The proportion of responded who stated that they agreed or strongly agreed to this question reached nearly 90% in 2003, the highest rating in five years.

I participated in meaningful learning experiences at LCC.

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
1999	33 (32.7%)	49 (48.5%)	81.2%	12 (11.9%)	4 (4.0%)	3 (3.0%)
2000	44 (33.1%)	65 (50.4%)	83.5%	11 (8.5%)	5 (3.9%)	3 (2.3%)
2001	46 (36.8%)	56 (44.8%)	81.6%	18 (14.4%)	3 (2.4%)	2 (1.6%)
2002	64 (39.0%)	74 (45.1%)	84.1%	22 (13.4%)	4 (2.4%)	0 (0.0%)
2003	68 (44.7%)	67 (44.1%)	88.8%	14 (9.2%)	3 (2.0%)	0 (0.0%)

- Nearly 89% of respondents indicated that they agreed or strongly agreed with the statement that they participated in meaningful learning experiences at LCC, the highest score in the five year history depicted here.

I was treated with respect as a learner.

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
1999	39 (38.6%)	42 (41.6%)	80.2%	11 (10.9%)	4 (4.0%)	5 (5.0%)
2000	51 (39.5%)	61 (46.3%)	85.8%	10 (7.8%)	4 (3.1%)	3 (2.3%)
2001	48 (38.4%)	57 (45.6%)	84.0%	14 (11.2%)	5 (4.0%)	1 (1.0%)
2002	70 (42.9%)	68 (41.7%)	84.6%	19 (11.7%)	3 (1.8%)	3 (1.8%)
2003	67 (44.1%)	70 (46.1%)	90.2%	13 (8.6%)	2 (1.3%)	0 (0.0%)

- Like the first two questions, this category also received the highest rating in five years in the 2003 survey.

Evaluation of Service Areas at LCC

“Institutional Excellence” includes the evaluation of services that students receive outside of the classroom. In fact, research on student retention demonstrates that how students are treated by service areas is just as important as satisfaction with classroom instruction. The following tables present recent student evaluations of the Financial Aid Office, the Registration Office, student activities, academic advising, the Career Center and new student orientation. Please note that the response rate was much larger in 2004 (408 students) than in 2003 (113 students), so some caution should be exercised when comparing the two.

Financial Aid Office
Student Satisfaction Survey
Spring 2004

Questions	2002 Average	2003 Average	2004 Average
1) The service I received from the financial aid staff was efficient.	3.77	3.46	3.97
2) The service I received from the financial aid office was prompt.	3.45	3.45	3.83
3) The instructions I received from the financial aid staff for completing the forms and providing personal information were clear.	3.77	3.43	3.89
4) I received my financial aid check in a timely manner	3.82	3.63	4.12

(5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree)

- All four questions increased between the 2003 and 2004 surveys, with a particularly large gain in student reports of receiving their financial aid checks in a timely manner.

Spring Student Services Survey
(LCC Career Center)
Spring 2004

Regarding the Career Center on the LCC campus:

	2003	2004
I have used it, one or more times	20%	41%
I have heard of it, but haven't used it	50%	47%
This is the first I've heard of it	30%	12%

- The number of students who said they used the Career Center one or more times doubled between 2003 and 2004. The proportion of students who hadn't heard of the Career Center declined substantially, indicating that outreach efforts on the part of the Career Center have been successful.

I received all of the help I intended to get at LCC's Career Center (includes only those respondents who indicated that they have used the LCC Career Center).

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	No Opinion	Disagree	Strongly Disagree
2003	4 (9%)	14 (30%)	39%	22 (48%)	4 (9%)	2 (4%)
2004	71 (31%)	82 (36%)	67%	64 (28%)	10 (4%)	1 (1%)

- The proportion of students who said they received the help they intended to get at the Career Center increased substantially between 2003 and 2004.

Registration

“In general, I had good experiences registering for classes at LCC.”

2003 Graduate Survey

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
2000	35 (26.9%)	58 (44.6%)	71.5%	19 (14.6%)	10 (7.7%)	2 (1.5%)
2001	41 (34.2%)	51 (42.5%)	76.7%	15 (12.5%)	11 (9.2%)	2 (1.7%)
2002	58 (35.8%)	68 (42.0%)	77.8%	24 (14.8%)	9 (5.6%)	3 (1.9%)
2003	58 (38.2%)	66 (43.4%)	81.6%	18 (11.8%)	4 (2.6%)	3 (2.0%)

- The proportion of survey respondents indicating that they had good experiences registering for classes at LCC exceeded 81% in the 2003 survey, the highest ranking in the four years the question has been posed to graduating students.

Student Activities

“Getting involved in activities outside of class is easy to do at LCC.”

2003 Graduate Survey

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
2000	11 (9.1%)	34 (28.3%)	37.4%	64 (53.3%)	8 (6.7%)	3 (2.5%)
2001	17 (14.2%)	40 (33.3%)	47.5%	51 (42.5%)	11 (9.2%)	1 (0.8%)
2002	28 (17.8%)	56 (35.7%)	53.5%	64 (40.8%)	7 (4.5%)	2 (1.3%)
2003	16 (10.5%)	49 (32.2%)	42.7%	71 (46.7%)	7 (4.5%)	2 (1.3%)

- In contrast to many other categories of the Graduating Student Survey, a lower proportion of respondents indicated that they agreed or strongly agreed with the statement, “getting involved in activities outside of class is easy to do at LCC” in 2003 as in prior years. This represents a decline of 10.8% from 2002.

Academic Advising

“The advising process was efficient in getting me into the right classes.”

2003 Graduate Survey

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
2000	29 (23.8%)	46 (38.3%)	62.1%	24 (19.7%)	17 (13.9%)	6 (4.9%)
2001	34 (28.1%)	50 (41.3%)	69.4%	18 (14.9%)	10 (8.3%)	9 (7.4%)
2002	53 (33.8%)	59 (37.6%)	71.4%	31 (19.8%)	13 (8.3%)	1 (0.6%)
2003	46 (30.3%)	51 (33.6%)	63.9%	27 (17.8%)	15 (9.9%)	7 (4.6%)

- After rising satisfaction rates for three years running, the proportion of positive responses to the question, “the advising process was efficient in getting me into the right classes” fell 7.5% between 2002 and 2003.

New Student Orientation Evaluation

Based on a rating scale of 0 (not at all) to 5 (very much)

Overall Orientation	April 2003	September 2003	January 2004	March 2004
Good use of time	4.11	3.80	4.40	4.42
Informative	4.24	4.04	4.48	4.53
Complete	4.12	4.11	4.50	4.48
Useful	4.17	4.00	4.46	4.50

- In general, trend lines for student ratings in these four areas have increased over time.

Lower Columbia College

Student Services Retention Program

Since 1996, the student services area has been maintaining an active student retention program. The program entails the making of telephone contacts with new degree- and certificate-seeking students enrolled for at least five credits. The primary focus of the retention program has been to provide new students with information about services available with the intent of encouraging continued enrollment. Referrals to advisors, counselors, or faculty are also made when warranted. The following table details the success of the college's retention program.

Retention Results

Student Services Retention Program: Spring 2001 – Winter 2004

	Spring 01- Fall 01	Fall 01- Winter 02	Winter 02- Spring 02	Spring 02- Fall 02	Fall 02- Winter 03	Winter 03- Spring 03	Spring 03- Fall 03	Fall 03- Winter 04
Degree/certificate seeking students enrolled in 10 or more credits	66%	85%	79%	72%	85%	77%	65%	83%
Degree/certificate seeking students enrolled in 1-9 credits	28%	59%	37%	58%	69%	51%	33%	54%
All Degree/certificate students combined	54%	81%	70%	69%	82%	68%	55%	78%

- The Fall to Winter retention rate has averaged around 85% for each of the last three years.

Running Start Program

LCC enrolls qualified high school juniors and seniors through the Running Start program. These students co-attend their high school and LCC, which gives them good exposure to college level classes and provides many of these students the opportunity to earn their associate degree at the same time they earn their high school diploma.

Running Start Student Satisfaction Survey

Responses to the question, **“If you had to do it all over again, would you participate in Running Start?”**

	2002	2003
Yes, without hesitation	53 (66%)	27 (48%)
Yes, with minor adjustments	24 (30%)	25 (45%)
Sum of students who responded that they would do it all over again	96%	93%
No, probably not	3 (4%)	4 (7%)

- In both 2002 and 2003, most students indicated that they would participate in the Running Start program if they had to do it all over again.
- 61% reported that they had developed a better opinion of LCC than they had at the beginning of the program, compared to 57% in 2002.
- 33% reported that they had experienced some type of discrimination as a result of being a Running Start student.

Running Start Program
Student Academic Performance by Discipline

	ACADEMIC YEAR 2002		ACADEMIC YEAR 2003	
	Running Start Students	All Other Students	Running Start Students	All Other Students
	% Passed with C or above	% Passed with C or above	% Passed with C or above	% Passed with C or above
Accounting	84%	83%	90%	84%
Admin. of Justice	96%	77%	84%	85%
Anthropology	92%	85%	93%	70%
Art	95%	86%	89%	85%
Astronomy	89%	95%	100%	93%
Biology	79%	83%	82%	81%
Business Admin.	83%	85%	87%	86%
Business Technology	84%	79%	87%	83%
Chemistry	91%	83%	86%	88%
Computer Info. Sys.	85%	83%	83%	81%
Drama	100%	86%	94%	88%
Economics	84%	81%	72%	79%
English	89%	82%	78%	79%
French	88%	96%	97%	95%
Geography	88%	73%	80%	81%
Geology	100%	76%	88%	81%
History	75%	85%	74%	79%
Health	91%	91%	93%	89%
Humanities	90%	94%	86%	95%
Journalism	91%	83%	100%	81%
Mathematics	80%	75%	89%	73%
Music	98%	92%	97%	90%
Oceanography	64%	81%	100%	79%
Physical Education	93%	92%	95%	94%
Philosophy	86%	88%	84%	83%
Physics	100%	99%	100%	99%
Political Science	84%	83%	81%	84%
Psychology	94%	95%	95%	93%
Sociology	83%	87%	93%	84%
Spanish	84%	74%	70%	78%
Speech	95%	92%	98%	92%
Welding	90%	83%	72%	82%
ALL	87%	84%	85%	83%

- Overall, Running Start students exceeded the academic performance (course completion) of all other students in both years; by 3% in 2002 and 2% in 2003.
- Humanities (HUMN) is the only discipline in which Running Start students did not fare as well academically as all other students in both 2002 and 2003.

Strategic Plan

In 1999, the President convened an Executive Planning Committee to undertake a year long process of articulating the college's strategic, or long-term, plan. Through environmental scanning and data analyses, the committee established four strategic issues that make up LCC's Strategic Plan. These include becoming a learning college, service integration between instruction and student services, forming critical linkages with the local community, and maintaining a positive campus climate. The purpose of this section of the report is to present the annual accomplishments the college has made in realizing this Strategic Plan.

Strategic Plan Annual Accomplishments 2003-04

Make Learning Our Focus

- LCC received a five-year **Title III grant** which will provide \$365,000 each year to address several areas of concern at the college, including improving student success in pre-college courses (particularly math), developing a technology learning center and other instructional support for faculty, and redesigning the college's website and marketing image.
- LCC, Clark College and Washington State University-Vancouver worked collaboratively to launch the "**WSU-V Institute**" for science and engineering, providing a cutting-edge co-enrollment opportunity for students interested in biology, engineering and computer science.
- New, campus-wide "**learning sessions**" were held during orientation week to help bring the campus community together around such issues as workforce funding, infusing diversity into the curriculum, web page design, online course development, and digital video projects for the classroom. Two sessions were held for all college personnel on "Learning as a Context."
- The **Main addition** and remodel was completed and an open house held in September.
- LCC was designated to receive \$2.5 million from the legislature to purchase land in support of the proposed **Fine Arts Building**.
- The **LPN "evening option" program** was launched, providing 20 additional quarterly slots for nursing students.
- A site review for the Federal Corrective Action Plan for the state and for the **Basic Skills grant** found LCC's efforts at federal compliance to be "exemplary."
- **SI (Supplemental Instruction)** offered in biology in fall quarter was very successful, finishing with an 85% pass rate compared to a 54% pass rate for students who did not participate.
- LCC's Nursing Department received a **\$40,000 "LERN" grant** to assist LPN's work toward their RN.
- Of 71 students who took the **Human Anatomy and Physiology Society national examination**, 31% placed in the top 10% nationally, 59% in the top 20%, and 70% placed in the top 25%, a particularly high accomplishment for LCC.
- LCC received \$100,000 in matching funds from the state for faculty excellence, bringing the fund close to a million dollars (one of the highest funds in the state).

Improve Service Integration

- **LCC Report cards** went electronic—no longer available in printed format, 100% of LCC students now access their grades via the Web.
- The **LCC Woodland Center** doubled the size of its space and began offering for-credit courses.
- **College degree showcases**, a collaboration between Student Development and Instruction, featured nursing, business, psychology and fire science.
- Faculty and student services staff collaborated on a **new lineup of workshops for students**, including "Learn How to Learn" and "Getting It All Together."
- Basic Skills staff and Career & Employment Services teamed up to provide **CEO students** with career exploration opportunities.
- The College received a \$5,000 grant to implement a summer camp for middle school girls to learn about **non-traditional occupations**.

- **ABE classes** got a new home in the Vocational Building after being held in the International Center for many years. Students and staff report that they feel much more integrated with the campus than in the past.
- **The Career and Employment Fair**, held on campus in March, received more than 700 visitors and had representation from 34 local and regional employers.

Maintain a Positive Campus Climate

- Campus personnel received “**Stop the Hate**” training in November as part of an in-service training day.
- A **new lab instructor** was hired for the Learning Center to work individually with students for the purpose of increasing attendance and completion rates.
- This year’s **Vest Lecture speaker** was John F. Callahan (Morgan S. Odell Professor of Humanities, Lewis and Clark College). He addressed the work of Ralph Ellison using his published work on African-American Literature (*The African-American Grain: The Pursuit of Voice in the 20th Century*).
- The Associated Student of LCC brought several educational and entertainment-based events to campus, including Dr. Richard Koenigsberg, who spoke on “**War and Self Destruction: Saddam Hussein and the Nightmare of History.**”
- Carmen Robinson, Reference & Instruction Librarian at LCC, received a 2004 National Institute for Staff and Organizational Development (NISOD) “**Excellence Award**” for outstanding contributions to teaching and learning.
- Lenora LeBlanc, now retired, received the **Classified Staff Employee of the Year Award** at the April 24th, 2003 Staff Appreciation Breakfast.

Create and Maintain Effective Partnerships in our Community

- LCC personnel were invited to join the boards of **Northwest Safe Haven**, a new business providing chemical dependency treatment services, the local **YMCA**, and the **Cowlitz Community Network**.
- The ABE program began offering classes at the **Employment Security Office** under a targeted grant initiative.
- The Office of Recruitment and College Relations teamed up to publish the **LCC Movin’On** magazine, designed for high school students in our service district.
- The **ECEAP program** review received “exemplary” ratings in financial controls, case management of children and families, and partnerships with community agencies.
- LCC advanced toward inclusion in a **National Science Foundation Advanced Technology Education grant** that would establish a National Paper Technology Network to support the pulp and paper industry. The grant would bring a state-of-the-art process technology lab, based on paper making, to LCC.
- The annual domestic violence conference, **Justice and Hope**, was held on the LCC campus for the first time and was attended by approximately 180 individuals from all over the West coast.
- The **Head Start program** underwent an intensive federal audit in March and received extremely high marks.
- LCC Nursing Students conducted **health screenings** at St. Rose and Longview Christian schools.
- Two members of the LCC Nursing Department served on a **medical mission trip to Honduras**, providing medication, treatment and supplies to villagers there.
- The Office of Recruiting hosted a number of on-campus visits from schools in the area, including **Barnes College Day**, the **Spring College Tour** for high school juniors, and a variety of other groups.
- Campus personnel worked with WorkSource partners to conduct **Rapid Response** meetings for Weyerhaeuser workers laid off in early 2004.
- Continuing Ed received grant money to offer free **home visitor training** in the community.
- The **LCC and Longview Public Libraries** collaborated to provide a common system, DYNIX, which was installed in the LCC library in December.

- The auto/diesel program received a **Freightliner**, a donation from DSU Peterbuilt.
- The LCC Foundation conducted a successful feasibility study for a **Major Gifts Campaign**.
- The **Castle Rock School District** joined the interagency agreement for participation in the CEO program.
- LCC's Career & Employment Services received a \$10,000 grant to train **Career Development Facilitators** to nationally recognized professional standards.
- The **Tech Prep program** received \$11,700 additional dollars due to dramatic increases in Tech Prep enrollment.
- Head Start received a \$17,802 grant from United Way to provide a **Behavioral Specialist** for the program.
- LCC received a **Job Skills Program** grant to fund curriculum development and training for 94 NORPAC employees.

Highlights of Accomplishments for College Outcome: **Institutional Excellence**

- After peaking in 2001-02, the total number of degrees and certificates awarded declined somewhat in 2002-03.
- After holding steady at approximately 56% for two years, overall fall-to-fall retention rates of first time new students fell about 8% in fall 2003, to 48.1%.
- For the past three years, retention rates for students planning to transfer have met or exceeded the system average (around 50% or less).
- Nine out of ten respondents to the 2003 graduate survey stated that LCC prepared them well for continuing their education and/or work, that they participated in meaningful learning experiences, and that they were treated with respect as learners.
- Students said they were more satisfied with services provided by Financial Aid on the 2004 Student Services Survey than they reported in 2003 or 2002.
- The number of students who said they used the Career Center one or more times doubled between 2003 and 2004, and the number who received all of the help they intended increased from 39% to 67%.
- The proportion of 2003 graduates who reported good experiences while registering for classes at LCC was 82%, the highest ranking in four years of survey administration.
- Less than half of graduating students felt that getting involved in outside activities is easy, a 10% drop from the graduating class of 2002.
- 2003 graduates were less satisfied with the advising process than in 2002 and 2001.
- Evaluations of new student orientation continue to increase over time.
- The Fall to Winter retention rate has averaged around 85% for each of the last three years.
- More than 9 out of 10 Running Start students say they would do it again.
- Running Start students successfully pass their courses at slightly higher rates than other students—at 87% vs. 84% in 2002 and 85% vs. 83% in 2003.
- Major changes to LCC for 2003-04 include receiving a federal Title III grant, launching the WSU-V science and engineering institute, completing remodel and renovation to the Main Building, receiving designated funding from the legislature to purchase land for the Fine Arts building, receiving \$100,000 in matching funds from the state for faculty excellence, and remaining in good standing to receive National Science Foundation funds related to the pulp and paper industry.

Institutional Excellence Monitoring Report (Cycle IV)
Comments from the Review Team
May 19, 2004

Based on the data in this report, in what areas has LCC done a good job in exemplifying institutional excellence?

- The Career Center's focus on outreach to classrooms has had a tremendous impact, both in terms of the number of students using the center and the number of students who have heard of it, in comparison to past years.
- Quarter-to-quarter retention rates, as a result of the retention project, are very strong.
- Graduate survey responses, including "LCC prepared me well for my next step continuing my education, work or both, are getting better every year.
- Trends in survey responses regarding Financial Aid are excellent.
- Registration and student orientation have also been receiving high marks.
- Running Start student grades, in comparison to other students, are very good.

Based on the data in this report, in what areas can LCC do a better job of exemplifying institutional excellence?

- Satisfaction of Running Start students is down; more students report that they would like to make minor adjustments in the program than in the past.
- The proportion of males getting degrees has declined.
- The number of Running Start students reporting that they experienced discrimination as a result of being in Running Start seems high (one-third).
- Graduate satisfaction with advising could be better.
- Decline in retention of first-time new students (fall-to-fall), should be watched and may merit further investigation.

Board Plus/Delta
“What is good about this report and what would you like to see changed?”
May 19, 2004

+	Δ

College Outcome: Professional/Technical Monitoring Report

1999 –2003

(Cycle V)

*We provide opportunities for students to receive quality
professional/technical training for employment, skills
enhancement, and career development*

→ Lower Columbia College
Expected College Outcome

June 16th, 2004



Lower Columbia College

Professional/Technical: A Monitoring Report

Welcome to “Cycle V” of Lower Columbia College’s Professional/Technical Monitoring Report.

In September 1999, the Lower Columbia College Board of Trustees adopted seven college outcomes – including professional/technical. Professional/technical preparation is a very important function of a comprehensive community college and is one of the major system goals of the Washington State Community and Technical College System. Lower Columbia College offers over twenty professional/technical programs in the areas of business, industrial technology, and health and human services. Students can earn the Associate of Applied Science (AAS) degree, or earn one of the many certificates available, most of which are a year in length. There are also apprenticeship opportunities and an Individualized Certificate Program (ICP) for students in the professional/technical area.

The purpose of this report is to present data and information regarding the college’s professional/technical function, including an **enrollment history by program, employment and earnings summary, estimated employment rates, graduation rates, satisfaction with instruction, and licensure rates**. In most cases, the report has been updated to include academic year (AY) 2003 data. As in previous editions of the *Professional/Technical Monitoring Report*, the data are presented according to key performance indicators (KPIs) as articulated by LCC’s Executive Planning Committee.

Five-year trend data are provided, unless otherwise specified. Important highlights that help in the interpretation of these data appear as bullet statements under each figure. This report has been reviewed by LCC’s Professional/Technical Monitoring Report Review Team with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions are included in the report.

Some of the changes that have come about from previous versions of this report include:

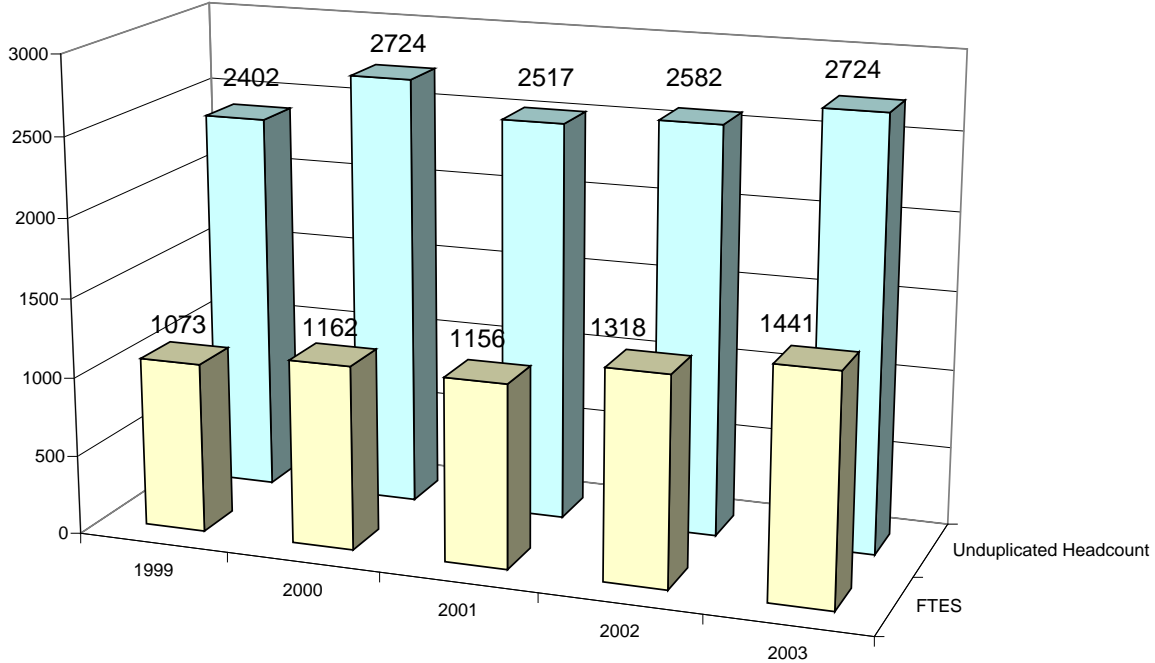
- Formal adoption of a five-year expansion model for the nursing program in fall 2003, including:
 - Development and implementation of an evening option for 20 students.
 - Development of a bridge program (LERN) for RN students, to be implemented fall 2004.
- Additional and new equipment in the diesel and welding labs.

The Board is also being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will assist faculty in improving professional/technical education for our students, as well as inform our planning for the next fiscal year.

Professional/Technical Student Enrollment Summary

The professional/technical student enrollment summary presents the annualized unduplicated headcount and FTES of all professional/technical students enrolled at LCC who are state-funded.

Student Enrollment and FTES by Purpose for Attending: Workforce Training 1999-2003 State-Supported Students



Source: State Board for Community and Technical College's (SBCTC) Academic Year Reports

- FTES for workforce training have been on a fairly steady incline over the five year history depicted here, including increasing 9.3% overall between academic year 2002 and 2003. Despite some fluctuation, unduplicated headcount increased 5.5% over the same time period. Over the five year period, FTES increased 34.3% and unduplicated headcount increased 13.4%.

Professional/Technical Enrollment and Staffing Summary by Individual Program

The following summary presents unduplicated headcounts, program majors, FTEs, FTEF, and student/faculty ratios for each of the professional/technical areas at the College. The programs are displayed alphabetically. The following legend details specifically what each of these categories represents.

Category	Description
Unduplicated Headcount	This is the total number of students occupying seats in all of the core classes of a given program, with each student counted only once.
Majors	This is the total number of students who have declared a given program as their major, whether or not they are taking courses in the program.
FTE	This is the annualized "full-time equivalent student." One annual FTE is the equivalent of one student enrolled for 45 credit hours.
FTEF	This is the annualized "full-time equivalent faculty." One FTEF teaching faculty is equal to one instructional employee assigned to teach a full-time load of courses for nine months.
S/F Ratio	This is the "student/faculty ratio." It is FTE divided by FTEF, which gives the ratio of how many FTEs per FTEF.

Accounting

Year	Unduplicated Headcount	Majors ↑	FTE ↓	FTEF	S/F Ratio
1998-99	257	55	44.1	2.52	17.52
1999-00	226	49	38.6	2.62	14.75
2000-01	237	73	45.7	2.43	18.78
2001-02	222	65	40.8	2.63	15.51
2002-03	198	65	38.2	2.47	15.44

Administration of Justice

Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
100	72	17.4	0.70	24.72
95	63	15.9	0.64	24.97
109	61	17.0	0.60	28.49
105	74	16.8	0.65	25.98
108	76	17.8	0.73	24.50

- Although headcount in **Accounting** declined 23% between 1999 and 2003, the number of students declaring Accounting as their major increased 18%.
- Enrollment in the **Administration of Justice** program has remained fairly steady with a slight increase of 8% between 1999 and 2003. The number of majors increased by 6%.

Automotive/Diesel Technology

Year	Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
1998-99	105	177	58.0	4.50	12.88
1999-00	103	174	64.6	4.23	15.26
2000-01	110	209	63.2	4.35	14.52
2001-02	120	206	60.9	4.76	12.79
2002-03	157	234	82.1	5.44	15.10

Business Management (incl. BSAD)

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
726	215	116.5	5.34	21.82
786	226	108.7	5.03	21.61
634	183	88.5	4.65	19.03
728	172	98.6	4.95	19.92
774	157	98.7	4.35	22.69

- Despite a slight decrease in majors and FTES between 2001 and 2002, overall enrollment in the **Automotive/Diesel Technology** program is up, increasing 31% in headcount over five years. Majors increased 32%.
- Although majors and FTE are both down in the **Business Management** program (down 27.0% and 13.9% over five years, respectively), unduplicated headcount increased slightly, up 6.3% between academic year 2002 and 2003.

Business Technology (was OFAD)

Year	Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
1998-99	546	213	84.3	3.95	21.36
1999-00	571	243	84.9	4.07	20.84
2000-01	612	223	83.6	3.74	22.33
2001-02	681	240	100.8	3.52	28.61
2002-03	907	265	99.0	2.98	33.18

Chemical Dependency Studies

Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
51	37	13.5	0.84	16.07
92	76	17.5	0.93	18.82
56	57	17.5	0.96	18.17
60	51	17.0	1.05	16.19
75	66	18.8	1.05	17.96

- Enrollment in the **Business Technology** program increased substantially—66.0%—over the last five years. FTES and majors also increased at a lower rate, up 17.4% and 24.4%, respectively. The Student-Faculty Ratio has also been increasing over time.
- Unduplicated headcount in the **Chemical Dependency Studies** increase by 47.0% over five years, while FTE and majors also increased, at 39.3% and 78.4%, respectively.

Computer Information Services

Year	Unduplicated Headcount	Majors ↑	FTE ↓	FTEF	S/F Ratio
1998-99	1139	158	124.9	6.53	19.13
1999-00	1112	198	113.8	6.03	18.86
2000-01	1088	211	110.3	6.54	16.86
2001-02	1027	190	119.5	6.51	18.35
2002-03	813	162	111.1	5.68	19.56

Early Childhood Education

Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
135	104	21.3	1.47	14.49
140	106	18.0	1.39	12.98
162	127	20.9	1.95	10.72
175	150	30.0	1.87	16.04
169	120	30.0	1.84	16.33

- Enrollment in the **Computer Information Systems** program in terms of unduplicated headcount decreased by 20.8% between academic year 2002 and 2003. FTES decreased by 7.6% during the same time period.
- Although FTES generated by the **Early Childhood Education** program held steady between academic year 2002 and 2003 at 30.0, there were slight declines in unduplicated headcount (-3.4%) and majors (-20%). Overall, all indicators increased over the last five years.

Electronics Technology

Year	Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
1998-99	62	72	25.1	1.53	16.41
1999-00	45	63	23.0	1.98	11.62
2000-01	48	73	21.6	1.75	12.34
2001-02	69	92	33.4	1.86	17.92
2002-03	71	92	40.9	1.97	20.76

Fire Science Technology

Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
74	65	21.1	0.90	23.44
279	218	32.0	0.76	42.29
196	144	26.0	1.24	20.91
223	97	28.8	1.19	24.27
201	116	26.1	1.14	22.83

- Despite a dip between academic year 1999 and 2000, enrollment in the **Electronics Technology** program is up. Unduplicated headcount, majors, FTE and S/F ratios all increased between 1999 and 2003, at 14.5%, 27.8%, 62.9%, and 26.5%, respectively.
- Enrollment in the **Fire Science Technology** program peaked in 2000 at 32.0 FTE, 279 unduplicated headcount and 218 declared majors.

Industrial Maintenance

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
1998-99	241	208	29.5	1.94	15.18
1999-00	222	185	20.3	1.36	14.93
2000-01	195	215	21.8	1.36	16.03
2001-02	120	181	21.1	1.54	13.67
2002-03	165	171	23.9	1.90	12.56

Machine Trades

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
80	60	29.6	2.35	12.61
62	50	21.1	2.40	8.78
65	58	21.2	2.13	9.97
80	68	32.3	2.39	13.53
79	51	18.9	2.34	8.08

- Although enrollment in the **Industrial Maintenance** program declined over five years, it did pick up unduplicated headcount (+37.5%) and FTE (+13.3%) between 2002 and 2003.
- Unduplicated headcount in the **Machine Trades** has remained somewhat steady over the past five years, but FTE declined 36.1% between 1999 and 2003.

Mechanical Engineering Technology

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
1998-99	77	29	9.7	1.10	8.82
1999-00	80	32	11.5	1.05	10.99
2000-01	91	34	10.4	1.23	8.43
2001-02	75	29	10.9	1.37	7.98
2002-03	123	24	8.5	0.92	9.24

Medical Assisting

Unduplicated Headcount	Majors ↑	FTE ↓	FTEF	S/F Ratio
48	69	17.4	0.87	19.92
50	73	15.8	1.00	15.75
49	79	9.5	0.80	11.88
53	63	11.3	0.85	13.24
61	78	15.2	0.70	21.71

- Unduplicated headcount in the **Mechanical Engineering Technology** program got a bit of a boost between 2002 and 2003, increasing 64%, however, FTE declined 28.2%.
- Enrollment in the **Medical Assisting** program is also mixed, increasing 27.1% in unduplicated headcount but declining 12.6% in FTE.

Nursing

Year	Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
1998-99	201	402	78.5	9.19	8.54
1999-00	235	507	91.7	9.58	9.58
2000-01	252	537	106.2	10.12	10.50
2001-02	215	718	100.5	9.90	10.15
2002-03	257	1094	109.5	10.78	10.15

Para Educator

Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
20	5	3.2	0.18	18.11
52	5	2.5	0.19	13.16
41	5	2.3	0.17	13.53
79	28	8.4	0.29	28.97
107	63	11.6	0.46	25.04

- Enrollment in the **Nursing** program continues to expand, with a 27.9% increase in unduplicated headcount and a 39.5% increase in FTE over five years. Most notable, the number of declared majors increased 172% between 1999 and 2003.
- Enrollment in the **Paraeducator** program spiked in 2003, increasing 35.4% in unduplicated headcount and 38.1% in FTE from the prior year.

Pulp & Paper Technology

Year	Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
1998-99	24	19	3.0	0.15	20.45
1999-00	25	16	2.7	0.14	19.76
2000-01	34	17	3.5	0.16	22.34
2001-02	75	24	4.5	0.19	23.68
2002-03	96	74	4.1	0.18	22.36

Welding

Unduplicated Headcount	Majors ↑	FTE ↑	FTEF	S/F Ratio
142	84	38.1	2.80	13.61
143	89	30.1	3.08	9.77
212	140	40.3	2.84	14.21
188	125	57.0	3.20	17.83
187	103	43.2	3.14	13.77

- The enrollment data for the **Pulp & Paper Manufacturing Technology** program has increased substantially in terms of unduplicated headcount and majors, up 28% and 208% between 2002 and 2003, respectively. However, FTE declined slightly—9.8%—during the same time period.
- In the **Welding** program, enrollment, declared majors, and FTE all increased over the five year period, peaking in 2002 with slight declines in 2003. Overall, unduplicated headcount increased 31.7%, majors increased 22.6%, and FTE increased 13.4% over the five year period.

Source: Data Warehouse: Unduplicated headcount (Transcripts Table, DW_KEY, Year, DEPT_DIV); Majors (Transcripts Table, DW_KEY, Link to Student Table, Select by PROGRAM_CIP); FTE (CLASS Table, FTES_TOTAL-Sum, RECORD_CODE where "1" or "2", Select by DEPT_DIV, divide by 3); FTEF (CLASS Table, FTE_FACULTY-Sum, RECORD_CODE where "1" or "2" or "3", Select by DEPT_DIV, divide by 3)

Employment and Earnings

The State Board for Community and Technical Colleges coordinated with Employment Security for a data set called "Data Linking for Outcomes Assessment" (DLOA). Queries match student social security numbers with information in the Unemployment Insurance database. Only students working in UI covered jobs in Washington and Oregon show up in the data set. The DLOA data set does not capture former students who are self-employed. The wage information is based only on salaries earned whether or not one is working in the field in which they were trained. This data set includes three separate cohort groups for 1999-2000 and 2000-2001 and 2001-2002.

**Professional/Technical Wage and Employment Rate Summary
1999-2002**

	1999-2000	2000-2001	2001-2002	1999-2000	2000-2001	2001-2002
Discipline	Low-to-High Hourly Wages	Low-to-High Hourly Wages	Low-to-High Hourly Wages	Median Hourly Wage	Median Hourly Wage	Median Hourly Wage
Accounting Tech	\$5.82-\$23.66	\$7.00-\$18.20	\$7.60-\$16.13	\$9.62	\$9.21	\$9.78
Automotive Tech	\$5.98-\$62.58	\$7.25-\$19.17	\$7.01-\$19.30	\$10.38	\$10.28	\$9.04
Business Management	\$5.49-\$37.79	\$6.96-\$30.27	\$7.03-\$21.88	\$10.20	\$12.40	\$10.96
Chemical Dependency	\$5.52-\$21.88	\$7.03-\$28.55	\$7.19-\$16.45	\$10.11	\$10.03	\$10.00
Computer Information Systems	\$5.55-\$53.54	\$7.03-\$53.81	\$7.09-\$40.44	\$10.74	\$14.68	\$11.79
Diesel/Heavy Equipment	\$5.62-\$30.26	\$6.91-\$30.53	\$7.99-\$50.36	\$14.10	\$15.45	\$16.55
Early Childhood Education	\$5.89-\$22.43	\$6.98-\$18.95	\$6.98-\$25.29	\$9.94	\$9.10	\$9.73
Electronics Tech	\$6.33-\$35.53	\$7.26-\$20.49	\$7.24-\$27.47	\$16.45	\$11.28	\$14.76
Fire Science Tech	\$5.86-\$32.43	\$6.97-\$94.49	\$7.30-\$55.63	\$11.45	\$12.07	\$19.47
Industrial Maintenance	\$7.10-\$36.52	\$11.80-\$37.71	\$11.97-\$25.44	\$27.90	\$19.60	\$21.41
Machine Trades	\$5.70-\$31.62	\$6.96-\$32.83	\$7.46-\$31.89	\$13.20	\$14.57	\$13.89
Medical Assisting	\$5.47-\$20.16	\$7.00-\$27.73	\$7.31-\$29.85	\$9.65	\$10.98	\$11.24
Nursing Assistant	\$5.62-\$21.11	\$6.74-\$17.72	\$7.01-\$13.83	\$7.58	\$8.62	\$8.57
Practical Nurse	\$10.97-\$28.58	\$14.50-\$24.62	\$7.60-\$15.90	\$13.03	\$15.34	\$14.55
Registered Nurse	\$6.21-\$44.63	\$7.56-\$27.46	\$8.06-\$47.99	\$18.36	\$20.95	\$22.35
Administrative Assistant	\$6.21-\$18.40	\$7.01-\$13.22	\$9.52-\$10.75	\$9.38	\$10.07	\$10.14
Medical Admin. Support	\$6.21-\$16.25	\$8.09-\$13.34	\$7.04-\$26.70	\$9.48	\$10.26	\$10.26
Business Technology	\$5.78-\$21.44	\$6.83-\$16.34	\$6.94-\$31.00	\$8.92	\$8.94	\$10.31
Welding	\$5.85-\$100.86	\$7.15-\$34.74	\$6.96-\$26.54	\$13.91	\$13.81	\$11.35

DLOA Database (Job Prep Post College Table – DW_KEY, COLLEGE, INFLATION_ADJ_WAGE, LAST_YRQ, ENDING_CIP) (CIP Table – CIP_TITLE) (Relationship between ENDING_CIP & CIP)

Discipline	1999 – 2000		2000 – 2001		2001 – 2002		Percentage change 1999-2002	Percentage change 2000-2002
	Total # Students	Estimated Employment Rate	Total # Students	Estimated Employment Rate	Total # Students	Estimated Employment Rate	Estimated Employment Rate Change	Estimated Employment Rate Change
Accounting Tech	5	71%	10	78%	18	92%	+21%	+14%
Automotive Tech	10	56%	17	79%	21	93%	+37%	+14%
Business Management	16	77%	49	81%	22	73%	-4%	-8%
Chemical Dependency	2	64%	12	76%	9	84%	+20%	+8%
Computer Information Systems	10	71%	52	78%	34	79%	+8%	+1%
Diesel/Heavy Equipment	6	100%	74	87%	14	74%	-26%	-13%
Early Childhood Education	2	64%	7	69%	22	80%	+16%	+11%
Electronics Tech	7	90%	15	76%	17	87%	-3%	+11%
Fire Science Tech	5	85%	20	74%	14	69%	-16	-5%
Industrial Maintenance	13	94%	5	56%	2	100%	+6%	+44%
Machine Trades	10	85%	11	60%	14	84%	-1%	+24%
Medical Assisting	15	76%	16	77%	16	86%	+10%	+9%
Nursing Assistant	31	91%	32	68%	13	94%	+3%	+26%
Practical Nurse	8	82%	7	90%	7	100%	+18%	+10%
Registered Nurse	5	71%	42	95%	58	94%	+23%	-1%
Administrative Assistant	2	64%	3	51%	2	64%	0%	+13%
Medical Admin. Support	3	100%	9	92%	8	100%	0%	+8%
Business Technology	4	100%	18	64%	43	71%	-29%	+7%
Welding	10	100%	13	83%	25	80%	-20%	-3%

Estimated employment rates for completers derived from DLOA Database (Reports- Estimated employment rate report)
 Combined CIP codes (BTEC 110602, 520204) (Diesel/heavy equip 470302, 470605)

Note: Due to changes in State and Federal privacy laws, as well as too few completers from LCC to enable an aggregate report, the following programs were not reported on: Administration of Justice, Financial Technician, HVAC, Instrumentation Technology, Mechanical Engineering Technology, Legal Administrative Support, and Paper & Pulp Technology.

Most disciplines saw a net increase over the time period covered by the two cohorts (1999-2002 and 2000-2002). However, the following disciplines experienced a net decline, including:

- Business Management
- Diesel/Heavy Equipment
- Fire Science Technology
- Business Technology
- Welding

Overall Estimated Employment Rate
Status of Job Preparatory Completers Nine Months After College
 Five-College Comparison
 1999-2003

	1999	2000	2001	2002	2003
LCC	227/268 = 85%	246/275 = 89%	275/320 = 86%	524/646 = 81%	326/391 = 83%
Olympic	357/435 = 82%	306/382 = 80%	391/480 = 81%	437/560 = 78%	475/584 = 81%
Grays Harbor	204/243 = 84%	198/232 = 86%	323/402 = 80%	176/217 = 81%	157/193 = 81%
Centralia	118/141 = 84%	160/182 = 88%	145/184 = 79%	174/207 = 84%	219/265 = 83%
Skagit Valley	359/439 = 82%	332/401 = 83%	355/441 = 80%	391/487 = 80%	325/408 = 80%
System Total	11,515/13,636=84%	12,860/15,260=84%	15,331/18,336=84%	16,215/19,776=82%	17,082/21,266 = 80%

Source: SBCTC Academic Year Report, Status of Job Preparatory Completers Nine Months After College

- Although LCC's overall employment rate dipped to 81% in 2002, 2003 figures suggest that the overall trend is in recovery.
- Employment estimates for LCC over the past five years are consistent with the other colleges in the comparison, and, with the exception of 2002, have typically exceeded the system average.

Overall Estimated Employment Rate
Status of Job Preparatory Early Leavers Nine Months After College
 Five-College Comparison
 1999-2003

	1999	2000	2001	2002	2003
LCC	143/185 = 77%	213/281= 76%	255/339= 75%	248/331= 75%	289/384 = 75%
Olympic	265/374 = 71%	376/517 = 73%	370/532 = 70%	445/605 = 73%	371/495 = 75%
Grays Harbor	136/181 = 75%	157/209=75%	166/230=72%	165/242=68%	150/221 = 68%
Centralia	46/65 = 70%	86/110 = 78%	105/140 = 75%	106/143 = 74%	117/154 = 76%
Skagit Valley	129/174 = 74%	186/237 = 78%	257/350 = 73%	261/363 = 72%	291/391 = 74%
System Total	6,861/8,846=78%	8,728/11,353=77%	10,882/14,014=78%	11,589/15,106=77%	11,421/15,239 = 75%

Source: SBCTC Academic Year Report, Status of Job Preparatory Early Leavers Nine Months After College (early leavers are defined as those students leaving the College without a degree/certificate with at least 45 completed credits and a 2.0 GPA)

- The overall estimated employment rate for LCC's early leavers has remained steady for the past three years. The fact that the overall estimated employment rate for leavers is 8 lower than that for the graduates suggests that it is more advantageous for students to leave the College with an Associate degree than without a degree.

Professional/Technical Student Graduation and Completion Rates

Professional/Technical completers at LCC consist of students graduating with associate (AAS) degrees, those completing certificates of different lengths, and those completing apprenticeship programs with varying requirements.

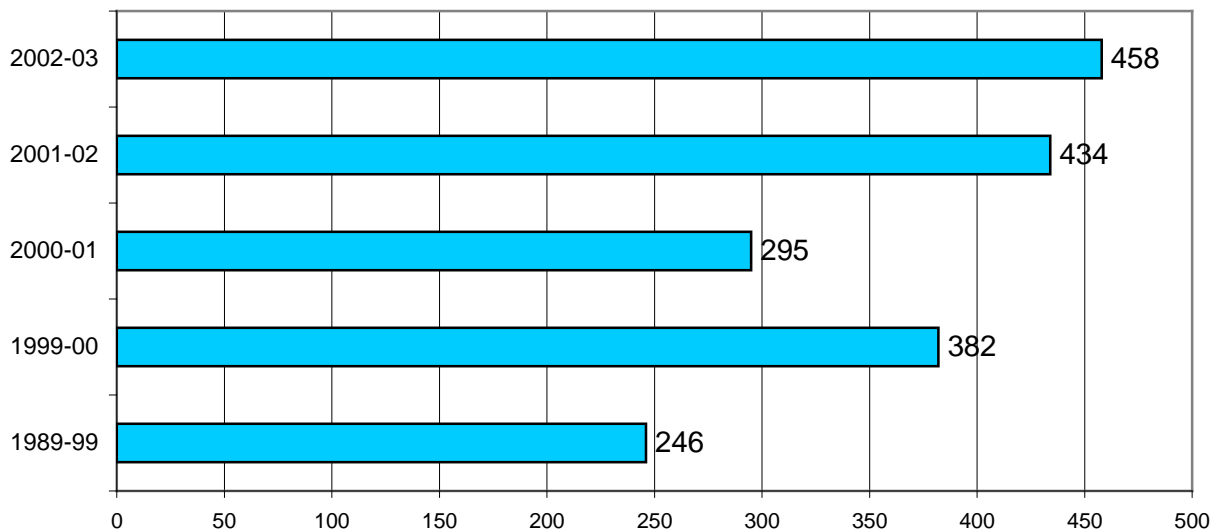
Professional/Technical Degrees, Certificates and Completions 1999-2003

	1998-99	1999-00	2000-01	2001-02	2002-03
AAS Degrees	124	171	118	185	190
Certificates (45-89 credits)	63	80	80	107	118
Certificates (< 45 credits)	47	103	90	136	138
Apprentice Completions	12	28	7	6	12
Grand Total	246	382	295	434	458

Source: SBCTC Academic Year Report.

- Although there was a decline between 2000 and 2001, overall, the number of professional technical degrees and certificates awarded increased 86.2% over the last five years.
- The number of Professional/Technical degrees awarded increased 53.2% between 1999 and 2003.

Professional/Technical Degrees, Certificates and Completions: 1999-2003

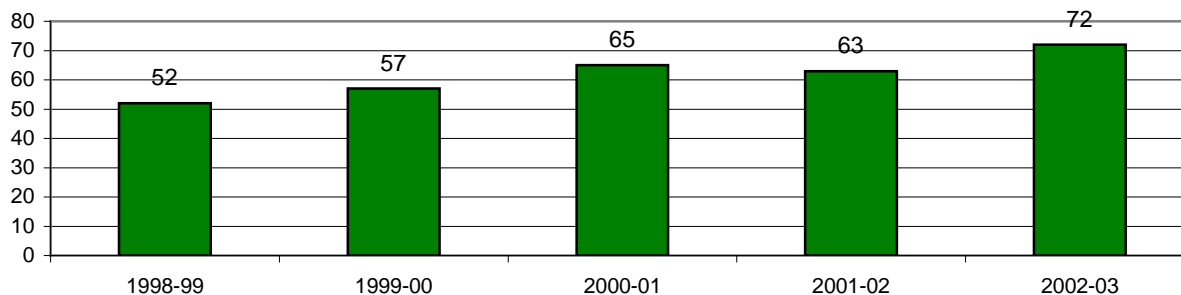


Source: SBCTC Academic Year Report

Individualized Certificate Program

The Individualized Certificate Program (ICP) provides an option for students wishing to pursue a field of study in which LCC does not offer a degree or certificate program. ICP is an innovative learning alternative that provides students with practical work-based learning experience in addition to classroom work. Working with the ICP Coordinator and Job Developer, students build a specialized curriculum from LCC courses and gain valuable work-based learning experience from area employers in their chosen field of study. ICP students attend a weekly seminar class to develop a portfolio and discuss topics related to the workplace. Students may earn a Certificate of Completion (15-45 credits) or a Certificate of Proficiency (45+ credits) by completing all credit requirements established for their specialized program.

**ICP Enrollment (Unduplicated Headcount)
1999-2003**



Source: Data Warehouse

- Enrollment in ICP increased 38.5% between 1999 and 2003.
- Eighteen students completed their ICP certificate in 2002-03. Of students completing, 67% (12/18) are employed in their field of study. Four students who completed have transferred into an Associates Degree or a 4-year institution in their field of study.
- During the year 2002-2003, students were enrolled in 23 individual programs of study and 20 employers provided students with a WBLE site. A State requirement allows 4 students only in each field of study per quarter. Each employer signs an *Affiliation Agreement* with LCC and a *Learning Agreement* based on the student's work-based learning objectives.

Source: ICP Office

Licensure Rates for Nursing and Welding

(Key Performance Indicator)

Nursing graduates must be licensed in order to attain work in that field. Nursing completers must pass the NCLEX - a national, standardized nursing test. Similarly, welding completers must pass the WABO test to earn their degree.

Nursing: NCLEX Pass Rates		Welding: WABO Pass Rates
Practical Nurse	Registered Nurse	
1997 = 100%	1997 = 95%	During academic year 2002, a total of 65 students took the WABO test and 63 (96.9%) passed it the first time.
1998 = 100%	1998 = 93%	
1999 = 97%	1999 = 90%	
2000 = 100%	2000 = 92%	
2001 = 100%	2001 = 97%	
2002 = 100%	2002 = 90%	
2003 = 100%	2003 = 87%	

- Both the nursing and welding programs do a very good job of getting their students to pass licensure exams, with pass rates close to 100% for Practical Nursing and Welding, and scores typically in the 90's for Registered Nursing.
- On the 2004 Professional Technical Follow-up Student Survey (sent to 2002-03 graduates and program completers), a new question was added asking students to report on their licensure status. Out of 41 respondents from a variety of disciplines who stated that licensure was required for their chosen field, 30, or 73.2%, reported that they had already completed the requirements and received their license. Disciplines include accounting, administration of justice, automotive technology, business management, early childhood education, electronics technology, fire science technology, nursing, pharmacy technician, allied health, education, welding, computer networking and chemical dependency studies.

Student Satisfaction with Professional/Technical Instruction

(Key Performance Indicator)

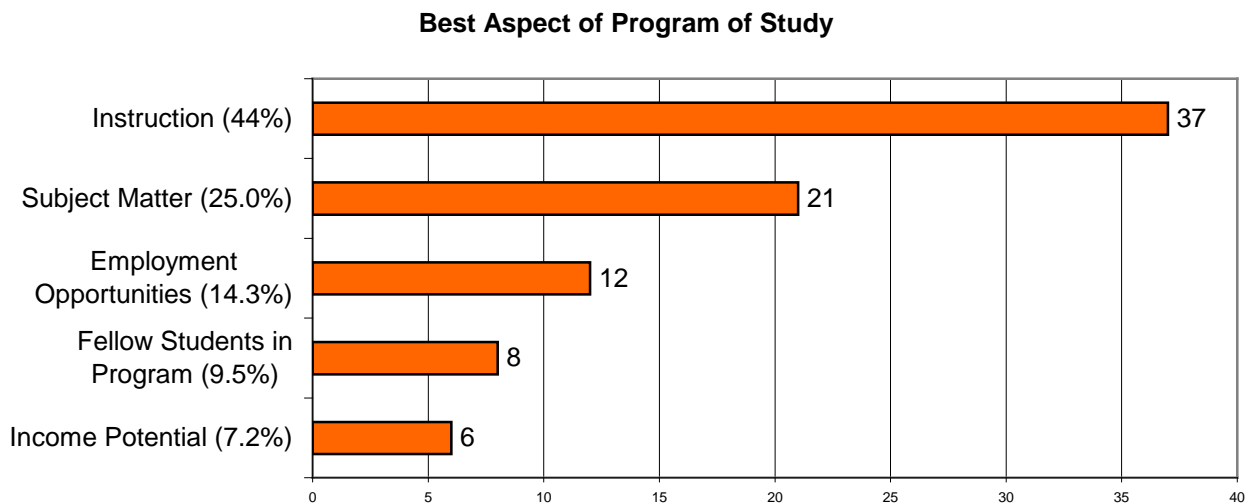
In May 2004, A Professional Technical Follow-up Student Survey was administered to 2003 graduates and completers of Professional /Technical programs. The following is a preliminary report of the survey findings (with 110 responses received). **Of those responding to date, 75.8% reported that they have obtained a job related to the training they received at LCC with an average hourly wage of \$14.62.**

How would you rate the quality of instruction you received in your program major?

Very Good	Good	Fair	Poor	Very Poor
48	24	11	0	0
57.8%	28.9%	13.3%	0%	0%

- 86.7% of respondents said the instruction they received in their program major was “good” or “very good.”

What was the best aspect of your program of study?



Technical Preparation

Usefulness of your program in relation to your overall job performance:

Very Good	Good	Fair	Poor	Very Poor
32	26	4	0	0
51.6%	41.9%	6.5%	0%	0%

- 93.5% of respondents stated that the usefulness of their program is “good” or “very good” in relation to their overall job performance.

Technical knowledge of occupational specialty:

Very Good	Good	Fair	Poor	Very Poor
29	30	3	0	0
46.8%	48.4%	4.8%	0%	0%

- 95.2% of respondents stated that their technical knowledge of occupational specialty is “good” or “very good.”

Summary of Findings for College Outcome: Professional/Technical

- Enrollment in Professional/Technical programs is up. For state supported students, both unduplicated headcount and FTES increased between 2002 and 2003, and overall for the five year period between 1999 and 2003. FTES increased 34.3% over five years, and unduplicated headcount increased 13.4%, an indication that students are taking more credits than in the past.
- In terms of students declaring their intent to participate in a particular program, or “major,” the highest areas of growth over the past five years include Nursing, Pulp & Paper Technology, and Paraeducator.
- Areas that experienced growth over the last five years both in terms of majors and FTES include Administration of Justice, Automotive/Diesel Technology, Business Technology, Chemical Dependency Studies, Early Childhood Education, Electronics Technology, Fire Science Technology, Nursing, Para Educator, Pulp & Paper Technology and Welding.
- Areas that experienced a decline over the last five years both in terms of majors and FTES include Business Management, Industrial Maintenance, Machine Trades, and Mechanical Engineering Technology.
- According to information tracked by the state, median hourly wages from 2001-2002 graduates range from \$8.57 per hour for Nursing Assistants to \$22.35 per hour for Registered Nurses. Respondents to the 2004 Professional-Technical Follow-up Student Survey report an average hourly wage of \$14.62.
- Most disciplines saw a net increase in employment rates between 1999 and 2002. However, a few programs, including Business Management, Diesel/Heavy Equipment, Fire Science Technology, Business Technology and Welding experienced net decreases (please note the limitations of this data source described on page 6).
- Estimated employment rates for LCC overall, which dipped slightly in 2002 but appear to be in recovery, are consistent with other comparative colleges and typically exceed the system average.
- Early leavers are employed at rates slightly below completers, indicating that it is beneficial for students to complete their studies at LCC.
- The number of Professional/Technical graduates and completers increased 86.2% between 1999 and 2003. The number of students earning Professional/Technical associate (AAS) degrees increased 53.2% during the same time period.
- Exam pass rates for Practical Nursing and Welding continue to be exemplary, at rates of 100% or nearly 100%. Pass rates for Registered Nurses are also outstanding, with scores typically in the 90’s.
- 73.2% of the respondents to the 2004 Professional-Technical Student Follow-up Survey (of 2002-03 graduates and completers) report that they have already received licensure in their field.
- Enrollment in LCC’s Individualized Certificate Program (ICP) increased 38.5% between 1999 and 2003. In 2002-03, students were enrolled in 23 individual programs of study and participated in work-based learning experiences at 20 different sites.
- In preliminary findings from the 2004 Professional-Technical Follow-up Student Survey, nearly nine out of ten respondents said the instruction they received in their program was “good” or “very good.” Forty-four percent said that instruction was the best aspect of their program, and 93.5% stated that the usefulness of their program was “good” or “very good” in relation to their overall job performance. 75.8% of survey respondents, including 2002-03 graduates and program completers, report that they have obtained a job related to the training they received at LCC.

Lower Columbia College
Professional/Technical Monitoring Report (Cycle V)
Comments from the Review Team
June 16th, 2004

Based on the data in this report, in what areas has LCC done a good job in providing students professional/technical preparation?

- Preliminary results from the 2004 Professional/Technical Follow-up Student Survey are excellent, particularly in regard to rating quality of instruction at LCC.
- Many programs appear to be in strong growth mode, including Nursing, Chemical Dependency Studies, Paraeducator, Automotive/Diesel Technology, Business Technology, Electronics Technology, Fire Science Technology, Pulp and Paper Technology, and Welding.
- Employment estimates are good even for early leavers, especially with the depressed job market.
- The number of Professional/Technical Degrees, Certificates and Completions earned has increased significantly over the last five years.

Based on the data in this report, what are some of the things that the College can do to improve professional/technical preparation?

- Lack of growth in Industrial Maintenance, Machine Trades, and Mechanical Engineering Technology stands out (although unduplicated headcount in Mechanical Engineering Technology was up in 2002-03).
- Business Management is also showing lack of growth and merits observation; although unduplicated headcount is up, majors and FTE are down.
- Sharing success (employment) rates of completers vs. early leavers with students may help encourage them to stay through completion.

Board Plus/Delta

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

June 16th, 2004

+	Δ

Expected College Outcome: Transfer Monitoring Report

1999 – 2003

(Cycle V)

We offer courses and support for students to meet the requirements for transfer from Lower Columbia College and to pursue successfully upper division college and university programs.

→ Lower Columbia College
Expected College Outcome

January 21, 2004



Lower Columbia College

Transfer: A Monitoring Report

Welcome to “Cycle V” of Lower Columbia College’s Transfer Monitoring Report.

The Lower Columbia College Board of Trustees identified academic transfer as one of the seven college outcomes. Transfer preparation is a very important function of a comprehensive community college and is one of the major system goals of the Washington State Community and Technical College System. Lower Columbia College offers transfer students a variety of options that have historically been accepted as the first two years of study towards a Bachelor’s degree by public institutions in Washington State, as well as some in Oregon, and most Washington private colleges and universities.

The purpose of this report is to present relevant information regarding the college’s transfer function, including the performance of transfer students at LCC, how many transfer students graduate from LCC, at which baccalaureate institutions in Washington and Oregon LCC’s transfer students continue their studies, and how well they perform there academically. Due to availability and cost issues, academic performance data of former LCC students at the University of Washington (Mutual Research Transcript Enterprise - MRTE), as well as detailed destination data (National Student Clearinghouse) are not presented in this report.

In most cases, the report has been updated to include academic year (AY) 2003 data. As in previous editions of the Transfer Monitoring Report, the data are presented according to key performance indicators (KPIs) as articulated by LCC’s Executive Planning Committee. Five-year trend data are provided, unless otherwise specified. Important highlights that help in the interpretation of these data appear as bullet statements under each figure. The report is also subject to concentrated review by faculty and staff at Lower Columbia College. Comments from the review team are included at the end of the report.

Some of the action plans that have come about as a result of past reviews of the Transfer Monitoring Report include:

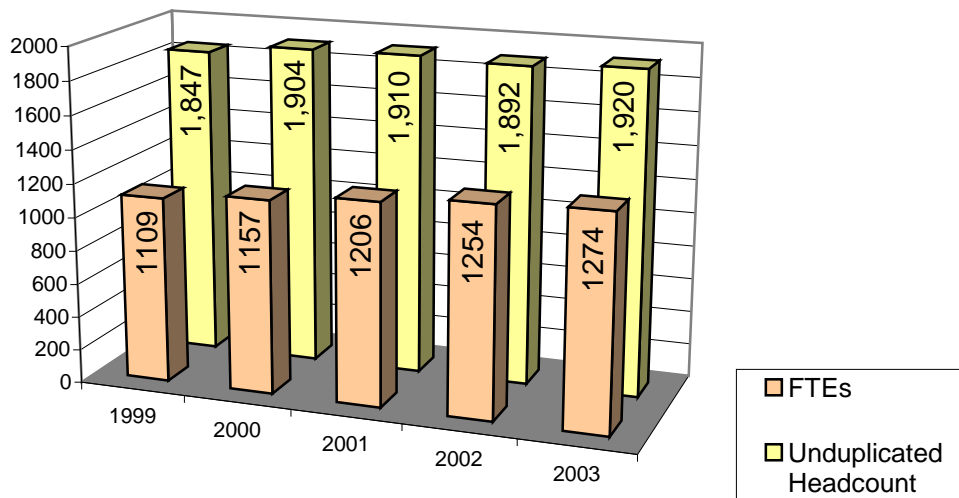
- Developing a Co-admission program with WSU-V to ease the transfer process.
- Increasing the visibility and promotion of the Transfer Center, and making it more available and user-friendly for students.
- Adding goal clarification activities to Student Orientation.
- Making course equivalency guides available as bookmarks on Transfer Center computers.
- Disseminating transfer information to advisors as it is received.
- Working collaboratively with WSU-V and Clark College on The Institute to increase transfer opportunities for students interested in engineering, computer science, biology, math and mechanical engineering.

The Board is also being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will be used in our planning process for next year.

(Key Performance Indicator)
Transfer Student Enrollment Summary

The transfer student enrollment summary presents the unduplicated headcount and FTEs of all transfer students enrolled at LCC regardless of funding source.

Transfer Student Enrollment--All Transfer Students: 1999-2003



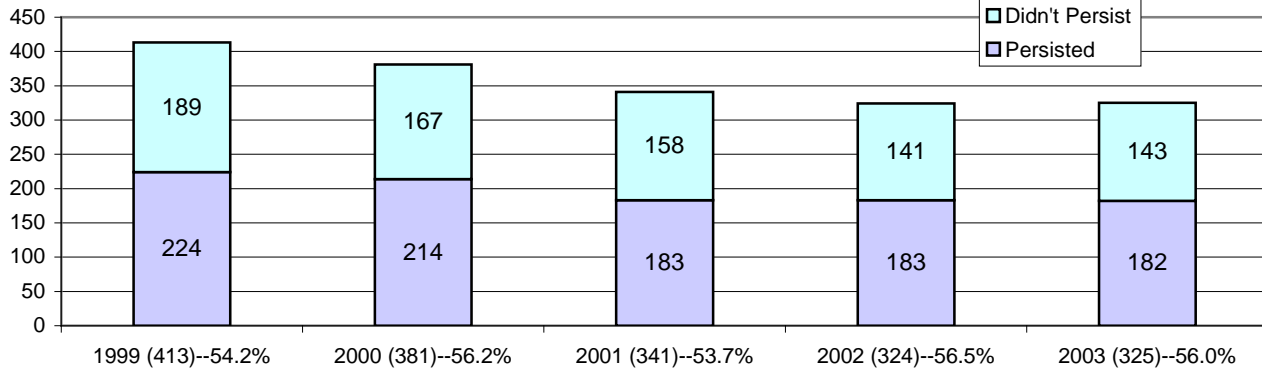
Data Source: SBCTC Data Warehouse, STUDENT Table by SID, MIS Reportable, Kind of Student "T" (Headcount); STUCLASS Table by CR_EQUIV/45, INSTIT_INTENT_RECAT "A" (FTEs)

- Headcount of transfer students went up 1.6% between 2002 and 2003, and increased 14.9% over the five-year period.
- Transfer FTES increased 1.5% between 2002 and 2003, and went up 4.0% over five years.

(Key Performance Indicator)
Retention and Persistence of Transfer Students

Student persistence in academic study is one of the core indicators of effectiveness identified by the American Association of Community Colleges (AACC). Of the cohort of transfer students who registered for their first credits in a given fall quarter, what is the proportion that is still enrolled for at least one credit the following fall quarter?

Fall-to-Fall Persistence of Transfer Students: Fall 1999 - Fall 2003



Source: SBCTC Data Warehouse, STUDENT table by SID, Kind of Student, Source "4", MIS reportable with YRQ_ACT_Start "2"

- Over the past five years, the persistence rate for transfer students from fall quarter to fall quarter has been hovering at just over half, or 55.3% on average.
- The figures in the parentheses next to the years are the total number of first-year transfer students enrolled during that time. The "persisted" number and percent for each year indicates that portion of the all first-year transfer students who were enrolled for at least one credit the following year.

Progress of Students Planning Associate Degrees Two Years After Entering the College State and Contract Students

The following table shows students who have made either SUBSTANTIAL (including students who have graduated or attended for at least four quarters) or SOME (including students who have attended two or three quarters) progress two years after entering college. This information is new to the Transfer Monitoring Report.

	1999	2000	2001	2002	2003
LCC – FT	85%	80%	84%	90%	93%
LCC – PT	63%	66%	71%	67%	59%
WA – FT	84%	83%	83%	90%	91%
WA – PT	60%	62%	62%	64%	63%

Source: SBCTC Academic Year Report

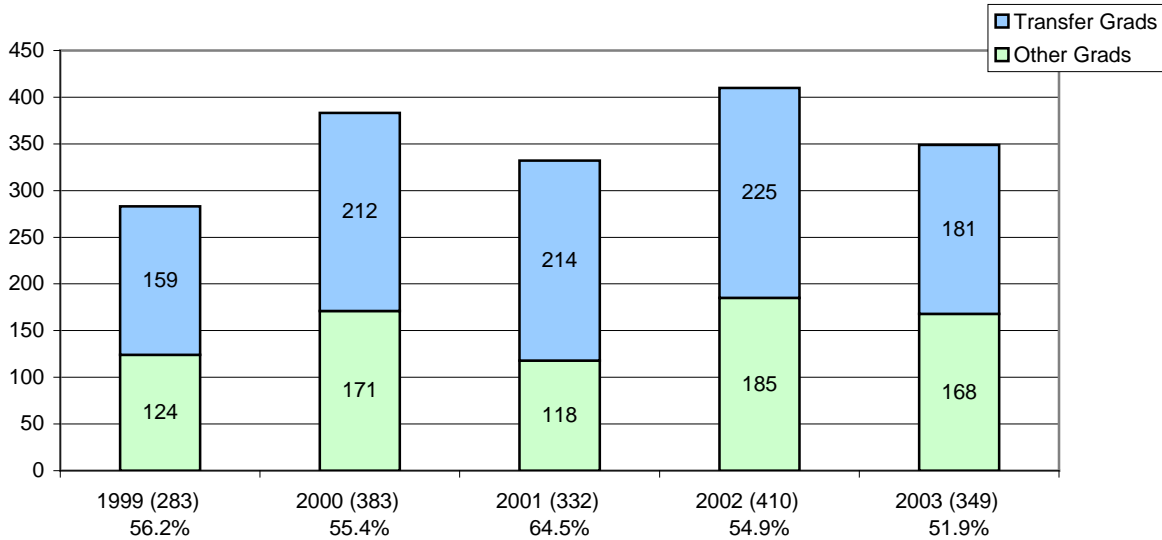
- For full-time students, LCC has either met or exceeded the system average for student progress for four out of the last five years.
- For part-time students, LCC exceeded the system average for student progress for four out of the last five years.

(Key Performance Indicator)

Transfer Student Graduation Rate

The following chart shows the number of transfer graduates in proportion to the number of total graduates in a given year. The total number of graduates is listed next to the year at the bottom of the chart.

Transfer Student Graduation Rate: 1999-2003



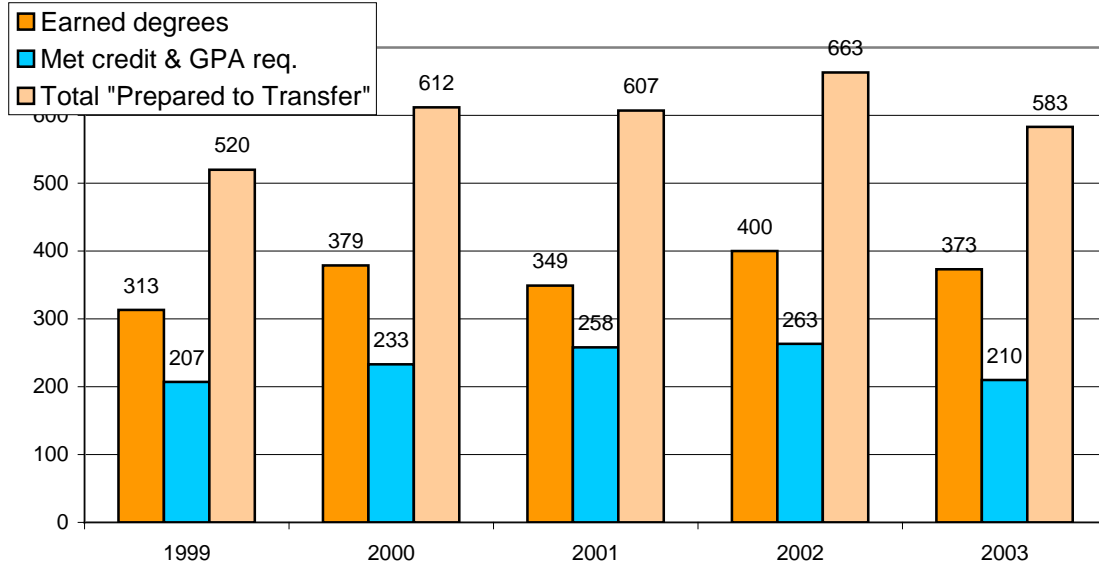
Data Source: SBCTC Academic Year Report

- The proportion of transfer graduates to total graduates has varied over the past five years, but has consistently stayed above the 50th percentile for associate degrees.

Performance Funding – “Transfer Preparedness”

Transfer statistics, or more accurately “transfer preparedness” was selected as one of the key areas for review under the legislature’s “performance funding” model introduced in the 1990’s. According to the definition used by the SBCTC, a student is prepared to transfer if s/he has earned an Associate degree, or has earned 45 or more college-level credits with a grade point average of 2.0 or higher and is coded as a transfer student in the last quarter of the year. The following chart shows a breakout of students achieving “transfer ready” status either by earning an associate degree or by meeting the minimum credit (45) and GPA (2.0) requirements while being coded “transfer” under student purpose for attending (“Kind of Student”).

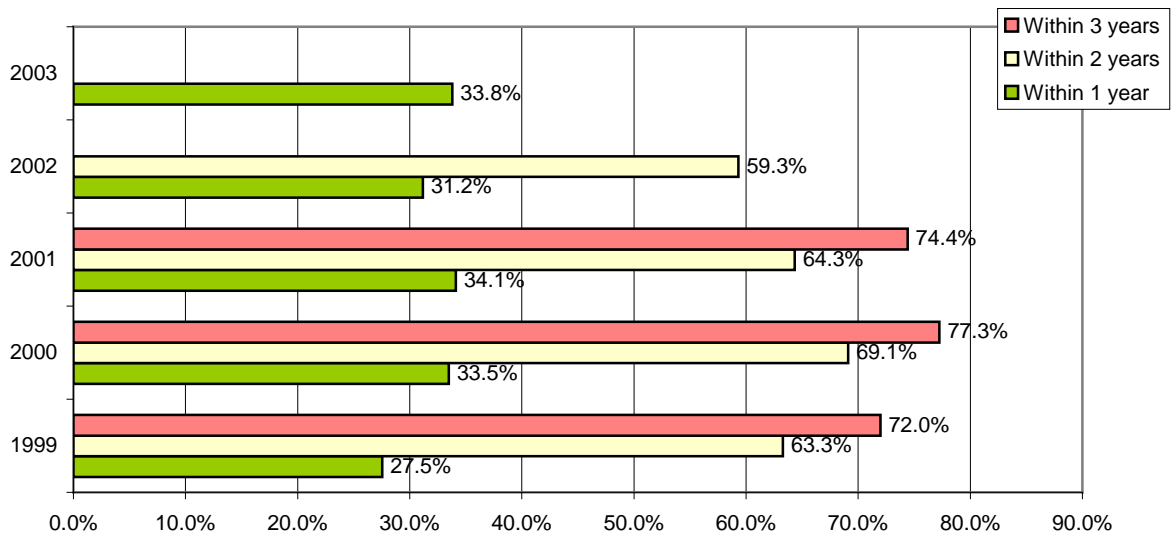
Count of Students "Prepared to Transfer" -- 1999-2003



Data Source: SBCTC Data Warehouse, STUDENT, TRANSCRIPTS and COMPLETION tables, WH_AYR_TRANSFER_ELIGIBLE and WH_AYR_TRANSFER_ELIGIBLE_Complete.

- After a fairly robust increase between 2001 and 2002, the number of transfer ready students fell 12.1% between 2002 and 2003.
- LCC was one of a small number of schools that did not meet state recommended increases in this area in 2003. Overall, the Washington CTC system exceeded its target in 2003 for transfer preparedness.
- About a third of students graduate within the year they achieve “transfer ready” status, approximately two-thirds within two years, and about three-quarters within three years (below). This information is a new addition to the Transfer Monitoring Report. Note that the percentage of students graduating in the first year of eligibility increased from 27.5% to 33.8% between 1999 and 2003.

Proportion of "Transfer Ready" students who Graduated -- 1999-2003



Data Source: SBCTC Data Warehouse, STUDENT, TRANSCRIPTS and COMPLETION Tables; WH_AYR_TRANSFER_ELIGIBLE and WH_AYR_TRANSFER_ELIGIBLE_Complete

(Key Performance Indicator)
Academic Transfer Rate

The proportion of all students who successfully transfer to a four-year postsecondary institution after completing a course of academic study.

	LCC	Peninsula	Centralia	Grays Harbor	Wenatchee Valley	Whatcom
1997-98 transfer students	1,266	746	999	977	1,364	2,815
1998-99 transfers	179	108	144	119	230	319
1998-99 transfer rate	14.14%	14.48%	14.41%	12.18%	16.86%	11.33%
1998-99 transfer students	1,321	814	931	923	1,504	3,009
1999-00 transfers	119	96	135	122	201	389
1999-00 transfer rate	9.01%	11.79%	14.50%	13.22%	13.36%	12.93%
1999-00 transfer students	1,366	854	924	936	1,573	3,022
2000-01 transfers	145	118	162	113	241	312
2000-01 transfer rate	10.61%	13.82%	17.53%	12.07%	15.32%	10.32%
2000-01 transfer students	1,440	959	1,022	867	1,592	3,200
2001-02 transfers	159	98	157	125	212	382
2001-02 transfer rate	11.04%	10.22%	15.36%	14.42%	13.32%	11.93%
2001-02 transfer students	1,451	1,031	1,180	890	1,701	3,263
2002-2003 transfers	170	103	161	108	239	361
2002-03 transfer rate	11.72%	9.99%	13.64%	12.13%	14.05%	11.06%

Data Source: SBCTC Academic Year Report (state supported students only; transfer figures include four-year postsecondary institutions both inside and outside of Washington State)

- LCC's transfer rate has been consistently increasing for the past four years.
- LCC and Wenatchee Valley were the only two colleges in this comparison to increase transfer rates between 2001-02 and 2002-03.

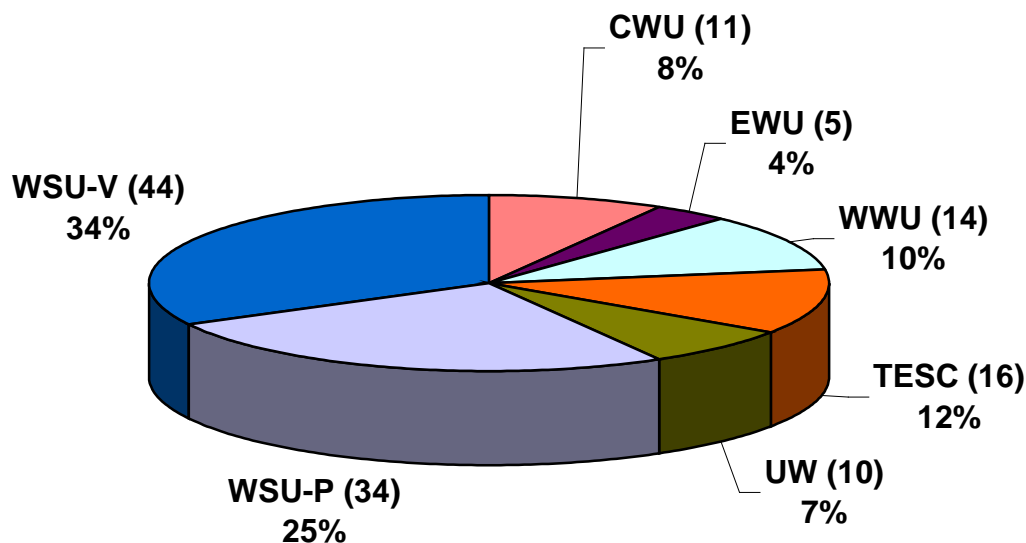
(Key Performance Indicator)
Transfer to Washington Baccalaureate Campuses
1998 – 2003

Four-Year Institutions in WA	1997-98 Transfers	1998-99 Transfers	1999-00 Transfers	2000-01 Transfers	2001-02 Transfers	2002-03 Transfers
Central W U	31 (19%)	18 (10%)	14 (13%)	17 (12%)	16 (12%)	11 (8%)
Eastern W U	5 (3%)	7 (4%)	6 (5%)	6 (4%)	8 (6%)	5 (4%)
Western W U	13 (8%)	17 (9%)	14 (13%)	15 (10%)	13 (10%)	14 (10%)
Evergreen State	11 (7%)	11 (6%)	11 (10%)	13 (9%)	9 (7%)	16 (12%)
U W	15 (9%)	18 (10%)	10 (9%)	14 (10%)	18 (13%)	10 (8%)
WSU Pullman	28 (17%)	28 (16%)	24 (22%)	32 (22%)	25 (19%)	34 (25%)
WSU Vancouver	64 (38%)	80 (45%)	32 (29%)	47 (33%)	45 (34%)	44 (33%)
Total	167 (100%)	179 (100%)	111 (100%)	144 (100%)	134 (100%)	134 (100%)

Data Source: SBCTC web site (www.sbctc.edu/transferrequest/request.asp); transfer figures reported by 4-year institutions

- There was no change in the number of transfer students reported by the SBCTC between 2001-02 (134) and 2002-03 (134).
- The biggest increases in enrollment were seen at WSU-Pullman (+9) and The Evergreen State College (+7), with the biggest decline at the University of Washington (-8).

Transfers from LCC to Four-Year Institutions in Washington: 2002-2003



Data Source: SBCTC web site (www.sbctc.edu/transferrequest/request.asp)

- WSU-Vancouver campus is still the most popular destination for LCC transfer students. More than half (59%) of all LCC transfer students end up at either WSU-Vancouver or WSU-Pullman.

(Key Performance Indicator)

Academic Success of Transfer Students

Adequate student performance data from the baccalaureate institutions is often difficult to attain. All available information is presented. For purposes of comparison, both the LCC average cumulative GPA and average cumulative GPA for ALL community college transfer students from the state of Washington (WA) are included where available.

	WSU		Western		Central		UW	
	LCC	WA	LCC	WA	LCC	WA	LCC	WA
Winter 2000 Avg. CUM GPA	N/A	--	3.12	3.04	N/A	--	3.11	3.10
<i># of LCC students</i>			<i>34 students</i>				<i>41 students</i>	
Spring 2000 Avg. CUM GPA	N/A	--	3.10	3.04	N/A	--	3.14	3.12
<i># of LCC students</i>			<i>30 students</i>				<i>38 students</i>	
Fall 2000 Avg. CUM GPA	2.99	--	3.00	3.01	2.9	--	3.17	3.10
<i># of LCC students</i>	<i>5 students*</i>		<i>34 students</i>		<i>43 students</i>		<i>33 students</i>	
Winter 2001 Avg. CUM GPA	N/A	--	3.05	3.04	2.9	--	N/A	--
<i># of LCC students</i>			<i>35 students</i>		<i>42 students</i>			
Spring 2001 Avg. CUM GPA	3.10	--	3.00	3.05	2.9	--	3.00	3.14
<i># of LCC students</i>	<i>102 students</i>		<i>32 students</i>		<i>39 students</i>		<i>29 students</i>	
Fall 2001 Avg. CUM GPA	3.10	--	3.10	3.03	2.8	--	3.10	3.13
<i># of LCC students</i>	<i>172 students</i>		<i>36 students</i>		<i>38 students</i>		<i>35 students</i>	
Winter 2002 Avg. CUM GPA	N/A	--	3.07	3.03	2.8	--	3.15	3.14
<i># of LCC students</i>			<i>31 students</i>		<i>37 students</i>		<i>35 students</i>	
Spring 2002 Avg. CUM GPA	3.20	--	2.99	3.03	2.8	--	3.12	3.15
<i># of LCC students</i>	<i>237 students</i>		<i>32 students</i>		<i>33 students</i>		<i>30 students</i>	
Fall 2002 Avg. CUM GPA	3.22	--	3.12	3.04	2.9	--	2.95	3.14
<i># of LCC students</i>	<i>249 students</i>		<i>35 students</i>				<i>33 students</i>	
Winter 2003 Avg. CUM GPA	N/A	--	3.07	3.04	3.0	--	3.03	3.15
<i># of LCC students</i>			<i>35 students</i>		<i>30 students</i>		<i>34 students</i>	
Spring 2003 Avg. CUM GPA	3.14	--	2.94	3.02	2.9	--	3.08	3.17
<i># of LCC students</i>	<i>244 students</i>		<i>32 students</i>		<i>33 students</i>		<i>32 students</i>	

Data Source: Academic Performance Summaries from the universities

*WSU data for Fall 2000 includes information on new LCC transfer students only

- On average, students who transfer to the UW and WSU consistently earn above a 3.0 cumulative Grade Point Average.
- For the baccalaureate institutions that provide comparative data, Western and the University of Washington, LCC transfer students have not compared as well to all transfer students in Washington in the last few years as they have in the past.

Transfer to Local Oregon Baccalaureate Campuses

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Portland State University	15	19	18	16	9	15
University of Portland	0	0	5	2	1	*

Data Source: Baccalaureate Institutions

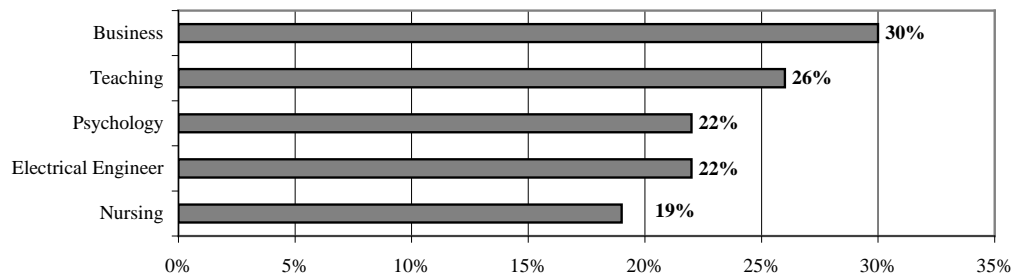
*Available approx. 1/23/2004

(Key Performance Indicator)

Satisfaction of Former LCC Transfer Students

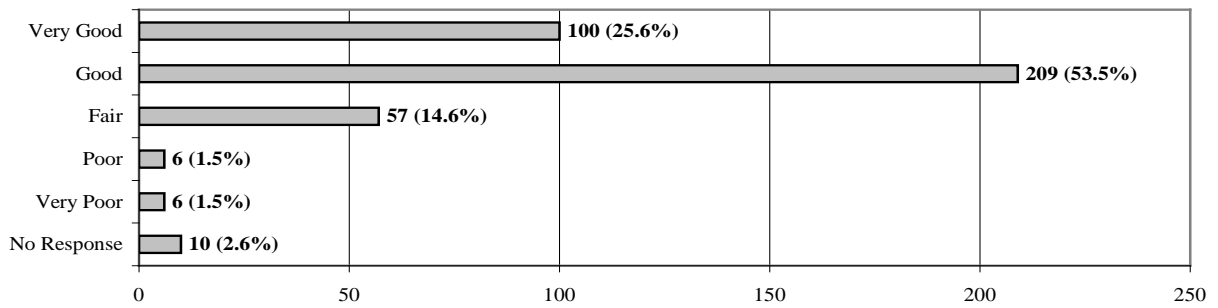
In fall 2001, the Office of Institutional Research, Assessment and Planning conducted a transfer alumni study. Surveys were mailed out to 2,600 former transfer students who left LCC between 1997 and 2001. 391 (15%) surveys were returned. The following figures present the findings from that survey.

**The Five Most Common Majors Reported
by Former LCC Transfer Students: 1997-2001**



- Business and education were the most commonly reported majors in the 2001 study.

How would you rate the quality of instruction you received at LCC overall?

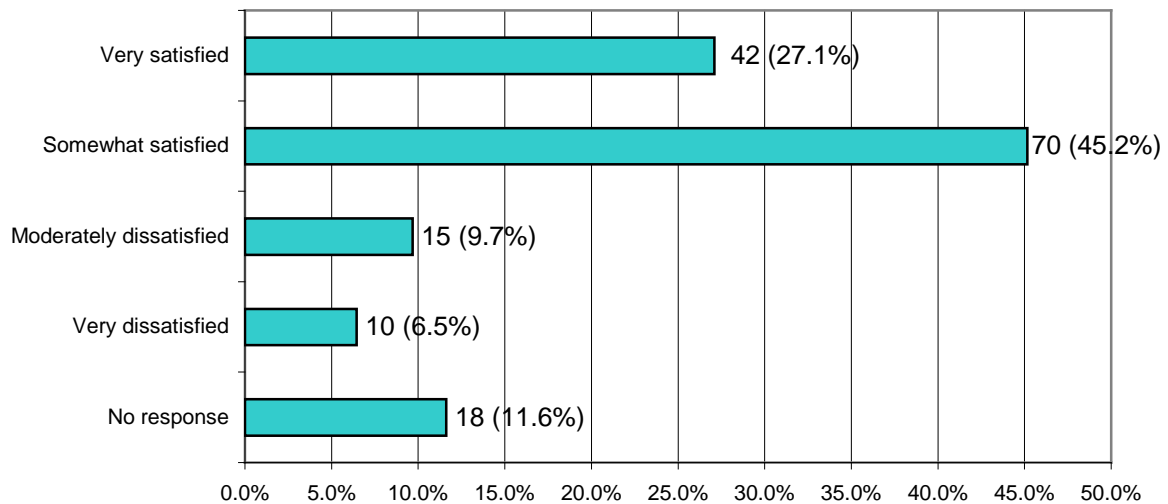


- 79% of all responding former transfer students responding to the 2001 survey indicated that they thought the overall quality of instruction was “good” or “very good.”

2003 Community College Student Experiences Questionnaire

During spring quarter 2003, the Community College Student Experiences (CCSEQ) survey was administered on campus. The instrument, designed and administered by the University of Memphis, is used to measure the attitudes, perceptions and behaviors of community college students. Of the 311 students completing surveys, 155, or 49.8%, indicated that their primary purpose for attending LCC is to prepare for transfer to a four-year college or university. Here are a few excerpts of what those students had to say.

How satisfied are you with the quality of instruction at LCC?



- 82% of all responding transfer students indicated that they were either “somewhat satisfied” or “very satisfied” with the quality of instruction at LCC.
- Results are very similar to the 2001 former transfer student survey (top of page).

Read information about a particular 4-year college or university that you are interested in attending

Very Often	Often	Occasionally	Never	No Response
41 (26.5%)	45 (29.0%)	48 (31.0%)	16 (10.3%)	5 (3.2%)

- 89% of students responding to the 2003 CCSEQ read information about a particular 4-year college or university that they were interested in at least occasionally, up from 57% in 1999.

Made an appointment with a counselor or advisor to discuss your plans for transferring to a 4-year college or university

Very Often	Often	Occasionally	Never	No Response
28 (18.1%)	36 (23.2%)	43 (27.7%)	43 (27.7%)	5 (3.2%)

- 71% of students responding to the 2003 CCSEQ reported making an appointment with a counselor or advisor to discuss their plans for transfer to a 4-year college or university at least occasionally, up from 40% in 1999.

Identified courses needed to meet the general education requirements of a 4-year college or university you are interested in attending

Very Often	Often	Occasionally	Never	No Response
37 (23.9%)	47 (30.3%)	44 (28.4%)	20 (12.9%)	7 (4.5%)

- 86% of students responding to the 2003 CCSEQ reported that they had identified courses needed to meet requirements of their transfer college or university of choice at least occasionally, up from 53% in 1999.

Highlights of Accomplishments for Transfer

- Both headcount and FTEs for transfer students went up between 2002 and 2003, at 1.6% and 1.5% respectively. Headcount is up 14.9% over five years, and FTEs increased 4.0%.
- Over the past five years, the persistence rate for transfer students from fall quarter to fall quarter has been hovering at just over half, or 55.3% on average.
- Although the proportion of transfer graduates to total graduates has varied over the last five years, it has consistently stayed above the 50th percentile for associate degrees.
- Graduation rates of “transfer ready” students have remained fairly consistent at about 1/3 graduating in the year they achieve transfer ready status, about 2/3 by the next year and about 3/4 by the end of the third year.
- LCC’s transfer rate has been consistently increasing for the past four years.
- Washington State University is still the most popular destination for LCC students among Washington Baccalaureate campuses, capturing 58% of LCC transfer students in 2003. WSU-Vancouver is the single most popular destination.
- Although LCC students have not fared quite as well during the past few years in comparison to transfer students from the entire community college system as they have in the past, they still consistently earn around a 3.0 GPA on average from WSU, WWU, CWU and the UW.
- In the 2003 Community College Experience Questionnaire administered in 2003, 82% of responding students indicated that they were either “somewhat satisfied” or “very satisfied” with the quality of instruction at LCC. The results of this survey question were very similar to the results of the 2001 former transfer student survey.
- High percentages of LCC students reported engaging in transfer preparation activities, including reading literature, meeting with counselors or advisors, and selecting courses specific to particular 4-year institutions in the 2003 CCSEQ survey. The number of students reporting participation in these activities was substantially higher than in 1999.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
January 21, 2004

+	Δ

Transfer Monitoring Report (Cycle V)
~Comments from the Review Team~

1) How has LCC done a good job in providing students transfer education?

- Looking at the results from the CCSEQ, it looks like the Transfer Center is working and having an impact on transfer students.
- The retention program implemented by Therese Montoya seems to be making a difference for transfer students (student progress data).
- Slow and steady progress in terms of enrollment is promising.
- General student satisfaction with instruction is good; 4 out of 5 students are satisfied.

2) What can LCC do to improve transfer education?

- We could use more information about student satisfaction with instruction in advertising for the college.
- We should take a closer look to see how Welfare Reform has impacted various aspects of the college, including satisfaction with instruction.
- It would be helpful to have more information on the specific demographics of our transfer student population (e.g., age, gender, etc.) to see if there are changes from year to year.
- Would be interesting to compare our proportion of transfer graduates to total graduates to the same percentages at other colleges to see how we're doing.
- We should continue to pursue student retention initiatives; they seem to be working.
- We should continue to encourage on-campus presence of transfer institutions. For example, some feel that the presence of TESC at LCC may have influenced the number of transfers there.