

College Outcome: Access Monitoring Report

2000 – 2004

(Cycle VI)

*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 15th, 2004



Access: A Monitoring Report

Welcome to “Cycle VI” 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) 2004 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 internal 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:

- Change in Running Start enrollment policies and increased outreach efforts for Running Start with high school students and their families.
- Improved tracking methodology for high school students within the service district.
- Extensive planning and development of specific Web resources targeted to the high school student population (as well as other targeted groups).
- Increased outreach activities for high school students of color.
- Development of enrollment management “funnels” to track progress of recent high school graduates throughout the pre- and post-enrollment continuum.

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.

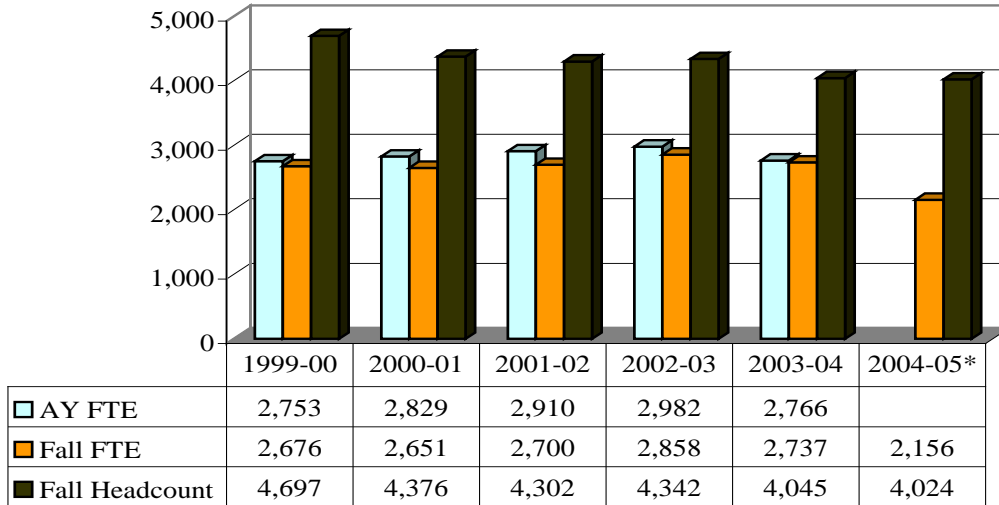
Five-year trend data are provided in most cases. Important highlights that help in the interpretation of these data appear as bullet statements under each figure. Comments from the review team are included at the end of the report.

The Board is also being asked to review this report and provide input. Please report any discrepancies in the data to the Office of Institutional Research. The results of this report will be used in planning 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” credit students) students enrolled are also included.

LCC General Enrollment (includes credit and non-credit enrollment)

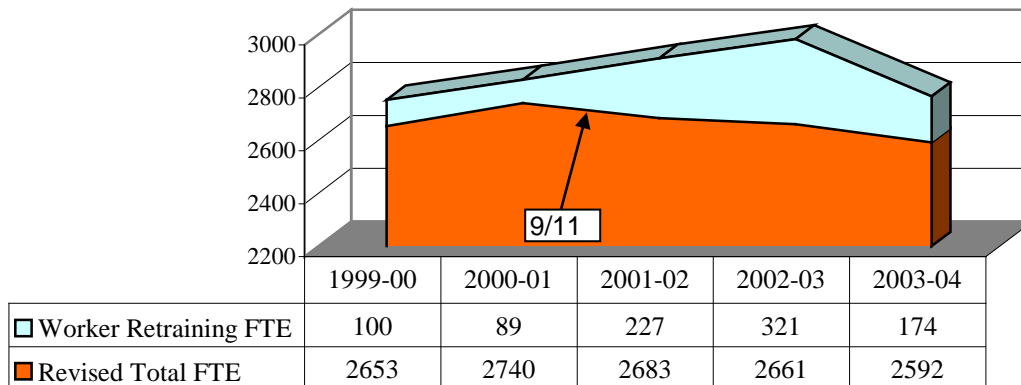


Source: Data Warehouse; Student Table (Unduplicated Headcount), Class Table (FTE—FTES_Total/3-FTES/WAIVER/3)

*Fall 2004 figures not yet final (MIS-2 report date November 29, 2004)

- Between 2002-03 and 2003-04: Academic Year FTE declined 7%, Fall FTE declined 4%, and Fall Headcount declined 7%
- Over the five year period: Academic Year FTE changed less than 1%, Fall FTE increased 2%, and Fall Headcount declined 14%
- Fluctuating enrollment of Worker Retraining students affects enrollment. When Worker Retraining FTEs are excluded, the change in FTE between 2002-03 and 2003-04 is much less severe (down just 2.5%, vs. 7% when not excluded).

Annual FTE excluding Worker Retraining FTEs



- When controlled for the ‘Worker Retraining Effect,’ LCC’s enrollment actually peaked in 2000-01, rather than in 2002-03 as it appears when Worker Retraining FTE is included. Looking at enrollment this way strengthens the argument that changes in enrollment can be tied to 9/11 and the subsequent economic downturn.

Pell Grant Maximum and Cost of Attending College		
	Pell Grant Max. (% change)	Cost of Attending (% change)
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%)
2004	\$4,050 (1.3%)	\$12,810 (9.9%)

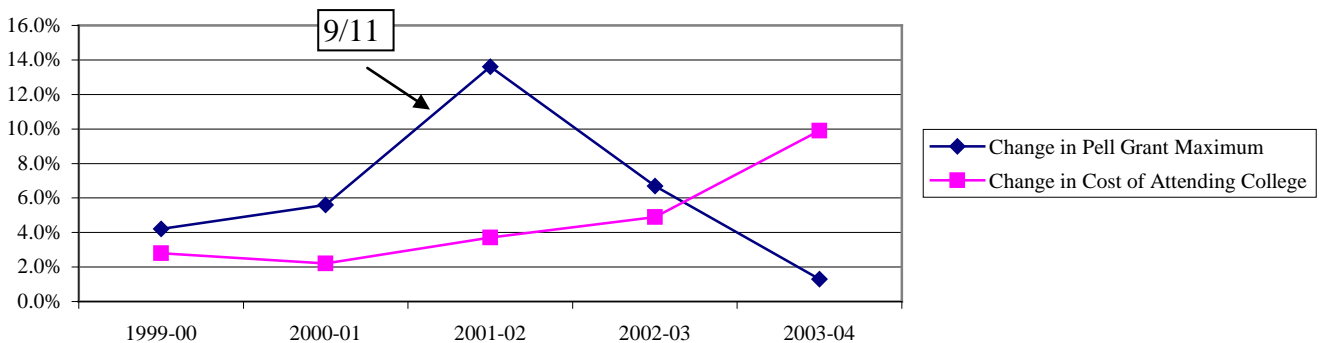
Source: Financial Aid Office

Number of Students Receiving Need-Based Financial Aid
1,310
1,549
1,589
1,683
1,619

Source: SBCTC Academic Year Report

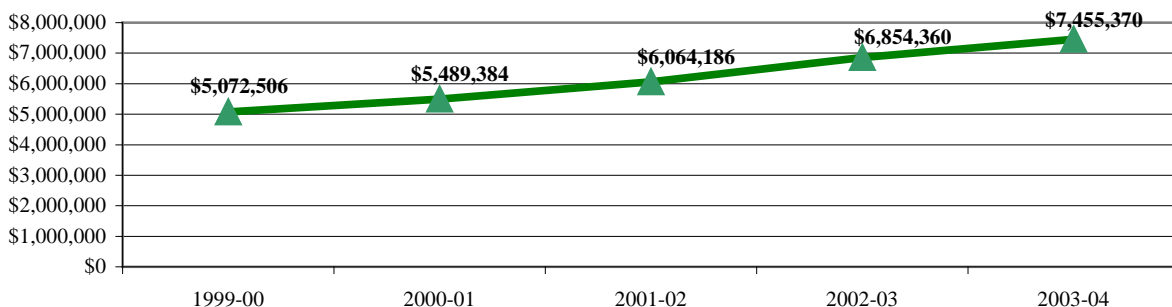
- The Pell Grant figures reflect the maximum a student was able to get in the given year. The cost of attending is an expected total annual cost of a student not living with their parents.
- In 2004, for the first time in several years, the proportional cost of attending college increased far more than the proportional increase in the maximum Pell Grant. This is a significant change that may have impacted the ability of some students to attend college.

Access to Financial Aid (Pell Grant Maximum) vs. Cost of Attending College



- Since the Pell Grant Maximum for 2001-02 was set prior to 9/11, the real impact did not appear until the following year, 2002-03. The sharp decline that started in 2002-03 continued in 2003-04.

LCC Total Financial Aid Disbursement



Source: Financial Aid Office

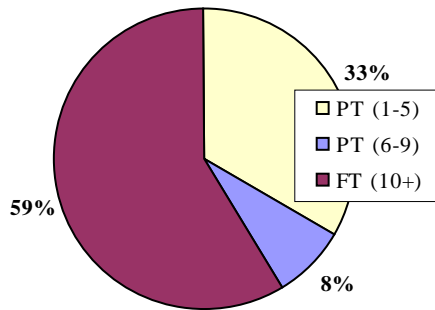
- Financial aid disbursement, in total dollars, increased by nearly 47% between 2000 and 2004 to a record high of \$7,455,370. This substantial change is mostly due to increases in loan volume.

LCC Part-Time and Full-Time Headcount by Number and Percent (credit enrollment)

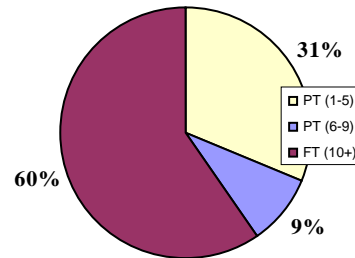
	Part-Time (1-5 cr.)	Part-Time (6-9 cr.)	Full-Time (10+ cr.)
Fall 1999	1026/27.9%	316/8.6%	2329/63.4%
Fall 2000	1722/39.3%	337/7.7%	2326/53.0%
Fall 2001	1589/36.9%	350/8.1%	2366/55.0%
Fall 2002	1283/31.0%	326/7.9%	2527/61.1%
Fall 2003	1264/31.2%	363/9.0%	2418/59.8%

Source: Data Warehouse, Student Table, sum of CR_TOTAL

Distribution of Part-Time and Full-Time Enrollment, Fall 1999 – Fall 2003 Combined

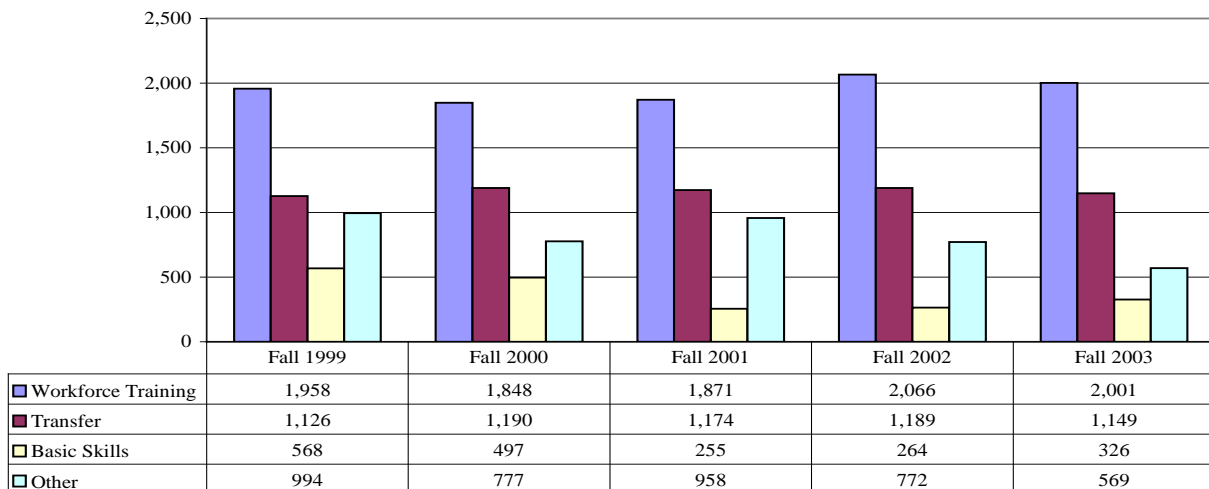


Distribution of Part-Time and Full-Time Enrollment, Fall 2003



- The distribution of part-time and full-time enrollment, as a proportion of overall enrollment, tends to fluctuate a little over time. The distribution of enrollment in fall 2003 does not vary greatly from the overall distribution of enrollment over the past five years, suggesting that enrollment declines are a result of reduced non-credit enrollment and fewer students overall (rather than changes in credit-load patterns).

Fall Headcount by Purpose of Attendance (“Kind of Student”) – All funding sources



Source: Data Warehouse, Student Table, select by “Kind of Student”

- Basic Skills saw the only net increase in enrollment between fall 2002 and fall 2003, gaining 23.5%. Workforce Training, Transfer and Other all declined slightly at 3.1%, 3.4%, and 26.3% respectively. Over five years, Workforce Training increased 2.2%, Transfer increased 2.0%, Basic Skills decreased 42.6% and Other declined 42.8%.

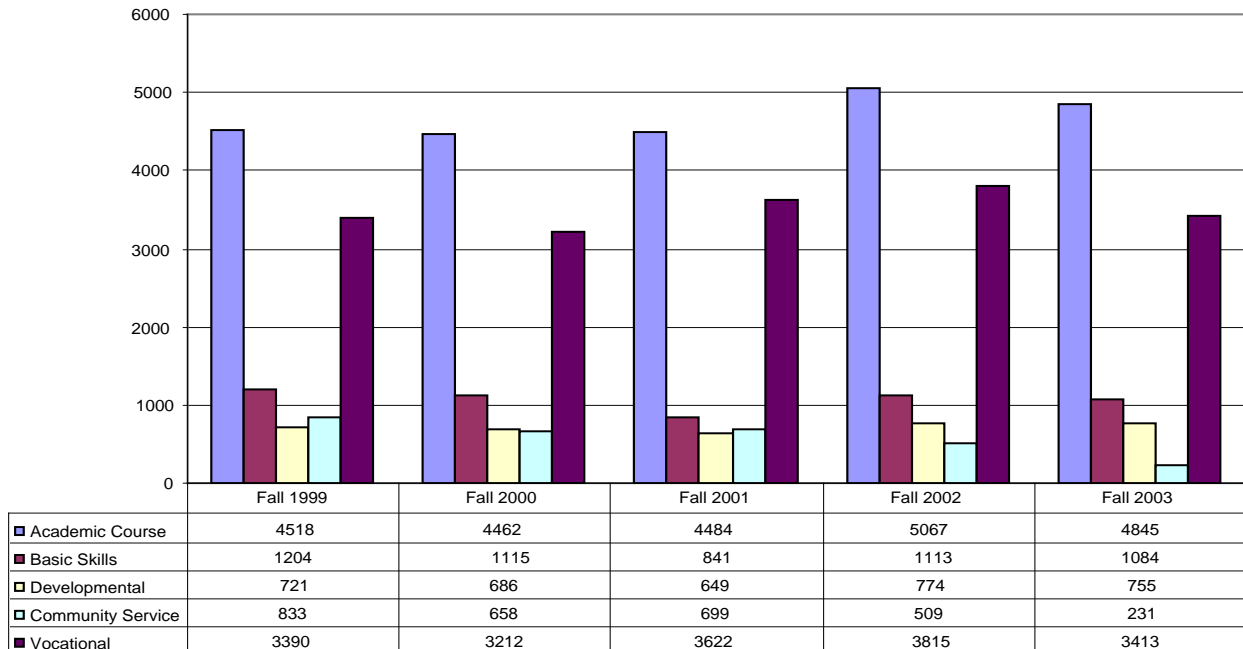
Annual Enrollment by Purpose of Attendance
LCC, Clark College and Centralia College
State Funded Students Only

Intent	College	1999-00		2000-01		2001-02		2002-03		2003-04	
		Enr.	% ~	Enr.	% ~	Enr.	% ~	Enr.	% ~	Enr.	% ~
Workforce Training	LCC	2,517	-7.6%	2,593	3.1%	2,582	>1.0%	2,724	5.5%	2,685	-1.4%
	Clark	5,514	-1.0%	5,955	8.0%	5,927	>1.0%	6,278	5.9%	6,340	1.0%
	Centralia	1,210	-7.6%	1,097	-9.3%	1,096	>1.0%	1,165	6.3%	1,236	6.1%
Transfer	LCC	1,440	5.4%	1,458	1.3%	1,451	>1.0%	1,400	-3.5%	1,416	1.1%
	Clark	5,561	7.8%	5,827	4.8%	5,827	0%	6,253	7.3%	6,359	1.7%
	Centralia	1,022	10.6%	1,182	15.7%	1,180	>1.0%	1,297	9.9%	1,278	-1.5%
Basic Skills	LCC	1,297	1.6%	859	-33.8%	844	-1.8%	891	5.6%	719	-19.3%
	Clark	2,686	2.1%	2,890	7.6%	2,863	-1.0%	3,058	6.8%	3,123	2.1%
	Centralia	1,262	-10.4%	1,539	21.9%	1,483	-3.6%	1,749	17.9%	1,596	-8.7%
Home and Family Life / Other	LCC	1,210	2.6%	1,182	-2.3%	1,182	0%	906	-23.4%	778	-14.1%
	Clark	2,042	5.7%	1,906	-6.7%	1,188	-37.7%	1,700	43.1%	1,497	-11.9%
	Centralia	2,267	-10.7%	2,409	6.3%	2,376	-1.4%	1,967	-17.2%	1,894	-3.7%

Source: SBCTC Academic Year Report

- For LCC, Transfer (as measured by purpose for attending) was the only area that experienced growth between 2002-03 and 2003-04.
- All three colleges saw declines in the “Other” category, with LCC experiencing the largest decline. Centralia and LCC both experienced declines in Basic Skills as well.

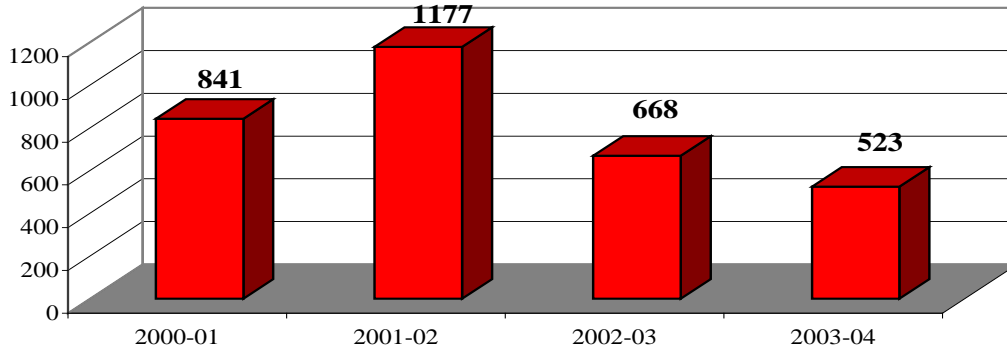
Fall Headcount by Institutional Intent – All funding sources



Source: Data Warehouse, Class Table, Institutional Intent Recat

- When measured in terms of actual courses taken (as compared to purpose for attending, as in the previous charts), academic courses account for the largest enrollments for LCC students. Between fall 2002 and fall 2003, enrollment in academic courses declined 4.4%.

Community Education Enrollment (Duplicated Headcount)



Source: LCC Facts & Figures

- Ongoing organizational and structural changes in community education are reflected in declining enrollment in that area. Enrollment declined 21.7% between 2002-03 and 2003-04.
- Also, the impacts of a distressed economy are likely to be more severe in non-credit enrollment than in credit enrollment (since expenditures on non-credit classes tend to come directly from individuals' disposable income).

Proportion of Local High School Seniors who Enroll at LCC

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Castle Rock	26/88=30%	27/98=28%	31/90=34%	22/92=24%	18/83=22%	13/71=18%	26/69=38%
Kalama	10/37=27%	11/62=18%	13/59=22%	16/42=38%	14/50=28%	22/62=35%	22/64=34%
Kelso	86/307=28%	57/286=20%	97/313=31%	106/285=37%	74/272=27%	79/321=25%	97/325=25%
Mark Morris	65/228=29%	71/229=31%	86/240=36%	53/213=25%	62/209=30%	63/203=31%	76/211=36%
R.A. Long	37/155=24%	51/147=35%	56/155=36%	53/155=34%	53/141=38%	58/155=37%	56/140=40%
Toutle	13/46=28%	10/50=20%	14/52=27%	9/39=23%	13/38=34%	15/43=35%	11/41=27%
Wahkiakum	7/35=20%	7/43=16%	5/42=12%	8/39=21%	12/40=30%	4/43=9%	17/42=40%
Woodland	5/87=6%	4/102=4%	6/103=6%	10/107=9%	7/105=7%	10/98=10%	7/105=7%
Total Dist.	249/983=25%	238/1,017=23%	308/1,054=29%	277/972=29%	253/938=27%	264/996=27%	312/997=31%

Source: LCC Facts & Figures

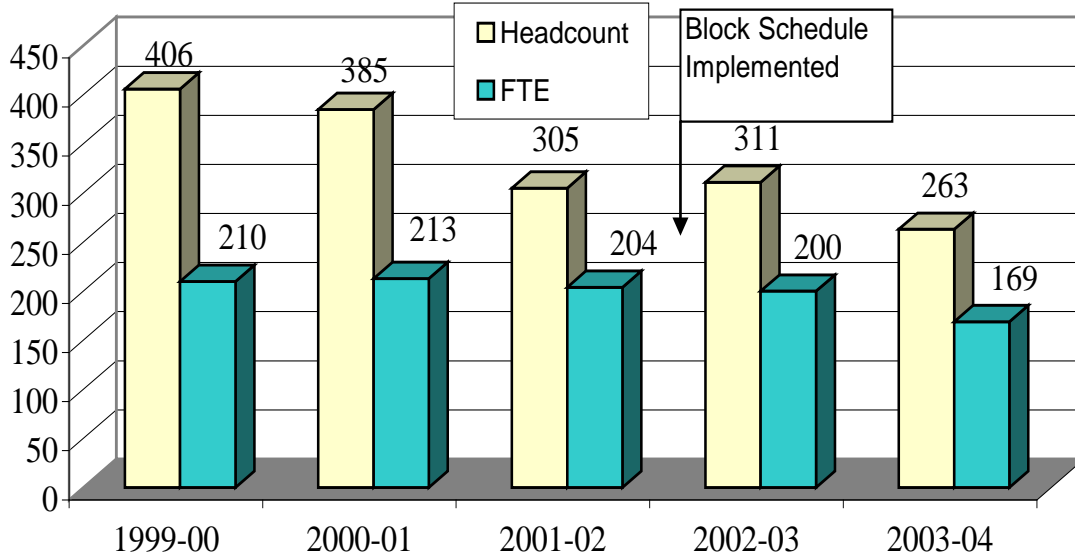
- The capture rate of graduating seniors from high schools in our service district increased by 4% to reach 31%, the highest percentage achieved by the college in recent years.
- Substantial increases in the numbers from Castle Rock and Wahkiakum, in addition to solid growth from Mark Morris and R.A. Long contributed to the increase.

Proportion of Graduates (Class of 2002) from Service District in College

Of the graduates from LCC's eight service district high schools (Mark Morris, R.A. Long, Kelso, Wahkiakum, Kalama, Woodland, Castle Rock and Toutle), 48% enrolled in college during the 2002-03 academic year. Of that 48%, over half, or 51%, chose LCC.

Source: Washington State University/National Student Clearinghouse

LCC Annual Headcount and FTE in Running Start



Source: LCC Facts & Figures

- Both headcount and FTE decreased for Running Start between 2002-03 and 2003-04, at 15.4% and 15.5%, respectively.
- Despite high academic achievement of Running Start students, as well as satisfaction of both the students and their parents with the program, an annual survey shows that many students feel their high schools do not support Running Start.
- The implementation of block scheduling at LCC may have negatively impacted Running Start enrollment; however, a decline was underway before the schedule changed.

Proportion of Longview and Kelso High School Juniors and Seniors Enrolled in Running Start at LCC

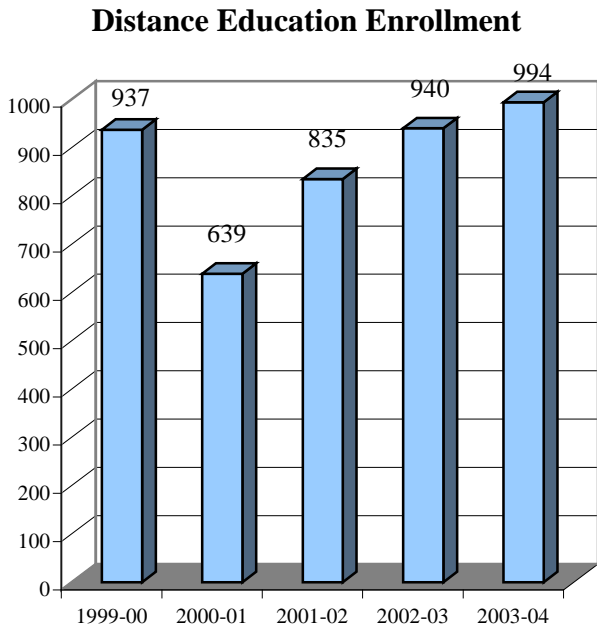
# of juniors/seniors	1999-00	2000-01	2001-02	2002-03	2003-04
Longview	163/880 = 18.5%	130/898 = 14.5%	133/917 = 14.5%	130/971 = 13.4%	113/1100 = 10.3%
Kelso	115/750 = 15.3%	94/754 = 12.5%	72/790 = 9.1%	56/703 = 8.0%	60/827 = 7.3%

Source: Data Warehouse (Running Start Enrollment); OSPI website for junior and senior count

- The proportion of juniors and seniors from Longview and Kelso enrolled in Running Start continued its downward trend between 2002-03 and 2003-04.

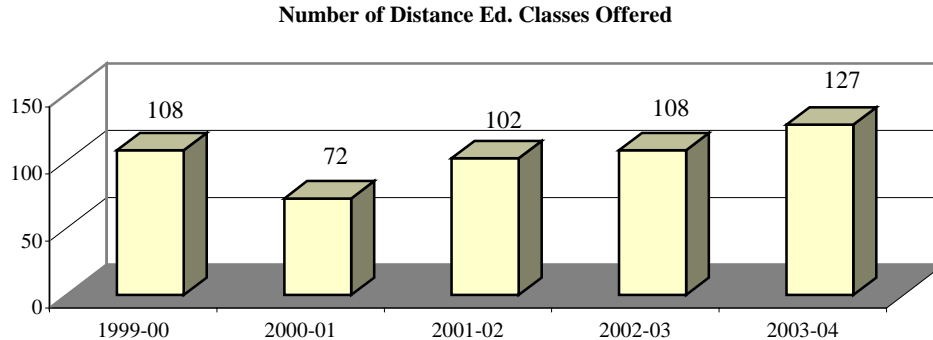
Distance Education Enrollment

Distance Education includes on-line, correspondence, telecourses, and other off-site modes of teaching and learning.



Types of Distance Education: 2003-04

	# Classes	Headcount
Telecourse	22	221
Correspondence	17	292
On-Line	86	448
Other/Unspecified	2	33
TOTAL	127	994



Source: LCC Facts & Figures

- The number of LCC distance education courses offered increased 17.6% between 2002-03 and 2003-04. Enrollment increased by 5.7% during the same time period.

Distance Education Spring Quarter Course Completion

	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
LCC	71%	70%	81%	73%	77%
SYSTEM	70%	71%	72%	73%	76%

- Completion rates for LCC students taking distance education courses met or exceeded the system average for four out of the past five years (source: SBCTC Distance Education report).

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.

Service District (Ages 16+) Participation Rate: All Students

Year	LCC Headcount	Service District Population	Participation Rate
1999-00	8,626	75,468	11.4%
2000-01	8,245	76,439	10.8%
2001-02	8,086	76,192	10.6%
2002-03	7,425	75,986	10.2%
2003-04	6,709	73,943	9.1%

Source: SBCTC Academic Year Report, U.S. Census Bureau <http://www.census.gov/popest/counties/asrh/files/CC-EST2003-agesex-53.csv>

- LCC’s participation rate has declined over the past five years, reaching a five-year low in 2003-04 of 9.1%. Declining non-credit enrollment contributed substantially to the change.
- Please note that the service district population, including individuals age 16 and over in Cowlitz and Wahkiakum Counties, has declined in each of the past four years.

Comparison of LCC Headcount & Service District Population (Ages 16+, all students)

	LCC (Cowlitz & Wahkiakum Co.)	Grays Harbor (Grays Harbor, Pacific Co.)	Whatcom (Whatcom Co.)	Wenatchee Valley (Chelan, Douglas & Okanogan Co.)	Peninsula (Clallam & Jefferson Co.)
1999-00	11.4% (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)
2000-01	10.8% (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)
2001-02	10.6% (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)
2002-03	10.2% (7,425/75,986)	9.1% (6,492/71,247)	8.7% (12,074/138,844)	7.2% (7,688/107,051)	12.7% (9,780/77,039)
2003-04	9.1% (6,709/73,943)	9.7% (6,688/69,236)	9.1% (11,960/131,234)	7.0% (7,310/104,340)	14.1% (10,418/73,728)

Source: SBCTC Academic Year Report, U.S. Census Bureau <http://www.census.gov/popest/counties/asrh/files/CC-EST2003-agesex-53.csv>

- Although it has declined in recent years, LCC’s participation rate is comparable to rates in Grays Harbor, Whatcom, and slightly exceed Wenatchee Valley’s rate.
- Peninsula’s participation rate increased between 2002-03 and 2003-04, due in part to an increase of over 100% in Worker Retraining FTEs (224 to 496) during the same time period.

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

LCC Participation of Students of Color (All Students)

Year	Total Headcount	# Students of Color	% Students of Color
1999-00	8700	1009	11.6%
2000-01	8339	776	9.3%
2001-02	8165	714	8.7%
2002-03	7522	672	8.9%
2003-04	6789	703	10.4%

Source: Data Warehouse, Student Table

- LCC's participation rate of students of color appears to have achieved a very strong rebound after declining to 8.7% in 2001-02 (due at least partially to planned cutbacks in the ESL program).

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

Year	LCC	Grays Harbor	Whatcom	Wenatchee Valley	Peninsula	CTC system average for disabled students
1999-00	8.3%	9.4%	4.9%	2.3%	4.7%	4.6%
2000-01	7.8%	10.0%	5.3%	3.3%	6.5%	4.8%
2001-02	8.3%	11.5%	5.1%	4.3%	6.5%	4.4%
2002-03	8.4%	11.6%	5.1%	4.3%	6.5%	4.4%
2003-04	4.3%	10.3%	4.7%	3.8%	5.2%	4.8%

Source: SBCTC Academic Year Report

- Although LCC's participation rate for students with disabilities is still comparable with Whatcom, Wenatchee Valley and Peninsula, it declined substantially from 2003. For the first time in more than five years, LCC's rate fell below the CTC system average. Changes in statewide standards for identifying and reporting on students with disabilities account for the change. LCC students no longer self-report the type of disability they have on their registration form, so only students who actually seek information or services on their disability are reported.

Students Receiving Associate Degrees or Certificates

Year	% Students of Color	% Disabled Students
1999-00	7.8%	8.7%
2000-01	9.2%	7.6%
2001-02	8.8%	7.9%
2002-03	7.0%	7.7%
2003-04	8.0%	4.0%

Source: SBCTC Academic Year Report

- Changes in the proportion of disabled students receiving associate degrees or certificates in 2003-04 can be attributed to changes in reporting methodology for disabilities (see above). The proportion of students receiving associate degrees or certificates who are also students of color has fluctuated in the seven to nine percent range over the past five years.

Highlights of Accomplishments for Expected College Outcome: Access

1. Annual FTE was down in 2003-04, falling to nearly the level achieved in 1999-00. Fluctuations in Worker Retraining FTE account for much of the growth (and subsequent reduction) between 1999-00 and 2003-04. When controlled for the 'Worker Retraining Effect,' LCC's enrollment peaked in 2000-01, rather than in 2002-03 as it appears when Worker Retraining FTE are included. Looking at enrollment this way strengthens the argument that LCC's enrollment challenges are related to 9/11 and the subsequent economic downturn.
2. Fall headcount declined 14% over the same five-year period, while the distribution of part-time and full-time enrollment did not vary substantially. This suggests that the decline in enrollment can be attributed to reduced non-credit enrollment and fewer students attending overall (rather than changes in credit-load patterns).
3. Although the disbursement of financial aid dollars increased substantially in 2003-04, the cost of attending college out-paced the maximum Pell Grant allotment for the first time in over five years. The increase in the cost of attending college, fueled by increases in tuition and fees, may have impact the ability of some students to attend.
4. Over five years, enrollment (based on purpose for attending) in Workforce Training increased 2.2% while Transfer increased 2.0%. Basic Skills declined 42.6% and Other declined 42.8%. In terms of actual courses taken, academic courses account for the largest enrollments for LCC students.
5. Basic skills enrollment continued to rebound in 2003-04 after planned budget cuts reduced course offerings between 1999 and 2001.
6. Enrollment in community education continued to decline in 2003-04, reflecting structural and organizational changes (resulting in fewer community education offerings) within the college. Also, the impacts of a distressed economy are likely to be more severe in non-credit enrollment than in credit enrollment (since expenditures on non-credit classes tend to come directly from individuals' disposable income).
7. The proportion of local high school seniors who enroll at LCC reached 31% in fall 2004, the highest percentage achieved by the college in recent years. For the service district class of 2002, 48% enrolled in college within one year. Of that 48%, 51% chose LCC.
8. Headcount and FTE for Running Start declined between 2002-03 and 2003-04, largely due to decreasing proportions of juniors and seniors from Longview and Kelso enrolling in the program.
9. Course completion rates for distance education meet or exceed the system average, while both enrollment and the number of distance education classes offered continue to increase.
10. LCC's service district participation rate fell to 9.1% in 2003-04, the lowest rate in recent years. Declining non-credit enrollment contributed substantially to the decline.
11. Conversely, LCC's participation rate of students of color increased substantially in 2003-04, to 10.4%, the highest rate in four years.
12. LCC's participation rate for students with disabilities is still comparable to similar institutions, despite a substantial decline in 2004. In this category, LCC fell below the system average for the first time in several years. Changes in the way LCC reports students with disabilities account for the change (beginning in 2003-04, only students seeking information or services related to their disability were reported). The change was also reflected in the proportion of students receiving degrees and certificates who were also students with disabilities in 2003-04.

Access Monitoring Report (Cycle VI)

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?

- The high percentage of high school students enrolled in fall 2004 indicates that the college is doing a good job of providing access to that group.
- The number of local high school seniors who enrolled at LCC from Longview (Mark Morris and R.A. Long) and Kelso either held steady or increased between last year and the year before, indicating that we are serving those schools well.
- Although the numbers themselves haven't changed much, we seem to be heading in the right direction in terms of the proportion of students of color served.
- Despite the fact that increases in access to Financial Aid are largely due to increases in loan volume, we are doing a good job of providing financial access to education by increasing the total amount of aid dispersed on an annual basis.

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?

- Service to Woodland High School remains a problem. More recruitment and service may be needed (in conjunction with our satellite campus there) to improve access for those students.
- Improved services and information available via the Web for high school students are needed to continue to improve access for that group.
- The college should work to ensure that classes needed by students—including students who are able to attend only in the evening—are being delivered.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
December 15th, 2004

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College Outcome: Basic Skills and Developmental Education

Monitoring Report

(Cycle VI)

2000 – 2004

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 16th, 2005



Basic Skills and Developmental Education: A Combined Monitoring Report

Welcome to “Cycle VI” 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:

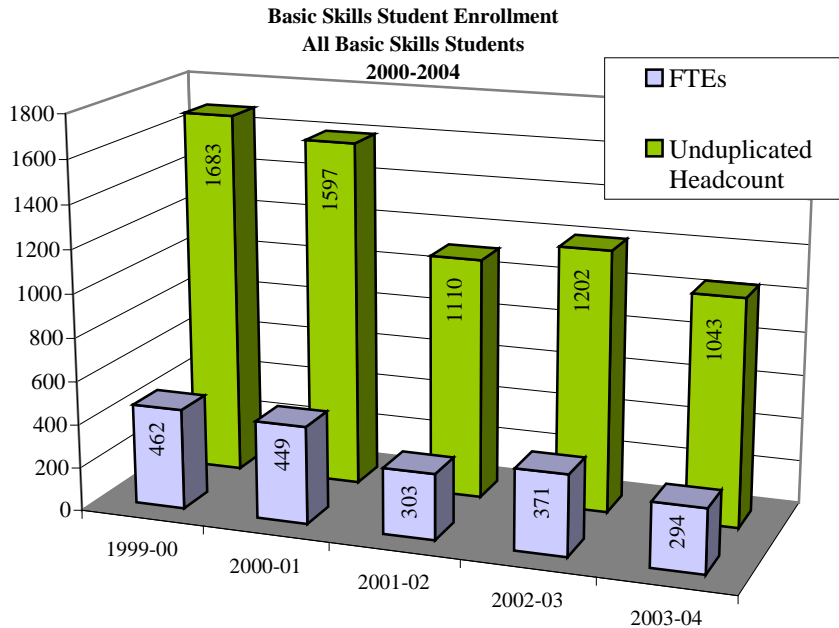
- Implementation of mandatory placement beginning fall 2004 for all students, including students testing into pre-college level math and English (reading and writing).
- Review of student success data in spring 2004 and revision of cut scores for placement in math and English classes.
- Development and implementation of pre-college level learning communities to promote student success (launched fall 2004).
- Ongoing curriculum revision in the math department in regard to strengthening alignment of course competencies (supported in part by Title III).

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure and included in a summary at the end of the report. 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 like "32*" and not in "320201", "320205", "320206", or "320207."

- After increasing slightly in 2002-03, enrollments in basic skills declined again in 2003-04. FTE decreased 21% between 2002-03 and 2003-04 and headcount declined 13%.
- Several factors impacted the decline in 2003-04, including increasing barriers of transportation and childcare, changes in the amount and complexity of testing required prior to entrance into the program, the addition of a question related to INS status on entrance paperwork, and the beginning of a wave of misinformation in the community regarding the legislatively-mandated tuition charge.
- In general, basic skills enrollment was down in the state in 2003-04. Out of 34 campuses in the Washington Community and Technical College system that offer instruction in basic skills, 23, or 68% experienced declining basic skills enrollment between 2002-03 and 2003-04 (SBCTC Academic Year Report). Several colleges along the I-5 corridor declined, including Bellevue, Clark, Centralia, Everett, Tacoma, Shoreline, all four campuses in the Seattle District, Edmonds, Clover Park, Lake Washington and Whatcom.

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

	LCC	Target Rate as defined by State Performance Funding
2001-02	44.2%	*Targets not defined for even-numbered years
2002-03	43.4%	43.0%
2003-04	50.9%	*Targets not defined for even-numbered years

Source: WABERS (Performance Rates, 1/24/2005) and District Performance Reporting from the SBCTC

- LCC's subject completion rate increased 7.5% between 2003-04 and 2002-03.
- An increase in the required amount of testing prior to program entry from two to ten hours in 2003-04 positively impacted the subject completion rate, since only the more serious students tend to complete the ten-hour testing process.

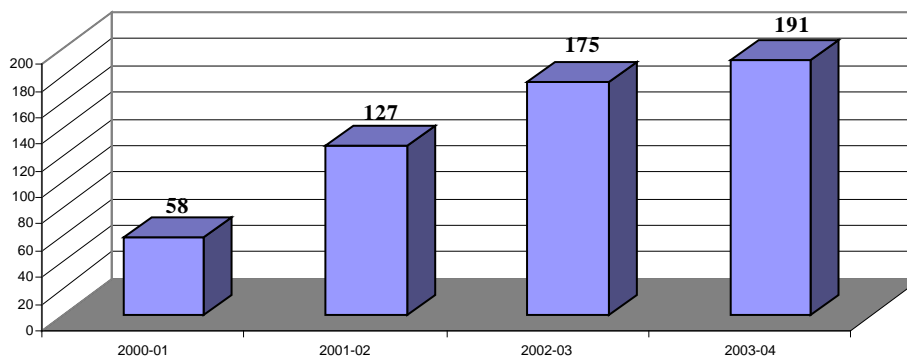
Career Education Options (CEO)

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, Toutle and Castle Rock. 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, and 25 whenever possible.

Annual CEO Enrollment (unduplicated headcount)



Source: Data Warehouse (all students with fee pay status of 55, those enrolled in CEO courses and/or CEO sections).

- Enrollment in the CEO program continues to grow.
- Annual unduplicated headcount increased 9.1% between 2002-03 and 2003-04.

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	80.7%	70.9%
1999	293	238	81.2%	70.2%
2000	357	275	77.0%	69.5%
2001	398	298	74.9%	69.8%
2002	347	259	74.6%	70.6%
2003	373	259	69.4%	**
2004	353	252	71.4%	**

Source: Testing Office, Director of Advising and Testing

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

**Data not yet available

- 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.

Satisfaction with Instruction

(Key Performance Indicator)

ABE and ESL Students

Each quarter, Basic Skills faculty members are asked to distribute evaluations in class. The following two charts summarize student evaluations collected over four quarters, including winter, spring, summer and fall 2004.

English As a Second Language (ESL)

Student Evaluations

Winter 2004, Spring 2004, Summer 2004, Fall 2004

	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>
1. The instructor helps the students.	124 (96.8%)	4 (3.2%)	0 (0.0%)
2. The instructor helps you when you have a question or problem.	120 (96.0%)	5 (4.0%)	0 (0.0%)
3. The instructor explains the work clearly.	117 (95.1%)	6 (4.9%)	0 (0.0%)

- ESL students reported high levels of satisfaction with instruction on in-class evaluations conducted during class in winter, spring, summer and fall 2004.

**Adult Basic Education (ABE)
Student Evaluations
Winter 2004, Spring 2004, Summer 2004, Fall 2004**

	<u>Good</u>	<u>Average</u>	<u>Poor</u>
1. The instructor helped me adjust to my new learning situation.	173 (85.2%)	28 (14.0%)	2 (1.0%)
2. The instructor gave me enough individual attention.	158 (78.6%)	40 (19.9%)	3 (1.5%)
3. The instructor could identify and help solve my problems.	170 (82.5%)	33 (16.0%)	3 (1.5%)
4. The instructor understood and respected my needs, my strengths, and my learning style.	170 (84.6%)	25 (12.4%)	6 (3.0%)
5. The instructor explained the subject matter clearly.	170 (82.9%)	33 (16.1%)	1 (1.0%)
6. The instructor provided enough materials for my needs.	173 (86.5%)	27 (13.5%)	0 (0.0%)
7. The instructor made sure that the physical classroom was comfortable.	167 (87.4%)	23 (12.0%)	1 (0.5%)
8. The instructor encouraged me to get to know and work with other students.	138 (68.3%)	41 (20.2%)	23 (11.4%)
9. The instructor helped me find solutions to concerns I expressed.	162 (78.6%)	37 (18.0%)	7 (3.3%)
10. I would recommend the instructor to other students.	182 (87.5%)	23 (11.1%)	3 (1.4%)

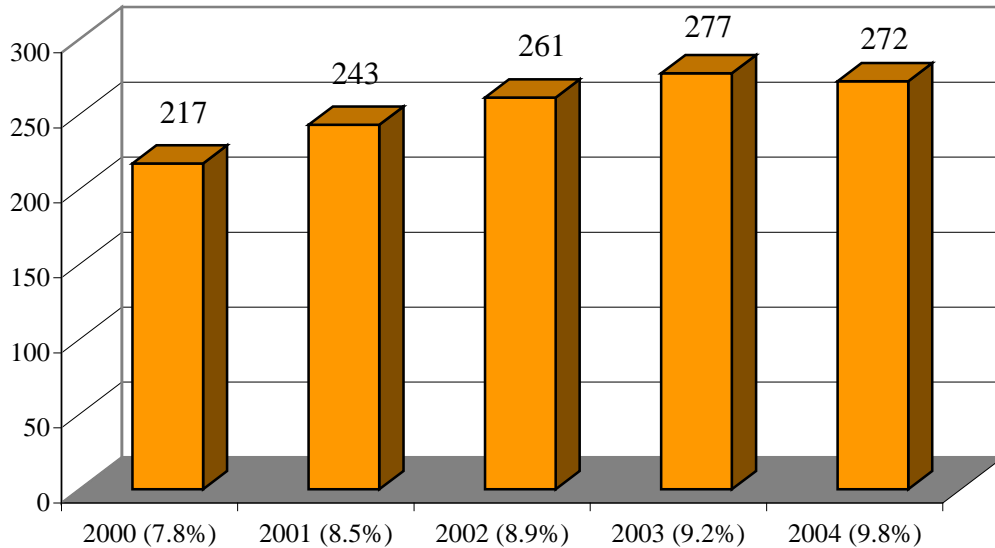
- ABE students reported high levels of satisfaction with various aspects of instruction at LCC on in-class student evaluations collected during winter, spring, summer and fall of 2004. More than 95% of students surveyed reported that instruction in ABE was good or average in all categories except one.
- Students were least satisfied with instructor encouragement to get to know and work with other students, which 11% of students reported as poor. Nearly all of the poor ratings in this category came from classes structured to include multiple levels of students, making group work more problematic than in courses where all students work at the same level.

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.

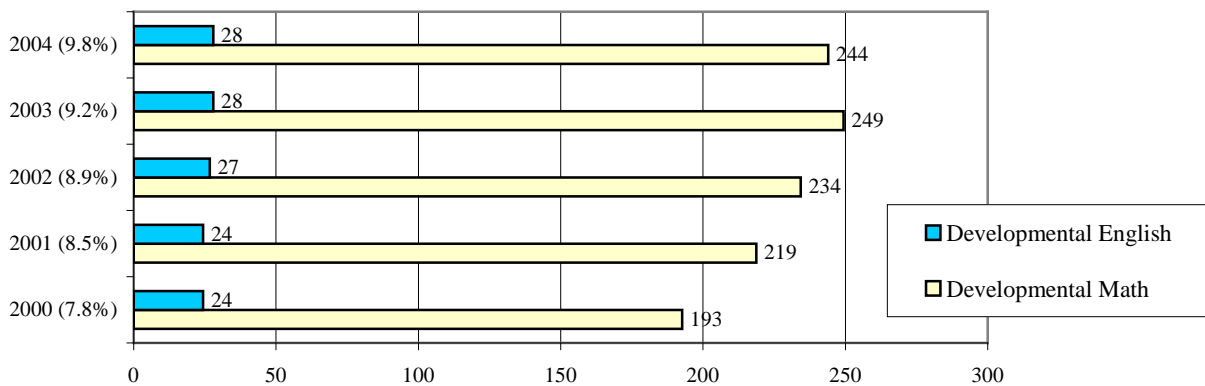
**Developmental Education
Annualized FTE – All Funding Sources**



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

- FTES for Developmental Education decreased 1.8% between 2002-03 and 2003-04, but increased 25.3% over the five year period. The decrease in FTE (5) was in the area of Developmental Math (see chart below).
- Figures in parenthesis next to the year indicate the proportion of Developmental Education FTE to total FTE. Between 2000 and 2004, that proportion increased from 7.8% to 9.8%.

**Developmental English and Math
Annualized FTE--All Funding Sources--2000-2004**



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

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. For the purposes of this study, Developmental English courses include INDV 065 and 075.

Passing Rates of Students in Developmental Math Duplicated Headcount: 2000-2004

	1999-00	2000-01	2001-02	2002-03	2003-04
Total number of students in developmental math classes	1301	1557	1607	1722	1842
Total number of students receiving productive grades*	1206	1362	1411	1615	1618
Total number of developmental math students who received a 2.0 or better	802	990	1042	1152	1142
Percentage of students who received a 2.0 or better	66.5%	72.7%	73.8%	71.3%	70.6%

Source: Data Warehouse, TRANSCRIPTS Table, WH_Academic Performance of Developmental Education Students (excluding sections P*, Q* and Z*)

* Productive grades include A-F and exclude grades of W=withdraw, I=incomplete, N=audit, P=pass/fail option, or R=grade replaced.

- Over the past five years, pass rates for developmental math students have ranged between 66.5% (1999-00) and 73.8% (2001-02), with an average of 70.9%.

Passing Rates of Students in Developmental English (Reading and Writing) Duplicated Headcount: 2000-2004

	1999-00	2000-01	2001-02	2002-03	2003-04
Total number of students in developmental English classes	222	223	246	251	260
Total number of students receiving productive grades*	194	197	217	230	239
Total number of developmental math students who received a 2.0 or better	140	150	170	173	177
Percentage of students who received a 2.0 or better	72.2%	76.1%	78.3%	75.2%	74.1%

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

* Productive grades include A-F and exclude grades of W=withdraw, I=incomplete, N=audit, P=pass/fail option, or R=grade replaced.

- The success rates for Developmental English (Reading and Writing) range between 72.2% (1999-00) and 78.3% (2001-02). The average for the past five years is 75.2%.

**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 a 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. Developmental math completers include math lab.

**Developmental Math (091, 092, 099) Students That Moved on to the Next Level
(Math 105, 106, 112, 121, 122, 130, 210)**

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Total number of students who successfully completed a developmental math class	312	396	417	452	471
Total number of those students who went on to the next level*	106/312 = 33.9%	134/396 = 33.8%	136/417 = 32.6%	117/452 = 25.9%	149/471 = 31.6%
Total number of those students who withdrew from the next level*	14/106 = 13.2%	16/134 = 11.9%	15/136 = 11.0%	13/117 = 11.1%	16/149 = 10.7%
Total number of those students who passed the next level*	82/106 = 77.4%	106/134 = 79.1%	106/136 = 77.2%	99/117 = 84.6%	122/149 = 81.9%
Total number of students who withdrew from college level Math who did not take developmental math	24/58 = 41.4%	16/47 = 34.0%	14/35 = 40.0%	26/50 = 52.0%	16/28 = 57.1%
Total number of students passing college level Math who did not take developmental math	116/188 = 61.7%	132/208 = 63.5%	146/228 = 64.0%	104/188 = 55.3%	99/184 = 53.8%

Source: Data Warehouse, TRANSCRIPTS Table, WH_Math cohort sample for basic skills report; Analyze with Excel.

*including the year in which they entered the cohort and the following fall. May include students not required to take college math.

- The number of developmental math students withdrawing from the next level of math continues to decline.
- The proportion of developmental math students passing the next level of math remained above 80% for the last two years.
- The number of withdrawals from college level math of students who did not take developmental math continues to increase.
- The proportion of students passing college level math who did not take developmental math has dropped for each of the last three years.

**INDV 065/075 Students That Moved on to the Next Level
(English 100 or 110)**

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Total number of students who successfully completed INDV 065 or 075	65	59	60	78	71
Total number of those students who went on to take English 100 or 110*	42/65 = 64.6%	51/59 = 86.4%	46/60 = 76.7%	55/78 = 70.5%	44/71 = 62.0%
Total number of those students who withdrew from English 100 or 110*	4/44 = 9.1%	4/51 = 7.8%	3/46 = 6.5%	3/55 = 5.5%	4/44 = 9.1%
Total number of those students who passed English 100 or 110*	31/44 = 70.5%	37/51 = 72.5%	32/46 = 69.6%	40/55 = 72.7%	29/44 = 65.9%
Total number of students who withdrew from English 100 or 110 who did not take INDV 065 or 075	4/8 = 50.0%	8/14 = 57.1%	8/20 = 40.0%	9/10 = 90.0%	12/18 = 66.7%
Total number of students passing English 100 or 110 who did not take INDV 065 or 075	87/113 = 77.0%	94/114 = 82.5%	107/135 = 79.3%	100/127 = 78.7%	99/131 = 75.6%

Source: Data Warehouse, TRANSCRIPTS Table, WH_INDV cohort sample for basic skills report

*including the year in which they entered the cohort and the following fall

- The proportion of INDV 065/075 students who went on to English 100 or 110 declined 8.5% between 2003-04 and 2002-03.
- Of those INDV 065/075 students who did go, only 65.9% passed English 100 or 110, the lowest proportion in five years.
- The proportion of students who did not take INDV 065 or 075 that passed English 100 or 110 has remained fairly steady—a little more than $\frac{3}{4}$ —over the past five years.

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

**BASIC SKILLS
Key Performance Indicators**

1. **Student/graduate satisfaction with basic skills instruction:** More than 95% of *ESL students* surveyed reported consistently high satisfaction with instruction. More than 95% of *ABE students* surveyed reported that instruction was good or average in all categories except one. ABE students were least satisfied with instructor encouragement to get to know and work with other students, which 11% of students reported as poor.
2. **Basic skills achievement:** the subject completion rate for 2003-04 was 50.9%, an increase of 7.5% from 2002-03.

Other Indicators

1. **Enrollment in Basic Skills:** Basic Skills FTE declined 21% between 2003-04 and 2002-03. Over 2/3 of the colleges in the Washington State system declined in basic skills FTE in 2003-04.
2. **CEO Program Enrollment:** Enrollment in the CEO program continues to increase, growing 9.1% in annual unduplicated headcount between 2003-04 and 2002-03.
3. **Number of GED's awarded:** In each of the past three years, LCC has awarded just over 250 GED's per year. LCC's pass rates remain consistently higher than national GED pass rates.

**DEVELOPMENTAL EDUCATION
Key Performance Indicators**

1. **Academic performance of developmental education students:**
 - **MATH:** the proportion of developmental math students going on to college level math—about 1/3—remained fairly consistent over the past five years. Of those who went on, over 80% passed in both 2003-04 and 2002-03.
 - **ENGLISH/READING AND WRITING:** the proportion of INDV 065 and 075 students going on to college level English declined somewhat in 2003-04, to 62%. Of those who went on, about 2/3 passed in 2003-04.

Basic Skills/Developmental Education Monitoring Report (Cycle VI)

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?

- Growth in the CEO program indicates that LCC is meeting a community need in that arena. It would be worthwhile to provide some additional measurements of success in the program in future reports (such as completion rates).
- Student satisfaction is high in ESL and ABE.
- The number of developmental math students who pass their first college level math class has stayed above an impressive 80% for the last two years.
- Although down somewhat in fall 2003, the proportion of developmental reading and writing students going on to the next level is strong.

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?

- It appears as if there is somewhat of a trade-off between enrollment and success rates in basic skills. Although it is nice to see the subject completion rates increase due to more upfront testing/screening, there appears to be a negative impact on enrollment.
- The proportion of developmental reading and writing students who pass English 100 or 110 could be a little higher.

Board Plus/Delta

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

February 16, 2005

+	Δ

College Outcome:

Community Enrichment

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

Monitoring Report

2000-2004

(Cycle VI)

April 20th, 2005



Community Enrichment: A Monitoring Report

Welcome to “Cycle VI” 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 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 particularly difficult concept to measure. This year’s report features information from the 2005 transfer alumni follow-up student survey about behavior after graduation. 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. Action plans that have come about as a result of past monitoring reports include:

- Adoption of a class-free hour to facilitate student and staff attendance at events
- Consolidation of the community education department to increase cost-effectiveness while maintaining popular programs
- Inclusion of the Music Department in Program Needs Assessment process in 2004-05

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 2003-04, there were 42 male and 53 female student-athletes. LCC athletes participated in 95 athletic contests. The LCC Athletic Booster Club membership is 94. In 2003-04, LCC athletics raised a total of \$47,500.

Athletic Team Victories 2000-2004

Team	2000-01	2001-02	2002-03	2003-04
Baseball	<ul style="list-style-type: none"> • Western Division Champions • NWAACC Conference Second Place 	<ul style="list-style-type: none"> • Western Division Champions • NWAACC Conference Second Place 	<ul style="list-style-type: none"> • Western Division Second Place • NWAACC Conference Second Place 	<ul style="list-style-type: none"> • Western Division Champions • NWAACC Conference Second Place
Softball	<ul style="list-style-type: none"> • SW Division Champions • NWAACC Conference Champions 	<ul style="list-style-type: none"> • SW Division Champions • NWAACC Conference Champions 	<ul style="list-style-type: none"> • SW Division Champions • NWAACC Conference Champions 	<ul style="list-style-type: none"> • SW Division Champions • NWAACC Conference Champions
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"> • SW Division Third Place 	<ul style="list-style-type: none"> • SW Division Third Place
Volleyball	<ul style="list-style-type: none"> • Western Division Third Place 	<ul style="list-style-type: none"> • Western Division Champions 	<ul style="list-style-type: none"> • Western Division Second Place 	<ul style="list-style-type: none"> • Western Division Fifth Place
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 Second Place 	<ul style="list-style-type: none"> • Western Division First Place
Men's Basketball	<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 	<ul style="list-style-type: none"> • Western Division First Place • NWAACC Conference Champions

Source: LCC Athletics Department

Student Athletes' Academic Performance
Academic Year GPAs (Team Averages)

	1999-00	2000-01	2001-02	2002-03	2003-04
Volleyball	2.86	2.97	2.74	2.95	2.93
Soccer	2.74	2.99	2.90	3.09	2.66
Women's Basketball	2.56	2.95	2.80	2.50	2.91
Men's Basketball	2.23	2.45	2.51	2.66	2.83
Softball	2.86	2.86	2.55	2.78	2.93
Baseball	2.79	2.74	2.80	2.71	2.78
All athletes	2.72	2.81	2.73	2.76	2.83
All transfer students	2.82	2.82	2.77	2.90	2.72

Source: LCC Athletics Office, Data Warehouse

- In general, student athletes are performing well academically. In 2003-04, student athletes performed better as a group than all LCC transfer students.
- Men's basketball, in particular, has shown steady increases over the past five years.

Coaches' Recognition
1998-2004

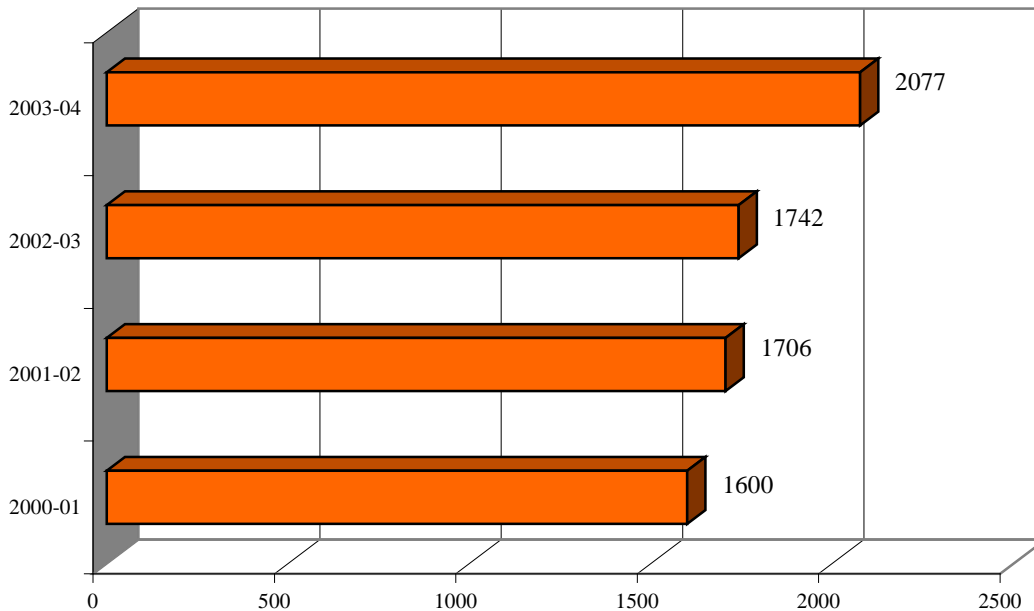
Tim Mackin: Women's softball coach	<ul style="list-style-type: none"> • NWAACC Coach of the Year – Softball – 1994, 1999, 2000, 2001, 2002, 2003, 2004
Kelly Smith: Men's baseball coach	<ul style="list-style-type: none"> • NWAACC Coach of the Year – Baseball – 1995, 1996, 1997 • NWAACC Coach of the Year – All Sports – 1998 • Western Division Coach of the Year – 1999, 2000, 2001, 2002, 2004
Jim Roffler: Men's basketball coach	<ul style="list-style-type: none"> • NWAACC Coach of the Year – Basketball – 2004 • Western Division Coach of the Year – 1992, 1993, 1994, 1995, 1997, 2004
Jocelyn Price: Women's volleyball coach	<ul style="list-style-type: none"> • Western Division Coach of the Year- 2001
Bud Gilbert: Women's soccer coach	<ul style="list-style-type: none"> • Southwest Division Coach of the Year- 2001
Kirc Roland, Athletic Director	<ul style="list-style-type: none"> • NWAACC Athletic Administrator of the Year – 2004
Jason Hosaney, Women's basketball coach	<ul style="list-style-type: none"> • Western Division Coach of the Year – 2004

Source: LCC Athletics Department

DRAMA

LCC's Drama Department 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.

Attendance at Regular Season Performances
(Each program runs over three weekends for a total of ten performances)



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, Book of Days, Antigone*
- 2003-04 Season: *No Opera at the Opr'y House Tonight, Transylvanian Clockworks, The Fantastiks*

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		2003-04	
Fall 2000	26	Fall 2001	38	Fall 2002	33	Fall 2003	38
Winter 2001	31	Winter 2002	33	Winter 2003	18	Winter 2004	48
Spring 2001	34	Spring 2002	45	Spring 2003	46	Spring 2004	37
Total	91	Total	116	Total	97	Total	123

Source: Data Warehouse, TRANSCRIPTS Table

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. In 2003-04, approximately 400 people attended the performances.

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

Students have gone on to complete theatre degrees at Cornish School of the Arts, University of Washington, Southern Methodist University, Rutgers, North Carolina School of the Arts, California Institute of the Arts, AMDA in New York City, Tisch School of the Arts, Willamette University, University of Portland, Roosevelt University and UCLA among others. Many of these graduates continue to work in theatre as professional actors, directors, choreographers, stage managers, set and light designers and as technical theatre personnel. Some have gone on to work nationally and internationally with the Brothers Karamazov, Blue Man Group, and the Disney Theatricals organization. Still others have become drama teachers. Local former students continue to contribute to our community as leaders of Cascade Players, as actors, directors and designers in college, Longview Stageworks and community productions.

MUSIC

LCC's Music Department today consists of courses designed for the non-music major, and theory and technical courses designed for music students (including private lessons taught by instructors from the local area). A number of the general courses and courses for majors are offered through a distance education mode.

Enrollment in Music Fundamentals (MUSC 100)

1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
Fall	--	Fall	17	Fall	37	Fall	20	Fall	37
Winter	22	Winter	25	Winter	42	Winter	20	Winter	35
Spring	20	Spring	22	Spring	30	Spring	36	Spring	29
Total	42	Total	64	Total	109	Total	76	Total	101

Enrollment in Music Appreciation (MUSC 110)

1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
Fall	25	Fall	25	Fall	25	Fall	14	Fall	25
Winter	25	Winter	20	Winter	24	Winter	22	Winter	22
Spring	24	Spring	30	Spring	37	Spring	34	Spring	29
Total	74	Total	75	Total	86	Total	70	Total	76

There are also a number of performance oriented groups. These include:

- LCC Symphonic Band
- Concert Choir
- Jazz Wind Ensemble
- Jazz Vocal Ensemble
- Orchestra

The LCC Symphonic Band recently released a double compact disc in an effort to commemorate the first 25 years of its existence. Twenty-one titles and 125 minutes of music recorded in live performances are included. The Symphonic Band's silver anniversary performance received a "Saturday Thumbs" up in The Daily News in December, 2004.

In addition, Dr. Gary Nyberg organizes the annual High School Honor Band concert, and music for the annual LCC commencement exercises. Until the new facility is available, concerts will continue to be held in the LCC Student Center and the Columbia Theatre for the Performing Arts in Longview. Estimated attendance at each performance is approximately 500.

Dr. Nyberg received a Fulbright Scholarship for the summer of 2004 to study in Bulgaria. He has presented Fulbright experience in three public presentations, including the January 2005 LCC Board of Trustees meeting.

LCC ART GALLERY

Summary of LCC Art Gallery events for the academic year 2003-04:

The Art Gallery shows this year were highlighted by exhibits by artists whose works had been chosen for the new Main Addition through the **Art in Public Places Program** of the Washington State Arts Commission, works honoring an ancient forest, and the Late Oregon poet William Stafford's collection of broadsides. The Gallery continues to be used as a resource by art, English, ESL, and other classes, as well as by visiting classes from the public schools.

The first exhibit of the year, September 24 – October 16, was an installation of “**The Forest Project Revisited**”, a response by ten artists to logging in the Yale Valley, an area they all knew and enjoyed. Ten years ago, these artists created an exhibit regarding the proposed logging of the area. This show consisted of work created in response to the aftermath of the logging, ten years later. It was organized by Julia Stoll and her husband Tsungani, members of the Lelooska family, and included the work of 15 artists from Oregon and Southwest Washington, including LCC faculty member Rosemary Powelson. The opening of the exhibit was coordinated with the dedication of the new Main addition. The exhibit was quite stunning, with six large ivy trunks dominating the center section of the gallery, and works in many media arranged around the periphery.

Running from October 29 through November 20, the second exhibit featured works by **Aki Sogabe** of Seattle, one of the artists whose work was chosen for the new Main addition under the Art in Public Places Program, and Portland ceramic artist **Babette Harvey**. Inspired by the nature of the Northwest, Sogabe's designs are meticulously cut from paper and mounted on various background papers. Harvey's work employs sgraffito and the layering of black and white clays to create intricate layered ceramic works with oriental motifs. Sogabe demonstrated her paper-cutting technique at the Opening Reception, and Harvey conducted a workshop for ceramics students during the exhibit.

The annual Student Pottery Holiday Sale was held in the art Gallery December 1 & 2.

January 12 – Feb. 2, the Gallery hosted “**How the Ink Feels**,” a touring exhibit of poet William Stafford's collection of 64 letterpress broadsides, which illuminate poetry and prose selections by well-known writers. Most pieces were printed using manually operated letterpresses, a technique which has changed very little since the Middle Ages. These pieces are collaborations among the printer, the writer, and the artist – printmaker, woodcut illustrator, calligrapher, or paper maker. At the Opening Reception, past and present LCC staff read poems by Stafford, and their own poems that had been inspired by Stafford.

February 10 – March 4, the Gallery exhibited paintings by **Frank Samuelson** and graphic designs by **Tim Black**. Samuelson is another artist whose works were chosen for the Main addition. His paintings, which he describes as “Northwest Neo-Fauvism” were bold and colorful, whimsical and provocative. Tim Black’s designs showed a great imagination and sense of humor.

During winter quarter finals week and Spring Break, March 22 – April 3, The **Columbian Artists Association**, a community organization of professional and amateur artists, held their 28th Annual Juried Art Show in the Art Gallery. The Association provides all the logistics and personnel for this exhibit, with LCC providing access and facilities.

The **Annual Student Art Show** was the only exhibit held during spring quarter. The opening was scheduled to coordinate with the Salal Spring Arts Festival. The popular Student Pottery Sale was held in conjunction with the Student Show. The show was scheduled to run May 7 – June 8.

Attendance at Art Exhibits in 2003-2004	
The Forest Project Revisited	758
Aki Sogabe and Babette Harvey	722
How the Ink Feels	590
Frank Samuelson and Tim Black	586
Annual Student Art Show	894
TOTAL	3,550

STUDENT/COMMUNITY ACTIVITIES AT LCC

The ASLCC and Multicultural Student Services 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
Carl Mack –African American History Month	Two Skinny Dorks	Blood Drives	Harvestfest Family Fun Night	Forensics Club – Regional & National Debate Participants	Book Drive for Celebration of Literacy Event
African American Film Festival	Legato	Meth Awareness Forum	Karaoke	Drama Club – Productions and One Act Plays	Community House Food Contributions
The Rise and Fall of Jim Crow –Diversity Program	Jason Deshaw	Massage Therapy	James Stephens III – Comedian	Multicultural Club – Intercultural Week and Dances	Habitat for Humanity Project
Strange Fruit - African American History Month Presentation	Jazz Band Concerts	Breast Cancer Awareness Information	Family Spaghetti Feed/Movie Night	International Club – International Food Festival Co-Sponsor Community International Festival	Tsunami Relief Fund Event
Race: The Power of an Illusion – Diversity Program	Symphonic Band	Planned Parenthood Information	Back to School Week Activities	Slip Club – Pottery Exhibition and Pottery Sale	
Jack Gladstone – Native American History Month presentation	Rhythm Culture		Winter Festival	Student Nurses Organization – Health Fair	
Bill Vest Lecture– Ronald Takaki	Honor Band Concerts		Red Devil Days	Photo Club – Photo Exhibition	
	Quadrophonix		Comedy Night	Literature Alive – Salal Arts Festival	
	Sittser		Pool Tournament	Poets and Writers Club – Poets Competition	
	Raining Jane		Ping Pong Tournament	Salal Review Publication	
	Variety Sounds		Parents Night Out Dinner and Movie		
	Salsa Sounds		Spring Arts Festival		
			Community College Days 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.
- Event attendance topped 37,000 in 2003-04.

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	2003-04
Summer	86	92	78	--
Fall	330	387	296	186
Winter	472	466	271	373
Spring	359	382	180	243
Total	1,247	1,327	825	802

Source: Data Warehouse

- Enrollment in Senior Studies decreased slightly between 2003-04 and 2002-03, due primarily to budget constraints and lack of course offerings in summer 2003.

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				2003-2004			
	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Art	-	-	-	-	-	-	-	-	-	13	4	-	-	-	-	-
Computers	70	50	88	36	86	116	45	7	67	22	24	7	-	10	19	9
Comm. Serv.	43	3	-	-	-	63	33	22	-	16	19	8	10	33	-	21
English	-	-	-	-	-	-	-	-	-	-	29	2	-	3	1	1
Finance/Man.	51	25	43	10	32	25	38	12	5	19	27	14	8	8	21	-
Food	-	-	-	-	15	-	-	-	15	-	-	-	-	10	15	-
Gardening	-	-	-	-	49	10	13	-	27	-	-	-	-	-	-	4
German	-	-	-	-	-	-	-	-	-	-	3	-	5	-	-	-
Human Dev.	9	8	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Health	3	-	33	7	23	25	41	-	26	22	24	-	40	42	49	-
Home	-	-	-	-	51	-	-	-	19	-	-	-	-	-	-	-
Music	47	42	38	-	52	42	45	-	52	36	37	-	38	28	32	-
Ph. Ed.	34	41	77	39	72	64	95	11	55	3	5	11	21	19	28	4
Speech	10	8	23	-	19	-	-	-	19	3	5	-	4	-	-	3
Spanish	-	-	-	-	-	33	19	19	-	11	7	12	10	-	11	16
Subtotal	267	177	305	92	399	378	329	71	285	145	184	54	136	153	176	58
TOTAL	841				1177				668				523			

- Most community education classes are offered in accordance with demand. Enrollment in community education declined 22% between 2002-03 and 2003-04.
- The combined participation rate for Senior Studies and Community Education in 2003-04 is 1,325 individuals (duplicated headcount).

Student Satisfaction with Community Education
Student Evaluations of Community Education Courses

WINTER 2005

Students were asked to evaluate instruction in two primary areas: content and presentation. They were asked to rate each area on a scale of 1 to 10, with 10 being the highest. A summary of average scores is below.

CONTENT	Average Score
1. Course information was well organized.	9.61
2. Information was presented at the right level for the students in the class.	9.73
3. Handout materials supported the subject matter.	9.74
4. The information discussed in class helped with understanding.	9.61
5. The visual aids used were effective.	9.11
6. Small group activities conducted in class were effective.	9.62

- Overall, students were very satisfied with the community education instruction they received in Winter 2005. The area receiving the lowest ratings was the effective use of visual aids in class.

PRESENTATION	Average Score
1. The instructor has an effective presentation style.	9.75
2. The presenter is knowledgeable about the subject.	9.87
3. The presenter covered the material clearly.	9.78
4. The presenter responded well to questions.	9.87
5. Overall, this class met my expectations.	9.73

- Students were slightly more satisfied with presentation than content. Areas receiving the highest satisfaction ratings were the presenters' knowledge of the subject and responsiveness to questions.

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.

Total Enrollment: Head Start and ECEAP

1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
393	396	390	414	346	346

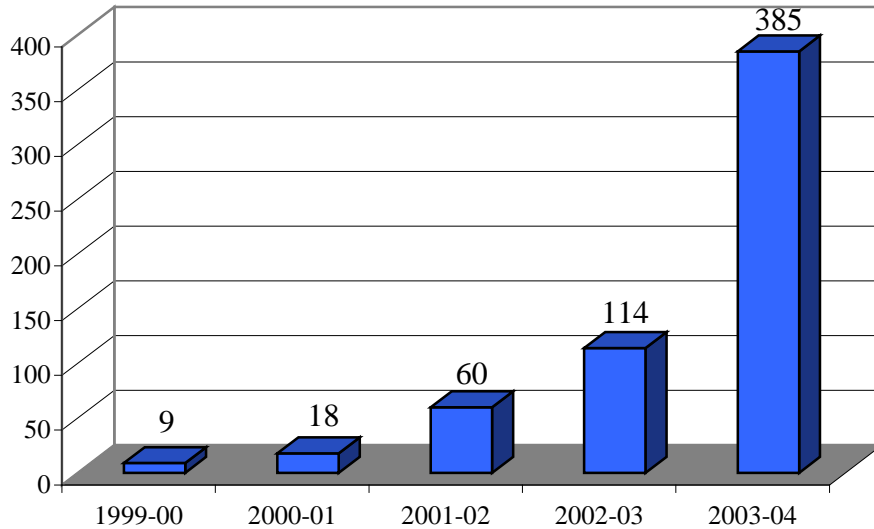
Source: LCC Head Start Office

- Enrollment remained flat between 2002-03 and 2003-04 (capacity is limited due to funding).
- Head Start funds come from the federal government, while funding for ECEAP comes from the state.
- Head Start no longer offers “therapeutic child development” (TCD) or the Home Intervention Program (HIP).
- In January 2005, Lower Columbia College Head Start/ECEAP completed an update of the Community Assessment of Cowlitz County. The report includes a summary of strengths and areas of concern in several key areas, including:
 - Demographics
 - Health
 - Education
 - Economy and employment
 - Community safety
 - Community services
- LCC Head Start/ECEAP received several grants for 2004-05 in addition to their regular funding sources, including:
 - \$4,000 Early Childhood Inclusion Project from WAEYC (in partnership with Longview/Kelso School Districts and HOFL)
 - \$4,000 Fatherhood Initiative
 - \$17,800 United Way grant for an onsite Behavior Specialist
 - Support from the Cowlitz Community Network for “Relatives Raising Relatives” conference

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



Source: LCC Tech Prep Office

- The number of students receiving LCC credits through Tech Prep more than tripled between 2002-03 and 2003-04.
- Research and tracking efforts currently underway will give us better insight in the future into college enrollment patterns of Tech Prep students. Preliminary results indicate that substantial proportions of Tech Prep students actually end up in college transfer programs. Whether they enroll in transfer or professional/technical programs, there is growing evidence that Tech Prep is a good recruitment tool for high school students. Next year's report will incorporate more specific data about the behavior of Tech Prep students.
- John Krause, Associate Vice President of Career and Employment Services at LCC, is currently the president of the Washington State Tech Prep Directors Association.

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 October 2004

Questions	Yes		No		Blank	
Was the facility open at convenient times?	65	(100%)	0		0	
Were you satisfied with the overall quality of our services and resources?	65	(100%)	0		0	
Did you feel welcome?	65	(100%)	0		0	
Were you served in a reasonable length of time?	65	(100%)	0		0	
Was the staff friendly?	65	(100%)	0		0	
Knowledgeable?	65	(100%)	0		0	
Helpful?	65	(100%)	0		0	
Did you find printed information / handouts available?	64	(98%)	0		1	(2%)
Did you find computers available?	65	(100%)	0		0	
Did you find other equipment available? (phone, fax, copier, etc.)	63	(96%)	1	(2%)	1	(2%)
Were your needs met today?	64	(98%)	1	(2%)	0	

65 Total Respondents

- The survey responses indicate that users are generally satisfied with the service they receive from Career and Employment Services.
- Career and Employment Services recently started tracking the number of individual and group visits to the Center. Participation rates will be included in next year's Monitoring Report.

Citizenship
(Key Performance Indicator)

Transfer Student Alumni Survey (Winter 2005)

The Transfer Student Alumni Survey is distributed annually to transfer students during the year after completion of studies at LCC. In 2005, the following five questions were added to deepen understanding of student behavior in regard to citizenship post-graduation. The following data provide a benchmark against which future survey data will be compared.

Did you vote in the last general election?		
	YES	NO
2004-2005	83.0%	17.0%

Do you subscribe to a newspaper or news magazine?		
	YES	NO
2004-2005	48.2%	51.8%

Have you donated anything to any charitable organization in the past year?		
	YES	NO
2004-2005	73.2%	26.8%

Have you attended any cultural or sporting events in the past year?		
	YES	NO
2004-2005	80.4%	19.6%

Did you volunteer any time to a charity, service or other organization in the past year (other than something with a direct financial benefit to you)?		
	YES	NO
2004-2005	67.9%	32.1%

- The LCC General Education Outcomes Committee is currently working on defining outcomes for citizenship, with specific assessment measures to be developed in 2005-06.
- In general, the majority of LCC transfer alumni report participation in various behaviors and activities related to community involvement and citizenship, with the exception of subscribing to a newspaper or news magazine (with only 48.2% reporting that they do). Future renditions of the survey will explore the topic of how LCC graduates stay abreast of current events in more detail (for example, through the Internet, radio, television, etc.)

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.
- LCC co-sponsored a local **Empty Bowls** project, designed to raise money to combat world hunger through the individual sale of ceramic bowls.
- LCC hosts **Barnes College Day** on an annual basis to introduce elementary age children to college life. Participants are exposed to a variety of college courses, including physical education, foreign language and ceramics.

Community Enrichment Monitoring Report (Cycle VI)

Comments from the Review Team

April 20th, 2005

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

- Performance of LCC athletic teams has been outstanding, particularly Women's Softball.
- Academic achievement of LCC athletic teams is impressive, especially the improvement in grade point average of the Men's Basketball team over the past five years.
- Large increase in number of students taking advantage of Tech Prep indicates that we are doing a good job in that area.
- Increase in attendance at drama performances is impressive; indicates a strong community following.
- Offering such a wide array of recreational and cultural opportunities, many free to the public, is a significant service to the community.

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

- Enrollment in Community Education and Senior Studies is starting to rebound, but could be stronger.
- Even though attendance at campus events is typically good, there is a general feeling that we could be doing more to communicate our various recreational and cultural activities to the community to increase attendance even more. The Web redesign and new Fine and Performing Arts Center will enhance our ability to communicate and promote campus events.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
April 20th, 2005

+	Δ

Expected College Outcome: Customized Education Monitoring Report

2000 – 2004
(Cycle VI)

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

→ Lower Columbia College
Strategic Plan, 1999-2004

May 18th, 2005



Customized Education: A Monitoring Report

Welcome to “Cycle VI” 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 that 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.

This report presents data relevant to customized education offered by LCC, including three primary areas: EDUCATION & TRAINING, TESTING and 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.

Actions that have occurred as a result of reviewing the data in past Monitoring Reports include:

- Consolidation of Customized Education programs and services to enhance cost effectiveness while maintaining popular programs.
- Application and receipt of a National Science Foundation Pulp and Paper Grant in response to community need in that arena.
- Increased focus on Work Keys testing resulting in enhanced partnerships with DSHS and other community colleges as a service to business and workforce development efforts.
- Development and implementation of a two-day seminar on grant writing, in response to community need expressed through survey responses.

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

Both employer and student satisfaction are addressed in this report. Employer satisfaction was collected through a satisfaction survey, and student satisfaction was extracted from instructor evaluations administered in class.

Employer Satisfaction

Summary of Employer Satisfaction Survey, Winter 2004

(note: survey respondents include clients of the Community Health Education Center)

During Winter Quarter 2004, LCC sent out 78 surveys to employers who received customized training or services. 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.

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 in Wahkiakum County.
 - Processing grant applications and advising on other available grants.
 - Preferred Applicant program; understanding Work Keys.

Student Satisfaction

Summary of Student Evaluations: 2003-04

Summary of 2003-04 evaluations administered in courses utilizing the common format. Some training sessions require a unique evaluation format, making aggregate reporting cumbersome. However, nearly 300 student responses are represented in the chart below.

CONTENT	Exceeded Expectations	Met Expectations	Needs Improvement
Material well organized	56%	42%	2%
Presented at the right level	57%	42%	2%
Practicality of material to my job	53%	45%	2%
Notebook/handout material supports the subject	50%	44%	6%
Effective small group activities	50%	47%	3%
Effective visual aids	50%	47%	4%
PRESENTATION			
Effective presentation style	62%	35%	3%
Presenter's knowledge of subject	69%	31%	1%
Presenter covered the material clearly	68%	31%	2%
Presenter responded well to questions	68%	31%	0%

- Students report that their customized education courses exceeded their expectations at least half the time, and few reported areas in need of improvement. The area rated most in need of improvement is in relation to the use of notebook and handout materials to support the subject.

Summary of Student Evaluations – Online Courses

Summary of 2003-04 Ed2Go (online) classes including student responses to eleven questions, rated on a scale of 1 to 4 where 1 is below average, 2 is average, 3 is above average, and 4 is excellent. Data represents evaluations from 85 students.

	Aggregate Score
Q1: Instructor's knowledge of subject matter	3.58
Q2: Instructor's writing style	3.52
Q3: Quality and effectiveness of discussion area responses	3.36
Q4: Timeliness of discussion area responses	3.40
Q5: I would recommend this instructor to others	3.43
Q6: Ability of lessons to meet your interest and needs	3.35
Q7: Typographical and grammatical errors in lessons	3.30
Q8: Topicality and completeness of lessons	3.33
Q9: Length of lessons	3.16
Q10: Usefulness of assignments and quizzes	3.40
Q11: I would recommend this course to others	3.49

- Student ratings of Ed2Go (online) classes are consistently above a 3.0 (above average).
- Students were MOST satisfied with the instructor's knowledge of the subject matter and the instructor's writing style.
- Students were LEAST satisfied with the length of the lessons and the typographical and grammatical errors in lessons.

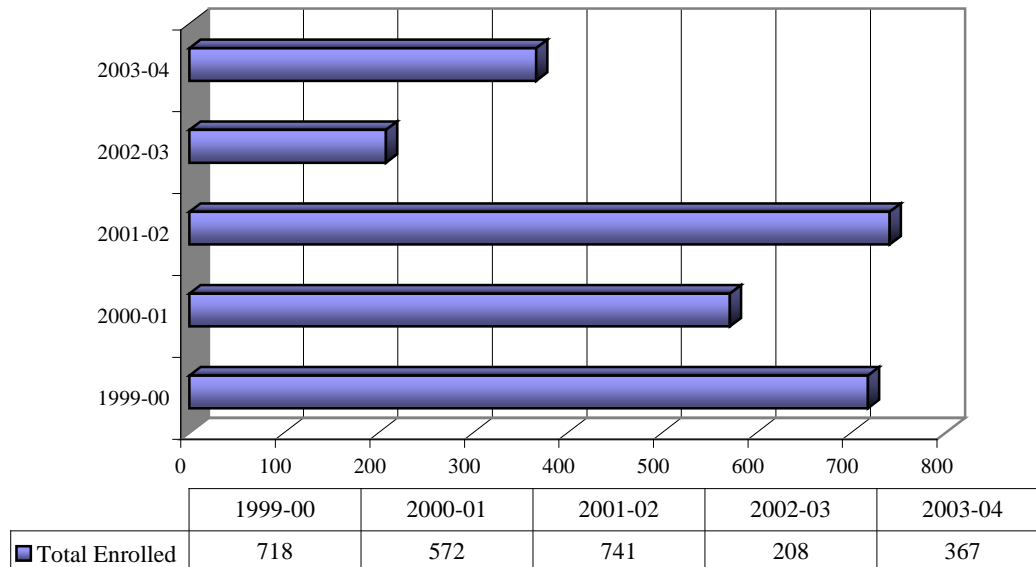
Evaluated Ed2Go Courses Include:

- | | |
|--|---|
| <ul style="list-style-type: none"> * Introduction to Windows 2000 Professional * Introduction to Dreamweaver MX * Start and Operate Your Own Homebased Business * Introduction to Database Development * Certificate in Project Management Principles * Intermediate A+ Certification: Operating Systems * Learn to Buy and Sell on eBay * Introduction to Microsoft Access * Become a Veterinary Assistant * Certificate in Total Quality * Discover Digital Photography * Introduction to the Game Industry * Creating Cascading Style Sheets * Introduction to Criminal Law * The Keys to Effective Editing * CGI Programming for the Web | <ul style="list-style-type: none"> * Paralegal Certificate Program * Introduction to SQL * Certificate in Purchasing * Introduction to Microsoft Excel * Introduction to Microsoft Word * Introduction to QuickBooks * Introduction to Visual Basic 6.0 * Creating Web Pages * A to Z Grantwriting * Introduction to the Internet * Write Your Life Story * Advanced Word * Grammar Refresher * Designing Effective Websites * Analysis and Valuation of Stocks * Introduction to XML |
|--|---|

EDUCATION & TRAINING

Interactive Multimedia Classes

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



- After peaking in 2001-02 and then falling to a five-year low in 2002-03, enrollment in interactive multimedia classes began to rebound in 2003-04.

Certificate Training

Based on community demand, LCC 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.

	1999-00	2000-01	2001-02	2002-2003	2003-04
Flagging	114	53	123	129	125
NEC Code	68	31	5	37	6
Grounding	133	66	2	7	0
MACRO (HVAC Cont. Ed.)	69	319	256	643	125
Care Giving Full Fundamentals	179	139	135	290	237
Care Giving Modified Fundamentals	86	75	41	20	9
Care Giving Continuing Education	596	708	576	756	767
Nurse Delegation	38	44	26	8	9
Totals	1,283	1,435	1,164	1,890	1,278

- Although demand for Care Giving Continuing Education increased in 2003-04, overall the amount of certificate training offered was down about a third (32%) from the prior year.

Real Estate Training

A training program that prepares individuals for the Real Estate exam, offered via Internet and CD-Rom.

	1999-00	2000-01	2001-02	2002-2003	2003-04
Enrollment	6	18	13	5	16

- This program has been discontinued.

Transport Operator Training (Truck-Driving)

A training program that prepares individuals for the Commercial Drive License (CDL) exam.

	1999-00	2000-01	2001-02	2002-2003	2003-04
Enrollment	69	55	59	33	7

- This program has been discontinued.

Spanish in the Workplace

On-site Spanish instruction that is occupationally specific.

	1999-00	2000-01	2001-02	2002-2003	2003-04
Enrollment	40	0	20	32	40

- Popularity of Spanish in the Workplace has grown over the past three years.

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.

	1999-00	2000-01	2001-02	2002-2003	2003-04
Enrollment	23	63	71	31	48

- After a decline in 2002-03, enrollment in the Wildland Fire Certification Courses increased by nearly 55% in 2003-04.

Online (Ed2Go) Classes

These non-credit online courses are open to anyone looking to upgrade their skills.

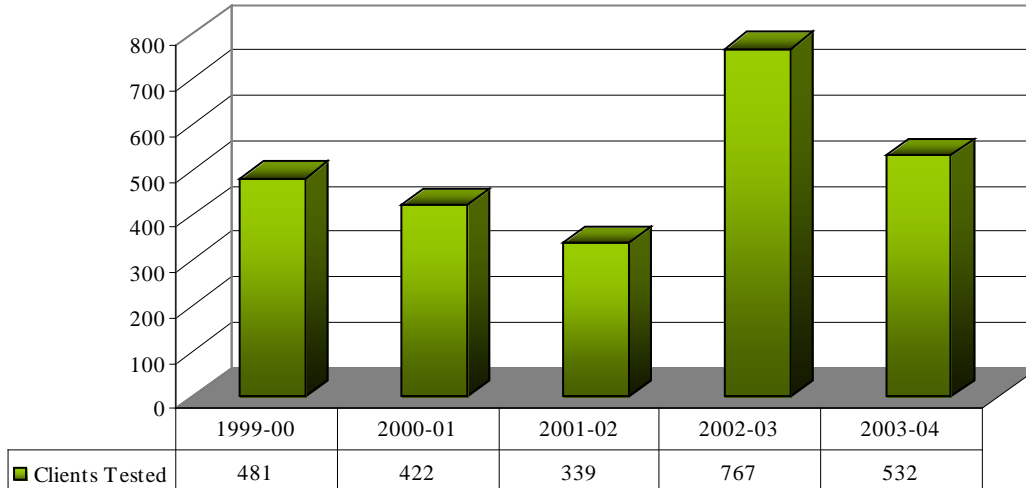
	1999-00	2000-01	2001-02	2002-2003	2003-04
PC Skills	184	211	85	264	105
Business Management	22	27	44	17	14
Paralegal	13	13	11	12	18
Exam Prep	0	2	0	0	9
Total	219	253	140	293	146

- Decreasing interest in courses related to computers (PC Skills), a reflection of local, state and national trends, accounted for the decline between 2002-03 and 2003-04.

TESTING

Pre-Employment Testing

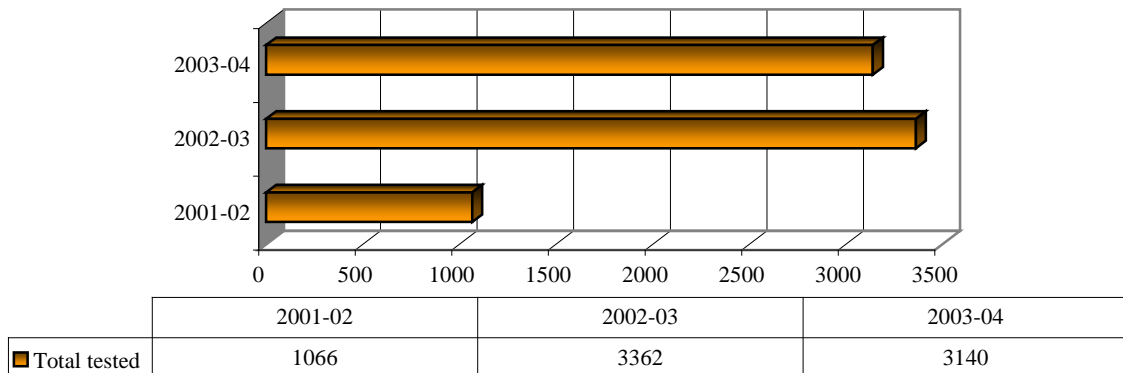
Including Work Keys, ASSET, and SRA Flanigan. Work Keys provides testing across several areas, including math, reading, locating information and teamwork.



- The number of clients served through pre-employment testing declined by 31% between 2002-03 and 2003-04.
- In an analysis conducted for the Department of Social and Health Services by LCC, a statistically significant relationship was found to exist between performance on the math, locating information and reading portions of the Work Keys test and obtainment of employment.
- Most tests are administered through the LCC Testing Office, housed in the Admissions Building. Tests are also given twice a week at the Employment Security office, through a partnership with DSHS and WorkSource (LCC has provided training for proctors to administer the assessments). On-site testing at Employment Security was implemented in an effort to better serve low-income clients, who frequently have transportation issues.
- Over 500 individuals have been tested at DSHS since April 2004 (only a portion of which is reflected in the chart above).
- LCC is also providing testing at Clark College.

Food Handler Card Testing

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).

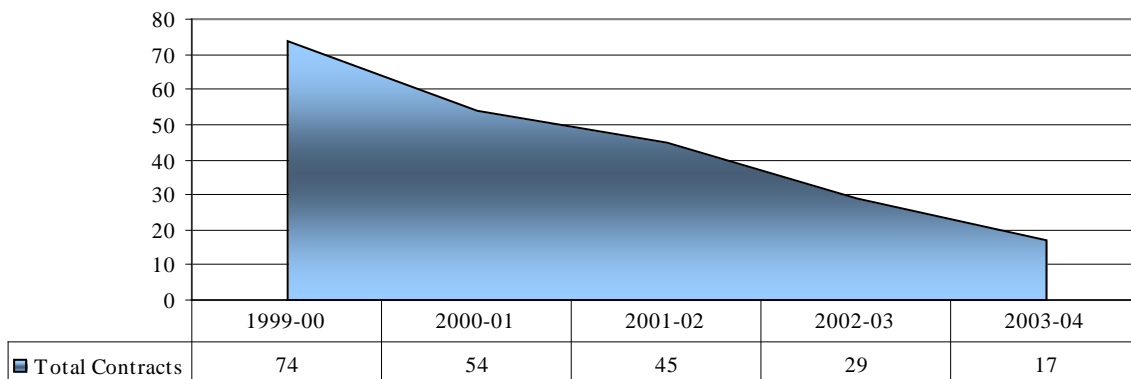


- Food Handler Card Testing continues to fill an important community need, with well over 3,000 individuals participating in 2003-04.

CLIENT CONTRACTS

LCC is prepared to provide a variety of specialized testing and training contracts to companies, government agencies and organizations in the Southwest Washington region. Training is either designed and provided by the College, or arranged through third party vendors depending on the request.

Contract Training – Client Agreements



- Significant organizational restructuring, promotion of cost effectiveness and reduction of resources allocated to the customized education function have all contributed to the reduced number of client contracts. The ongoing economic downturn has also been a significant contributing factor. The number of contracts doesn't reflect the total number of individuals served (typically 2-30 per contract).

SUMMARY of Facts and Findings
Expected College Outcome:
Customized Education

Key Performance Indicators

- Client Satisfaction—employers: Eighty-four percent of employers reported that they were satisfied with the customized training or service they received from LCC in a recent customer satisfaction survey. Seventy-three percent reported seeing measurable results after training. More than four out of five employers said they would like to see even more customized training and follow-up from LCC.
- Client Satisfaction—students: On evaluations completed in 2003-04, students reported that LCC’s customized educational offerings exceeded their expectations more than half of the time. Student expectations were met or exceeded 95% of the time in all areas except in regard to notebook and handout materials, where only 94% of expectations were met or exceeded. Students were particularly pleased with the presentation style and skill demonstrated by instructors.
- Client Satisfaction—students of online courses: Students participating in LCC’s “Ed2Go” online courses were satisfied overall with the instruction they received, rating course between 3.16 and 3.58 on a four point scale across a variety of areas. Students were *most* satisfied with the instructor’s knowledge of the subject matter and the instructor’s writing style. Students were *least* satisfied with the length of the lessons and the typographical and grammatical errors in lessons.

Other Indicators

- Enrollment increased 79% in Interactive Multimedia Classes between 2003-04 and 2002-03.
- Enrollment decreased 32% in Certificate Training during the same time period.
- Enrollment decreased 50% in Online Classes between 2002-03 and 2003-04.
- The number of clients served through Pre-Employment Testing decreased 31% between 2002-03 and 2003-04.
- The number of clients served through Food Handler Card Testing was down slightly (7%) in 2003-04, from the year before.
- The number of Client Agreements continued a downward trend in 2003-04, down 41% from the year before.

Lower Columbia College
Customized Education Monitoring Report (Cycle VI)
Comments from the Review Team
May 18th, 2005

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

- Despite the consolidation of staff and services, LCC is still offering an amazing and versatile range of education, training and services to the community.
- The on-line (Ed2Go) offerings appear to be well-received.
- Being awarded the NSF Pulp and Paper grant is a very positive statement for LCC.
- Good correlation between achieving WorkKeys certificates and obtaining employment.
- Pre-employment and food handler testing are still very strong, despite ongoing issues with the sluggish economy.

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

- We should look toward the popularity of Ed2Go and other non-traditional delivery modalities as we plan for the future. Alternative formats, including on-line, evening or weekend offerings should at least be explored.
- More follow-up may be needed with employers who responded to the surveys, particularly in regard to cited areas of need: business, management and human relations, computer training, and assertive skill building. Alternative delivery (on-line, evening and/or weekend) modalities may increase opportunities for enrollment.
- Additional follow-up may also be needed with non-profits citing need for student help in several areas, including bookkeeping, grants, human relations, public relations, etc. There may be increased enrollment opportunities through Cooperative Education, for example, that could help serve an identified community need.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
May 18th, 2005

+	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 VI)

2000 – 2004

June 15th, 2005



Institutional Excellence: A Monitoring Report

Institutional Excellence

Welcome to Cycle VI 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 reflect the environment – one of integrity and 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. Indicators include **student progress, relevance of programs, faculty/staff satisfaction and morale, external perceptions/satisfaction with LCC, student/graduate satisfaction with support services, and student persistence and performance**. Please note that the Cycle VI report does not include any data on relevance of programs, or faculty/staff satisfaction and morale. 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.

Some of the action plans that have come about as a result of reviewing past Institutional Excellence Monitoring reports include:

- Implementation of several changes in regard to the **Running Start** program, including changes to the early registration priority criteria, and adjustments to Running Start orientation.
- Substantial redesign of college **recruitment/outreach efforts**.
- Implementation of a comprehensive **Program Needs Assessment** process, which seeks input from advisory committee (community) members, students and multidisciplinary teams.
- Addition of a **.5 FTE staff position in Financial Aid** to improve customer service in that area (reassigned from another department within Student Services).
- Application and receipt of a full-time **AmeriCorps** position for 2005-06 to provide intensive financial aid advising/counseling.
- Institutional participation in the **2005 Higher Education Research Institute’s Faculty Survey**, administered by the University of California at Los Angeles (results pending).

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 tables below present retention data for transfer and professional-technical students who plan to attend long enough to complete a degree or certificate.

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

	Fall 2001 to Fall 2002			Fall 2002 to Fall 2003			Fall 2003 to Fall 2004		
	Students	Retained	%	Students	Retained	%	Students	Retained	%
First-time new students	320	179	55.9%	291	140	48.1%	254	124	48.8%
First-time new students taking courses related to current or future work	114	59	51.8%	124	60	48.4%	149	76	51.0%
First-time new students transferring to a 4-year college	128	73	57.0%	99	50	50.5%	101	52	51.5%
First-time new students seeking high school diploma or GED certificate	3	1	33.3%	4	2	50.0%	1	1	100%
First-time new students exploring career direction	7	2	28.6%	7	2	28.8%	15	6	40.0%
First-time new students enrolled for personal enrichment	3	2	66.7%	8	6	75.0%	4	2	50.0%
"Other" first-time new students	1	0	0.0%	11	5	45.5%	23	13	56.5%
First-time new students no response	64	42	65.6%	38	15	39.5%	89	50	56.2%

- Fall-to-fall retention stayed virtually the same between last year and the year before.
- Over half (51.5%) of transfer students were retained from fall 2003 to fall 2004.
- Note: Fall 2003 to 2004 cohort contains 10 ABE and 3 ESL students (out of 254).

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

	Fall 2001 to Fall 2002			Fall 2002 to Fall 2003			Fall 2003 to Fall 2004		
	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	320	179	55.9%	291	140	48.1%	254	124	48.8%
Male	134	71	53.0%	120	53	44.2%	115	62	53.9%
Female	178	107	60.1%	169	87	51.5%	139	62	44.6%
All Students of Color	25	14	56.0%	25	10	40.0%	25	15	60.0%
Caucasian	285	157	55.1%	257	126	49.0%	225	108	48.0%

Source for both tables: Data Warehouse

- Male students persisted at substantially higher rates than their female counterparts from fall 2003 to fall 2004.
- Students of color persisted at substantially higher rates than Caucasian students.

Student Progress
(Key Performance Indicator)

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. System figures are also included for comparison purposes.

	LCC				System Averages			
	Degrees & Cert.	% Of Color	% Disabled	% Female	Degrees & Cert.	% Of Color	% Disabled	% Female
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%
2003-04	700	8.0%	4.0%	58.6%	880	25.8%	5.3%	58.2%

Source of data: SBCTC Academic Year Report

- The number of degrees and certificates increased substantially between 2002-03 and 2003-04 (up 22%).
- LCC graduated approximately as many females in 2003-04 as the system average.
- Due to a change in the way disabilities are reported on the LCC campus, the percent of disabled students graduating appeared to decline between 2002-03 and 2003-04.

Student/Graduate Satisfaction with Support Services
(Key Performance Indicator)

Graduate Survey

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 questions below are examples of the kind of data collected.

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
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%)
2004	68 (48.57)	48 (34.29)	82.9%	7 (5.0%)	7 (5.0%)	10 (7.14%)

I participated in meaningful learning experiences at LCC.

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
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%)
2004	81 (57.04%)	41 (28.87%)	85.9%	5 (3.52%)	8 (5.63%)	7 (4.93%)

I received high quality instruction in classroom settings at LCC.

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
2000	29 (22.48%)	76 (58.91%)	81.4%	18 (13.95%)	3 (2.33%)	3 (2.33%)
2001	32 (25.60%)	73 (58.40%)	84.0%	17 (13.60%)	1 (0.60%)	2 (1.60%)
2002	57 (34.76%)	77 (46.95%)	81.7%	24 (14.63%)	5 (3.05%)	1 (0.61%)
2003	60 (39.47%)	69 (45.39%)	81.7%	21 (13.82%)	2 (1.32%)	0 (0.00%)
2004	65 (46.10%)	49 (34.75%)	80.9%	12 (8.51%)	6 (4.26%)	9 (6.38%)

I was treated with respect as a learner.

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
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%)
2004	74 (51.75%)	46 (32.17%)	83.9%	6 (4.20%)	7 (4.90%)	10 (6.99%)

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

	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%)
2004	64 (47.1%)	35 (25.7%)	72.8%	14 (10.3%)	12 (8.8%)	11 (8.09%)

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

	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%)	71.3%	31 (19.8%)	13 (8.3%)	1 (0.6%)
2003	46 (30.3%)	51 (33.6%)	63.8%	27 (17.8%)	15 (9.9%)	7 (4.6%)

In 2004, this question was revised: In general, I had good experiences with advising at LCC.

	Strongly Agree	Agree	Sum: Strongly Agree or Agree	Neutral	Disagree	Strongly Disagree
2004	66 (48.5%)	37 (27.2%)	75.7%	12 (8.8%)	9 (6.6%)	12 (8.8%)

- In general, graduate satisfaction was slightly lower in 2004 than in 2003. However, satisfaction remained high in most areas.
- A total of 31 students strongly disagreed with at least one statement on the survey (or a total of 17 when questions related to participating in events and activities outside of class and/or the culture of athletics and sports were excluded).

Spring Student Services Survey

Lower Columbia College is committed to delivering high quality in both instruction and student services. Both are critical components of institutional excellence. The following information is drawn from the annual student services survey, administered in spring quarter of each year. Results are from the May 2005 survey, based on a numerical scale of 5 (strongly agree) to 1 (strongly disagree).

Advising and Testing

The Testing Office (where I took my initial math and English placement tests) provided a good atmosphere for me to concentrate.

- Of those students who said they took a placement test, 91% agreed or strongly agreed, compared to 89% in 2004.
- The average score was 4.32, compared to 4.29 in 2004.

A timely advising appointment was made for me upon completing the placement test.

- Of those students who said they took a placement test, 86% agreed or strongly agreed, compared to 82% in 2004.
- The average score was 4.23, compared to 4.20 in 2004.

For my first quarter, my advisor (the one who initially helped me select classes) was knowledgeable and helped me select appropriate classes.

- For those students who said they were advised, 78% agreed or strongly agreed, compared to 78% in 2004.
- The average score was 4.04, compared to 4.06 in 2004.

Registration

The information and service I received from the Registration Office was accurate.

- For those students who felt the question applied to them, 92% agreed or strongly agreed, compared to 93% in 2004.
- The average score was 4.28, compared to 4.26 in 2004.

The service that I received from the Registration Office was efficient and timely.

- For those students who felt the question applied to them, 91% agreed or strongly agreed, compared to 91% in 2004.
- The average score was 4.25, compared to 4.26 in 2004.

I was treated with courtesy and respect at LCC's registration counter.

- For those students who felt the question applied to them, 95% agreed or strongly agreed, compared to 95% in 2004.
- The average score was 4.37, compared to 4.44 in 2004.

Financial Aid

The service I received from the financial aid staff was efficient (e.g. I got just the forms/information I needed).

- For those students who felt the question applied to them, 77% agreed or strongly agreed, compared to 78% in 2004.
- The average score was 3.97, compared to 3.97 in 2004.

The service I received from the financial aid staff was prompt (e.g. I got the forms/information I needed in a timely manner).

- For those students who felt the question applied to them, 74% agreed or strongly agreed, compared to 74% in 2004.
- The average score was 3.89, compared to 3.83 in 2004.

The instructions I received from the financial aid staff for completing the forms and providing personal information were clear.

- For those students who felt the question applied to them, 74% agreed or strongly agreed, compared to 76% in 2004.
- The average score was 3.88, compared to 3.89 in 2004.

I received my financial aid check in a timely manner.

- For those students who felt the question applied to them, 80% agreed or strongly agreed, compared to 80% in 2004.
- The average score was 4.15, compared to 4.12 in 2004.

Counseling Services

I received the personal guidance/assistance I needed when I visited with one of LCC's counselors.

- For those students who said they have visited with an LCC counselor, 75% agreed or strongly agreed, compared to 78% in 2004.
- The average score was 3.99, compared to 4.05 in 2004.

Talking with an LCC career counselor has made me feel more confident about my career plans.

- For those students who said they have visited with an LCC counselor, 66% agreed or strongly agreed, compared to 67% in 2004.
- The average score was 3.89, compared to 3.90 in 2004.

Cashiering

I found the staff at the cashiering windows to be helpful and friendly.

- For those students who said they used the Cashiering Office, 93% agreed or strongly agreed, compared to 93% in 2004.
- The average score was 4.49, compared to 4.48 in 2004.

Student Center/Student Activities

The Student Center is an excellent place to meet with people and study.

- For those students who said they have been in the Student Center, 77% agreed or strongly agreed, compared to 71% in 2004.
- The average score was 4.02, compared to 3.89 in 2004.

I have found the student activities offered on this campus to be good and worthwhile.

- For those students who said they have been involved in student activities, 75% agreed or strongly agreed, compared to 70% in 2004.
- The average score was 3.96, compared to 3.86 in 2004.

Career Center

Regarding the Career Center on the LCC campus:

- 43% of students reported using the Career Center, compared to 41% 2004.
- 46% of students reported having heard of (but haven't used) the Career Center, compared to 47% in 2004.
- 10% of students reported that they didn't know LCC had a Career Center, compared to 12% in 2004.

I received all of the help I intended to get at LCC's Career Center.

- For those students who said they have used the Career Center, 69% agreed or strongly agreed, compared to 67% in 2004.
- The average score was 3.96, compared to 3.93 in 2004.

Food Services

The service I received from Food Service (cafeteria) was timely and courteous.

- For those students who said they used Food Service, 84% agreed or strongly agreed, compared to 88% in 2004.
- The average score was 4.16, compared to 4.33 in 2004.

Bookstore

The service I received while purchasing books and supplies at the LCC Bookstore was timely and courteous.

- For those students who said they used the LCC Bookstore, 88% agreed or strongly agreed, compared to 87% in 2004.
- The average score was 4.25, compared 4.20 in 2004.

Safety and Security

I feel safe walking the LCC campus during the day.

- For those students who said they used the campus during the day, 95% agreed or strongly agreed, compared to 98% in 2004.
- The average score was 4.51, compared to 4.64 in 2004.

I feel safe walking the LCC campus at night.

- For those students who said they used the LCC campus at night, 74% agreed or strongly agreed, compared to 75% in 2004.
- The average score was 3.87, compared to 3.91 in 2004.

LCC Security Officers are visible on campus.

- For those students who said they were aware that LCC had security officers, 76% agreed or strongly agreed, compared to 73% in 2004.
- The average score was 3.90, compared to 3.84 in 2004.

Computer Labs

I found the staff in LCC's computer labs to be helpful and friendly.

- For those students who said they have used a computer lab at LCC, 87% agreed or strongly agreed, compared to 91% in 2004.
- The average score was 4.22, compared to 4.34 in 2004.

Grounds and Facilities

In general, I found the grounds at LCC to be well maintained.

- 97% of students agreed or strongly agreed. This question was added in 2005.
- The average score was 4.56.

In general, I found the facilities at LCC to be well maintained.

- 97% of students agreed or strongly agreed. This question was added in 2005.
- The average score was 4.44.

Excerpt from 2005 Student Services Survey:

I have found that since (I) enrolled at LCC, my experiences have been abnormally magnificent!

External Perceptions/Satisfaction with LCC **(Key Performance Indicator)**

Market Research: LCC Web and Branding Needs

In a report dated August 2004, Interact Communications (a company hired by LCC to do research on Web design and branding) shared the results from thirteen focus groups and several one-on-one interviews with key community leaders about their perceptions of LCC. The research evaluated the effectiveness of existing marketing themes, and asked for feedback about LCC's reputation in the community. The report concluded that the existing theme ("Success Stories Start at LCC") was not resonating with the community or with potential students.

Overall, the company concluded that LCC has a solid reputation with the general population, but suffers from an attitude of ambivalence among high school students. Most high school student participants stated that LCC was not their first choice for college, and many expressed interest in getting out of town for a "real" college experience. Also, many students reported that they did not see transferring from LCC (to a four year institution) as an option.

The purpose of the research effort was to identify a Brand which would solidify LCC's reputation and position the college to more effectively serve its communities. Participants in the research project were asked to select from a list of five themes: 1) The Essential Degree, 2) Your Smart Choice, 3) Real. Practical. Results. 4) Choose the Hire Path, and 5) An Education That Works.

"Higher and Hire" was identified as the college's new theme, intended to solidify the institution's solid reputation in professional/technical, and expand community awareness of transfer options.

Results from the focus groups and interviews were also used in the college's extensive Web re-design process. Rather than a single homepage designed to meet everyone's needs, the new Web design will include four homepages tailored to specific audiences, including a site designed just for prospective students.

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.

Quarter-to-Quarter Retention Rates

		Full-time (10+ cr)	Part-time (1-9 cr)	Combined
2004-05	Spring 05 – Fall 05	n/a	n/a	n/a
	Winter 05 – Spring 05	80%	51%	71%
	Fall 04 – Winter 05	89%	51%	81%
2003-04	Spring 04 – Fall 04	69%	65%	67%
	Winter 04 – Spring 04	76%	70%	75%
	Fall 03 – Winter 04	83%	54%	78%
2002-03	Spring 03 – Fall 03	65%	33%	55%
	Winter 03 – Spring 03	77%	51%	68%
	Fall 02 – Winter 03	85%	69%	82%
2001-02	Spring 02 – Fall 02	72%	58%	69%
	Winter 02 – Spring 02	79%	37%	70%
	Fall 01 – Winter 02	85%	59%	81%
2000-01	Spring 01 – Fall 01	66%	28%	54%
	Winter 01 – Spring 01	79%	40%	67%
	Fall 00 – Winter 01	91%	57%	84%
1999-00	Spring 00 – Fall 00	54%	28%	44%
	Winter 00 – Spring 00	78%	45%	67%
	Fall 99 – Winter 00	87%	63%	82%
1998-99	Spring 99 – Fall 99	43%	34%	41%
	Winter 99 – Spring 99	75%	39%	64%
	Fall 98 – Winter 99	75%	48%	69%
1997-98	Fall 97 – Winter 98	82%	n/a	n/a
1996-97	Fall 96 – Winter 97	81%	n/a	n/a

- Fall to Winter retention of full-time students was 89% in the 2004-05 academic year, the second highest retention level since the inception of the program in 1996 (the highest being 91% from Fall 2000 to Winter 2001).
- Retention of part-time students is typically much lower than retention of full-time students.

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	2004
Yes, without hesitation	53 (66%)	27 (48%)	40 (65%)
Yes, with minor adjustments	24 (30%)	25 (45%)	18 (29%)
Sum of students who responded that they would do it all over again	96%	93%	94%
No, probably not	3 (4%)	4 (7%)	4 (6%)

- More than nine out of ten students say they would participate in Running Start again if they had it to do all over.

In other survey findings, the proportion of students reporting that their opinion of LCC improved as a result of participating in the program went up nine percent:

- *70% reported that they had developed a better opinion of LCC than they had at the beginning of the program, compared to 61% in 2003.*

The proportion of students reporting at least one incidence of discrimination as a result of being a Running Start student declined seven percent:

- *26% reported that they had experienced some type of discrimination as a result of being a Running Start student, compared to 33% in 2003.*

And fear of missing out was reported as the biggest potential obstacle for students eligible to participate in Running Start:

- *Fear of missing high school friends and activities was reported as the biggest potential barrier for the Running Start program in 2004 (reported by 68% of students).*

Running Start Program
Student Academic Performance by Discipline

	2002-2003		2003-2004	
	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	90%	84%	100%	86%
Admin. of Justice	84%	85%	89%	89%
Anthropology	93%	70%	100%	76%
Art	89%	85%	100%	83%
Astronomy	100%	93%	100%	89%
Biology	82%	81%	90%	83%
Business Admin.	87%	86%	78%	83%
Business Technology	87%	83%	94%	78%
Chemistry	86%	88%	89%	80%
Computer Info. Sys.	83%	81%	70%	81%
Drama	94%	88%	100%	82%
Economics	72%	79%	61%	81%
English	78%	79%	75%	76%
French	97%	95%	94%	100%
Geography	80%	81%	83%	93%
Geology	88%	81%	73%	92%
History	74%	79%	76%	79%
Health	93%	89%	96%	92%
Humanities	86%	95%	100%	96%
Journalism	100%	81%	100%	85%
Mathematics	89%	73%	87%	73%
Music	97%	90%	83%	90%
Oceanography	100%	79%	71%	73%
Physical Education	95%	94%	90%	93%
Philosophy	84%	83%	87%	84%
Physics	100%	99%	96%	94%
Political Science	81%	84%	86%	83%
Psychology	95%	93%	91%	91%
Sociology	93%	84%	90%	89%
Spanish	70%	78%	77%	71%
Speech	98%	92%	97%	89%
Welding	72%	82%	100%	80%
ALL	85%	83%	84%	81%

- Running Start students typically perform better academically than all other students, as in the chart above (by 2% in 2002-03, and 3% in 2003-04).
- Running Start students performed less well than their non-Running Start peers in *both years* in three areas: Economics, English and History.

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. The purpose of this section of the report is to present the recent accomplishments the college has made in realizing this Strategic Plan.

Strategic Issue #1: Make Learning Our Focus

- LCC received \$20.3 million in the 2005 legislative session to construct a new **Fine Arts Center** on campus.
- Four instructors from LCC received Master Teacher Awards from the National Institute for Staff and Organizational Development (NISOD): **Clint Benjamin, Rhonda Meyers, Susan Brookhart and Judy VanderMaten.**
- The LCC Foundation added another \$100,000 to the **Exceptional Faculty fund**, which qualified for a match of \$100,000 from the State of Washington. The fund, which now has \$1,000,000, is the largest Exceptional Faculty fund in the state.
- Fall 2004 orientation week featured keynote speaker Dr. Rita Smilkstein, author of **We're Born to Learn**, who delivered a presentation entitled, "Igniting Student Potential: Using the Brain's Natural Learning Process." Several other learning-centered topics were also offered.
- LCC's **Title III Strengthening Institutions** grant forged into its second year of achieving transformation change at the college. Highlights of year two include implementation of more "Smart" classrooms (where a special white board enables the instructor to save his or her work), heavy growth in the use of ANGEL (enabling instructors to easily post course related materials on-line and chat with students), promotion of faculty development opportunities and resources, and strengthening resources and courses that target college readiness.
- The **LCC Woodland Campus** began delivering credit offerings in winter quarter 2005.
- The **WSU-V Science and Engineering Institute** enrolled the first group of students in fall 2004.
- LCC received a \$15,000 **Learning Disability Quality Initiative** grant (\$7,500 for each of the next two years) to screen students with learning disabilities.
- Head Start/ECEAP was selected to participate as one of the pilot programs in the **Bright Futures in Early Learning and Care Project**, a health education curriculum for children and families 0-5 years of age. Washington was the only state chosen to participate in this pilot.
- **Michael Dugaw** was selected to participate in the summer 2005 National Endowment for the Humanities Landmarks of American History Workshop sponsored by the Department of History at Portland State University.
- **Jerry Zimmerman** received the Gary McGlocklin Award from the Washington Community & Technical College Humanities Association.
- Two LCC students, **John Lynch** and **Kristy Burch**, were selected to participate in the 2005 **All-Washington Academic Team**. They were honored by Washington Governor Christine Gregoire at a ceremony in Olympia. Lynch was also the recipient of a National Phi Theta Kappa Leader of Promise Award, which includes a \$1,000 scholarship that is only awarded to 30 students nationally each year.
- **LCC Nursing student Mike Hoel** was one of only ten people nationwide to win a grant to attend the American Operating Room Nurses Education Congress in April 2005.

Strategic Issue #2: Improve Service Integration

- **Student Support Services TRIO program** was refunded for \$341,000 annually, for five years rather than four due to placing in the top 10% of applications nationwide.
- Through the Title III grant, LCC was able to purchase a **Document Imaging System** from Hershey Systems and provide training for staff.
- Student Support Services partnered with Career Center staff to begin providing **individualized career portfolios** for all SSS students.
- **College degree showcases**, co-sponsored by Student Development and Instruction, featured Earth Science, Math, Human Development, Medical Technology, Chemical Dependency Studies, Sociology and English.
- **Registration and Information Services** are working together to implement an on-line degree verification program, which will refer all degree inquiries to a national clearinghouse.
- **Registration and Information Services** worked together to provide a training session on the LCC campus for staff from LCC, Clark and Centralia Community College on Actuate, the system that is being implemented through the statewide re-hosting process.
- With support from the Title III grant, LCC completed the design phase and began implementation of the college's **new Website**.
- In an effort to promote more **integration between Basic Skills and vocational programs**, WorkFirst classes were expanded to include automotive and diesel tracks.
- **The Career and Employment Fair**, held on campus in March, received more than 600 visitors and had representation from 30 local and regional employers.

Strategic Issue #3: Foster a Spirit of Inclusiveness for All Campus Constituencies

- Under the leadership of Rita Fontaine, LCC hosted a week's visit from members of the United Nations "**Leaders Without Borders**" Peace Builders group in October 2004. Attendees represented several different countries and engaged in many activities while on campus, including giving guest lectures and participating in cultural events.
- With assistance from LCC personnel, an **international student from China** was placed with a Longview host family and welcomed into LCC's multicultural student club.
- Ronald Takaki, professor of Ethnic Studies at the University of California, presented this year's **William A. Vest Memorial Lecture** in February 2005. Takaki is the author of several books, including *Strangers from a Different Shore*, and is considered an authority on multiculturalism in the U.S.
- In February 2005, LCC welcomed speaker **Carl Mack** in honor of African American History Month.
- The student Multicultural Club sponsored **Intercultural Week**, culminating with the community International Festival held in June 2005.
- The ASLCC overwhelmingly passed a referendum to increase student fees to fund a multi-phased **improvement of health and wellness facilities** on campus.

Strategic Issue #4: Create and Maintain Effective Partnerships in our Community

- Implementation of LCC's **Pulp and Paper grant** got well underway as college personnel, industry representatives and community leaders met to plan grant activities and visit different mill sites. The grant director and Pulp and Paper Advisory Committee Chair traveled to Alabama in April for the first national review of the grant.
- LCC and the Longview School District have formed a partnership to improve the district's **automotive program**. The high school automotive program will begin offering classes in LCC's Don Talley building in fall 2005.
- LCC Nursing instructors **Rita Catching, Jeanne Hamer, Tamara Norton, and Karen Kearcher** were part of a team of 24 who provided free medical, dental and eye care in small villages in Honduras over spring break.
- LCC staff provided **Career Development Facilitator training** to career center staff from Clark College and local high schools.
- Several new employers joined the ranks of those providing **work-based learning** to LCC students, including 3M Stock Horse Trading, Salisbury and Calahan, Calvary Community Church Preschool, Kirkpatrick Family Career, College Pro Painters of Longview, and Martinez Custom Printing.
- The LCC Foundation received a \$2,500 **grant from US Bank** to fund tuition and fees for ABE/ESL and GED students.
- The annual domestic violence conference, **Justice and Hope**, was held on the LCC campus for the second year in a row.
- LCC collaborated with over 20 school districts to organize and host the annual **Invitational Honor Band** performance, held in November 2004.
- The LCC Nursing Program partnered with Safeway Food Stores and PeaceHealth to make **flu vaccines** available for student nurses.
- The **family literacy** class in Woodland partnered with HeadStart and the Catholic Diocese to provide child development and Parent and Child Time for students. Classes were available at off-campus locations, including the bulb farm in Woodland.
- In a partnership with the Department of Social and Health Services (DSHS), LCC is offering **WorkKeys** testing to DSHS clients at their service building in Kelso. Over 500 individuals have been tested since the project was implemented in April 2004.
- LCC hosted the 32nd Annual **Smelt Classic Invitational forensics tournament** in November 2004.
- ABE/ESL made a concerted effort to offer more **basic skills courses at off-site locations**, including Emmanuel Lutheran Church in Longview and Foster Farms in Kelso.
- Career and Employment Services purchased a new software system, entitled **Hire Connections**, to facilitate communication between employers and students looking for employment.
- LCC partnered with **Kelso High School** to provide **on-site placement testing** and workshops about going to college.
- In another partnership with the Kelso School District, LCC hosted elementary school children for the annual **Barnes Day** campus tour and introduction to college life.

Additional Strategic Issue: Seek Opportunities to Pursue Institutional Excellence

- The internal **Reaching Higher Campaign** wrapped up with 100% participation from both the Foundation Board and Board of Trustees, and over 80% participation from LCC faculty and staff.
- LCC's Marketing and College Relations office won three (Gold, Silver and Bronze) **2004 Medallion awards** from the National Council for Marketing and Public Relations, including two for color photography and one for the college's *Catalyst* newsletter.
- The LCC Symphonic Band released a **25th anniversary CD** entitled *Silver Anniversary Collection*, celebrating the best recorded pieces of the Symphonic Band conducted by Dr. Gary Nyberg.
- The **Salal Review** was named Best Literary & Arts Magazine by the Washington Community & Technical College Humanities Association (Joe Green, advisor).
- **Kirc Roland** was named NWAACC Athletic Director of the Year.
- **Jim Roffler** was named NWAAC Basketball Coach of the Year for leading the Men's Basketball team to the NWAACC Conference Championship for the second year in a row.
- **Kelly Smith** is expected to be named NWAACC Baseball Coach of the year for leading the Men's Baseball team to the NWAACC Conference Championship in 2005.
- Five of LCC's six athletic teams—all but soccer—captured their respective **Western Division Championship** this year.
- An LCC employee, **Therese Montoya**, received a 2005 "Crystal Apple" award for outstanding educators, sponsored by the Kelso-Longview Chamber of Commerce.
- In honor of **Michael Dugaw's** longstanding success and involvement in the forensics community, the University of Portland renamed its forensics tournament "The Dugaw/Iverson Speech and Debate Tournament." Dugaw is a UP alumnus and debated for UP.

Institutional Excellence Monitoring Report (Cycle VI)
Comments from the Internal Review Team
June 15th, 2005

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

- Internal participation in Reaching Higher fundraising campaign is outstanding
- Faculty Excellence Fund growth is very strong
- Outstanding athletics program/achievements
- Strong leadership from LCC in the Pulp and Paper initiative
- Student satisfaction with grounds, security, food services, bookstore, cashiering and facilities is excellent
- Title III has instigated significant and permanent changes; i.e., document imaging, web redesign, branding and marketing changes
- Academic performance of Running Start students is impressive
- Student support of wellness center will provide permanent improvement for the college
- Good retention of students of color in most recent cohort
- Tremendous faculty and staff achievements highlighted under strategic issues—especially in nursing and forensics
- Excellent partnership with Kelso High School to do on-site placement testing and college workshops

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

- Declining retention of female students is a concern
- Retention of part-time students could be higher
- Success rates (defined as “C” or above) below 75% in three areas—math, oceanography and Spanish—in 2003-04 is concerning
- Satisfaction with financial aid could be higher
- Satisfaction with counseling services could be higher
- Reports of discrimination by Running Start students is still a concern, although it declined to about one-fourth of students (from one-third the year before)

Board Plus/Delta
“What is good about this report and what would you like to see changed?”
June 15th, 2005

+	Δ

College Outcome: Professional/Technical Monitoring Report

2000 – 2004

(Cycle VI)

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

→ Lower Columbia College
Expected College Outcome

November 17th, 2004



Professional/Technical: A Monitoring Report

Welcome to “Cycle VI” 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) 2004 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:

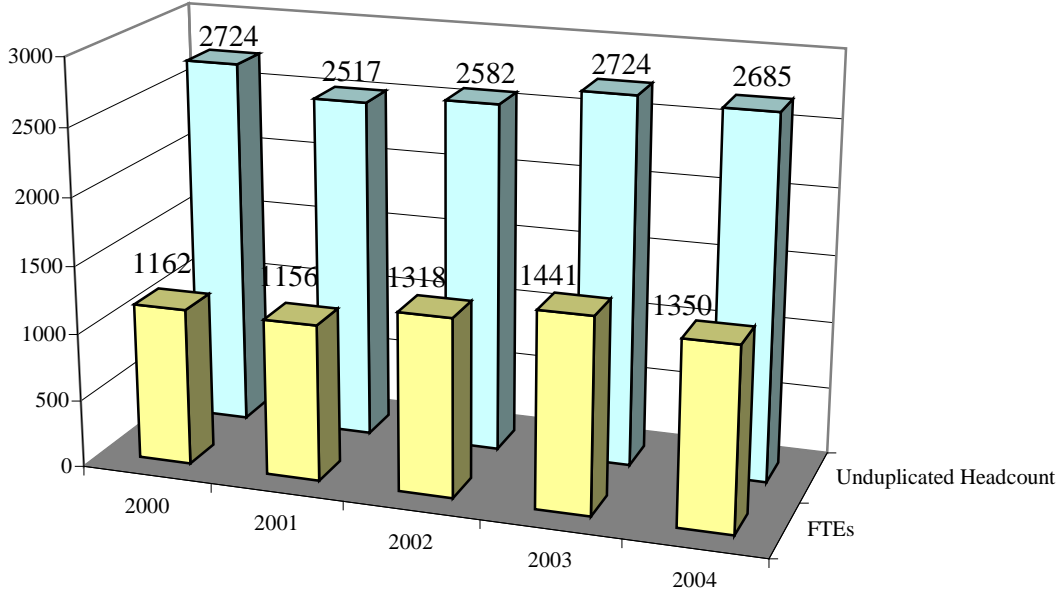
- Continued expansion of enrollment opportunities in the nursing program
- Development and formal adoption of an annual Program Needs Assessment process for Professional/Technical programs, to be implemented Fall 2004
- Improvement of student intent data collection, to be implemented Winter 2005

The Board is also being asked to review this report and provide input. Please report any discrepancies in the report to the Office of Institutional Research. The results of this report will assist faculty in improving professional/technical education for students, as well as inform LCC’s planning process 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.

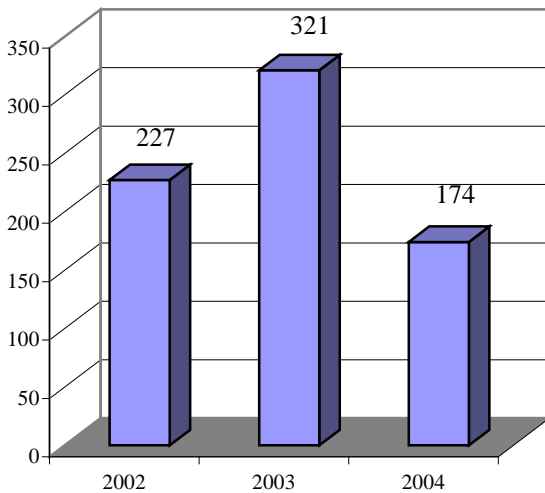
Student Enrollment and FTEs by Purpose for Attending: Workforce Training State-Supported Students



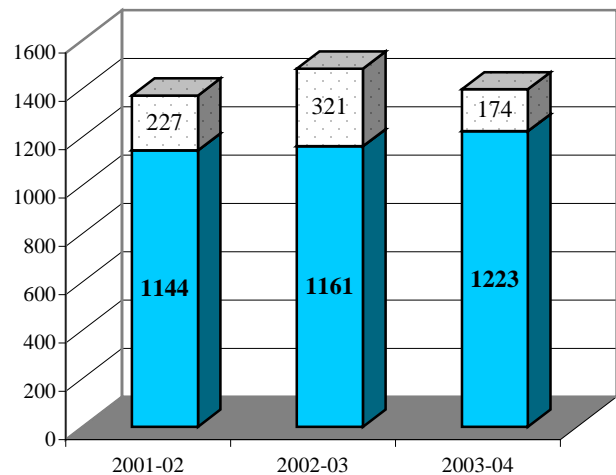
Source: State Board for Community and Technical College's (SBCTC) Academic Year Reports

- State-funded FTEs declined 6.3% between 2003 and 2004. Unduplicated headcount of state-funded students declined 1.4% during the same period.
- Fluctuations in Worker Retraining FTEs account for the appearance of a decline in Professional/Technical FTEs in recent years (see charts, below). When Worker Retraining FTEs are excluded, Student and contract funded FTE in Professional/Technical increased 2% between 2001-02 and 2002-03, and 5% between 2002-03 and 2003-04.

Annualized Worker Retraining FTEs



State & Contract Funded Professional/Technical FTEs *excluding* Worker Retraining FTEs



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
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
2003-04	180	59	34.0	2.11	16.12

Administration of Justice

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
95	62	14.9	0.71	21.07

- Both headcount and majors decreased in **Accounting**, declining 9.1% and 9.2%, respectively. FTE also declined 11%. Closure of Linfield's office on the LCC campus after the 2001-02 academic year may have impacted enrollment of transfer students in Accounting classes.
- Enrollment in the **Administration of Justice** also declined, with a 12.0% decrease in headcount and an 18.4% decrease in majors. FTE declined 16.3%.

Automotive/Diesel Technology

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2003-04	158	199	75.6	5.27	14.34

Business Management (incl. BSAD)

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
786	226	106.5	4.80	22.17
634	183	87.9	4.58	19.18
728	172	97.5	4.86	20.06
777	157	97.6	4.20	23.24
688	144	90.1	4.07	22.15

- Although unduplicated headcount remained steady in the **Automotive/Diesel Technology** program, both majors and FTE declined between 2003 and 2004, at 15.0% and 7.9%, respectively.
- Headcount and majors in the **Business Management** program both declined between 2003 and 2004, at 11.5% and 8.3%. FTE declined as well, falling 7.7%.

Business Technology (was OFAD)

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2003-04	738	259	87.3	2.10	41.55

Chemical Dependency Studies

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
53	64	18.6	1.01	18.40

- Enrollment in the **Business Technology** declined, falling 18.6% in unduplicated headcount, 2.3% in majors, and 11.8% in FTE.
- Enrollment in **Chemical Dependency Studies** also declined, falling 29.3% in unduplicated headcount, 3.0% in majors, and 1.1% in FTE.

Computer Information Systems

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2003-04	680	134	80.8	5.02	16.08

Early Childhood Education

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
182	110	24.7	2.19	11.24

- Unduplicated headcount in **Computer Information Systems** decreased by 16.4% between academic year 2003 and 2004. Majors declined by 17.3%, and FTEs declined by 27.3% during the same period.
- Although unduplicated headcount in **Early Childhood Education** increased slightly between 2003 and 2004 (7.7%), both majors and FTEs declined, at 8.3% and 17.7% respectively.

Electronics Technology

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
1999-00	48	63	23.0	1.98	11.62
2000-01	66	73	21.6	1.75	12.34
2001-02	76	92	33.4	1.86	17.92
2002-03	74	92	40.9	1.97	20.76
2003-04	35	50	17.0	1.59	10.71

Fire Science Technology

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
160	108	25.8	1.12	23.08

- Enrollment in the **Electronics Technology** program declined substantially between 2003 and 2004. Unduplicated headcount decreased 52.7%, majors 45.7%, and FTEs by 58.4%.
- Enrollment in the **Fire Science Technology** program also declined, with a 20.4% decrease in headcount, 6.9% decrease in majors, and 1.1% decrease in FTEs.

Industrial Maintenance

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2003-04	130	166	20.5	1.68	12.19

Machine Trades

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
72	33	13.7	1.29	10.61

- Enrollment in **Industrial Maintenance** declined between 2003 and 2004. Headcount was down 21.2%, majors down 2.9%, and FTEs down 14.2%. Contract enrollments in Industrial Maintenance account for some of the fluctuation.
- The **Machine Trades** program also saw declines, with an 8.9% decrease in headcount, 35.3% decrease in majors, and 27.5% decrease in FTEs.

Mechanical Engineering Technology

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2003-04	41	16	3.6	0.46	7.88

Medical Assisting

Unduplicated Headcount	Majors ↑	FTE ↓	FTEF	S/F Ratio
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
56	81	13.4	0.68	19.54

- Enrollment in the **Mechanical Engineering Technology** program, which has been suspended, declined between 2003 and 2004. Headcount decreased 66.7%, majors by 33.3%, and FTEs by 57.6%. Contract enrollments in Mechanical Engineering Technology account for some of the fluctuation.
- Enrollment in **Medical Assisting** was mixed, with an increase of 3.8% in majors but declines in unduplicated headcount (8.2%) and FTEs (11.8%).

Nursing

Year	Unduplicated Headcount	Majors ↓	FTE ↑	FTEF	S/F Ratio
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
2003-04	314	883	140.5	11.44	12.28

Para Educator

Unduplicated Headcount	Majors ↓	FTE ↑	FTEF	S/F Ratio
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
106	56	12.2	0.57	21.49

- Enrollment in the **Nursing** program continues to grow. Both unduplicated headcount and FTEs increased, at 22.2% and 28.3% respectively, between 2002-03 and 2003-04. The number of students declaring nursing as their major declined 19.3% between last year and the year before. However, an unusually high number of Worker Retraining students on campus during 2002-03 may have inflated the number for that year. Implementation of a Nursing Assistant class in winter 2004 (which became a requirement beginning fall 2004) for all intended nursing students may also have an impact on the number of intended majors.
- Enrollment in the **Paraeducator** program was fairly steady, with virtually no change in the unduplicated headcount, a 5.2% increase in FTEs and a decline of 11.1% in the number of students stating the program as their intended major.

Pulp & Paper Technology

Year	Unduplicated Headcount	Majors ↓	FTE ↑	FTEF	S/F Ratio
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
2003-04	72	16	4.3	.020	21.67

Welding

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
194	75	30.9	2.99	10.31

- Enrollment data for the **Pulp & Paper Manufacturing Technology** program showed a decline in both unduplicated headcount and majors, at 25.0% and 78.4%, although FTEs increased 4.9%. Hiring requirements by a local employer (that students must be enrolled in Pulp & Paper Technology courses) in 2002-03 account for the spike in enrollment and intended majors for that year.

- Although unduplicated headcount in the **Welding** program increased 3.7%, majors and FTEs both declined, at 27.2% and 28.5% respectively.

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 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)

**Professional/Technical Employment Rate Summary (Key Performance Indicator)
1999-2002**

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, and Welding.

Overall Estimated Employment Rate (Key Performance Indicator)
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.

Employer Satisfaction (Key Performance Indicator)

During the 2003-04 academic year, two employer surveys were conducted to provide feedback to instructional programs. Employers were asked to compare LCC graduates with all other employees over a range of technical areas specific to the field or program. The following is a brief summary of findings from the surveys.

Comparison of Performance of LCC Graduates to Comparable Employees

	Below Average	Average	Above Average
Early Childhood Education	0%	28%	72%
Automotive Technology	13%	52%	36%

- The vast majority of LCC graduates performed as well as or better than other employees on the job.

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.

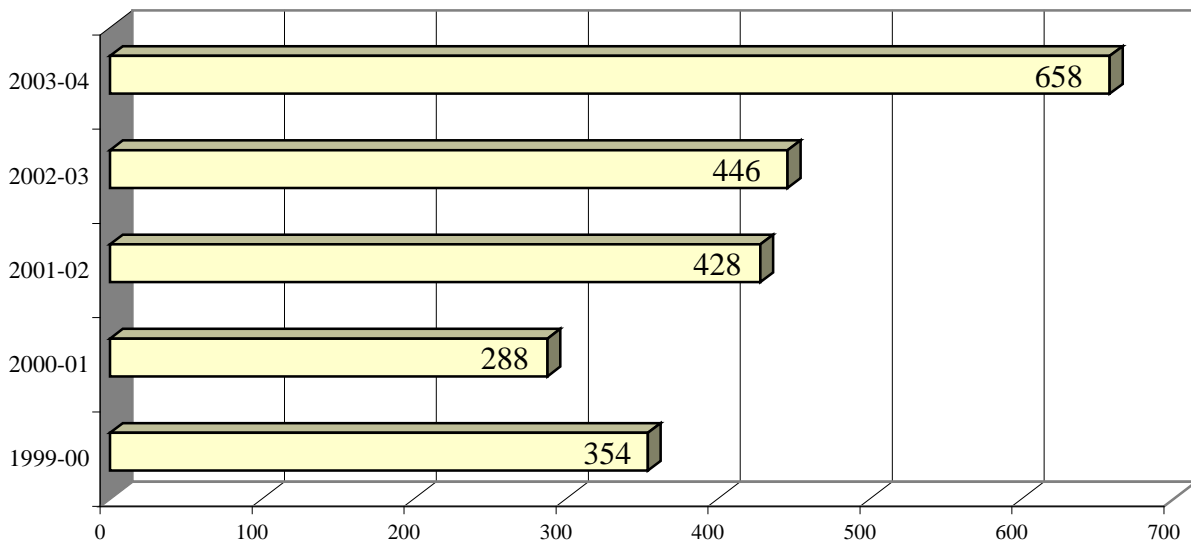
Professional/Technical Degrees, Certificates and Completions

	1999-00	2000-01	2001-02	2002-03	2003-04
AAS Degrees	171	118	185	190	181
Certificates/Completions (1 Year or More)	80	80	107	118	99
Certificates/Completions (Less Than 1 Year)	103	90	136	138	378
Grand Total	382	295	434	458	658

Source: SBCTC Academic Year Report.

- The number of Professional/Technical AAS degrees awarded decreased slightly (4.7%) between 2002-03 and 2003-04.
- Although there was a decline between 2000 and 2001, overall the number of professional technical degrees, certificates and completions increased 72.3% over the last five years.
- The sharp increase of certificates and completions in the 'less than one year category' in 2003-04 are partially due to reporting changes made at the state and campus level, in response to political and market trends toward increased documentation of completions and more short-term training. As a result, some students receive multiple certificates as they are going through their programs of study, or certificates or completions at more short-term intervals than in the past. Research shows that students who achieve completion are more likely to get hired, and may also earn a higher wage than students who received training but did not complete a certificate or degree.

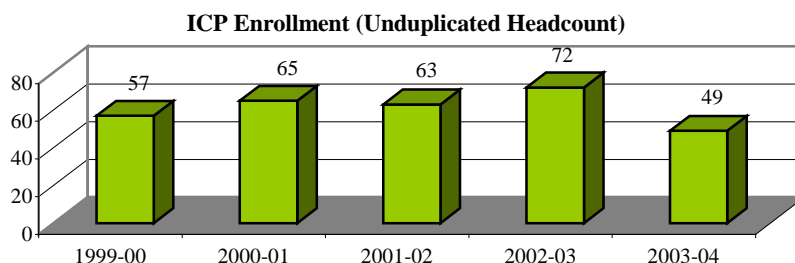
Professional/Technical Degrees, Certificates and Completions



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.



Source: Data Warehouse

- Enrollment in ICP decreased 14.0% between 2000 and 2004. Multiple factors affect enrollment in ICP, including overall enrollment, lack of job opportunities in popular programs (e.g., pharmacy technician), changes in funding through Workforce, and fluctuations in referrals from DSHS for TANF clients.
- Of the 49 students, 24 students enrolled in ICP 288 (work experience) with 21 different employers.
- 44% (8/18) of students who completed a certificate are working in their field of study. ICP students are required to research their career field and consider employment prospects before enrolling in the program.
- Fourteen different fields of study included: Cost Estimator, Dispatcher, Geological Information Systems Analyst, Hemodialysis Technician, Landscape Design, Legal Advocate, Library Assistant, Medical Interpreter, Medical Laboratory Assistant, Pharmacy Technician A, Purchasing Agent, Social Services Advocate, Veterinary Assistant, and Water/Wastewater Treatment Operator in Training.

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	(WA Association of Building Officials)
2000 = 100%	2000 = 92%	In 2002, 65 students took the WABO test and 63 (96.9%) passed it the first time.
2001 = 100%	2001 = 97%	
2002 = 100%	2002 = 90%	In 2003, 65 students took the WABO test and 64 (98.5%) passed it the first time.
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. In late 2001, the passing standard for the NCLEX exam for RN's changed, affecting (decreasing) pass rates in 2002 and beyond. The national average for the RN exam is 86%. In 2003, more ESL students took the exam than in past years. LCC's re-test pass rate for the RN exam is 99%.
- On the 2004 Professional Technical Follow-up Student Survey (sent to 2002-03 graduates and program completers), students were asked to report on their licensure status. Out of 58 respondents from a variety of disciplines who stated that licensure was required for their chosen field, 36, or 62.1%, reported that they had already completed the requirements and received their license during their first year out. 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)

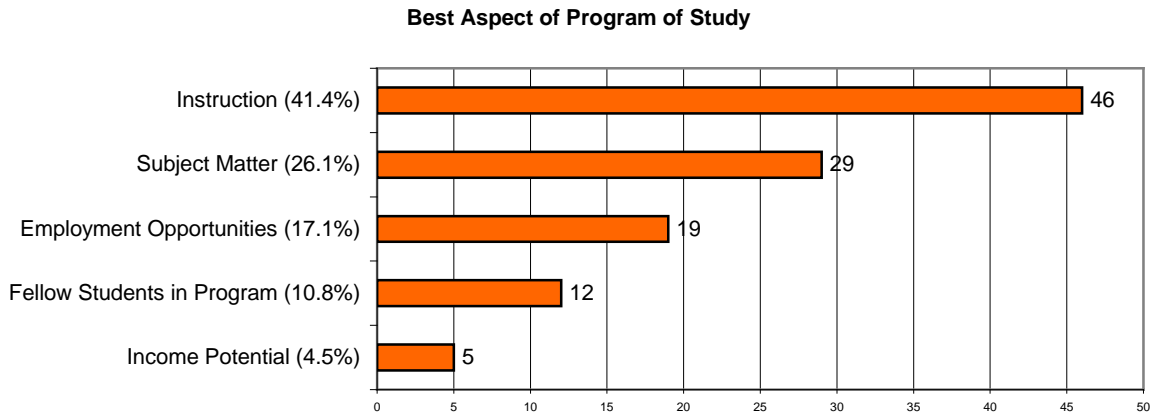
In May 2004, A Professional Technical Follow-up Student Survey was administered to 2003 graduates and completers of Professional /Technical programs. The following is a brief summary report of the survey findings (with 115 responses received). **Of those responding to the survey, 72.5% reported that they have obtained a job related to the training they received at LCC with an average hourly wage of \$14.40.**

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

Very Good	Good	Fair	Poor	Very Poor
53	40	9	0	0
52.0%	39.2%	8.8%	0%	0%

- 91.2% 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
35	33	5	1	0
47.3%	44.6%	15.2%	1.4%	0%

- 91.9% 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
30	36	7	0	0
40.5%	48.6%	9.5%	0%	0%

- 89.1% of respondents stated that their technical knowledge of occupational specialty is “good” or “very good.”

Summary of Findings for College Outcome: Professional/Technical

- Overall, enrollment in state-funded Professional/Technical programs is down. FTEs declined 6.3% and unduplicated headcount declined 1.4% between 2003 and 2004 for all programs. However, FTEs increased 16.2% over five years, between 2000 and 2004.
- When Worker Retraining FTE is excluded, state and contract funded Professional/Technical FTE increased 2% between 2001-02 and 2002-03, and increased 5% between 2002-03 and 2003-04.
- The number of students declaring intent, or “major,” decreased for all programs except Medical Assisting, which increased 3.8%, from 78 to 81 students. Declining numbers of worker retraining students, who pursue a wide variety of interests, have clearly had an impact on major declarations. Further study is needed to determine whether there is a correlation in the number of majors and future enrollment patterns.
- FTEs decreased or held steady (e.g., changed by less than one full FTE) for all programs except for Nursing, which increased 28.3% from 109.5 in 2002-03 to 140.5 in 2003-04.
- According to information tracked by the state, median hourly wages from 2001-2002 graduates range (the most recent group for whom data is available) 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 \$14.40, including a range of \$9.00 to \$25.00 per hour in a variety of fields.
- 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 72.3% between 2000 and 2004. The number of students earning Professional/Technical associate (AAS) degrees increased 5.8% during the same time period. Changes in state and campus reporting policies have had a significant impact on these numbers.
- 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. Changes in passing standards implemented in 2002 have affected LCC’s rates. LCC’s re-test pass rate for the RN exam is 99%.
- 62.1% of the respondents to the 2004 Professional-Technical Student Follow-up Survey (of 2002-03 graduates and completers) reported that they achieved required licensure within their field in their first year out.
- Enrollment in LCC’s Individualized Certificate Program (ICP) decreased 14.0% between 2000 and 2004. In 2003-04, students were enrolled in 14 individual programs of study and participated in work-based learning experiences at 21 different sites.
- In the 2004 Professional-Technical Follow-up Student Survey, nine out of ten students rated various aspects of their experience at LCC as “good” or “very good,” as follows:
 - **91.2% said the instruction they received in their program major was “good” or “very good.”**
 - **91.9% said that the usefulness of their program is “good” or “very good” in relation to their overall job performance.**
 - **89.1% said that their technical knowledge of occupational specialty is “good” or “very good.”**

Lower Columbia College
Professional/Technical Monitoring Report (Cycle VI)
Comments from the Review Team
November 17th, 2004

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

- Licensure rates in Nursing and Welding are exemplary, indicating that the quality of instruction in those programs is very high.
- LCC has done a good job of serving large numbers of Worker Retraining students while maintaining high standards of quality in the programs delivered. Student outcome achievement, including employment rate, has also been maintained at a high level.
- Employment rates across all Professional Technical programs are good, especially given the distressed economy.
- LCC has done a good job of offering a variety of career tracks that provide reasonable wages for graduates and completers.
- Student satisfaction (based on survey responses) is high.
- Employer satisfaction in Early Childhood Education is excellent.

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

- More in-depth analysis (through the program review process or other methods) should be conducted by programs showing signs of distress based on the indicators in this report. Examples include significant downward trends in enrollment, unusually high Student-Faculty ratios, student headcount that is out of line with the number of majors, and student or employer survey responses. The impact of Worker Retraining enrollment and local and regional economic variables should be included in the analysis where applicable.
- The college should seek to build relationships with the community, and/or update and strengthen the curriculum in areas where enrollments are lagging or feedback from surveys indicates that improvements are needed.

Board Plus/Delta

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

November 17th, 2004

+	Δ

Expected College Outcome: Transfer Monitoring Report

2000 – 2004
(Cycle VI)

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 19th, 2005



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

Academic Transfer is one of Lower Columbia College’s 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 (where information is available).

In most cases, the report has been updated to include data from the 2003-04 academic year. 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. KPI’s for Transfer include student/graduate satisfaction with instruction, academic transfer rate, and academic success of transfer students (after transfer).

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:

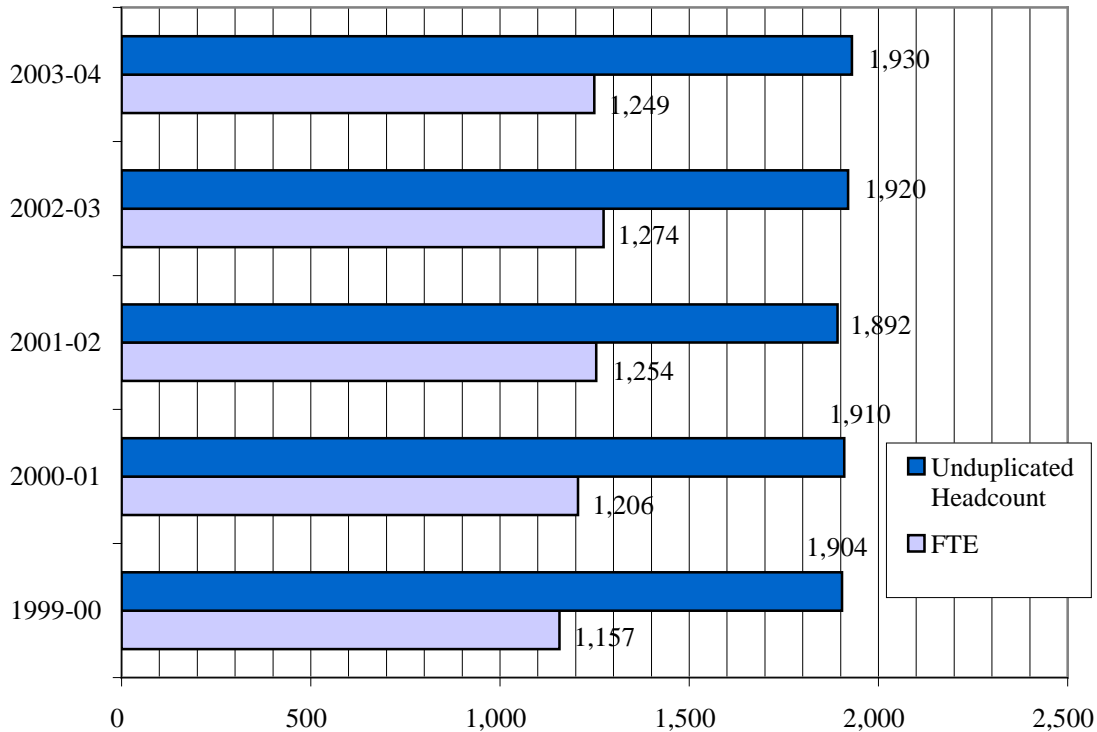
- Added a new faculty position in history (reconfigured from existing funds) in fall 2004.
- Added a 1.0 FTE educational planner position specific to the Washington State University-Vancouver Institute.
- Remodeled the Transfer Center.
- Expanded educational offerings in Woodland to include more academic transfer courses, including college-level Math, English and Spanish.
- Expanded capacity of tracking transfer students to most institutions in the United States through subscription to the National Student Clearinghouse (in development).

The Board is also being asked to review this report and provide input. The results of this report will be used in our planning process for next year.

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



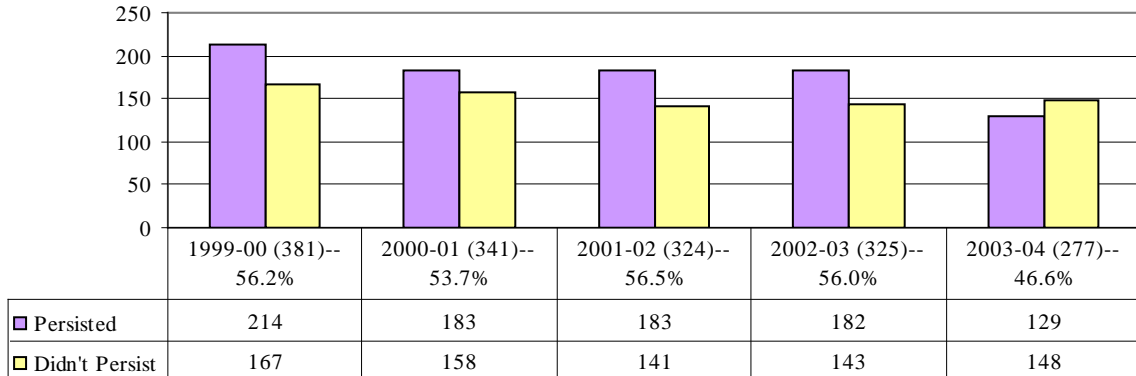
Data Source: SBCTC Data Warehouse, STUDENT Table by SID, Kind of Student "T" (Headcount); STUCLASS Table by CR_EQUIV/45, INSTIT_INTENT_RECAT "A" (FTEs)

- Headcount of transfer students did not change significantly between 2002-03 and 2003-04 (increasing less than 1%). Over five years, headcount increased approximately 4%.
- Transfer FTEs declined 2% between 2002-03 and 2003-04, but increased more than 11% over the five year period depicted here.
- The large number of Worker Retraining students attending LCC in 2001-02 (227 FTE) and 2002-03 (321 FTE) accounts for much of the decline in Transfer FTE. Although Worker Retraining students are required to have a vocational intent, many (in fact virtually all) take academic courses. Between 2002-03 and 2003-04, LCC lost 147 Worker Retraining FTE (declining to 174 in 2003-04). Worker Retraining student attendance is largely controlled by the amount and duration of external funding received and is typically not a reflection—either in a positive or negative way—of the college.

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). This indicator measures what proportion of a cohort of transfer students who enroll in a given fall quarter return the following fall quarter.

Fall-to-Fall Persistence of New Transfer Students



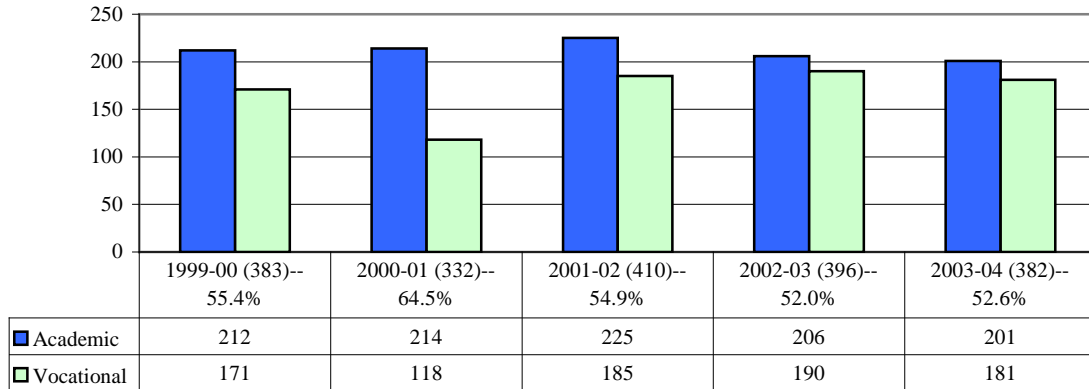
Source: SBCTC Data Warehouse, STUDENT table by SID, Kind of Student, Source "4", YRQ_ACT_Start "2"

- Although typically fairly steady at around 55%, the fall-to-fall persistence rate of students entering in fall 2002 fell to 46.6% in the 2003-04 academic year, a decline of approximately 9% from the year before. At this point, it is too early to tell if this is an anomaly or the beginning of a trend.
- A variety of factors are suspected to have influenced this indicator, including a lack of part-time jobs available in the area, time constraints attached to Worker Retraining programs, a decline in the amount of external funds available to support students (including students receiving services through DSHS), and talk of limited space available at the four-year institutions for transfer students (possibly leading to students choosing to transfer earlier than they might have in the past).
- The figure in parenthesis in the chart above indicates the total number of students in the cohort measured. The percentage under the academic year indicator shows the proportion of that cohort that enrolled at LCC the following fall (the rate that "persisted").

Transfer Student Graduation Rate

The following chart compares the number of transfer associate degree graduates to the number of vocational associate degree graduates in a given year. The total number of graduates is listed next to the year at the bottom of the chart, in addition to the proportion of transfer associate degrees (compared to the total number) earned.

Academic and Vocational Associate Degrees Earned



Data Source: SBCTC Academic Year Report (2003-04 LCC Facts & Figures for 2003-04 data)

- Transfer degrees continue to make up more than half of the associate degrees awarded by LCC each year.
- Although the proportion was virtually unchanged between 2002-03 and 2003-04, the number of both vocational and academic associate degrees awarded declined slightly in 2003-04.

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.

Total “Prepared To Transfer”

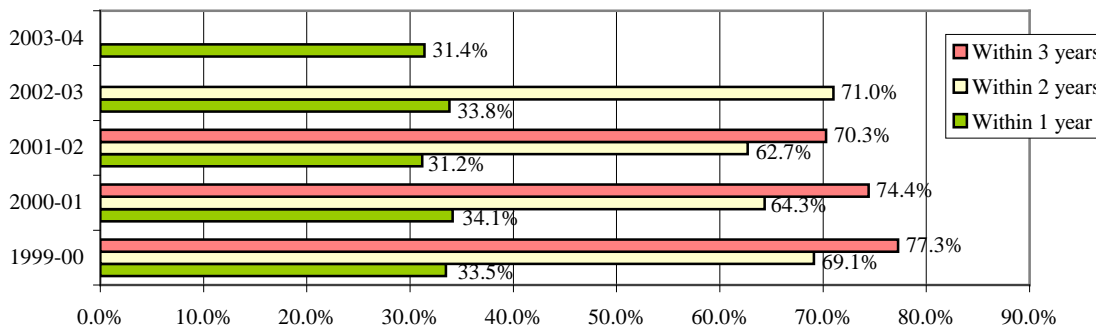
Including associate degree achievers and students meeting minimum credits earned and grade point requirements

YEAR	1999-00	2000-01	2001-02	2002-03	2003-04
# of students	398	416	488	472	445

Data Source: SBCTC Data Warehouse, STUDENT, TRANSCRIPTS & COMPLETION tables, WH_AYR_TRANSFER_ELIGIBLE

- The number of students achieving transfer ready status fell 4.3% between 2002-03 and 2003-04.
- In 2002-03 and 2003-04, a relatively low proportion of high school seniors from our service district enrolled at LCC. This may have contributed to declining numbers of transfer ready students in 2002-03 and 2003-04 since recent high school graduates tend to attend full-time.

Proportion of "Transfer Ready" students who Graduated with Associate Degrees



Data Source: SBCTC Data Warehouse, STUDENT, TRANSCRIPTS & COMPLETION tables, WH_AYR_TRANSFER_ELIGIBLE

- The proportion of transfer ready students who graduate within one year has remained fairly steady over the past five years, at around one-third. The proportion of transfer ready students who graduate within two years has fluctuated somewhat, but averages out at about two-thirds. The proportion of transfer ready students who graduate within three years has declined, but averages out at about three-fourths over the three cohorts depicted here.
- The large number of Worker Retraining students enrolled in 2002-03 had an impact on the relatively high 2-year graduate rate for that year, largely due to time constraints imposed on students participating in the program.
- Students participating in the CTEP (teacher preparation) program, who follow a rigorous full-time schedule, also contributed to the high two-year graduation rate in 2002-03.

Academic Transfer Rate
(Key Performance Indicator)

The proportion of all students who successfully transfer to a four-year postsecondary institution after completing a course of academic study (Washington Baccalaureate institutions only).

	LCC	Peninsula	Centralia	Grays Harbor	Wenatchee Valley	Whatcom
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	9.0%	11.8%	14.5%	13.2%	13.4%	12.9%
1999-00 transfer students	1,366	854	924	936	1,573	3,022
2000-01 transfers	161	118	162	113	241	312
2000-01 transfer rate	11.8%	13.8%	17.5%	12.1%	15.3%	10.3%
2000-01 transfer students	1,440	959	1,022	867	1,592	3,200
2001-02 transfers	161	98	157	125	212	382
2001-02 transfer rate	11.1%	10.2%	15.4%	14.4%	13.3%	11.9%
2001-02 transfer students	1,451	1,031	1,180	890	1,701	3,263
2002-03 transfers	170	103	161	108	239	361
2002-03 transfer rate	11.7%	10.0%	13.6%	12.1%	14.1%	11.1%
2002-03 transfer students	1,400	1,101	1,297	870	1,982	3,434
2003-04 transfers	189	128	162	130	224	380
2003-04 transfer rate	13.5%	11.6%	12.5%	14.9%	11.3%	11.1%

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

- LCC's transfer rate has been increasing for the past three years; largely a reflection of increasing baccalaureate opportunities at Washington State University-Vancouver.
- LCC and Grays Harbor experienced the largest increases between 2002-03 and 2003-04.

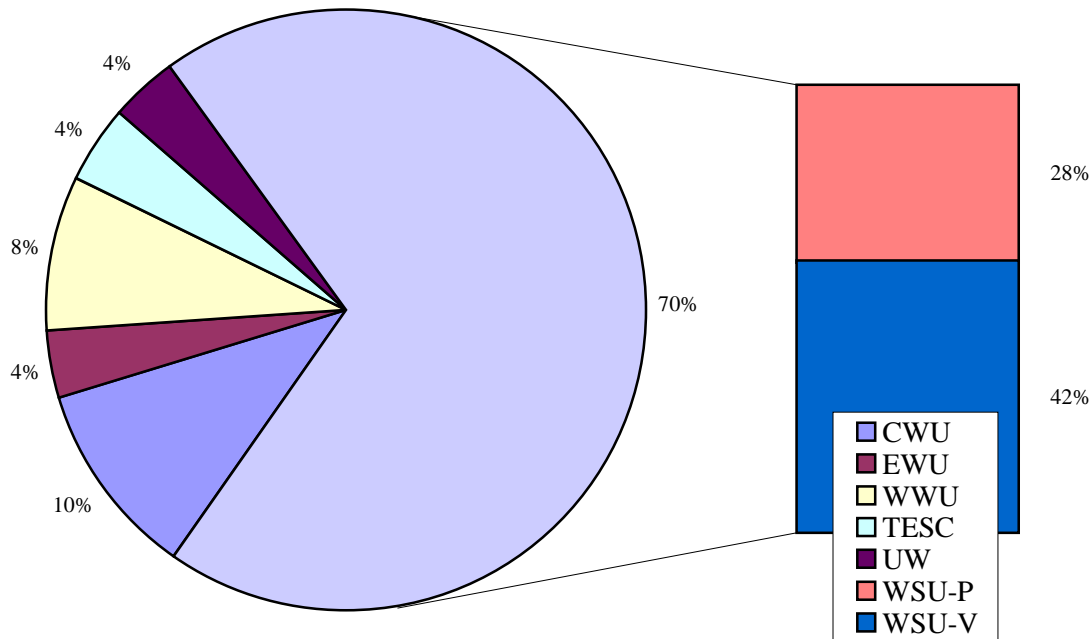
(Key Performance Indicator)
Transfer to Washington Baccalaureate Campuses

Four-Year Institutions in WA	1997-98 Transfers	1998-99 Transfers	1999-00 Transfers	2000-01 Transfers	2001-02 Transfers	2002-03 Transfers	2003-04 Transfers
Central W U	31 (19%)	18 (10%)	14 (13%)	17 (12%)	16 (12%)	11 (8%)	20 (10%)
Eastern W U	5 (3%)	7 (4%)	6 (5%)	6 (4%)	8 (6%)	5 (4%)	7 (4%)
Western W U	13 (8%)	17 (9%)	14 (13%)	15 (10%)	13 (10%)	14 (10%)	16 (8%)
Evergreen State	11 (7%)	11 (6%)	11 (10%)	13 (9%)	9 (7%)	16 (12%)	8 (4%)
U W	15 (9%)	18 (10%)	10 (9%)	14 (10%)	18 (13%)	10 (8%)	7 (4%)
WSU Pullman*	28 (17%)	28 (16%)	24 (22%)	32 (22%)	25 (19%)	34 (25%)	52 (28%)
WSU Vancouver	64 (38%)	80 (45%)	32 (29%)	47 (33%)	45 (34%)	44 (33%)	79 (42%)
Total	167 (100%)	179 (100%)	111 (100%)	144 (100%)	134 (100%)	134 (100%)	189 (100%)

Data Source: SBCTC Academic Year Report (*includes one enrollment at WSU-Tri-Cities)

- The number of transfers to four-year institutions in Washington grew substantially between 2002-03 and 2003-04, from 134 to 189.
- WSU-Vancouver incurred the largest increase in transfer students from LCC.

Where LCC Students Go: Washington Baccalaureate Transfers 2003-04



Data Source: SBCTC Academic Year Report

- WSU-Vancouver campus is still the most popular destination for LCC transfer students.
- Approximately 70% of LCC students who transferred went to the Washington State University system in 2003-04.

Academic Success of Transfer Students
(Key Performance Indicator)

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		Eastern	
	LCC	WA	LCC	WA	LCC	WA	LCC	WA	LCC	WA
Fall 2000 GPA	2.99	--	3.00	3.01	2.9	--	3.17	3.10	--	--
# students	5 students		34 students		43 students		33 students			
Winter 2001 GPA	--	--	3.05	3.04	2.9	--	--	--	--	--
# students			35 students		42 students					
Spring 2001 GPA	3.10	--	3.00	3.05	2.9	--	3.00	3.14		
# students	102 students		32 students		39 students		29 students			
Fall 2001 GPA	3.10	--	3.10	3.03	2.8	--	3.10	3.13	2.96	2.89
# students	172 students		36 students		38 students		35 students		17 students	
Winter 2002 GPA	--	--	3.07	3.03	2.8	--	3.15	--	--	--
# students			31 students		37 students		35 students			
Spring 2002 GPA	3.20	--	2.99	3.03	2.8	--	3.12	3.15	--	--
# students	237 students		32 students		33 students		30 students			
Fall 2002 GPA	3.22	--	3.12	3.04	3.0	--	2.95	3.14	--	--
# students	249 students		35 students		33 students		33 students			
Winter 2003 GPA	--	--	3.07	3.04	3.0	--	3.03	3.15	--	--
# students			35 students		30 students		34 students			
Spring 2003 GPA	3.14	--	2.94	3.02	2.9	--	3.08	3.17	--	--
# students	244 students		32 students		33 students		32 students			
Fall 2003 GPA	2.94	--	3.02	3.01	3.0	--	3.12*	--	3.37	3.00
# students	253 students		30 students		39 students		9 students		16 students	
Winter 2004 GPA	--	--	3.09	3.03	3.0	--	--	--	2.90	3.02
# students			32 students		36 students				17 students	
Spring 2004 GPA	3.20	--	3.06	3.07	3.0	--	--	--	--	--
# students	245 students				39 students					

Data Source: Academic Performance Summaries from the universities (GPA = average cumulative grade point average). *Note: Fall 2003 data for the University of Washington is for new transfer students only.

- On average, students who transfer to a four-year institution in Washington from LCC earn around a 3.0 grade point average (on average).

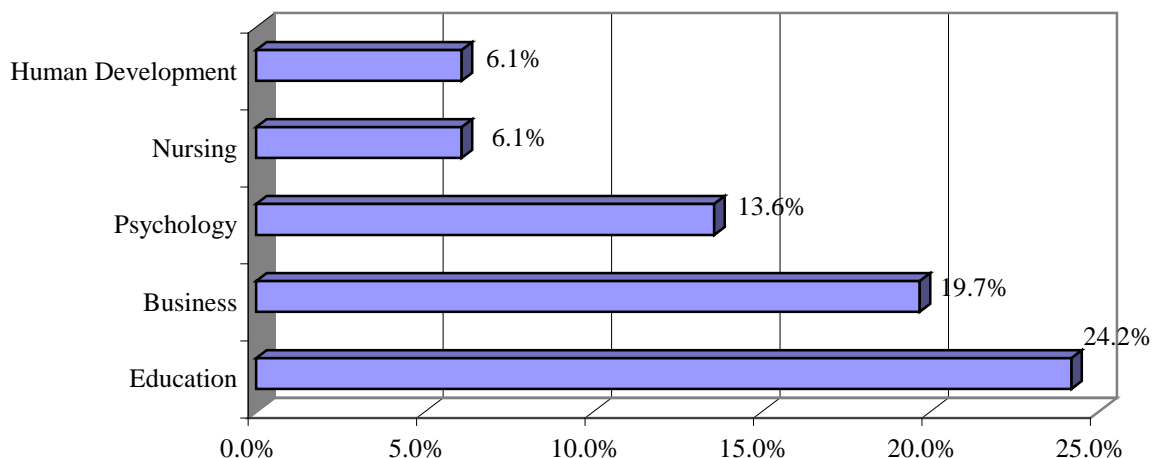
(Key Performance Indicator)

Satisfaction of Former LCC Transfer Students

In fall 2004, the Office of Institutional Research, Planning and Assessment sent surveys to transfer students who departed from the college during academic year 2003-04. The following information is based on preliminary returns, from 84 of the 327 surveys that were sent (26%). The final report will be published by the Office of Institutional Research in late January 2005.

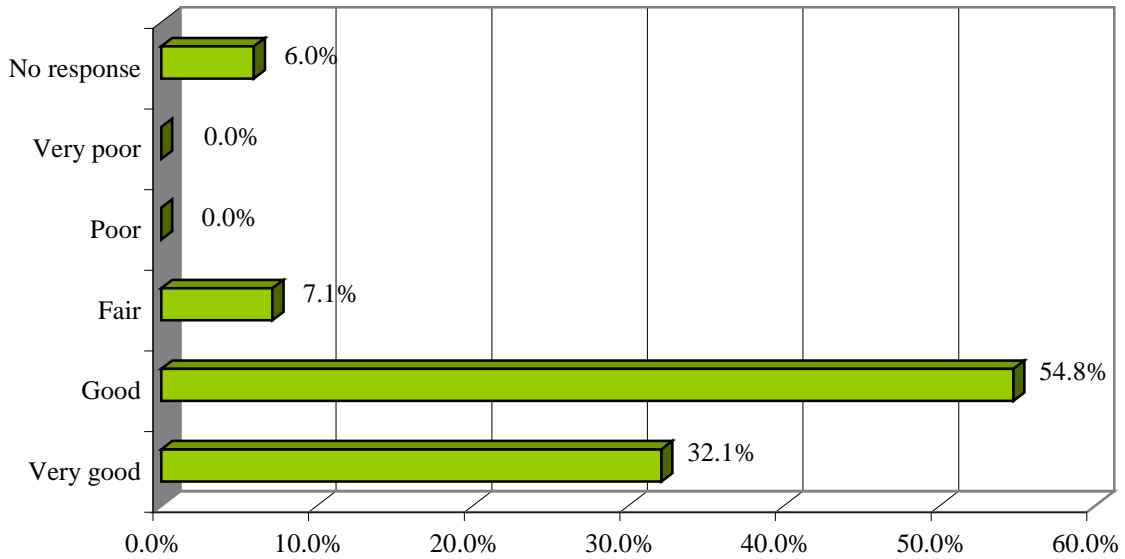
- More than three-fourths of the respondents (76.5%) indicated that they are currently attending school, nearly all (94.4%) on a full-time basis.
- Former students report attending the following institutions:
 - Central Washington University (3)
 - City University (2)
 - University of Alabama (1)
 - Oregon State University (1)
 - Portland State University (1)
 - Tulane University (1)
 - Western Washington University (5)
 - Clark College (2)
 - Eastern Washington University (5)
 - George Fox University (1)
 - Lander University—South Carolina (1)
 - Michigan Kettering University (1)
 - Pacific Lutheran University (1)
 - Seattle Pacific University (1)
 - University of Washington (6)
 - Washington State University (30)

Top Five Majors of LCC Transfer Students (2003-04)
(preliminary 2003-04 Transfer Student Survey findings only)



- Business, Education, Psychology and Nursing were also in the top five reported majors from a similar study conducted on 1997-2001 transfer students. Human Development replaced Electrical Engineering on the top five list in 2003-04.

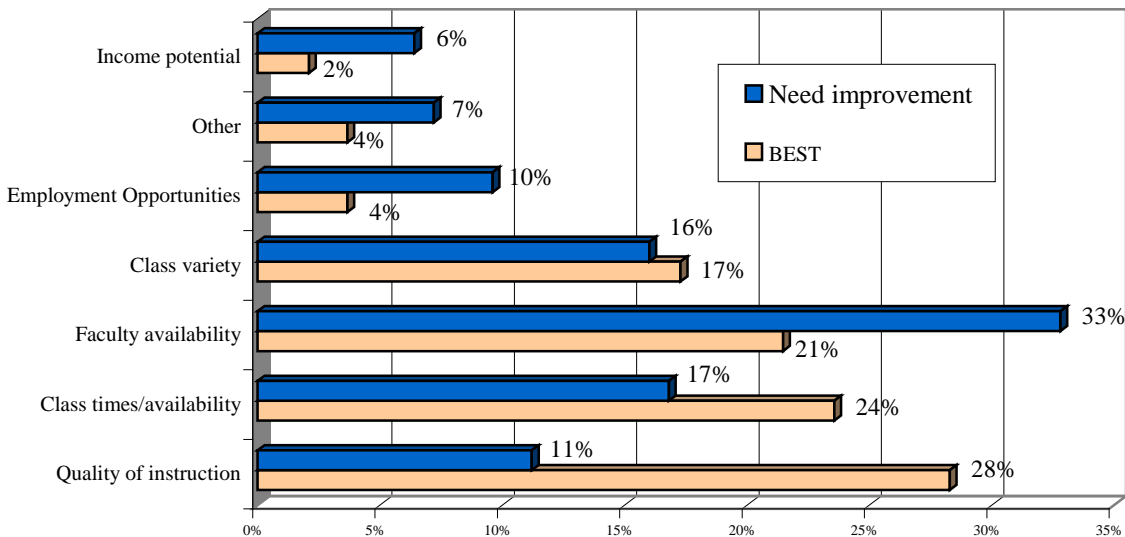
How would you rate the quality of instruction you received at LCC overall?
(preliminary 2003-04 Transfer Student Survey findings)



- 86.9% of the respondents indicated that they thought the overall quality of instruction was “good” or “very good,” compared to 79.1% in the 1997-2001 study.

Which aspects of features of your program of study (at LCC) were best or need improvement?

(preliminary 2003-04 Transfer Study Survey findings only)



- Quality of instruction received the most responses for “best” aspect of program of study, while faculty availability received the most responses for areas in need of improvement.

Highlights of Accomplishments for Transfer

Key Performance Indicators

1. **Student/Graduate Satisfaction with instruction:** In a 2004 survey of former LCC transfer students, 86.9% rated the quality of instruction at LCC as “good” or “very good,” compared to 79.1% in a similar study conducted in 1997-2001. Students ranked “quality of instruction” as the best aspect of their program of study more often than anything else. Respondents ranked “faculty availability” at LCC as the area most in need of improvement.
2. **Academic transfer rate:** The academic transfer rate of LCC students to Washington Baccalaureate institutions increased to 13.5% in 2003-04, the highest rate achieved in over five years. A majority of LCC students (70%) transferred to the Washington State University system. The increased transfer rate has been attributed to increasing baccalaureate opportunities at Washington State University-Vancouver.
3. **Academic success of transfer students (after transfer):** LCC students continue to perform well academically after they transfer, typically maintaining about a 3.0 GPA on average. LCC students frequently perform better on average than all Washington community college students perform, on average.

Other Indicators

4. **Transfer Student Enrollment:** Headcount of transfer students changed less than 1% between 2002-03 and 2003-04. FTE declined 2% during the same time period, but has increased 11% overall over the last five years.
5. **Retention and Persistence of Transfer Students:** Fall-to-Fall persistence of new transfer students declined markedly between 2002-03 and 2003-04. Several factors may have influenced this indicator, including a lack of available part-time jobs in the local community, time constraints attached to the Worker Retraining program, declining external funding for individual students (such as students receiving services from DSHS), and talk of limited space for transfer students at four-year institutions. The early departure of some transfer students may have contributed to an increased transfer rate in 2003-04, the highest rate in over five years.
6. **Transfer Student Graduation Rate:** Transfer degrees continue to make up more than half of the associate degrees awarded by LCC each year.
7. **Transfer Preparedness:** On average, about one-third of LCC students graduate within a year after achieving transfer ready status, two-thirds after two years and three-fourths after three years. Transfer ready status is defined as earning 45 credits with a minimum GPA of 2.0

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

1) Based on the data in this report, how has LCC done a good job in providing students transfer education?

- Increases in the transfer rate and the number of students transferring to Washington Baccalaureate campuses indicate that the college is doing a good job in assisting students through the transfer process.
- The increasing number of students transitioning into the Washington State University system indicates that the college is doing a job good of nurturing partnership opportunities with WSU.
- Preliminary responses from the former transfer student survey indicate a high level of satisfaction with academic instruction at LCC.

2) Based on the data in this report, what can LCC do to improve transfer education?

- The decline in fall-to-fall persistence of new transfer students should be studied in more depth, and watched very closely in the future. Research should include analysis of whether students are transferring earlier than in the past.
- Preliminary responses from the former transfer student survey indicate that the issue of faculty availability needs more study. Research could include focus groups with current students to explore the issues of faculty availability and advising (both faculty and Entry Center) to determine if there are consistent patterns in student satisfaction or dissatisfaction.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
January 19th, 2004

+	Δ