

College Outcome: Access Monitoring Report

2001 – 2005

(Cycle VII)

*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

November 16th, 2005



Access: A Monitoring Report

Welcome to “Cycle VII” 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 2004-05 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:

- Recruiting efforts have been enhanced and expanded, including an increased emphasis on team recruitment, to improve enrollment
- A Professional/Technical advisor and recruitment position was added to enhance enrollments in those areas
- A new position was created out of the former Library Director position to oversee the Library, Distance Education and Grant Development
- A new distance education team consisting of the Director, one faculty and one staff (both on a part-time basis) was created to expand use of innovative delivery modalities
- Enrollment targets have been established to more efficiently manage enrollment
- Improved marketing publications have been developed to enhance outreach efforts

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.

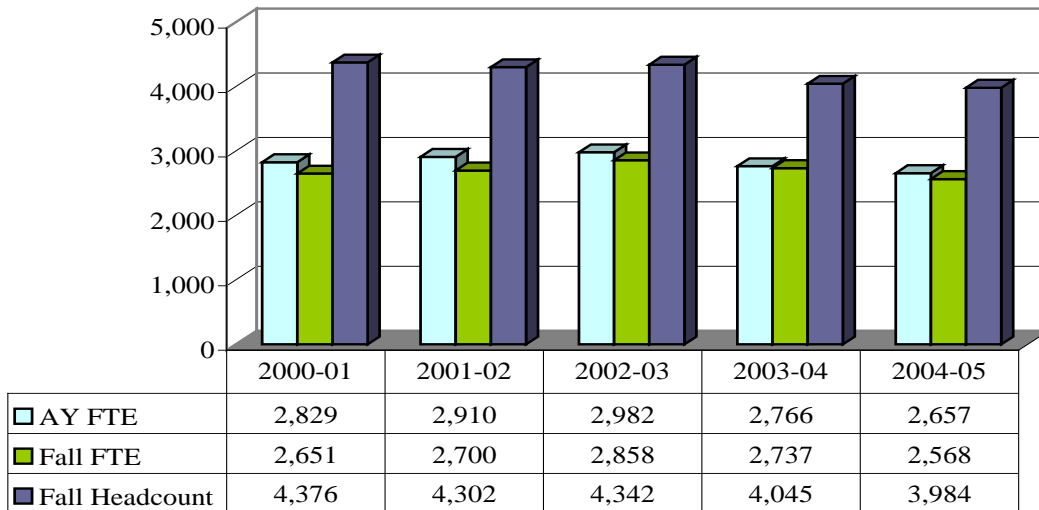
Five-year trend data are provided in most cases. Important highlights that help in the interpretation of these data appear as bullet statements under each figure. Comments from the review team are included at the end of the report.

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 students enrolled are also included. Both FTE and headcount include all students, not just “state supported.”

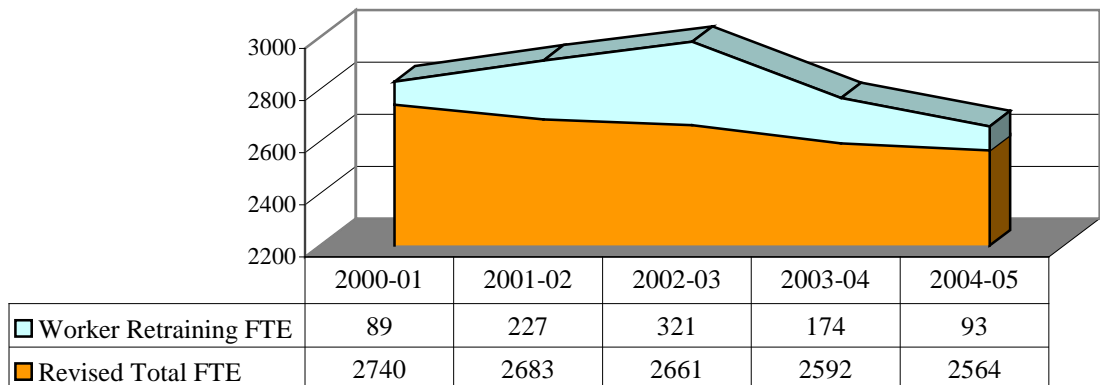
LCC General Enrollment (all students, all funding sources)



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

- Between 2003-04 and 2004-05: Academic Year FTE declined 4%, Fall FTE declined 6%, and Fall Headcount declined 2%
- Over the five year period: Academic Year FTE declined 6%, Fall FTE decreased 3%, and Fall Headcount declined 9%
- Fluctuating numbers of Worker Retraining students affects enrollment. When Worker Retraining FTEs are excluded, the change in FTE between 2003-04 and 2004-05 is much less severe (down just 1%, vs. 4% 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. Decline over the past three years in particular is much more gradual than it appears when Worker Retraining FTEs are included.

Pell Grant Maximum and Cost of Tuition and Books		
	Pell Grant Max. (% change)	Cost of Tuition and Books (% change)
2000-01	\$3,125 --	\$2,499 --
2001-02	\$3,300 (5.6%)	\$2,595 (3.8%)
2002-03	\$3,750 (13.6%)	\$2,841 (9.5%)
2003-04	\$4,000 (6.7%)	\$3,171 (11.6%)
2004-05	\$4,050 (1.3%)	\$3,420 (7.9%)
2005-06	\$4,050 (0.0%)	\$3,669 (7.3%)

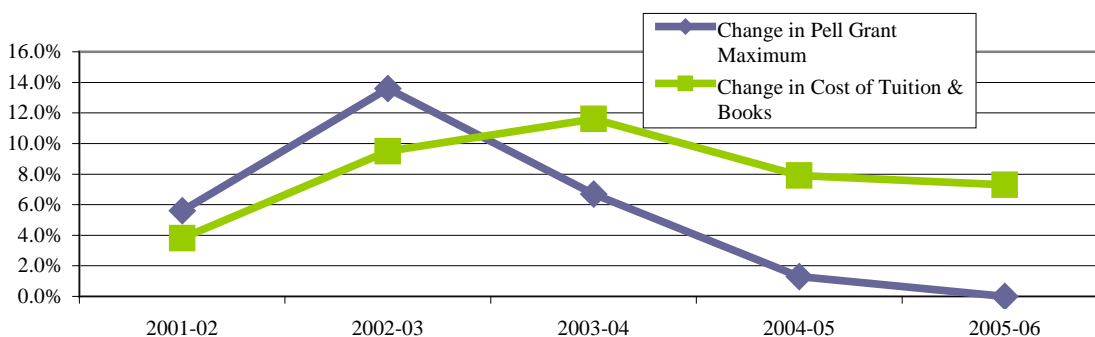
Source: Financial Aid Office

Number of Students Receiving Pell Grants
1,039
1,130
1,303
1,377
1,247
Not yet available

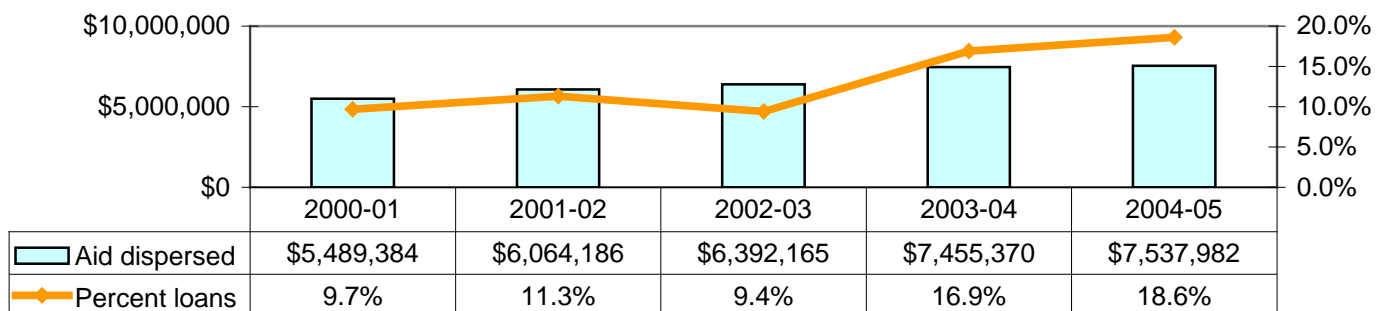
Source: Financial Aid Office

- The Pell Grant figures reflect the maximum a student was able to get in the given year. The cost of tuition and books includes fees and supplies for a full-time student.
- In 2003-04, for the first time in several years, the proportional cost of tuition and books increased more than the proportional increase in the maximum Pell Grant. The trend has continued for the past three years.

Access to Financial Aid (Pell Grant Maximum) vs. Cost of Tuition & Books



LCC Total Financial Aid Disbursement and Percent in Loans



Source: Financial Aid Office, LCC Institutional Portfolio

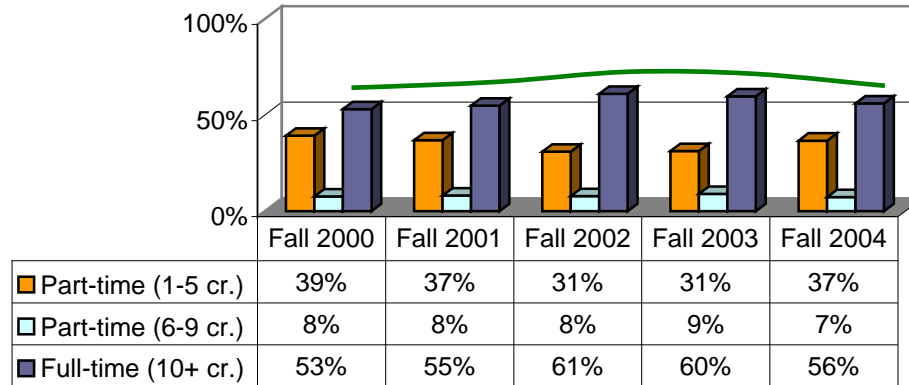
- Financial aid disbursement, in total dollars, increased by 37.3% between 2000 and 2005 to a record high of \$7,537,982. This substantial change is due in part to large increases in loan volume. The impact of cohort (loan) default rates can increase when loan volumes are high. LCC's default rate for 2002-03, the most recent rate available, was 11.7%, up from 8.9% in 2001-02 and up from 7.3% in 2000-01.

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 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%
Fall 2004	1460/36.7%	290/7.3%	2229/56.0%

Source: Data Warehouse, Student Table, CR_TOTAL

Distribution of Part-Time and Full-Time Enrollment



- The distribution of part-time and full-time enrollment, as a proportion of overall enrollment, tends to fluctuate little over time. The distribution of enrollment in fall 2004 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).

Annual Enrollment by Purpose for Attending

LCC, Clark College and Centralia College

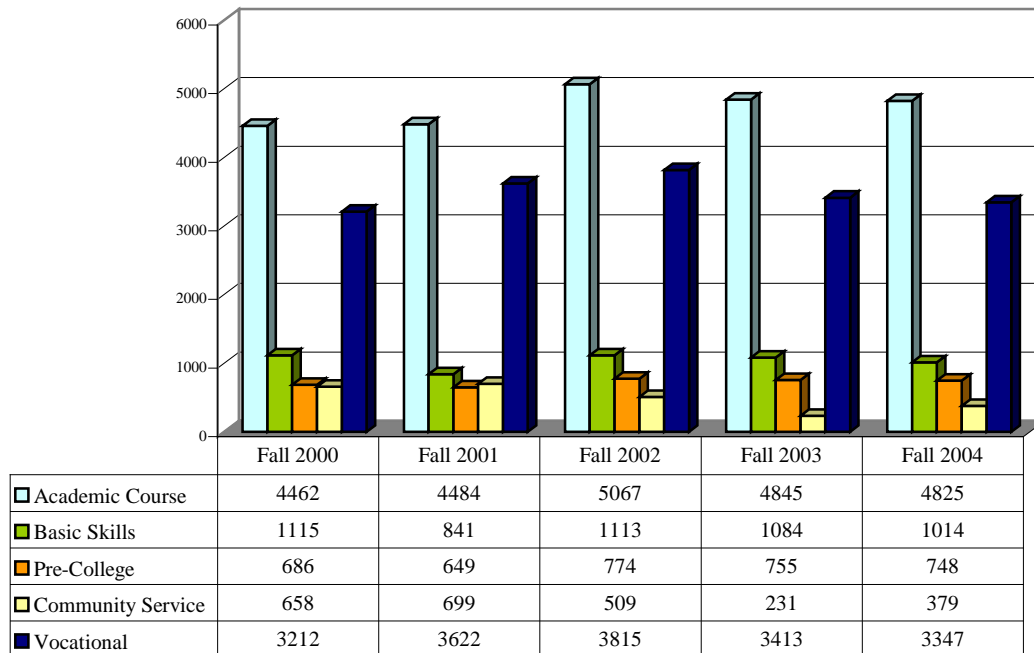
State Funded Students Only

Purpose for attending is based on student self-report at registration

Intent	College	2000-01		2001-02		2002-03		2003-04		2004-05	
		Enr.	% ~	Enr.	% ~	Enr.	% ~	Enr.	% ~	Enr.	% ~
Workforce Training	LCC	2,517	-7.6%	2,582	2.6%	2,724	5.5%	2,685	-1.4%	2,482	-7.6%
	Clark	5,514	-1.0%	5,927	7.5%	6,278	5.9%	6,340	1.0%	6,070	-4.3%
	Centralia	1,210	-7.6%	1,096	-9.4%	1,165	6.3%	1,236	6.1%	1,073	-13.2%
Transfer	LCC	1,440	5.4%	1,451	0.8%	1,400	-3.5%	1,416	1.1%	1,446	2.1%
	Clark	5,561	7.8%	5,827	4.8%	6,253	7.3%	6,359	1.7%	6,354	-0.8%
	Centralia	1,022	10.6%	1,180	15.5%	1,297	9.9%	1,278	-1.5%	1,175	-8.1%
Basic Skills	LCC	1,297	1.6%	844	-34.9%	891	5.6%	719	-19.3%	808	12.4%
	Clark	2,686	2.1%	2,863	6.6%	3,058	6.8%	3,123	2.1%	2,971	-4.9%
	Centralia	1,262	-10.4%	1,483	17.5%	1,749	17.9%	1,596	-8.7%	1,366	-14.4%
Home and Family Life / Other	LCC	1,210	2.6%	1,182	-2.3%	906	-23.4%	778	-14.1%	820	5.4%
	Clark	2,042	5.7%	1,888	-7.5%	1,700	10.0%	1,497	-11.9%	1,416	-5.4%
	Centralia	2,267	-10.7%	2,376	4.8%	1,967	-17.2%	1,894	-3.7%	2,079	9.8%

Source: SBCTC Academic Year Report

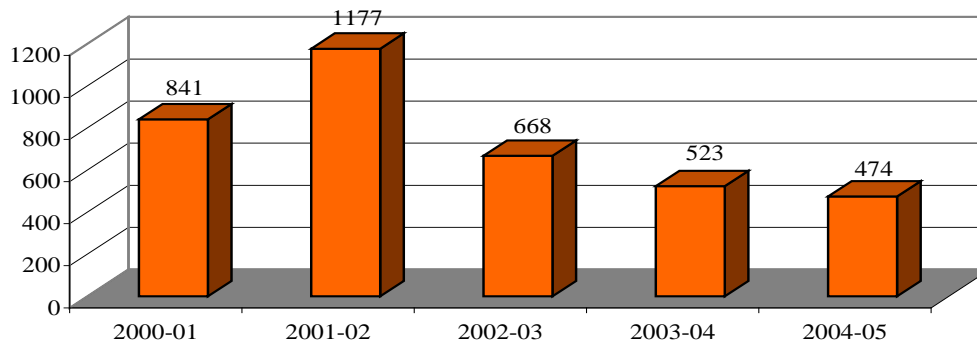
Fall Headcount by Institutional Intent – All funding sources



Source: Data Warehouse, Class Table, Institutional Intent Recat

- There were slight declines in all areas between Fall 2003 and Fall 2004, except in Community Service, which experienced a 64.1% increase.

Community Education Enrollment (Duplicated Headcount)



Source: LCC Facts & Figures

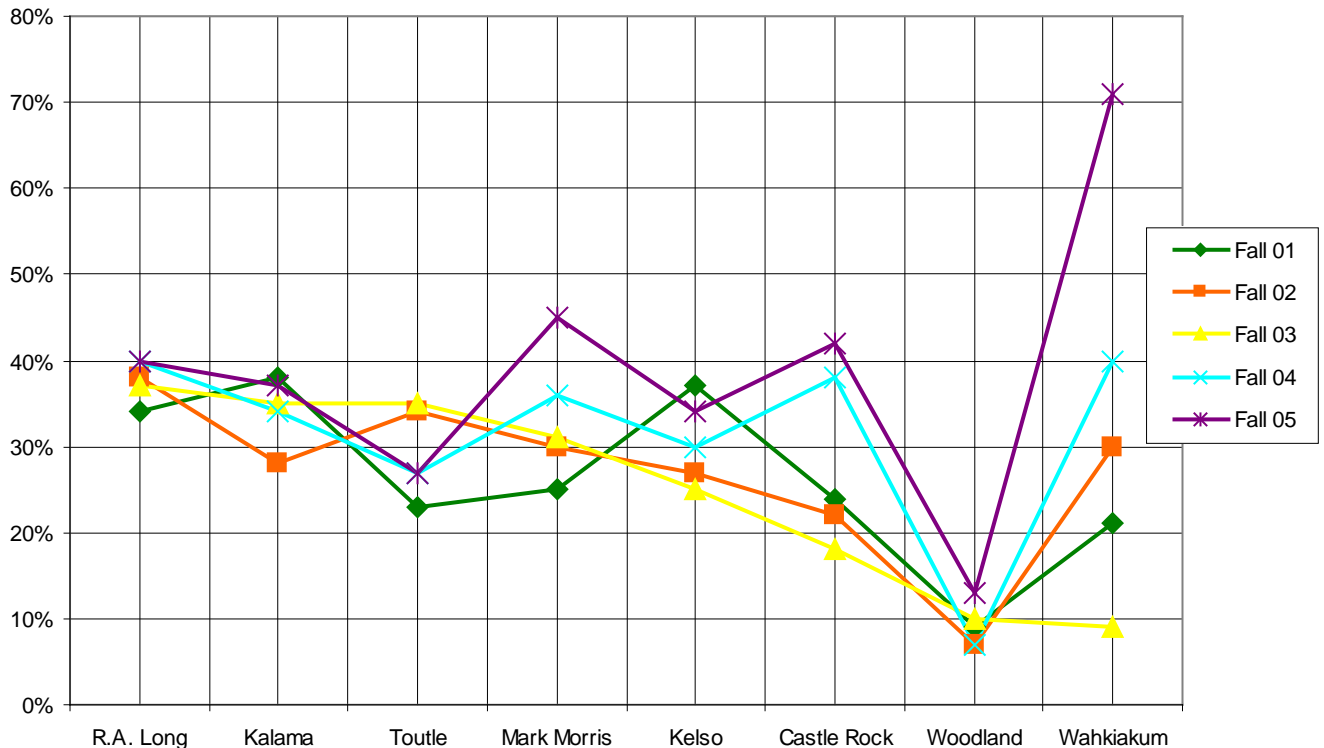
- Ongoing organizational and structural changes in community education are reflected in declining enrollment in that area. Enrollment declined 9.4% between 2003-04 and 2004-05.
- Also, the impacts of a distressed economy are likely to be more severe in non-credit enrollment than in credit enrollment (since expenditures on non-credit classes tend to come directly from individuals' disposable income).

Proportion of Local High School Seniors who Enroll at LCC

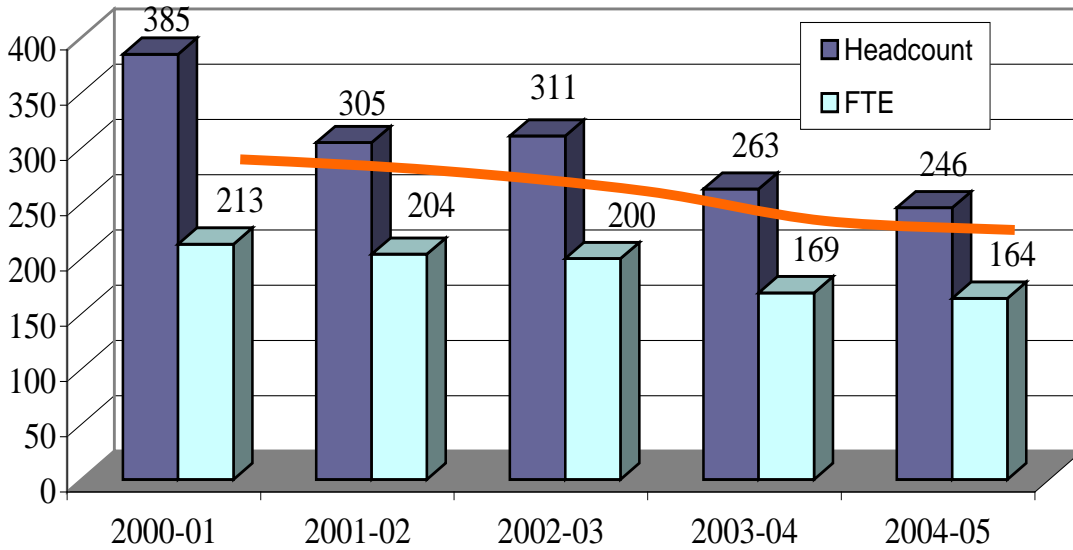
	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Castle Rock	31/90=34%	22/92=24%	18/83=22%	13/71=18%	26/69=38%	42/101=42%
Kalama	13/59=22%	16/42=38%	14/50=28%	22/62=35%	22/64=34%	23/62=37%
Kelso	97/313=31%	106/285=37%	74/272=27%	79/321=25%	97/325=25%	107/313=34%
Mark Morris	86/240=36%	53/213=25%	62/209=30%	63/203=31%	76/211=36%	83/185=45%
R.A. Long	56/155=36%	53/155=34%	53/141=38%	58/155=37%	56/140=40%	61/154=40%
Toutle	14/52=27%	9/39=23%	13/38=34%	15/43=35%	11/41=27%	13/49=27%
Wahkiakum	5/42=12%	8/39=21%	12/40=30%	4/43=9%	17/42=40%	12/17=71%
Woodland	6/103=6%	10/107=9%	7/105=7%	10/98=10%	7/105=7%	14/106=13%
Total Dist.	308/1,054=29%	277/972=29%	253/938=27%	264/996=27%	312/997=31%	355/987=36%

Source: LCC Institutional Portfolio 2004-05

- The capture rate of graduating seniors from high schools in our service district increased by 5% to reach 36%, an all time record high for LCC.
- The most notable increases were Mark Morris and Castle Rock.
- Small numbers of seniors in Wahkiakum skew gains in that area, making them appear more significant than other areas.



LCC Annual Headcount and FTE in Running Start



Source: LCC Institutional Portfolio 2004-05

- Both headcount and FTE decreased for Running Start between 2003-04 and 2004-05, at 6.5% and 3.0%, respectively.
- In a 2005 survey, Running Start students reported receiving much better support from their high schools than in past years. In addition, the proportion of Running Start students reporting that they experienced no discrimination at LCC as a result of being in Running Start soared to 54%, up from 38% the year before.

Number of Running Start Students Enrolled by High School

	2000-01	2001-02	2002-03	2003-04	2004-05
Castle Rock	25	26	28	20	16
Kalama	13	18	46	33	20
Kelso	94	71	56	60	68
Mark Morris	83	82	83	70	70
R.A. Long	45	47	47	43	36
Toutle	18	18	7	10	12
Wahkiakum	7	11	8	6	7
Woodland	7	7	6	7	8

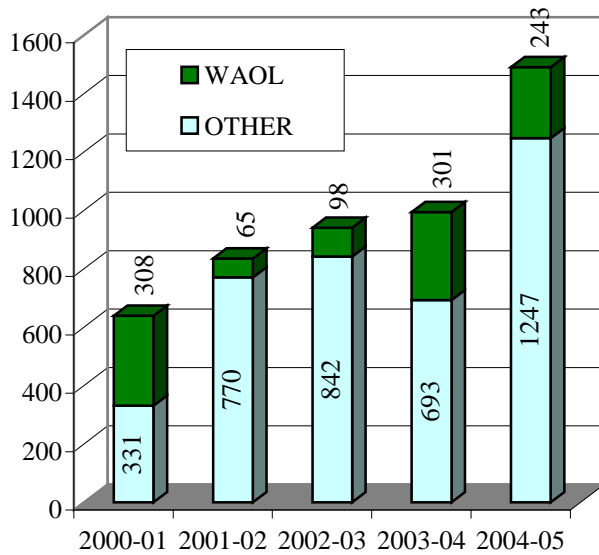
Source: Data Warehouse (Student Table, RUNNING_START_STATUS = 1, HL_SCHL)

- Over the past five years, declines in Running Start enrollment have been spread fairly evenly throughout the service district.

Distance Education Enrollment

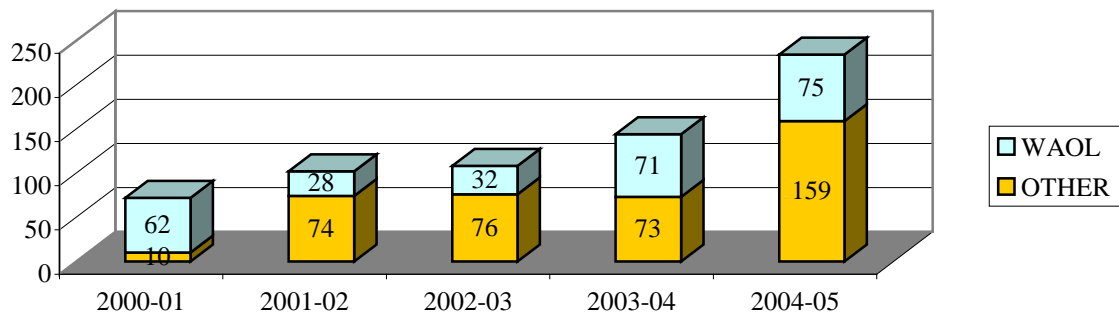
Distance Education includes on-line, correspondence, telecourses, and other off-site modes of teaching and learning.

Distance Education Enrollment



Types of Distance Education: 2004-05

	# Classes	Headcount
Telecourse	31	274
Correspondence	29	258
On-Line (not WAOL)	99	715
On-Line (WAOL)	75	243
TOTAL	234	1490



Source: LCC Facts & Figures

- The number of LCC distance education courses offered increased 62.5% between 2003-04 and 2004-05. Enrollment increased by 55.5% during the same time period.

Distance Education Spring Quarter Course Completion

	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
LCC	70%	81%	73%	77%	72%
SYSTEM	71%	72%	73%	76%	77%

- Completion rates for LCC students taking distance education courses met or exceeded the system average in three out of the past five years (source: SBCTC Distance Education report, www.sbctc.ctc.edu)

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
2000-01	8,339	74,214	11.2%
2001-02	8,165	75,262	10.8%
2002-03	7,522	76,241	9.9%
2003-04	6,789	76,941	8.8%
2004-05	6,802	78,242	8.7%

Source: LCC Institutional Portfolio 2004-05

- LCC's participation rate has declined over the past five years, reaching a five-year low in 2004-05 of 8.7%.
- **Declining non-credit enrollment contributed substantially to the change.**

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.)
2000-01	11.2% (8,339/74,214)	8.8% (6,130/69,341)	9.4% (12,431/132,074)	7.5% (7,819/104,834)	13.1% (9,749/74,150)
2001-02	10.8% (8,165/75,262)	9.2% (6,530/70,629)	9.0% (12,190/135,295)	7.3% (7,738/105,672)	12.9% (9,767/75,605)
2002-03	9.9% (7,522/76,241)	9.1% (6,492/71,630)	8.7% (12,074/138,773)	7.2% (7,688/106,921)	12.7% (9,780/77,283)
2003-04	8.8% (6,789/76,941)	9.2% (6,688/72,965)	8.5% (11,960/141,469)	6.7% (7,310/108,687)	13.2% (10,418/78,671)
2004-05	8.7% (6,802/78,242)	9.0% (6,665/74,237)	8.3% (11,997/145,117)	6.8% (7,599/111,102)	13.0% (10,423/80,433)

Source: SBCTC Academic Year Report, U.S. Census Bureau <http://www.census.gov/popest/counties/asrh/files/CC-EST2004-agesex-53.csv>

- Although it has declined in recent years, LCC's participation rate is comparable to rates in Grays Harbor, Whatcom, and slightly exceeds Wenatchee Valley's rate.

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
2000-01	8339	776	9.3%
2001-02	8165	714	8.7%
2002-03	7522	672	8.9%
2003-04	6789	703	10.4%
2004-05	6802	743	10.9%

Source: Data Warehouse, Student Table

- LCC's participation rate of students of color appears to have achieved a 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
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%
2004-05	3.1%**	9.9%	4.9%	6.6%	4.5%	4.7%

Source: SBCTC Academic Year Report

*Changes in statewide standards for identifying and reporting students with disabilities accounts for most of the decline between 2002-03 and 2003-04. Students are no longer coded as disabled based on the information provided on their registration forms. They are designated as disabled only after seeking and qualifying for services.

**Transition in staffing, including a period of time with a vacancy in the permanent disability services staff position, resulted in a reduced level of service in 2004-05. Restoring the position to full-time permanent status in summer 2005 should result in a substantially increased level of service, which will be reflected in 2005-06 figures.

Students Receiving Associate Degrees or Certificates

Year	% Students of Color	% Disabled Students
2000-01	9.2%	7.6%
2001-02	8.8%	7.9%
2002-03	7.0%	7.7%
2003-04	8.0%	4.0%
2004-05	8.1%	3.0%

Source: SBCTC Academic Year Report

- Parallel to the overall decline of students who are identified as disabled, the graduation rate for the disabled student population declined as well. The proportion of students of color graduating stayed nearly the same in 2004-05 as 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 large increase in proportion of high school seniors recruited indicates that LCC has been doing an exceptional job in that area.
 - Diversification of the recruiting team by age, gender and ethnicity seems to have had a positive impact on high school enrollments.

- 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?**
 - In terms of high school recruitment, it looks like Mark Morris and Castle Rock could benefit from more targeted recruitment efforts.
 - The impact of increased energy in high school recruitment is clear; we should try to figure out how to have a similar impact on the non-high school populations we are trying to recruit.
 - Looking at the diverse student population data identified in the report (students of color and disabled students) is useful, but it may be worthwhile to look at other diverse groups—such as low income students or single parents—to see where we may need to provide more focused services.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
November 16th, 2005

+	Δ

**College Outcome: Basic Skills
and Pre-College Education**
Monitoring Report
(Cycle VII)

2001 – 2005

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

April 19th, 2006



Basic Skills and Pre-College Education: A Combined Monitoring Report

Welcome to “Cycle VII” of Lower Columbia College’s combined Basic Skills and Pre-College 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 pre-college preparation in math and English (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 pre-college 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 pre-college math and reading/writing classes. In September 1999, the Lower Columbia College Board of Trustees adopted basic skills/pre-college education as one of the seven college outcomes. As with the other reports, the Basic Skills and Pre-college 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/Pre-college Education Monitoring Report include:

- The number of Basic Skills course sections and off-campus sites has increased substantially, positively impacting enrollment.
- Tracking methodology for progression of Basic Skills students into pre-college courses, college courses, and college completions has been established.
- Tracking methodology for progression of CEO students into pre-college courses, college courses, and high school and college completions has been established.

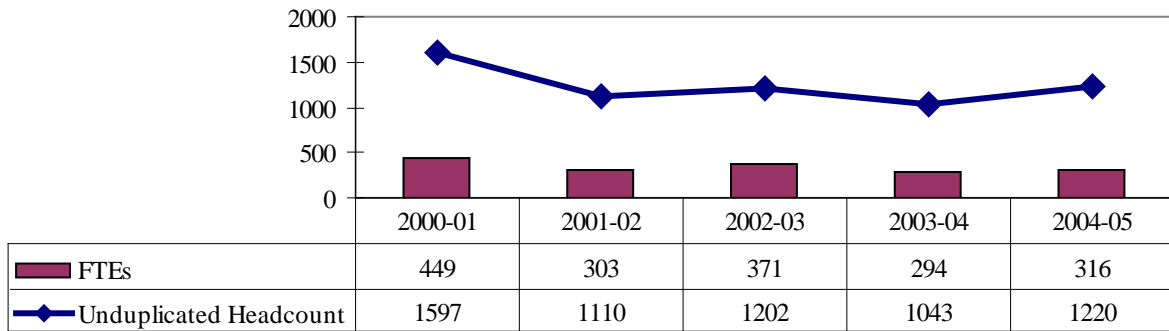
Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure and included in a summary at the end of the report. Comments from the internal review team are included at the end of the report. The Board is also being asked to review this report 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.

Basic Skills Student Enrollment (ABE, 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."

- Enrollment in Basic Skills increased 7.5% (FTE) between last year and the year before. Unduplicated headcount increased 16.9%.
- Expansion in the number of sections offered and implementation of classes in several off-campus sites (including churches, employment sites and other community locations) were factors in the increase.

Basic Skills Rate

(Key Performance Indicator)

The State of Washington has refined its methodology for tracking success of basic skills students over the past few years. The key indicator is goal completion. Within this indicator are two major categories: those who state their goal is to improve basic literacy skills and those who state their goal is to improve their English language skills.

Goal Completion: Basic Literacy and English Language Skills

		Number stating "Improve Basic Literacy Skills" as their goal	Number who completed "Improve Basic Literacy Skills" goal	Percent who completed "Improve Basic Literacy Skills" goal	Number stating "Improve English Language Skills" as their goal	Number who completed "Improve English Language Skills" goal	Percent who completed "Improve English Language Skills" goal
2003-2004	LCC	389	227	58%	184	93	51%
	System	18,484	9,723	53%	24,319	14,775	61%
2004-2005	LCC	576	162	28%	209	98	47%
	System	24,768	7,161	29%	28,902	13,293	46%

Source: WABERS Reports

- Tracking methodology changed substantially between 2003-04 and 2004-05, making comparisons between the two years problematic.
- LCC's completion rate was slightly below the state average in the basic literacy skills category, and slightly above the state average for English language skills in 2004-05.

Progression of Basic Skills students to pre-college courses*
Including Math 091, 092, 099, and INDV courses numbered 100 or below

ESL

Year enrolled in ESL (any course, one or more quarters)	Size of cohort		Enrolled in pre-college by subsequent fall	Enrolled in pre-college within one year (by subsequent spring)	Enrolled in pre-college within two years (by subsequent spring)	Enrolled in pre-college within three years (by subsequent spring)
2000-2001 (A01)	411	MATH	1/0.2%	3/0.7%	5/1.2%	7/1.7%
		INDV	8/1.9%	9/2.2%	13/3.2%	14/3.4%
		ALL	9/2.2%	10/2.4%	14/3.4%	15/3.6%
2001-2002 (A12)	316	MATH	2/0.6%	4/1.3%	6/1.9%	6/1.9%
		INDV	7/2.2%	8/2.5%	10/3.2%	10/3.2%
		ALL	7/2.2%	8/2.5%	10/3.2%	10/3.2%
2002-2003 (A23)	311	MATH	1/0.3%	2/0.6%	6/1.9%	
		INDV	3/1.0%	5/1.6%	7/2.3%	
		ALL	4/1.3%	6/1.9%	9/2.9%	
2003-2004 (A34)	310	MATH	3/1.0%	5/1.6%		
		INDV	6/1.9%	9/2.9%		
		ALL	6/1.9%	10/3.2%		
2004-2005 (A45)	289	MATH	2/0.7%			
		INDV	3/1.0%			
		ALL	3/1.0%			

ABE

Year enrolled in ABE (any course, one or more quarters)	Size of cohort		Enrolled in pre-college by subsequent fall	Enrolled in pre-college within one year (by subsequent spring)	Enrolled in pre-college within two years (by subsequent spring)	Enrolled in pre-college within three years (by subsequent spring)
2000-2001 (A01)	1229	MATH	54/4.5%	78/6.3%	95/7.7%	103/8.4%
		INDV	43/3.5%	52/4.2%	72/5.9%	79/6.4%
		ALL	77/6.3%	102/8.3%	131/10.7%	140/11.4%
2001-2002 (A12)	836	MATH	41/4.9%	51/6.1%	63/7.5%	73/8.7%
		INDV	36/4.3%	45/5.4%	50/6.0%	52/6.2%
		ALL	63/7.5%	76/9.1%	87/10.4%	94/11.2%
2002-2003 (A23)	952	MATH	44/4.6%	57/6.0%	79/8.3%	
		INDV	52/5.5%	63/6.6%	69/7.2%	
		ALL	82/8.6%	96/10.1%	116/12.2%	
2003-2004 (A34)	774	MATH	28/3.6%	37/4.8%		
		INDV	20/2.6%	27/3.5%		
		ALL	41/5.3%	50/6.5%		
2004-2005 (A45)	968	MATH	30/3.1%			
		INDV	19/2.0%			
		ALL	39/4.0%			

* Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

- The charts above and below indicate that ABE students progress to pre-college and college-level courses at higher rates than ESL students.
- By the time three years have passed, ESL progressions to pre-college average around 3% and ABE progressions to pre-college average about 11%.
- ESL students are twice as likely to take pre-college reading/writing as pre-college math.

Progression of Basic Skills students to college-level (numbered 100 or above) courses*

Excluding HOFL courses

ESL

Year enrolled in ESL (any course, one or more quarters)	Size of cohort	Enrolled in college level by subsequent fall	Enrolled in college level <u>within one year</u> (by subsequent spring)	Enrolled in college level <u>within two years</u> (by subsequent spring)	Enrolled in college level <u>within three years</u> (by subsequent spring)	Completions (college degree or certificate)
2000-2001 (A01)	411	16/3.9%	22/5.4%	24/5.8%	24/5.8%	5/1.2%
2001-2002 (A12)	316	13/4.1%	16/5.1%	18/5.7%	19/6.0%	6/1.9%
2002-2003 (A23)	311	8/2.6%	12/3.9%	13/4.2%		2/0.6%
2003-2004 (A34)	310	8/2.6%	10/3.2%			1/0.3%
2004-2005 (A45)	289	3/1.0%				0/0.0%

ABE

Year enrolled in ABE (any course, one or more quarters)	Size of cohort	Enrolled in college level by subsequent fall	Enrolled in college level <u>within one year</u> (by subsequent spring)	Enrolled in college level <u>within two years</u> (by subsequent spring)	Enrolled in college level <u>within three years</u> (by subsequent spring)	Completions (college degree or certificate)
2000-2001 (A01)	1229	148/12.0%	177/14.4%	212/17.2%	228/18.6%	37/3.0%
2001-2002 (A12)	836	88/10.5%	111/13.3%	121/14.5%	134/16.0%	29/3.5%
2002-2003 (A23)	952	182/19.1%	198/20.8%	211/22.2%		28/2.9%
2003-2004 (A34)	774	84/10.9%	99/12.8%			3/0.4%
2004-2005 (A45)	968	84/8.7%				15/1.5%

Progression of Basic Skills students to pre-college and college-level courses*

Excluding HOFL courses

ESL

Year enrolled in ESL (any course, one or more quarters)	Size of cohort	Enrolled in pre- or college-level by subsequent fall	Enrolled in pre- or college-level <u>within one year</u> (by subsequent spring)	Enrolled in pre- or college-level <u>within two years</u> (by subsequent spring)	Enrolled in pre- or college-level <u>within three years</u> (by subsequent spring)	Completions (college degrees and certificates)
2000-2001 (A01)	411	19/4.6%	23/5.6%	26/6.3%	28/6.8%	5/1.2%
2001-2002 (A12)	316	13/4.1%	16/5.1%	19/6.0%	19/6.0%	6/1.9%
2002-2003 (A23)	311	12/3.9%	13/4.2%	15/4.8%		2/0.6%
2003-2004 (A34)	310	11/3.5%	14/4.5%			1/0.3%
2004-2005 (A45)	289	6/2.1%				0/0.0%

ABE

Year enrolled in ABE (any course, one or more quarters)	Size of cohort	Enrolled in pre- or college-level by subsequent fall	Enrolled in pre- or college-level <u>within one year</u> (by subsequent spring)	Enrolled in pre- or college-level <u>within two years</u> (by subsequent spring)	Enrolled in pre- or college-level <u>within three years</u> (by subsequent spring)	Completions (college degrees and certificates)
2000-2001 (A01)	1229	176/14.3%	204/16.6%	236/19.2%	257/20.9%	37/3.0%
2001-2002 (A12)	836	98/11.7%	120/14.4%	140/16.7%	154/18.4%	29/3.5%
2002-2003 (A23)	952	206/21.6%	243/25.5%	259/27.2%		28/2.9%
2003-2004 (A34)	774	194/25.1%	212/27.4%			3/0.4%
2004-2005 (A45)	968	108/11.2%				15/1.5%

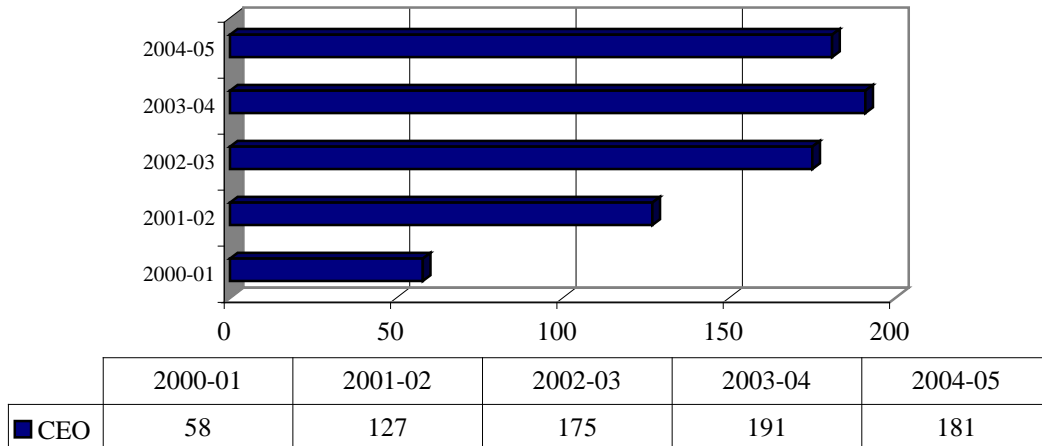
*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

Career Education Options (CEO)

A Drop-out Recovery Program

Career Education Options (CEO) began fall 2000 in response to increasing enrollments 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 (college credits can also be counted toward a college degree or certificate). Students are typically enrolled for 18-25 hours per week. Participating school districts include Longview, Kelso, Woodland, Toutle and Castle Rock.

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).

Progression of Basic Skills students to pre-college courses*

Including: Math 091, 092, 099, and INDV courses numbered 100 or below

CEO

Year enrolled in CEO (enrolled in any CEO course or section, any quarter, or fee pay status 55)	Size of cohort		Enrolled in pre-college by subsequent fall	Enrolled in pre-college by subsequent spring	Enrolled in pre-college within two years	Enrolled in pre-college within three years
2000-2001 (A01)	59	MATH	8/13.6%	11/18.7%	14/23.7%	15/25.4%
		INDV	15/25.4%	17/28.9%	19/32.2%	19/32.2%
		ALL	18/30.5%	22/37.3%	27/45.8%	27/45.8%
2001-2002 (A12)	120	MATH	14/11.7%	18/15.0%	21/17.5%	24/20.0%
		INDV	12/10.0%	13/10.8%	14/11.7%	15/12.5%
		ALL	22/18.3%	25/20.8%	28/23.3%	31/25.8%
2002-2003 (A23)	165	MATH	27/16.4%	31/18.8%	34/20.6%	
		INDV	19/11.5%	21/12.7%	24/14.5%	
		ALL	37/22.4%	41/24.8%	46/27.9%	
2003-2004 (A34)	192	MATH	32/16.7%	39/20.3%		
		INDV	24/12.5%	26/13.5%		
		ALL	46/24.0%	52/27.1%		
2004-2005 (A45)	208	MATH	31/14.9%			
		INDV	22/10.6%			
		ALL	47/22.6%			

* Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

Progression of Basic Skills students to college-level (numbered 100 or above) courses

Excluding HOFL courses

CEO

Year enrolled in CEO (enrolled in any CEO course or section, any quarter, or fee pay status 55)	Size of cohort	Enrolled in college level by subsequent fall	Enrolled in college level by subsequent spring	Enrolled in college level within two years	Enrolled in college level within three years	Completions (college degree or certificate)*
2000-2001 (A01)	59	42/71.2%	45/76.3%	47/79.7%	47/79.7%	2/3.4%
2001-2002 (A12)	120	47/39.2%	54/45.0%	59/49.2%	62/51.7%	5/4.2%
2002-2003 (A23)	165	83/50.3%	90/54.5%	94/57.0%		7/4.2%
2003-2004 (A34)	192	97/50.5%	103/53.6%			9/4.7%
2004-2005 (A45)	208	99/47.6%				3/1.4%

- Although over half of CEO students enroll in college courses within 2-3 years of entering the program, less than five percent complete college degrees or certificates.

Progression and Completion of CEO Students

CEO cohort	2000-01	2001-02	2002-03	2003-04	2004-05
Completions (high school completions or GED achievement) to date	22/37%	24/20%	28/17%	27/14%	22/11%

*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

- Data from the table above indicate that time to completion for most CEO students may be somewhat above average. Nearly 40% of the first CEO cohort (entering in 2000-2001) have gone on to complete their high school requirements.
- In order to be eligible for the program, students must *not* have a high school diploma (although they can earn a GED and still be eligible). Some students forgo or delay earning their high school diploma in order to accrue additional (college-level) credits.

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. Data for 2003 reflects the new (national) test format.

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%	80.7%
2004	353	252	71.4%	**
2005	351	262	74.6%	**

Source: Testing Office, Director of Advising and Testing

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

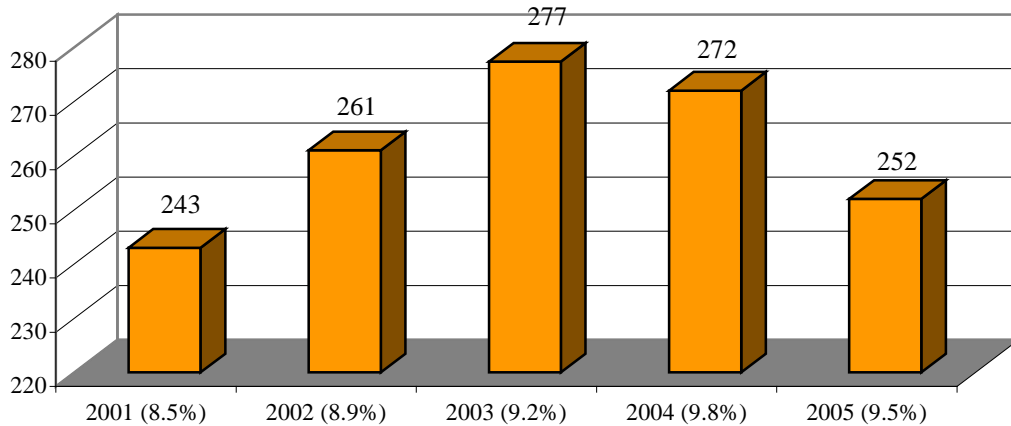
**Data not yet available

PART TWO: PRE-COLLEGE EDUCATION

Pre-college Education

Pre-college education includes 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 unless otherwise noted.

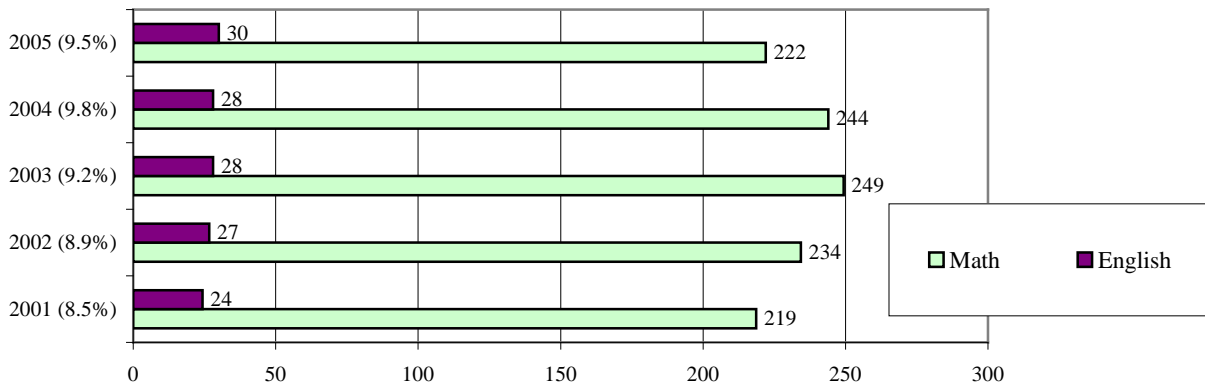
**Pre-college Education
Annualized FTE – All Funding Sources**



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

- FTES for Pre-college Education decreased 7.9% between 2003-04 and 2004-05, but increased 3.7% over the five year period. The decrease in FTE was in math (see chart below). Pre-college English FTE increased slightly.
- Figures in parenthesis next to the year indicate the proportion of Pre-college Education FTE relative to total FTE. Between 2001 and 2005, that proportion increased from 8.5% to 9.5%.
- The large number of math FTE in 2003 represents the peak of Worker Retraining enrollment at LCC. The subsequent decline in FTE can be attributed to LCC's "Worker Retraining Effect."

**Pre-College English and Math
Annualized FTE--All Funding Sources--2001-2005**



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

Academic Performance of Pre-college Education Students

(Key Performance Indicator)

Credit- and tuition-bearing students who are enrolled in a pre-college class must pass it with a “C” or better to be able to advance to the next class.

Passing Rates of Students in Pre-college Math (070, 091, 092, 099)

Duplicated Headcount: 2001-2005

	2000-01	2001-02	2002-03	2003-04	2004-05
Number of students in pre-college math classes	2046	2184	2334	2260	2073
Number of students who received a 2.0 or better (C or above)	1196	1296	1376	1390	1232
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, R or P*</i>	1196/1674 = 71.4%	1296/1769 = 73.3%	1376/1923 = 71.6%	1390/1928 = 72.1%	1232/1716 = 71.8%
Number of students who withdrew	287 (14.0%)	326 (14.9%)	306 (13.1%)	261 (11.5%)	315 (15.2%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	1196/1961 = 61.0%	1296/2095 = 61.9%	1376/2229 = 61.7%	1390/2189 = 63.5%	1232/2031 = 60.7%

Source: Data Warehouse, TRANSCRIPTS Table

* W=withdraw, I=incomplete, N=audit, P=pass/fail option, or R=grade replaced.

Passing Rates of Students in Pre-college English (INDV 065, 075)

Duplicated Headcount: 2001-2005

	2000-01	2001-02	2002-03	2003-04	2004-05
Number of students in pre-college English classes	223	246	251	260	272
Number of students who received a 2.0 or better (C or above)	150	170	173	177	201
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, R or P*</i>	150/197 = 76.1%	170/217 = 78.3%	173/230 = 75.2%	177/239 = 74.1%	201/249 = 80.7%
Number of students who withdrew	25 (11.2%)	24 (9.8%)	18 (7.2%)	17 (6.5%)	23 (8.5%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	150/222 = 67.6%	170/241 = 70.5%	173/248 = 69.8%	177/256 = 69.1%	201/272 = 73.9%

Source: Data Warehouse, TRANSCRIPTS Table

* W=withdraw, I=incomplete, N=audit, P=pass/fail option, or R=grade replaced.

- Students withdraw from INDV courses at about half the rate of math.
- Pre-college English students succeed at higher rates than pre-college math.
- Enrollment in INDV 065 and 075 has steadily increased over the past five years due in part to mandated placement of students into remedial classes.

Performance of Pre-college Math and English Students in Subsequent College Level Math and English Composition Classes

The most important objective of pre-college math and English 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 pre-college students who successfully completed their pre-college 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 112, 121, 122, 130, 210)**

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Total number of students who successfully completed a pre-college math class	396	417	452	471	409
Total number of those students who went on to the next level*	127/396 = 32.1%	127/417 = 30.5%	114/452 = 25.2%	143/471 = 30.4%	142/409= 34.7%
Total number of those students who withdrew from the next level*	16/134 = 11.9%	15/136 = 11.0%	13/117 = 11.1%	16/149 = 10.7%	12/142= 8.5%
Total number of those students who passed the next level*	106/134 = 79.1%	106/136 = 77.2%	99/117 = 84.6%	122/149 = 81.9%	116/142= 81.7%
Total number of students who withdrew from college level Math who did not take pre-college math	8/30 = 26.7%	7/24 = 29.2%	11/27 = 40.7%	6/14 = 42.9%	4/16 = 25.0%
Total number of students passing college level Math who did not take pre-college math	81/126 = 64.3%	88/138 = 63.8%	66/123 = 53.7%	69/131 = 52.7%	61/122 = 50.0%

Source: Data Warehouse, TRANSCRIPTS.

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

- Smaller proportions of students advance from pre-college to college math than pre-college reading and writing to college English. This is primarily due to the fact that college math is not a requirement for many students.
- Although a lower proportion of students successfully complete pre-college math than pre-college reading and writing, those who do advance successfully complete college math at higher rates than students advancing to college English.
- Students progressing from pre-college to college math succeed at much higher rates than students who start off in college level math.

**INDV 065/075 Students That Moved on to the Next Level
(English 100, 101 or 110)**

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Total number of students who successfully completed INDV 065 or 075	59	60	78	71	81
Total number of those students who went on to take English 100, 101 or 110*	57/59 = 96.6%	48/60 = 80.0%	68/78 = 87.2%	49/71 = 69.0%	62/81 = 76.5%
Total number of those students who withdrew from English 100, 101 or 110*	5/57 = 8.8%	3/48 = 6.3%	4/68 = 5.9%	5/49 = 10.2%	7/62 = 11.3%
Total number of those students who passed English 100, 101 or 110*	43/57 = 75.4%	33/48 = 68.8%	45/68 = 66.2%	32/49 = 65.3%	48/62 = 77.4%
Total number of students who withdrew from English 100, 101 or 110 who did not take INDV 065 or 075	32/41 = 78.0%	35/50 = 70.0%	33/42 = 78.6%	46/57 = 80.7%	45/51 = 88.2%
Total number of students passing English 100, 101 or 110 who did not take INDV 065 or 075	376/426 = 88.3%	364/418 = 87.1%	364/423 = 86.1%	346/411 = 84.2%	354/394 = 89.8%

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

- High proportions of students advance from pre-college reading and writing to college English, due in part to the fact that college English is a requirement for most students.
- Although higher proportions of pre-college reading and writing students succeed than pre-college math students, once they have advanced to college English they succeed at slightly lower percentages than students in college math.
- Students progressing from pre-college English to college English succeed at slightly lower rates than students who start off in college level English.

Basic Skills/Developmental Education Monitoring Report (Cycle VII)
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/pre-college preparation?

- Providing more sections of basic skills courses, including offering sections at off-campus locations, has clearly boosted enrollment.
- Students who successfully complete pre-college math appear to have substantially better preparation for college level math than students who start off at college level.
- Aggressive action plans to reduce student withdrawal and failure in INDV 065 and 075 (through use of the Nichols assessment model) appear to have been successful.

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

- There is a gap between pre-college English and college English that needs to be addressed. This issue has been identified as a Title III initiative, and will also be addressed through the pre-college department's assessment process.
- Basic skills enrollments could be enhanced if additional classroom space could be identified (reducing crowding in basic skills classrooms could also increase student retention and success).
- More deliberate bridging between basic skills and pre-college classes could enhance student progression and success. Coordination between the departments is needed to address this issue.

Board Plus/Delta

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

April 19th, 2006

+	Δ

College Outcome:

Community Enrichment

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

Monitoring Report

2001-2005

(Cycle VII)

May 17th, 2006



Community Enrichment: A Monitoring Report

Welcome to “Cycle VII” 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**. This year’s report features information from the 2005 and 2006 transfer alumni follow-up student surveys 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:

- Development of a new program in music, New Directions, as a result of the program review process.
- Continued support and encouragement of the academic achievement of LCC athletes.
- Implementation of web-based job search program in Career and Employment Services.

ATHLETICS

Lower Columbia College features outstanding athletic programs. The Red Devil teams include soccer, volleyball, basketball and softball for women and baseball and basketball for men. In 2004-05, there were 42 male and 53 female student-athletes. In 2004-05, LCC athletics raised a total of \$136,363. They have raised \$107,255 so far this year.

Athletic Team Placings

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Baseball						
Western Division	1st	1st	2nd	1st	1st	1st
NWAACC Conference	2nd	2nd	2nd	2nd	1st	NA
Softball						
Southwest Division	1st	1st	1st	1st	1st	1st
NWAACC Conference	1st	1st	1st	1st	--	NA
Soccer						
Southwest Division	--	--	3rd	3rd	6th	2nd
NWAACC Conference	--	--	--	--	--	8th
Volleyball						
Western Division	3rd	1st	2nd	5th	1st	2nd
NWAACC Conference	--	--	5th	--	--	--
Women's Basketball						
Western Division	6th	6th	2nd	1st	1st	3rd
NWAACC Conference	--	--	--	--	5th	8th
Men's Basketball						
Western Division	2nd	3rd	5th	1st	1st	1st
NWAACC Conference	5th	--	--	1st	1st	2nd

*currently ranked #1 in league

Source: www.nwaacc.org

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

	2000-01	2001-02	2002-03	2003-04	2004-05
Volleyball	2.97	2.74	2.95	2.93	2.77
Soccer	2.99	2.90	3.09	2.66	2.69
Women's Basketball	2.95	2.80	2.50	2.91	3.18
Men's Basketball	2.45	2.51	2.66	2.83	2.46
Softball	2.86	2.55	2.78	2.93	2.87
Baseball	2.74	2.80	2.71	2.78	2.80
All athletes	2.81	2.73	2.76	2.83	2.81
All transfer students	2.82	2.77	2.90	2.72	2.79

Source: LCC Athletics Office, Data Warehouse

- In general, student athletes are performing well academically. For the past two years, student athletes performed better as a group than all LCC transfer students.

Coaches' Recognition

Team—Coach	Year/s
Baseball—Kelly Smith	
Western Division Coach of the Year	1999, 2000, 2001, 2002, 2004, 2005
NWAACC Coach of the Year (baseball)	1995, 1996, 1997, 2005
NWAACC Coach of the Year (all sports)	1998
Softball—Tim Mackin	
Southwest Coach of the Year	2002, 2005
NWAACC Coach of the Year	1994, 1999, 2000, 2001, 2002, 2003, 2004
NFCA* Coach of the Year	2002
Volleyball—Jocelyn Price	
Western Division Coach of the Year	2001, 2004, 2005
NWAACC Coach of the Year (volleyball)	1991
Women's Basketball—Jason Hosenev	
Western Division Coach of the Year	2004
Men's Basketball—Jim Roffler	
Western Division Coach of the Year	1992, 1993, 1994, 1995, 1997, 2004, 2005, 2006
NWAACC Coach of the Year (basketball)	2004, 2005
Athletic Director—Kirc Roland	
NWAACC Athletic Administrator of the Year	2004

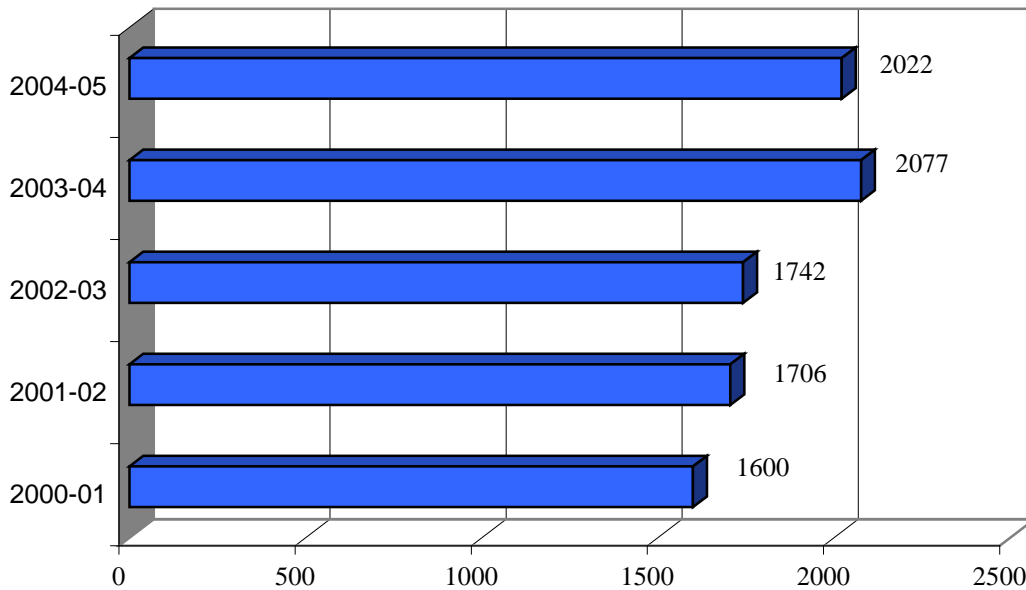
*National Fastpitch Coaches Association

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 typically 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*
- 2004-05 Season: *Art, To Kill a Mockingbird, The Company of Wayward Saints, The Electric Electric House that Jack Built*

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		2004-05	
Fall	26	Fall	38	Fall	33	Fall	38	Fall	25
Winter	31	Winter	33	Winter	18	Winter	48	Winter	29
Spring	34	Spring	45	Spring	46	Spring	37	Spring	23
Total	91	Total	116	Total	97	Total	123	Total	77

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 2004-05, six high schools participated in the festival, which ran for two days.

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

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

Dr. Martin Sherry recently completed work on the curriculum for a new Certificate of Completion and AAS Degree entitled "Contemporary Musicianship and Audio Production." The curriculum was approved by the LCC Curriculum Committee in October 2005. Approved new courses include:

- ▶ MUSC 116/216: Musicum Practicum
- ▶ MUSC 161: Digital Audio I
- ▶ MUSC 162: Digital Audio II
- ▶ MUSIC: 163: Digital Audio III
- ▶ MUSC 181: Contemporary Musicianship and Applications I
- ▶ MUSC 181 IS: The Music and Math Connection
- ▶ MUSC 261: Advanced Audio Production I
- ▶ MUSC 262: Advanced Audio Production II
- ▶ MUSC 263: Advanced Audio Production III
- ▶ MUSC 281: Contemporary Musicianship and Applications III
- ▶ MUSC 282: Contemporary Musicianship and Applications IV
- ▶ MUSC 284: AAS Degree Project

In addition to directing the LCC Symphonic Band Dr. Gary Nyberg organizes the annual High School Honor Band concert, music for the annual LCC commencement exercises, administers the LCC music scholarship awards, and has represented the department on the new building's planning committee.

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. Annual attendance at LCC musical events totals approximately 6500 (excluding Southwest Washington Symphony concerts in which LCC students also perform).

The new Fine Arts Building, scheduled to begin operation in winter 2007, will provide additional performance venues and will contribute substantially to enhanced community enrichment. Music and dance organizations from all over Southwest Washington are already asking for and anticipating the availability of the new facility.

LCC ART GALLERY

Summary of LCC Art Gallery events for the academic year 2004-05:

The LCC Art Gallery exhibits for the academic year have included exhibits by a printmaker whose work had been chosen for the new Main Addition through the Art in Public Places Program of the Washington State Arts Commission, works celebrating an ancient forest, pottery by three of Oregon's top clay artists, both professional and personal work by a prominent commercial photographer, and a collection of works joined by the theme of the passage of time. 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 28 – October 21, was "Time Variable Art". This exhibit was first shown in the Blackfish Gallery in Portland in the late summer of 2003. Curated by Stephan Soihl, the exhibit featured works by 13 artists in a wide variety of media. Among the featured works were a giant mechanical hand that waved a greeting as visitors activated its mechanism by entering the gallery, paintings, sculptures, several conceptual installations, and selections from LCC art faculty member Rosemary Powelson's project, "Dawn and Dusk".

Running from November 3 - 30, the second exhibit, "Northwest Prints and Pottery", featured prints by Bill Colby of Tacoma, retired University of Puget Sound Professor of Art and one of the artists whose work was chosen for the new Main addition under the Art in Public Places Program. His prints evoke the atmosphere and spirit of the Pacific Northwest using the techniques of intaglio etching, stone lithography, silkscreen, and woodcuts. Also featured were prominent Oregon ceramic artists Richey Bellinger, Partick Horsley, and Craig Martell, all of whom have conducted workshops in the LCC ceramics studio during the past few years.

The annual Student Pottery Holiday Sale was held in the art Gallery December 7.

January 11 – Feb. 3, the Gallery hosted "Michael Jones Photography", an exhibit of work by Portland commercial photographer Michael Jones. The exhibit showed both the variety of work that comes his way as a professional photographer, and photography that he does for his own artistic expression. The exhibit was a fine opportunity for students to see how a professional photographer works. Jones has been exceptionally generous with the LCC Photo Club by hosting them in his studio, explaining his work, and encouraging the students to experiment with his equipment and studio facilities. He also gave a public artist's talk about the exhibit.

Paintings by Carola Penn and a major installation inspired by the forest in the Yale Valley near the home of artist Julia Stoll occupied the gallery February 15 – March 10 in an exhibit entitled "Material/Ethereal". Stoll used cut-outs from newspapers and phone books depicting elements of the forest integrated with raw materials from the forest in an airy architecture of bird netting, yarn, fish line and transparent fabric designed to inspire viewers to contemplate the multiple uses of the forest and its importance in our lives. Carola Penn began painting the Yale Valley Forest eleven years ago. She emphasizes the ecology of the area by attracting attention to its beauty in order to reinforce the

determination to preserve it. The artists met with students during the exhibit to answer questions and describe their creative processes. Julia Stoll’s family’s foundation partnered with LCC to purchase one of Carola Penn’s paintings, “Uprooted”, for the LCC Permanent Collection.

During winter quarter finals week and Spring Break, March 21 – April 3, The Columbian Artists Association, a community organization of professional and amateur artists, held their 29th 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 held May 12 – June 2. The popular Student Pottery Sale was held in conjunction with the Student Show Opening. Approximately 400 works by 150 student artists from art appreciation, drawing, painting, design, photography, ceramics, and Photoshop design classes were displayed.

The LCC Photo Club displayed the results of their year-long photo essay project on “War” in the Art Gallery June 6-10. Attendance figures are unavailable.

Attendance at Art Exhibits in 2004-05	
Time Variable Art	611
Northwest Prints and Pottery	662
Michael Jones Photography	638
Material/Ethereal	541
Annual Student Art Show	1,335
TOTAL	3,787

Historical Attendance at Art Exhibits				
Year	2001-02	2002-03	2003-04	2004-05
Total Attendance	2,154	3,728	3,550	3,787

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
African American History Month Lecture Carl Mack	Aquamiel	Blood Drives	Harvestfest Family Fun Night	Forensics Club – Regional & National Debate Participants	Katrina Relief Fundraiser
African American Film Festival	Sittser	Meth Awareness Forum	Karaoke	Drama Club – Productions and One Act Plays	Community House Food Contributions
U.S Secretary of Education Rod Paige Lecture	Jason Deshaw	Massage Therapy	Karith Foster – Comedian	Multicultural Club – Intercultural Week and Dances	Habitat for Humanity Project
Native American History Month Program Jack Gladstone	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
DebbieWooten– Disability Awareness Month Lecture	Symphonic Band	Planned Parenthood Information	Back to School Week Activities	Slip Club – Pottery Exhibition and Pottery Sale	Emergency Support Shelter Fundraiser
Inside Iraq – The Untold Stories Lecture/Film	Rhythm Culture	Pandemic Flu Forum	Winter Festival	Student Nurses Organization – Health Fair	
Bill Vest Lecture– Ronald Takaki	Honor Band Concerts	Domestic Violence Forum	Red Devil Days	Photo Club – Photo Exhibition	
	Raining Jane	Stop Smoking Forum	Drive Inn Movie	Literature Alive – Salal Arts Festival	
			Pool Tournament	Poets and Writers Club – Poets Competition	
			Ping Pong Tournament	Salal Review Publication	
			Parents Night Out Dinner and Movie		
			Spring Arts Festival		
			Hypnotist		

Source: LCC Office of Student Activities

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

COMMUNITY 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. The Senior Studies program will assume its new name—**Prime Time**—in the near future.

Duplicated Headcount in Senior Studies Classes					
	2000-01	2001-02	2002-03	2003-04	2004-05
Summer	86	92	78	--	27
Fall	330	387	296	186	321
Winter	472	466	271	373	437
Spring	359	382	180	243	279
Total	1,247	1,327	825	802	1064

Source: Data Warehouse

- Enrollment in Senior Studies increased by nearly a third (32.7%) between academic year 2004-05 and the year before.

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

Duplicated Headcount in Community Education Classes					
	2000-01	2001-02	2002-03	2003-04	2004-05
Summer	92	71	54	84	113
Fall	267	399	285	273	153
Winter	177	378	145	178	234
Spring	305	329	184	174	302
Total	841	1,177	668	709	802

Source: DATA KR-RAY, Administrative Unit "8W" excluding customized education courses

- Enrollment in Community Education increased 13% between 2003-04 and 2004-05.

Student Satisfaction with Community Education Courses
 Rated on a scale of 1 to 10, with 1 being “poor” and 10 being “great”

	Average Score
CONTENT	
Course information was well organized.	9.72
Information was presented at the right level for the students in the class.	9.63
Handout materials supported the subject matter.	9.72
Information discussed in class helped with understanding.	9.70
Visual aids used effective.	9.32
Small group activities were effective.	9.70
PRESENTATION	
Effective presentation style.	9.73
Presenter's knowledge of the subject.	9.84
Presenter covered the material clearly.	9.80
Presenter responded well to questions.	9.84
Overall, this class met my expectations.	9.76
OVERALL	9.71

- ▶ Community Education students overall were least satisfied with “visual aids were effective” and most satisfied overall with “presenter responded well to questions.”

HEAD START/ECEAP

Lower Columbia College Head Start/ECEAP is a federal and state funded program for at risk low-income children and families in Cowlitz County. There are five specific sites that children are served: Castle Rock Elementary, Barnes Elementary, Wallace Elementary, Broadway Learning Center and the LCC Campus. Comprehensive services are provided to both the children and parents who participate in the program. These services include the following:

Total Enrollment: Head Start and ECEAP

2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
390	414	346	346	346	364

Source: LCC Head Start Office

Early Childhood Education

- **Currently there are two models of early childhood education for children. The first is a Full Day/Full Year model where children attend school from 7:30 a.m. – 5:30 p.m. (Parents must qualify for State DSHS Working Childcare Connections for this model). The second model is our traditional center based model, where children attend three or four days a week for 3.5 hours.**
- One - two home visits and two parent/teacher conferences are completed by the lead teachers on each child to share information on the child’s growth and development and to model for families ways they can work with their child to help develop certain readiness skills.
- Each child is administered a Dial- 3 developmental screening in the fall of each year to determine if there are any concerns regarding developmental delays. If there are they are referred for further assessment with the School districts or ESD 112. Currently, there are 65 children with special needs being served throughout the program.
- Each child is administered an ongoing assessment three times a year to monitor and track the developmental progress for mandated education outcomes. This information is shared with the incoming public schools as children are transitioned to Kindergarten.
- A Devereux (DECA) Behavioral Assessment is completed twice a year to monitor each child’s growth in the areas of initiative, self-control, attachment and severe behavioral issues. This is also completed by the parent and results are discussed at each conference.
- The DLM Early Childhood Express Curriculum, is a research based early childhood curriculum that focuses on literacy, language, vocabulary and pre-math is currently being piloted by 8 Head Start/ECEAP teachers. Next year two more teachers will be also using this curriculum.

Parent Involvement

- Parents participate in monthly parent meetings, program sub-committees and volunteer in the classrooms/field trips and community events.
- Each classroom elects a parent representative to be part of our Policy Council each year. The Policy Council is made up of 26 parents, six community representatives and seven officers.
- Parents are involved with teachers in weekly curriculum planning.
- Special Programs for parents that are offered are on site GED classes, ESL classes, Kids and Dads Groups and the Parent Opportunity Program (POP)
- The LCC Nursing Department collaborates with our program by having nursing students do parent seminars and education presentations in the classrooms for our children.

Social Services

- Family Advocates complete three home visits a year on each family. These home visits allow the staff to develop a relationship and assist the family in setting goals, provide crisis intervention if needed and connect the family to community resources.
- Family Advocates have provided parenting classes and support groups this year for parents. Some of these groups were: *Love and Logic*, *How to Talk so Kids will Listen and Listen so Kids will talk*, and a *Special group for our Spanish speaking families*.

Health/Nutrition

- Children receive one to two snacks and lunch each day.
- A Nutrition Assessment is completed on each child yearly with follow-up by a registered dietician. This is to ensure that there are no concerns regarding anemia or obesity. The dietician shares the results with the parent and assists the parent as needed.
- A hearing and vision screening is completed on each child at the beginning of the year. If there are any concerns, the child is referred to a medical professional.
- A registered nurse, who is the Health Consultant, is available to address any medical concerns regarding the children that we serve.
- A physical and dental exam is completed on each child within 90-days of the child's first day of attendance.
- Ongoing health and safety information is provided to staff and parents and assistance is provided to parents if there are any barriers to services.
- The Behavior Interventionist observes each classroom twice yearly and works with teachers, children and parents regarding children that have challenging behaviors.

New Programs This Year

1. **Oral Health Initiative**, which is a three year grant to assist with oral health services for our Head Start enrolled children and the siblings. This grant will also work with pregnant mothers, provide parenting education and work at developing collaborative relationships with the dental community. Shelley Guinn, our new Dental Hygienist has been hired to initiate this grant.

- 2. Positive Behavior Intervention Specialist Program**, which is funded through the United Way. This position is currently a contracted position with Progress Center. The Behavior Intervention Specialist completes classroom and individual observations, coaches and mentors teachers and parents, develops positive behavior plans and works with the mental health agencies, local school districts and medical personnel to provide wrap around services for those children with more serious harmful behaviors. This year the Behavior Intervention Specialist has been working with 102 children and families.

LCC Head Start/ECEAP received several grants in 2005-06 in addition to their regular funding sources, including:

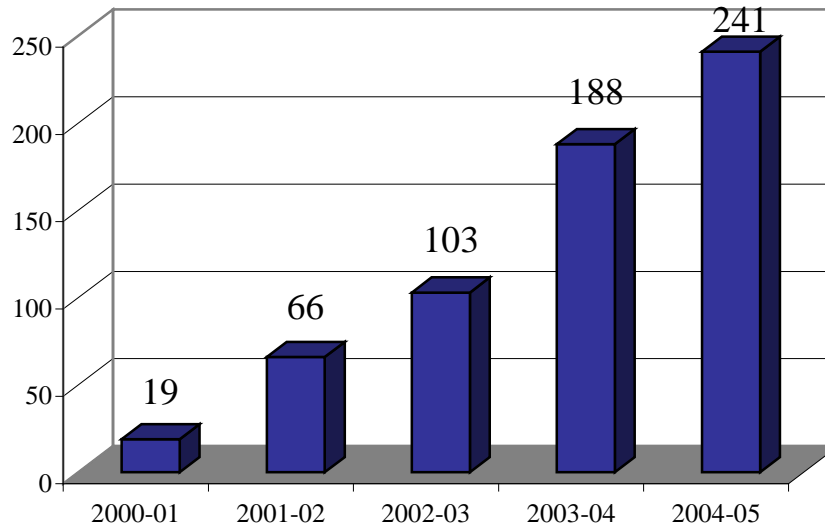
- Longview Junior Service League (\$4,500) to purchase two audiometers to assist with hearing screenings.
- Children's Community Resources (\$750.00) to assist with any medical/dental needs of the children that are not insured.
- Kiwanis Club (\$800.00) to be used to purchase curriculums for classrooms.
- Weyerhaeuser Foundation (\$15,000) to be used to help purchase a bus for ECEAP.
- SW Community Foundation (\$4,000) to be used to support our Fatherhood program.
- Community Network (\$5,000) to be used towards our Behavior Intervention Program.
- ECEAP Supplemental Grant (\$95,000) to be used to serve 18 additional children and families in Longview.
- Wollenberg Foundation (\$30,000) to be used for unfunded program operations.
- Oral Health Initiative Grant (\$350,000) over the course of three years for oral health needs of the children we serve, siblings and pregnant mothers.
- United Way (\$19,870) for a .5 Behavior Intervention Specialist.

The continued challenge facing Head Start is the unfunded federal mandates that the program is required to adhere too, increased costs in health insurance for classified and exempt staff for both Head Start and ECEAP and reductions in the Head Start Budget. For 2006-07 there is a 1% reduction in the Head Start grant.

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 that Enrolled at LCC



Source: LCC Tech Prep Office

- The number of Tech Prep students enrolling at LCC increased 28.2% between 2004-05 and 2003-04.

Total Number of Students that have Earned Articulated Credits through LCC	
2001-02	121
2002-03	562
2003-04	383
2004-05	608

- The number of students earning articulated credits through LCC in Tech Prep increased 58.7% between last year and the year before.

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 no longer a WorkSource affiliate.

Participation Rates: Career and Employment Services

	2004-2005		2005-2006	
	Students Visiting Career Center (all)	Fall	712	Fall
	Winter	666	Winter	728
	Spring	428	Spring	*
Individuals Using Career Center (unduplicated)	Fall	187	Fall	295
	Winter	172	Winter	232
	Spring	99	Spring	*
Instructor Requests For Career Services	Fall	20	Fall	29
	Winter	18	Winter	20
	Spring	18	Spring	*

*Figures not yet available

Source: LCC Career & Employment Services Office

- Fall quarter foot traffic in the Career and Employment Services Center increased 17% between fall 2004 and fall 2005.
- Unduplicated headcount of students using the Career and Employment Services Center increased 58% between fall 2004 and fall 2005.
- Instructor requests for Career Services increased 45% from fall 2004 to fall 2005.

HIRE CONNECTIONS

LCC's Career and Employment Services Center implemented a new multi-functional, web-based job search program in 2005-06. Usage figures for 2005-06 will provide a baseline for future monitoring reports.

	2005-06	
	Employers Registered (new)	Fall
	Winter	45
Jobs Posted	Fall	93
	Winter	136
Student Registrations (new)	Fall	183
	Winter	180
Student Registrations with Resume (new)	Fall	47
	Winter	33
Employer Requests to View Resumes	Fall	195
	Winter	237

CITIZENSHIP
(Key Performance Indicator)

Transfer Student Alumni Survey

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.

Did you vote in the last general election?		
	YES	NO
2004-2005	83.0%	17.0%
2005-2006	78.7%	21.3%

Do you subscribe to a newspaper or news magazine?		
	YES	NO
2004-2005	48.2%	51.8%
2005-2006	54.1%	45.9%

Have you donated anything to any charitable organization in the past year?		
	YES	NO
2004-2005	73.2%	26.8%
2005-2006	83.6%	16.4%

Have you attended any cultural or sporting events in the past year?		
	YES	NO
2004-2005	80.4%	19.6%
2005-2006	83.6%	16.4%

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%
2005-2006	68.9%	31.1%

- The most notable increase in LCC student alumni behavior from 2004-05 to 2005-06 is an increase of over 10% in charitable giving. This upsurge may be related to Hurricane Katrina. There was also an increase in the number of students reporting that they subscribe to a newspaper or news magazine.

Additional Areas in Which LCC Enriched the Community:

- The college hosted a community **Salmon Bake** in October 2005. Hundreds of community members visited the college and enjoyed outstanding entertainment, fresh grilled salmon, and were treated to two dozen hands-on teaching demonstrations by local faculty.
- **The Salal Review** is an annual journal publication sponsored by LCC that features the work of local authors and artists, including community members, LCC students and staff. *The Salal Review* won first place as the best Small College Literary Magazine in the Pacific-Western Division of the national Community College Humanities Association for 2005.
- LCC hosts a **Career and Employment Fair** every spring for students and community members. The fair features local employers and informational workshops. This year's workshop, the tenth annual, brought about 600 attendees to campus despite an unanticipated snow storm.
- LCC hosts a **Sophomore 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.
- **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.
- The **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 and continues to grow in terms of regional and national recognition.
- LCC regularly hosts the **High School Knowledge Bowl** on campus.
- 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 VII)

Comments from the Review Team

May 17th, 2006

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

- Performance in LCC athletics, both on the field and academically, is incredible.
- New initiatives at Head Start are noteworthy.
- The number of community service projects LCC staff engage in over the course of a single year is amazing.
- New music program looks very promising.
- The number and quality of speakers and events offered through Student Activities is impressive.

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

- Would like to see more LCC alums engaging in volunteer activities.
- The number of alums who read newspapers or news magazines seems low; possibly need to revise question to include on-line news sources.
- Overall g.p.a. of all transfer students should be higher.
- Would be nice to see attendance figures for music and student activities/events in future reports.

-

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
May 17th, 2006

+	Δ

Expected College Outcome: Customized Education Monitoring Report

2001 – 2005
(Cycle VII)

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

→ Lower Columbia College
Strategic Plan, 1999-2004

December 21st, 2005



Customized Education: A Monitoring Report

Welcome to “Cycle VII” 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. 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:

- Ongoing efforts to consolidate and focus customized education efforts in targeted areas, including pre-employment testing (WorkKeys) and Workplace Skills Certificates
- Development of new assessment indicators to track progress in the pre-employment testing area
- Development of focused partnerships related to Workplace Skills Certificates, including the proposed retail management certificate
- Strengthening of the college’s partnership with the Workforce Development Council and Economic Development Council, increasing the college’s role in strategic planning for recruitment of businesses to the area

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

Student satisfaction is the only aspect of client satisfaction addressed in this report. The last employer satisfaction survey in the area of customized education was conducted in winter 2004, with results presented in last year's Monitoring Report. Planned staffing reductions in this area have made it more difficult to conduct employer assessment, a labor intensive endeavor.

Student Satisfaction

Summary of Student Evaluations – Online Courses

Summary of 2004-05 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 47 students.

	Aggregate Score
Q1: Instructor's knowledge of subject matter	3.68
Q2: Instructor's writing style	3.36
Q3: Quality and effectiveness of discussion area responses	3.33
Q4: Timeliness of discussion area responses	3.15
Q5: I would recommend this instructor to others	3.60
Q6: Ability of lessons to meet your interest and needs	3.49
Q7: Typographical and grammatical errors in lessons	3.31
Q8: Topicality and completeness of lessons	3.30
Q9: Length of lessons	3.30
Q10: Usefulness of assignments and quizzes	3.43
Q11: I would recommend this course to others	3.59

- * 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.
- * Students were LEAST satisfied with the timeliness of discussion area responses.

Ed2Go courses evaluated in 2004-05 include:

- | | |
|--|--|
| <ul style="list-style-type: none"> * Introduction to Microsoft Word * Administrative Assistant Fundamentals * Medical Terminology * Performing Payroll in Quickbooks * The Keys to Effective Editing * Intermediate Microsoft Word * Photoshop Elements for the Digital Photographer * Introduction to Microsoft Access * Keys to Effective Communication * Introduction to Quickbooks * Six Sigma: Total Quality Fundamentals * Microsoft Access, Intermediate * Becoming a Grant Writing Consultant * Writing Effective Grant Proposals * Introduction to Microsoft Excel | <ul style="list-style-type: none"> * Paralegal Certificate Program * Secrets of Better Photography * Advanced A+ Certification * GED Preparation * Assisting Aging Parents * LSAT Preparation * Write Like a Pro * Get Funny! * Intro to PrintShop Deluxe * Designing Effective Websites * Wow, What a Great Event! * A to Z Grantwriting * Write Your Life Story * Introduction to Quicken * Advanced Microsoft Word |
|--|--|

Summary of Student Evaluations – Courses taught in the classroom

Summary of 2005 courses taught in the classroom rate instruction in two areas, content and presentation, on a scale of one (lowest) to ten (highest). This data represents feedback from 124 students taking a variety of courses in 2005.

CONTENT	Average Score
Course information was well organized.	9.60
Information was presented at the right level for students in the class.	9.63
Handout materials supported the subject matter.	9.32
Information discussed in class helped with understanding.	9.65
Visual aids used were effective.	9.69
Small group activities were effective.	9.80
PRESENTATION	Average Score
Effective presentation style.	9.80
Presenter’s knowledge of the subject.	9.91
Presenter covered the material clearly.	9.85
Presenter responded well to questions.	9.74
Overall, this class met my expectations.	9.75

Students were extremely satisfied with the instruction received in the classroom setting.

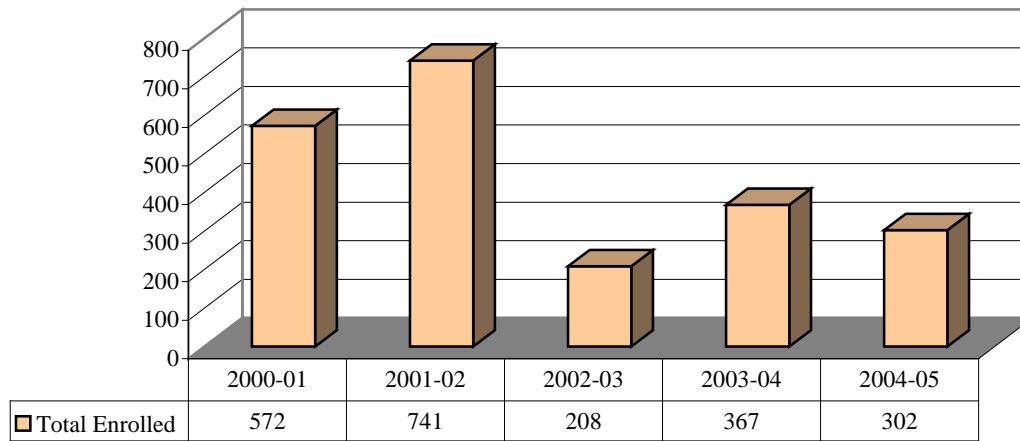
Students were MOST satisfied with the presenter’s knowledge of the subject.
 Students were LEAST satisfied with handout materials (in support of subject matter).

When asked whether or not they would take another course from the same instructor, an overwhelming majority—98%—said they would.

EDUCATION & TRAINING

Interactive Multimedia Classes

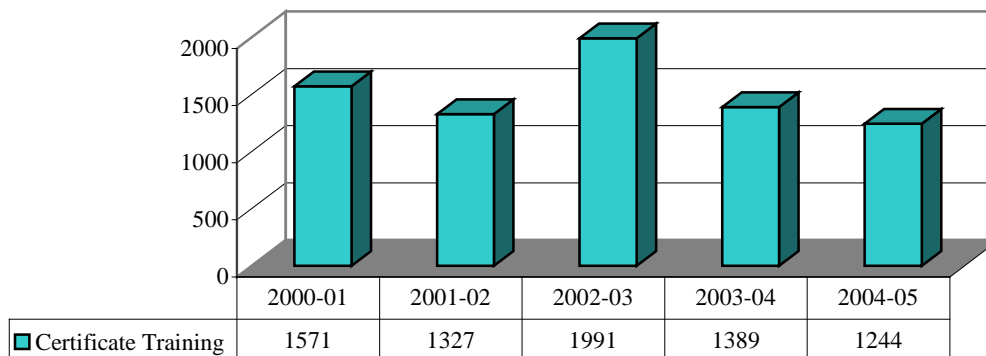
CD-Rom based training designated mostly for people working in the industrial sector.



- Enrollment in interactive multimedia classes decreased by 18% between 2003-04 and 2004-05.
- Factors contributing to the decline in this area include: closure of two facilities that had previously used the service extensively; closure of the Don Talley computer lab dedicated to open enrollment; realignment of LCC's business outreach focus; and changes in lead staff.

Certificate Training and Professional Development

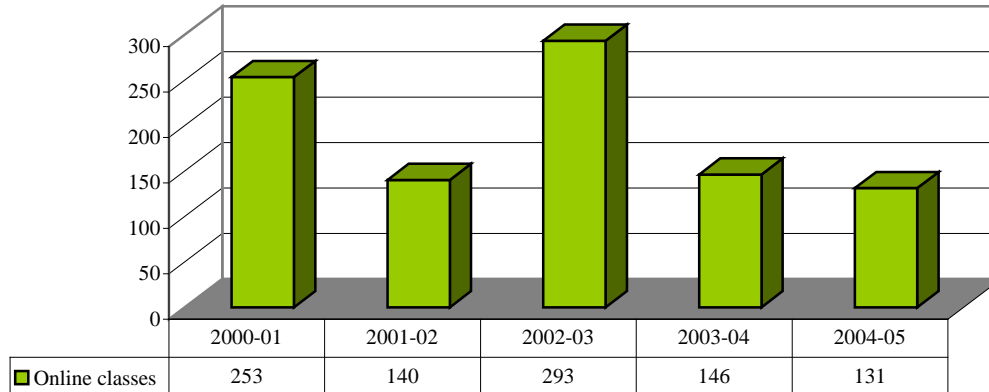
Based on community demand, LCC offers a wide variety of professional development, and special, short-term certificates that may be required for specific employment.



- Certificate Training and Professional Development courses include: Flagging, NEC Code, Grounding, MACRO (HVAC continuing education), Care Giving Fundamentals, Care Giving Continuing Education, Nurse Delegation, Real Estate Training, Spanish in the Workplace and Wildland Fire Certification.

Online Classes

These non-credit online courses, called Ed2Go, are open to anyone looking to upgrade their skills. Over 300 courses in a variety of fields are offered.

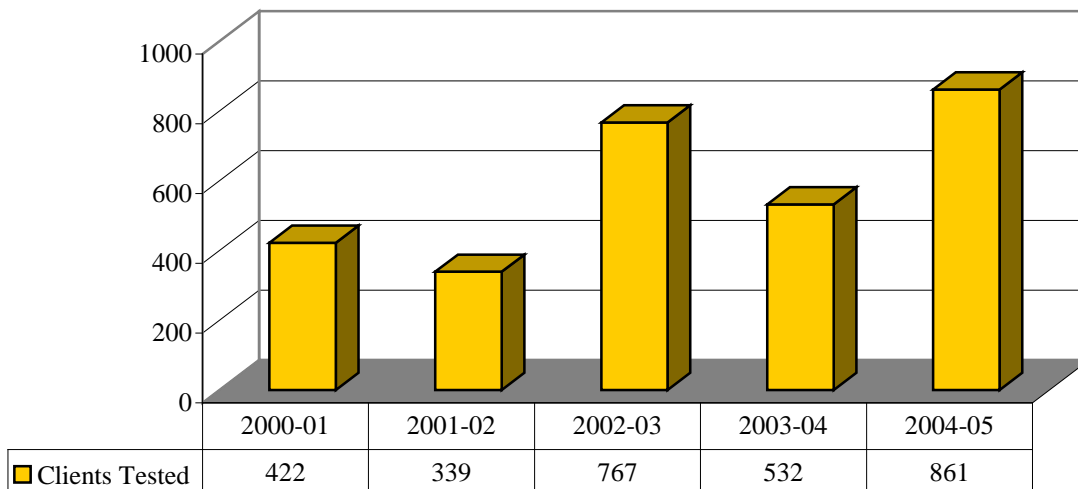


- Declining enrollment in on-line classes can primarily be attributed to decreasing interest in computer-related courses (reflective of state and national trends).

TESTING

1. Pre-Employment Testing

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

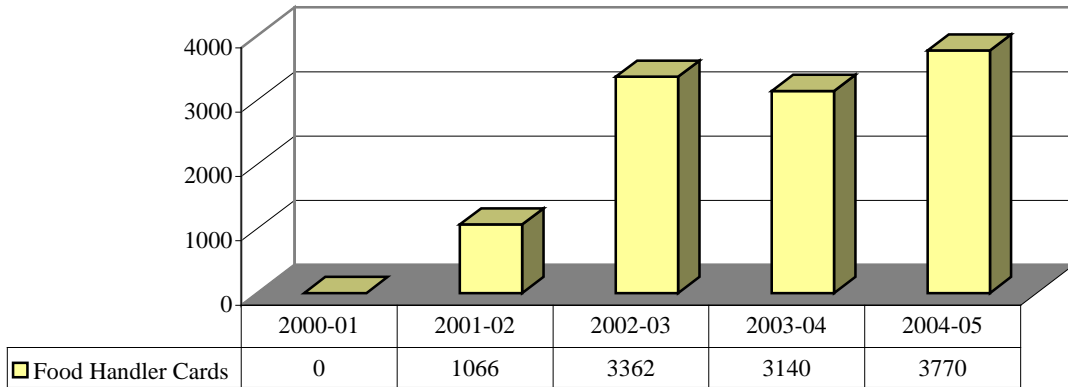


- The number of clients served through pre-employment testing increased by 62% between 2003-04 and 2004-05.
- Most tests are administered by Student Services staff, via the Testing Office (housed in the Admissions Building). Tests are also given once a week at the Employment Security office, through 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. LCC is also providing scoring for Clark College. Clark has become a licensed Work Keys service center.

2. Food Handler Card Testing

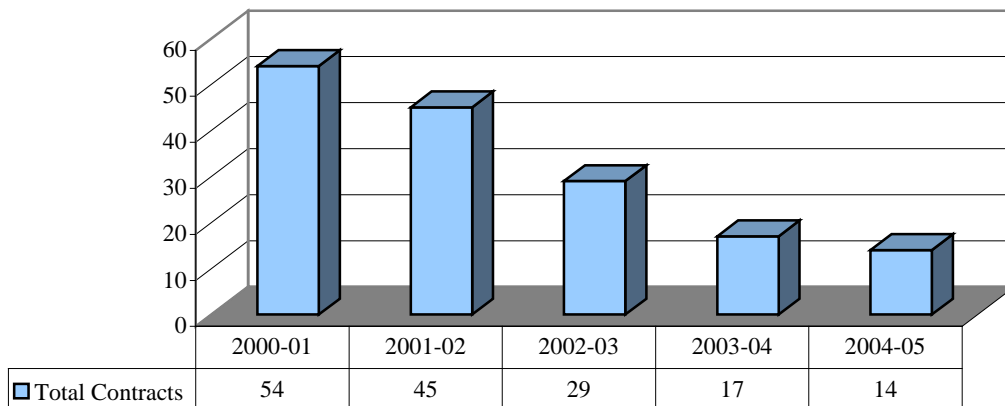
Training and testing carried out under contract with the Cowlitz County Health Department that provides basic instruction on safe food handling practices (offered in Longview and Woodland). Also administered by Student Services staff via the Testing Office. Note: Woodland figures not included.



- Food Handler Card Testing continues to fill an important community need, with close to 4,000 individuals participating in 2004-05.

CLIENT CONTRACTS

LCC provides a variety of specialized testing and training contracts to companies, government agencies and organizations in the Southwest Washington region.



- 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).

- Methodology has also changed in this category. Previously, Ed-2-Go enrollments that were paid by the employer would have been counted as a contract. Reductions in staffing have made this type of tracking infeasible.

CLIENT CONTRACTS--WOODLAND

In addition to the client contracts reported above, a number of contracts and trainings were coordinated out of the Woodland campus, including:

- Two trainings for the Cowlitz County Sheriff's department on domestic violence (connected to a STOP grant): 112 participants
- Justice and Hope Conference: 168 participants
- Spanish for Educators, woodland School District: 17 participants

In total, 297 individuals participated in 31.5 hours of training.

Lower Columbia College
Customized Education Monitoring Report (Cycle VII)
Comments from the Review Team
December 21st, 2005

In what areas has LCC done a good job in providing customized education for the community?

- Given the fairly steep reductions in staffing, a phenomenal level of service has been maintained
- Staff seem to be doing a good job in terms of developing and keeping relationships with community and business partners
- Significant increases in testing have been handled efficiently, with no corresponding staffing increases

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

- Development of more “hybrid” courses, including both online and classroom components, would benefit both the college and the community—especially if current LCC faculty are utilized and students are given the option of receiving credit for the training
- We should continue to develop our flexibility in terms of course delivery, including reducing our response time and providing incentives for faculty to develop innovative delivery modalities
- The more we can do to collaborate across campus in terms of customized education, the better our service delivery will be

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
December 21st, 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 VII)

2001 – 2005

June 21st, 2006



Institutional Excellence: A Monitoring Report

Institutional Excellence

Welcome to Cycle VII 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**. 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:

- Two new baccalaureate opportunities were developed for LCC students, including a 2 + 2 program in Early Childhood Education with City University and an on-line transfer opportunity for Franklin University
- A new one-year retail management certificate was developed in partnership with the Western Association of Food Chains (currently scheduled to start in fall 2006)
- Training and professional development opportunities for faculty and staff increased, including training on how to use LCC’s course management system (ANGEL)
- A new Evening Degree Program for transfer students who work during the day was designed (currently scheduled to start in fall 2006)
- LCC successfully completed its five-year accreditation visit in November 2005 with no formal recommendations, due in part to institutional assessment demonstrated in the annual monitor reporting process

Student Persistence and Performance (Key Performance Indicator)

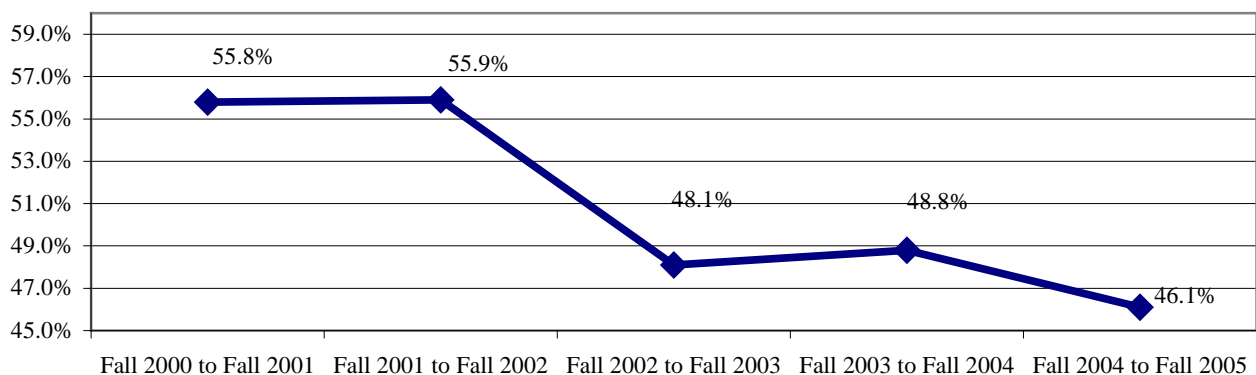
One of the ways to check the health of the institution is to observe how many first-time, new students are retained from their first fall quarter to the following year's fall quarter. The tables below present retention data for students who plan to attend long enough to complete a degree or certificate.

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

	Fall 2002 to Fall 2003			Fall 2003 to Fall 2004			Fall 2004 to Fall 2005		
	Students	Retained	%	Students	Retained	%	Students	Retained	%
First-time new students	291	140	48.1%	254	124	48.8%	295	136	46.1%
First-time new students taking courses related to current or future work	124	60	48.4%	149	76	51.0%	91	42	46.2%
First-time new students transferring to a 4-year college	99	50	50.5%	101	52	51.5%	75	42	56.0%
First-time new students seeking high school diploma or GED certificate	4	2	50.0%	1	1	100%	11	1	9.1%
First-time new students exploring career direction	7	2	28.8%	15	6	40.0%	14	4	28.6%
First-time new students enrolled for personal enrichment	8	6	75.0%	4	2	50.0%	2	0	--
"Other" first-time new students	11	5	45.5%	23	13	56.5%	12	6	50.0%
First-time new students no response	38	15	39.5%	89	50	56.2%	82	37	45.1%

- Fall-to-fall retention of all new students dipped slightly from last year to the year before.
- Retention of new transfer students increased 4.5%, from 51.5% to 56.0%.
- Over five years, fall-to-fall retention declined 9.7% (see below).

Five year trend data: fall-to-fall retention of new students



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

	Fall 2002 to Fall 2003			Fall 2003 to Fall 2004			Fall 2004 to Fall 2005		
	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	291	140	48.1%	254	124	48.8%	295	136	46.1%
Male	120	53	44.2%	115	62	53.9%	120	44	36.7%
Female	169	87	51.5%	139	62	44.6%	166	88	53.0%
All Students of Color	25	10	40.0%	25	15	60.0%	40	13	32.5%
Caucasian	257	126	49.0%	225	108	48.0%	241	115	47.7%

Source for both tables: Data Warehouse

- In a reversal from the prior year, male students persisted at substantially lower rates than their female counterparts from fall 2004 to fall 2005. This disparity was also reflected in a recent study of students put on academic probation or suspension, which indicated that young males are most at-risk of not succeeding.
- Students of color persisted at lower rates than Caucasian students; however, small numbers make comparisons problematic.

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.

	Lower Columbia College				System Averages		
	Degrees & Cert.	% Of Color	% Disabled	% Female	% Of Color	% Disabled	% Female
2000-01	504	9.2%	7.6%	63.1%	21.1%	5.4%	56.5%
2001-02	656	8.8%	7.9%	66.4%	22.8%	5.4%	58.4%
2002-03	663	7.0%	7.7%	65.6%	22.0%	5.3%	57.8%
2003-04	859	8.0%	4.0%	58.6%	25.8%	5.3%	58.2%
2004-05	894*	8.1%	3.0%	57.4%	26.0%	5.6%	60.1%

Source of data: LCC Registration Office (number of LCC degrees and certificates), SBCTC Academic Year Report

**in 2004-05 LCC granted 415 associate degrees, 129 certificates of one year or more, and 350 short-term certificates

- A large number of short-term certificates granted in 2004-05 (350) contributed to the growth in degrees and certificates awarded by four percent from the prior year.
- LCC graduated slightly fewer females than the system average in 2004-05.

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.

Proportion of Students who Agreed or Strongly Agreed with the Following Statements

	2001	2002	2003	2004	2005
LCC prepared me well for my next step—continuing my education, work or both.	88.8%	84.2%	89.5%	82.9%	84.9%
I participated in meaningful learning experiences at LCC.	81.6%	84.1%	88.8%	85.9%	86.3%
I received high quality instruction in classroom settings at LCC.	84.0%	81.7%	81.7%	80.9%	88.4%
I was treated with respect as a learner.	84.0%	84.6%	90.2%	83.9%	93.2%

- In general, nearly nine out of ten LCC graduates report satisfaction with the preparation they received at LCC as well as the experiences they had here.
- On average, graduates report the highest level of satisfaction with the question, “I was treated with respect as a learner.”

Student Services Survey

The Student Services Survey is administered on campus every spring quarter. The on-line survey is accessible through the LCC homepage. The survey is heavily marketed for one week in May through face-to-face contact by student recruiters canvassing the campus. Four hundred two current LCC students took the survey in May 2006.

Summary: Percent of Students who Agreed or Strongly Agreed	2003	2004	2005	2006
For my first quarter, my (entry) advisor was knowledgeable and helped me select appropriate classes.	68%	78%	78%	78%
The information/ service I received from the Registration Office was accurate.	88%	93%	92%	89%
LCC provided me with the information I needed prior to enrolling.	65%	80%	73%	80%
The cultural activities offered on this campus have helped me to view people who are different from me in a positive way.	--	--	--	70%
I feel safe walking the LCC campus during the day.	--	98%	95%	97%
I feel safe walking the LCC campus at night.	--	75%	74%	70%
In general, I found the grounds at LCC to be well maintained.	--	--	97%	98%
In general, I found the facilities at LCC to be well maintained.	--	--	97%	95%
I am treated with courtesy and respect when I use services at LCC.	86%	94%	93%	92%

- Students are highly satisfied with the LCC grounds and facilities, and feel very safe walking the campus during the day.
- More than nine out of ten students report being treated with courtesy and respect at LCC.

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, which operates in fall, winter and spring quarters.

First-to-Second Quarter Retention Rates (New, Degree and Certificate Seeking Students)

		Full-time (10+ cr)	Part-time (1-9 cr)	Combined
2005-06	Fall 05 – Winter 06	82%	73%	79%
2004-05	Fall 04 – Winter 05	89%	51%	81%
2003-04	Fall 03 – Winter 04	83%	54%	78%
2002-03	Fall 02 – Winter 03	85%	69%	82%
2001-02	Fall 01 – Winter 02	85%	59%	81%

- The combined full- and part-time retention rate has averaged about 80% for the past five years.

Running Start Program

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

Running Start Student Satisfaction Survey (administered annually each spring)

	2003	2004	2005
Percent of students reporting that they would “do it all over again” if they had the opportunity to participate in Running Start again.	93%	94%	93%
Percent of students reporting that their main reason for participating in the program is to save money on their college education.	36%	31%	28%
Percent of students reporting that they met or partially met their objectives in the Running Start program.	96%	94%	96%
Percent of students reporting that their opinion of LCC improved as a result of participating in the program.	61%	70%	61%
Percent of students reporting that “fear of missing out” is a potential obstacle for students eligible to participate in Running Start.	41%	68%	10%

- More than nine out of ten students say they would participate in the program again if they could do it all over again.

Running Start Program
Student Academic Performance by Discipline

	2003-2004		2004-2005	
	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	100%	86%	71%	88%
Admin. of Justice	89%	89%	88%	80%
Anthropology	100%	76%	100%	84%
Art	100%	83%	78%	88%
Astronomy	100%	89%	100%	93%
Biology	90%	83%	80%	82%
Business Admin.	78%	83%	89%	89%
Business Technology	94%	78%	100%	81%
Chemistry	89%	80%	72%	87%
Computer Info. Sys.	70%	81%	84%	84%
Drama	100%	82%	100%	91%
Economics	61%	81%	71%	86%
English	75%	76%	77%	77%
French	94%	100%	91%	78%
Geology	73%	92%	78%	84%
History	76%	79%	73%	79%
Health	96%	92%	100%	87%
Humanities	100%	96%	92%	95%
Mathematics	87%	73%	78%	75%
Music	83%	90%	95%	95%
Oceanography	71%	73%	67%	60%
Physical Education	90%	93%	92%	95%
Philosophy	87%	84%	92%	86%
Physics	96%	94%	100%	98%
Political Science	86%	83%	86%	92%
Psychology	91%	91%	90%	89%
Sociology	90%	89%	71%	87%
Spanish	77%	71%	79%	81%
Speech	97%	89%	93%	93%
Welding	100%	80%	100%	81%
ALL	83%	80%	83%	83%

- Although Running Start students have a long history of performing better academically than their non-Running Start peers, the performance was virtually identical in 2004-05 at 83% and 83%.
- Calculations exclude withdrawals.

Faculty/Staff Satisfaction and Morale (Key Performance Indicator)

2004-05 Higher Education Research Institute Faculty Survey

This was the first administration of the HERI Faculty Survey at Lower Columbia College. A faculty group was convened to discuss the results and implications of the survey. 2004-05 data will serve as a baseline. The College plans to administer the survey again in 2007-08.

HERI Survey Highlights (FT = full-time, PT = part-time)

- One-third of LCC FT faculty are currently pursuing master's degrees.
- More than half—52.4%—of LCC's male FT faculty were appointed 20 years or more ago.
- FT LCC faculty are more likely to be tenured than faculty from other public 2-year institutions (58.6 vs. 39.8%).
- FT faculty at LCC have received more awards for teaching than their public 2-year comparison group (54.4 vs. 47.0%).
- Union membership is slightly higher than the public 2-year comparison group for FT faculty (63.8 vs. 47.2%).
- 17.2% of FT Faculty plan to retire within the next three years (25.0% of PT faculty).
- FT faculty are more likely to have team-taught a course (54.3 vs. 31.7%), but less likely to have taught a course via the Internet (19.0 vs. 21.8%) than their peers at 2-year public institutions.
- A substantially higher proportion of full-time faculty report being primarily focused on teaching, versus their peers at other community colleges (84.2 vs. 70.8%).
- 81.6% of FT faculty said they participated in a faculty development program in the past two years, while only 37.5% of PT faculty said they did.
- When asked to state whether specific academic goals are “very important” or “essential” to the undergraduate, FT faculty said that developing the ability to think critically is most important (100%), and instilling a commitment to community service is least important (35.1%).
- More FT faculty said their department does a good job of mentoring new faculty than their 2-year public institution peers (73.7 vs. 63.8%).
- 57.9% of FT faculty feel that faculty are sufficiently involved in campus decision making, compared to 52.0% of their peers at other 2-year institutions.
- 20.7% of FT faculty report that they are typically at odds with campus administration, compared to 14.9% in the 2-year public institution comparison group.
- In terms of job satisfaction, FT faculty are most satisfied with availability of child care at the institution (85.7%), competency of colleagues (83.1%), and autonomy and independence (83.1%). They are least satisfied with salary and fringe benefits (33.9%) and prospects for career advancement (36.4%).
- FT Faculty at LCC are less likely to use “extensive lecturing” (40.4 vs. 54.7%) or on-line instruction (8.8% vs. 14.8%) than their peers at public 2-year institutions.
- More than a third (35.1%) of FT Faculty at LCC think tenure is an outmoded concept, compared to 39.4% of the peer group.
- Less than half—43.6%—of FT faculty think tenure is essential to attract the best minds to academe (43.6%, compared to 49.9% of the peer group).

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.** The College's Strategic Plan is currently under review; changes will be reflected in the 2005-06 Institutional Excellence report.

Strategic Issue #1: Make Learning Our Focus

- The LCC Foundation awarded a total of \$43,850 in Faculty Excellence grants in 2005-06, up from \$30,000 the previous year.
- 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 of Portland State University.
- The 2005 Red Devil Chili Cook-off grossed \$14,600 and all proceeds will fund LCC scholarships.
- Orientation week activities for 2005-06 included national speaker Maryellen Weimer, author of "Learner Centered Teaching."
- Dawn Draus conducted a two-hour "math refresher" workshop for students entering Math 99 or 112 in September 2005 for the first time.
- LCC is fine-tuning an agreement with City University to provide a bachelor's (2+2) degree in early childhood education on the LCC campus.
- Efforts made by Title III staff to provide training for faculty resulted in 100% of full-time and 25% of part-time faculty receiving at least some training in pedagogy in 2004-05.
- Several learning opportunities for faculty and staff in using the ANGEL course management software system were provided.
- A new music program, "Audio Production and Contemporary Musicianship" was approved by the Curriculum Committee and State Board for Community and Technical Colleges.
- The Business Department worked with the Western Association of Food Chains to develop a one-year certificate program in retail management.
- Lawrence Krauss, internationally renowned physicist, author and lecturer, spoke on March 13th to faculty, students, and local educators on the topic, "Selling Science to Unwilling Buyers: Fighting Scientific Illiteracy from the Classroom to the White House."
- The LCC Foundation's Reaching High Campaign was able to purchase a patient simulator, patient care stations, and IV simulation equipment for the Nursing program.
- The Foundation's golf marathon was held in May, 2006, and raised over \$50,000 to be used for student scholarships.
- Title III piloted math and sciences courses paired with college success to support student retention and achievement.
- LCC conducted campus-wide assessment and adopted a common student writing handbook to be used in all disciplines.
- Nationally renowned assessment facilitator Dr. Ruth Stiehl held a session in March 2006 entitled "Mapping General Education Outcomes." Teams from nine colleges from around the state participated in the workshop.
- LCC and Franklin University are working together to offer LCC students the opportunity to earn a variety of on-line bachelor's degrees.

- Maggie Stuart, Ann Williamson, and Trudy Woods received Excellence in Teaching Awards from the National Institute for Staff and Organizational Development (NISOD).
- Quarterly “tutor madness” sessions were offered in the evening just before finals week each quarter to students needing a little extra help.

Strategic Issue #2: Improve Service Integration

- LCC’s new Document Imaging system, purchased from Hershey Systems, was implemented and key staff received specialized training. Title III supported this project.
- Student Support Services received AmeriCorps funding to provide a part-time Financial Aid Advisor for the 2005-06 academic year. Responsibilities of the Financial Aid advisor include promoting financial aid in our community and assisting prospective and current students in their financial aid application process.
- Built-in computer projection systems were installed in the Student Center (cafeteria and conference rooms; purchased and paid for by the ASLCC) and Heritage Room in summer 2005.
- Monthly recruitment team meetings were implemented in 2005-06 to ensure that LCC outreach efforts are thorough and coordinated.
- Faculty and staff received training on authoring and editing web content, in preparation for launching the new LCC website.
- A new web-based job search program, *Hire Connections*, was implemented by Career and Employment Services in fall 2005.
- The LCC Bookstore was remodeled, receiving new storefront stores designed to reduce noise overflow during special events in the Student Center, and a new display case.
- Financial Aid Guidelines for Worker Retraining students were revised.
- A new Evening Degree Program was designed to allow transfer students seeking a DTA the ability to complete an associate degree program in three years. The program is scheduled to start in fall 2006.
- Staff received training to utilize the ANGEL system to provide on-line advising.

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

- The Multicultural Club once again sponsored a week of Intercultural activities, including entertainment representing a variety of counties and cultures and ethnic food.
- LCC successfully completed a review by the Office of Civil Rights in July 2005. The visit was geared to a review of our policies, procedures, publications and signage to ensure compliance with OCR standards.
- A Diversity Committee outreach event was held in November 2005 in Woodland, where staff members from several departments met with Spanish speaking members of St. Phillip’s Church.
- The Nursing Department held a Transcultural Seminar May 2006, including facilitated discussion of healthcare scenarios portrayed on video.

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

- Foster Farms and LCC joined forces to provide Adult Basic Education (ABE) and English as a Second Language (ESL) classes at the Foster Farms worksite.
- Basic Skills courses were also expanded to a church in Lexington that serves a large Hispanic population.
- The LCC Foundation co-sponsored an educational seminar on trusts and estate planning with the Southwest Washington Community Foundation.

- Ceramics students and the LCC Art Department once again partnered with the Help Warehouse in the “Empty Bowls” project, designed to raise money for hungry families in the area.
- LCC’s Multicultural Club once again sponsored the annual community Internal Festival, held on the LCC campus in late spring each year.
- Two LCC employees, Sherri Fittro and Ralph Benefiel, were recipients of the Kelso-Longview Chamber of Commerce Crystal Apple awards for outstanding faculty and staff. Last year Therese Montoya and Alex Whitman each received an award.
- A new series of allied health courses was launched in fall 2005 under the title of Health Occupations Core. The program has two tracks, one for incumbent workers and one for unemployed workers, to prepare people for a variety of healthcare careers. The program was developed under a partnership with PeaceHealth.
- Remodel of the Don Talley Auto Shop, designed to accommodate the partnership between LCC and Longview School District, was completed in summer 2005.
- The ASLCC Artists and Lecture Series welcomed former Secretary of Education Rod Paige in October 2005, who spoke about the “No Child Left Behind Act.”
- Ten Student Support Services students worked with the Kelso School District, tutoring and mentoring middle school students.
- LCC was awarded a \$65,380 Job Skills Program grant to provide training for Equa-Chlor.
- LCC obtained a \$35,000 incumbent worker training grant through Southwest Washington Workforce Development Council to address Steam Condensate Recovering training at Georgia Pacific’s Camas mill.
- A grant in the amount of \$25,000 was also received from the SWWDC to address training needs at Columbia Analytical Services in Kelso.
- Nursing instructor Tamara Norton volunteered with Northwest Medical Teams in Mississippi after Hurricane Katrina.
- The Washington Healthcare Foundation awarded LCC a \$50,000 competitive Rural Leadership Grant to support increasing diversity in healthcare occupations.
- LCC held a press conference to recognize area pulp and paper mills, who have provided approximately \$300,000 in support of LCC’s new Pulp and Paper Manufacturing Technology program.
- The Tech Prep Advisory Committee opted to transform itself into a comprehensive advisory committee for all local high school career and technical education programs.
- A professional development seminar on willings, estate planning, health care directives and records was held in March 2006.
- Head Start completed their community assessment updated in January 2006. The plan is available on their website.
- LCC participated in the KUKN “Country Spring Fever” Event in April 2006 at the Cowlitz Expo Center. Marketing and Recruiting teamed up to run an “LCC Star Search” booth to reach out to students and alumni.
- LCC students coordinated a visit by Secretary of State Sam Reed in April 2006 to encourage young people to register to vote.
- Spanish instructor Alex Whitman provided free, weekly instructional sessions to the residents of the Community House on Broadway.
- LCC is scheduled to participate in the 2006 Woodland Festival.

Additional Strategic Issue: Seek Opportunities to Pursue Institutional Excellence

- LCC successfully completed a five-year accreditation visit in fall 2005 and received no recommendations for improvement.
- The LCC Foundation achieved over an 80% participation rate from faculty staff for the Reaching Higher campaign.
- Judy Vander Maten exhibited artwork in the group mixed-media show on the Columbia River that was shown at the Longview Public Library in summer 2005.
- Judy Vander Maten, Trudy Woods, and Debby Neely exhibited their “Watermarks” show of mixed-media on the Columbia River at the Columbia River Interpretive Center in Stevenson, WA in summer 2005.
- Independent Study photography student Pam Watson entered two prints in the District Grange Contest through Pomona in April 2005 and received first place for both photos.
- The LCC Foundation provided \$360,430 in support to LCC in 2004-05. The Exceptional Faculty fund grew to \$1,300,000.
- Demolition of the LCC Fine Arts Center, McDonalds and the Masonic building was completed in spring 2006.
- Title III awarded faculty mini-grants to institute technology or implement other pedagogical best practices. Grant recipients were Louis LaPierre, Terri Jones, Rhonda Meyer, Armando Herbelin, Klint Hull, Jeanne Hamer and Martin Sherry.
- The Salal Review won first place as the best Small College Literary Magazine in the Pacific-Western Division of the national Community College Humanities Association for 2005.
- Yvette O’Neill’s short film *Sadako’s Cranes* was selected to be part of the first United Nations Association Traveling Film Festival, held in March 2006 in Wisconsin.
- LCC received commendations from the National Visiting Committee for the nation-wide NSF Pulp and Paper grant after a review in March 2006. LCC was commended for being able to start the new program one year ahead of schedule, the progress made towards the completion of a new lab, the support for the project by the college’s administration, and the excellent relationship with local industry that led to the contribution of approximately \$300,000 in start-up funding for the program.
- LCC student Tadd Wheeler was notified in May 2006 that he is a recipient of a Jack Kent Cooke scholarship. This prestigious scholarship will provide Tadd with up to \$30,000 to pursue his bachelor’s degree. This is the first time an LCC student has received this scholarship, and it may be the largest scholarship an LCC student has every received.
- LCC student Susan McNally was named a New Century Scholar, and she also was one of only twenty students nationwide who made the First Team of Community College Academic All Starts.
- LCC’s Forensics Team won the 2006 National Championship in Parliamentary Debate for their division at the National Community College Forensics Tournament held in April 2006 in Kansas City, Missouri. The team won gold in debate sweepstakes, and bronze in the overall (all events) sweepstakes.

Institutional Excellence Monitoring Report (Cycle VII)
Comments from the Internal Review Team
June 21st, 2006

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

- Satisfaction with support services is high.
- High satisfaction in response to the question “I was treated with respect as a learner” (at LCC).
- The large number of “extra things” that go on at LCC is incredible, including a wide variety of activities for students.
- The technology initiatives supported by Title III—including ANGEL and document imaging—appear to be going very well and are having a positive impact on day to day operations of the college.

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

- The decline of fall-to-fall retention rates is concerning, especially among males.
- Satisfaction with entry advisors could be higher.
- We should dig deeper into the issue of students’ perception of safety on campus at night to see if improvements can be made.
- Running Start student academic performance compared to all other students is not as strong as in the past.

Board Plus/Delta
“What is good about this report and what would you like to see changed?”
June 21st, 2006

+	Δ

College Outcome: Professional/Technical Monitoring Report

2001 – 2005

(Cycle VII)

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

→ Lower Columbia College
Expected College Outcome

January 18th, 2006



Professional/Technical: A Monitoring Report

Welcome to “Cycle VII” 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**. 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 in most cases. 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:

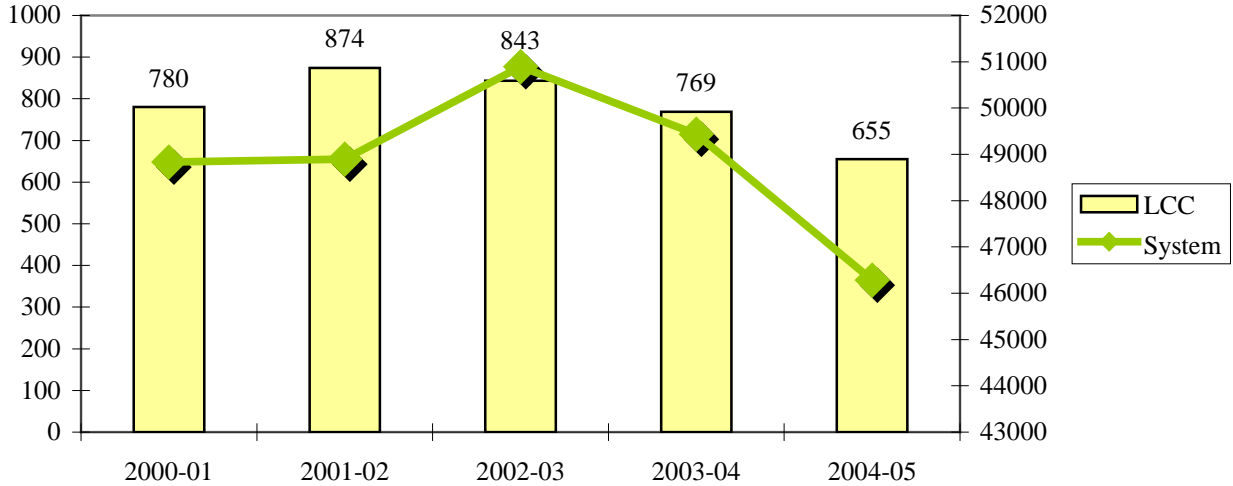
- Continued expansion of enrollment opportunities in the nursing program
- Hired an educational planner/recruiter who specializes in Professional/Technical
- Applied for and received LCC Foundation funds for marketing and promotion of Professional/Technical programs
- Embarked on curriculum review and revision around emerging technologies

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 FTE (Full Time Equivalent) of all state-funded professional/technical enrollments at LCC vs. system enrollment.

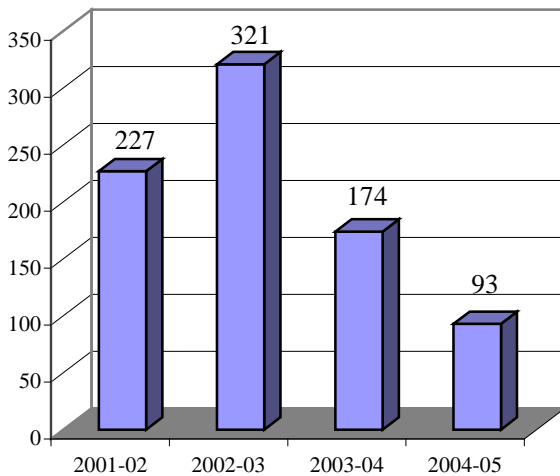
Student Enrollment and FTEs by Institutional Intent: Workforce State-Supported



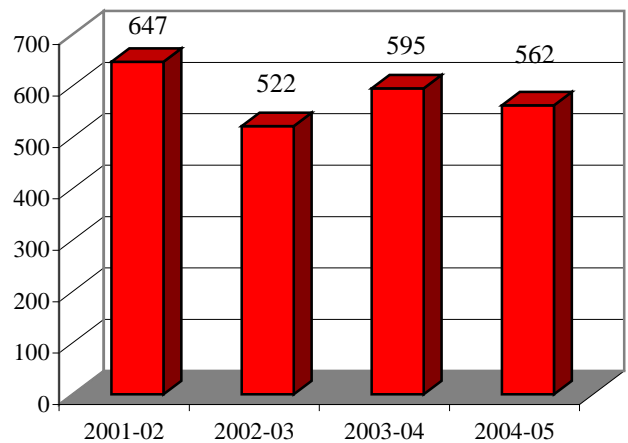
Source: State Board for Community and Technical College's (SBCTC) Academic Year Reports

- State-funded workforce FTEs for LCC declined 14.8% between 2004 and 2005.
- During the same time period, workforce FTEs for the system declined by 6.3%, from 49,435 in 2003-04 to 46,285 in 2004-05.
- Workforce FTE accounted for 28.6% of overall institutional enrollment at LCC in 2004-05, vs. 35.3% for the system. LCC's proportion of workforce enrollment is typically lower than the state.
- Fluctuations in Worker Retraining FTEs account for much of the appearance of a decline in Professional/Technical FTEs in recent years (see charts, below). However, even with the exclusion of Worker Retraining FTE in 2004-05, there was still a 5.5% drop in enrollment.

Worker Retraining FTEs



State Professional/Technical FTEs excluding Worker Retraining



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. Unduplicated headcount includes all students who took at least one course in the discipline (counted only once per year). Majors include students who have declared the program as their major, whether or not they are actively taking courses in the area. FTE = "Full Time Equivalent." One Annual FTE is equivalent to one student enrolled for 45 credit hours. FTEF = "Full Time Equivalent Faculty" – or the equivalent of one employee teaching full-time for nine months. S/F Ratio is the student/faculty ratio, calculated by dividing FTE by FTEF.

Accounting

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2004-05	163	54	30.7	1.85	16.59
Change	-9%	-9%	-10%		

Administration of Justice

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
94	68	16.6	0.70	23.71
<1%	+10%	+11%		

Automotive/Diesel Technology

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2004-05	159	144	68.0	4.43	15.35
Change	+0.6%	-28%	-10%		

Business Management (incl. BSAD)

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
632	107	76.4	3.80	20.11
-8%	-26%	-15%		

Business Technology (formerly OFAD)

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2004-05	638	216	77.2	1.95	39.59
Change	-14%	-17%	-12%		

Chemical Dependency Studies

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
44	70	17.4	1.09	15.96
-17%	-9%	-6%		

Computer Information Systems

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2004-05	534	117	65.7	4.87	13.49
Change	-21.5%	-13%	-19%		

Early Childhood Education

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
165	97	18.3	2.17	8.43
-9%	-12%	-6%		

Electronics Technology

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2004-05	51	46	17.3	1.86	9.30
Change	+46%	-8%	+2%		

Fire Science Technology

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
107	66	19.2	1.10	17.45
-33%	-39%	-26%		

Industrial Maintenance

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2004-05	47	113	13.2	1.04	12.69
Change	-64%	-32%	-36%		

Machine Trades

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
48	24	8.4	1.40	6.00
-33%	-27%	-39%		

Mechanical Engineering Technology

Year	Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
2004-05	69	14	3.6	0.32	11.25
Change	+69%	-13%	0%		

Medical Assisting

Unduplicated Headcount	Majors ↑	FTE ↓	FTEF	S/F Ratio
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
63	85	14.4	0.67	21.49
+13%	+5%	+7%		

Nursing

Year	Unduplicated Headcount	Majors ↓	FTE ↑	FTEF	S/F Ratio
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
2004-05	337	1006	151.1	13.96	10.82
Change	+7%	+14%	+8%		

Para Educator

Unduplicated Headcount	Majors ↓	FTE ↑	FTEF	S/F Ratio
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
117	38	9.7	0.46	21.09
+10%	-32%	-20%		

Pulp & Paper Technology

Year	Unduplicated Headcount	Majors ↓	FTE ↑	FTEF	S/F Ratio
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
2004-05	37	25	3.9	0.20	19.50
Change	-49%	+56%	-9%		

Welding

Unduplicated Headcount	Majors ↓	FTE ↓	FTEF	S/F Ratio
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
144	93	28.9	2.72	10.63
-26%	+24%	-6%		

Adjusted Wage Rates for LCC Completers

The State Board for Community and Technical Colleges coordinated with Employment Security for a data set called “Data Linking for Outcomes Assessment” (DLOA). Excludes students who are self-employed, as well as those working outside of Washington and Oregon.

	1999-00		2000-01		2001-02		2002-03		2003-04	
	Wage Range (Low to High)	Median Wage	Wage Range (Low to High)	Median Wage	Wage Range (Low to High)	Median Wage	Wage Range (Low to High)	Median Wage	Wage Range (Low to High)	Median Wage
Accounting Technician	\$5.82-23.66	\$9.62	\$7.00-18.20	\$9.21	\$7.60-16.13	\$9.78	\$8.04-23.71	\$10.72	\$7.52-12.27	\$8.87
Admin. of Justice	\$5.67-29.60	\$9.27	\$7.69-23.88	\$10.15	\$7.33-36.27	\$15.11	\$7.42-20.73	\$13.87	\$7.99-29.04	\$12.78
Automotive Technology	\$5.98-62.58	\$10.38	\$7.25-19.17	\$10.28	\$7.01-19.30	\$9.04	\$7.47-19.15	\$11.55	\$7.20-51.72	\$9.99
Business Management	\$5.49-37.79	\$10.20	\$6.96-30.27	\$12.40	\$7.03-21.88	\$10.96	\$7.11-59.05	\$13.04	\$7.25-49.93	\$11.03
Business Tech.										
Admin. Support	\$6.21-18.40	\$9.38	\$7.01-13.22	\$10.07	\$9.52-10.75	\$10.14	\$7.29-25.20	\$9.62	\$7.28-30.68	\$10.04
Medical Support	\$6.21-16.25	\$9.48	\$8.09-13.34	\$10.26	\$7.04-26.70	\$10.26	\$7.17-11.48	\$10.12	\$7.59-15.02	\$9.62
Legal Support	\$6.21-18.40	\$9.38	\$7.01-13.22	\$13.12	\$9.52-10.75	\$10.14	\$12.12-14.22	\$13.17	\$8.34-16.92	\$8.78
Chemical Dependency	\$5.52-21.88	\$10.11	\$7.03-28.55	\$10.03	\$7.19-16.45	\$10.00	\$7.27-18.17	\$10.02	\$7.85-22.44	\$11.24
Comp. Info. Systems	\$5.55-53.54	\$10.74	\$7.03-53.81	\$14.68	\$7.09-40.44	\$11.79	\$7.11-53.51	\$19.40	\$7.43-29.05	\$12.64
Diesel/Heavy Equipment	\$5.62-30.26	\$14.10	\$6.91-30.53	\$15.45	\$7.99-50.36	\$16.55	\$8.38-18.76	\$13.27	\$8.27-33.30	\$14.88
Early Childhood Education	\$5.89-22.43	\$9.94	\$6.98-18.95	\$9.10	\$6.98-25.29	\$9.73	\$7.10-20.86	\$10.23	\$7.22-16.15	\$9.21
Electronics Technology	\$6.33-35.53	\$16.45	\$7.26-20.49	\$11.28	\$7.24-27.47	\$14.76	\$7.31-43.32	\$13.82	\$8.22-38.55	\$12.04
Fire Science	\$5.86-32.43	\$11.45	\$6.97-94.49	\$12.07	\$7.30-55.63	\$19.47	\$7.33-47.33	\$19.40	\$7.27-30.90	\$10.36
Industrial Maintenance	\$7.10-36.52	\$27.90	\$11.80-37.71	\$19.60	\$11.97-25.44	\$21.41	\$7.48-44.42	\$17.13	\$13.87-36.02	\$18.55
Machine Trades	\$5.70-31.62	\$13.20	\$6.96-32.83	\$14.57	\$7.46-31.89	\$13.89	\$10.51-36.60	\$19.04	\$9.16-35.76	\$19.61
Medical Assisting	\$5.47-20.16	\$9.65	\$7.00-27.73	\$10.98	\$7.31-29.85	\$11.24	\$8.12-28.09	\$11.36	\$7.59-17.93	\$10.15
Nursing										
Nursing Assistant	\$5.62-21.11	\$7.58	\$6.74-17.72	\$8.62	\$7.01-13.83	\$8.57	\$7.67-33.43	\$9.89	\$7.57-44.82	\$9.86
Practical Nurse	\$10.97-28.58	\$13.03	\$14.50-24.62	\$15.34	\$7.60-15.90	\$14.55	\$8.78-18.37	\$15.50	\$9.27-23.72	\$16.21
Associate Degree	\$6.21-44.63	\$18.36	\$7.56-27.46	\$20.95	\$8.06-47.99	\$22.35	\$7.63-47.38	\$21.46	\$7.83-32.05	\$23.76
Welding	\$5.85-100.86	\$13.91	\$7.15-34.74	\$13.81	\$6.96-26.54	\$11.35	\$7.24-23.45	\$12.34	\$7.46-36.45	\$13.20

Estimated Employment Rates for LCC Completers (KPI)

Note: Data produced as a result of matching enrollment records against Employment Security records.
The information excludes students working out of state, and those who are self-employed.

	1999-00		2000-01		2001-02		2002-03		2003-04		5-yr Summary		
	Employed/ Total	Rate	Employed/ Total	Rate	Employed/ Total	Rate	Employed/ Total	Rate	Employed/ Total	Rate	Employed/ Total	Rate	
Accounting Technician	4/5	80%	8/10	80%	17/18	94%	11/13	85%	8/11	73%	48/57	84%	
Admin. of Justice	3/4	75%	5/5	100%	¾	75%	8/10	80%	7/8	88%	26/31	84%	
Automotive Technology	6/10	60%	13/17	76%	20/21	95%	18/21	86%	25/29	86%	82/98	84%	
Business Management	12/16	75%	40/49	82%	16/22	73%	32/42	76%	16/23	70%	116/152	76%	
Bus. Tech. Administrative	2/2	100%	11/18	61%	31/43	72%	14/15	93%	13/17	76%	71/95	75%	
Med. Support	3/3	100%	11/14	79%	9/10	90%	5/9	56%	7/9	78%	35/45	78%	
Legal Support	1/2	50%	2/3	67%	½	50%	1/1	100%	4/5	80%	9/13	69%	
Chemical Dependency	1/2	50%	9/12	75%	8/9	89%	10/13	77%	14/16	88%	42/52	81%	
Comp. Info. Systems	7/10	70%	40/52	77%	27/34	79%	101/121	83%	34/42	81%	209/259	81%	
Diesel/Heavy Equipment	4/4	100%	64/74	86%	11/14	79%	16/18	89%	37/46	80%	132/156	85%	
Early Childhood Education	1/2	50%	5/7	71%	18/22	82%	13/15	87%	15/24	63%	52/70	74%	
Electronics Technology	6/7	86%	5/5	100%	20/23	87%	33/43	77%	16/18	89%	80/96	83%	
Fire Science	6/6	100%	15/20	75%	10/14	71%	34/37	92%	14/15	93%	79/92	86%	
Industrial Maintenance	2/2	100%	1/1	100%	9/10	90%	5/5	100%	7/8	88%	24/26	92%	
Machine Trades	9/10	90%	7/11	64%	12/14	86%	14/15	93%	7/8	88%	49/58	84%	
Medical Assisting	11/15	73%	12/16	75%	14/16	88%	20/26	77%	20/24	83%	77/97	79%	
Nursing Nurs. Asst.	28/31	90%	22/32	69%	12/13	92%	15/19	79%	28/40	70%	105/135	78%	
Prac. Nurse	7/8	88%	6/7	86%	7/7	100%	9/10	90%	6/6	100%	35/38	92%	
Assoc. Degree	4/5	80%	40/42	95%	54/58	93%	52/55	95%	53/56	95%	203/216	94%	
Welding	10/10	100%	11/13	85%	20/25	80%	27/31	87%	29/36	81%	97/115	84%	
TOTAL										353/441	80%	1571/1901	83%

- The highest employment rates over the five year period occur in Associate Degree Nursing, Practical Nursing, and Industrial Maintenance.
- Declines in Early Childhood Education employment rates correspond to a new articulation agreement with WSU-V (more are going on to a 4-year degree).
- Outcomes for Nursing Assistants have been impacted by recent legislative action designating a new category of employment: "Nurse Technician."

**Overall Estimated Employment Rate (KPI)
Proportion of Employed Completers (Nine Months after College)**

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
LCC	246/275 = 89%	275/320 = 86%	524/646 = 81%	326/391 = 83%	423/528 = 80%
Olympic	306/382 = 80%	391/480 = 81%	437/560 = 78%	475/584 = 81%	389/602 = 65%
Grays Harbor	198/232 = 86%	323/402 = 80%	176/217 = 81%	157/193 = 81%	175/212 = 82%
Centralia	160/182 = 88%	145/184 = 79%	174/207 = 84%	219/265 = 83%	180/218 = 83%
Skagit Valley	332/401 = 83%	355/441 = 80%	391/487 = 80%	325/408 = 80%	489/612 = 80%
System Total	12,860/15,260=84%	15,331/18,336=84%	16,215/19,776=82%	17,082/21,266 = 80%	17,187/22,447 = 81%

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

Proportion of Employed Early Leavers (Nine Months after College)

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
LCC	213/281= 76%	255/339= 75%	248/331= 75%	289/384 = 75%	232/323 = 72%
Olympic	376/517 = 73%	370/532 = 70%	445/605 = 73%	371/495 = 75%	335/513 = 65%
Grays Harbor	157/209=75%	166/230=72%	165/242=68%	150/221 = 68%	115/166 = 69%
Centralia	86/110 = 78%	105/140 = 75%	106/143 = 74%	117/154 = 76%	139/186 = 75%
Skagit Valley	186/237 = 78%	257/350 = 73%	261/363 = 72%	291/391 = 74%	271/386 = 70%
System Total	8,728/11,353=77%	10,882/14,014=78%	11,589/15,106=77%	11,421/15,239 = 75%	9,856/13,256 = 74%

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)

- Employment rates for completers are typically higher than for early leavers. LCC employment rates dipped slightly below system averages in 2003-04.

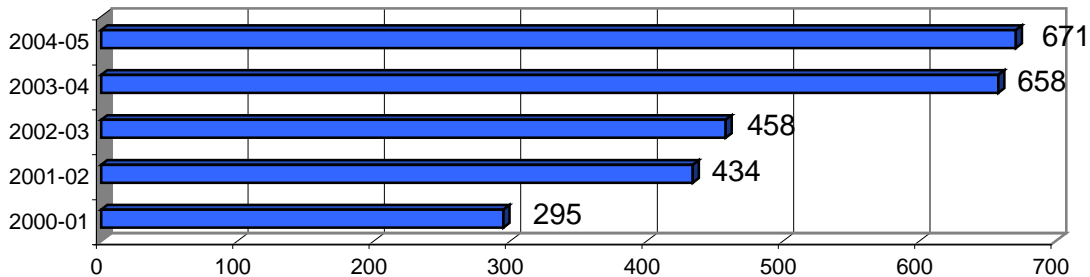
Professional/Technical Student Graduation and Completion Rates

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.

	2000-01	2001-02	2002-03	2003-04	2004-05
AAS Degrees	118	185	190	181	189
Certificates/Completions (1 Year or More)	80	107	118	99	126
Certificates/Completions (Less Than 1 Year)	90	136	138	378	356
Grand Total	295	434	458	658	671

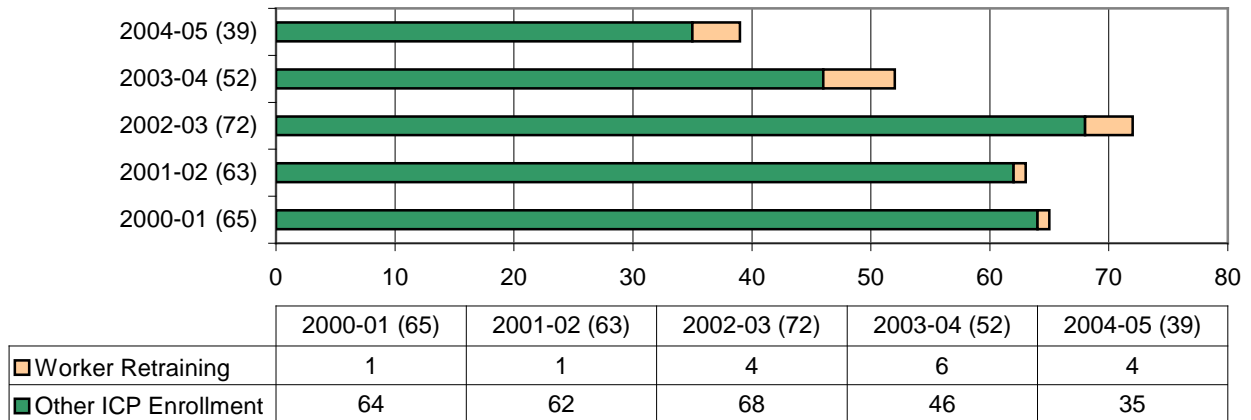
Source: SBCTC Academic Year Report.

- The number of professional technical degrees, certificates and completions increased 127% between 2000-01 and 2004-05.



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 Program Manager and LCC Counselor, 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 Proficiency (36+ credits) by completing all credit requirements established for their specialized program.



Source: Data Warehouse

- Enrollment in ICP decreased 40% between 2001 and 2005. Multiple factors affect enrollment in ICP, including overall enrollment, funding through Workforce or Labor and Industries, students enrolling in 2-year degree programs after successful completion of beginning courses, transition of Paraeducator program from ICP to regular program, and caps of four-students in popular programs (particularly in the health occupations).
- Of the 39 students, 21 students enrolled in ICP 288 (work experience) with 17 different employers.
- 38% (8/21) 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.
- Seven different fields of study included: Alternative Energy/Maintenance, Bookkeeper, Dispatcher/Customer Service, Mortician's Apprentice, Pharmacy Technician A, Social Services Advocate, and Veterinary Assistant.

Licensure Rates for Nursing and Welding (KPI)

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 (WA Association of Building Officials)
Practical Nurse	Registered Nurse	
2000 = 100%	2000 = 92%	
2001 = 100%	2001 = 97%	
2002 = 100%	2002 = 90%	2002 = 97%
2003 = 100%	2003 = 87%	2003 = 99%
2004 = 98%	2004 = 90%	2004 = 100%

- Both the nursing and welding programs do a very good job of getting their students to pass licensure exams. 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%.

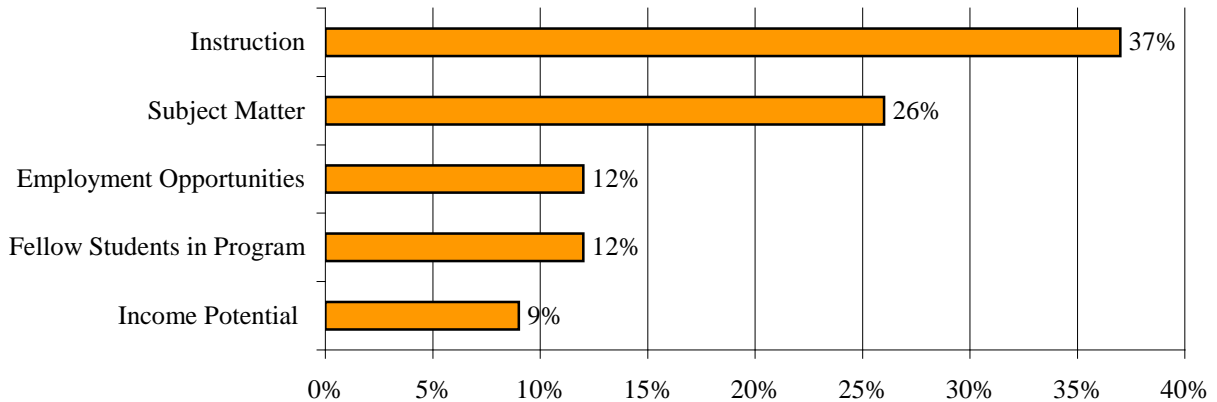
Student Satisfaction with Professional/Technical Instruction
(Key Performance Indicator)

In winter and spring 2005, A Professional Technical Follow-up Student Survey was administered to 2004 graduates and completers of Professional /Technical programs. The following is a brief summary report of the survey findings. **Of those responding to the survey, 83% reported that they have obtained a job related to the training they received at LCC (up from 73% in 2003) with an average hourly wage of \$15.63 (up from \$14.40 in 2003).**

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

	Good or Very Good	Fair	Poor or Very Poor
2004	91%	9%	0%
2005	89%	8%	3%

What was the best aspect of your program of study?



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

	Good or Very Good	Fair	Poor or Very Poor
2004	92%	8%	1%
2005	87%	13%	0%

Technical knowledge of occupational specialty:

	Good or Very Good	Fair	Poor or Very Poor
2004	90%	10%	0%
2005	92%	6%	2%

Application of technical skills to occupational specialty:

	Good or Very Good	Fair	Poor or Very Poor
2004	86%	11%	3%
2005	85%	13%	2%

- Overall, responses to the 2005 survey are comparable to responses from the 2004 survey.

Lower Columbia College
Professional/Technical Monitoring Report (Cycle VII)
Comments from the Review Team
January 18th, 2006

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

- Employment rates are high, and comparable to other colleges
- Licensure rates are outstanding, including re-take pass rates for associate degree nursing
- Good enrollment growth in programs related to health occupations

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

- Analyze ICP enrollment and look for strategies to increase FTE
- College should encourage faculty use of “return to industry” grant funding to help maintain program relevance
- College should promote policy change to allow exceptions to cap of four students per program in ICP for rural areas (to allow for expansion in programs related to high-demand health occupations)

Board Plus/Delta

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

January 18th, 2006

+	Δ

Expected College Outcome: Transfer Monitoring Report

2001 – 2005
(Cycle VII)

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

February 15th, 2006



Welcome to “Cycle VII” 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).

The report has been updated to include data from the 2004-05 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:

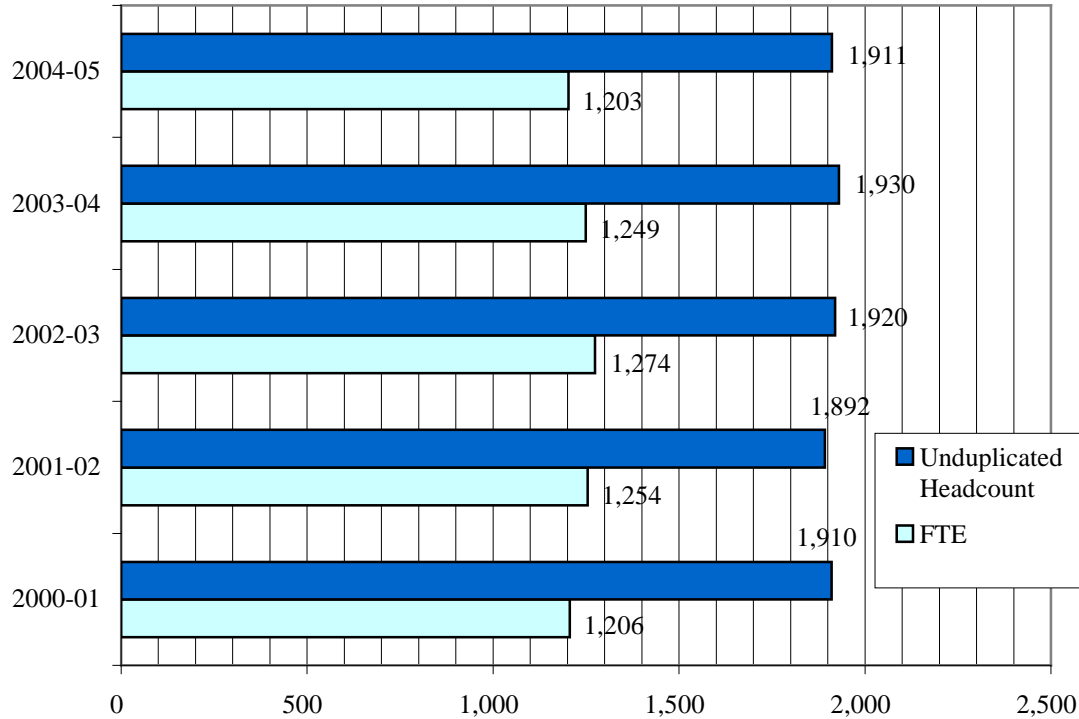
- Continued expansion of activities offered through the Transfer Center, including transfer preparation workshops, personal contacts with students, increased participation in visits to four-year institutions, expanded visits from four-year institution advisors/recruiters to the LCC campus, and introduction of scholarship clinics to assist students in applying for scholarship aid.
- Continued expansion of educational offerings in Woodland to include more academic transfer courses, including college-level Math, English and Spanish.
- Development of “transfer by major” degrees.
- Active participation in the statewide common course number initiative, in order to improve the transfer process for students.

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



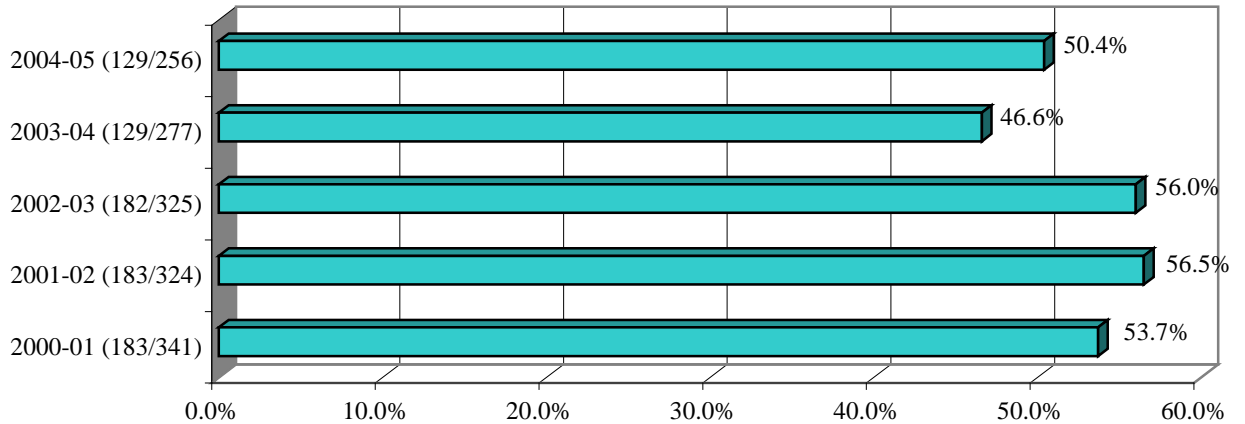
Data Source: SBCTC Data Warehouse, STUDENT Table by SID, Kind of Student "T" (Headcount); STUCLASS Table by CR_EQUIV/45, INSTIT_INTENT_RECAT "A" (FTEs)

- Headcount of transfer students did not change substantially between 2003-04 and 2004-05 (decreasing less than 1%). Unduplicated headcount was virtually the same in 2004-05 as it was in 2000-01.
- Transfer FTEs declined 4% between 2003-04 and 2004-05, but stayed essentially flat between 2000-01 and 2004-05.
- 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. Worker Retraining enrollment dropped to 174 in 2003-04 and to 151 in 2004-05. Worker Retraining student attendance is largely controlled by the amount and duration of external funding received and the employment market.

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



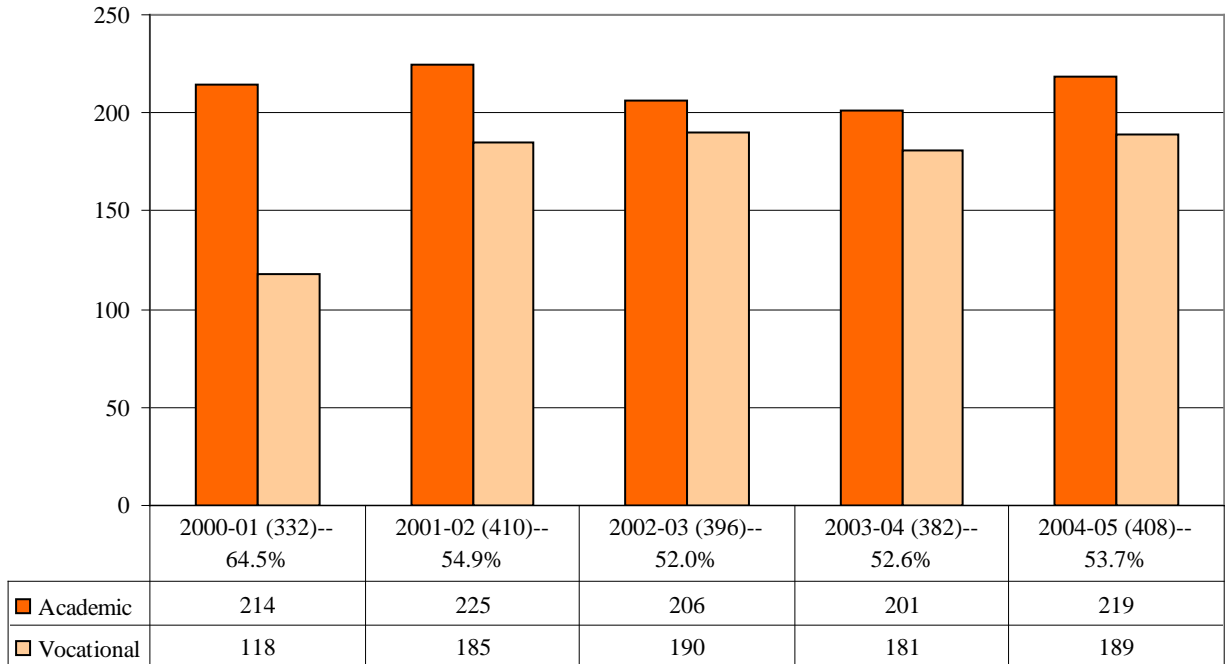
Source: SBCTC Data Warehouse, STUDENT table by SID, Kind of Student, Source "4", YRQ_ACT_Start "2"

- Although a fairly steep decline in 2003-04 to 46.6%, the fall-to-fall persistence rate of new transfer students rebounded sharply to 50.4% in 2004-05, aligning much more closely with the five year average of 52.6%.
- A variety of things can influence the fall-to-fall retention rate, including enrollment patterns (particularly Worker Retraining) and employment rates in the local community and region.
- The figure in parenthesis in the chart above shows the number of students who persistent, over the number of students in the entering fall cohort.

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

- Transfer degrees continue to make up more than half of the associate degrees awarded by LCC each year.
- After a slight decline in the number of awards granted in 2003-04, both the number of academic and vocational awards increased in 2004-05.

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”

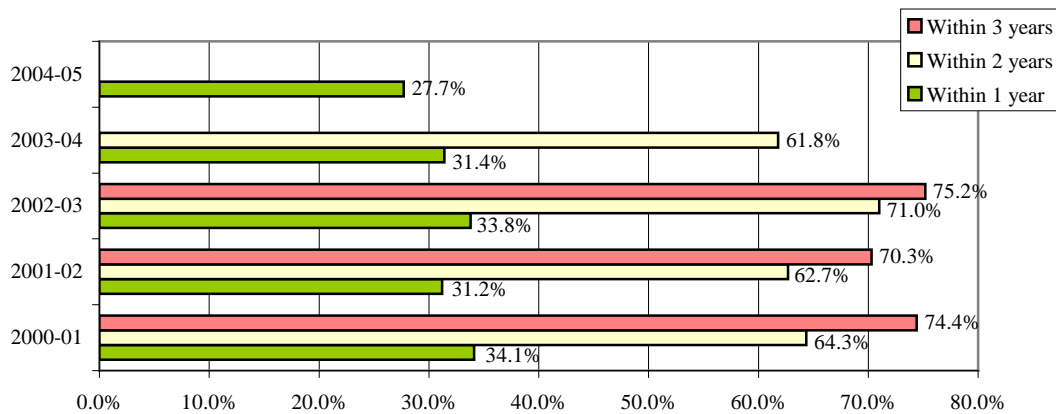
Including associate degree achievers and students meeting minimum credits earned and grade point requirements

YEAR	2000-01	2001-02	2002-03	2003-04	2004-05
# of students	258	262	210	220	238

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

- The number of students achieving transfer ready status increased 8.2% between 2003-04 and 2004-05.

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 declined somewhat in 2004-05, undoubtedly reflecting the declining number of worker retraining students (who must adhere to stringent time restraints to meet the requirements of the program). Over five years, about a third of students graduate within one year of reaching “transfer ready” status.
- The proportion of students who graduate within two years of achieving “transfer ready” also declined slightly in the last year measured, 2003-04. On average, just under two-thirds of students graduate in this time frame.
- The proportion of students who graduate within three years of achieving “transfer ready” status continues to cluster around three-fourths.

Academic Transfer Rate
(Key Performance Indicator)

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

	LCC	Peninsula	Centralia	Grays Harbor	Wenatchee Valley	Whatcom
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*	253	157	210	153	237	417
2003-04 transfer rate*	18.1%	14.3%	16.2%	17.6%	12.0%	12.1%
2003-04 transfer students	1,416	1,149	1,278	959	1,933	3,335
2004-05 transfers*	184	140	213	178	312	390
2004-05 transfer rate*	13.0%	12.2%	16.7%	18.6%	16.1%	11.7%

Data Source: SBCTC Academic Year Report (state supported students only; transfer figures include four-year baccalaureate institutions inside Washington State) *Private baccalaureate institutions in Washington added in 2003-04.

- LCC's transfer rate decreased 5.1% between 2003-04 and 2004-05. The largest single factor affecting the drop was a large cohort of teacher preparation (CTEP) students counted in the 2003-04 transfers. Enrollment in the program, formerly housed on the LCC campus, has been severely impacted by changes in administration of the program implemented by Washington State University.
- LCC falls in the bottom half of the peer comparison group in terms of transfer rate to Washington baccalaureate institutions. Being located near the state border may impact the transfer rates of both LCC and Whatcom. A low participation rate in terms of baccalaureate attainment in the community may also be a contributing factor.

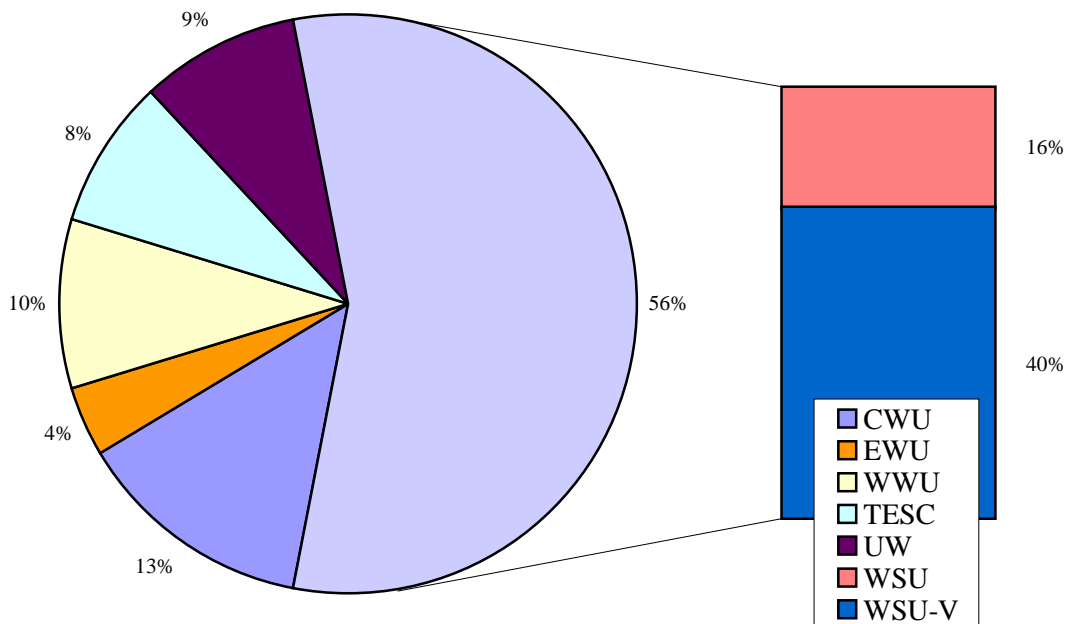
(Key Performance Indicator)
Transfer to Washington Public Baccalaureate Campuses

Public Four-Year Institutions in WA	2000-01 Transfers	2001-02 Transfers	2002-03 Transfers	2003-04 Transfers	2004-05 Transfers
Central W U	17 (12%)	16 (12%)	11 (8%)	20 (10%)	21 (13%)
Eastern W U	6 (4%)	8 (6%)	5 (4%)	7 (4%)	6 (4%)
Western W U	15 (10%)	13 (10%)	14 (10%)	16 (8%)	15 (10%)
Evergreen State	13 (9%)	9 (7%)	16 (12%)	8 (4%)	13 (8%)
U W	14 (10%)	18 (13%)	10 (8%)	7 (4%)	14 (9%)
WSU*	32 (22%)	25 (19%)	34 (25%)	52 (28%)	25 (16%)
WSU Vancouver	47 (33%)	45 (34%)	44 (33%)	79 (42%)	63 (40%)
Total	144 (100%)	134 (100%)	134 (100%)	189 (100%)	157 (100%)

Data Source: SBCTC Academic Year Report (*including WSU-Tri-Cities, Pullman and Distance)

- The number of transfers to public four-year institutions in Washington declined by nearly 17% between 2003-04 and 2004-05.
- After peaking in 2003-04 at 79, the number of transfers to Washington State University Vancouver fell 20% in 2004-05.
- Overall, the proportion of students transferring to the WSU system fell from 70% in 2003-04 to 56% in 2004-05. Changes in administration of the 2 + 2 program (formerly CTEP) in teacher preparation significantly impacted the WSU transfer rate (see previous page).

Where LCC Students Go: Washington Baccalaureate Transfers 2004-05



Data Source: SBCTC Academic Year Report

Academic Success of Transfer Students
(Key Performance Indicator)

Adequate student performance data from the baccalaureate institutions is often difficult to obtain. 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 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					
Fall 2004 GPA	3.38	--	3.03	3.08	--	--	3.09	3.15	--	--
# students	248 students		37 students				21 students			
Winter 2005 GPA	--	--	3.20	3.12	3.11	3.02	--	--	--	--
# students			37 students		22 students					
Spring 2005 GPA	3.15	--	3.26	3.15	3.05	3.07	3.12	3.18	--	--
# students	232 students		34 students		22 students		18 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.

- LCC students who transfer to four-year institutions in Washington typically earn grade point averages of 3.0 or higher.

(Key Performance Indicator)

Satisfaction of Former LCC Transfer Students

Every fall, the Office of Institutional Research, Planning and Assessment sends surveys to transfer students who left the college during the previous academic year. The 2004-05 survey yielded a 36% rate, an increase of 10% over the previous year's response rate of 26%.

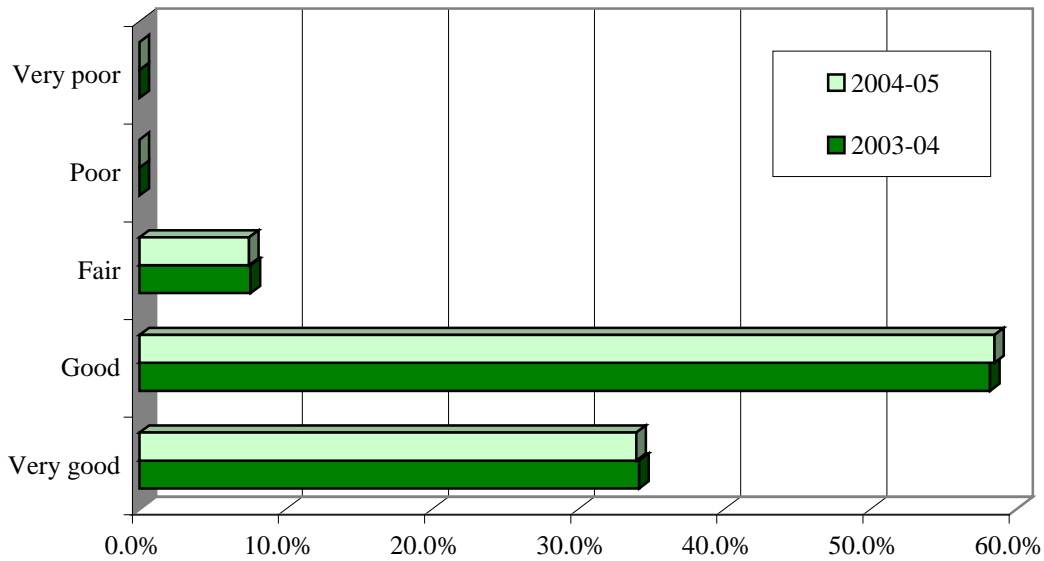
- 75% of respondents reported that they are attending school, similar to the prior year, where 76.5% reported that they were attending school (over 90% on a full-time basis).
- Former students report attending the following institutions:
 - Washington State University (33)
 - Western Washington University (9)
 - Eastern Washington University (6)
 - University of Washington (6)
 - Central Washington University (5)
 - City University (2)
 - The Evergreen State University (2)
 - Oregon State University (2)
 - Portland State University (2)
 - Seattle Pacific University (2)
 - Alabama, University of (1)
 - California State University system (1)
 - Evangel University (1)
 - George Fox University (1)
 - Lander University, South Carolina (1)
 - Linfield (1)
 - Michigan Kettering University (1)
 - Missouri State University (1)
 - Pacific Lutheran University (1)
 - Tulane University (1)
 - University of Oregon (1)

Top Five Majors of LCC Transfer Students

2003-04	2004-05
Education (24.2%)	Education (20.7%)
Business (19.7%)	Business (14.6%)
Psychology (13.6%)	Psychology (11.0%)
Nursing (6.1%)	Nursing (6.1%)
Human Development (6.1%)	Human Development (4.9%)

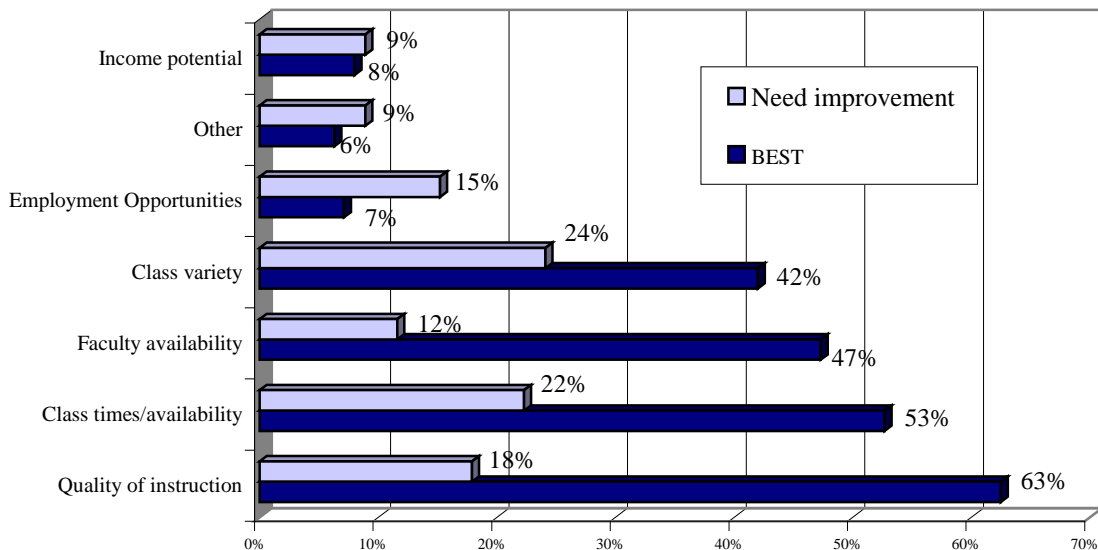
- Business, Education, Psychology and Nursing were also in the top five reported majors from a similar study conducted on 1997-2001 transfer students.
- In 2004-05, Sociology and Biology were also identified by 4.9% of the respondents as their major (resulting in a 3-way “tie” for the 5th spot).

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



- 92.5% of the respondents indicated that they thought the overall quality of instruction was “good” or “very good” in 2004-05, compared to 92.4% in 2003-04 and 79.1% in the 1997-2001 study.

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



- Quality of instruction received the most responses for “best” aspect of program of study, while class variety received the most responses for “areas in need of improvement” (followed closely by “class times/availability.”)

Transfer Monitoring Report (Cycle VII)
~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?**
 - The greatly expanded activities offered through the Transfer Center are noteworthy. The number of students participating in van trips to four year institutions is way up. Technology upgrades, funded through the ASLCC, have also contributed substantially to the Transfer Center (including two new computer terminals and a plasma screen television for viewing recruitment information).
 - Transfer students seem to be performing well at the four-year institutions.
 - Changes in the number of transfer students seem to be due to external, rather than internal, influences (e.g., Worker Retraining).

- 2) **Based on the data in this report, what can LCC do to improve transfer education?**
 - The transfer rate reported by the state may not provide an entirely fair picture of our transfer student activities (given that it includes only Washington State institutions and students who transfer within a year of completion). A more long-term transfer rate would be valuable, possibly by tracking students over time through the National Student Clearinghouse.
 - Based on the survey results, it seems worthwhile to hold a campus discussion about ideas to improve class variety, and class times/availability.
 - Although the number of transfer activities available to students has increased dramatically in the past few years, there are still opportunities for expansion, including: offering more one-on-one sessions between LCC students and four-year representatives, instituting mandatory transfer planning activities for all transfer students, starting a student transfer club (this is actually being presented to the ASLCC in the near future), and offering a for-credit transfer preparation workshop.
 - The information about “transfer preparedness” is not very useful.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
February 15th, 2006

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