

College Outcome: Access Monitoring Report

2002 – 2006

(Cycle VIII)

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 15th, 2006



Access: A Monitoring Report

Welcome to “Cycle VIII” 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 2005-06 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.

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. 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.

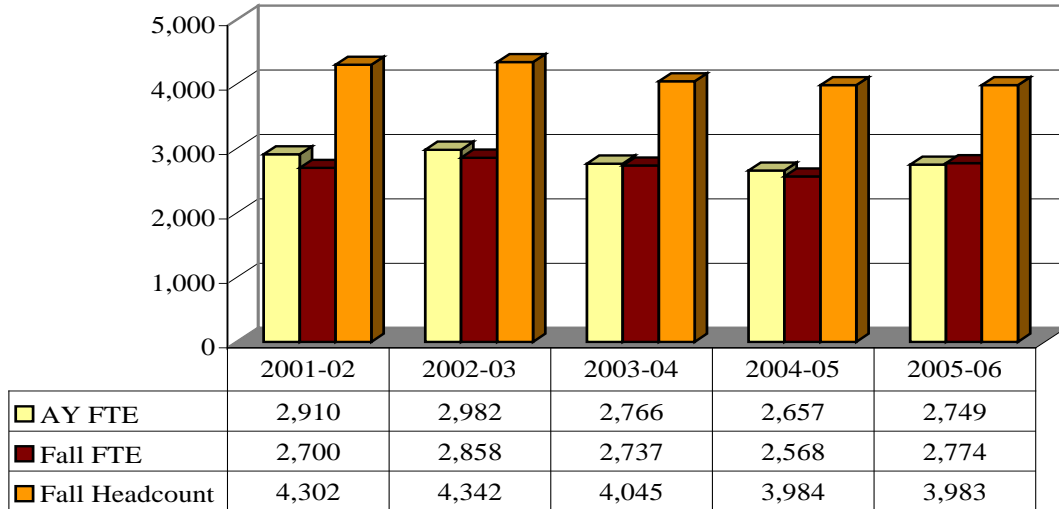
Some of the actions plans that have come about as a result of past reviews of the Access Monitoring Report include:

- Recruitment activities designed for students of color have increased
- With support from the College, students recently started a Transfer Club
- Recruiting staff participate in monthly coordination meetings
- A new position in Career and Employment Services helps to recruit and advise Professional Technical students

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.

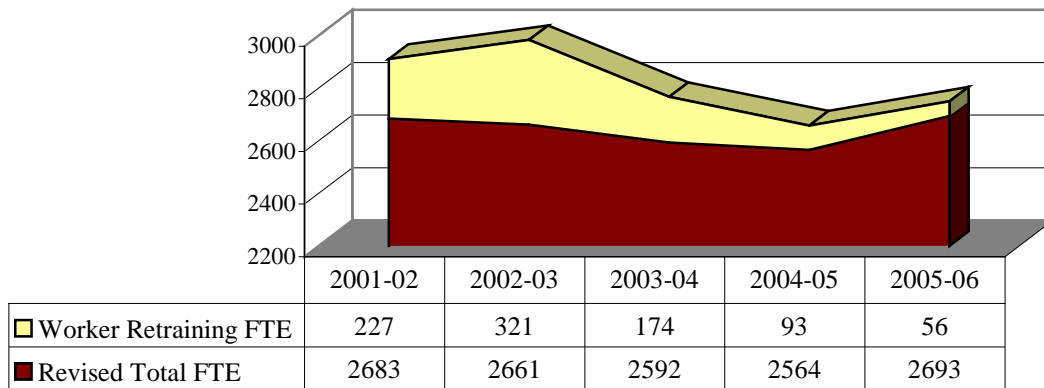
LCC General Enrollment (all students, all funding sources)



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

- Between 2004-05 and 2005-06: Academic Year FTE increased 3.5%, Fall FTE increased 8.0%, and Fall Headcount remained virtually the same.
- Over the five year period: Academic Year FTE declined 5.5%, Fall FTE decreased 2.7%, and Fall Headcount declined 7.4%

Annual FTE excluding Worker Retraining FTEs



- When controlled for the ‘Worker Retraining Effect,’ LCC’s enrollment is much more stable than it appears when Worker Retraining enrollments are included. Over the five year period, the decline in Academic Year FTE is 1.7% (vs. 5.5% when Worker Retraining FTE 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%)

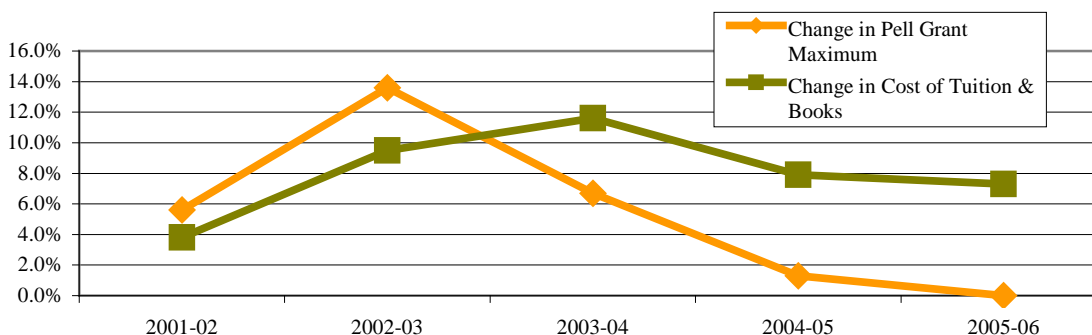
Source: Financial Aid Office

Number of Students Receiving Pell Grants
1,039
1,130
1,303
1,377
1,247
1,251

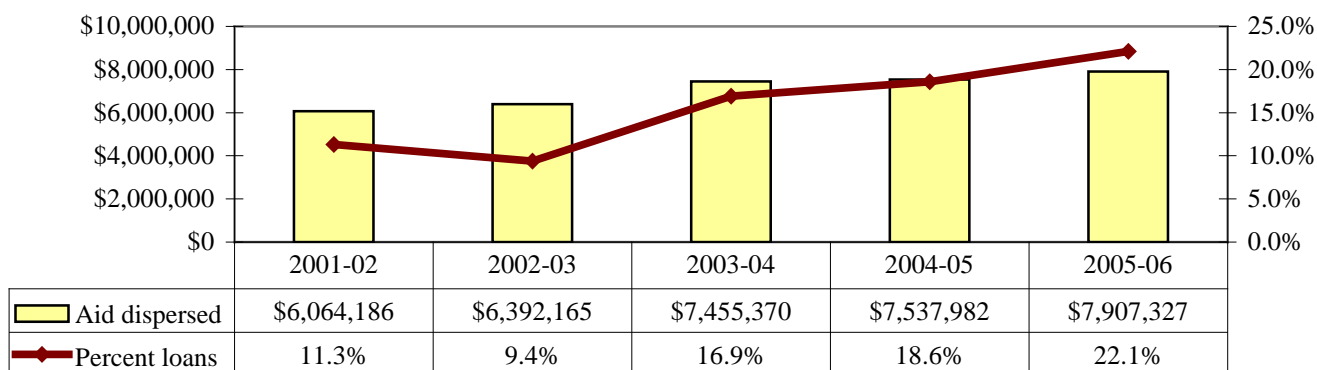
Source: Financial Aid Office

- The Pell Grant figures reflect the maximum allotment in a 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

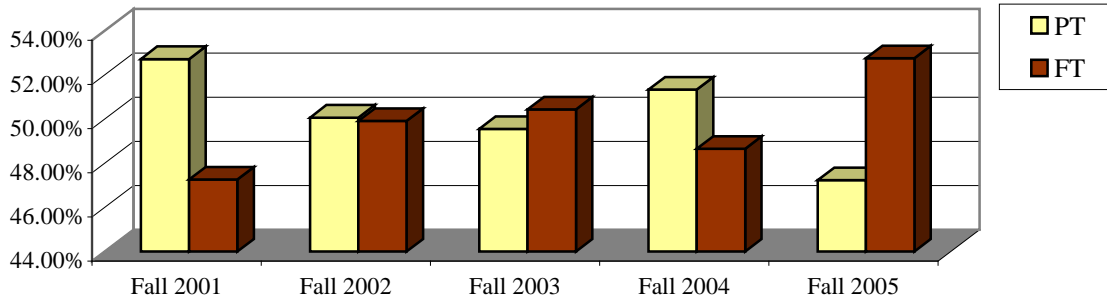
- Financial aid disbursement, in total dollars, increased by 30.4% over the five year period depicted above. The change is due in part to substantial increases in loan volume. The percent of total Financial Aid distributed through loans has doubled in five years.
- The impact of cohort (loan) default rates can increase when loan volumes are high. The most current cohort default rate for LCC is 12.2%.

**LCC Part-Time and Full-Time Headcount by Number and Percent
(excluding Basic Skills students)**

	Part-Time (less than 12 credits)	Full-Time (12 or more credits.)
Fall 2001	2134 (52.73%)	1913 (47.27%)
Fall 2002	2042 (50.07%)	2036 (49.93%)
Fall 2003	1843 (49.56%)	1876 (50.44%)
Fall 2004	1910 (51.34%)	1810 (48.66%)
Fall 2005	1719 (47.24%)	1920 (52.76%)

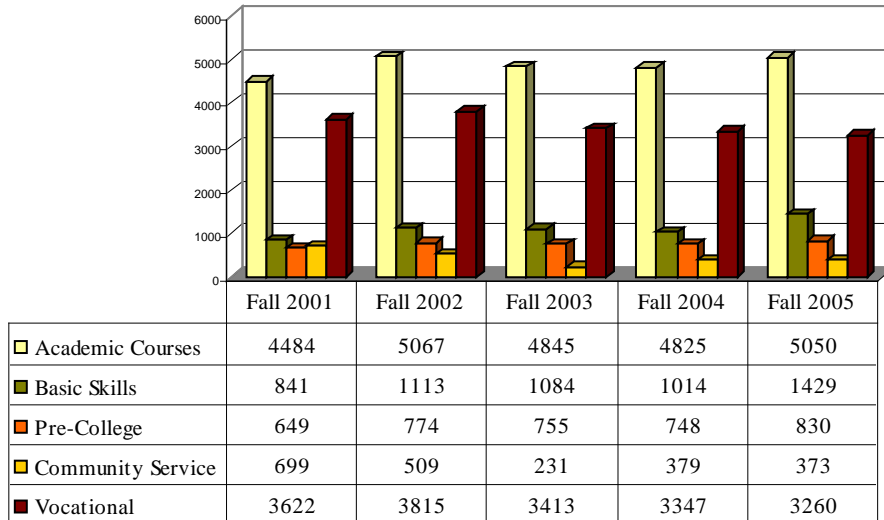
Source: Data Warehouse, Student Table, CR_TOTAL

Distribution of Part-Time and Full-Time Enrollment



- In fall 2005, a larger proportion of students enrolled full-time than in the previous four falls.

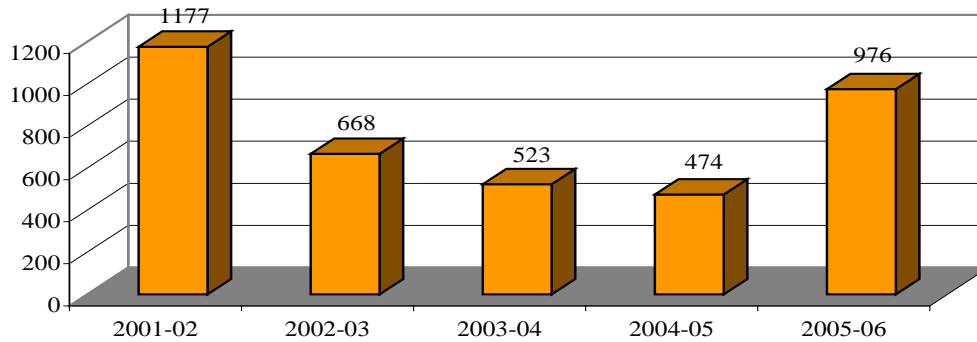
Fall Enrollment (Headcount) by Institutional Intent—All funding sources



Source: Data Warehouse, Class Table, Institutional Intent Recat

- More students take Academic Courses, regardless of their program of study at the College, than any other category. Enrollment in Academic Courses comprised 46% of total enrollment in fall 2005.
- Enrollment increased in Academic Courses (4.7%), Basic Skills (40.9%), and Pre-College (11.0%). Enrollment decreased in Community Service (-1.6%) and Vocational (-2.6%) between 2004-05 and 2005-06.

Community Education Enrollment (Duplicated Headcount)



Source: LCC Institutional Portfolio

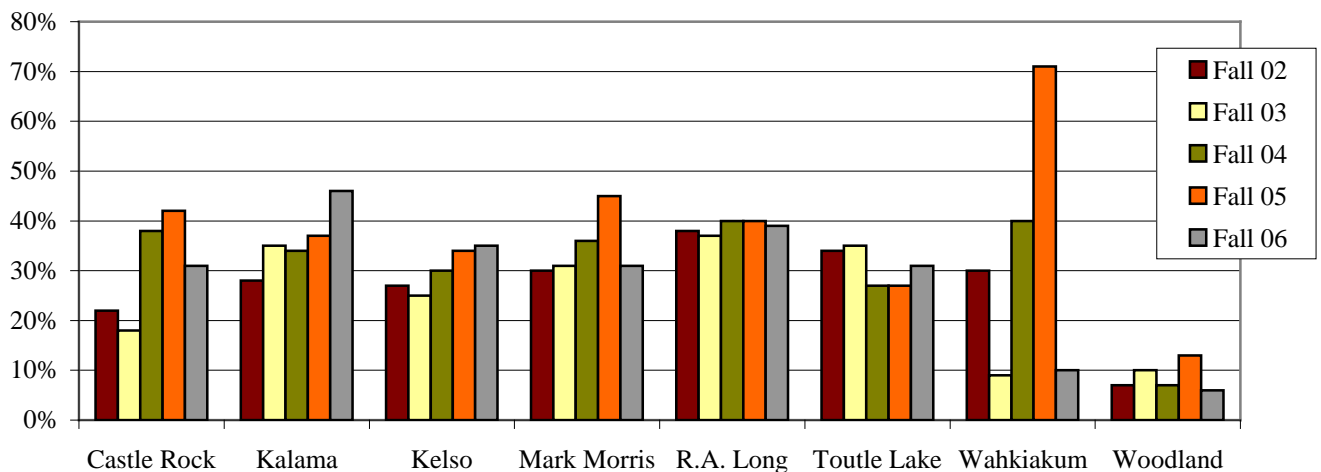
- Enrollment in Community Education increased substantially between 2004-05 and 2005-06 (105.9%).

Proportion of High School Seniors who Enroll at LCC

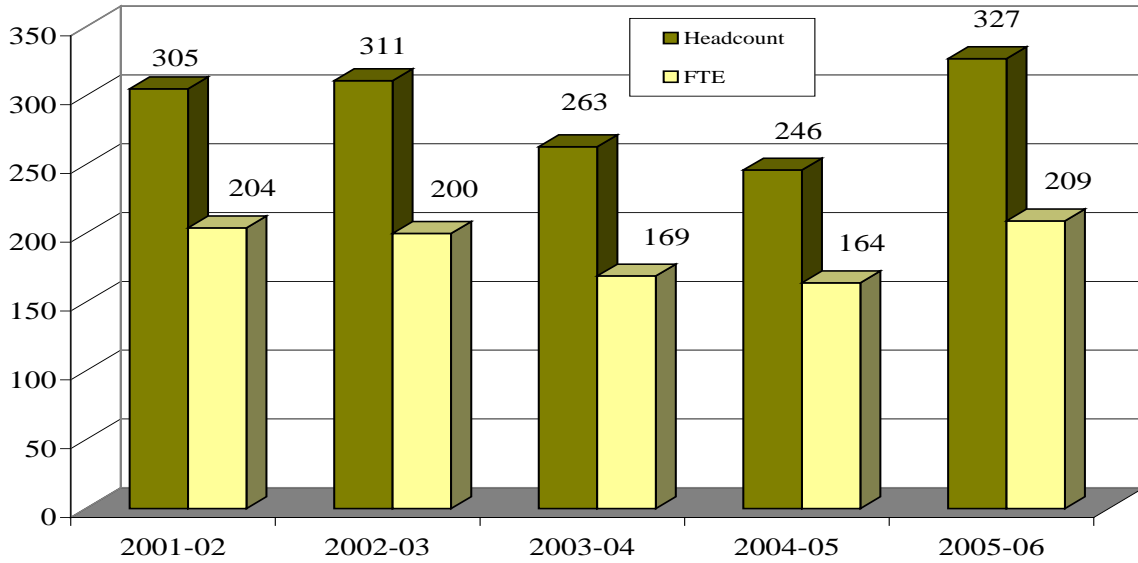
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Castle Rock	22/92=24%	18/83=22%	13/71=18%	26/69=38%	42/101=42%	29/95=31%
Kalama	16/42=38%	14/50=28%	22/62=35%	22/64=34%	23/62=37%	31/68=46%
Kelso	106/285=37%	74/272=27%	79/321=25%	97/325=25%	107/313=34%	102/289=35%
Mark Morris	53/213=25%	62/209=30%	63/203=31%	76/211=36%	83/185=45%	60/195=31%
R.A. Long	53/155=34%	53/141=38%	58/155=37%	56/140=40%	61/154=40%	62/160=39%
Toutle Lake	9/39=23%	13/38=34%	15/43=35%	11/41=27%	13/49=27%	15/49=31%
Wahkiakum	8/39=21%	12/40=30%	4/43=9%	17/42=40%	12/17=71%	5/48=10%
Woodland	10/107=9%	7/105=7%	10/98=10%	7/105=7%	14/106=13%	7/119=6%
Total Dist.	277/972=29%	253/938=27%	264/996=27%	312/997=31%	355/987=36%	311/1023=30%

Source: LCC Institutional Portfolio

- Over the past six years, an average proportion of 30% of high school seniors from the LCC service district enrolled at LCC the fall after graduation.



LCC Annual Headcount and FTE in Running Start



Source: LCC Institutional Portfolio

- Both headcount and FTE increased for Running Start between 2004-05 and 2005-06, at 32.9% and 27.4%, respectively.

Number of Running Start Students Enrolled by High School

	2001-02	2002-03	2003-04	2004-05	2005-06
Castle Rock (115)	26	28	20	16	32
Kalama (116)	18	46	33	20	36
Kelso (117)	71	56	60	68	75
Mark Morris (112)	82	83	70	70	89
R.A. Long (111)	47	47	43	36	51
Toutle Lake (114)	18	7	10	12	12
Wahkiakum (901)	11	8	6	7	9
Woodland (118)	7	6	7	8	9

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

- Running Start enrollments increased from all school districts in the LCC service district between 2004-05 and 2005-06.

Distance Education Enrollment

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

Distance Education Enrollment (number of classes offered and student headcount)

	2001-02		2002-03		2003-04		2004-05		2005-06	
	Classes	Headcount	Classes	Headcount	Classes	Headcount	Classes	Headcount	Classes	Headcount
Telecourse	27	310	39	443	22	221	31	274	44	349
Correspondence	29	278	27	310	17	292	29	258	15	113
Online (not WAOL)	22	179	10	71	14	142	99	715	150	1136
Online (WAOL)	28	65	33	102	72	294	75	243	74	318
Hybrid	--	--	--	--	--	--	--	--	36	380
Other	2	29	2	49	2	31	--	--	--	--
TOTAL	108	861	111	926	127	980	234	1490	319	2296

- The number of LCC distance education courses offered increased 36.3% between 2004-05 and 2005-06. Enrollment increased by 54.1% during the same time period.

Distance Education Spring Quarter Course Completion

	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
LCC	81%	73%	77%	72%	93%
SYSTEM	72%	73%	76%	77%	89%

- Completion rates for LCC students taking distance education courses met or exceeded the system average in four 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
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%
2005-06	7,258	79,870	9.1%

Source: LCC Institutional Portfolio

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.)
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)
2005-06	9.1% (7,258/77,870)	8.8% (6,654/75,288)	7.8% (11,602/148,901)	6.3% (7,153/112,940)	12.2% (10,109/82,828)

Source: SBCTC Academic Year Report, U.S. Census Bureau <http://www.census.gov/popest/counties/asrh/files/CC-EST2005-agesex-53.csv>

- LCC's participation rate is comparable to other colleges of similar size.

Key Performance Indicator: Participation/Success of Diverse Student Populations

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

LCC Participation of Students of Color and Disabled Students (All Students)

Year	Total Headcount	# Students of Color	% Students of Color	# Disabled Students	% Disabled Students
2001-02	8165	714	8.7%	568	6.9%
2002-03	7522	672	8.9%	525	6.9%
2003-04	6789	703	10.4%	258	3.8%
2004-05	6802	743	10.9%	196	2.9%
2005-06	7258	983	15.5%	204	2.8%

Source: Data Warehouse, Student Table

- The number and proportion of students of color increased in 2005-06, due largely to an increase in the number of Hispanic students. Over 80% of Hispanic students enrolled in 2005-06 took exclusively basic skills, about 6% took transfer courses, and the rest enrolled in a variety of professional technical programs.
- The decline in the number of disabled students is largely due to a change in state reporting methodology that occurred in 2003-04—in order to be counted as disabled, students must seek and receive special services. Previously students were counted based on self-reporting). This change affected graduation rates for disabled students as well (below).

Students Receiving Associate Degrees or Certificates

Year	% Students of Color	% Disabled Students
2001-02	8.8%	7.9%
2002-03	7.0%	7.7%
2003-04	8.0%	4.0%
2004-05	8.1%	3.0%
2005-06	7.8%	3.2%

Source: SBCTC Academic Year Report, LCC Institutional Portfolio

Access Monitoring Report (Cycle VIII)

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?

- Enhanced recruitment and marketing efforts seem to be making an impact.
- Very encouraging to see that enrollment is strengthening even while Worker Retraining has virtually disappeared.
- The increase in Running Start enrollment is laudable. This is an indication of better collaboration with K-12 as well.
- Enrollment of graduating high school seniors is strong, even though not as high as last year. It is in the mid-range for the six year span depicted in the report.
- Resurgence in Community Education for 2005-06 is surprising, and good.
- Basic Skills and Pre-College enrollment is strong.
- Increase in number of distance education courses offered, and enrollment in distance education is good.

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?

- Although it is related to changes in reporting rules, we should still watch the decline in number of disabled students served.
- Continue to strive for high percentages of high school senior transfers. It might be worth looking to see how many direct high school transfers are disabled. We may need to make sure that the disabled student population is included in our high school recruiting efforts.
- The cohort default rate for Financial Aid would be more meaningful if we had comparative figures from other colleges.
- The steadily increasing volume of loans, even though it is helping students maintain access to college, is concerning. The College is currently almost up to the loan volume (at mid-fall quarter) that we had for the entire year last year.
- The report doesn't necessarily focus on who *doesn't* have access. Have we been keeping up with the changing demographics in terms of race and ethnicity? Should we be doing better than just keeping up? Are we pricing the working poor out of the market? Are we serving a representative proportion of men? Should we be asking successful male students about their experiences? Should we be asking them where their friends are? Should we be tracking students who enter the college in the winter and spring, like the entering fall cohorts? These are some of the questions we should be grappling with.

Board Plus/Delta

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

+	Δ

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

2002 – 2006

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 18th, 2007



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

Welcome to “Cycle VIII” 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:

- [Implementation of two I-BEST tracks \(Integrated Basic Education and Skills Training\) in fall 2006, including Health Occupations Core and Manufacturing Core \(data to be reflected in future reports\)](#)
- [Ongoing expansion of basic skills enrollments](#)
- [Implementation of the math outcomes lab and testing program for pre-college math \(with support from Title III\)](#)

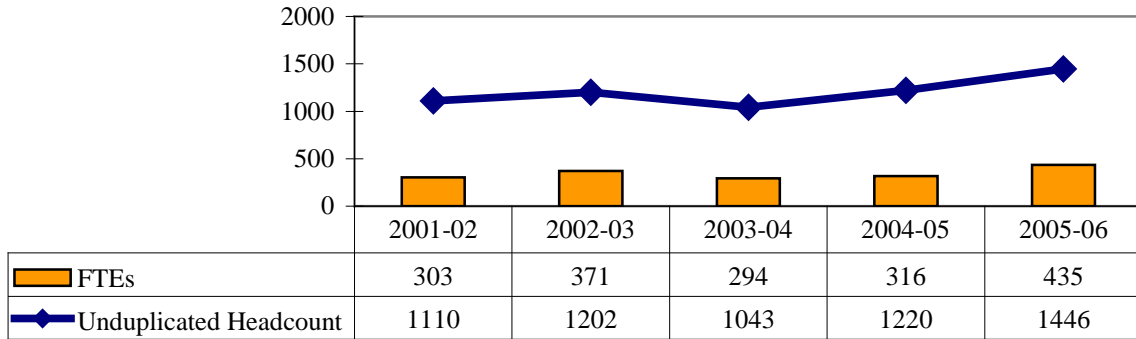
Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure and included in a summary at the end of the report. Comments from the internal review team are included at the end of the report. The Board is also being asked to review this report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

PART 1: 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 37.7% (FTE) between last year and the year before. Unduplicated headcount increased 18.5%.
- Expansion in the number of sections offered and implementation of classes in several off-campus sites (including churches, employment sites and other community locations) contributed to 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, with new criteria adopted at the start of 2004-05. 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. CASAS (Comprehensive Adult Student Assessment System) testing is utilized to measure goal completion.

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
2004-2005	LCC	576	162	28%	209	98	47%
	System	24,768	7,161	29%	28,902	13,293	46%
2005-2006	LCC	731	149	20%	265	90	34%
	System	24,805	5,961	24%	30,295	12,165	40%

Source: WABERS Standard Reports (Goal Completion)

- Rates for both LCC and the system declined between last year and the year before, with declines for LCC being somewhat steeper than for the state. Extremely high enrollments in basic skills in 2005-06 may have negatively impacted goal completion.

Student Progress

Although not all basic skills students intend to stay long enough to achieve a certificate or degree, much emphasis has been placed in recent years on the “education pipeline.” The following charts track the progress of ESL and ABE students to college level courses at LCC.

Progression of ESL and ABE students to college-level courses*

Excluding Home and Family Life (childcare) courses

ESL (English as a Second Language)

Year enrolled in ESL (any course, one or more quarters)	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)
2001-2002 (A12)	316	13/4.1%	16/5.1%	18/5.7%	19/6.0%	7/2.2%
2002-2003 (A23)	311	8/2.6%	12/3.9%	13/4.2%	14/4.5%	3/1.0%
2003-2004 (A34)	310	8/2.6%	10/3.2%	10/3.2%		3/1.0%
2004-2005 (A45)	289	3/1.0%	3/1.0%			0/0.0%
2005-2006 (A56)	368	4/1.1%				0/0.0%

ABE (Adult Basic Education)

Year enrolled in ABE (any course, one or more quarters)	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)
2001-2002 (A12)	836	88/10.5%	111/13.3%	121/14.5%	134/16.0%	34/4.1%
2002-2003 (A23)	952	182/19.1%	198/20.8%	211/22.2%	223/23.4%	34/3.6%
2003-2004 (A34)	774	84/10.9%	99/12.8%	115/14.9%		5/0.7%
2004-2005 (A45)	968	84/8.7%	105/10.8%			25/2.6%
2005-2006 (A56)	1138	149/13.1%				15/1.3%

*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).

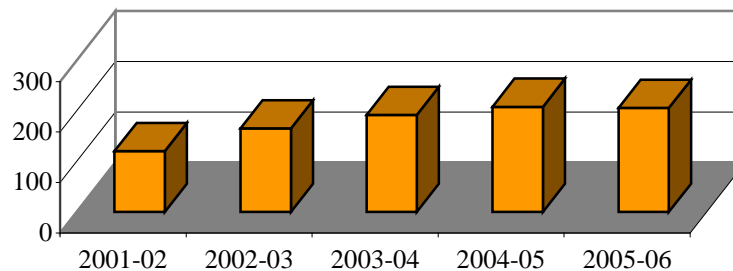
- Less than five percent of ESL students enroll in college level courses or achieve a degree or certificate at LCC.
- Larger proportions of Adult Basic Education students enroll in college level courses—in some years as high as nearly one in four. Completion rates, however, remain below five percent for the cohorts depicted here.
- A transitions class for people planning to take the GED exams is currently being developed, which may positively impact the rate of basic skills students going on to college level work.

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). Participating school districts include Longview, Kelso, Toutle Lake, and Castle Rock.

Annual CEO Enrollment (unduplicated headcount)

	2001-02	2002-03	2003-04	2004-05	2005-06
New students	77	98	101	115	110
Returning students	43	67	91	93	96
Total	120	165	192	208	206



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

Progression and Completion of CEO Students (high school or equivalent)*

CEO cohort	2001-02	2002-03	2003-04	2004-05	2005-06
Completions (high school completions or GED achievement) to date	25 21%	32 19%	33 17%	32 15%	23 11%

- Although the completion rate of CEO students appears to be declining by looking at the chart above, students who entered as long as 5 years ago completed within the last year. The numbers reflect a time-to-completion rate that is longer than average.

Progression of CEO students to college level courses*
Excluding Home and Family Life (childcare) 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)*
2001-2002 (A12)	120	47/39.2%	54/45.0%	59/49.2%	62/51.7%	7/5.8%
2002-2003 (A23)	165	83/50.3%	90/54.5%	94/57.0%	97/58.8%	11/6.7%
2003-2004 (A34)	192	97/50.5%	103/53.6%	110/57.3%		14/7.3%
2004-2005 (A45)	208	99/47.6%	104/50.0%			7/3.4%
2005-2006 (A56)	206	113/54.9%				5/2.4%

* 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).

GED Testing

This chart reflects the number of students who took and passed the GED test at LCC, including students who prepared for the GED test at LCC and those who did not. A new test format was adopted in 2002.

Calendar Year	LCC			Washington Community and Technical College System			National Comparison		
	Total Tested	Total Passed	Percent Passed	Total Tested	Total Passed	Percent Passed	Total Tested	Total Passed	Percent Passed
2002	347	259	74.6%	**	**	**	603,019	360,444	59.8%
2003	373	259	69.4%	**	**	**	657,239	387,470	59.0%
2004	353	252	71.4%	21,227	12,665	59.7%	665,927	405,724	60.9%
2005	351	262	74.6%	20,830	11,875	57.0%	680,874	423,714	62.2%
2006	352	236	67.0%	20,635	11,507	55.8%	**	**	**

Source: Testing Office (LCC and system data) American Council on Education; www.acenet.edu (national data)

**Data not available

- GED pass rates for LCC are substantially higher than system and national pass rates.
- Comparative system (Washington Community and Technical College system) data is new in this report.

GED and High School Goal Completion at LCC

This chart reflects the number of students attending basic skills courses that identified a completion goal of GED or High School Diploma and attainment rates.

		Number stating “GED or High School Diploma” as their goal	Number who completed “GED or High School Diploma” goal	Percent who completed “GED or High School Diploma” goal
2003-2004	LCC	83	42	51%
	System	8,561	2,009	23%
2004-2005	LCC	114	67	59%
	System	8,526	2,736	32%
2005-2006	LCC	117	67	57%
	System	7,921	2,988	38%

Source: WABERS Standard Reports (Goal Completion)

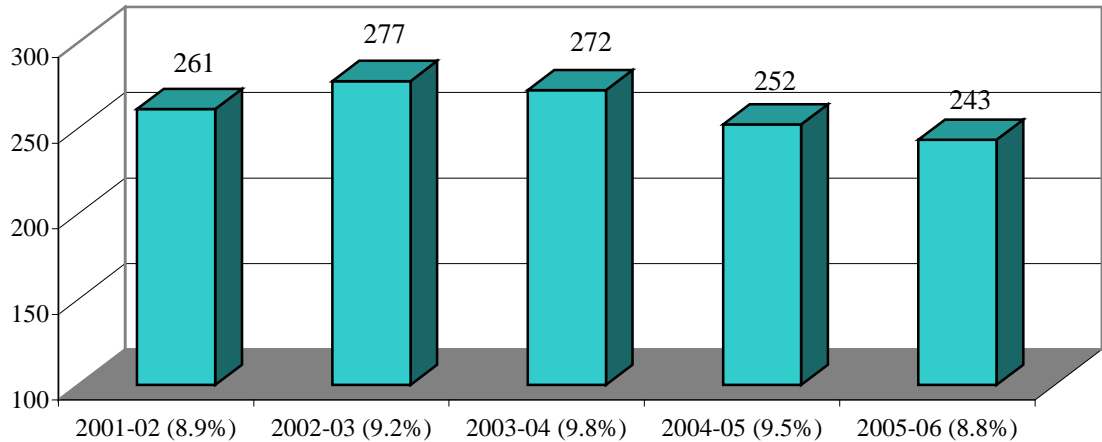
- Completion rates of LCC students seeking GED or High School Diploma are substantially higher—approximately double, on average—the state rate.
- Goal completion data for GED or High School Diploma is new in this report. Students are not coded with the “GED or High School Diploma” goal until they have registered to take the GED battery of tests.

PART 2: 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.

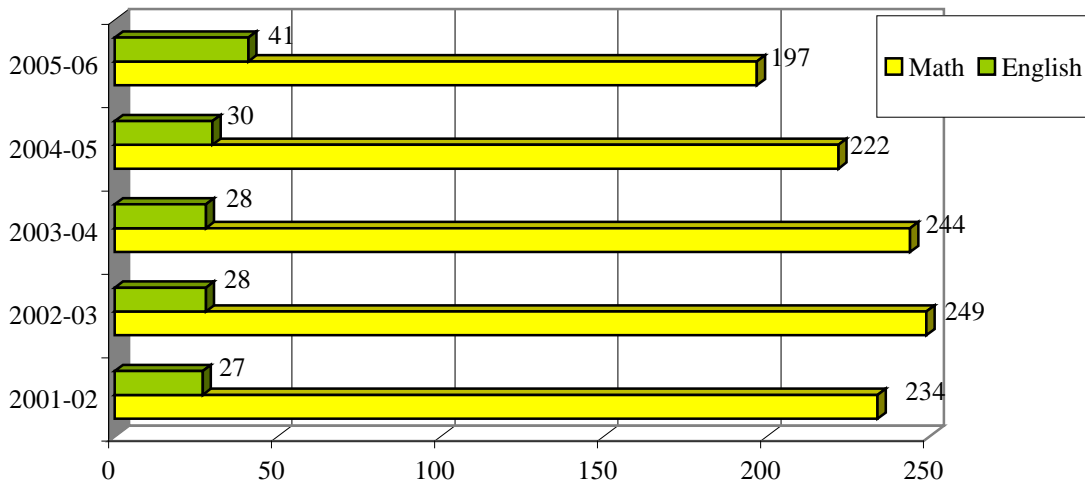
**Pre-college Education (All MATH and INDV <100)
Annualized FTE – All Funding Sources (includes math lab)**



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

- FTES for Pre-college Education decreased 3.6% between last year and the year before. The decrease in FTE was in math, which was down 11.3% (see chart below). Pre-college English FTE increased somewhat.
- Figures in parenthesis next to the year indicate the proportion of Pre-college Education FTE relative to total FTE. That proportion was approximately the same last year as it was five years ago.
- Faculty began utilizing the “instructor-initiated withdrawal” in 2005-06.

**Pre-College English (INDV 065, 075 and 085 and MATH <100)
Annualized FTE—All Funding Sources (includes math lab)**



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 (includes math lab)

	2001-02	2002-03	2003-04	2004-05	2005-06
Number of students in pre-college math classes	2184	2334	2260	2073	1835
Number of students who received a 2.0 or better (C or above)	1296	1376	1390	1232	1088
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>	1296/1769 = 73.3%	1376/1923 = 71.6%	1390/1928 = 72.1%	1232/1716 = 71.8%	1088/1564 = 69.6%
Number of students who withdrew	326 (14.9%)	306 (13.1%)	261 (11.5%)	315 (15.2%)	235 (12.8%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	1296/2095 = 61.9%	1376/2229 = 61.7%	1390/2189 = 63.5%	1232/2031 = 60.7%	1088/1799 = 60.5%

Source: Data Warehouse, TRANSCRIPTS Table

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

- On average, students withdraw from math courses at higher rates than pre-college English.
- Pre-college math students succeed at somewhat lower rates than pre-college English.
- Enrollment in pre-college math (duplicated headcount) declined by 11.5% between 2005-06 and the year before.
- **The national pass rate for developmental math is 68%, according to a 2004 study conducted by the National Center for Developmental Education (passing with a C or better, excluding students who withdrew).**
- LCC pass rates are slightly higher than the national average.

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

	2001-02	2002-03	2003-04	2004-05	2005-06
Number of students in pre-college English classes	246	251	260	272	282
Number of students who received a 2.0 or better (C or above)	170	173	177	201	200
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>	170/217 = 78.3%	173/230 = 75.2%	177/239 = 74.1%	201/249 = 80.7%	200/248 = 80.6%
Number of students who withdrew	24 (9.8%)	18 (7.2%)	17 (6.5%)	23 (8.5%)	30 (10.6%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	170/241 = 70.5%	173/248 = 69.8%	177/256 = 69.1%	201/272 = 73.9%	200/278 = 71.9%

Source: Data Warehouse, TRANSCRIPTS Table

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

- On average, 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.
- INDV 085 was recommended beginning in 2005-06 as a supplement to both INDV 065 and 075. Concurrent enrollment in 085 with both 065 and 075 became mandatory in fall 2006..
- **National pass rates for developmental reading and writing are 76% and 73% respectively, according to a 2004 study conducted by the National Center for Developmental Education (passing with a C or better, excluding students who withdrew).**
- LCC pass rates are somewhat higher than the national average.

Performance of Pre-college Math and English Students in Subsequent 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.

Developmental Math (091, 092, 099) Students That Moved on to the Next Level (Math 112, 121, 122, 130, 210)—includes math lab

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Total number of students who successfully completed a pre-college math class	417	452	471	409	366
Total number of those students who went on to the next level*	127/417 = 30.5%	114/452 = 25.2%	143/471 = 30.4%	142/409= 34.7%	140/366= 38.3%
Total number of those students who withdrew from the next level*	15/127 = 11.8%	13/114 = 11.4%	16/143 = 11.2%	12/142= 8.5%	17/140= 12.1%
Total number of those students who passed the next level*	106/127 = 83.5%	99/114 = 86.8%	122/143 = 85.3%	116/142= 81.7%	105/140= 75.0%
Total number of students who withdrew from college level Math who did not take pre-college math	7/24 = 29.2%	11/27 = 40.7%	6/14 = 42.9%	4/16 = 25.0%	5/15= 33.3%
Total number of students passing college level Math who did not take pre-college math	88/138 = 63.8%	66/123 = 53.7%	69/131 = 52.7%	61/122 = 50.0%	66/118= 56.0%

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.

- Relatively low numbers of students progressing to college level math reflect the fact that college level math is not a requirement for many LCC 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.
- **The national pass rate for developmental math students in their first college level math course is 58%, according to a 2004 study by the National Center for Developmental Education.**
- LCC's pass rate is substantially higher than the national pass rate.

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

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Total number of students who successfully completed INDV 065 or 075	60	78	71	81	97
Total number of those students who went on to take English 100, 101 or 110*	48/60 = 80.0%	68/78 = 87.2%	49/71 = 69.0%	62/81 = 76.5%	68/97= 70.1%
Total number of those students who withdrew from English 100, 101 or 110*	3/48 = 6.3%	4/68 = 5.9%	5/49 = 10.2%	7/62 = 11.3%	14/68= 20.6%
Total number of those students who passed English 100, 101 or 110*	33/48 = 68.8%	45/68 = 66.2%	32/49 = 65.3%	48/62 = 77.4%	45/68= 66.2%
Total number of students who withdrew from English 100, 101 or 110 who did not take INDV 065 or 075	35/50 = 70.0%	33/42 = 78.6%	46/57 = 80.7%	45/51 = 88.2%	46/51= 90.2%
Total number of students passing English 100, 101 or 110 who did not take INDV 065 or 075	364/418 = 87.1%	364/423 = 86.1%	346/411 = 84.2%	354/394 = 89.8%	351/380= 92.4%

Source: Data Warehouse, TRANSCRIPTS Table

*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.
- **The national pass rates for developmental reading and writing students taking their first college level English course are 69% and 64% respectively, according to a 2004 study by the National Center for Developmental Education.**
- LCC's pass rates are consistent with the national rates.

Basic Skills/Developmental Education Monitoring Report
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?

- Students in pre-college reading and writing are succeeding at high levels. Instructor emphasis on the affective domain (in addition to covering course content) may increase student confidence and success. Heavy use of the tutoring center at this level may also boost success.
- Pass rates for math in subsequent (college level) courses is high; much higher than national levels. Although this may be partially skewed by the fact that many LCC students are not required to take college level math, it is still notable.
- Enrollment in basic skills was extremely high in 2005-06, resulting in an operational level exceeding capacity.
- The number of both high school as well as college completions continues to grow over time for CEO students, indicating a much longer than usual time to completion. Over the past five years, 145 individuals from the CEO program have finished high school. This represents a significant contribution to the educational attainment rate of the community, particularly given the fact that the individuals involved typically have multiple risk factors.

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?

- The drop in enrollment in pre-college math is notable, considering that enrollment overall was flat and there is a downward trend in the level of preparedness of students coming to LCC. The instructor-initiated-withdrawal that was implemented in 2005-06 may have impacted this number.
- More in-depth research is needed that tracks students' patterns of course taking in pre-college and subsequent courses, particularly success rates of students taking courses out of sequence in the short- and long-term. It might also be useful to break out data for English 101 separately (rather than combining it with English 100 and 110).
- More work is needed to support students through transitional phases, including basic skills to college level, and pre-college to college level. Financial aid restrictions affecting basic skills students (including students enrolled in I-BEST programs) need to be addressed.

Board Plus/Delta

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

+	Δ

College Outcome:

Community Enrichment

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

Monitoring Report

2002-2006

(Cycle VIII)

June 20th, 2007



Community Enrichment: A Monitoring Report

Welcome to “Cycle VIII” 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**. 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:

- The new Contemporary Musicianship and Audio Production program, a result of the program review process that concluded in 2005-06, was launched in fall 2006.
- Enhanced recruiting and partnership with local K-12 districts resulted in greatly expanded Tech Prep enrollment.
- Hire Connections, the College’s online job search program, was launched in fall 2005 and rates of use continue to increase.

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 2005-06, there were 40 male and 52 female student-athletes.

Athletic Team Placings

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Baseball						
Western Division	1st	2nd	1st	1st	1st	1st
NWAACC Conference	2nd	2nd	2nd	1st	2nd	--
Softball						
Southwest Division	1st	1st	1st	1st	1st	3rd
NWAACC Conference	1st	1st	1st	--	1st	1st
Soccer						
Southwest Division	--	3rd	3rd	6th	2nd	5th
NWAACC Conference	--	--	--	--	8th	--
Volleyball						
Western Division	1st	2nd	5th	1st	2nd	6th
NWAACC Conference	--	5th	--	--	--	--
Women's Basketball						
Western Division	6th	2nd	1st	1st	3rd	2nd
NWAACC Conference	--	--	--	5th	8th	4th
Men's Basketball						
Western Division	3rd	5th	1st	1st	1st	3rd
NWAACC Conference	--	--	1st	1st	2nd	--

Source: LCC Athletics Office

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

	2001-02	2002-03	2003-04	2004-05	2005-06
Volleyball	2.74	2.95	2.93	2.77	2.93
Soccer	2.90	3.09	2.66	2.69	2.66
Women's Basketball	2.80	2.50	2.91	3.18	2.91
Men's Basketball	2.51	2.66	2.83	2.46	2.83
Softball	2.55	2.78	2.93	2.87	2.93
Baseball	2.80	2.71	2.78	2.80	2.78
All athletes	2.73	2.76	2.83	2.81	2.86
All transfer students	2.77	2.90	2.72	2.79	2.79

Source: LCC Athletics Office, Data Warehouse

- In general, student athletes are performing well academically. For the past three years, student athletes performed better as a group than all LCC transfer students.
- LCC athletes perform well both academically and in their respective sports. In order to support athletes both on and off the field, fundraising for athletic scholarships continues to increase.

Coaches' Recognition

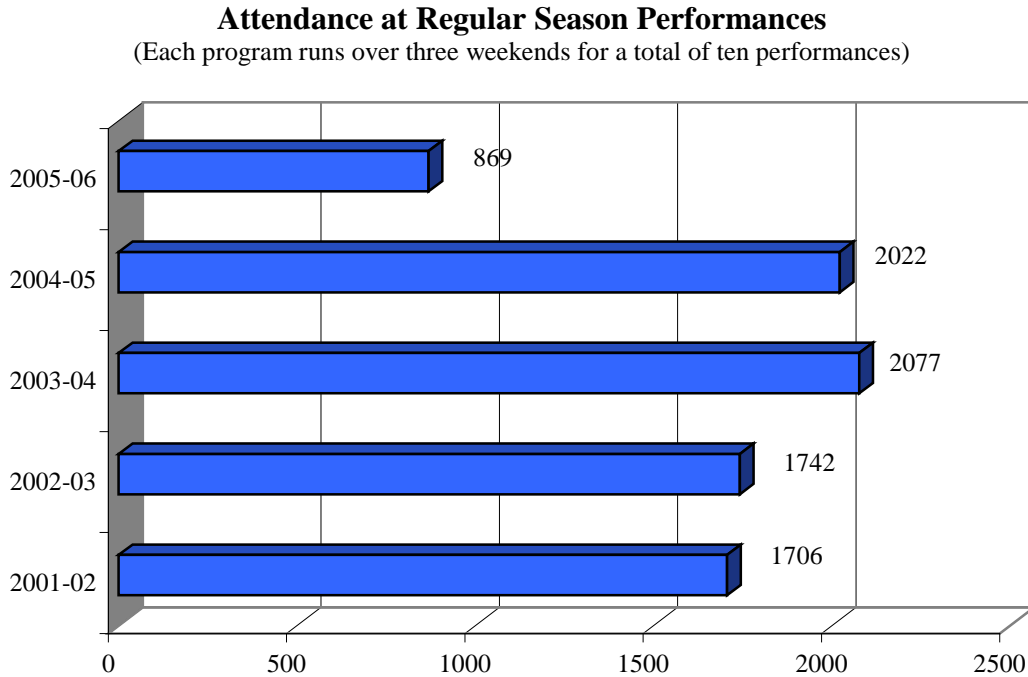
Team—Coach	Year/s
Baseball—Kelly Smith	
Western Division Coach of the Year	1999, 2000, 2001, 2002, 2004, 2005, 2006, 2007
NWAACC Coach of the Year (baseball)	1995, 1996, 1997, 2005
NWAACC Coach of the Year (all sports)	1998
Softball—Tim Mackin	
Southwest Coach of the Year	2002, 2005
NWAACC Coach of the Year	1994, 1999, 2000, 2001, 2002, 2003, 2004, 2006, 2007
NFCA* Coach of the Year	2002
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. In 2005-06, performances were at the Pepper Theatre.



Source: LCC Drama Department

Performances included:

- 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*
- 2005-06 Season: *Feiffer's People, Successful Strategies, An Evening with Thornton Wilder (The Drunken Sisters, Love and How to Cure it, The Happy Journey to Trenton and Camden, The Long Christmas Dinner)*

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)									
2001-02		2002-03		2003-04		2004-05		2005-06	
Fall	38	Fall	33	Fall	38	Fall	25	Fall	32
Winter	33	Winter	18	Winter	48	Winter	29	Winter	21
Spring	45	Spring	46	Spring	37	Spring	23	Spring	41
Total	116	Total	97	Total	123	Total	77	Total	94

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. *Note: this event has not been held for the past few years due to lack of space.*

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. *Note: hasn't been held for past few years due to lack of space.*

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

A new Certificate of Completion and AAS Degree entitled "Contemporary Musicianship and Audio Production" was launched in fall 2006.

Enrollment in Contemporary Musicianship and Audio Production Program

	2006-07
Fall	18
Winter	17
Spring	14

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 Rose Center for the Performing Arts 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 2005-06:

The LCC Art Gallery exhibits for the academic year have offered a wide range of media and styles to the college and community: sixteen local painters, regional clay artists who also presented workshops for the SLIP (Student League of Independent Potters) Club, Portland artist Stephan Soihl, and the Zimbabwe Artists Project. 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, and as a venue for receptions by various campus groups.

The first exhibit of the year, September 23 – October 20, was a one-man show by Portland artist Stephan Soihl, and featured watercolor paintings, monoprints, and kinetic sculptures. At the conclusion of the exhibit, the artist donated a watercolor painting to the college's permanent collection.

The next two exhibits featured sixteen local painters and two ceramic artists who presented workshops for the SLIP club. Local Color I, November 4 – 30, included works by Beth Bailey, Jason Berlin, Debra Chase, Joe Fischer, Karen Leback, Scott McRae, Arthur Miller, Gini Smith, and Anne Stecker. Joe Fischer donated a painting from the show to the LCC permanent collection. Local Color II, January 13 – February 9, included works by Carol Boudreau, Catherine Clark, Sharon Freeman, Barbara Kaempf Matkowski, Sharon Pedersen, Quentin Robbins, Ann Selberg, Gene Staples, and Marie Wise.

The annual Student Pottery Holiday Sale was held in the art Gallery December 5th and 6th.

Works by the Zimbabwe Artists Project (ZAP) filled the gallery with cheerful color from February 17 through March 9. An outgrowth of sociology studies at Lewis and Clark College, the non-profit project featured board paintings, appliqué, embroidery, fabric paintings, and pottery by artists from the rural area of Weya. ZAP pays artists more than twice as much for each piece of art as commercial dealers, as well as providing medical care and school supplies. ZAP founder and director Richard Adams spoke with students and interested community members and presented a video featuring many of the artists. The exhibit was extremely popular, and over 70% of the items were sold, enabling us to send nearly \$4000 to Zimbabwe.

During winter quarter finals week and Spring Break, March 20 – April 2, The Columbian Artists Association, a community organization of professional and amateur artists, is holding their 30th 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.

April 3-10, the gallery featured Peace Pilgrimage, an exhibit of work by artists who traveled to Japan for Peace Day ceremonies and the 60th Anniversary Memorials of the atomic bombing of Hiroshima and Nagasaki last summer. The exhibit is organized by Yvette O'Neill.

The Annual Student Art Show was held May 19 – June 9, with the opening reception on Thursday, May 18. The popular Student Pottery Sale will be held in conjunction with the Student Show opening. Over 400 works chosen by instructors from Art Appreciation, Drawing, Painting, Design, Photography, Photoshop Design, and Ceramics classes were exhibited.

Attendance at Art Exhibits in 2005-06	
Stephan Soihl	611
Local Color I	673
Local Color II	1,058
Zimbabwe Artists Project (ZAP)	637
Peace Pilgrimage	304
Annual Student Art Show	1,287
TOTAL	4,570

Historical Attendance at Art Exhibits					
Year	2001-02	2002-03	2003-04	2004-05	2005-06
Total Attendance	2,154	3,728	3,550	3,787	4,570

- Attendance at art exhibits increased 21% between 2004-05 and 2005-06.

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 Humanities 110 Class	Fragglerock	Blood Drives	Harvestfest Family Fun Night	Forensics Club – Regional & National Debate Participants	Red Hat Thrift Store Service Project
Blues Film Festival	Adrian X	Prostate Cancer Awareness Forum	Karaoke	Drama Club – Productions and One Act Plays	Community House Food Contributions
Malcolm Oliver MLK Lecture	Rhythm Culture	Massage Therapy	James Stephens – Comedian	Multicultural Club – Intercultural Week and Dances	Habitat for Humanity Project
Native American History Month Program Cowlitz Tribe	Jazz Band Concerts	Breast Cancer Awareness Information	Family Spaghetti Feed/Movie Night	International Club – International Food Festival Co-Sponsor Community International Festival	Big Brother and Sisters
Women’s History Month Lecture	Symphonic Band	Planned Parenthood Information	Back to School Week Activities	Slip Club – Pottery Exhibition and Pottery Sale	Emergency Support Shelter Fundraiser
Palestine Lecture/Film Dylan Bergeson	Local Ensemble	Pandemic Flu Forum	Winter Festival	Student Nurses Organization – Health Fair	Civics Week
	Honor Band Concerts	Domestic Violence Forum	Red Devil Days	Photo Club – Photo Exhibition	
	Raining Jane		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		
			LCC Dance		

Source: LCC Office of Student Activities

- As always, a wide variety of student and community activities were provided.
- 23,366 individuals attended campus events in 2005-06 (duplicated count).
- Staff also support LCC students and families in need through an annual holiday party fundraiser.

COMMUNITY EDUCATION & PRIME TIME

LCC offers a variety of leisure classes and programs for community members. These classes are generally recreational and non-credit bearing. **Prime Time** (formerly Senior Studies) courses meet the special needs and interests of our community seniors – individuals age 55 and over.

Duplicated Headcount in Prime Time Classes					
	2001-02	2002-03	2003-04	2004-05	2005-06
Summer	92	78	--	27	81
Fall	387	296	186	321	351
Winter	466	271	373	437	450
Spring	382	180	243	279	356
Total	1,327	825	802	1,064	1,238

Source: Data Warehouse

- Enrollment in Senior Studies increased by over 16% between academic year 2005-06 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					
	2001-02	2002-03	2003-04	2004-05	2005-06
Summer	71	54	84	113	169
Fall	399	285	273	153	307
Winter	378	145	178	234	341
Spring	329	184	174	302	144
Total	1,177	668	709	802	961

Source: DATA KR-RAY, Administrative Unit "8W" excluding contract education (sect BI)

- Enrollment in Community Education increased 20% between 2005-06 and the year before.
- "Better Bones in Balance," a very popular class, was transferred to Prime Time in 2006-07 and will affect future headcount in Community Education.

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.

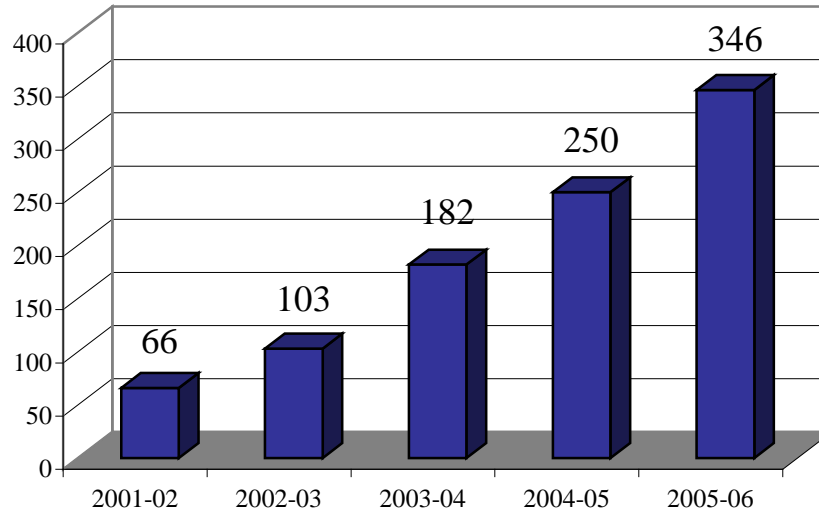
Total Enrollment: Head Start and ECEAP				
2001-02	2002-03	2003-04	2004-05	2005-06
414	346	346	346	364

Source: LCC Head Start Office

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 38.4% between 2005-06 and the year before.

Total Number of Students that have Earned Articulated Credits through LCC	
2001-02	121
2002-03	562
2003-04	383
2004-05	608
2005-06	806

- The number of students earning articulated credits through LCC in Tech Prep increased 32.6% 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. Hire Connections, the College's online job search program, was implemented in 2005-06 (see chart, below).

Individuals Using Career Center (unduplicated)	2004-05	2005-06
Fall	187	295
Winter	172	232
Spring	99	195
TOTAL	458	722

Instructor Requests For Career Services	2004-05	2005-06
Fall	20	29
Winter	18	20
Spring	18	25
TOTAL	56	74

Source: LCC Career & Employment Services Office

- Individual visits to the Career Center (unduplicated count) increased 57.6% between 2005-06 and 2004-05. Instructor requests for Career Services increased 32.1%.

		2005-06
Employers Registered (new)	Fall	59
	Winter	45
	Spring	46
	TOTAL	150
Jobs Posted	Fall	93
	Winter	136
	Spring	135
	TOTAL	364
Student Registrations (new)	Fall	183
	Winter	180
	Spring	81
	TOTAL	444
Student Registrations with Resume (new)	Fall	47
	Winter	33
	Spring	32
	TOTAL	112
Employer Requests to View Resumes	Fall	195
	Winter	237
	Spring	188
	TOTAL	620

CITIZENSHIP (Key Performance Indicator)

The **Transfer Student Alumni Survey** is distributed annually to transfer students during the year after completion of studies at LCC.

Did you vote in the last general election?		
	YES	NO
2004-2005	83.0%	17.0%
2005-2006	78.7%	21.3%
2006-2007	72.5%	27.4%

Do you subscribe to a newspaper or news magazine? (note: this question was revised in 2006 to include online news sources)		
	YES	NO
2004-2005	48.2%	51.8%
2005-2006	54.1%	45.9%
2006-2007	79.0%	20.9%

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%
2006-2007	80.3%	19.6%

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%
2006-2007	82.2%	17.7%

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%
2006-2007	65.4%	35.4%

Although the general election voter participation rate was down somewhat in 2006-07, the number of former students reporting charitable donations increased. The proportion participating in cultural or sporting events, and the proportion performing volunteer work was down slightly. The proportion reporting engagement with a subscription news source increased dramatically, most likely due to a revision in the wording of the question.

Community Enrichment Monitoring Report

Comments from the Review Team

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

- Art gallery attendance is way up.
- Academics and performance of LCC student athletes is exemplary. Increase in scholarships/tuition waivers for student athletes is good.
- LCC mission with reference to community enrichment is being realized to a greater extent than any time in recent history.
- The Rose Center offers new opportunities for the College to expand its commitment to serving the community through arts.
- Increase in Tech Prep enrollment is impressive.

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

- Most people feel that we've been doing a good job with the outcome of community enrichment. With the opening of the Rose Center, our "signature" building, we have an opportunity if not obligation to make sure we maximize our contribution to the community through the arts.
- Careful planning is needed to ensure success, particularly in terms of covering essential staff functions in technical, operational and promotional areas related to the new building and the arts in general. Delayed or incomplete planning could seriously compromise the success of the new facility and our arts programs.
- We may not be doing enough to promote good citizenship in our student body, particularly in terms of encouraging volunteerism (possibly through service learning) and engagement in discourse on the "big" issues facing society such as global warming. We should also pay particular attention to ensuring that the various "sides" of each issue are presented. Bringing back the William Vest lecture series would be a good step.

Board Plus/Delta

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

+	Δ

Expected College Outcome: Customized Education Monitoring Report

2002 – 2006
(Cycle VIII)

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

→ Lower Columbia College
Strategic Plan

December 20th, 2006



Customized Education: A Monitoring Report

Welcome to “Cycle VIII” 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 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 student satisfaction data collected through the course evaluation process.

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 strengths, and areas in need of improvement. Comments from the review team are included in the report.

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

- Continued expansion of Work Keys, including multiple job analysis with employers to identify hiring assessments.
- Completion of DACUM certification by two college employees in an effort to link curriculum reform to industry relevance.
- Increased specialization within targeted areas, including Industrial Maintenance and Pulp & Paper.
- Continued participation with the local workforce development team, including Workforce Development Council, Economic Development Council, and Employment Security.
- Ongoing statewide and local leadership of the Retail Management Certificate development process.
- Ongoing assistance to companies pursuing Job Skills Program (JSP) grants in support of workforce development.

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

Summary of Student Evaluations – Online Courses

Summary of 2005-06 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.

	Average 2004-05 (n = 47)	Average 2005-06 (n = 40)
Q1: Instructor’s knowledge of subject matter	3.68	3.65
Q2: Instructor’s writing style	3.36	3.67
Q3: Quality and effectiveness of discussion area responses	3.33	3.63
Q4: Timeliness of discussion area responses	3.15	3.71
Q5: I would recommend this instructor to others	3.60	3.78
Q6: Ability of lessons to meet your interest and needs	3.49	3.63
Q7: Typographical and grammatical errors in lessons	3.31	3.46
Q8: Topicality and completeness of lessons	3.30	3.64
Q9: Length of lessons	3.30	3.40
Q10: Usefulness of assignments and quizzes	3.43	3.56
Q11: I would recommend this course to others	3.59	3.70

- * Student ratings of Ed2Go (online) classes are consistently above a 3.0 (above average).
- * Students were MOST satisfied about recommending the course to others.
- * Students were LEAST satisfied with the length of the lessons.

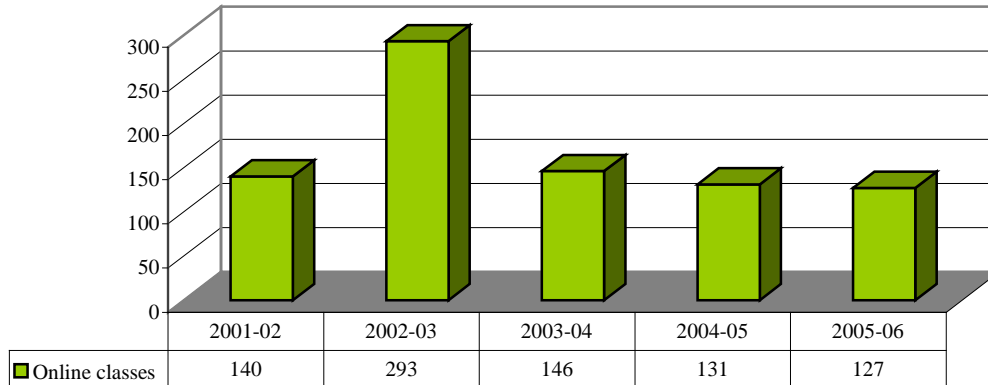
Ed2Go courses evaluated in 2005-06 include:

- | | |
|--|---------------------------------|
| * Introduction to Windows XP | * Beginning Writer’s Workshop |
| * Advanced Creativity Training for Writers | * Speed Spanish |
| * Basic A+ Certification: Hardware I | * Become a Veterinary Assistant |
| * Administrative Assistant Fundamentals | * Short Fiction |
| * Discover Digital Photography | * Medical Terminology |
| * Listen to Your Heart...Success Will Follow | * Photoshop Elements |
| * Introduction to Microsoft Word | * Introduction to Quickbooks |
| * Introduction to Microsoft Access | * Creating Web Pages |
| * Writing Great Technical Documents | * Accounting Fundamentals |
| * Achieving Success with Difficult People | * Keys to Effective Writing |
| * Introduction to Microsoft Excel | * Introduction to MS PowerPoint |
| * Administrative Assistant Applications | * Introduction to Journaling |
| * Solving Classroom Discipline Problems | * Speed Spanish II |
| * Write Your Life Story | * Creating Web Pages II |

EDUCATION & TRAINING

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.

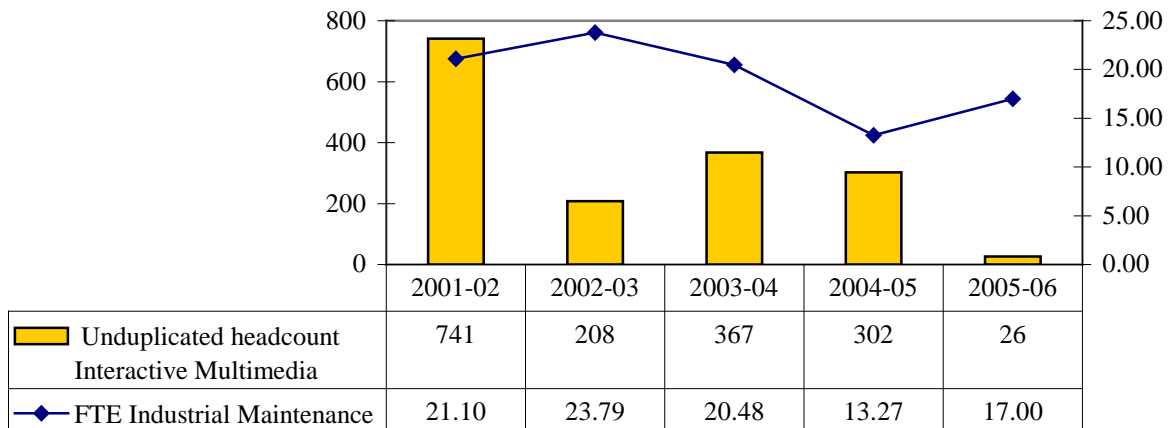


Source: LCC Institutional Portfolio

- Enrollment declined approximately three percent between 2005-06 and the year before.

Interactive Multimedia Classes and Industrial Maintenance

Interactive Multimedia is CD-Rom based training designed for people who are working.

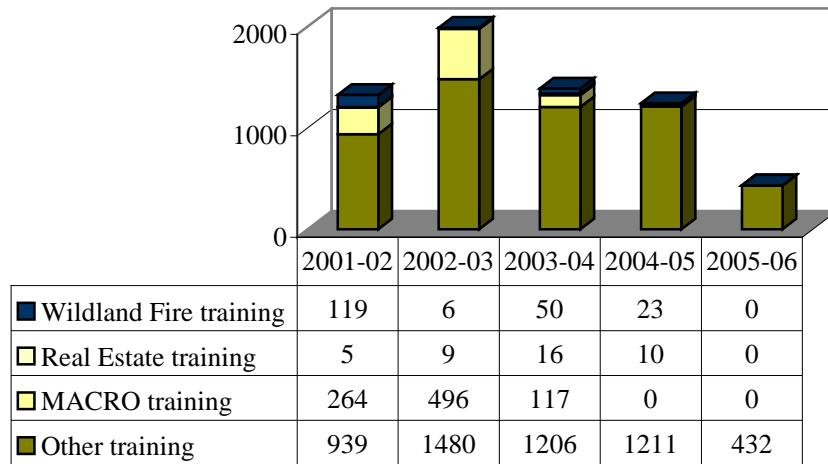


Source: Office of Instruction (J. Wright) for Interactive Multimedia headcount and Data Warehouse for FTE

- The chart above reflects a strategic transition from offering training through Interactive Multimedia as contract training to incorporating the training into the Industrial Maintenance program, counted as reimbursable FTE. The transition is intended to simplify the program for efficiency purposes, including reducing registration and billing burdens related to contract FTE.

Certificate Training and Professional Development

Short-term certificates that may be required for employment in specific fields.



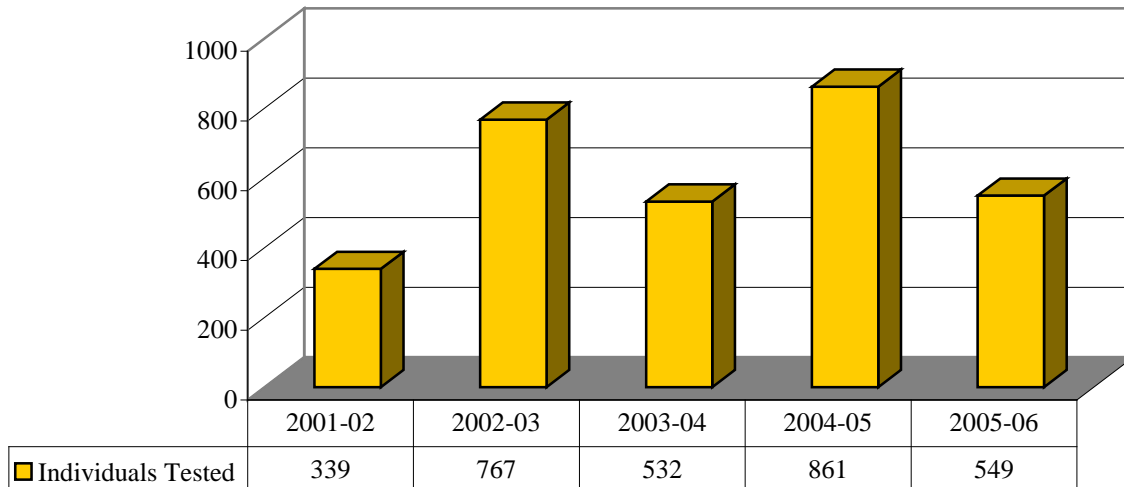
Source: Office of Instruction (J. Wright), Business and Industry Services (L. Amundson)

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

TESTING

1. Pre-Employment Testing

Including Work Keys, ASSET, and SRA Flanigan.



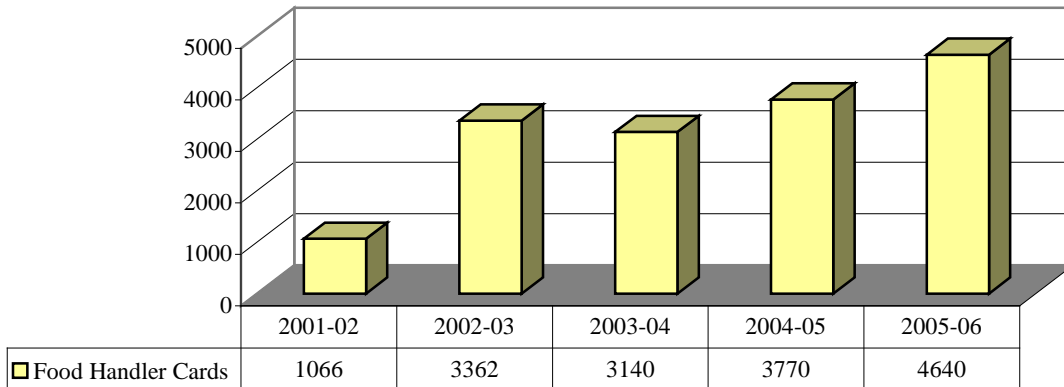
Source: LCC Institutional Portfolio

- The number of individuals served through pre-employment testing decreased 36% in 2005-06. The number of job openings in the area tends to impact this number.
- Testing is provided as a service to area employers and job-seeking individuals. Individuals are assessed to determine whether they have the foundational skills required for specific jobs with area employers.

Individuals also take the assessments in order to achieve a certificate that identifies their workplace skills in the areas of math, reading and locating information. Tests are administered in the Testing Center by Student Services staff. Testing is also conducted at the Department of Social and Health Services and WorkSource.

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 in the Testing Office.

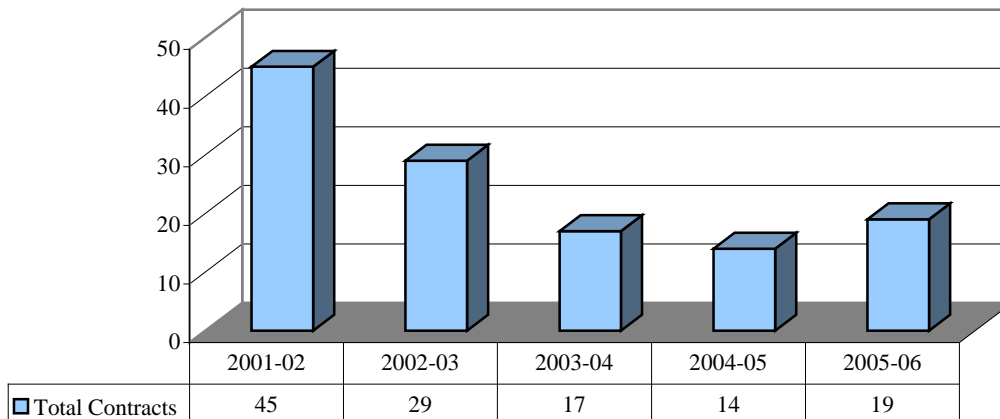


Source: LCC Institutional Portfolio

- Food Handler Card Testing continues to fill an important community need. The number of individuals tested increased 23% in 2005-06.

CLIENT CONTRACTS

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



Source: LCC Institutional Portfolio

- High numbers in 2001-02 and 2002-03 reflect on-site and other training conducted for Reynolds. Also, we were doing much more safety certification at this time than in more recent years.
- The number of contracts listed here doesn't reflect the total number of individuals served *by* each contract (typically 2-30 per contract).
- Methodology has 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 much less feasible than in the past.
- There has been a strategic shift to put more time and effort into JSP grants.

CONTRACT TRAINING AND EVENTS--WOODLAND

In addition to the client contracts reported above, the following events were coordinated out of the Woodland campus during 2005-06, including:

- A special event entitled, "Business Skills for Success," had 9 participants.
- The Justice and Hope Conference had 168 participants, including 12 attendees that enrolled in the optional one-credit HDEV seminar.

Lower Columbia College
Customized Education Monitoring Report (Cycle VIII)
Comments from the Review Team
December 20th, 2006

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

- We have done a good job of focusing on key activities with high impact, which is good for workforce development in the area. However, it comes at the expense of smaller businesses. When focusing on larger projects, it is difficult to meet all needs of smaller employers.
- Average scores for the Ed2Go evaluations increased a little bit in 2005-06. Also, we offer a wide variety of classes through that venue which is flexible and available to nearly everyone.
- Food handler card testing continues to increase.
- We have done a good job of communicating with local industries to help meet their training needs. Strong relationships have been built.

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

- We should continue to look for opportunities to serve smaller businesses in an economically feasible way.
- We need a bigger, more varied sample of client satisfaction data.
- We should explore the possibility of offering more customized education/training in Spanish.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
December 20th, 2006

+	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 VIII)

2002 – 2006

June 20th, 2007



Institutional Excellence: A Monitoring Report

Institutional Excellence

Welcome to Cycle VIII 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/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:

- Results from student and employee surveys are being utilized at the departmental level as part of the ongoing, biennial assessment cycle. Instructional departments are utilizing designated assessment days to analyze data and formulate action plans designed to increase student success.
- More in-depth research on student retention has been conducted and analyzed by different campus groups, including both student services and instruction. Participation in student clubs and activities was found to have the strongest statistical relationship with retention from the long list of student behaviors and characteristics that were studied.
- Although not unique to LCC, declining attendance of male students has been identified as an enrollment issue that needs to be addressed.

Student Persistence and Performance

(Key Performance Indicator)

Fall to fall retention of new degree seeking students is a widely recognized health indicator of institutions of higher education. In this indicator, retention of new students who stated that they planned to stay long enough to earn a degree is measured.

Fall-to-Fall Retention Rates for First-Time New Students by Intent
(Number and Percent Retained by Subsequent Fall Quarter)

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
	Retained	Retained	Retained	Retained	Retained
First-time new students	171/327 = 52.2%	128/282 = 45.4%	133/285 = 46.7%	128/266 = 48.1%	101/250 = 40.4%
Students with a Transfer intent	90/147 = 61.2%	69/131 = 52.7%	56/109 = 51.4%	68/124 = 54.8%	59/121 = 48.8%
Students with a Workforce intent	70/142 = 49.3%	55/126 = 43.7%	69/145 = 47.6%	60/142 = 42.3%	33/92 = 35.9%
Students with a Basic Skills intent	2/19 = 10.5%	1/14 = 7.1%	3/20 = 15.0%	0/0 --	5/28 = 17.9%
Student with a Personal Interest or Other intent	9/19 = 47.4%	3/11 = 27.3%	5/11 = 45.5%	0/0 --	4/9 = 44.4%

- Fall-to-fall retention of new students planning to attend long enough to earn a degree has declined nearly 12% over the past five years. Both transfer and workforce intent student populations have contributed to the downward trend.

Goal Completion Rates of First-Time New Students by Intent
(Number and Percent that Achieved a Related Goal prior to Subsequent Fall)

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
	Goal Completions	Goal Completions	Goal Completions	Goal Completions	Goal Completions
Transfer students*	0/147 = 0.0%	1/131 = 0.8%	3/109 = 2.8%	5/124 = 4.0%	0/121 = 0.0%
Workforce students	10/142 = 7.0%	14/126 = 11.1%	24/145 = 16.6%	9/142 = 6.3%	9/92 = 9.8%
Basic skills students	5/19 = 26.3%	2/14 = 14.3%	0/20 = 0.0%	0/0 --	1/28 = 3.6%
Personal interest students	2/19 = 10.5%	3/11 = 27.3%	2/11 = 18.2%	0/0 --	1/9 = 11.1%

*Transfer students who received a degree and/or transferred prior to subsequent fall. All others include certificate or degree completions (excluding exit code 9).

- **Goal completion rates are included only to demonstrate that declining retention rates are not the result of increasing “early transfer” or “early graduation” rates. Figures in the chart above should not be confused with goal completion measurements intended to capture actual student success in these areas (reported elsewhere in the Monitoring Report series).**

Fall-to-Fall Retention Rates for First-Time New Students by Gender and Ethnicity
(Degree seeking students only)

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
	Retained	Retained	Retained	Retained	Retained
First-time new students (All)	171/327 = 52.2%	128/282 = 45.4%	133/285 = 46.7%	128/266 = 48.1%	101/250 = 40.4%
Male	70/140 = 50.0%	47/115 = 40.9%	64/122 = 52.5%	42/113 = 37.2%	31/95 = 32.6%
Female	98/169 = 57.9%	81/164 = 49.4%	69/163 = 42.3%	86/152 = 56.6%	68/150 = 45.3%
Students of Color (All)	12/23 = 52.2%	9/24 = 37.5%	15/31 = 48.4%	13/36 = 36.1%	8/31 = 25.8%
Caucasian Students	154/295 = 52.2%	117/251 = 46.6%	115/241 = 47.7%	112/225 = 49.8%	90/211 = 42.7%

- Male student retention dropped precipitously in the fall 2005 to fall 2006 cohort, to less than a third of students retained. Retention of students of color was also very low at 25.8%.

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
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	700	8.0%	4.0%	58.6%	25.8%	5.3%	58.2%
2004-05	599	8.1%	3.0%	57.4%	26.0%	5.6%	60.1%
2005-06	655	8.3%	3.4%	61.9%	26.0%	5.6%	60.1%

SBCTC Academic Year Report

- LCC graduated a slightly higher proportion of females in 2005-06 than the system as a whole. Proportions for students of color and disabled students were lower than the system average, which is reflective of typical enrollment patterns at the college.

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

	2002	2003	2004	2005	2006
LCC prepared me well for my next step—continuing my education, work or both.	84.2%	89.5%	82.9%	84.9%	91.0%
I participated in meaningful learning experiences at LCC.	84.1%	88.8%	85.9%	86.3%	91.0%
I received high quality instruction in classroom settings at LCC.	81.7%	81.7%	80.9%	88.4%	88.8%
I was treated with respect as a learner.	84.6%	90.2%	83.9%	93.2%	93.8%

- In general, more than 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.

% of Students who Agreed or Strongly Agreed	2003	2004	2005	2006	2007
For my first quarter, my (entry) advisor was knowledgeable and helped me select appropriate classes.	68%	78%	78%	78%	79%
The information/ service I received from the Registration Office was accurate.	88%	93%	92%	89%	90%
LCC provided me with the information I needed prior to enrolling.	65%	80%	73%	80%	81%
The cultural activities offered on this campus have helped me to view people who are different from me in a positive way.	--	--	--	70%	67%
I feel safe walking the LCC campus during the day.	--	98%	95%	97%	96%
I feel safe walking the LCC campus at night.	--	75%	74%	70%	78%
In general, I found the grounds at LCC to be well maintained.	--	--	97%	98%	98%
In general, I found the facilities at LCC to be well maintained.	--	--	97%	95%	97%
I am treated with courtesy and respect when I use services at LCC.	86%	94%	93%	92%	93%

- Responses to the 2007 were very consistent with previous years, with steady or slightly improved ratings in most areas.

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 & Certificate Seeking Students)

		Full-time (10+ cr)	Part-time (1-9 cr)	Combined
2002-03	Fall 02 – Winter 03	85%	69%	82%
2003-04	Fall 03 – Winter 04	83%	54%	78%
2004-05	Fall 04 – Winter 05	89%	50%	81%
2005-06	Fall 05 – Winter 06	82%	73%	79%
2006-07	Fall 06 – Winter 07	85%	70%	80%

- The average combined retention rate over the past five years is 80.0%.

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 via US mail)

	2003	2004	2005	2006	2007
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%	90%	93%	92%
Percent of students reporting that their main reason for participating in the program is to save money on their college education.	36%	31%	28%	23%	29%
Percent of students reporting that they met or partially met their objectives in the Running Start program.	96%	94%	96%	96%	92%
Percent of students reporting that their opinion of LCC improved as a result of participating in the program.	61%	70%	61%	64%	65%
Percent of students reporting that “fear of missing out” is a potential obstacle for students eligible to participate in Running Start.	41%	68%	10%	19%	17%

- Results of the 2007 survey are consistent with previous years.
- *Other reasons include earning an associate degree and H.S. diploma simultaneously, to get out of high school environment, and to take more challenging/advanced classes.

Running Start Program
Student Academic Performance by Discipline

	2004-2005		2005-2006	
	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	71%	88%	73%	87%
Admin. of Justice	88%	80%	71%	86%
Anthropology	100%	84%	100%	81%
Art	78%	88%	92%	81%
Astronomy	100%	93%	80%	96%
Biology	80%	82%	60%	81%
Business Admin.	89%	89%	78%	83%
Business Technology	100%	81%	60%	83%
Chemistry	72%	87%	89%	86%
Computer Info. Sys.	84%	84%	78%	77%
Drama	100%	91%	100%	84%
Economics	71%	86%	72%	85%
English	77%	77%	76%	78%
French	91%	78%	100%	86%
Geology	78%	84%	64%	80%
History	73%	79%	73%	83%
Health	100%	87%	98%	91%
Humanities	92%	95%	83%	94%
Mathematics	78%	75%	76%	74%
Music	95%	95%	90%	90%
Oceanography	67%	60%	40%	89%
Physical Education	92%	95%	88%	92%
Philosophy	92%	86%	77%	84%
Physics	100%	98%	100%	94%
Political Science	86%	92%	78%	85%
Psychology	90%	89%	93%	90%
Sociology	71%	87%	79%	86%
Spanish	79%	81%	73%	76%
Speech	93%	93%	92%	92%
ALL	83%	83%	81%	82%

- For the first time since it has been tracked, Running Start students' academic performance was slightly below all other students in 2005-06.
- Calculations exclude withdrawals. **When withdrawals are included, the pass rate for Running Start students in 2005-06 is 75%, vs. 74% for all other students.**
- Compass testing replaced paper and pencil Asset testing for Running Start students in 2005-06.
- Students were previously required to test into a minimum of Math 099 to qualify for Running Start. The math requirement was dropped completely about four years ago.

Faculty/Staff Satisfaction and Morale
(Key Performance Indicator)

LCC EMPLOYEE SURVEY – FALL 2006

This LCC Employee Survey was administered to all full- and part-time employees via the web in fall 2006. 230 employees responded out of a total of 442, for a response rate of 52%. Two general areas—campus communication and professional development—were explored in addition to several department-specific sections.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

CAMPUS COMMUNICATION

1. I feel well informed about what is going on at LCC.

SA	A	SA or A	D	SD	D or SD
23/11%	149/71%	82%	33/16%	5/2%	18%

2. I am satisfied with the extent to which information is shared within my work unit.

SA	A	SA or A	D	SD	D or SD
41/19%	134/62%	81%	34/16%	7/3%	19%

3. I have enough information to effectively perform my job.

SA	A	SA or A	D	SD	D or SD
42/19%	146/67%	86%	29/13%	2/1%	14%

4. I feel that sufficient opportunities are available for me to communicate with my supervisor.

SA	A	SA or A	D	SD	D or SD
93/43%	94/44%	87%	22/10%	5/2%	12%

5. I feel that sufficient opportunities are available for me to communicate with my dean.

SA	A	SA or A	D	SD	D or SD
33/20%	92/56%	76%	28/17%	11/7%	24%

6. I am satisfied with the extent to which information is shared between different college departments.

SA	A	SA or A	D	SD	D or SD
9/5%	97/51%	56%	66/35%	18/9%	44%

7. I am satisfied with the extent to which information is shared by college administration.

SA	A	SA or A	D	SD	D or SD
14/8%	96/53%	61%	47/26%	24/13%	39%

PROFESSIONAL DEVELOPMENT

8. I am satisfied with the professional development trainings **in technology** that have been offered on campus.

SA	A	SA or A	D	SD	D or SD
39/21%	120/63%	84%	26/14%	4/2%	16%

9. I am satisfied with the professional development trainings **in pedagogy** that have been offered on campus.

SA	A	SA or A	D	SD	D or SD
18/14%	89/71%	85%	19/15%	0/0%	15%

10. I am satisfied with the professional development trainings related to my work area which have been offered on the campus.

SA	A	SA or A	D	SD	D or SD
33/18%	101/56%	74%	41/23%	6/3%	26%

11. Overall, I am satisfied with the opportunities for professional development available to me (including off-campus opportunities).

SA	A	SA or A	D	SD	D or SD
38/20%	111/59%	79%	32/17%	7/4%	21%

The survey also included satisfaction questions for each campus department that provides services to college employees. Department heads worked with their respective Vice Presidents to formulate action plans in response to the ratings and comments provided in the survey.

Strategic Plan

The College's existing Strategic Plan was adopted in 1999. After two years of review and revision, a new Strategic Plan will be forwarded to the LCC Board of Trustees for consideration in summer 2007. The following are highlights from the College's Operations Council reports, which are intended to demonstrate how we are realizing the elements of our Strategic Plan.

Strategic Issue #1: Make Learning Our Focus

- The LCC Forensics team received a Gold Sweepstakes Award for the best overall performance and a Gold Sweepstakes Award for the best performance in debate at the Phi Rho Pi National Community College Forensics Tournament held in Houston, Texas in April 2007.
- The College's first Academic Master Plan was produced in winter 2007.
- The new Retail Management certificate program was launched in spring 2007.
- Two I-BEST programs were launched in fall 2006: Health Occupations Core and Manufacturing Core
- The Contemporary Musicianship and Audio Production program was launched in fall 2006.
- Jerry Zimmerman received support from the LCC Foundation to conduct research on learning communities beginning in spring 2007, including visiting the Community College Research Center in New York.
- Several new initiatives were piloted in math to increase student success, including offering a linked 092/099 math course for the first time and launching a math outcomes assessment facility in 2006-07 for Math 091, 092 and 099 students.
- LCC launched an Honors Program in fall 2006, offering small classes with more rigor and depth for students drawn to academic challenge.

Strategic Issue #2: Improve Service Integration

- A draft Technology Master Plan was completed in spring 2007.
- Implementation of the College's new Document Imaging system was completed in Registration and Financial Aid in spring 2007.
- The College's new website was launched in fall 2006.
- A new web-based Customer Relations System called "*my LCC*" was launched successfully in winter 2007.

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

- LCC staff worked collaboratively to implement the first Latino student recruitment event on campus in winter 2007. A subsequent event was held for Latino students from Woodland, who were unable to attend the first event due to snowy conditions.

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

- Compass math assessments were provided to students in the Castle Rock and Kelso School districts in an effort to raise awareness of the importance of encouraging students to take math all four years of high school.
- Several new "Major Related Programs" (MRPs) were approved to support smoother student transitions to four-year institutions.
- LCC brokered a deal with Clark College resulting in two reserved seats in Clark's radiological technology program for LCC students.
- Pathways leading to bachelor's and master's degrees in early childhood education have been developed with City University.

- The Red Canoe Credit Union provided new scoreboards for the LCC basketball court and baseball field.
- The LCC Honors Program participated in three build days with Cowlitz County Habitat for Humanity, helping to construct safe and affordable homes for three families in the Longview/Kelso area.

Additional Strategic Issue: Seek Opportunities to Pursue Institutional Excellence

- The LCC Foundation awarded \$94,482 in Foundation Grants and \$76,166 in Exceptional Faculty Grants for 2007-08.
- George Dennis was a recipient of the 2007 Teaching, Learning and Assessment Award from the State Board for Community and Technical Colleges.
- LCC received a national Silver Paragon Award for Specialty Advertising for its promotional Red Devils car air freshener in spring 2007.
- Student Services staff piloted a one-on-one intervention program for students placed on academic probation.
- Several LCC employees were accepted into programs for the pursuit of additional graduate and professional studies, including Terrence Green (William University School of Law), Maggie Stuart and Jason Hoseney (Community College Leadership Doctoral Program, Oregon State University), and Wendy Hall (Post-Graduate Program in Institutional Research, The Pennsylvania State University with a Fellowship from the National Science Foundation, National Council for Educational Statistics and Association for Institutional Research).

Institutional Excellence Monitoring Report
Comments from the Internal Review Team

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

- Satisfaction surveys indicate that students are generally pleased with the service and learning they get at LCC.
- Strategic Issues lists many good things that have occurred at LCC.
- Running Start students seem happy with their program and decision to participate in it.

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

- Fall to fall retention seems to be in trouble. Retention is particularly distressing for male students. Retention of students of color is also worrisome.
- Running Start students as a whole aren't performing as well academically as they have in the past, possibly a result of reduced entrance requirements and/or changes in placement testing procedure. However, enrollment has increased (although not depicted in this report).
- LCC employees appear to want more professional development opportunities, and more on-campus communication. It would be nice to see breakouts by category of employee, to further analyze the survey data.

Board Plus/Delta

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

+	Δ

College Outcome: Professional/Technical Monitoring Report

2002 – 2006

(Cycle VIII)

*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 17th, 2007



Professional/Technical: A Monitoring Report

Welcome to “Cycle VIII” 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 discipline, 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. Their comments are included in the report.

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

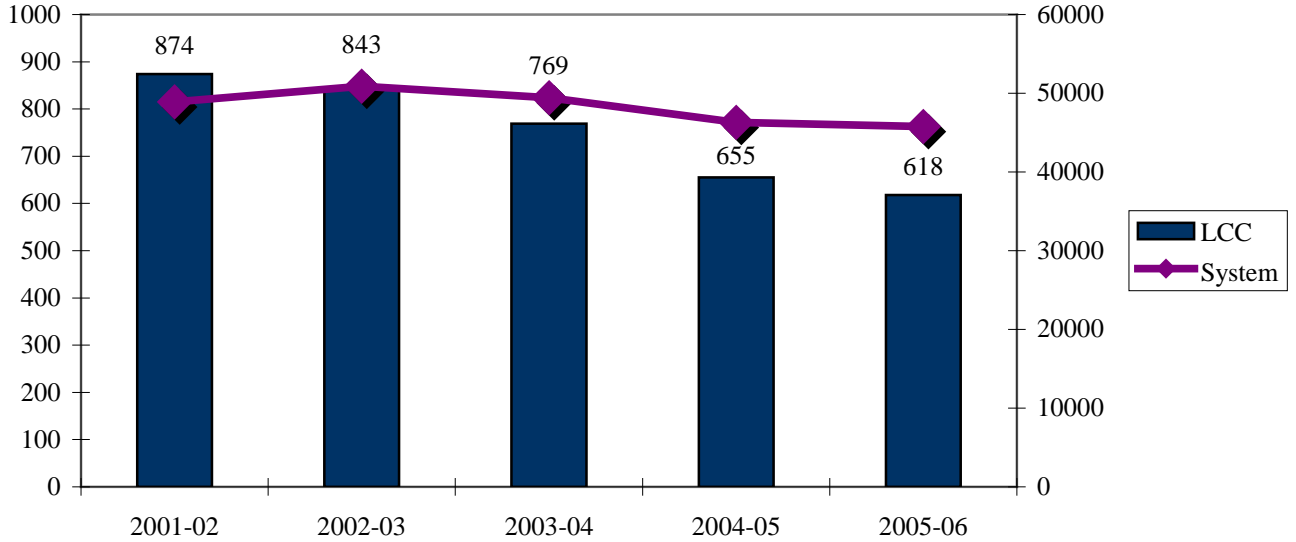
- Faculty in Diesel/Heavy Equipment redesigned a hydraulics class to incorporate Pulp and Paper students (in order to increase efficiency)
- Recruitment efforts by Student Services staff have been revamped to include more promotion of Professional/Technical programs
- Capacity continues to increase in the Nursing Program (now in the fourth year of a five-year expansion plan)

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

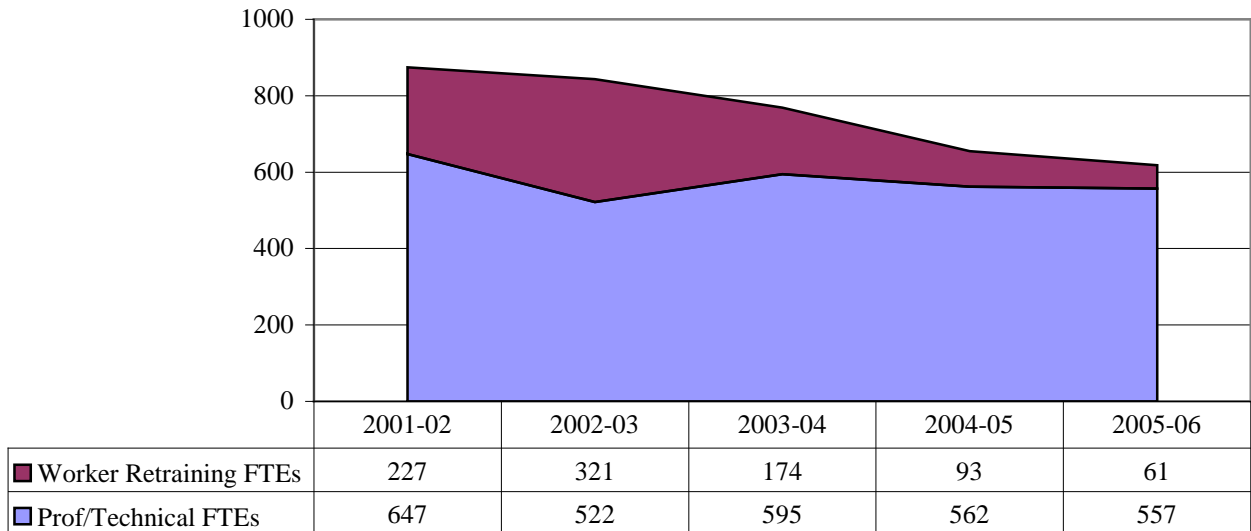
The professional/technical student enrollment summary presents the annualized FTE (Full Time Equivalent) of all state-funded professional/technical enrollments at LCC vs. system enrollment.

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 5.6% between 2004-05 and 2005-06.
- During the same time period, workforce FTEs for the system declined by 1.1%, from 46,285 in 2004-05 to 45,762 in 2005-06.
- Fluctuations in Worker Retraining FTEs account for much of the appearance of a decline in Professional/Technical FTEs in recent years (see chart below). However, even with the exclusion of Worker Retraining FTE in 2005-06, there was still a 0.9% decrease in enrollment (which corresponds with the state trend).



Professional/Technical Enrollment and Staffing Summary by Discipline

Key to Terms

Unduplicated headcount: all students who took at least one course (counted only once per year)

Majors: students who have declared program as their intent, whether or not they are actively taking courses in the discipline

FTE: "Full Time Equivalent" (one annual FTE = 45 credit hours)

FTEF: "Full Time Equivalent Faculty" (one annual FTEF = the equivalent of one employee teaching full-time for an academic year)

S/F Ratio: student faculty ratio (FTE/FTEF)

Accounting

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2005-06	154	65	27.5	1.88	14.63

Administration of Justice

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
84	87	14.8	0.75	19.73

Automotive/Diesel Technology

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2005-06	110	137	50.3	4.06	12.39

Business Management

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
647	114	87.0	4.28	20.33

Business Technology

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2005-06	677	197	73.0	2.06	35.44

Chemical Dependency Studies

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
67	61	19.0	1.09	17.43

Computer Information Systems

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2005-06	598	88	62.3	5.29	11.78

Early Childhood Education

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
146	105	19.6	2.04	9.61

Electronics Technology

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2005-06	32	48	11.4	1.74	6.55

Fire Science Technology

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
97	73	18.4	1.01	18.22

Industrial Maintenance

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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	48	113	13.2	1.04	12.69
2005-06	128	59	17.0	1.20	14.17

Machine Trades

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
56	28	10.4	1.56	6.67

Mechanical Engineering Technology

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2005-06	51	16	3.1	0.60	5.17

Medical Assisting

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
61	86	16.2	0.68	23.82

Nursing

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2005-06	326	1076	150.5	13.83	10.88

Para Educator

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
215	54	16.8	0.88	19.09

Pulp & Paper Technology

Year	Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2005-06	37	37	3.7	.018	20.56

Welding

Unduplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
146	105	31.3	2.78	11.26

Eight disciplines experienced a numerical increase in annual FTE in 2005-06 from the prior year: Business Management (+10.6 FTE), Chemical Dependency Studies (+1.6 FTE), Early Childhood Education (+1.3 FTE), Industrial Maintenance (+3.8 FTE), Machine Trades (+2.0 FTE), Medical Assisting (+1.8 FTE), Para Educator (+7.1 FTE), and Welding (+2.4 FTE).

Adjusted Wage Rates for LCC Completers

The State Board for Community and Technical Colleges coordinates annually with Employment Security to match records of employed students. The dataset, called Data Linking for Outcomes Assessment (DLOA) excludes students who are self-employed and/or work out of state.

	2000-01		2001-02		2002-03		2003-04		2004-05	
	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	\$7.00-18.20	\$9.21	\$7.60-16.13	\$9.78	\$8.04-23.71	\$10.72	\$7.52-12.27	\$8.87	\$8.36-12.71	\$9.99
Admin. of Justice	\$7.69-23.88	\$10.15	\$7.33-36.27	\$15.11	\$7.42-20.73	\$13.87	\$7.99-29.04	\$12.78	\$10.89-34.99	\$22.94
Automotive Technology	\$7.25-19.17	\$10.28	\$7.01-19.30	\$9.04	\$7.47-19.15	\$11.55	\$7.20-51.72	\$9.99	\$7.63-16.96	\$12.61
Business Management	\$6.96-30.27	\$12.40	\$7.03-21.88	\$10.96	\$7.11-59.05	\$13.04	\$7.25-49.93	\$11.03	\$11.20-13.65	\$12.43
Business Tech.										
Admin. Support	\$7.01-13.22	\$10.07	\$9.52-10.75	\$10.14	\$7.29-25.20	\$9.62	\$7.28-30.68	\$10.04	\$7.99-17.44	\$11.38
Medical Support	\$8.09-13.34	\$10.26	\$7.04-26.70	\$10.26	\$7.17-11.48	\$10.12	\$7.59-15.02	\$9.62	\$8.52-13.08	\$10.86
Legal Support	\$7.01-13.22	\$13.12	\$9.52-10.75	\$10.14	\$12.12-14.22	\$13.17	\$8.34-16.92	\$8.78	\$8.58-8.58	\$8.58
Chemical Dependency	\$7.03-28.55	\$10.03	\$7.19-16.45	\$10.00	\$7.27-18.17	\$10.02	\$7.85-22.44	\$11.24	\$8.14-12.99	\$10.57
Comp. Info. Systems	\$7.03-53.81	\$14.68	\$7.09-40.44	\$11.79	\$7.11-53.51	\$19.40	\$7.43-29.05	\$12.64	\$8.59-25.65	\$14.22
Diesel/Heavy Equipment	\$6.91-30.53	\$15.45	\$7.99-50.36	\$16.55	\$8.38-18.76	\$13.27	\$8.27-33.30	\$14.88	\$10.50-42.72	\$16.79
Early Childhood Education	\$6.98-18.95	\$9.10	\$6.98-25.29	\$9.73	\$7.10-20.86	\$10.23	\$7.22-16.15	\$9.21	\$7.76-16.76	\$11.26
Electronics Technology	\$7.26-20.49	\$11.28	\$7.24-27.47	\$14.76	\$7.31-43.32	\$13.82	\$8.22-38.55	\$12.04	\$15.39-29.06	\$21.69
Fire Science	\$6.97-94.49	\$12.07	\$7.30-55.63	\$19.47	\$7.33-47.33	\$19.40	\$7.27-30.90	\$10.36	\$9.07-13.12	\$11.07
Industrial Maintenance	\$11.80-37.71	\$19.60	\$11.97-25.44	\$21.41	\$7.48-44.42	\$17.13	\$13.87-36.02	\$18.55	\$17.83-42.72	\$27.65
Machine Trades	\$6.96-32.83	\$14.57	\$7.46-31.89	\$13.89	\$10.51-36.60	\$19.04	\$9.16-35.76	\$19.61	\$9.89-9.89	\$9.89
Medical Assisting	\$7.00-27.73	\$10.98	\$7.31-29.85	\$11.24	\$8.12-28.09	\$11.36	\$7.59-17.93	\$10.15	\$11.39-20.19	\$13.97
Nursing										
Nursing Assistant	\$6.74-17.72	\$8.62	\$7.01-13.83	\$8.57	\$7.67-33.43	\$9.89	\$7.57-44.82	\$9.86	\$8.43-22.81	\$14.76
Practical Nurse	\$14.50-24.62	\$15.34	\$7.60-15.90	\$14.55	\$8.78-18.37	\$15.50	\$9.27-23.72	\$16.21	\$9.01-16.72	\$12.87
Associate Degree	\$7.56-27.46	\$20.95	\$8.06-47.99	\$22.35	\$7.63-47.38	\$21.46	\$7.83-32.05	\$23.76	\$14.10-34.83	\$25.81
Welding	\$7.15-34.74	\$13.81	\$6.96-26.54	\$11.35	\$7.24-23.45	\$12.34	\$7.46-36.45	\$13.20	\$7.38-30.78	\$15.59

Estimated Employment Rates for LCC Completers (KPI)

The State Board for Community and Technical Colleges coordinates annually with Employment Security to match records of employed students. The dataset, called Data Linking for Outcomes Assessment (DLOA) excludes students who are self-employed and/or work out of state.

	2000-01		2001-02		2002-03		2003-04		2004-05		5-yr Summary	
	Employed/ Total	Rate	Employed/ Total	Rate	Employed/ Total	Rate	Employed/ Total	Rate	Employed/ Total	Rate	Employed/ Total	Rate
Accounting Technician	8/10	80%	17/18	94%	11/13	85%	8/11	73%	7/8	88%	51/60	85%
Admin. of Justice	5/5	100%	3/4	75%	8/10	80%	7/8	88%	3/3	100%	26/30	87%
Automotive Technology	13/17	76%	20/21	95%	18/21	86%	25/29	86%	18/23	78%	94/111	85%
Business Management	40/49	82%	16/22	73%	32/42	76%	16/23	70%	8/11	73%	112/147	76%
Business Tech.												
Administrative	11/18	61%	31/43	72%	14/15	93%	13/17	76%	21/27	78%	90/120	75%
Med. Support	11/14	79%	9/10	90%	5/9	56%	7/9	78%	18/21	86%	50/63	79%
Legal Support	2/3	67%	1/2	50%	1/1	100%	4/5	80%	--	--	8/11	73%
Chemical Dependency	9/12	75%	8/9	89%	10/13	77%	14/16	88%	5/6	83%	46/56	82%
Comp. Info. Systems	40/52	77%	27/34	79%	101/121	83%	34/42	81%	28/38	74%	230/287	80%
Diesel/Heavy Equipment	64/74	86%	11/14	79%	16/18	89%	37/46	80%	40/52	77%	168/204	82%
Early Childhood Education	5/7	71%	18/22	82%	13/15	87%	15/24	63%	12/15	80%	63/83	76%
Electronics Technology	5/5	100%	20/23	87%	33/43	77%	16/18	89%	9/10	90%	83/99	84%
Fire Science	15/20	75%	10/14	71%	34/37	92%	14/15	93%	16/19	84%	89/105	85%
Industrial Maintenance	1/1	100%	9/10	90%	5/5	100%	7/8	88%	6/7	86%	28/31	90%
Machine Trades	7/11	64%	12/14	86%	14/15	93%	7/8	88%	4/5	80%	44/53	83%
Medical Assisting	12/16	75%	14/16	88%	20/26	77%	20/24	83%	19/22	86%	85/104	82%
Nursing												
Nursing Asst.	22/32	69%	12/13	92%	15/19	79%	28/40	70%	14/19	74%	91/123	74%
Prac. Nursing	6/7	86%	7/7	100%	9/10	90%	6/6	100%	3/3	100%	31/33	94%
Assoc. Degree	40/42	95%	54/58	93%	52/55	95%	53/56	95%	66/67	99%	265/278	95%
Welding	11/13	85%	20/25	80%	27/31	87%	29/36	81%	18/19	95%	105/124	85%
TOTAL	327/408	80%	319/379	84%	438/519	84%	360/441	82%	315/375	84%	1759/2122	83%

- The highest employment rates over the five year period for **smaller programs** (less than 50 students tracked over five years) occur in Practical Nursing (94%); Industrial Maintenance (90%); and Administration of Justice (87%).
- For the **larger programs** (50 students or more tracked over five years), the highest employment rates occur in Associate Degree Nursing (95%); Accounting Technician, Automotive Technology, Fire Science, and Welding (all 85%).

Professional/Technical Student Completions: Degrees and Certificates

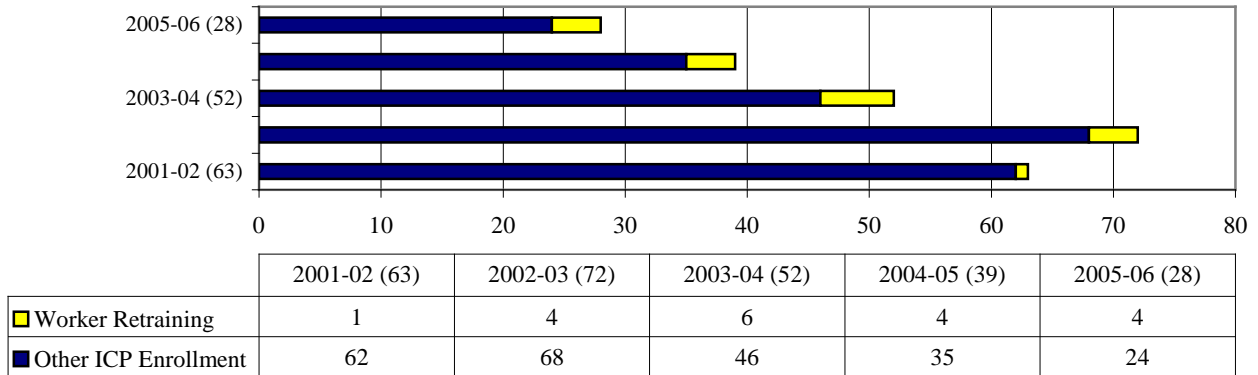
	2001-02	2002-03	2003-04	2004-05	2005-06
AAS Degrees	185	190	181	191	176
Certificates/Completions (1 Year or More)	107	118	99	129	70
Certificates/Completions (Less Than 1 Year)	136	138	153	47	129
Grand Total	428	446	433	367	375

Source: LCC Registration Office (Fact Book)

- The number of professional technical degrees and certificates/completions increased 2.2% between 2004-05 and 2005-06, and decreased 12.4% over the five year period.

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. 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 Completion (36+ credits) or a Certificate of Proficiency (45+ credits) by completing all credit requirements established for their specialized program.



Source: Data Warehouse

- Enrollment in ICP decreased 28% between 2004-05 and 2005-06.
- Students enrolled in the following programs in 2005-06: CAD Design (public works)*, Floral Design, Graphic Design (newspaper)*, Pharmacy Technician A*, Radiology Assistant, Social Services Advocate*, Veterinary Assistant*, Water Treatment Operator in Training (* indicates students working in these fields)
- 67% of ICP students who completed their ICP Program were employed in their field of study for 2005-06.
- 32% of ICP students continued for an Associates or Bachelor's degree in 2005-06.

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. Rates are based on the calendar (rather than academic) year.

	2002	2003	2004	2005	2006
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	100%	100%	98%	98%	100%
Registered Nurse	90%	87%	90%	91%	93%
WABO (Washington Association of Building Officials)					
Welding	97%	99%	100%	96%	88%

Source: Nursing and Welding Departments

- Pass rates are very high for LCC students in both Welding and Nursing. Pass rates for students re-testing (Registered Nurse) are approximately 99%. Pass rate for students re-testing in Welding (2006) is 100%.

Student Satisfaction with Professional/Technical Instruction (KPI)

A Professional Technical Follow-up Student Survey is administered annually to graduates and completers of Professional /Technical programs. More than 9 out of 10 students report satisfaction with instruction.

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%
2006	96%	4%	0%

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%
2006	92%	5%	3%

Technical knowledge of occupational specialty:

	Good or Very Good	Fair	Poor or Very Poor
2004	90%	10%	0%
2005	92%	6%	2%
2006	93%	3%	3%

Application of technical skills to occupational specialty:

	Good or Very Good	Fair	Poor or Very Poor
2004	86%	11%	3%
2005	85%	13%	2%
2006	93%	5%	2%

Lower Columbia College
Professional/Technical Monitoring Report
Comments from the Review Team

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

- Student satisfaction with instruction is high, indicating that instruction and the content of programs is on track.
- The College has been successful in its efforts to increase capacity in the Nursing Program. This includes adding 20 extra students in first year courses (fall 2005, 2007) and at least 20 extra students in second courses (fall 2006, 2008). The expansion is evidenced by the 100% increase seen in the number of Associate Degree Nursing graduates (there were 46 graduates in 2003-04 and a projection of 90-95 graduates for 2006-07).

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

- Accuracy of coding in the system clearly impacts the data. A number of suggestions were made to improve the coding situation, including:
 - Continuation of training sessions for entry advisors
 - Registration Office could send list of program enrollees to program advisors each quarter for review
 - Information should be verified with students for accuracy on a regular basis (possibly at registration or during on-line registration)
- We need more funding for middle-income students
- Increased marketing efforts might help with recruitment of students who are just out of high school
- The one size fits all approach to data presentation may not accurately portray what's going on in each program. Suggestions from review team members include:
 - Number of majors in particular is problematic number (due to coding issues)
 - Breakout data by program rather than discipline
 - Breakout FTEF by FT and PT
 - Provide number of graduates by program
 - Hold a review meeting with faculty ("gap analysis") to look at this issue and make suggestions
 - Include transfer information in addition to employment rates for relevant programs
- Conflicts in definition of "full-time" skews the data:
 - Nursing and Early Childhood Education cannot require more than 12 credits per accreditation requirements; conflicts with state formula of 15 credits
 - Financial Aid definition of full-time status is 12 credits; conflicts with state formula of 15 credits

Board Plus/Delta

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

+	Δ

Expected College Outcome: Transfer Monitoring Report

2002 – 2006

(Cycle VIII)

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 21st, 2007



Welcome to “Cycle VIII” 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 2005-06 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:

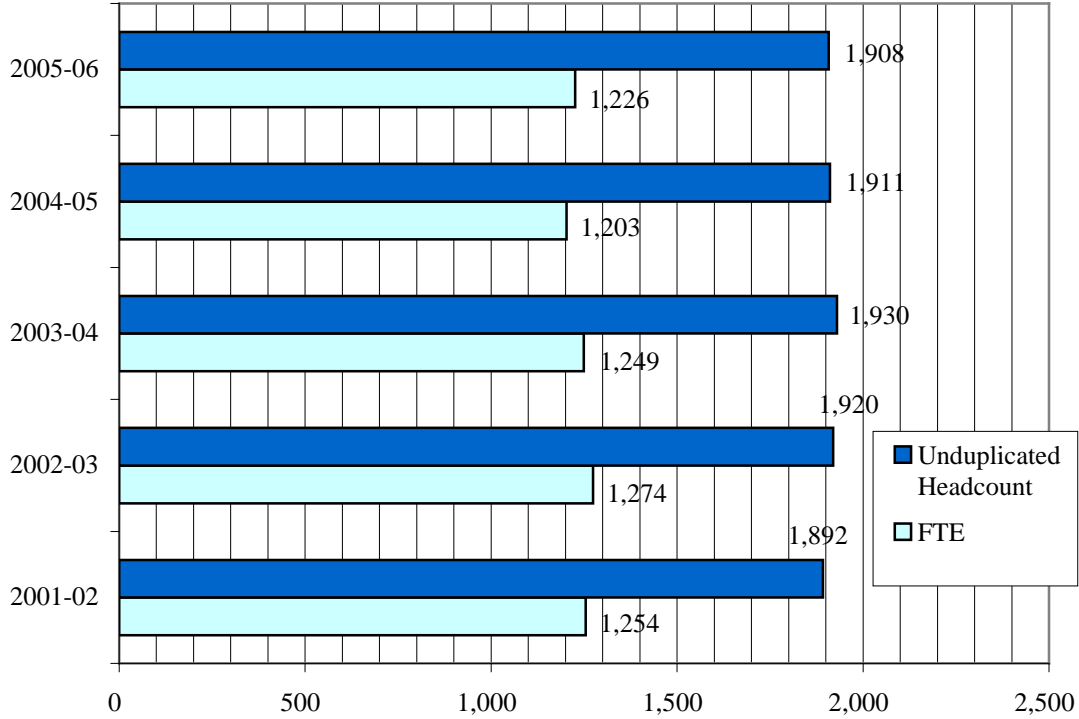
- Students have more opportunities than ever before to get information about transfer opportunities, including the newly formed Student Transfer Club and Transfer (information) Fair activities.
- LCC is leading a statewide discussion about the need for comparative performance indicator data, including better transfer information.
- Data from the National Student Clearinghouse has been incorporated into the reporting process to provide a much more complete—and representative—picture of transfer activity at LCC.
- Comparison of “transfer preparedness” data, graduation and transfer rates have inspired campus discussion around a “transfer tipping point.”

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



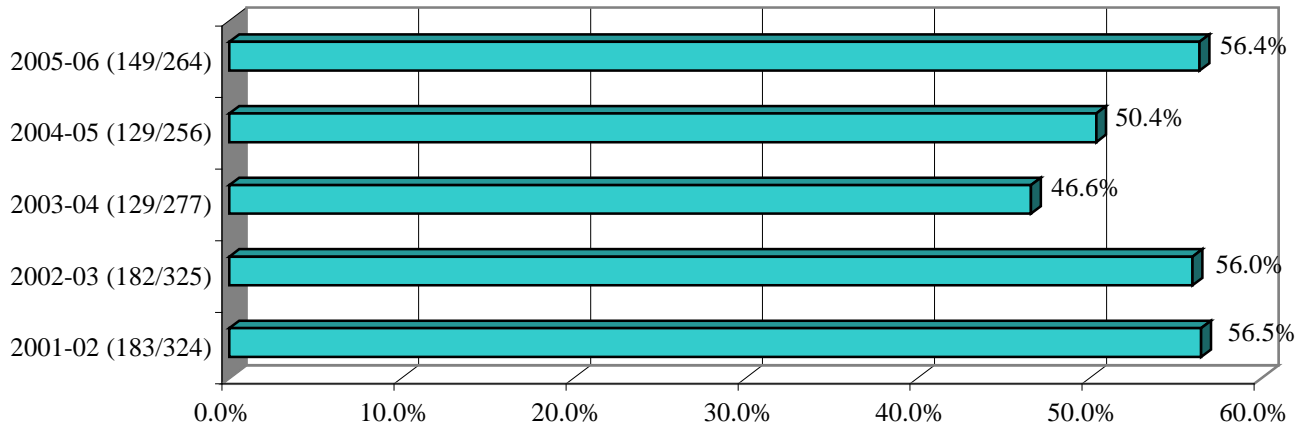
Data Source: SBCTC Data Warehouse, STUDENT Table by SID, Kind of Student "T" (Headcount); STUCLASS Table by CR_EQUIV/45, INSTIT_INTENT_RECAT "A" (FTEs)

- Headcount of transfer students remained virtually unchanged between 2004-05 and 2005-06 and was extremely steady over the five year period depicted here.
- Transfer FTEs increased about 2% between 2004-05 and 2005-06. FTE declined about 2% over the five year period depicted here.

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



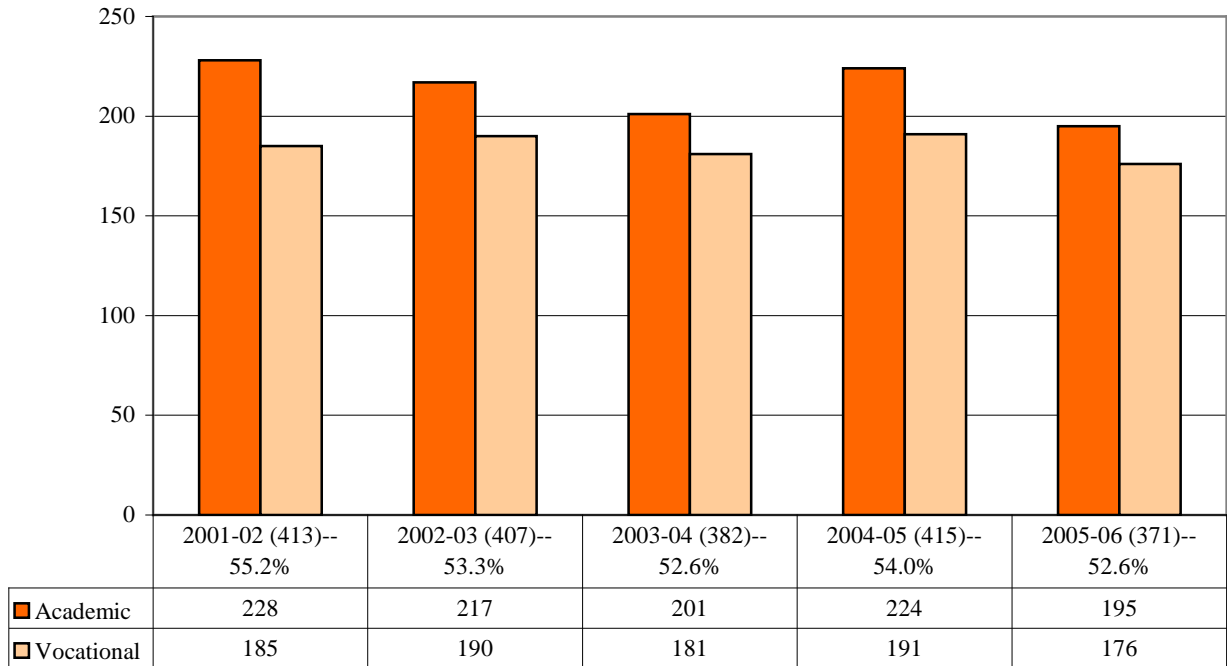
Source: SBCTC Data Warehouse, STUDENT table by SID, Kind of Student, Source "4", YRQ_ACT_Start "2"

- After a steep decline in 2003-04, the fall-to-fall quarter persistence rate of new transfer students rebounded to 56.4% in 2005-06. This number is consistent with historical percentage rates which typically fall in the mid-fifties.
- Fall-to-fall persistence rates of new transfer students were considerably higher than fall-to-fall persistence rates of all new students, at 48.8% overall (including new transfer students as well as several other categories of students).
- The figure in parenthesis in the chart above shows the number of students who persisted, over the number of students in the entering fall cohort.
- Targeted outreach activities in the transfer area, including the newly formed Transfer Club, Transfer Center activities, and improved advisor training may have positively impacted this indicator.

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) awarded.

Academic and Vocational Associate Degrees Awarded



Data Source: LCC Registration Office (LCC Institutional Portfolio)

- Transfer degrees continue to make up more than half of the associate degrees awarded by LCC each year.
- There was a slight decline in the number of both academic and vocational degrees awarded in 2005-06, corresponding to slightly below average transfer enrollment that year.

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.

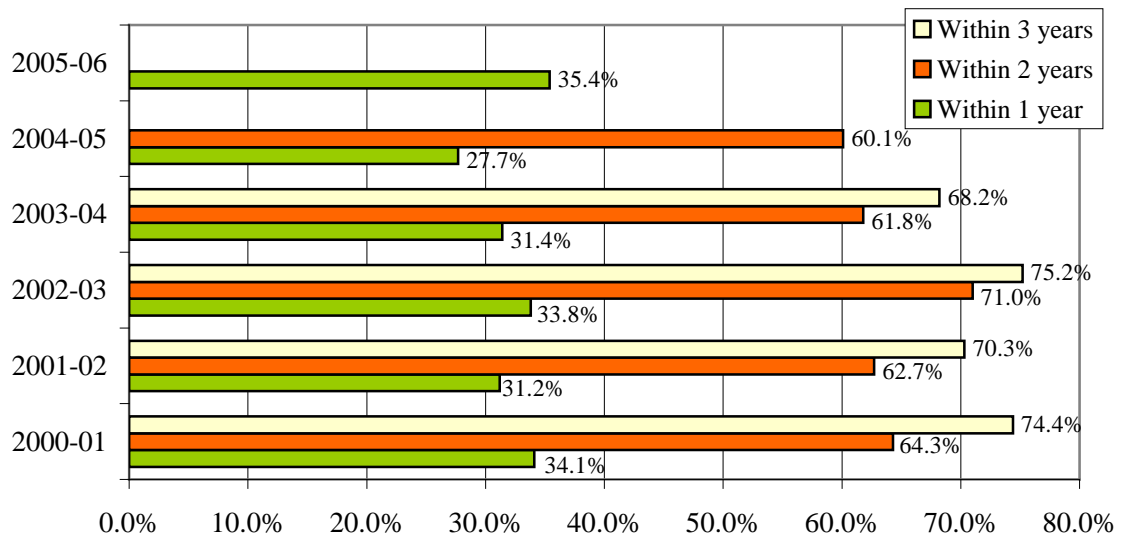
Total “Prepared To Transfer”

Including students meeting minimum credit and GPA requirements

YEAR	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
# of students	258	262	210	220	238	212

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

- The number of students achieving transfer ready status declined 10.9% between 2004-05 and 2005-06, corresponding somewhat to overall enrollment patterns.



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

- The proportion of “transfer ready” students who graduate within one year increased 7.7% in 2005-06. The historical average for this category is about one-third.
- The proportion of “transfer ready” students who graduate within two years decreased 1.7% in 2004-05, the most recent cohort for which we can calculate a proportion. The historical average for this category is a little under two-thirds.
- The proportion of “transfer ready” students who graduate within three years decreased 7.0% in 2003-04, the most recent cohort for which we can calculate a proportion. The historical average for this category is a little under three-fourths.

Academic Transfer Rate: All Students

Lower Columbia College subscribes to a service called the National Student Clearinghouse, which allows us to track students to institutions outside of the Washington post-secondary system. 256 students (out of 1,356) who were coded as transfer students during the 2005-06 academic year had transferred to four-year institutions as of fall term 2006 (academic year 2006-07), **for a transfer rate of 19%**. Those institutions include (number of transfers = 1 unless otherwise indicated):

- Bastyr University
- Boise State University
- Brigham Young University (3)
- Central Washington University (16)
- Colorado Christian University
- Concordia
- Corban College (2)
- DeVry University
- Eastern Washington University (8)
- Emporia State University
- Franklin University
- George Fox University
- Gonzaga University (2)
- Humboldt State University
- Lewis and Clark
- Linfield (3)
- Missouri Western State Univ. (2)
- Montana State University (2)
- Northern Arizona University
- Oregon Institute of Technology (6)
- Oregon State University (4)
- Pacific Lutheran University
- Portland State University (6)
- Reed College
- Saint Martin's University (5)
- Seattle Pacific University (4)
- Southern Oregon University
- Texas A & M
- The Evergreen State College (5)
- University of Alaska
- University of Idaho
- University of Maine
- University of Massachusetts
- University of Montana (2)
- University of Oregon (3)
- University of Phoenix
- University of Portland
- University of Rhode Island
- University of the Pacific
- University of Washington (10)
- Walden University (2)
- Warner Pacific College (2)
- Washington State University (123)
- Western (21)
- Westminster College
- Whitman College

Washington Academic Transfer Rate (Key Performance Indicator)

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

	LCC	Peninsula	Centralia	Grays Harbor	Wenatchee Valley	Whatcom
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%
2004-05 transfer students	1,446	1,219	1,175	878	2,129	3,235
2005-06 transfers*	187	157	211	135	289	399
2005-06 transfer rate*	12.9%	12.9%	18.0%	15.4%	13.6%	12.3%

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.

- The Washington Academic Transfer Rate is provided for comparison purposes only. LCC's unique position on the Oregon border and as a leader in athletics results in an above average out-of-state transfer rate (reflected in the National Student Clearinghouse data on the previous page). Since the Washington State Community and Technical Colleges recently joined the Clearinghouse as a system, it is anticipated that comparative data for the U.S. (rather than just Washington State) will be available in the future.
- Excluding the 2003-04 transfer rate which was unusually high due to large numbers of Worker Retraining students and a bubble in the teacher preparation program (in partnership with WSU), the LCC Washington Academic Transfer Rate has a slight upward trend over the past several years.

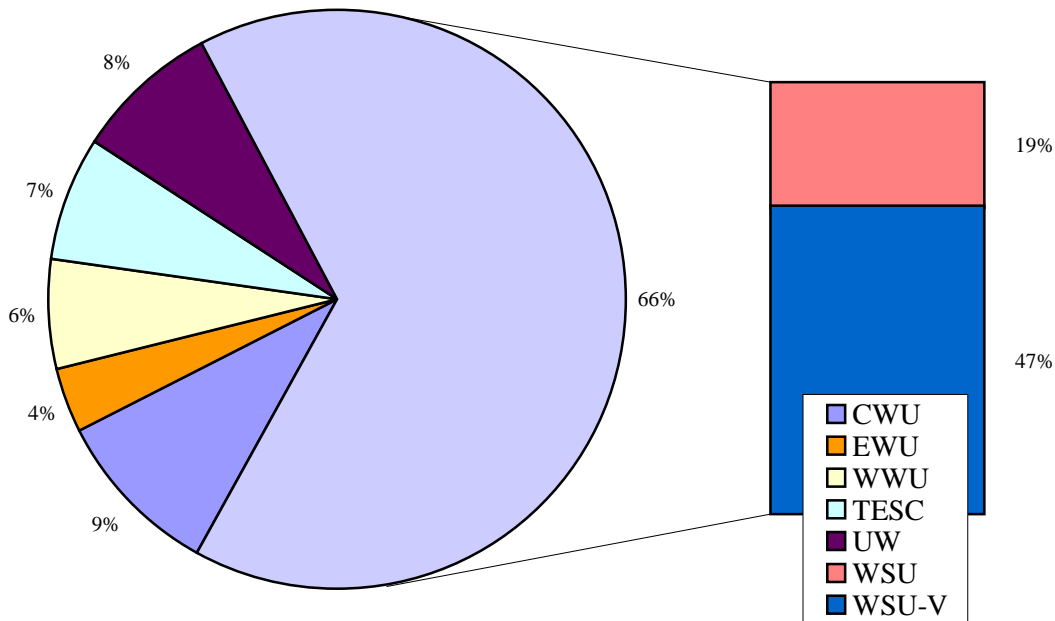
Transfer to Washington Public Baccalaureate Campuses
(Key Performance Indicator)

Public Four-Year Institutions in WA	2001-02 Transfers	2002-03 Transfers	2003-04 Transfers	2004-05 Transfers	2005-06 Transfers
Central W U	16 (12%)	11 (8%)	20 (10%)	21 (13%)	15 (9%)
Eastern W U	8 (6%)	5 (4%)	7 (4%)	6 (4%)	6 (4%)
Western W U	13 (10%)	14 (10%)	16 (8%)	15 (10%)	10 (6%)
Evergreen State	9 (7%)	16 (12%)	8 (4%)	13 (8%)	11 (7%)
U W	18 (13%)	10 (8%)	7 (4%)	14 (9%)	13 (8%)
WSU*	25 (19%)	34 (25%)	52 (28%)	25 (16%)	31 (19%)
WSU Vancouver	45 (34%)	44 (33%)	79 (42%)	63 (40%)	75 (47%)
Total	134 (100%)	134 (100%)	189 (100%)	157 (100%)	161 (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 increased 2.5% in 2005-06.
- Washington State University Vancouver is still the most popular transfer destination for LCC students, capturing nearly half of all transfers in 2005-06.
- The Washington State University system received 66% of all transfers in 2005-06, up from 56% the prior year.

Where LCC Students Go: Washington Baccalaureate Transfers 2005-06



Data Source: SBCTC Research Website, Transfer page

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	
	LCC	WA	LCC	WA	LCC	WA	LCC	WA
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	--
# students	253 students		30 students		39 students		9 students	
Winter 2004 GPA	--	--	3.09	3.03	3.0	--	--	--
# students			32 students		36 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	
Fall 2005 GPA	3.33	--	3.04	3.06	--	--	3.21	3.16
# students	256 students		37 students				22 students	
Winter 2006 GPA	--	--	3.06	3.05	3.13	--	3.26	3.18
# students			36 students		41 students		23 students	
Spring 2006 GPA	3.42	--	--	--	3.13	--	3.25	3.18
# students	225 students				42 students		20 students	

Data Source: Academic Performance Summaries from the universities (GPA = average cumulative grade point average).

- LCC students who transfer to four-year institutions in Washington typically earn grade point averages of above 3.0 (average cumulative GPA).

(Key Performance Indicator)

Satisfaction of Former LCC Transfer Students

Every fall, the Office of Institutional Research, Planning and Assessment administers a survey to transfer students who left the college during the previous academic year. The following results are from the transfer student completers who left the college in 2005-06.

Proportion of respondents who checked “good” or “very good” in response to the question, “How would you rate the quality of instruction you received at LCC overall?”

2005-06 Completers	95%
2004-05 Completers	93%
2003-04 Completers	92%

- The proportion of survey respondents reporting satisfaction with instruction at LCC has increased over the past three years.

The top majors reported by 2005-06 Completers:

- Education (19%)
- Nursing or other healthcare field (19%)
- Business/Accounting (19%)
- Psychology/Human Development (9%)
- Computer Science/MIS (6%)

Survey respondents reported the following areas as best aspect of program:

- Quality of instruction (29%)
- Faculty availability (21%)
- Class times/availability (17%)
- Class variety (14%)
- Income potential (10%)
- Employment opportunities (8%)

Survey respondents reported the following areas as being most in need of improvement:

- Class times/availability (37%)
- Employment opportunities (18%)
- Faculty availability (13%)
- Class variety (12%)
- Income potential (11%)
- Quality of instruction (10%)

Transfer Monitoring Report
~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?

- It is very encouraging to see the National Academic Transfer Rate vs. Washington Academic Transfer Rate. When compared to “prepared to transfer” numbers, it’s clear that once students reach a certain point (45 credits with a 2.0 or higher GPA) the probability of successfully transferring is extremely high (virtually 100%). This strongly supports the premise that a “transfer tipping point” exists.
- Satisfaction with the quality of instruction (former transfer students) is high. Other potential questions for this survey include satisfaction with articulation agreements and satisfaction with preparation in the area of computer literacy.
- GPA after transfer indicates that preparation received at LCC is working well for students.
- Fall-to-fall persistence rate is returning to “normal” range which is good, but staff would like to see earlier intervention when people leave (above and beyond what the retention calling program does currently) to increase this rate above historical averages.

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

- Need to make the Transfer Student Graduation Rate indicator more meaningful; number of associate degrees awarded without any context is not very useful.
- Would like to see National Academic Transfer Rate data (from National Student Clearinghouse) in comparison with other colleges.
- We need to focus resources on increasing retention, above and beyond current efforts—need to focus on math experience in particular as a factor in retention.
- We should study students who drop out and return later at lower levels in math or English—which is particularly a problem when people drop out and have to pay back Financial Aid. Is there a more intrusive intervention mechanism that can catch these students before they drop out and redirect them, even if they really should be in ABE?
- Class times/availability cited as area most in need of improvement in transfer programs (although it’s also on the “best” list). Need to work continuously to ensure that current scheduling is keeping up with changing student demographics.
- We need to continue our efforts to ensure that faculty advisors are current on transfer requirements, and actively promote communication between faculty and professional advising staff.

Board Plus/Delta

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

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