

# College Outcome: Access Monitoring Report

2003 – 2007

(Cycle IX)

***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 (renewed in 2007)

November 27th, 2007



## Access: A Monitoring Report

Access to affordable higher education is one of the 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 2006-07 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 and renewed in 2007. In addition, the report is subject to concentrated internal review by faculty and staff at Lower Columbia College.

**The KPI’s 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.** Financial aid data are also included. 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 notify the Office of Institutional Research of any discrepancies in the data. The results of this report will be used in planning for next year.

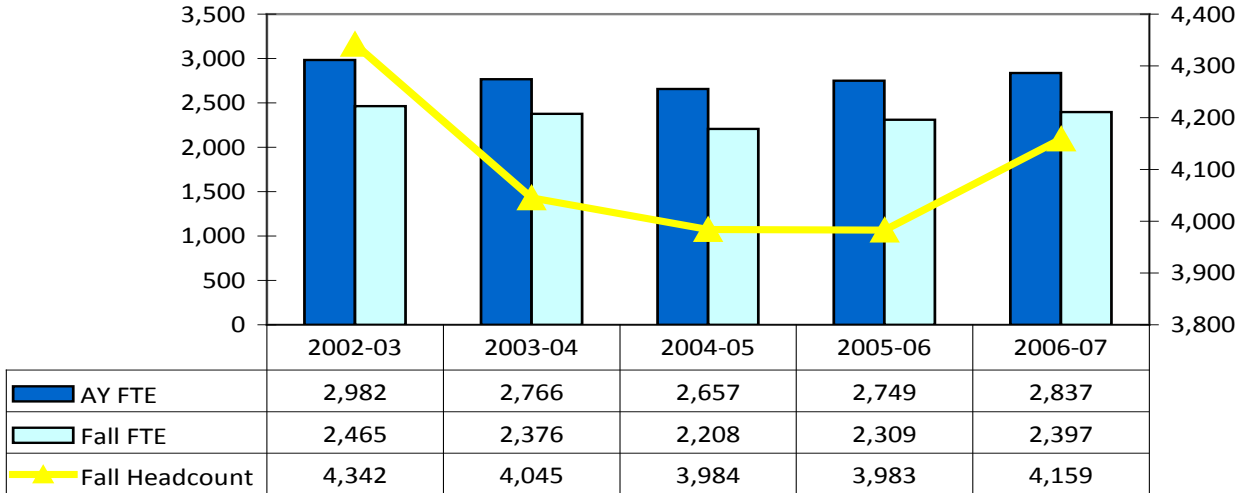
Some of the actions plans and results that have come about as a result of past reviews of the Access Monitoring Report include:

- The Financial Aid office implemented “auto packaging” which has greatly reduced the wait time students experience between turning in paperwork and getting their financial aid packages.
- Efforts to provide coordinated, team-based recruitment in area high schools and other venues continued.
- Distance education offerings in the LPN-2-RN program were streamlined. Although it resulted in a reduction in unduplicated headcount and number of offerings for distance education as a whole, course sequencing in the program is now much more efficient and straightforward. Enrollment in distance education increased 24% overall.

**Key Performance Indicator: General 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.

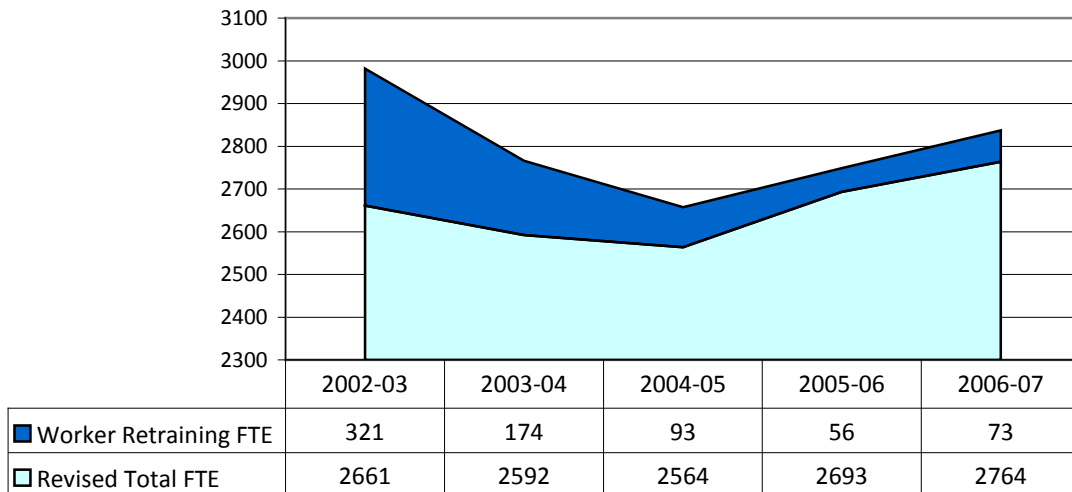
**Figure 1: LCC General Enrollment (all students, all funding sources)**



Source: LCC Institutional Portfolio (Fact Book)

- Between 2005-06 and 2006-07: Academic Year FTE increased 3.2%, Fall FTE increased 3.8%, and Fall Headcount increased 4.4%.
- Over the five year period: Academic Year FTE declined 5.5%, Fall FTE decreased 2.7%, and Fall Headcount declined 7.4%

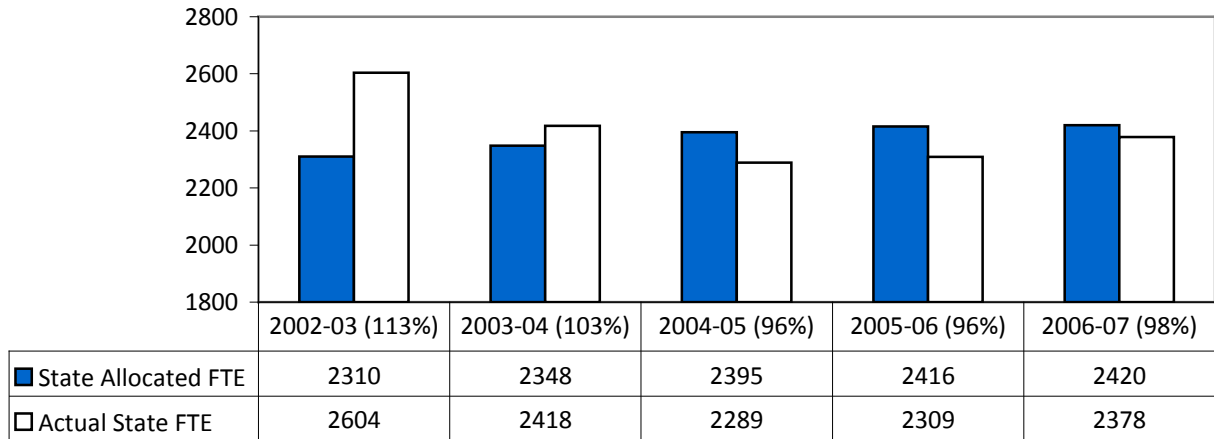
**Figure 2: Annual FTE excluding Worker Retraining FTEs (all funding sources)**



Source: Data Warehouse

- 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 with Worker Retraining FTE excluded, enrollment increased 3.9%.

**Figure 3: Actual FTE Generated vs. Allocated (state funding only)**



Source: LCC Institutional Portfolio (Fact Book)

- Due to a variety of factors including declining Worker Retraining FTE, Lower Columbia College has been slightly below its state FTE allocation in each of the past three years.

**Table 4: Annual FTE by Institutional Intent (state funding only)**

	Academic	Basic Skills	Pre-College	Workforce
2002-03	1095	462	204	843
2003-04	1071	381	196	769
2004-05	1044	403	187	655
2005-06	1020	499	174	618
2006-07	980	577	176	645
1 Year Change	-4%	+16%	+1%	+4%
5 Year Change	-11%	+25%	+14%	-24%

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.
- Basic Skills increased the most, at 16% between 2006-07 and 2005-06, and 25% over the five years depicted here.
- Although there was a slight increase in 2006-07, Workforce declined 24% over the five year period depicted here.

**Table 5: LCC Part-Time and Full-Time Headcount by Number and Percent**  
(excluding Basic Skills students; all funding sources)

	<b>Part-Time (less than 12 credits)</b>	<b>Full-Time (12 or more credits.)</b>
Fall 2002	2042 (50%)	2036 (50%)
Fall 2003	1843 (50%)	1876 (50%)
Fall 2004	1910 (51%)	1810 (49%)
Fall 2005	1719 (47%)	1920 (53%)
Fall 2006	1921 (50%)	1891 (50%)

Source: Data Warehouse, Student Table, FULL\_PART\_TIME\_IND

- In fall 2006, the proportion of students enrolling full- and part-time was nearly identical (50/50).
- The distribution of full- and part-time students has changed very little over the past five years.

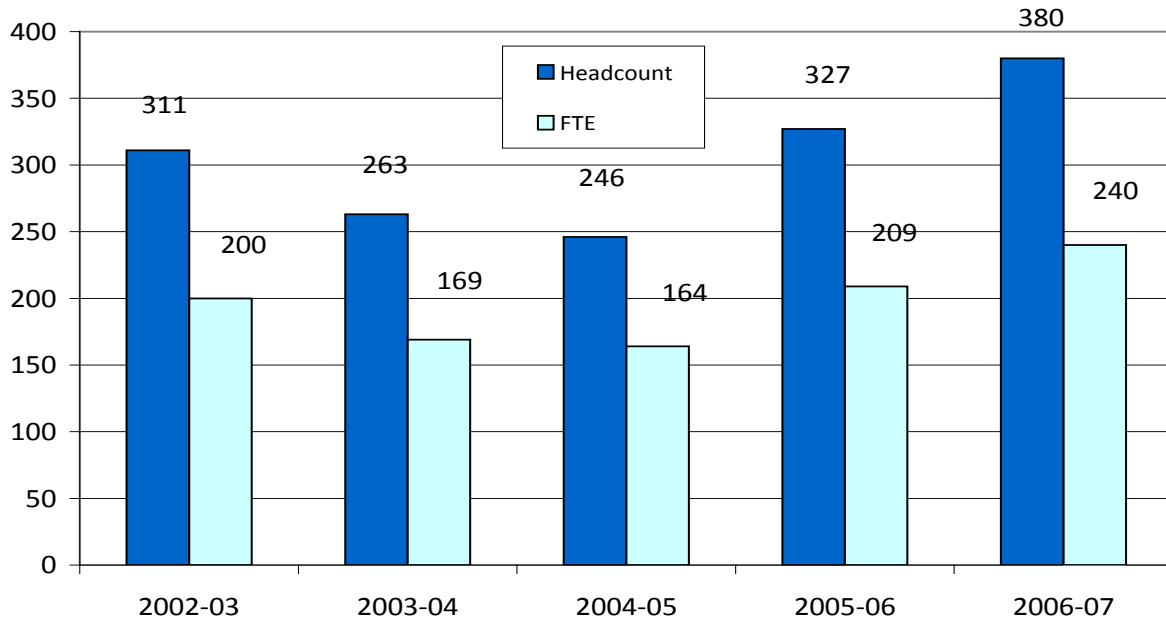
**Table 6: Proportion of High School Seniors who Enroll at LCC**

	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>
Castle Rock	18/83=22%	13/71=18%	26/69=38%	42/101=42%	29/95=31%	31/93=33%
Kalama	14/50=28%	22/62=35%	22/64=34%	23/62=37%	31/68=46%	22/74=30%
Kelso	74/272=27%	79/321=25%	97/325=25%	107/313=34%	102/289=35%	122/339=36%
Mark Morris	62/209=30%	63/203=31%	76/211=36%	83/185=45%	60/195=31%	85/211=40%
R.A. Long	53/141=38%	58/155=37%	56/140=40%	61/154=40%	62/160=39%	73/161=45%
Toutle	13/38=34%	15/43=35%	11/41=27%	13/49=27%	15/49=31%	7/42=17%
Wahkiakum	12/40=30%	4/43=9%	17/42=40%	12/17=71%	5/48=10%	5/44=11%
Woodland	7/105=7%	10/98=10%	7/105=7%	14/106=13%	7/119=6%	14/123=11%
<b>Total Dist.</b>	<b>253/938=27%</b>	<b>264/996=27%</b>	<b>312/997=31%</b>	<b>355/987=36%</b>	<b>311/1023=30%</b>	<b>359/1087=33%</b>

Source: LCC Institutional Portfolio

- Over the past six years, an average proportion of 31% of high school seniors from the LCC service district enrolled at LCC the fall after graduation.
- R.A. Long had the largest proportion of seniors enroll in Fall 2007 (45%).

**Figure 7: LCC Annual Headcount and FTE in Running Start**



Source: LCC Institutional Portfolio

- Running Start headcount increased 16% between 2005-06 and 2006-07. FTE increased 15%.

**Table 8: Number of Running Start Students Enrolled by High School**

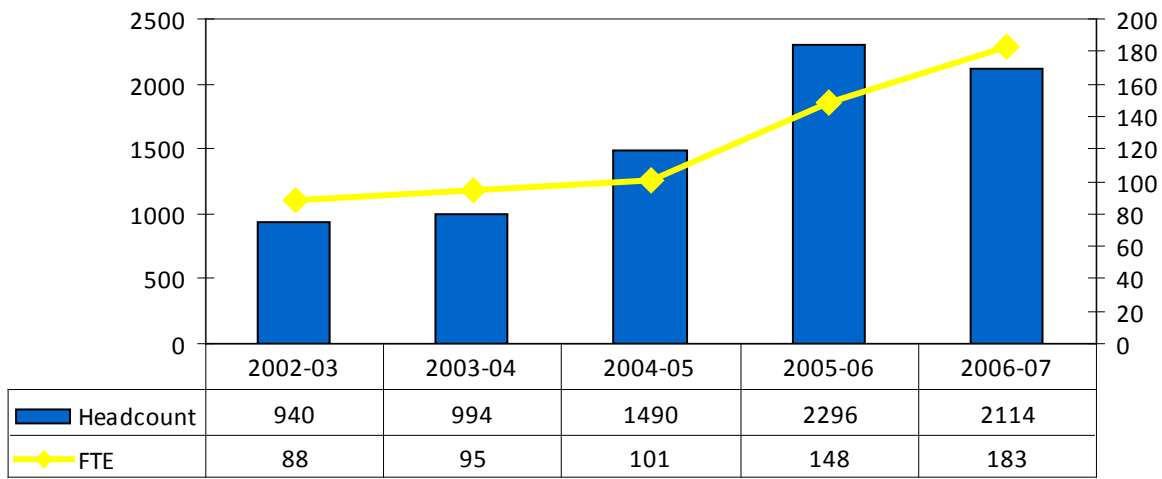
	2002-03	2003-04	2004-05	2005-06	2006-07
Castle Rock (115)	28	20	16	32	30
Kalama (116)	46	33	20	36	43
Kelso (117)	56	60	68	75	119
Mark Morris (112)	83	70	70	89	85
R.A. Long (111)	47	43	36	51	58
Toutle (114)	7	10	12	12	9
Wahkiakum (901)	8	6	7	9	7
Woodland (118)	6	7	8	9	7

Source: Data Warehouse (Student Table, RUNNING\_START\_STATUS = 1, HI\_SCHL)

- Kelso High School experienced the biggest increase in Running Start enrollment in 2006-07.

**Figure 9: Distance Education Enrollment (Headcount and FTE)**

(Distance Education includes on-line, correspondence, telecourses, and hybrid courses)



Source: LCC Institutional Portfolio (Fact Book)

- FTE increased 24% in distance education in 2006-07. Declining headcount was the result of curriculum changes in the online LPN-2-RN Nursing program.

**Table 10: Number of Distance Education Classes Offered**

	2002-03	2003-04	2004-05	2005-06	2006-07
# of classes	108	144	234	319	297

Source: LCC Institutional Portfolio (Fact Book)

- 188 of the 297 (63%) of the distance education classes offered in 2006-07 were online, with an additional 47 (16%) offered in hybrid (mixed classroom and online) format.
- The decrease in the number of classes offered was due primarily to curriculum changes in the online LPN-2-RN Nursing program.

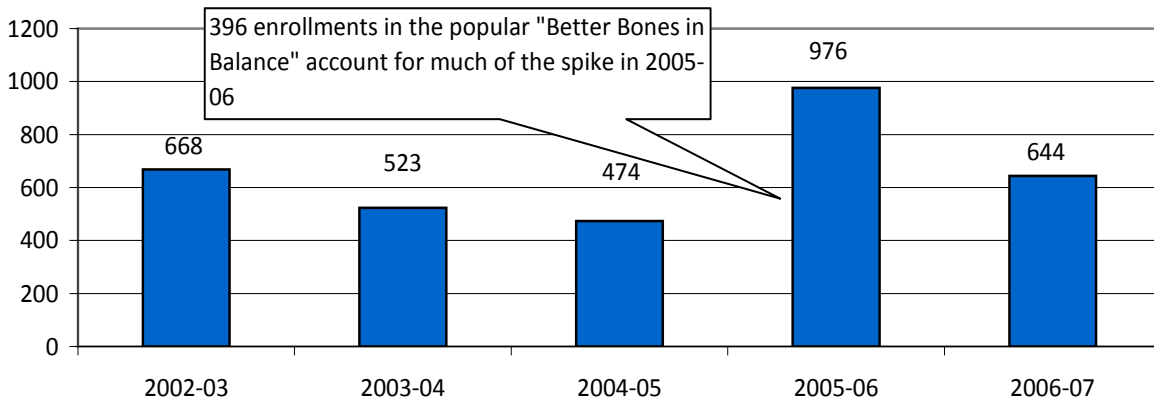
**Table 11: Distance Education Spring Quarter Online Course Completion Rates**

	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
LCC	not available	81%	87%	85%	80%
SYSTEM	not available	78%	82%	81%	81%

Source: SBCTC Distance Education report, [http://www.sbctc.ctc.edu/college/d\\_elearning.aspx](http://www.sbctc.ctc.edu/college/d_elearning.aspx)

- Completion rates for LCC students taking distance education courses met or exceeded the system average in three out of the past four years.

**Figure 12: Community Education Enrollment (Duplicated Headcount)**



Source: LCC Institutional Portfolio

- Enrollment in Community Education decreased 34% between 2005-06 and 2006-07. At least a portion of the decline was anticipated, with the transition of the popular “Better Bones in Balance” class to senior studies (Prime Time).

**Key Performance Indicator: Participation Rate**

(The proportion of citizens, age 16 and up, that attend the college on a full- or part-time basis)

**Table 13: Service District (Ages 16+) Participation Rate: All Students**

Year	LCC Headcount	Service District Population	Annual Participation Rate
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%
2006-07	6,929	82,012	8.4%

Source: LCC Institutional Portfolio

- LCC’s participation rate, measured in terms of total headcount, declined somewhat in 2006-07. This is due to the fact that although LCC’s enrollment decreased between 2005-06 and 2006-07, the population in the service district grew at a rate of nearly three percent.



**Key Performance Indicator: Participation and Success of Diverse Student Populations**  
 (Diverse student populations include students of color and disabled students. Measures of success include enrollment and graduation/completion.)

**Table 14: LCC Participation and Graduation/Completion Rates of Students of Color**

Year	Students of Color as proportion of all students	Students of Color as proportion of transfer & workforce populations only	Students of Color as proportion of graduation/completions
2002-03	672/7522 = 8.9%	457/5211 = 8.8%	23/580 = 4.0%
2003-04	703/6789 = 10.4%	497/4963 = 10.0%	48/741 = 6.5%
2004-05	743/6802 = 10.9%	508/4762 = 10.7%	50/644 = 7.8%
2005-06	983/7258 = 13.5%	568/5011 = 11.3%	46/660 = 7.0%
2006-07	1010/6929 = 14.6%	622/4801 = 13.0%	39/576 = 6.8%

Source: LCC Institutional Portfolio (Fact Book) and Data Warehouse (Completions file)

- The number and proportion of students of color increased in 2006-07, due primarily to increases in the relatively new “multi-racial” and “other race” categories.
- Enrollment in Transfer and Workforce programs also increased steadily.
- Graduation rates of students of color increased from 4.0% to 6.8% over the five year period depicted here.
- In 2006, the proportion of people of color (16 and over) in the LCC service district was 11.9% (up from 10.9% in 2002).

**Table 15: LCC Participation and Graduation/Completion Rates of Disabled Students (All Students)**

Year	Disabled students as a proportion of all students	Disabled students as a proportion of transfer & workforce populations only	Disabled students as a proportion of graduation/completions
2002-03	525/7522 = 6.9%	358/5211 = 6.9%	29/580 = 5.0%
2003-04	258/6789 = 3.8%	206/4963 = 4.2%	30/741 = 4.0%
2004-05	196/6802 = 2.9%	154/4762 = 3.2%	19/644 = 3.0%
2005-06	204/7258 = 2.8%	165/5011 = 3.3%	24/660 = 3.6%
2006-07	147/6929 = 2.1%	124/4801 = 2.3%	22/576 = 3.8%

Source: LCC Institutional Portfolio (Fact Book) and Data Warehouse (Completions file)

- The proportion of disabled students in the total student population is declining.
- Although not as steady as enrollment, graduation rates of disabled students have shown a general downward trend over the past five years.
- The decline in the number of disabled students is due at least in part 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 at registration). Low income students, who typically cannot afford the learning disabilities evaluation which can cost between \$900 and \$2,000, may be particularly under-reported under the new methodology.

## Financial Aid Data

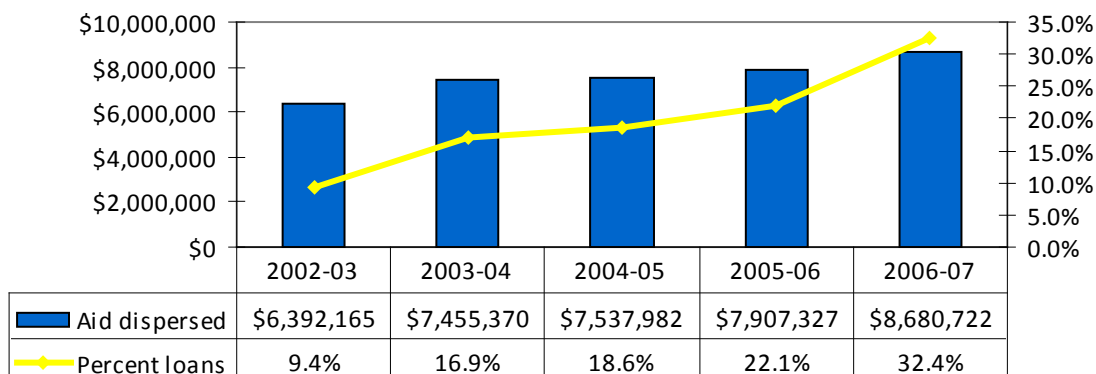
**Table 16: Pell Grant Maximum and Cost of Tuition and Fees**

	Pell Grant Maximum (% increase)	Cost of Tuition and Fees (% increase)	Number of Students Receiving Pell Grants
2002-03	\$4,000 (6.7%)	\$2,091 (13.3%)	1,303
2003-04	\$4,050 (1.3%)	\$2,250 (7.6%)	1,377
2004-05	\$4,050 (0.0%)	\$2,445 (8.7%)	1,247
2005-06	\$4,050 (0.0%)	\$2,646 (8.2%)	1,251
2006-07	\$4,050 (0.0%)	\$2,793 (5.5%)	1,225

Source: LCC Institutional Portfolio (Fact Book)

- The Pell Grant figures reflect the maximum allotment in a given year. The cost of tuition and fees does not include books or supplies.
- In 2003-04, for the first time in several years, the proportional cost of tuition and fees increased more than the proportional increase in the maximum Pell Grant. The trend has continued for the past four years.

**Figure 17: LCC Total Financial Aid Disbursement and Percent in Loans**



Source: LCC Institutional Portfolio (Fact Book)

- Financial aid disbursement, in total dollars, increased by 35.8% 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 more than tripled in five years.
- Cohort (loan) default rates *can* increase when loan volumes are high. For the first time in three years, LCC's cohort default rate fell below the national average in FY 2005.

**Table 18: Cohort Default Rates: LCC vs. National**

	FY 2003	FY 2004	FY 2005
Public 2-year colleges in the U.S.	7.6%	8.1%	7.9%
Lower Columbia College	11.6%	12.4%	5.9%

Source: <http://www.ed.gov/offices/OSFAP/defaultmanagement/instrates.html> and [http://wdcrobcolp01.ed.gov/CFAPPS/COHORT/cohortdata\\_detail.cfm?Record\\_ID=5433&record=1&TOTAL\\_REC=1](http://wdcrobcolp01.ed.gov/CFAPPS/COHORT/cohortdata_detail.cfm?Record_ID=5433&record=1&TOTAL_REC=1)

## Access Monitoring Report (Cycle IX)

Analysis 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?

- FTE counts excluding Worker Retraining show solid growth both in short and long (5-year) term. Recruitment and retention efforts have been successful even during a period of strong economic growth/stability.
- Capture rate of high school seniors (graduates) is steady.
- Enrollment in Distance Education is strong. Important not to replace face-to-face opportunities, which some students prefer, with totally online courses (including summer quarter).
- Basic Skills enrollments are strong. Increased efforts are needed to bring more Basic Skills students into college level courses and programs.
- Increased enrollments in Running Start are good, but a mixed blessing since they don't currently count as state FTE. Continue to work to resolve problems related to enrolling immature or underprepared Running Start students. Continue to enhance our relationships with K-12 so students and counselors understand and support the program.

### 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?

- Where feasible, consider moving students from non-FTE generating courses/programs into state FTE bearing courses/programs (including continuing education students). Continue to support the movement to count some or all of Running Start FTE in the state allocation model.
- Increase recruitment efforts in Latino population, particularly at local high schools.
- Increase our connection to K-12 through literary opportunities such as the Salal Review and Northwest Voices. Need to do more than just hang posters.
- Increase retention efforts for students of color. Graduation rates could be higher.
- Provide assistance to Basic Skills students who have been identified as potentially having learning disabilities. Students must have documentation in order to receive services, but individual evaluations can cost up to \$2,000. Explore funding sources and contract (reduced) testing rates for the Basic Skills and/or low-income student population.
- Continue to study the connection between low reading scores and success in math, particular within the male student population.
- The percentage of financial aid taken through loans is concerning. Although it's a reflection of the increasing cost of education, need to continue to do all we can to keep college affordable.
- Participation rate in the service district is declining, which is a concern. However, it is most likely due to the strength of the local economy (which tends to be cyclical).

## Board Plus/Delta

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

+	Δ

# College Outcome: Basic Skills and Pre-College Education

## Monitoring Report

(Cycle IX)

2003 – 2007

***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 16<sup>th</sup>, 2008



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

The purpose of this monitoring report is to present information regarding 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).

Key Performance Indicators in this Monitoring Report for **Basic Skills** include:

1. Student/graduate satisfaction with Basic Skills Instruction
2. Basic Skills achievement

Other measures for **Basic Skills** include:

- ✓ Basic Skills Enrollment
- ✓ CASAS testing results
- ✓ Progression of ESL and ABE Students
- ✓ Enrollment in CEO Program
- ✓ Progression of CEO Students
- ✓ GED Testing and Goal Completion

Key Performance Indicators in this Monitoring Report for **Pre-College** include:

3. Academic Performance of Pre-College students

Other measures for **Pre-College** include:

- ✓ Success in Subsequent Courses
- ✓ Enrollment in Pre-College

The report has been updated to include data from the 2006-07 academic year. The report is subject to concentrated review by faculty and staff at Lower Columbia College. Analysis from the review team is 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 be used in our planning process for next year.

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

- A new program to strategically target students for transition from pre-college programs to college preparation and college level courses is currently being created. The new *Bridge to Success Program* will be in place fall 2008.
- A student satisfaction instrument for Basic Skills students is being developed. Results will be reported in the next Monitoring Report cycle.
- I-BEST and similar opportunities are being expanded.
- Ed planners are now conducting regular visits to on-campus Basic Skills classrooms.
- Placement scores are being studied to gauge effectiveness.
- A "Transitions" class has been created for Basic Skills students moving to college level courses.

- Basic Skills staff are working on a number of strategies to increase post-test rates, particularly for DSHS students and level 4 students who have taken the GED. Post-testing is needed to determine whether students have accomplished their stated goals.
- Strategies are being developed to identify students in Pre-College courses who may be appropriate for “fast track” programs to decrease the amount of time needed prior to entry in college level courses. Appropriate measures to track success of the “fast-tracked” students will be put in place prior to implementation.
- By next year, ESL transition students will begin participating in ABE math courses to help them prepare for college level work.
- The Math Department plans to pilot the Hawkes Learning System, a computer oriented means of learning, next year. Unlike other situations where the computer utilities are add-ons, Hawkes designs the coursework around the computer interface. This tool may provide for more targeted assessments for placement, or modular learning for students with specific weaknesses that need to be addressed.
- CEO program staff have been working with students to focus more intensively on completion of high school modules, improve grades, and transition to college level coursework.

## PART ONE: BASIC SKILLS

### Basic Skills Rate

(Key Performance Indicator)

The State of Washington adopted new criteria for tracking basic skills students 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.

**Table 1: 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%
2006-2007	LCC	686	145	21%	275	115	42%
	System	24,567	7,718	31%	30,328	13,190	43%

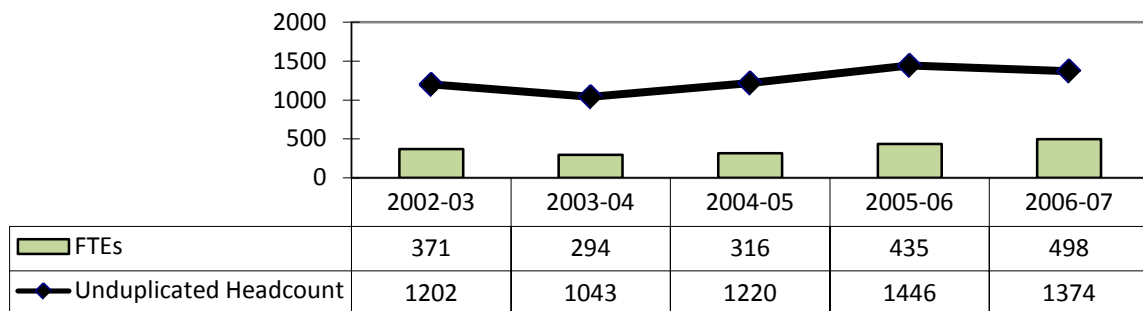
Source: WABERS Standard Reports (Goal Completion)

- Rates for both LCC and the system increased between last year and the year before for both indicators. LCC has fallen considerably behind the state average in goal attainment of "Improve Basic Literacy Skills." State Board staff report that pressure put on colleges to increase post-test rates in 2006-07 contributed to the system uptick.

### 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.

**Figure 2: 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."

- Basic Skills FTE increased 15% between last year and the year before. Unduplicated headcount decreased 5%.



## CASAS Testing

Achievement in Basic Skills is assessed through pre- and post-testing using a system called CASAS. CASAS—Comprehensive Adult Student Assessment Systems—is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both native and non-native speakers of English.

**Table 3: CASAS Testing Summary**

		# pre-tested	# post-tested	% post-tested	# Completing at least one program level	% Completing at least one program level
2003-04	LCC	550	173	31%	86	50%
	System	40,193	20,778	52%	11,448	55%
2004-05	LCC	766	407	53%	211	52%
	System	50,386	27,144	54%	15,362	57%
2005-06	LCC	972	444	46%	233	52%
	System	51,397	29,304	57%	16,759	57%
2006-07	LCC	942	431	46%	237	55%
	System	52,810	30,911	59%	18,637	60%

Source: WABERS database, Standard Reports

- LCC lags behind the state in the proportion of students who post-test and complete at least one program level. Post-test rates in ABE (rather than ESL) are the culprit. Space and staffing shortages have contributed to the issue.

### Progression of ESL and ABE students

Although not all basic skills students state that they intend to stay long enough to achieve a certificate or degree, there is increasing emphasis on preparing these students to enter or move along career pathways.

**Table 4: Progression of ESL and ABE students to college-level courses\***  
Excluding Home and Family Life courses (childcare)

#### **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%	11/3.5%	3/1.0%
2004-2005 (A45)	289	3/1.0%	3/1.0%	6/2.1%		0/0.0%
2005-2006 (A56)	368	4/1.1%	5/1.4%			0/0.0%

\*\*to date

**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%	35/4.2%
2002-2003 (A23)	952	182/19.1%	198/20.8%	211/22.2%	223/23.4%	37/3.9%
2003-2004 (A34)	774	84/10.9%	99/12.8%	115/14.9%	129/16.6%	18/2.3%
2004-2005 (A45)	968	84/8.7%	105/10.8%	133/13.7%		28/2.9%
2005-2006 (A56)	1138	149/13.1%	171/15.0%			18/1.6%

Source: Data Warehouse, Transcript and Completion tables (where exit code not like 5, 6, 7, or 9) \*\*to date

\*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).

- College transition and degree and certificate completion rates are much higher for ABE than ESL students, many of whom are lacking literacy skills in their native language (making the transition to college level coursework more challenging).

**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. 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.

**Table 5: Annual CEO Enrollment and Completion (HS or equivalent)\***

	2002-03	2003-04	2004-05	2005-06	2006-07
CEO Students	165	192	208	206	239
HS Completions to date	15	21	22	23	21
GEDs to date	34	32	27	25	14
Total Completions to date	49	53	49	48	35
Percent Completions to date	30%	28%	24%	23%	15%

\* 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).

- 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.

**Table 6: Progression of CEO students to college level courses\***

Excluding Home and Family Life courses (childcare)

**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) to date*
2001-2002 (A12)	120	47/39.2%	54/45.0%	59/49.2%	62/51.7%	8/6.7%
2002-2003 (A23)	165	83/50.3%	90/54.5%	94/57.0%	97/58.8%	12/7.3%
2003-2004 (A34)	192	97/50.5%	103/53.6%	110/57.3%	114/59.4%	14/7.3%
2004-2005 (A45)	208	99/47.6%	104/50.0%	105/50.5%		7/3.4%
2005-2006 (A56)	206	96/46.6%	105/51.0%			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).

- Nearly three out of five CEO students (60%) have enrolled in college level coursework within three years of entering the CEO program.

**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.

**Table 7: Comparative Data for GED Testing**

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
2003	373	259	69%	**	**	**	657,239	387,470	59%
2004	353	252	71%	21,227	12,665	60%	665,927	405,724	61%
2005	351	262	75%	20,830	11,875	57%	680,874	423,714	62%
2006	352	236	67%	20,635	11,507	56%	676,020	398,409	59%
2007	383	264	69%	20,755	11,830	57%	**	**	**

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

\*\*Data not available

- GED pass rates for LCC are substantially higher than system and national pass rates.

## GED and High School Goal Completion at LCC

Basic Skills achievement rates are tracked for GED and High School completers.

**Table 8: Basic Skills Achievement Rates for GED and High School Completion**

		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%
2006-2007	LCC	120	74	62%
	System	7,751	3,088	40%

Source: WABERS Standard Reports (Goal Completion)

- Completion rates of LCC students seeking GED or High School Diploma are substantially higher than the state rate.
- Students are not coded with the "GED or High School Diploma" goal until they have registered to take the GED battery of tests.

**PART TWO: PRE-COLLEGE**

**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.

**Table 9: Passing Rates of Students in Pre-college Math (070, 091, 092, 099)  
Duplicated Headcount (includes math lab)**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Number of students in pre-college math classes</b>	<b>2334</b>	<b>2260</b>	<b>2073</b>	<b>1835</b>	<b>1877</b>
Number of students who received a 2.0 or better (C or above)	1376	1390	1232	1088	1113
Proportion of students who received a 2.0 or better (C or above) <b>excluding students receiving grades of W, I, N, R, P, or V*</b>	1376/1923 = <b>71.6%</b>	1390/1928 = <b>72.1%</b>	1232/1716 = <b>71.8%</b>	1088/1564 = <b>69.6%</b>	1113/1592 = <b>69.9%</b>
Number of students who withdrew	<b>306</b> (13.1%)	<b>261</b> (11.5%)	<b>315</b> (15.2%)	<b>235</b> (12.8%)	<b>227</b> (12.1%)
Proportion of students who received a 2.0 or better (C or above) <b>including students who withdrew</b>	1376/2229 = <b>61.7%</b>	1390/2189 = <b>63.5%</b>	1232/2031 = <b>60.7%</b>	1088/1799 = <b>60.5%</b>	1113/1819 = <b>61.2%</b>

Source: Data Warehouse, TRANSCRIPTS Table

\* W=withdraw, I=incomplete, N=audit, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

- Passing rates of developmental math students increased slightly between 2005-06 and 2006-07.
- **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.**

**Table 10: Passing Rates of Students in Pre-college English (INDV 065, 075)  
Duplicated Headcount**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Number of students in pre-college English classes</b>	<b>251</b>	<b>260</b>	<b>272</b>	<b>282</b>	<b>355</b>
Number of students who received a 2.0 or better (C or above)	173	177	201	200	271
Proportion of students who received a 2.0 or better (C or above) <b>excluding students receiving grades of W, I, N, R, P, or V*</b>	173/230 = <b>75.2%</b>	177/239 = <b>74.1%</b>	201/249 = <b>80.7%</b>	200/248 = <b>80.6%</b>	371/334 = <b>81.1%</b>
Number of students who withdrew	<b>18</b> (7.2%)	<b>17</b> (6.5%)	<b>23</b> (8.5%)	<b>30</b> (10.6%)	<b>17</b> (4.5%)
Proportion of students who received a 2.0 or better (C or above) <b>including students who withdrew</b>	173/248 = <b>69.8%</b>	177/256 = <b>69.1%</b>	201/272 = <b>73.9%</b>	200/278 = <b>71.9%</b>	271/351 = <b>77.2%</b>

Source: Data Warehouse, TRANSCRIPTS Table

\* W=withdraw, I=incomplete, N=audit, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

- Passing rates of developmental English students increased somewhat between 2005-06 and 2006-07.
- **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 tables show the performance of pre-college students who successfully completed their pre-college work and, by the subsequent fall quarter, completed their first college level math or English composition class.

**Table 11: Developmental Math (091, 092, 099) Students That Moved on to the Next Level (Math 112, 121/131&, 122/132&, 130/107&, 210)—includes math lab**

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Total number of students who successfully completed a pre-college math class	452	471	409	366	362
Total number of those students who went on to the next level*	114/452 = <b>25.2%</b>	143/471 = <b>30.4%</b>	142/409 = <b>34.7%</b>	140/366 = <b>38.3%</b>	122/362 = <b>33.7%</b>
Total number of those students who withdrew from the next level*	13/114 = <b>11.4%</b>	16/143 = <b>11.2%</b>	12/142 = <b>8.5%</b>	17/140 = <b>12.1%</b>	6/122 = <b>4.9%</b>
Total number of those students who passed the next level*	99/114 = <b>86.8%</b>	122/143 = <b>85.3%</b>	116/142 = <b>81.7%</b>	105/140 = <b>75.0%</b>	99/122 = <b>81.1%</b>

Source: Data Warehouse, TRANSCRIPTS.

- Although the proportion of students going on to college level math declined slightly in 2006-07, the proportion who passed with a 2.0 or better increased.
- 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.
- **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.

**Table 12: INDV 065/075 Students That Moved on to the Next Level  
(English 100, 101/101& or 110)**

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Total number of students who successfully completed INDV 065 or 075	78	71	81	97	87
Total number of those students who went on to take English 100, 101 or 110*	68/78 = <b>87.2%</b>	49/71 = <b>69.0%</b>	62/81 = <b>76.5%</b>	68/97 = <b>70.1%</b>	73/87 = <b>83.9%</b>
Total number of those students who withdrew from English 100, 101 or 110*	4/68 = <b>5.9%</b>	5/49 = <b>10.2%</b>	7/62 = <b>11.3%</b>	14/68 = <b>20.6%</b>	6/73 = <b>8.2%</b>
Total number of those students who passed English 100, 101 or 110*	45/68 = <b>66.2%</b>	32/49 = <b>65.3%</b>	48/62 = <b>77.4%</b>	45/68 = <b>66.2%</b>	52/73 = <b>71.2%</b>

Source: Data Warehouse, TRANSCRIPTS Table

- The proportion of students going on to college level English and passing with a 2.0 or better both increased in 2006-07.
- 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.
- **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 currently higher than the national rates.**

### Pre-College Enrollment

Pre-college includes math and reading/writing classes that are intended to prepare credit/tuition-bearing students for college level math and English composition classes.

**Table 13: Pre-College (All MATH and INDV <100)  
Annualized FTE – All Funding Sources (includes math lab)**

	2002-03	2003-04	2004-05	2005-06	2006-07
English	28	28	30	41	35
Math	249	244	222	197	205
<b>TOTAL</b>	<b>277</b>	<b>272</b>	<b>252</b>	<b>238</b>	<b>240</b>
% of total college FTE	9.2%	9.8%	9.5%	8.8%	8.5%

Source: Data Warehouse, CLASS table, FTES\_TOTAL/3 to annualize.

- FTE in Pre-College increased by less than one percent in 2006-07.



## **Basic Skills/Pre-College Monitoring Report**

### **Comments from the Review Team**

#### **BASIC SKILLS**

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

- Enrollment was up in 2006-07.
- A majority of CEO students have transitioned to college level coursework.
- The number of ABE students enrolling in college level courses increased in fall 2007.
- The number of CEO completions is very good considering that most students enrolled in the program come in with numerous risk factors.
- Training and professional development opportunities continue to be made available for Basic Skills staff.

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

- Continuing to address space and staffing issues in Basic Skills should be a priority. Additional classroom space to allow ABE classes to break out into multiple levels should positively impact student success (as it has done with ESL). However, the lack of dedicated staff to coordinate student tracking, data and testing issues will likely restrict the College's ability to improve post-testing ratios.

#### **PRE-COLLEGE**

**Based on the data in this report, in what areas has LCC done a good job in providing students with Pre-College preparation?**

- A seventy one percent (71%) pass rate for Pre-College English students in English 101 is noteworthy, considering the academic risk factors facing most Pre-College students.
- The low withdrawal rate in Pre-College Reading and Writing in fall 2006 may be due at least in part to the addition of the study skills class.
- The withdrawal rate in Pre-College math has declined. Also, the number of students persisting into college level math has increased over time.
- The addition of a requirement for all Pre-College English students to work with a writing tutor may have contributed to increased pass rates in 2006-07.
- Continuing to work on departmental assessment as a complete faculty group (including full- and part-timers) has had a positive impact over time on pass rates in Pre-College Reading and Writing.

**Based on the data in this report, in what areas can LCC do a better job in providing students with Pre-College preparation and what can we do to address those?**

- Need to develop strategies to identify students with specific skill gaps who may be able to move more quickly through Pre-College using modularized (more prescriptive) education.
- Need to continue to work on retention issues. Dedicating advising staff for Pre-College students (to promote more long-term relationship building) is a possible strategy.

## 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

2003-2007

(Cycle IX)

May 14th, 2008



## Community Enrichment: A 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.

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. 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 Rose Center for the Arts is nearing completion and will significantly impact the college's ability to provide enrichment opportunities for the community.

**Key Performance Indicator: Citizenship**

One of the most important goals of any institution of higher education is to help students become productive citizens. Although the definitions of “good” citizenship vary, there are some behaviors that are widely accepted as indicators of productive engagement with society. LCC’s **Transfer Student Alumni Survey** routinely collects data about some of those behaviors. The alumni survey is administered to transfer students the year after they leave the college.

Citizenship was adopted as one of the college’s seven General Education Outcomes in 2005 and is slated for extensive assessment in the 2009-2010 academic year. Results of that assessment will be included in the Community Enrichment Monitoring Report in spring 2011.

**Figure 1: Transfer Student Alumni Survey Results**

Did you vote in the last general election?

	2004-05	2005-06	2006-07	2007-08
YES	83.0%	78.7%	72.5%	60.0%

Do you subscribe to a newspaper or news magazine? (note: this question was revised in 2006 to include online news sources)

	2004-05	2005-06	2006-07	2007-08
YES	48.2%	54.1%	79.0%	81.8%

Have you donated anything to any charitable organization in the past year?

	2004-05	2005-06	2006-07	2007-08
YES	73.2%	83.6%	80.3%	84.3%

Have you attended any cultural or sporting events in the past year?

	2004-05	2005-06	2006-07	2007-08
YES	80.4%	83.6%	82.2%	70.4%

Did you volunteer any time to a charity, service or other organization in the past year (other than something with a direct financial benefit to you)?

	2004-05	2005-06	2006-07	2007-08
YES	67.9%	68.9%	65.4%	69.3%

Election participation rates continued a downward trend in 2007-08, generally reflecting national voting patterns that consistently peak in presidential election years. Attendance at cultural or sporting events was also down. Conversely, subscriptions to at least one news source were up. Charitable donations and volunteerism also increased in 2007-08.

## Key Performance Indicator: Cultural Enrichment of Students and Community

Key elements of Lower Columbia College’s enrichment of students and the community include athletics, drama, music, art, and student/community activities. Other resources to the community include Community Education courses, the Head Start/ECEAP program, Tech Prep and Career & Employment Services. Key outcomes of these programs are presented in the figures below. Also included this year is a special report on LCC employees’ volunteerism in the community.

**Table 1: Athletic Team Placings**

	02-03	03-04	04-05	05-06	06-07	07-08
<b>Baseball</b>						
Western Division	2nd	1st	1st	1st	1st	*
NWAACC Conference	2nd	2nd	1st	2nd	--	*
<b>Softball</b>						
Southwest Division	1st	1st	1st	1st	3rd	*
NWAACC Conference	1st	1st	--	1st	1st	*
<b>Soccer</b>						
Southwest Division	3rd	3rd	6th	2nd	5th	5th
NWAACC Conference	--	--	--	8th	--	--
<b>Volleyball</b>						
Western Division	2nd	5th	1st	2nd	6th	6th
NWAACC Conference	5th	--	--	--	--	--
<b>Women’s Basketball</b>						
Western Division	2nd	1st	1st	3rd	2nd	1st
NWAACC Conference	--	--	5th	8th	4th	--
<b>Men’s Basketball</b>						
Western Division	5th	1st	1st	1st	3rd	1st
NWAACC Conference	--	1st	1st	2nd	--	--

Source: LCC Athletics Office (\*baseball and softball seasons are ongoing)

**Table 2: Student Athletes’ Academic Year GPAs (Team Averages)**

	2002-03	2003-04	2004-05	2005-06	2006-07
Volleyball	2.95	2.93	2.77	2.93	<b>2.88</b>
Soccer	3.09	2.66	2.69	2.66	<b>3.06</b>
Women’s Basketball	2.50	2.91	3.18	2.91	<b>2.98</b>
Men’s Basketball	2.66	2.83	2.46	2.83	<b>2.59</b>
Softball	2.78	2.93	2.87	2.93	<b>2.39</b>
Baseball	2.71	2.78	2.80	2.78	<b>3.04</b>
All athletes	2.76	2.83	2.81	2.86	<b>2.86</b>
All transfer (degree seeking) students	2.90	2.72	2.79	2.79	<b>2.69</b>

Source: LCC Athletics Office, Data Warehouse

- Athletic performance both on and off the field continues to be exemplary.

**Table 3: Attendance at Regular Season Performances (Drama)**

2002-03	2003-04	2004-05	2005-06	2006-07
1742	2077	2022	869	849

Source: LCC Drama Department

- Numbers include three productions a year. Typically performances run over a three week period for a total of ten performances.
- 2005-06 and 2006-07 performances were held at the Pepper Theatre.
- The first Thursday performance of each production is followed by a discussion with the actors, designers, and technical staff about the play. The “talkback” discussions are open to all members of the community.
- Auditions are open to members of the community in addition to LCC students.
- Performances included:
  - 2006-07 Season: *Strangers on Earth, The Chairs/The Bald Soprano, Beyond Therapy*
  - 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)*
  - 2004-05 Season: *Art, To Kill a Mockingbird, The Company of Wayward Saints, The Electric Electic House that Jack Built*
  - 2003-04 Season: *No Opera at the Opr’y House Tonight, Transylvanian Clockworks, The Fantastiks*
  - 2002-03 Season: *Hayfever, Book of Days, Antigone*

**Table 4: Unduplicated Headcount in “How to See a Play” (HUMN 250)**

2002-03		2003-04		2004-05		2005-06		2006-07	
Fall	33	Fall	38	Fall	33	Fall	38	Fall	30
Winter	18	Winter	48	Winter	18	Winter	48	Winter	26
Spring	46	Spring	37	Spring	46	Spring	37	Spring	38
Total	97	Total	123	Total	97	Total	123	Total	94

Source: Data Warehouse, TRANSCRIPTS Table

- 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 offered on the first Thursday of each production.

**Table 5: Components of the LCC Music Department**

<b>Course Offerings</b>	<b>Performance Oriented Groups</b>
○ General courses for non-majors	○ LCC Symphonic Band
○ Theory and technical courses designed for music students	○ Concert Choir
○ Private lessons taught by instructors from the local area	○ Jazz Ensemble
○ New program: Contemporary Musicianship and Audio Production (Associate degree)	○ Vocal Ensemble
○ New program: Contemporary Musicianship and Audio Production (Certificate)	○ Orchestra

- Performances will continue to be held in the LCC Student Center and the Columbia Theatre for the Performing Arts until the new Rose Center for the Arts is available. There are typically three performances per year for each group.
- A full-time faculty position was added to the Music Department starting fall 2007 in Contemporary Musicianship and Audio Production.
- Students from the Contemporary Musicianship and Audio Production program have been providing audio for the local Saturday Market.

**Table 6: Art Exhibit Attendance (Historical)**

	2002-03	2003-04	2004-05	2005-06	<b>2006-07</b>
Total Attendance	3,728	3,550	3,787	4,570	<b>3,315</b>

**Table 7: Art Exhibit Attendance (2006-07)**

<b>The Confluence Project</b>	646
<b>Journeys: Artists Who Travel</b>	656
<b>Attention to Detail</b>	672
<b>Books and BroadSides</b>	507
<b>Annual Student Art Show</b>	834
<b>TOTAL</b>	<b>3,315</b>

- The college’s long-time art gallery director resigned in 2006-07 and a replacement was hired in December 2007. Transitioning to the new art gallery in the Rose Center for the Arts is a major priority this year. In addition to exhibits, the Gallery was also involved with the “Empty Bowls” project, designed to feed the hungry with revenues generated from the sale of pottery bowls.



**Table 8: 2007-08 Student and Community Activities**

Educational	Concerts	Health Related	Variety	Clubs	Community Service Projects
African American History Month Lecture Display , Soul Food Luncheon	Bobby Torres Ensemble	Blood Drives	Harvestfest Family Fun Night	Forensics Club – Regional & National Debate Participants	Red Hat Thrift Store Service Project
Michael Eric Dyson: Debating Race	Adrian X	Prostate Cancer Awareness Forum	Karaoke	Drama Club – Productions and One Act Plays	Community House Food Contributions
Debbie Wooten: Disability Awareness Speaker	Andrea Hamilton	Massage Therapy	Zoot Suit Balloon	Multicultural Club – Intercultural Week and Dances	Habitat for Humanity Project
Native American History Month Program: John Trudell	Jazz Band Concerts	Breast Cancer Awareness Information	Movie Scene on the Green	International Club – International Food Festival Co-Sponsor Community International Festival	Big Brother and Sisters
Relationship Speaker: Ellen Gootblatt	Symphonic Band	Domestic Violence Forum	Back to School Week Activities	Slip Club – Pottery Exhibition and Pottery Sale	Emergency Support Shelter Fundraiser
Northwest Voices (with Longview Public Library)	Local Ensemble		Winter Festival	Student Nurses Organization – Health Fair	Civics Week
Vest Lecture: Andrew Bacevich	Honor Band Concerts		Red Devil Days	Photo Club – Photo Exhibition	Meth Action Project
	Raining Jane		Drive Inn Movie	Literature Alive – Salal Arts Festival	Various Independent student projects for HDEV Course
			Open Mic Day	Poets and Writers Club – Poets Competition	Coordinate Embracing Diversity March
			Talent Show	Salal Review Publication	
			Parents Night Out Entertainment Evening	3-on-3 Hoops Tournament	
			LCC Valentines Dance	International Festival (with Ethnic Support Council)	
			Spring Arts Festival		

Source: LCC Office of Student Activities

- The ASLCC and Multicultural Student Services** combine their efforts to provide a variety of educational, social, cultural, health related and recreational activities for the college community each year. Balancing educational co-curricular activities with the other areas of co-curricular programming continues to be the emphasis.

**Table 9: Duplicated Headcount in Prime Time (formerly Senior Studies) Classes**

	2002-03	2003-04	2004-05	2005-06	2006-07
Summer	78	--	27	81	142
Fall	296	186	321	351	452
Winter	271	373	437	450	500
Spring	180	243	279	356	360
Total	825	802	1,064	1,238	1,454

Source: Data Warehouse

- LCC offers a variety of leisure classes and programs for community members. These classes are generally recreational and non-credit bearing.
- Enrollment in Prime Time increased by over 17% between academic year 2006-07 and the year before due at least in part to the transfer of the popular “Better Bones in Balance” course to Prime Time from Community Education.

**Table 10: Duplicated Headcount in Community Education Classes**

	2002-03	2003-04	2004-05	2005-06	2006-07
Summer	54	84	113	169	65
Fall	285	273	153	307	227
Winter	145	178	234	341	182
Spring	184	174	302	144	170
Total	668	709	802	961	644

Source: DATAX KR-RAY, Administrative Unit “8W” excluding contract education (sect BI)

- The **Community Education** program also includes a variety of short-term courses, workshops, and special classes for personal enrichment or recreational interests.
- Enrollment in Community education decreased by 33% in 2006-07, due primarily to the transfer of the popular “Better Bones in Balance” class to Prime Time in 2006-07.

**Table 11: Total Enrollment—Head Start and ECEAP**

2002-03	2003-04	2004-05	2005-06	2006-07
346	346	346	364	404

Source: LCC Head Start Office

- Lower Columbia College Head Start/ECEAP is a federal and state funded program for at risk low-income children and families in Cowlitz County. Children are served at the following sites: 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, including support for parents to enroll in college (see Parent Opportunity Program—POP—enrollment, below).

**Table 12: Head Start Parents Enrolled at LCC (POP Program)**

2003-04	2004-05	2005-06	2006-07	2007-08
23	14	15	9	26

**Table 13: Unduplicated Headcount of Tech Prep Students that Enrolled at LCC**

2002-03	2003-04	2004-05	2005-06	2006-07
103	182	250	346	420

Source: LCC Tech Prep Office

- 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.
- The number of Tech Prep students enrolling at LCC increased 21% between 2006-07 and the year before.

**Table 14: Total Number of Students that Have Earned Articulated Tech Prep Credits through LCC**

2002-03	2003-04	2004-05	2005-06	2006-07
562	383	608	806	587

Source: LCC Tech Prep Office

- The number of students earning articulated credits through LCC in Tech Prep decreased 27% between last year and the year before. Several teachers changed positions during the 2006-07 year and the college was unable to form new articulation agreements (which is the policy when a teacher leaves) prior to the end of the year. In addition, one teacher left without submitting grades causing as many as 92 students to be excluded from the count.

**Table 15: Unduplicated Count of Individuals Using the LCC Career Center**

	2004-05	2005-06	2006-07
Fall	187	295	355
Winter	172	232	256
Spring	99	195	212
TOTAL	458	722	823

Source: LCC Career & Employment Services Office

- 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, including a web-based job post/search program (Hire Connections).
- Individual visits to the Career Center (unduplicated count) increased 14% between 2006-07 and the year before.

## Special Report: Impact of LCC Employees in the Community

During winter quarter 2008 LCC employees were surveyed to assess their community (volunteer and charitable) involvement. Seventy-two employees responded to the survey. Respondents reported spending an average of 13 hours per month volunteering (for a whopping total of 847 hours per month given to the community).

**Table 16: Types of Organizations for which LCC Employees Volunteer and Donate (Excluding LCC Foundation)**

	Volunteer Time	Donate Money
Education/Literacy	23%	16%
Social Services	11%	19%
Service Club/s	7%	7%
Children’s Issues	9%	10%
Healthcare	11%	9%
Political	5%	10%
Religious	13%	14%
Other	20%	13%

**Table 17: Greatest Unmet Needs in Community as reported by LCC Employees**

Education/Literacy: 17%	Social Services: 5%
Poverty: 15%	Transportation: 3%
Healthcare/Mental Health: 14%	Elder’s Issues: 2%
Children’s Issues: 12%	Animal Welfare: 1%
Substance Abuse Prevention/Treatment: 12%	Arts: 1%
Youth Activities: 10%	Environment: 1%
Families/Parenting: 8%	

- The impact that LCC employees make on the community through their time and resources is considerable.

**Special note: LCC employees also strongly support the college’s Foundation. Approximately 70% of faculty and staff personally contribute to the Foundation.**

**Community Enrichment Monitoring Report**  
Analysis 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)?**

- The college continues to provide a wide range of activities for the campus and community.

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

- Need to continue to seek additional methods of communicating college activities to the public (e.g., broadcasting through public television, web-based promotions, no-cost community radio programming, free newspapers, etc.)
- Need to explore ways to better use technology tools for communicating information about LCC events and activities, such as:
  - Blogs (possibly geared specifically to the Arts or College Events)
  - Listserves (with subscriptions open to community members)

## 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**

2003 – 2007

(Cycle IX)

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

→ Lower Columbia College  
Strategic Plan, 1999  
(renewed in 2007)

December 19th, 2007



## Customized Education: A 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 and employer satisfaction data.

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.

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.

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

- A series of Ed2Go brochures, targeted to specific businesses, are being developed to help promote enrollment in Ed2Go courses. Results are anticipated in 2007-08 Ed2Go enrollment figures.
- Increased emphasis has been placed on seeking grant money for training, and WorkKeys assessments have been incorporated into some grant projects. Results include receipt of \$220,000 in grant monies since 2005 and a 57% increase in pre-employment testing in 2006-07. Training projects have occurred at Equa-Chlor, Tri-County Truss, Woodinville Lumber, Billhorn Paper Northwest and Columbia Analytical (245 individuals trained in total).
- A Small Business Development Center advisor (Susan Hoosier) is now located on the LCC campus with Business and Industry. Results are anticipated in the form of joint projects, including a small business conference, and increased training opportunities for small business in 2007-08 and in the future.
- LCC continues to be a key partner on the local Workforce Team that works with new employers coming to the area and others that are expanding. Results include an 11% increase in client contracts in 2006-07 and anticipated increases in the future.



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

**STUDENT SATISFACTION**

Table 1: Summary of Student Evaluations from Ed2Go (online) Courses

Over 300 Ed2Go courses are offered. Courses are offered online, open to everyone, and are not credit bearing. At the end of each Ed2Go course, students are asked to evaluate the course based on 11 questions. Responses are numerically ranked as follows: 1 = below average, 2 = average, 3 = above average and 4 = excellent.

	Average 2004-05 (n = 47)	Average 2005-06 (n = 40)	Average 2006-07 (n = 41)
Q1: Instructor's knowledge of subject matter	3.68	3.65	<b>3.73</b>
Q2: Instructor's writing style	3.36	3.67	<b>3.61</b>
Q3: Quality & effectiveness of discussion area responses	3.33	3.63	<b>3.62</b>
Q4: Timeliness of discussion area responses	3.15	3.71	<b>3.41</b>
Q5: I would recommend this instructor to others	3.60	3.78	<b>3.70</b>
Q6: Ability of lessons to meet your interest and needs	3.49	3.63	<b>3.53</b>
Q7: Typographical and grammatical errors in lessons	3.31	3.46	<b>3.43</b>
Q8: Topicality and completeness of lessons	3.30	3.64	<b>3.49</b>
Q9: Length of lessons	3.30	3.40	<b>3.46</b>
Q10: Usefulness of assignments and quizzes	3.43	3.56	<b>3.60</b>
Q11: I would recommend this course to others	3.59	3.70	<b>3.70</b>

\* Average ratings for Ed2Go classes consistently fall between "above average" and "excellent."

\* In 2006-07, students were *most* satisfied with "instructor's knowledge of subject matter."

\* In 2006-07, students were *least* satisfied with "timeliness of discussion area responses."

Ed2Go courses evaluated in 2006-07 include:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>* Accounting Fundamentals</li> <li>* Accounting Fundamentals II</li> <li>* Creating Web Pages</li> <li>* Creating Web Pages II</li> <li>* Debt Elimination</li> <li>* Fundamentals of Supervision/Management II</li> <li>* Grammar Refresher</li> <li>* Intermediate MS Excel 2003</li> <li>* Intermediate MS Word 2003</li> <li>* Introduction to Criminal Law</li> <li>* Introduction to Dreamweaver</li> <li>* Introduction to Java Programming</li> <li>* Introduction to MS Excel 2003</li> </ul> | <ul style="list-style-type: none"> <li>* Introduction to MS Word 2003</li> <li>* Introduction to Quickbooks 2005</li> <li>* Introduction to SQL</li> <li>* Legal Nurse Consulting</li> <li>* Luscious, Low-Fat Meals</li> <li>* Medical Terminology</li> <li>* Pleasures of Poetry</li> <li>* Paralegal Certificate Program 1</li> <li>* 6 Sigma: Total Quality Applications</li> <li>* Speed Spanish</li> <li>* The Craft of Magazine Writing</li> <li>* Understanding Human Resources</li> <li>* Workers' Compensation</li> </ul> |
|---|---|

Table 2: Summary of Student Evaluation of Face-to-Face Training

Lower Columbia College hosted a process control training session in September 2007 for the paper industry. Attendees were asked to evaluate the training based on a number of questions. The table below provides a summary of their responses.

<b>COURSE CONTENT</b> (n=13)	Exceeded Expectations	Met Expectations	Needs Improvement
Material well-organized	46%	54%	0%
Presented at the right level	31%	62%	8%
Practicality of materials to my job	46%	54%	0%
Notebook/handout material supported the subject	31%	69%	0%
Effective small group activities	31%	62%	8%
Effective visual aids	15%	85%	0%

<b>PRESENTATION</b> (n=13)	Exceeded Expectations	Met Expectations	Needs Improvement
Effective presentation style	15%	85%	0%
Presenter's knowledge of subject	77%	23%	0%
Presenter covered the material clearly	46%	54%	0%
Presenter responded well to questions	15%	77%	8%

<b>OVERALL</b> (n=13)	Excellent	Good	Fair	Poor
Please indicate the rating that best reflects your overall evaluation of the session.	77%	23%	0%	0%

- Participants reported the highest level of satisfaction with the presenter's knowledge of the subject.
- Satisfaction was also high with clear presentation of the material, practicality of materials to employment, and organization of the material.
- The course evaluation process is being revised in order to increase the amount of data available for 2007-08.
- The data above represents a single offering in 2007, but is representative of the training offered in 2006-07.

## EMPLOYER SATISFACTION

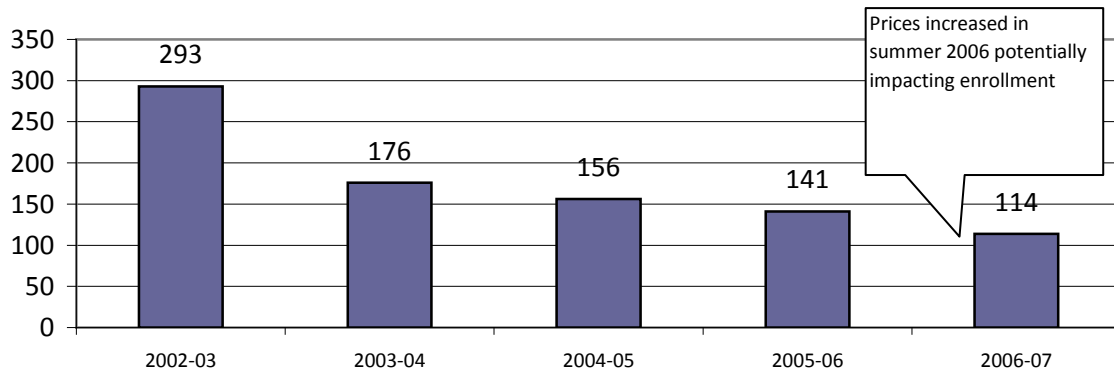
Table 3: Business and Industry Employer Survey

	Strongly Agree or Agree	
	Winter 2004 n = 39	Fall 2007 n = 13
Overall, our business/industry or agency is satisfied with the customized training or services we received from LCC's Continuing Education/Business and Industry Center.	84%	84%
Our business/industry or agency is able to see measurable results as a result of the training or service received from LCC.	73%	77%
Our business/industry or agency would like to see even more customized training and follow-up from LCC.	82%	77%

- The level of overall satisfaction with customized training or services remained steady between winter 2004 and fall 2007.
- The proportion of survey respondents reporting measurable results as a result of the training increased 4% between winter 2004 and fall 2007.
- The proportion of respondents reporting that they would like additional training and/or follow-up decreased 5% between winter 2004 and fall 2007.
- Additional training needs identified in the fall 2007 include:
  - Sources of capital
  - Engineering
  - Technology
  - Office or plant management
  - Testing
  - Specific skills training in maintenance
  - Manufacturing operator training

## PARTICIPATION RATES IN EDUCATION & TRAINING ACTIVITIES

Figure 4: Ed2Go (Online) Enrollment—Unduplicated Headcount

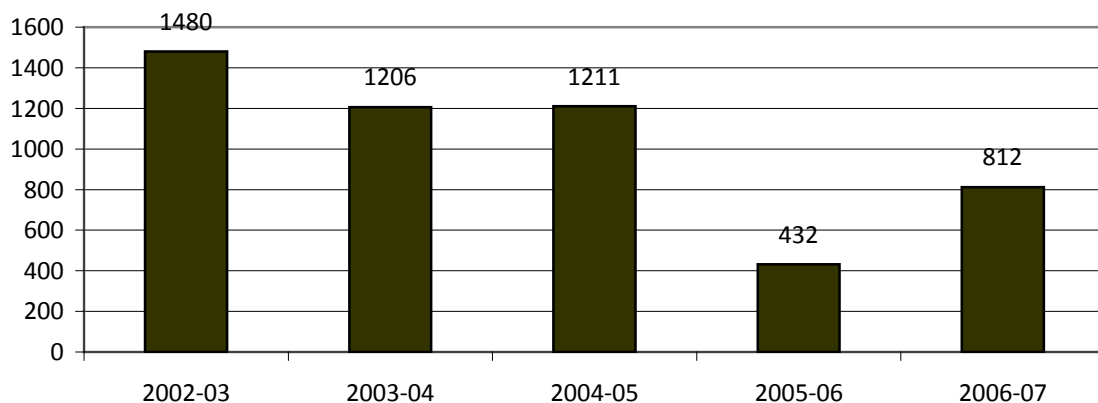


Source: LCC Institutional Portfolio (Fact Book)

- Enrollment in Ed2Go declined approximately 19 percent in 2006-07.
- A reduction in promotional efforts may have impacted enrollment in 2006-07.
- A price increase in summer 2006 may have impacted enrollment.

Figure 5: Certificate Training and Professional Development (duplicated headcount)

Certificate Training and Professional Development may be a requirement for employment in some fields. 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.



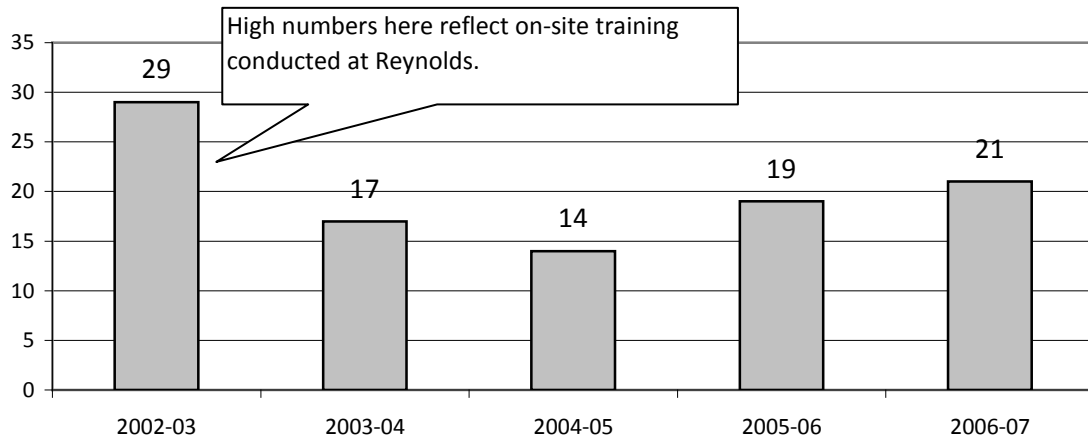
Source: Office of Instruction (J. Wright), Business and Industry Services (L. Amundson)—discontinued programs excluded

- Participation in certificate training and professional development increased 88% in 2006-07. Discontinued programs are excluded from the count.

## CLIENT CONTRACTS

Figure 6: Number of Client Contracts

LCC provides a variety of specialized testing and training contracts to companies, government agencies and organizations in the Southwest Washington region. The number of contracts listed doesn't reflect the number of individuals served *by* each contract (typically 2-30 per contract).



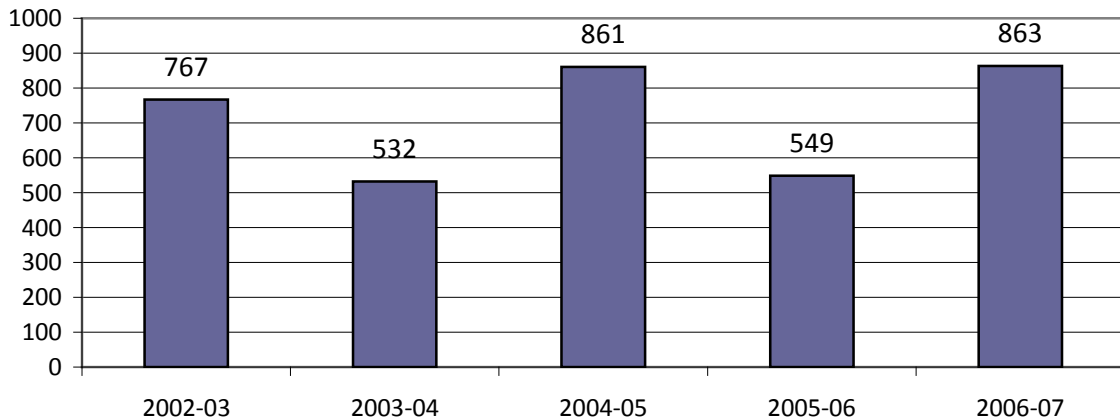
Source: LCC Institutional Portfolio

- The number of client contracts increased 11% in 2006-07. There is an ongoing effort to shift time and effort to JSP grants.

## TESTING

Figure 7: Pre-Employment Testing (Work Keys, ASSET, SRA Flanigan)

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. 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, at the Department of Social and Health Services, and at WorkSource.

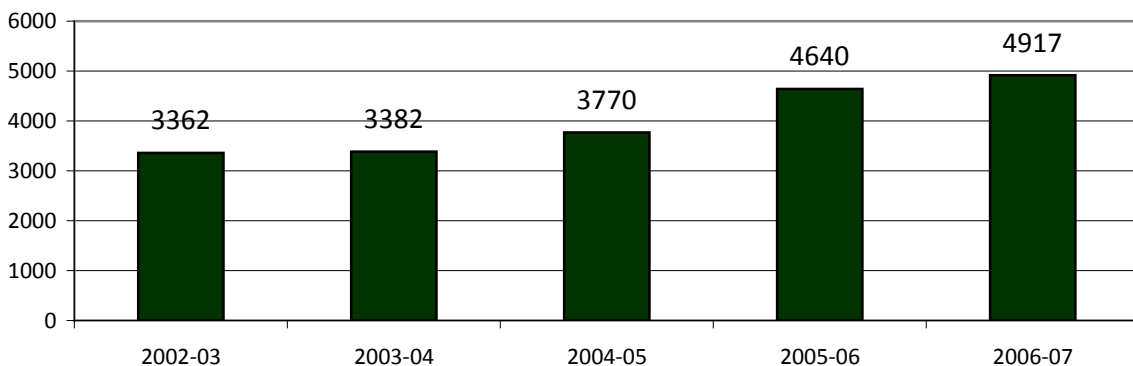


Source: LCC Institutional Portfolio

- Participation in pre-employment testing increased 57% in 2006-07.

Figure 8: 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). Tests are 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 6% in 2006-07.

## **Customized Education Monitoring Report (Cycle IX)**

Analysis from the Review Team

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

- Satisfaction with Ed2Go courses is high (one review team member reported that she has taken several Ed2Go courses and thought they were very high quality). Also very flexible; anyone can take Ed2Go courses anytime. Might consider offering them for credit (1-2 credits depending on course).
- Satisfaction from trainees in the session that was evaluated is high.
- Question regarding additional training needs on employer survey is good.
- Good growth in testing.
- Slow but steady increase in number of client contracts.
- The addition of the Small Business Development Center will help create more education and training opportunities for small businesses.
- Ongoing participation with Workforce Development efforts is very important; presence of LCC “at the table” helps keep our services at the forefront. Our ability to connect employers with funding sources (JSP grants, etc.) is also very beneficial to the community.
- Efforts to feed more students into FTE-bearing programs are ongoing. This helps build connections between LCC faculty and employers, which is good.

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

- The college needs to assure that course evaluations are administered for all continuing education and training sessions.
- Would be nice to include total number of participants trained with the client contract numbers.
- Participation rates are up for everything except Ed2Go. It’s promising that additional promotion is planned for Ed2Go offerings. Ed2Go information may be more difficult to find on the new website than the old one. Price increases probably impacted enrollment in 2006-07.
- It might be worthwhile to explore more modular, intense course offerings. Some employers are very interested in short-term, compact training (perhaps 3-5 days), compared to the traditional 11 week quarter.
- We need to increase awareness of continuing education opportunities. Non-credit offerings are somewhat buried in the quarterly schedule. Discontinuing the separate continuing education schedule may have impacted awareness for some populations, who may not want to look at the “regular” schedule or may not be aware that there are other kinds of opportunities listed there. Increasing our efforts to connect to the “working population” through promotion of continuing education opportunities may be the “in” to this elusive group. Many people feel more comfortable with traditional credit enrollment after they’ve participated in a (potentially) less intimidating training program.

## Board Plus/Delta

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

+	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 IX)

2003 – 2007

June 18th, 2008



## Institutional Excellence: A 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.

The Key Performance Indicators (KPI's) 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.

Key Performance Indicators for this Monitoring Report include:

1. Relevance of programs
2. Student/graduate satisfaction with support services
3. External perceptions/satisfaction
4. Faculty/staff satisfaction and morale
5. Student persistence and performance
6. Student progress

Other measures include:

- ✓ Student Services Retention
- ✓ Running Start Program
- ✓ Community College Survey of Student Engagement
- ✓ Student Achievement Initiative
- ✓ Progress on Strategic Plan

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 enhance 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:

- A Mentoring Program was implemented in winter 2008 and is anticipated to have a positive impact on student retention.
- The LCC Bridge Program was created for the purpose of transitioning more students from basic skills into college level courses.
- The LCC Learning Commons, designed to increase student access to learning support services such as tutoring, was launched in spring 2008. The Learning Commons is located in the college's library facility.

### Key Performance Indicator: Relevance of Programs

Each year, graduates of LCC's Professional/Technical programs are surveyed on a variety of satisfaction and other indicators. One of the questions asks respondents to rate the "usefulness of your program in relation to your overall job performance."

**Table 1: Professional/Technical Graduates who said Usefulness of Program Was "Good" or "Very Good" in Relation to Overall Job Performance**

2004	2005	2006	2007	2008
92%	87%	92%	79%	90%

- The proportion of graduates rating the usefulness of their program in relation to their overall job performance increased 11% in 2008.

### Key Performance Indicator: Student/Graduate Satisfaction with Support Services

Student and Graduate Satisfaction Surveys are administered annually at LCC. The tables below include a few examples from each of the surveys.

**Table 2: Students who Agreed or Strongly Agreed with Satisfaction Statements**

	2004	2005	2006	2007	2008
For my first quarter, my (entry) advisor was knowledgeable and helped me select appropriate classes.	78%	78%	78%	79%	78%
The information/ service I received from the Registration Office was accurate.	93%	92%	89%	90%	92%
LCC provided me with the information I needed prior to enrolling.	80%	73%	80%	81%	84%
The cultural or multicultural activities offered on this campus have helped me to alter my perspective and view people from diverse backgrounds differently (e.g. reflect a positive attitude/spirit about diversity). Note: wording revised slightly in 2008.	--	--	70%	67%	62%
I feel safe walking the LCC campus during the day.	98%	95%	97%	96%	96%
I feel safe walking the LCC campus at night.	75%	74%	70%	78%	71%
In general, I found the grounds at LCC to be well maintained.	--	97%	98%	98%	98%
In general, I found the facilities at LCC to be well maintained.	--	97%	95%	97%	96%
I am treated with courtesy and respect when I use services at LCC.	94%	93%	92%	93%	95%

- Most survey indicators stayed about the same or increased in 2008. Respondents were slightly less likely to agree that they feel safe walking the LCC campus at night, perhaps reflecting a heightened awareness of campus safety nationwide. Responses to the question regarding cultural or multicultural activities having an impact on student perspectives also declined somewhat.

**Table 3: Graduates who Agreed or Strongly Agreed with Satisfaction Statements**

	2003	2004	2005	2006	2007
LCC prepared me well for my next step—continuing my education, work or both.	90%	83%	85%	91%	83%
I participated in meaningful learning experiences at LCC.	89%	86%	86%	91%	84%
I received high quality instruction in classroom settings at LCC.	82%	81%	88%	89%	83%
I was treated with respect as a learner.	90%	84%	93%	94%	86%

- Satisfaction levels declined slightly across several categories in the 2007 Graduate Survey but are not inconsistent with historical patterns.

**Key Performance Indicator: External perceptions/satisfaction**

A community perception survey will be administered in academic year 2008-09, and will be included in next year’s Institutional Excellence Monitoring Report.

**Key Performance Indicator: Faculty/staff satisfaction and morale**

A faculty/staff satisfaction survey piloted in fall 2006 will be repeated in fall 2008, and will be included in next year’s Institutional Excellence Monitoring Report.

**Key Performance Indicator: Student Persistence and Performance**

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.

**Table 4: Fall-to-Fall Retention Rates for First-Time New Students by Intent**

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	Retained	Retained	Retained	Retained	Retained
<b>First-time new students (ALL)</b>	<b>128/282</b> = 45.4%	<b>133/285</b> = 46.7%	<b>128/266</b> = 48.1%	<b>101/250</b> = 40.4%	<b>110/231</b> = 47.6%
Transfer intent	69/131 = 52.7%	56/109 = 51.4%	68/124 = 54.8%	59/121 = 48.8%	42/91 = 46.2%
Workforce intent	55/126 = 43.7%	69/145 = 47.6%	60/142 = 42.3%	33/92 = 35.9%	41/94 = 43.6%
Basic Skills intent	1/14 = 7.1%	3/20 = 15.0%	0/0 --	5/28 = 17.9%	1/13 = 7.7%
Personal Interest/ other intent	3/11 = 27.3%	5/11 = 45.5%	0/0 --	4/9 = 44.4%	24/33 = 72.7%

- Fall-to-fall retention of first time new students increased over 7% in fall 2006 (representing the number of students who entered in fall 2006 and returned in fall 2007).

**Table 5: Fall-to-Fall Retention Rates for First-Time New Students by Gender and Ethnicity**

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	Retained	Retained	Retained	Retained	Retained
<b>First-time new students (ALL)</b>	<b>128/282 = 45.4%</b>	<b>133/285 = 46.7%</b>	<b>128/266 = 48.1%</b>	<b>101/250 = 40.4%</b>	<b>110/231 = 47.6%</b>
Male	47/115 = 40.9%	64/122 = 52.5%	42/113 = 37.2%	31/95 = 32.6%	48/102 = 47.1%
Female	81/164 = 49.4%	69/163 = 42.3%	86/152 = 56.6%	68/150 = 45.3%	60/128 = 46.9%
Students of Color (ALL)	9/24 = 37.5%	15/31 = 48.4%	13/36 = 36.1%	8/31 = 25.8%	9/24 = 37.5%
Caucasian Students	117/251 = 46.6%	115/241 = 47.7%	112/225 = 49.8%	90/211 = 42.7%	97/204 = 47.5%

- All of the student populations represented here increased retention rates between fall 2005 and fall 2006, with male students showing the strongest increase.

**Key Performance Indicator: Student Progress**

Student progress is measured here through rates of completion (attainment of degrees and certificates).

**Table 6: Student Degree and Certificate Attainment**

	Lower Columbia College				System Averages		
	Degrees & Cert.	% Of Color	% Disabled	% Female	% Of Color	% Disabled	% Female
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%
2006-07	576	7.6%	3.7%	67.7%	28.1%	5.4%	60.4%

Source: SBCTC Academic Year Report

- As in the past, LCC graduated more women and fewer disabled students and students of color than the system as a whole in 2006-07.

## 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 (four per quarter) 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.

**Table 7: Fall-to-Winter Retention Rates (New Degree & Certificate Seeking Students)**

		Full-time (10+ cr)	Part-time (1-9 cr)	Combined
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%
2007-08	Fall 07 – Winter 08	85%	69%	80%

- Fall-to-winter retention rates have been consistently high over the past several years.

## Running Start Program

LCC enrolls qualified high school juniors and seniors through the Running Start program. Students are co-enrolled at both their high school and LCC, giving them an opportunity to earn credits for both institutions. Many students graduate with an associate degree and high school diploma simultaneously.

**Table 8: Running Start Student Satisfaction Survey**

	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%

- Results of the 2007 survey are consistent with previous years.

## Community College Survey of Student Engagement

LCC administered the Community College Survey of Student Engagement (CCSSE) for the first time in spring quarter 2007. 486 students completed the survey in classes randomly selected by CCSSE staff, for a **target response rate of 81%**.

The CCSSE survey utilizes a set of five benchmarks of effective educational practice to allow members institutions to monitor progress in areas central to the community college mission. The following five benchmarks encompass 38 engagement items determined to be most critical to the community college student experience.

**Table 9: CCSSE Benchmark Scores**

Benchmark area	LCC score	LCC national rank out of 300	Percentile
Active & Collaborative Learning	55.9	42 out of 300	86 <sup>th</sup> – top 15% in national cohort
Student Effort	53.7	60 out of 300	80 <sup>th</sup> – top 20% in national cohort
Academic Challenge	55.4	27 out of 300	91 <sup>st</sup> – top 10% in national cohort
Student-Faculty Interaction	56.8	38 out of 300	87 <sup>th</sup> – top 15% in national cohort
Support for Learners	51.5	148 out of 300	51 <sup>st</sup> – top 50% in national cohort

- LCC students were also asked about the quality of instruction at LCC. Ninety-four percent (94%) of students stated that they were mostly or very satisfied with instruction at LCC, compared to 92% of the Northwest Consortium (this was a supplemental question, so national comparative data is not available).

### Student Achievement Initiative

The Student Achievement Initiative is a statewide initiative aimed at measuring progress in certain areas and awarding funds for improvements made. The initiative is based on a set of six “momentum points” that represent critical steps in student progress. Multiple points can be earned in the two categories that represent below college level work, with single points available for college level credit and completions. Information for 2006-07 is baseline data and 2007-08 is being regarded as a “learning year.”

**Table 10: Student Achievement Initiative Baseline Points (2006-07)**

Basic Skills	College Readiness	First 15 college level credits	First 30 college level credits	Quantitative reasoning course	Certificate, Degree, Apprenticeships
1,034	1,411	1,034	701	409	432

- When the proportion of student momentum points earned is compared to the amount of FTE generated in each area, it appears that Basic Skills provides the most significant opportunity for improvement. College personnel will participate in a series of ITV

sessions in winter and spring quarters designed to help colleges share and adopt best practices related to helping students achieve educational momentum.

### **Strategic Plan**

The college's updated Strategic Plan was adopted 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: Excel in Teaching and Learning**

- LCC was the recipient of The National Council of Instructional Administrators Exemplary Initiative Competition in the category of Responding to Community Needs for its LPN2RN program.
- Gary Nyberg was awarded the 2008 Outstanding Music Educator of SW Washington in February 2008.
- LCC received funding for curriculum development of The Rural Outreach Nurse Educator (RONE) project, which is designed to provide nursing education to students living in remote areas.
- A fully-online course was designed and implemented on ANGEL Certification, including material designed to enhance faculty understanding of online teaching best practices and technology.
- LCC hosted the first Math Symposium on campus in March 2008 in concert with the state's Transition Math Project (TMP), designed to help students progress from high school to college-level math. The event was attended by 37 math instructors from LCC and local high schools.
- LCC's Forensics program tied for 1<sup>st</sup> overall at the Tournament of the Great West held at Mt. Hood Community College in March 2008. The college received a Superior Award for Debate and a Good Award for Individual Events. LCC also won the third place Community College Sweepstakes Award at the Northwest Forensics Conference Speech and Debate Tournament held in Spokane, also in March 2008. The team also won a Silver medal in Impromptu Speaking at the Phi Rho Pi National Tournament held in St. Charles, Illinois.
- Joe Green was invited to give a poetry reading and teach an all-day workshop for adult poets on Orcas Island in April 2008. He was also invited to be on the program of the Skagit River Poetry Festival in May. Joe's work and *The Salal Review* are featured in the Summer 2008 edition of *Northwest Coast*, a new publication featuring Northwest writers.
- Three faculty members: Alex Whitman, Rhonda Meyers, and Don Derkacht, received NISOD (National Institute for Staff and Organizational Development) awards for excellence in teaching in 2008.
- Virtually all classes are now "ANGEL enhanced" providing more opportunities for student-faculty interaction.
- A comprehensive process to review all degree and certificate programs is being developed.



### Strategic Issue #2: Provide Complete & Inclusive Education Services

- The website for on-line textbook ordering through the LCC Bookstore went live in September 2007.
- The college launched a tuition payment plan prior to summer quarter 2008.
- On-line tutoring is available through ANGEL.
- Financial Aid implemented a fully on-line scholarship application process.
- The “My LCC” portal program (AZORUS) was launched, providing a means to personalize web messaging and communication.

### Strategic Issue #3: Create & Maintain Strategic Alliances

- The LCC Foundation reached its goal of raising \$4.5 million in the “Reaching Higher” Campaign.
- LCC has partnered with Concordia University to assist LCC students pursuing a B.A. in Early Childhood Education.
- LCC held two very successful summer institutes for the Pulp and Paper Manufacturing Industry in summer 2007, involving approximately 35 students and 14 teachers.
- LCC Head Start/ECEAP partnered with the Cowlitz Health Department to secure funding to provide dental care to low-income children and babies in Cowlitz County.
- One of three regional Small Business Development Centers opened on the LCC campus in fall 2007.
- LCC co-hosted an information fair called “Career Transitions: Opportunities for Change” with WorkSource, labor unions, the SWWDC and other community organizations in November 2007. The event was held at the Cowlitz County Conference Center.
- LCC faculty hosted a three-part “CSI” workshop for local high school students to promote interest in the sciences.
- The college received a community service grant to teach math and science skills in the Longview Public Schools. Formerly called “Whistle While you WASL,” the TEAMS program will be funded again in 2008-09.
- LCC provided leadership in the statewide common course numbering process.

### Strategic Issue #4: Strengthen Organizational Climate/Structure

- The college formed a Wellness Committee to promote health and wellness of employees.
- The new internal LCC website went live in winter 2008.
- A plan to transform the LCC Library into a dynamic Learning Commons was adopted and implemented started spring 2008.

### Strategic Issue #5: Ensure Physical & Technical Structure/Infrastructure

- The Rose Center for the Arts was released to the college and hosted its first campus events in May 2008.
- The lower west wing of the Main building was substantially remodeled in summer 2007.

### Strategic Issue #6: Develop a Culture of Evidence

- The college held its first annual General Education Summer Assessment Institute in July 2007 where two of the college’s seven General Education Outcomes (Communication and Problem Solving) were assessed. Follow-up activities included a faculty panel held

during orientation week to share the results with the faculty at large, two three-hour work and planning sessions in January 2008, and the development of prioritized action plans by each academic department to support curriculum improvements in the specific areas. The 2008 summer institute will focus on Critical Thinking and Multiculturalism.

- LCC participated in the Community College Survey of Student Engagement (CCSSE) for the first time in spring 2007 and ranked in the top 20% in four of the five benchmark areas.

#### Strategic Issue #7: Focus on Enrollment Management

- LCC was awarded \$277,000 in Opportunity Grant funding for the 2007-08 academic to support educational access for low-income adults pursuing one of the following career pathways: Automotive Technology, Business Management, Early Childhood Education, Health Occupations, Manufacturing Occupations, and Welding.
- Senior Studies (now called Prime Time) and Community Education offerings were restructured to promote efficiency and FTE generation.
- LCC's Welding Program held its first annual High School Welding Competition in January 2008.
- A Latino recruiting event was held on campus in February 2008.

#### Other

- Lower Columbia College was awarded two Bronze Medallion Awards at the National Council for Marketing and Public Relations District 7 Conference in October 2007.
- President Jim McLaughlin received the Workforce Education Individual Achievement Award from the Kelso Longview Chamber of Commerce for his extensive efforts in establishing Lower Columbia College as a powerful force for creating and maintaining a well-educated and relevant workforce in our community.
- Head Start/ECEAP Director Sandy Junker received a Crystal Apple Award in the Administrator category from the Kelso Longview Chamber of Commerce for her exemplary leadership and her many contributions to education at Head Start and in our community.

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?**

- We appear to be performing well in each of the Key Performance Indicators: in particular, satisfaction across different student groups is strong and retention is up.
- The increase in retention of male students is encouraging. Although it's not clear what caused the increase, it's possible that campus discussions regarding the male student population being at risk may have helped increase awareness of the problem (and consequently had a positive impact on retention). Increasing participation in new student orientation may also be positively impacting retention.
- LCC seems to do a good job of coming up with new, innovative initiatives.
- There have been many notable accomplishments.
- We appear to be doing a great job of providing incoming students with information and support.

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

- We need to continue to work toward reducing barriers to student enrollment, including routinely reviewing our procedures to make sure that we're not unnecessarily burdening students with paperwork and/or signature requirements.
- The CCSSE category "Support for Learners" seems low compared to the other benchmark areas. Although we have a full spectrum of services available on campus, we need to continue to look for new and innovative strategies for getting information to students. We need to continue to encourage faculty-to-student information sharing, which we know is an important communication tool, whenever possible.
- In order to encourage student retention, we should consider providing students with two mid-quarter warning points instead of one (one earlier and one later than the current system) and make sure we tell students to seek help early in the quarter (before it's too late) if they need it.
- Further investigation into student survey responses including "I participated in meaningful learning experiences at LCC," "I received high quality instruction in classroom settings at LCC," and "I was treated with respect as a learner" is needed. Analyze the data with respect to differences among different student populations (particularly professional/technical vs. transfer students).
- We should do all we can to promote student satisfaction with/confidence in entry-level advising.
- Further investigation is needed into the declining proportion of Running Start students who say they have met their educational objectives.

Board Plus/Delta

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

+	Δ

# College Outcome: Professional/Technical Monitoring Report

2003 – 2007

(Cycle IX)

***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 16th, 2008



## Professional/Technical: A Monitoring Report

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.

Key Performance Indicators (KPI's) for Professional/Technical include:

- Licensure/certification rates
- Student/graduate satisfaction with instruction
- Employer satisfaction
- Placement rate in the workforce
- Student attainment of General Education Outcomes through related instruction

Enrollment history (overall and by discipline) is also included in this report, as is completion data and information about the Individualized Certificate Program. Information regarding student attainment of General Education Outcomes through Related Instruction was added to the KPI list in 2007 and will be presented in Cycle X (2008).

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. The Board is also being asked to review this report and provide input.

Some of the actions that have come about as a result of reviewing data in this report include:

- Outreach efforts have increased for the Individualized Certificate Program, including contacting all local businesses through the Chamber of Commerce newsletter, highlighting the program at one of the recent College Degree Showcase events, and advertising information sessions in local newspapers. Anticipated results include increased enrollments in 2007-08 and beyond.
- The Career and Employment Services Center continues to offer College Degree Showcase events, highlighting a different education/career path each quarter.
- Promotion of Professional/Technical programs has increased in the form of new brochures. Television ads are also being developed. Results include increased enrollment overall in 2006-07 and anticipated increases in 2007-08 and beyond.

### Licensure Rates (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.

**Table 1: Licensure Rates for Nursing and Welding**

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

Source: Nursing and Welding Departments (\*note: 2006 rates for RN and Welding include re-tests)

- Pass rates are very high for LCC students in both Welding and Nursing.

### 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.

**Table 2: Professional/Technical Follow-up Student Survey Responses**

<b>1) How would you rate the quality of instruction you received in your program major?</b>			
	<b>Good or Very Good</b>	<b>Fair</b>	<b>Poor or Very Poor</b>
2004	91%	9%	0%
2005	89%	8%	3%
2006	96%	4%	0%
2007	87%	10%	3%
<b>2) Usefulness of your program in relation to your overall job performance</b>			
2004	92%	8%	1%
2005	87%	13%	0%
2006	92%	5%	3%
2007	79%	21%	0%
<b>3) Technical knowledge of occupational specialty</b>			
2004	90%	10%	0%
2005	92%	6%	2%
2006	93%	3%	3%
2007	85%	15%	0%

<b>4) Application of technical skills to occupational specialty</b>			
2004	86%	11%	3%
2005	85%	13%	2%
2006	93%	5%	2%
2007	88%	12%	0%

- Student satisfaction declined in several key areas in 2007.

### **Placement Rate in the Workplace (KPI)**

The State Board for Community and Technical Colleges coordinates annually with Employment Security to match records of employed students to determine employment placement rates. Students who continue their education in the Washington system are excluded from totals.

**Table 3: Estimated Employment Rates for LCC Completers by Program**

	<b>2005-06 (most recent year available)</b>	
	<b>Employed/Total</b>	<b>Rate</b>
Accounting Technician	12/16	75%
Administration of Justice	9/10	90%
Automotive Technology	17/20	85%
Business Management	15/19	79%
BTEC: Administrative	15/19	79%
BTEC: Medical Support	20/25	80%
Chemical Dependency	8/13	62%
Computer Information Systems	25/34	74%
Diesel/Heavy Equipment	20/21	95%
Early Childhood Education	12/19	63%
Fire Science	13/16	81%
Industrial Maintenance	7/7	100%
Home Health Aid	16/20	80%
Machine Trades	4/5	80%
Medical Assisting	27/31	87%
Nursing: Nursing Assistant	13/20	65%
Nursing: Practical Nursing	7/10	70%
Nursing: Associate Degree	82/88	93%
Paraeducator	3/5	60%
Welding	20/23	87%

**Table 4: Average Employment Rates for Lower Columbia College**

<b>Employment Rate</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
	84%	84%	82%	84%	82%

Source: Data Linking for Outcomes Assessment (SBCTC); excludes those who are self-employed and work out of state. Note: figures may not match the SBCTC Academic Year Report due to program mix included in calculations.



### Professional/Technical Enrollment

The professional/technical enrollment summary presents the annualized FTE (Full Time Equivalent) of all state-funded professional/technical enrollments by Institutional Intent. Enrollment of Worker Retraining students has a big impact on Professional/Technical programs.

**Table 5: Professional Technical Enrollment Summary (state funded only)**

	Professional/Technical FTE	Worker Retraining FTE	Professional/Technical FTE minus Worker Retraining FTE
2002-03	843	321	522
2003-04	769	174	595
2004-05	655	93	562
2005-06	618	56	562
2006-07	645	73	572
1 year change	+4%	+30%	+2%
5 year change	-24%	-77%	+10%

Source: Access Monitoring Report

**Table 6: Professional Technical Enrollment by Discipline (all funding sources)**

**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)

**1 yr Δ:** one year change

**5 yr Δ:** five year change

<b>ACCOUNTING</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	38.2	34.0	30.7	27.5	25.7	-7%	-33%
FTEF	2.47	2.11	1.85	1.88	1.49	-21%	-40%
S/F Ratio	15.44	16.12	16.59	14.63	17.25	+18%	+12%

<b>ADMIN OF JUSTICE</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	17.8	14.9	16.6	14.8	14.0	-5%	-21%
FTEF	0.73	0.71	0.70	0.75	0.92	+23%	+26%
S/F Ratio	24.50	21.07	23.71	19.73	15.22	-23%	-38%

<b>AUTO/DIESEL</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	82.1	75.6	68.0	50.3	47.2	-6%	-43%
FTEF	5.44	5.27	4.43	4.06	4.09	+1%	-25%
S/F Ratio	15.10	14.34	15.35	12.39	11.54	-7%	-24%

<b>BUSINESS MGMT</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	97.6	90.1	76.4	87.0	85.4	-2%	-13%
FTEF	4.20	4.07	3.80	4.28	4.88	+14%	+16%
S/F Ratio	23.24	22.15	20.11	20.33	17.50	-14	-25%

<b>BUSINESS TECH</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	99.0	87.3	77.2	73.0	70.1	-4%	-29%
FTEF	2.98	2.10	1.95	2.06	2.20	+7%	-26%
S/F Ratio	33.18	41.55	39.59	35.44	31.86	-10%	-4%

<b>CHEM DEP STUDY</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	18.8	18.6	17.4	19.0	22.0	+16%	+17%
FTEF	1.05	1.01	1.09	1.09	1.27	+17%	+21%
S/F Ratio	17.96	18.40	15.96	17.43	17.32	-1%	-4%

<b>COMP INFO SYS</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	111.1	80.8	65.7	62.3	56.6	-9%	-49%
FTEF	5.68	5.02	4.87	5.29	6.36	+20%	+12%
S/F Ratio	19.56	16.08	13.49	11.78	8.90	-24%	-54%

<b>EARLY CHILDHOOD</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	30.0	24.7	18.3	19.6	20.8	+6%	-31%
FTEF	1.84	2.19	2.17	2.04	2.18	+7%	+18%
S/F Ratio	16.33	11.24	8.43	9.61	9.54	-1%	-42%

<b>FIRE SCIENCE</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	26.1	25.8	19.2	18.4	29.1	+58%	+11%
FTEF	1.14	1.12	1.10	1.01	1.30	+29%	+14%
S/F Ratio	22.83	23.08	17.45	18.22	22.38	+23%	-2%

<b>INDUSTRIAL MAIN</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	23.9	20.5	13.2	17.0	9.5	-44%	-60%
FTEF	1.90	1.68	1.04	1.20	1.09	-9%	-43%
S/F Ratio	12.56	12.19	12.69	14.17	8.72	-38%	-31%

<b>MACHINE TRADES</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	18.9	13.7	8.4	10.4	13.4	+29%	-29%
FTEF	2.34	1.29	1.40	1.56	1.85	+19%	-21%
S/F Ratio	8.08	10.61	6.00	6.67	7.24	+9%	-10%

<b>MED ASSISTING</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	15.2	13.4	14.4	16.2	14.1	-13%	-7%
FTEF	0.70	0.68	0.67	0.68	0.72	+6%	+3%
S/F Ratio	21.71	19.54	21.49	23.82	19.58	-18%	-10%

<b>NURSING</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	109.5	140.5	151.1	150.5	153.5	+2%	+40%
FTEF	10.78	11.44	13.96	13.83	14.23	+3%	+32%
S/F Ratio	10.15	12.28	10.82	10.88	10.79	-1%	+6%

Note: Washington State Law limits the S/F Ratio for Nursing students in clinical settings to 10:1 (10.00)

<b>PULP &amp; PAPER</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	4.1	4.3	3.9	3.7	6.1	+65%	+49%
FTEF	0.18	0.20	0.20	0.18	0.31	+72%	+72%
S/F Ratio	22.36	21.67	19.50	20.56	19.68	-4%	-12%

<b>WELDING</b>	2002-03	2003-04	2004-05	2005-06	2006-07	1 yr Δ	5 yr Δ
FTE	43.2	30.9	28.9	31.3	32.8	+5%	-24%
FTEF	3.14	2.99	2.72	2.78	3.09	+11%	-2%
S/F Ratio	13.77	10.31	10.63	11.26	10.61	-6%	-23%

Source: Data Warehouse (SBCTC)

- Auto/Diesel Technology, Computer Information Systems, and Industrial Maintenance showed the largest proportional declines in FTE over the five year history depicted here. At least a portion of the decline in each area can be attributed to the “Worker Retraining Effect.”
- Chemical Dependency Studies, Fire Science, Nursing and Pulp and Paper Technology all showed FTE increases during the same five year period.

### **Professional/Technical Student Completions**

Completions for Professional/Technical students are typically measured in the form of degrees and certificates granted. Short-term and apprenticeship completions are not reflected here.

**Table 7: Professional/Technical Degree and Certificate Completions**

	02-03	03-04	04-05	05-06	06-07	1 yr Δ	5 yr Δ
AAS Degrees	190	181	191	176	186	+6%	-2%
Certificates/Completions (1 Year or More)	118	99	129	70	106	+51%	-10%

Source: LCC Registration Office (Fact Book)

- Although up from 2005-06, completion rates have declined somewhat over the past five years. This is primarily due to increased employment opportunities in the area. Many students, particularly in the industrial trades, get hired into full-time positions before completing all their educational requirements.

## 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.

**Figure 8: Individualized Certificate Program Enrollment (unduplicated headcount)**



Source: Fact Book

- Enrollment in ICP increased 21% in 2006-07.
- 59% of ICP graduates in 2006-07 were employed part-time or full-time after cooperative work experience in their field of study
- 47% of ICP students enrolled in a 2-year degree or transfer program at LCC after completing their ICP certificates in 2006-07
- HVAC Technician training will be offered as an ICP Program beginning Winter Quarter, 2008, partnering with Entek Corporation
- Up to 60 individuals are interested in Pharmacy Technician training through the ICP Program at LCC; Allied Health Consortium has proposed offering an on-line option
- ICP will meet the training needs for students funded through L&I with the passing of Senate Bill 5920, which:
  - increases an individual's funding through Labor & Industries for a training duration up to 2 years
  - increases money for tuition, books, and fees to \$12,000
  - allows individuals to decline a vocational training plan through L&I and administer their own plan with training funds (the institution bills L&I for training expenses)
  - includes cooperative work experience for all vocational rehabilitation training plans
- Outreach and promotional activities for ICP have increased, including advertising information sessions in local newspapers and providing information to potential Worker Retraining students about the opportunities available through ICP.

Lower Columbia College  
**Professional/Technical Monitoring Report**  
Analysis 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?**

- Overall enrollment in Professional/Technical programs is solid when the “Worker Retraining Effect” is controlled.
- Growth in Nursing is commendable. An increase of 40% in FTE over five years is helping meet the tremendous demand for nurses in our region, while providing good paying jobs for graduates. Approximately half of the AAS degrees awarded in 2006-07 were in Nursing. Further expansions to the program, primarily through distance education, are in the works. Additional full-time Nursing faculty have been hired to support the increases in enrollment.
- Licensure/certification rates are exemplary.
- Changes in the Accounting program have helped the college keep pace with what’s happening in the field. An emphasis on the transfer accounting degree (rather than the non-transfer Accounting Technician program) is helping students earn higher wages and better match the demand in the marketplace.
- Although the numbers for 2006-07 are down, the college is always at the ready to help Worker Retraining students. This year the college has been able to support individuals in the “vulnerable worker” category (low demand jobs or at risk of lay-off) with Worker Retraining funds. Much work has been done to prepare for recent and anticipated lay-offs in the area.

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

- Declining student satisfaction with Professional/Technical programs is concerning, and should be watched to see if there is a downward trend forming.
- Increased promotional and recruiting support is needed for Professional/Technical programs. New brochures and television ads are a good start for improving the “image” of Professional/Technical fields. More analysis is needed on marketing dollars, and recruiting/advising staff dedicated to Professional/Technical programs (vs. Transfer and other programs).
- Increased outreach efforts in ICP are commendable and should be continued to ensure that students have maximum flexibility in reaching their training goals.

## Board Plus/Delta

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

+	Δ

# Expected College Outcome: Transfer Monitoring Report

2003 – 2007

(Cycle IX)

***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 20<sup>th</sup>, 2008



## Transfer: A 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.

Key Performance Indicators in this Monitoring Report include:

1. LCC's academic transfer rate
2. LCC transfer students' academic performance at four-year institutions
3. Student/graduate satisfaction with academic instruction
4. Student attainment of General Education Outcomes

Other measures include:

- ✓ Enrollment, persistence, progress, and graduation of transfer students

The report has been updated to include data from the 2006-07 academic year.

The report is subject to concentrated review by faculty and staff at Lower Columbia College. Analysis from the review team is 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 be used in our planning process for next year.

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

- LCC is currently implementing an online Ed Plans/advising information program that will streamline the process for students. Anticipated results include increased student satisfaction and smoother transfers for students.
- The Transfer Center is organizing two major transfer activities on campus this year. The anticipated result is increased face-to-face time between LCC students and representatives from four-year institutions.



### Academic Transfer Rate: All Students (KPI)

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. 243 students (out of 1,213) who were coded as transfer students during the 2006-07 academic year had transferred to four-year institutions as of fall term 2007 (academic year 2007-08), **for a transfer rate of 20%. This is up from 19% in 2005-06.**

**Table 1: 2006-07 Transfer Institutions**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Arizona State University (1)</li> <li>• Armstrong Atlantic State Univ. (1)</li> <li>• Bellevue University (1)</li> <li>• Brigham Young University (1)</li> <li>• Brigham Young U.-Hawaii (2)</li> <li>• Brigham Young U.-Idaho (1)</li> <li>• CA State U.-San Bernardino (1)</li> <li>• Central Washington University (12)</li> <li>• City University of Seattle (5)</li> <li>• College of Santa Fe (1)</li> <li>• Concordia University (2)</li> <li>• Corban College (1)</li> <li>• Eastern Oregon University (6)</li> <li>• Eastern Washington University (5)</li> <li>• Franklin University (1)</li> <li>• George Washington University (1)</li> <li>• Georgia State University (1)</li> <li>• Gonzaga University (2)</li> <li>• Grand Canyon University (1)</li> <li>• Indiana U. Purdue University (1)</li> <li>• Lambuth University (1)</li> <li>• Lander University (1)</li> <li>• Liberty University (1)</li> <li>• Linfield College (3)</li> <li>• Missouri Western State Univ. (3)</li> <li>• Montana State University (1)</li> <li>• Multnomah Bible College (1)</li> </ul> | <ul style="list-style-type: none"> <li>• Oregon Institute of Technology (3)</li> <li>• Oregon State University (6)</li> <li>• Pacific Lutheran University (2)</li> <li>• Pacific University (3)</li> <li>• Portland State University (9)</li> <li>• St. Martin’s University (2)</li> <li>• San Diego State University (2)</li> <li>• Seattle Pacific University (1)</li> <li>• Seattle University (1)</li> <li>• Southern Polytechnic State U. (1)</li> <li>• Texas A &amp; M University (1)</li> <li>• The Evergreen State College (6)</li> <li>• University of Alaska (3)</li> <li>• University of Montana (1)</li> <li>• U. of Nevada Las Vegas (1)</li> <li>• University of Oregon (3)</li> <li>• University of Phoenix (2)</li> <li>• University of Washington (7)</li> <li>• University of West Florida (1)</li> <li>• Walden University (1)</li> <li>• Warner Pacific College (2)</li> <li>• Washington State University (111)</li> <li>• Western Oregon University (2)</li> <li>• Western WA University (12)</li> <li>• Whitworth University (1)</li> <li>• Willamette University (1)</li> <li>• William Penn University (1)</li> </ul> |
|---|---|

**Table 2: Washington State Schools: Two Year\* History**

	CWU	EWU	TESC	UW	WSU	WWU
<b>2006-07</b>	12	5	6	7	111	12
<b>2005-06</b>	16	8	5	10	123	21

\*Years for which data from the National Student Clearinghouse was obtained

## Academic Success of Transfer Students (KPI)

Adequate student performance data from the baccalaureate institutions is often difficult to obtain. All available information is presented. 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.

**Table 3: Grade Point Averages at Transfer Institutions**

	WSU-V**		WSU-P***		Western		Central		UW	
	LCC	WA	LCC	WA	LCC	WA	LCC	WA	LCC	WA
Fall 2002	3.08	*	2.87	*	3.12	3.04	3.00	*	2.95	3.14
# students	118		69		35		33		33	
Winter 2003	*	*	*	*	3.07	3.04	3.00	*	3.03	3.15
# students					35		30		34	
Spring 2003	3.09	*	2.81	*	2.94	3.02	2.90	*	3.08	3.17
# students	115		63		32		33		32	
Fall 2003	3.15	*	2.75	*	3.02	3.01	3.00	*	3.12	*
# students	141		62		30		39		9	
Winter 2004	*	*	*	*	3.09	3.03	3.00	*	*	*
# students					32		36			
Spring 2004	3.26	*	2.75	*	3.06	3.07	3.00	*	*	*
# students	131		61				39			
Fall 2004	3.38	*	2.75	*	3.03	3.08	*	*	3.09	3.15
# students	148				60				21	
Winter 2005	*	*	*	*	3.20	3.12	3.11	3.02	*	*
# students					37		22			
Spring 2005	3.29	*	2.71	*	3.26	3.15	3.05	3.07	3.12	3.18
# students	134		53		34		22		18	
Fall 2005	3.41	*	2.84	*	3.04	3.06	*	*	3.21	3.16
# students	117		49		37				22	
Winter 2006	*	*	*	*	3.06	3.05	3.13	*	3.26	3.18
# students					36		41		23	
Spring 2006	3.24	*	2.94	*	3.11	3.16	3.13	*	3.25	3.18
# students	118		41		35		42		20	
Fall 2006	3.21	*	2.75	*	2.98	3.06	3.13	*	3.03	3.18
# students	126		47		39		44		3****	
Winter 2007	*	*	*	*	2.97	3.08	3.11	*	3.29	3.17
# students					34		50		2****	
Spring 2007	3.27	*	2.81	*	*	*	3.13	*	2.80	3.19
# students	123		45				46		2****	

Source: individual universities (\* indicates information not available)

\*\*Washington State University-Vancouver

\*\*\*Washington State University-Pullman

\*\*\*\*new transfer students only

### Student/Graduate Satisfaction with Instruction (KPI)

A number of surveys designed to assess quality and satisfaction of current and former students are administered each year. Highlights from recent surveys appear below.

**Table 4: Transfer Alumni Follow-up Survey**

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?”

2006-07 Completers	89%
2005-06 Completers	95%
2004-05 Completers	93%
2003-04 Completers	92%

- The proportion of survey respondents reporting satisfaction with instruction at LCC dipped somewhat in 2006-07 (not a statistically significant change) compared to the previous three years.

### Student Attainment of General Education Outcomes (KPI)

In July 2007, six faculty readers and a faculty coordinator convened to evaluate 85 student artifacts collected from Capstone classes throughout 2006-07 based on faculty-designed rubrics.

The rubrics were not designed for comparisons between individual criteria. Rather, the average scores serve as indicators of attainment in each area, and provide a baseline for comparison during the next round of evaluation. Artifacts were evaluated on a scale of 1-4, where 1 = limited, 2 = adequate, 3 = proficient, and 4 = exceptional.

**Table 5: General Education Summer Assessment Institute 2007**

**Communication:** *Express* ideas and information in writing and speaking in a manner that is clear and appropriate to the audience, and read and listen effectively.

	Avg.
Indicator #1) Students will write in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.	2.43
Indicator #2) Students will compose paragraphs with a single topic and present ideas in a clear and organized manner.	2.48
Indicator #3) Students will use computer databases, the internet and other technology to gather, process, and communicate information.	2.75

Indicator #4) Students will include appropriate evidence and document sources to support arguments and research.	2.40
Indicator #5) Students will comprehend materials from diverse disciplines and applications.	2.28

**Problem Solving:** *Apply* various techniques and processes using information, data or situations, to produce logical, rational, ethical, and coherent solutions.

	Avg.
Indicator #1) Students will identify and define primary problems or issues.	2.87
Indicator #2) Students will collect relevant information, data, or details concerning problems and issues.	2.62
Indicator #3) Students will analyze problems or issues using appropriate techniques or processes.	2.54
Indicator #4) Students will evaluate and implement solutions based on the criteria of logic, ethical principles, and coherence.	2.96

- Results from the Summer Assessment Institute were discussed at length in two, three-hour faculty sessions on January 3<sup>rd</sup>, 2008. Action plans designed to make improvements to the transfer curriculum around Communications and Problem Solving were developed and are currently being reviewed by the academic departments. Finalized action plans are to be developed by the end of the quarter.

### **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.

**Table 6: Transfer Student Enrollment – All Transfer Students**

	2002-03	2003-04	2004-05	2005-06	2006-07
Unduplicated Headcount	1920	1930	1911	1908	1885
FTE	1274	1249	1203	1226	1217

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)

- Although it declined slightly in 2006-07 (about 1%), unduplicated headcount of transfer students has remained steady over the past five years.
- Transfer FTEs also decreased slightly in 2006-07 (less than 1%).

## 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 say they plan to stay long enough to earn a degree return the following fall quarter.

**Table 7: Fall-to-Fall Persistence of First-Time New Transfer Students**

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
First-time new transfer students	69/131 =52.7%	56/109 =51.4%	68/124 =54.8%	59/121 =48.8%	42/91 =46.2%

Source: Institutional Excellence Monitoring Report

- Forty-two out of 91 first-time new transfer students who entered in fall 2006 were enrolled at LCC in fall 2007. The rate has declined in each of the past three years.

## Transfer Student Graduation

The number of transfer associate degrees awarded fluctuates with enrollment.

**Table 8: Transfer Associate Degrees Awarded**

2002-03	2003-04	2004-05	2005-06	2006-07
217	201	224	195	200

- The number of transfer associate degrees awarded increased 3% in 2006-07.
- The breakout of transfer degrees awarded in 2006-07 is as follows:
  - Associate in Arts – Transfer DTA (183)
  - Associate in Arts – Transfer Non-DTA (9)
  - Associate of Science – Transfer, Track 2 AS Degree (4)
  - Associate in Business – DTA (3)
  - Associate of Science – Transfer, Track 1 AS Degree (1)

## Transfer Student Graduation Rate

Several years ago the Washington Community and Technical College system defined a student as “prepared to transfer” when they had earned 45 or more college-level credits with a grade point average of 2.0 or higher. The chart below summarizes graduation rates after one, two and three years of reaching “transfer-ready” status based on the criteria indicated.\*

**Table 9: Graduation Rates of “Prepared to Transfer” Students**

	<b>Cohort</b>	<b>Graduated within one year</b>	<b>Graduated within two years</b>	<b>Graduated within three years</b>
<b>2006-07</b>	255	85 (33.3%)		
<b>2005-06</b>	247	103 (41.7%)	154 (62.3%)	
<b>2004-05</b>	238	65 (27.3%)	144 (60.5%)	164 (68.9%)
<b>2003-04</b>	220	66 (30.0%)	134 (60.9%)	150 (68.2%)
<b>2002-03</b>	210	77 (36.7%)	146 (69.5%)	157 (74.8%)
<b>2001-02</b>	262	83 (31.7%)	162 (61.8%)	179 (68.3%)
<b>2000-01</b>	258	92 (35.7%)	168 (65.1%)	196 (76.0%)

- After one year, about a third of LCC’s “transfer ready” students graduate. After two years, about 60% graduate, and after three years that figure increases to about 70%. Some students opt to transfer prior to earning an associate degree.

### **Graduation Rates: A National Perspective**

“Time to graduation” rates for community colleges are historically based on a three-year period which is sometimes referred to as “150% of completion.” State and national studies show that it actually takes most community college students much longer than three years to complete a degree, making the term “two-year college” appear somewhat outdated. In fact, the emerging standard for measuring time to graduation at the community college level is six years. In a national study conducted by the National Center for Education Statistics and reported by the National Education Association (NEA), 36% of community college students had completed a degree within six years and 17% were still enrolled and actively pursuing a degree. The NEA study also reported that *fewer than half* of the community college transfer students who receive four-year degrees actually stay at the community college long enough to earn an associate degree. The increasing tendency to transfer early (prior to obtaining an associate degree) can create the appearance of declining persistence even though students are moving forward with achievement of their educational goals.

(Source: National Education Association, <http://www2.nea.org/he/heupdate/images/vol10no1.pdf>).

\*Today, the SBCTC uses a somewhat expanded definition of transfer ready, including achievement of particular “milestone” courses such as English composition, quantitative reasoning, etc.

Transfer Monitoring Report  
~Analysis from the Review Team~

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

- The academic performance of LCC students at four-year institutions is strong.
- Our transfer rate is moving in a positive direction. We should continue to explore opportunities to get more in-depth data from the Clearinghouse.
- Alumni seem to be very satisfied with instruction at LCC. We need to continue to improve our efforts to seek feedback from graduates.
- Students who reach “transfer ready” status seem to do well in terms of graduation rates. It would be interesting to also look at transfer rates for this sub-population.
- Attainment of General Education Outcomes related to writing appears sufficient, but we should pursue strategies to ensure that we continue to make improvements in this area.

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

- More in-depth study is needed regarding how many credits students accumulate by the time they transfer, particularly students transitioning to the Washington State University system. Earlier transfers may be impacting our fall-to-fall persistence rate.
- We need to do more to ensure that we are meeting the needs of all transfer students, including those who start out at the pre-college level. Innovative strategies are needed in both instruction and student services to help students succeed. Examples are offering learning communities with pre-college components and providing mentoring and other holistic services to students. Positive connections between LCC faculty/staff and students are critical.
- More investigation is needed regarding how much the cost of education—at both the community college and baccalaureate level—deters students from reaching their goals. LCC should support legislation designed to provide students with free tuition through the associate degree level.
- Many LCC students are low-income and place-bound, so continuing to seek opportunities to pursue a four-year degree without leaving town is critical to improving our transfer rate.
- More financial assistance is needed for students. Examples of innovative strategies include book loan programs and book scholarship funds for students.

## Board Plus/Delta

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

+	Δ