

# College Outcome: Access

## Monitoring Report

2004 – 2008

(Cycle X)

***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 19th, 2008



## 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 2007-08 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.

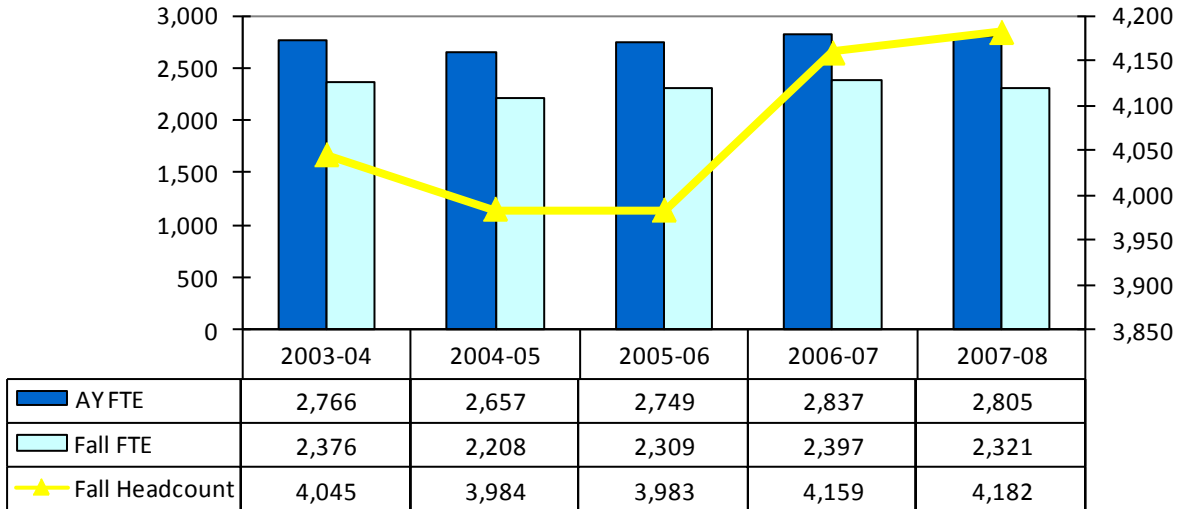
Some of the actions plans and results that have come about as a result of past reviews of the Access Monitoring Report include:

- Met with SBCTC staff to discuss course coding and enrollment strategies.
- Formed a Strategic Enrollment Management ad hoc committee to develop action plans and implement enrollment strategies.
- Implemented improvements to the Worker Retraining Services unit.
- Reorganized basic skills (ABE/ESL) into Transitional Studies unit; created a new dean position to provide leadership in this area.
- Implemented a bridge program to ensure that more students who are underprepared move into college level coursework.
- Established a student mentoring program.
- Created a new full-time staff position in the Financial Aid Office.

- **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.

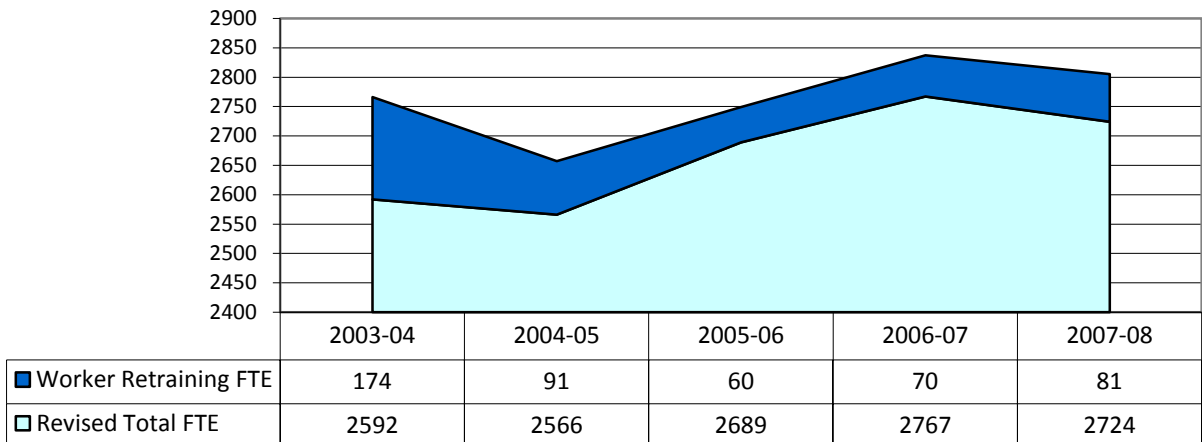
**Figure 1: LCC General Enrollment (all students, all funding sources)**



Source: LCC Fact Book

- Between 2006-07 and 2007-08: Academic Year FTE decreased 1%, Fall FTE decreased 3%, and Fall Headcount increased less than a percent.
- Over the five year period: Academic Year FTE increased 1%, Fall FTE decreased 2%, and Fall Headcount increased 3%.

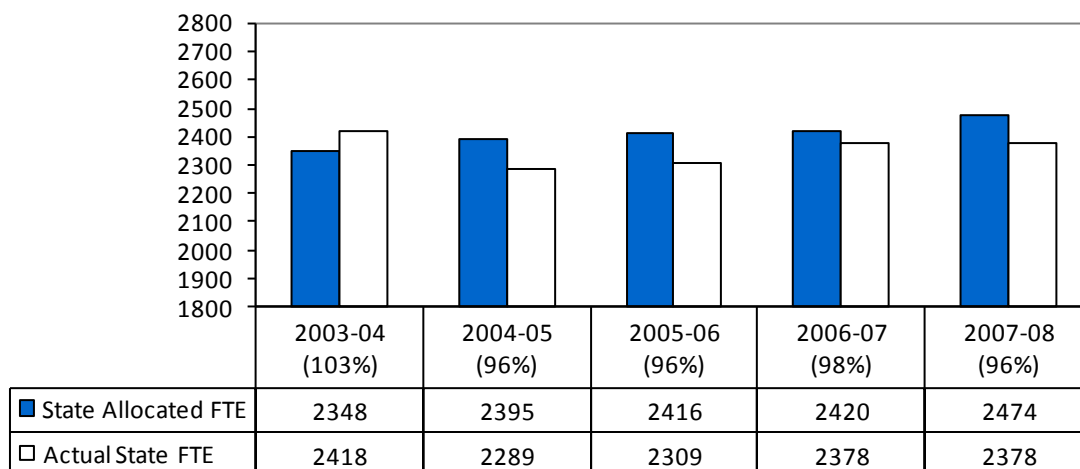
**Figure 2: Annual FTE excluding Worker Retraining FTEs (all funding sources)**



Source: LCC Registration office for Worker Retraining FTE; LCC Fact Book for total FTE

- When controlled for the 'Worker Retraining Effect,' LCC's enrollment appears somewhat more stable than enrollment including Worker Retraining FTE. Over the five year period with Worker Retraining FTE excluded, enrollment increased 5%.

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



Source: LCC Fact Book

- Due to a variety of factors including declining Worker Retraining FTE, Lower Columbia College has been slightly below its state FTE allocation for the past four years. Over the last five years, allocations have increased by 5.4% while actual enrollment declined by 1.7%.

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

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)
2003-04	1071 (44%)	577 (24%)	769 (32%)
2004-05	1044 (46%)	590 (26%)	655 (29%)
2005-06	1020 (44%)	673 (29%)	618 (27%)
2006-07	980 (41%)	753 (32%)	645 (27%)
2007-08	1016 (43%)	698 (29%)	665 (28%)
1 Year Change	+4%	-7%	+3%
5 Year Change	-5%	+21%	-14%

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.
- The largest increase between 2006-07 and 2007-08 was in academic FTE, which increased 4%.
- Basic Skills/Pre-College was the only category to experience an increase over the five year period depicted here (21%).
- Workforce FTE declined 14% over five years.
- The distribution of FTE has changed slightly over the five years depicted here, with an increase in basic skills/pre-college and a decrease in workforce.

**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 2003	1843 (50%)	1876 (50%)
Fall 2004	1910 (51%)	1810 (49%)
Fall 2005	1719 (47%)	1920 (53%)
Fall 2006	1921 (50%)	1891 (50%)
Fall 2007	2184 (52%)	1998 (48%)

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

- In fall 2007, the proportion of students enrolling full- and part-time was similar (52/48).
- The distribution of full- and part-time students has changed very little over the past five years.

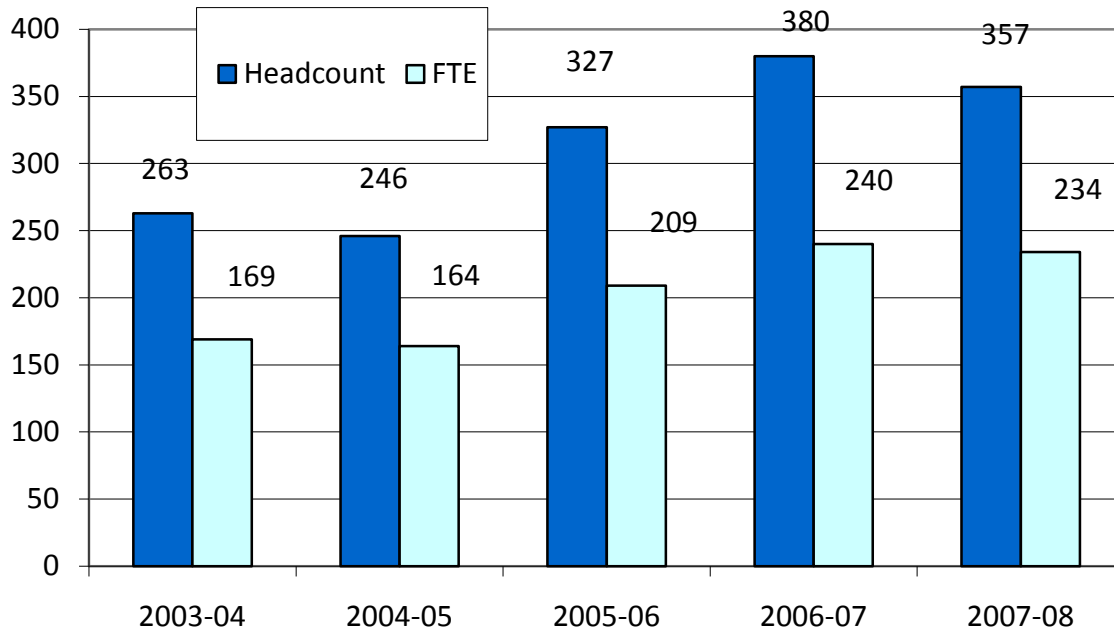
**Table 6: Proportion of High School Seniors who Enroll at LCC**

	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
Castle Rock	26/69=38%	42/101=42%	29/95=31%	31/93=33%	27/109=25%
Kalama	22/64=34%	23/62=37%	31/68=46%	22/74=30%	25/82=30%
Kelso	97/325=25%	107/313=34%	102/289=35%	122/339=36%	116/329=35%
Mark Morris	76/211=36%	83/185=45%	60/195=31%	85/211=40%	74/211=35%
R.A. Long	56/140=40%	61/154=40%	62/160=39%	73/161=45%	65/175=37%
Toutle Lake	11/41=27%	13/49=27%	15/49=31%	7/42=17%	12/50=24%
Wahkiakum	17/42=40%	12/17=71%	5/48=10%	5/44=11%	14/42=33%
Woodland	7/105=7%	14/106=13%	7/119=6%	14/123=11%	4/121=3%
<b>Total Dist.</b>	<b>312/997=31%</b>	<b>355/987=36%</b>	<b>311/1023=30%</b>	<b>359/1087=33%</b>	<b>337/1119=30%</b>

Source: LCC Registration Office

- Over the past five years, an average proportion of 32% 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 2008 (37%).

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



Source: LCC Fact Book

- Running Start headcount decreased 6% between 2006-07 and 2007-08. FTE decreased 3%. Over five years, FTE increased 38.5% and headcount increased 35.7%.

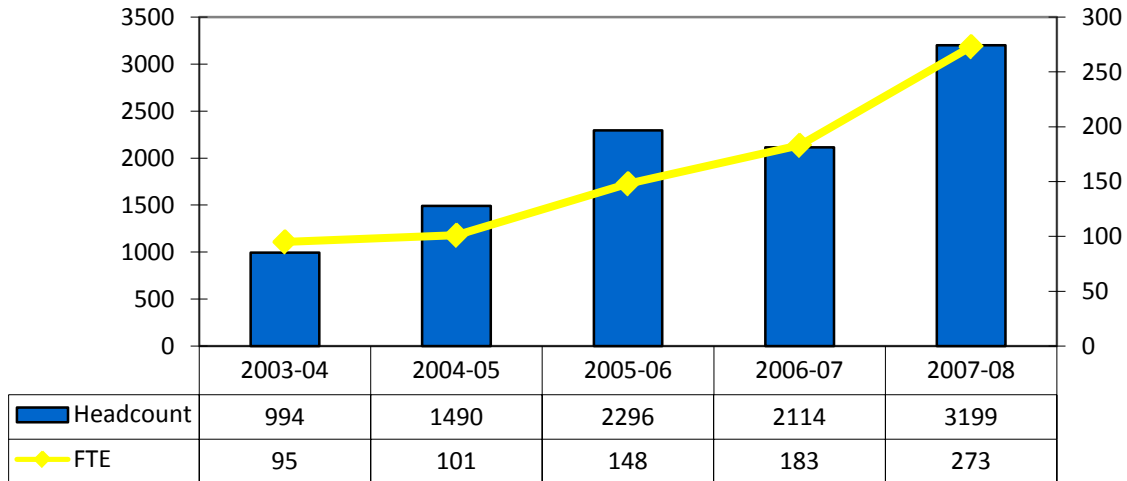
**Table 8: Number of Running Start Students Enrolled by High School**

	2003-04	2004-05	2005-06	2006-07	2007-08
Castle Rock (115)	20	16	32	30	24
Kalama (116)	33	20	36	43	37
Kelso (117)	60	68	75	119	121
Mark Morris (112)	70	70	89	85	79
R.A. Long (111)	43	36	51	58	47
Toutle Lake (114)	10	12	12	9	11
Wahkiakum (901)	6	7	9	7	6
Woodland (118)	7	8	9	7	16

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

- Running Start enrollment decreased slightly for most high schools in 2007-08.
- Many school districts have developed strategies designed to keep students at the high schools, which has impacted Running Start enrollment.

**Figure 9: Distance Education Enrollment (Headcount and FTE)**  
 (Distance Education includes on-line, correspondence, telecourses, and hybrid courses)



Source: LCC Fact Book

- FTE increased 49% in distance education in 2007-08.
- LCC experienced the largest increase (percent of FTE) growth in the Washington Community and Technical College system between summer 2007 and summer 2008.

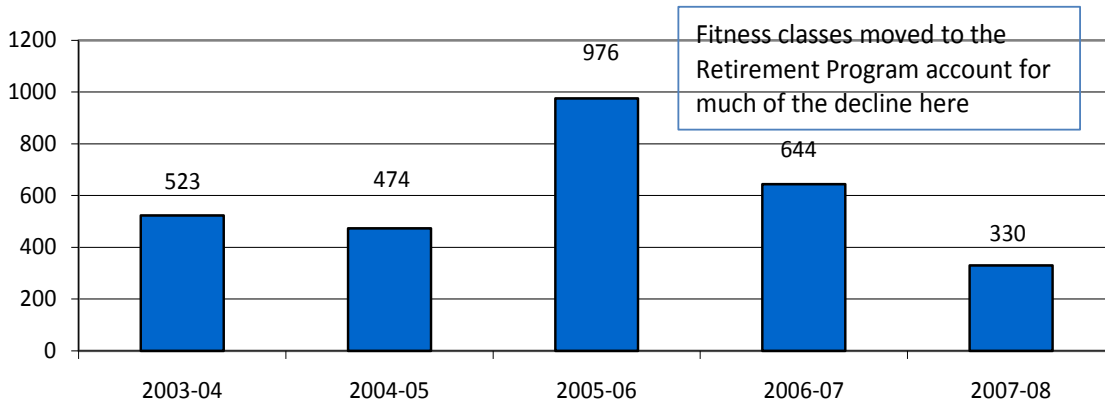
**Table 10: Distance Education Course Successful Completion Rates**  
 (Compares the proportion of students who received a 2.0 or better)

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Non Distance Ed	75.5%	74.9%	73.7%	74.1%	72.9%
Distance Education	71.2%	81.8%	71.1%	78.4%	70.1%
<i>LCC courses only</i>	<i>66.9%</i>	<i>81.7%</i>	<i>72.1%</i>	<i>77.7%</i>	<i>71.1%</i>
<i>Washington Online</i>	<i>77.5%</i>	<i>82.1%</i>	<i>62.5%</i>	<i>80.8%</i>	<i>65.8%</i>

Source: Data Warehouse (note: excludes grades of I, N, R, P and V) includes hybrid courses

- Although there is variation over time, completion rates in distance education courses on average are comparable to completion rates in non-distance education courses.
- Breakouts provided compare the completion rate in courses originating at LCC vs. Washington Online courses.

**Figure 11: Community Education Enrollment (Duplicated Headcount)**



Source: LCC Fact Book

- Enrollment in Community Education decreased 49% between 2006-07 and 2007-08, due primarily to conversion of non-credit programming to credit-bearing courses.
- Plans are underway to add more diverse offerings to community education.

**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 12: Service District Participation Rate  
(Headcount/Population 17 and over) x 100**

	Cowlitz Co.	Wahkiakum Co.	Washington State
2006	4.36% (rank: 5)	1.86% (rank: 33)	3.69%
2000	4.64% (rank: 8)	2.38% (rank: 33)	3.82%

Source: Washington State Higher Education Trends and Highlights, Office of Financial Management Forecasting Division

- LCC’s participation rate declined somewhat between 2000 and 2006, mirroring a statewide trend. In 2006, counties with higher participation rates than Cowlitz include: Walla Walla, Clallam, Lewis and Ferry Counties.
- For a national comparison, LCC ranked fairly high (84<sup>th</sup> percentile) in terms of the “Credit Student Participation Rate” in the 2008 National Community College Benchmarking Project.



**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 13: 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
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%
2007-08	1133/7146 = 15.9%	807/5026 = 16.1%	48/626 = 7.7%

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

- The number and proportion of students of color increased again in 2007-08, due at least in part to increases in the relatively new “multi-racial” and “other race” categories.
- Enrollment in Transfer and Workforce programs has also increased steadily.
- Graduation rates of students of color have clustered around 7% for the past five years.
- For a national comparison, LCC ranked fairly low (18<sup>th</sup> percentile) in terms of a “Minority Participation Rate” in the 2008 National Community College Benchmarking Project.

**Table 14: 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
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%
2007-08	165/7146 = 2.3%	135/5026 = 2.7%	14/626 = 2.2%

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

- The proportion of disabled students in the total student population increased slightly in 2007-08.
- 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

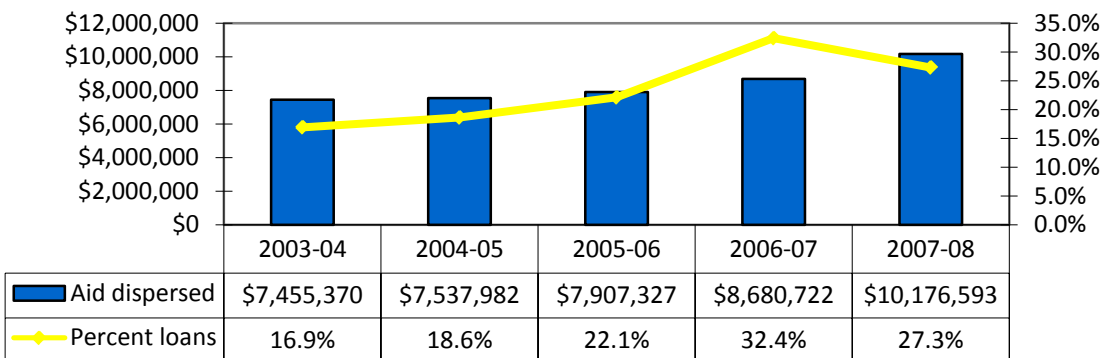
**Table 15: Pell Grant Maximum and Cost of Tuition and Fees**

	Pell Grant Maximum (% increase)	Cost of Tuition and Fees (% increase)	Number of Students Receiving Pell Grants
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
2007-08	\$4,310 (6.4%)	\$2,874 (2.9%)	1,392

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, a trend that continued until 2007-08 when the Pell grant maximum was increased.

**Figure 16: LCC Total Financial Aid Disbursement and Percent in Loans**



Source: LCC Fact Book

- Financial aid disbursement, in total dollars, increased by 36.5% over the five year period depicted above. The change is due in part to increases in loan volume.
- Cohort (loan) default rates *can* increase when loan volumes are high. LCC's cohort default rate fell below the national average in FY 2005 but increased in FY 2006.

**Table 17: Cohort Default Rates: LCC vs. National**

	FY 2003	FY 2004	FY 2005	FY 2006
Public 2-year colleges in the U.S.	7.6%	8.1%	7.9%	8.4%
Lower Columbia College	11.6%	12.4%	5.9%	12.3%

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)

**Table 18: Unduplicated Headcount of Tech Prep Students that Enrolled at LCC**

2003-04	2004-05	2005-06	2006-07	2007-08
182	250	346	420	492

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 17% between 2006-07 and 2007-08.

**Table 19: Number of Graduating Seniors with Tech Prep Credit Enrolling at LCC**

	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008
Castle Rock	4/12=33%	8/8=100%	7/65=11%	5/38=13%	13/37=35%
Kalama	4/15=27%	6/17=35%	2/8=25%	1/4=25%	3/19=16%
Kelso	21/42=50%	38/117=32%	23/85=27%	27/177=15%	43/212=20%
Mark Morris	18/56=32%	25/67=37%	17/96=18%	24/106=23%	26/143=18%
R.A. Long	18/40=45%	20/90=22%	19/64=30%	17/65=26%	18/84=21%
Toutle Lake	1/2=50%	3/13=23%	11/33=33%	3/41=7%	9/27=33%
Wahkiakum	4/6=67%	2/8=25%	0/6=0%	0/4=0%	5/17=29%
Woodland	0/0=0%	0/1=0%	0/4=0%	0/7=0%	0/24=0%
<b>Total</b>	70/173=40%	102/321=32%	79/361=22%	78/447=17%	117/563=21%

Source: LCC Tech Prep Office

- The “senior to freshman” ratio represents the proportion of graduating seniors with Tech Prep credit who go directly to LCC after graduation. The percentage increased 4% in fall 2008.

## **Access Monitoring Report (Cycle X)**

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?**

- The college has increased specialized outreach activities, such as the recent CSI workshops for high school students.
- The college is continuing to provide programs that bring younger students onto campus for various activities.
- There has been an increase in service levels for Worker Retraining.
- Positive changes have occurred in the Transitional Studies area.

### **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?**

- The proportion of students of color graduating has not increased along with enrollment trends for that population. Also, the proportion of students of color graduating is about half the rate of enrollment in transfer and workforce programs. We should explore options regarding what we should or could be doing.
- We should study the impact of increased Running Start enrollments on traditional high school yield rates. We should be working with high schools to ensure that students going into the program are prepared. Selection criteria should be examined in order to maximize student success.
- Revise graduation/completion rates for students of color to include transfers.

## 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

2004 – 2008  
(Cycle X)

***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 15<sup>th</sup>, 2009



## 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
- ✓ Student Achievement Initiative point gains
- ✓ I-BEST Enrollment, Student Success and Completions

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
- ✓ National Community College Benchmarking Project rankings
- ✓ Student Achievement Initiative point gains

The report has been updated to include data from 2007-08. 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:

- Reorganized instructional office to provide more direct supervision of Basic Skills.
- Expanded the number of I-BEST courses and programs.
- Prioritized room scheduling processes to accommodate level-specific instruction in Basic Skills.
- Instituted pre-registration for Basic Skills students so they can register prior to the start of the quarter
- Expanded testing/placement hours in Basic Skills to 8 am – 8 pm

- Designated specific positions (individuals) to be responsible for CASAS testing and monitoring CASAS testing.
- Turned the Basic Skills classrooms into “smart” classrooms by adding computer, projectors, and document cameras
- Instituted an ongoing plan for instructor evaluation in Basic Skills (beginning spring quarter)
- Expanded team-teaching training for I-BEST instructors
- Implemented an annual (rather than just quarterly) schedule for Basic Skills and I-BEST courses
- Implemented faculty review of writing samples from highly successful INDV 065 students to fast-track them into English 100



## 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.

**Table 1: Goal Completion: Basic Literacy and English Language Skills (federally reportable only)**

		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%
2007-2008	LCC	644	186	29%	291	131	45%
	System	27,340	8,259	30%	32,464	14,404	44%

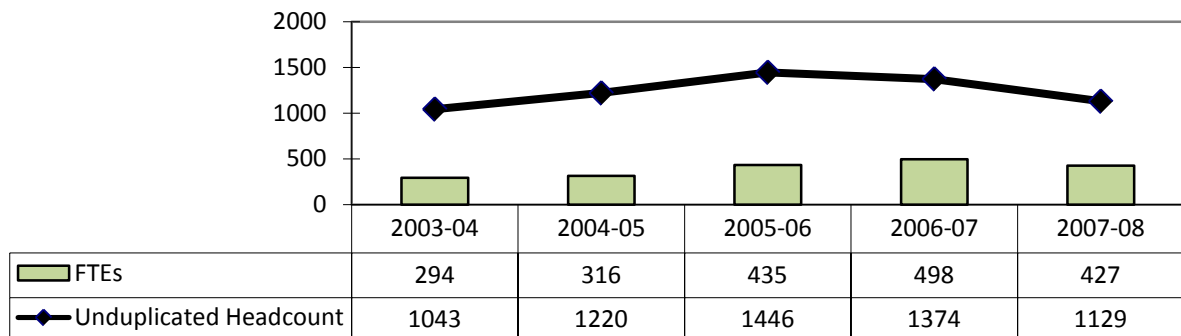
Source: WABERS Standard Reports (Goal Completion)

- LCC improved in both categories in 2007-08.

### 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, STUCLASS: Sum ((CR\_EQUIV)/45) where CIP like "32\*" and not in "320201" ,"320205", "320206", or "320207."

- Basic Skills FTE decreased 14% between last year and the year before.
- At 555, fall 2008 Basic Skills FTE increased 47% over the 379 FTE generated in fall 2007 (not reflected on the chart above).

## 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
2003-2004	LCC	550	173	31%	86	50%
	System	40,193	20,778	52%	11,448	55%
2004-2005	LCC	766	407	53%	211	52%
	System	50,386	27,144	54%	15,362	57%
2005-2006	LCC	972	444	46%	233	52%
	System	51,397	29,304	57%	16,759	57%
2006-2007	LCC	942	431	46%	237	55%
	System	52,810	30,911	59%	18,637	60%
2007-2008	LCC	885	474	54%	275	58%
	System	57,474	33,893	59%	20,110	59%

Source: WABERS database, Standard Reports

- LCC improved in both categories in 2007-08, closing the gap between LCC's rates and the system average.

## 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%	8/2.2%
2002-2003 (A23)	311	8/2.6%	12/3.9%	13/4.2%	14/4.5%	5/1.6%
2003-2004 (A34)	310	8/2.6%	10/3.2%	10/3.2%	11/3.5%	4/1.3%
2004-2005 (A45)	289	3/1.0%	3/1.0%	6/2.1%	8/2.8%	2/0.7%
2005-2006 (A56)	368	4/1.1%	5/1.4%	6/1.6%		2/0.5%
2006-2007 (A67)	361	12/3.3%	13/3.6%			4/1.1%
2007-2008 (A78)	393	8/2.0%				0/0.0%

\*\*as of fall 2008

**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%	45/5.4%
2002-2003 (A23)	952	182/19.1%	198/20.8%	211/22.2%	223/23.4%	49/5.1%
2003-2004 (A34)	774	84/10.9%	99/12.8%	115/14.9%	129/16.6%	23/3.0%
2004-2005 (A45)	968	84/8.7%	105/10.8%	133/13.7%	320/33.0%	49/5.1%
2005-2006 (A56)	1138	149/13.1%	171/15.0%	377/33.1%		60/5.3%
2006-2007 (A67)	1075	320/29.8%	338/31.4%			58/5.4%
2007-2008 (A78)	873	178/20.4%				21/2.4%

Source: Data Warehouse, Transcript and Completion tables (where exit code not like 5, 6, 7, or 9) \*\*as of fall 2008

\*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).
- Increasing rates in ABE represent a very strong upward trend.

**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, Kalama, and Castle Rock.

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

	2003-04	2004-05	2005-06	2006-07	2007-08
CEO Students	192	208	206	239	213
HS Completions to date	21	22	23	21	32
GEDs to date	32	27	25	14	6
Total Completions to date	53	49	48	35	38
Percent Completions to date	28%	24%	23%	15%	18%

\* 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).

- On average, time-to-completion rates for CEO students are longer than for the general student population.

**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%	9/7.5%
2002-2003 (A23)	165	83/50.3%	90/54.5%	94/57.0%	97/58.8%	13/7.9%
2003-2004 (A34)	192	97/50.5%	103/53.6%	110/57.3%	114/59.4%	17/8.9%
2004-2005 (A45)	208	99/47.6%	104/50.0%	105/50.5%	116/55.8%	10/4.8%
2005-2006 (A56)	206	96/46.6%	105/51.0%	122/59.2%		7/3.4%
2006-2007 (A67)	240	130/54.2%	137/57.1%			6/2.5%
2007-2008 (A78)	213	137/64.3%				5/2.3%

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

- The proportion of CEO students moving on to college level coursework has increased over time.

**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.

**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%	691,899	429,149	62%
2008	366	246	67%	23,950	14,305	60%	**	**	**

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.
- Over the past five years LCC has averaged 1.7% of the total system GED testing volume, slightly below the college's total FTE share of 1.8% of the system.

## GED and High School Goal Completion at LCC

**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%
2007-2008	LCC	110	69	63%
	System	8,769	3,394	39%

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.

### Student Achievement Initiative

The Student Achievement Initiative was implemented in 2006-07. It is designed to measure progress, or momentum, or students through the educational pipeline. In the Basic Skills category, students earn a point for each level they pass (the number of points each student can earn is not limited in this category).

**Table 9: Student Achievement Initiative Points—Basic Skills Gains**

	Summer	Fall	Winter	Spring	TOTAL
<b>2006-07</b>	234	391	278	131	1,034
<b>2007-08</b>	315	369	162	380	1,226

- The total number of points accrued in this category increased 19% in 2007-08.

## I-BEST

Integrated Basic Education and Skills Training (I-BEST) pairs English as a second language (ESL)/adult basic education (ABE) instructors with professional-technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. LCC's I-BEST programs include: Manufacturing Occupations Core, Business Technology/Administrative Support, Early Childhood Education, and Health Occupations Core. LCC offered its first I-BEST courses in 2006-07.

**Table 10: I-BEST Enrollment**

	FTE	Headcount	Courses Offered
Fall 2006	7	12	AH, BLPT, BTEC, ENGL, HLTH, MASP, MFG, WELD
Annual 2006-07	14	27	
Fall 2007	8	9	AH, BLPT, BTEC, BUS, HLTH, MASP, MATH, MFG, TECH, WELD
Annual 2007-08	10	21	
Fall 2008	30	29	ABE, BTEC, BUS, ECED, EDUC&, ENGL, MASP, MATH, MFG, NURS, TECH, WELD
Annual 2008-09*	13	31	

\*figures reflect enrollment through fall 2008

- Although only two quarters of 2008-09 are reflected here, I-BEST enrollment (headcount) is already higher than either of the previous two years.

**Table 11: I-BEST Completions**

	Number and percent of high school completion or GED Certificates (exit codes 6,7)*	Number and percent of college certificates and/or degrees (exit codes 1, 3 or 4)*
2006-2007	2/27=7%	<b>16/27=59%</b>
2007-2008	4/21=19%	5/21=24%
2008-2009*	6/31=19%	6/31=19%

\*to date (through fall quarter 2008)

- Completion rates for I-BEST students are as of fall 2008. The rates will continue to increase over time, as more students complete their program requirements.
- **The 59% completion rate for the 2006-07 I-BEST cohort is over ten times better than the completion rate for the 2006-07 traditional ABE student cohort. This phenomenal success rate can be attributed to the unique structure of the program, which helps students achieve an educational credential much more quickly than more traditional pathways.**

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

	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Number of students in pre-college math classes</b>	<b>2260</b>	<b>2073</b>	<b>1835</b>	<b>1877</b>	<b>2076</b>
Number of students who received a 2.0 or better (C or above)	1390	1232	1088	1113	1134
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>	1390/1928 = <b>72.1%</b>	1232/1716 = <b>71.8%</b>	1088/1564 = <b>69.6%</b>	1113/1592 = <b>69.9%</b>	1134/1709 = <b>66.4%</b>
Number of students who withdrew	<b>261</b> (11.5%)	<b>315</b> (15.2%)	<b>235</b> (12.8%)	<b>227</b> (12.1%)	<b>303</b> (14.6%)
Proportion of students who received a 2.0 or better (C or above) <b>including students who withdrew</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>	1134/2012 = <b>56.4%</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 decreased in 2007-08.
- In the **2008 National Community College Benchmarking Report**, LCC ranked in the top 5% nationally for developmental math enrollee success rates (which takes withdrawals into account) and in the top 17% for developmental math completer success rates (which exclude withdrawals). The 2008 report measured success of students enrolled in math in fall 2006.

**Table 13: Passing Rates of Students in Pre-college English (INDV 065, 075)  
Duplicated Headcount**

	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Number of students in pre-college English classes</b>	<b>260</b>	<b>272</b>	<b>282</b>	<b>355</b>	<b>289</b>
Number of students who received a 2.0 or better (C or above)	177	201	200	271	195
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>	177/239 = <b>74.1%</b>	201/249 = <b>80.7%</b>	200/248 = <b>80.6%</b>	371/334 = <b>81.1%</b>	195/263 = <b>74.1%</b>
Number of students who withdrew	<b>17</b> (6.5%)	<b>23</b> (8.5%)	<b>30</b> (10.6%)	<b>17</b> (4.5%)	<b>22</b> (7.6%)
Proportion of students who received a 2.0 or better (C or above) <b>including students who withdrew</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>	195/285 = <b>68.4%</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 decreased in 2007-08.
- In the **2008 National Community College Benchmarking Report**, LCC ranked in the top 32% nationally for developmental reading/writing enrollee success rates (which takes withdrawals into account) and in the 51<sup>st</sup> percentile for developmental reading/writing completer success rates (which exclude withdrawals). The 2008 report measured success of students enrolled in reading/writing in fall 2006.



**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 14: 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 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Total number of students who successfully completed a pre-college math class	471	409	366	362	328
Total number of those students who went on to the next level*	143/471 = <b>30.4%</b>	142/409 = <b>34.7%</b>	140/366 = <b>38.3%</b>	122/362 = <b>33.7%</b>	101/328 = <b>30.8%</b>
Total number of those students who withdrew from the next level*	16/143 = <b>11.2%</b>	12/142 = <b>8.5%</b>	17/140 = <b>12.1%</b>	6/122 = <b>4.9%</b>	6/101 = <b>5.9%</b>
Total number of those students who passed the next level*	122/143 = <b>85.3%</b>	116/142 = <b>81.7%</b>	105/140 = <b>75.0%</b>	99/122 = <b>81.1%</b>	77/101 = <b>76.2%</b>

Source: Data Warehouse, TRANSCRIPTS.

- The proportion of developmental math students going on to college level math declined in 2007-08. The proportion passing at the next level also declined.
- 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.
- In the **2008 Community College Benchmarking Project Report**, LCC ranked in the top 6% nationally for developmental math enrollee success rates in the first college level math course, which takes withdrawals into account. LCC ranked in the top 17% for developmental math completer success rates in the first college level math course, which excludes withdrawals. The report measured success of students enrolled in developmental math in fall 2005.

**Table 15: INDV 065/075 Students That Moved on to the Next Level  
(\*English 100, 101/101& or 110)**

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Total number of students who successfully completed INDV 065 or 075	71	81	97	87	99
Total number of those students who went on to the next level*	49/71 = <b>69.0%</b>	62/81 = <b>76.5%</b>	68/97 = <b>70.1%</b>	73/87 = <b>83.9%</b>	81/99 = <b>81.8%</b>
Total number of those students who withdrew from the next level*	5/49 = <b>10.2%</b>	7/62 = <b>11.3%</b>	14/68 = <b>20.6%</b>	6/73 = <b>8.2%</b>	4/81 = <b>4.9%</b>
Total number of those students who passed the next level*	32/49 = <b>65.3%</b>	48/62 = <b>77.4%</b>	45/68 = <b>66.2%</b>	52/73 = <b>71.2%</b>	64/81 = <b>79.0%</b>

Source: Data Warehouse, TRANSCRIPTS Table

- The proportion of students going on to college level English decreased in 2007-08. The number passing college level English increased substantially, to 79%.
- 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.
- In the **2008 Community College Benchmarking Project Report**, LCC ranked in the 48th percentile nationally for developmental reading/writing enrollee success rates in the first college level writing course, which takes withdrawals into account. LCC ranked in the 35th percentile for developmental reading/writing completer success rates in the first college level writing course, which excludes withdrawals. The report measured success of students enrolled in developmental reading/writing in fall 2005.

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

	2003-04	2004-05	2005-06	2006-07	2007-08
English (INDV)	28	30	41	35	40
Math (MATH)	244	222	197	205	219
<b>TOTAL</b>	<b>272</b>	<b>252</b>	<b>238</b>	<b>240</b>	<b>259</b>
% of total college FTE	9.8%	9.5%	8.8%	8.5%	9.2%

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

- FTE in Pre-College increased by 8% in 2007-08.

**Table 17: Student Achievement Initiative Points—Pre-College Course Success**

The following chart summarizes the points earned in the category of “Pre-College Course Success”

	Summer	Fall	Winter	Spring	TOTAL
<b>2006-07</b>	132	569	460	250	1,411
<b>2007-08</b>	140	572	460	334	1,506

The total number of points accrued in this category increased 7% in 2007-08.

## **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?**

- I-BEST completion rates are outstanding.
- GED testing pass rates for LCC are also exemplary.

**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?**

- Increase progression of ESL students to college level.
- Increase completion rate (college certificate or degree) for ABE students.

#### **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?**

- National rankings for pre-college math are extremely high.

**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?**

- Could do more with learning communities in pre-college (use I-BEST type strategy and apply it to other models).
- Need to emphasize individualized advising for students who are underprepared for college to make sure they have the best fit possible. For example, there may be students in the lower levels of pre-college who could be better served by ABE and I-BEST (depending on their goals and skill level). Alternatively, there may be students in basic skills who could be better served by pre-college (again, depending on their goals and skill level). More discussion is needed between different areas of the college on how to maximize success for underprepared students.

## Board Plus/Delta

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

+	Δ

# College Outcome: Community Enrichment Monitoring Report

2004-2008

(Cycle X)

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

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

May 27th, 2009



## 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. 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. Changes and events that have come about as a result of focusing on the Community Enrichment outcome include:

- The opening of the new Rose Center for the Performing Arts in summer 2008 has transformed the college's ability to provide cultural activities in the community. Collaboration with the Columbia Theatre in the current year, while the Columbia is undergoing renovation, has provided the community with uninterrupted access to a wide variety of cultural events locally. Development of policies and procedures for community use of the Rose Center will help ensure ongoing use of the facility for the greater good.
- The college received a major donation in the form of an exclusive Bosendorfer piano, which has enriched the musical offerings LCC is able to provide.
- The college launched an open lecture series called "Community Conversations" in fall 2008 to share more faculty (and community) expertise in a free public

forum. Lectures are offered every Thursday at noon and are generally attended by around 100 individuals, sometimes more. The theme for spring 2008 is, "The Good Life: Health, Nutrition & Environmental Wellness." Evaluations distributed at each lecture have been overwhelmingly positive.

- A "Democratic Club" was formed prior to last fall's general election to help students learn about the candidates and issues.
- The college adopted Policy 635, which prohibits both smoking and the use of smokeless tobacco on campus, effective January 1, 2009, to promote the health and well-being of students, staff, and visitors to campus. LCC was presented with an "On the Move Champion" award in April, 2009 from the Cowlitz on the Move Healthy Lifestyles Coalition for its adoption of the tobacco-free policy.



### 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 and Professional/Technical Follow-up Student Surveys** routinely collect data about some of those behaviors.

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 reported in spring 2011.

**Figure 1: Alumni Survey Results (T = Transfer, PT = Professional/Technical)**

	2004-05		2005-06		2006-07		2007-08		2008-09	
	T	PT	T	PT	T	PT	T	PT	T	PT
Did you vote in the last general election?	83%	*	79%	*	73%	*	60%	*	69%	74%
Do you subscribe to a newspaper or news magazine? (note: revised in 2006 to include online news sources)	48%	*	54%	*	79%	*	82%	*	67%	80%
Have you donated anything to any charitable organization in the past year?	73%	*	84%	*	80%	*	85%	*	72%	70%
Have you attended any cultural events in the past year? (note: revised in 2008 from “cultural and sporting events”)	80%	*	84%	*	82%	*	70%	*	82%	52%
Have you attended any sporting events in the past year? (note: revised in 2008 from “cultural and sporting events”)	80%	*	84%	*	82%	*	70%	*	64%	57%
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)?	68%	*	69%	*	65%	*	69%	*	69%	59%

\*Survey revised in 2008-09 to incorporate Citizenship questions

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

Key elements of Lower Columbia College’s enrichment of students and the community include drama, music, art, athletics, and student/community activities. Other resources to the community include Community Education courses, the Head Start/ECEAP program, and Career & Employment Services. Key outcomes of these programs are presented in the figures below.

**Table 2: Attendance at Regular Season Performances (Drama)**

2003-04	2004-05	2005-06	2006-07	2007-08
2,077	2,022	869	849	1,595

Source: LCC Drama Department

- Figures for drama attendance include three productions a year. Typically performances run over a three week period for a total of ten performances.
- The first Thursday performance of each production is followed by a discussion with the actors, designers, and technical staff about the play.
- Performances in academic year 2007-08 included *The Foreigner*, *The Underpants*, and *REP*. Auditions for productions are open to members of the community in addition to LCC students.

**Table 3: Components of the LCC Music Department**

Course Offerings	Performance Oriented Groups
○ General courses for non-majors	○ LCC Symphonic Band
○ Theory and technical courses designed for music majors	○ Concert Choir
○ Private lessons taught by instructors from the local area	○ Jazz Ensemble
○ Contemporary Musicianship and Audio Production (Certificate & Associate degree programs)	○ Vocal Ensemble
○ New course—Jam Band 101: designed for non-music majors interested in playing with a group	○ Orchestra

**Table 4: Art Exhibit Attendance (Historical)**

	2003-04	2004-05	2005-06	2006-07	2007-08
Total Attendance	3,550	3,787	4,570	3,315	633*

Source: LCC Art Gallery

\*During the 2007-08, the LCC Art Gallery was in transition to the new Rose Center Gallery and the only exhibit was the annual student art show.

- To date in academic year 2008-09, five thousand two hundred and sixty-seven individuals have attended exhibits in the new Rose Center Art Gallery.

**Table 5: Athletic Team Placings**

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

Source: LCC Athletics Office

**Table 6: Student Athletes' Academic Year GPAs (Team Averages)**

	2003-04	2004-05	2005-06	2006-07	2007-08
Volleyball	2.93	2.77	2.93	2.88	<b>2.56</b>
Soccer	2.66	2.69	2.66	3.06	<b>2.32</b>
Women's Basketball	2.91	3.18	2.91	2.98	<b>2.75</b>
Men's Basketball	2.83	2.46	2.83	2.59	<b>2.14</b>
Softball	2.93	2.87	2.93	2.39	<b>2.60</b>
Baseball	2.78	2.80	2.78	3.04	<b>2.92</b>
All athletes	2.83	2.81	2.86	2.86	<b>2.68</b>
All transfer (degree seeking) students	2.72	2.79	2.79	2.69	<b>2.98</b>

Source: LCC Athletics Office, Data Warehouse

- Academic performance declined in 2007-08.

**Table 7: 2007-08 Student and Community Activities**

Educational	Concerts	Health Related	Variety	Clubs	Community Service Projects
African American History Month Lecture Display , Soul Food Luncheon, Program	Bobby Torres Ensemble	Blood Drives	Harvestfest Family Fun Night	Forensics Club – Regional & National Debate Participants	Red Hat Thrift Store Service Project
Disability Awareness Speaker	Adrian X	Prostate Cancer Awareness Forum	Karaoke	Drama Club – Productions and One Act Plays	Community House Food Contributions
Native American History Month Program	Andrea Hamilton	Massage Therapy	Zoot Suit Balloon	Multicultural Club – Intercultural Week and Dances	Habitat for Humanity Project
Northwest Voices (with Longview Public Library)	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
Vest Lecture	Symphonic Band	Domestic Violence Forum	Back to School Week Activities	Slip Club – Pottery Exhibition and Pottery Sale	Emergency Support Shelter Fundraiser
	Local Ensemble	Flu Shot Clinic	Winter Festival	Student Nurses Organization – Health Fair	Civics Week
	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 8: Duplicated Headcount in Retirement Program (formerly Senior Studies)**

	2003-04	2004-05	2005-06	2006-07	2007-08
Total	812	1,056	1,237	1,449	1,636

Source: LCC Fact Book

- LCC offers a variety of leisure classes and programs for community members. These classes are generally recreational and non-credit bearing.
- Enrollment in the Retirement Program increased by 13% in 2007-08, due largely to an increase in the number of sections of the popular “Better Bones in Balance” class.

**Table 9: Duplicated Headcount in Community Education Classes**

	2003-04	2004-05	2005-06	2006-07	2007-08
Total	523	474	976	644	330

Source: LCC Fact Book

- 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 49% in 2007-08, due in large part to re-coding changes redirecting courses to the (FTE-generating) Retirement Program.
- Overall, Retirement Program and Community Education enrollment was steady between 2006-07 and 2007-08.

**Table 10: Total Enrollment—Head Start and ECEAP**

	2003-04	2004-05	2005-06	2006-07	2007-08
Total	346	346	364	404	441

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

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

Source: LCC Head Start Office

- Head Start staff members encourage parents to enroll at LCC to help meet their educational and life goals. A concerted effort has been made in recent years to support parents interested in attending college through the POP program.

**Table 12: Unduplicated Count of Individuals using Career & Employment Services**

	2004-05	2005-06	2006-07	2007-08
Fall	187	295	355	316
Winter	172	232	256	273
Spring	99	195	212	251
TOTAL	458	722	823	840

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 Career & Employment Services (unduplicated count) increased 2% in 2007-08.

## **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)?**

- High attendance figures for the art gallery in the current academic year are impressive.
- Addition of the “Community Conversations” series has been a real plus for the campus and community. Combination of LCC faculty and community experts is great.
- Collaboration with the Columbia Theatre during their renovation has been very good for the community.
- Handling of the event tickets through the Columbia Theatre has been a plus.
- The athletics program is strong and draws a lot of students. It would be nice to see attendance figures for athletics events. (note: attendance tracking was implemented in 2008-09 and will be reported starting next year).
- Integrative Studies faculty make good use of panelists from the community in their classes.

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

- Would be nice to see volunteerism data for employees (like last year’s report) in every year. LCC employees make a big difference in the community. (note: questions will be integrated with regular employee survey starting fall 2009). It would also be nice to provide employees with a list of volunteer opportunities in the community.
- Class free hour has slipped; it would be nice to see that hour—preserved for special events and activities—restored to its full potential.
- Please bring back the Christmas Bazaar.
- Although we now have to compete with the Expo Center for big events, we need to make sure we are doing everything we can to bring people onto campus. Policies that could be interpreted as barriers by people interesting in using campus facilities, such as fee structures, right of first refusal for food services, and decorating restrictions, should be weighed against the possibility of sending a message that the college is unwelcoming, unfriendly or inflexible.

## 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

2004 – 2008

(Cycle X)

***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)

January 21st, 2009



## 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:

- Expanded use of online survey tool to gather evaluation data from trainers and trainees.
- Partnered in two regional grants with Southwest Washington Development Council and Portland area WIRED grant (awarded by the Department of Labor) addressing development of manufacturing core and advanced curriculum, using WorkKeys job analysis process, as well as incumbent worker training modules.
- Signed on with internet based training program that will allow further enhancement of vocational and technical programs; courses can be accessed from any computer with internet capabilities; training areas include mechanical and electrical maintenance, machine technology, predictive maintenance, basic skills, and safety.
- Increased contracts with area businesses to provide customized training, including \$225,000 grant with Cameron Family Glass Packaging, and contracts for training that included customized computer or technical skills, or referral of employees into existing professional/technical college course work.

## Key Performance Indicator (KPI): Client Satisfaction

Table 1: Evaluation of Business and Industry Services

The following evaluations were administered across a variety of Business and Industry Services in 2007-08 (including responses from 144 individuals).

COURSE CONTENT (n = 144)	Exceeded Expectations	Met Expectations	Needs Improvement
Material well-organized	35%	59%	6%
Presented at the right level	30%	63%	6%
Practicality of materials to my job	23%	69%	8%
Notebook/handout material supported the subject	19%	56%	25%
Effective small group activities	31%	65%	4%
Effective visual aids	37%	60%	3%

PRESENTATION (n = 144)	Exceeded Expectations	Met Expectations	Needs Improvement
Effective presentation style	39%	53%	8%
Presenter's knowledge of subject	57%	40%	3%
Presenter covered the material clearly	48%	46%	6%
Presenter responded well to questions	57%	41%	2%

	Exceeded Expectations	Met Expectations	Needs Improvement
Average Rating	38%	55%	7%

- With the exception of “notebook/handout material supported the subject,” more than 9 out of 10 respondents reported that the service met or exceeded their expectations.

## EDUCATION, TRAINING & TESTING ACTIVITIES

Figure 2: Ed2Go (Online) Enrollment—Unduplicated Headcount

Over 300 Ed2Go courses are offered in a variety of areas. Courses are offered online, open to everyone, and are not credit bearing.

2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
176	156	141	114	101	-11%	-43%

Figure 3: Certificate Training and Professional Development (duplicated headcount)

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. Training may be a job requirement in some fields.

2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
1,206	1,211	432	812	532	-34%	-56%

Figure 4: 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).

2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
17	14	19	21	28	+33%	+65%

Figure 5: Pre-Employment Testing (Work Keys, ASSET, SRA Flanigan)

Testing is provided in math, reading and locating information as a service to area employers and job-seeking individuals. Tests are administered in the Testing Center by Student Services staff, at the Dept. of Social and Health Services, and at WorkSource.

2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
532	861	549	863	447	-48%	-16%

Figure 6: 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.

2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
3,382	3,770	4,640	4,917	5,364	+9%	+59%

## **Customized Education Monitoring Report Analysis from the Review Team**

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

- Although staffing levels have not increased, there was an upswing in the number of client contracts in 2007-08.
- The number of food handler card testers continues to increase substantially every year, although staffing levels have remained constant.

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

- Care Giving training recently moved back to Business and Industry from the Nursing Department, where enrollment lagged somewhat. It is anticipated that enrollment will rebound as a result of the change. Also, the recently passed initiative requiring training/certification for home health providers may positively impact enrollment in this area.
- Several programs are currently being re-positioned into self-support.
- Be sure to include contact information for offerings, either a phone number or email address that gets checked regularly. Also, continue to develop and promote e-learning opportunities for working adults who may have scheduling barriers.

## Board Plus/Delta

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

+	Δ

# College Outcome: Institutional Excellence Monitoring Report

2004 – 2008  
(Cycle X)

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

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

June 17th, 2009



## 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
- ✓ Student Achievement Initiative
- ✓ National Community College Benchmarking Project
- ✓ 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:

- Curriculum and degree review processes have been developed and are in the process of being implemented, which will address the “relevance of programs” indicator.
- A Bridge Program for Basic Skills students, essentially an I-BEST model designed specifically for transfer students, will be implemented next year.
- Financial Aid is taking steps to make the financial aid process more student-friendly. Also, deadlines have been established to ensure more timely processing for all students.
- College administration will be meeting with students to confer about the decrease in feelings of safety on campus at night (from 2009 Student Services Survey results).
- A training program for supervisors will be implemented in 2009-10.



### 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**

2005	2006	2007	2008	2009
87%	92%	79%	90%	91%

- The proportion of graduates rating the usefulness of their program in relation to their overall job performance increased 1% in 2009.

### 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**

	2005	2006	2007	2008	2009
For my first quarter, my advisor (the one who initially helped me select classes) was knowledgeable and helped me select appropriate classes.	78%	78%	79%	78%	81%
The information/ service I received from the Registration Office was accurate.	92%	89%	90%	92%	93%
LCC provided me with the information I needed prior to enrolling.	73%	80%	81%	84%	81%
I feel safe walking the LCC campus during the day.	95%	97%	96%	96%	97%
I feel safe walking the LCC campus at night.	74%	70%	78%	71%	64%
In general, I found the grounds at LCC to be well maintained.	97%	98%	98%	98%	97%
In general, I found the facilities at LCC to be well maintained.	97%	95%	97%	96%	96%
I am treated with courtesy and respect when I use services at LCC.	93%	92%	93%	95%	92%

- In general, 2009 responses are consistent with prior years. One exception is that students report feeling less safe on campus at night. College staff have arranged to meet with students to discuss campus safety strategies and ideas.

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

	2004	2005	2006	2007	2008
LCC prepared me well for my next step—continuing my education, work or both.	83%	85%	91%	83%	86%
I participated in meaningful learning experiences at LCC.	86%	86%	91%	84%	84%
I received high quality instruction in classroom settings at LCC.	81%	88%	89%	83%	84%
I was treated with respect as a learner.	84%	93%	94%	86%	86%

- Satisfaction levels either increased or held steady in 2008.

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

A Community Perceptions Survey was conducted in 2008-09 to measure progress toward achieving each of the college’s seven outcomes. Six hundred and sixty-one respondents from Longview, Kelso, Clatskanie, Rainier, St. Helens, Winlock, Castle Rock, Cathlamet, Kalama, La Center, Silver Lake, Toutle, and Woodland completed the survey.

**Table 4: Respondents who Strongly Agreed or Agreed**

	2009
<b>ACCESS</b>	
LCC does a good job of making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%
LCC does a good job of making college accessible to the community by offering classes in convenient locations.	96%
LCC does a good job of making college accessible to the community by offering a variety of online classes.	94%
LCC does a good job of making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%
<b>TRANSFER</b>	
LCC does a good job of providing students with the opportunity to obtain the first two years of a bachelor’s degree.	98%
<b>PROFESSIONAL/TECHNICAL</b>	
LCC does a good job of providing students with the education and training needed to get a job or to get a better job.	97%
<b>CUSTOMIZED EDUCATION</b>	
LCC does a good job of helping employers in this community train their employees.	93%
<b>COMMUNITY ENRICHMENT</b>	
LCC does a good job of enriching the community with cultural, athletic and educational opportunities.	95%

<b>BASIC SKILLS/PRE-COLLEGE</b>	
LCC does a good job of providing people in our community with the opportunity to complete high school or earn a GED.	97%
LCC does a good job of providing non-native speakers in the community with the opportunity to learn English as a Second Language.	97%
LCC does a good job of providing educational opportunities for students who are not yet ready to take college level courses.	97%
<b>INSTITUTIONAL EXCELLENCE</b>	
LCC consistently provides high quality programs and services.	95%

- Community members reported a high level of satisfaction with each of the college’s seven outcome areas, demonstrating confidence in the college’s progress toward achieving its mission.

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

The employee satisfaction survey is administered every other year. The next administration is scheduled for fall 2009, a year early, due to the fall 2010 accreditation visit.

**Table 5: Employees who Agreed or Strongly Agreed with Satisfaction Statements**

	<b>2006</b>	<b>2008</b>
I feel well informed about what is going on at LCC.	82%	79%
I am satisfied with the extent to which information is shared within my work unit.	81%	72%
I have enough information to perform my job effectively.	86%	87%
I feel that sufficient opportunities are available for me to communicate with my supervisor or dean (note: in 2006, this question was posed separately for “dean” and “supervisor” although responses are combined).	87%	84%
In general, I am satisfied with the amount of information that is shared by college administration.	56%	83%
I am satisfied with the professional development trainings related to my work area which have been offered on the campus.	74%	70%
Overall, I am satisfied with the opportunities for professional development available to me (including off-campus opportunities).	79%	69%

- Satisfaction with information sharing by college administration went up substantially between 2006 and 2008.
- Declining satisfaction with professional development opportunities may be related to the fact that the college’s 5-year Title III grant, which injected a substantial amount of professional development funds into the college, came to a close in 2007-08.

### Key Performance Indicator: Student Persistence and Performance

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

**Table 6: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking New Students by Intent**

	Fall 03-Fall 04	Fall 04-Fall 05	Fall 05-Fall 06	Fall 06-Fall 07	Fall 07-Fall 08
	Persisted	Persisted	Persisted	Persisted	Persisted
<b>First-time new students (ALL)</b>	<b>94/197</b> = 47.7%	<b>107/222</b> = 48.2%	<b>92/213</b> = 43.2%	<b>83/185</b> = 44.9%	<b>86/169</b> = 50.9%
Transfer intent	47/87 = 54.0%	65/109 = 59.6%	59/121 = 48.8%	42/91 = 46.2%	38/75 = 50.7%
Workforce intent	47/110 = 42.7%	42/113 = 37.2%	33/92 = 35.9%	41/94 = 43.6%	48/94 = 51.1%

- Fall-to-fall persistence of first time new students increased 6% in the fall 2007 to fall 2008 cohort.

**Table 7: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking New Students by Gender and Ethnicity**

	Fall 03-Fall 04	Fall 04-Fall 05	Fall 05-Fall 06	Fall 06-Fall 07	Fall 07-Fall 08
	Persisted	Persisted	Persisted	Persisted	Persisted
<b>First-time new students (ALL)</b>	<b>94/197</b> = 47.7%	<b>107/222</b> = 48.2%	<b>92/213</b> = 43.2%	<b>83/185</b> = 44.9%	<b>86/169</b> = 50.9%
Male	47/89 = 52.8%	40/98 = 40.8%	29/86 = 33.7%	39/84 = 46.4%	39/72 = 54.2%
Female	47/108 = 43.5%	67/123 = 54.5%	62/126 = 49.2%	44/100 = 44.0%	47/94 = 50.0%
Students of Color (ALL)	12/20 = 60.0%	13/32 = 45.0%	8/24 = 33.3%	5/14 = 35.7%	10/19 = 52.6%
Caucasian Students	81/173 = 46.8%	92/186 = 49.5%	83/185 = 44.9%	77/168 = 45.8%	76/149 = 51.0%

- In the fall 2007 to fall 2008 cohort, all categories increased but male students and students of color showed the strongest gains.

### Key Performance Indicator: Student Progress

LCC joined the National Community College Benchmarking Project in 2008. The Benchmarking Project allows us to measure ourselves against a national cohort in a variety of areas, including student progress.

**Table 8: Proportion of Students That Completed a Degree or Certificate or Transferred within Three Years (based on IPEDS cohorts)**

	<b>2008 Report</b>	
	Reported Value	National Rank
Percent Completed in Three Years		
*Full-time, First-time in Fall 2004	28%	81%
*Part-time, First-time in Fall 2004	15%	90%
Percent Completed or Transferred in Three Years		
*Full-time, First-time in Fall 2004	48%	78%
*Part-time, First-time in Fall 2004	23%	72%

- LCC ranks in the top 20% of the nation for completions within three years for full-time students, and the top 10% of the nation for completions of part-time students. Combined rates for completion or transfer are within the top 30% for both full- and part-time students.

### **Student Services Retention Program**

Since 1996, the student services area has been maintaining an active student retention program. The program entails the making of telephone contacts (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 9: Fall-to-Winter Persistence Rates (New Degree & Certificate Seeking Students)**

		Full-time (10+ cr)	Part-time (1-9 cr)	Combined
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%
2008-09	Fall 08 – Winter 09	86%	66%	78%

- Fall-to-winter persistence 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 10: Running Start Student Satisfaction Survey**

	2005	2006	2007	2008	2009
Percent of students reporting that they would “do it all over again” if they had the opportunity to participate in Running Start again.	90%	93%	92%	96%	96%
Percent of students reporting that their main reason for participating in the program is to save money on their college education.	28%	23%	29%	29%	33%
Percent of students reporting that they met or partially met their objectives in the Running Start program.	96%	96%	92%	97%	98%
Percent of students reporting that their opinion of LCC improved or hadn’t changed as a result of participating in the program.	95%	99%	98%	93%	93%

- Results of the 2008 survey are consistent with previous years.

## Student Achievement Initiative

The Student Achievement Initiative is a statewide program targeting improvement in student success. 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.

**Table 12: Student Achievement Initiative Point Summary**

	Basic Skills	College Ready	1 <sup>st</sup> 15 credits	1 <sup>st</sup> 30 credits	Quant course	Tipping Point	TOTAL points
05-06	1007	1404	922	688	488	463	4972
06-07	1034	1411	1034	701	409	432	5021
07-08	1226	1506	966	730	392	503	5323

- LCC earned 6% more points in 2007-08 than the prior year.

## 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

- The LCC Foundation awarded \$50,000 in Exceptional Faculty Grants for 2008-09. The Foundation also awarded \$85,000 in Foundation grants for 2008-09.
- A new course and open community lecture series entitled "Community Conversations" was launched in fall 2008. The lecture series has a theme each quarter. Fall 2008 focused on the election process, winter 2009 on science, medicine and the future, and spring 2009 on health and wellness. Approximately 100 people attend each lecture, held every Thursday at noon in the Rose Center.
- LCC added an I-BEST program in Early Childhood Education. The college was commended by the state board for submitting an atypically well written application.
- LCC was selected to participate in the state ABE Math Transitions Project, designed to align ABE and College Readiness Math Standards and help students into credit-bearing college math classes.
- LCC received an LSTA Library Services Technology Grant to incorporate information literacy instruction at both the course and program level. Librarian Andrea Gillaspys-Steinhilper will work with adjunct English instructor Cheryl Ronish and Business instructor Tim Allwine on the project.
- LCC received a second LSTA Library Services Technology Grant to incorporate information literacy instruction into the classroom. Librarian Andrea Gillaspys-Steinhilper will work with Science instructor Louis LaPierre and English instructor Hiedi Bauer on the project.
- Dale Groff was certified as a 2<sup>nd</sup> tier Pro Tools specialist.

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

- A tuition payment plan was implemented in fall 2008.
- The creation of the Learning Commons in the library dramatically increased student use of the space. The Learning Commons launched a live "chat" communication option (Virtual Librarian) that can be accessed by students on and off campus to reach a reference librarian or tutor. Students are also able to receive academic and research support from any location during operating hours.
- LCC continued to increase the number of online and hybrid learning opportunities available to students.
- Seven Supplemental Instruction (SI) sections were offered in fall 2008.
- The "I Have a Dream" coordinator has been provided with office space for the 2009-2010 academic year to help ease the transition for Dreamers who are attending LCC.
- A new educational planner position in Nursing & Allied Health was filled.
- College Relations coordinated the launching of a new communication tool called Today @ LCC, an electronic bulletin board featuring a calendar of campus and staff activities, important dates, food service menus and a discussion form for LCC employees. Today @ LCC will dramatically decrease the volume of general announcements coming out on the e-mail system.

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

- LCC staff members have participated in multiple Rapid Response Team meetings to assist laid off workers in exploring their options.
- LCC continues to host the annual “Barnes College Day” for a group of 4<sup>th</sup> graders from Kelso School District. LCC staff and faculty collaborate to make this event a success every year.
- Alex Whitman (Louise Emerson) provided translation services for the City of Kalama after being approached by one of her Workplace Spanish students.
- LCC supported the Foster Care to College program in a number of ways, including participating in events sponsored by the Community Youth Services department and assigning advisors to work with foster youth.
- A revived partnership between LCC and Cowlitz County Corrections resulted in the launching of a GED course at the county jail in fall 2008.
- The college received a grant from the SBCTC to host a literacy event on campus in October 2008.
- The Tutors Eager to Assist in Math and Science (TEAMS) Community Service project grant provided tutoring services to 5<sup>th</sup> and 7<sup>th</sup> grade students in the areas of math and science.
- LCC provided meeting space and membership support to the Community Environmental Health Assessment (CEHA) workgroup led by the Cowlitz County Health Department.
- LCC participated in the 7<sup>th</sup> Annual Hispanic Health Fair held in cooperation with many community agencies at St. Rose Parish Hall in January 2009.
- The second annual LCC-High School Welding Competition was held on campus in February 2009.
- The college hosted a “Steps to Success” workshop for Latino/Latina high school students in the area.
- LCC hosted the 2009 Science Olympiad, with included participation by over 375 middle and high school students.
- LCC, along with Clark and Centralia Colleges, has entered into an agreement with Concordia to provide bachelor degrees in Early Childhood Education. Students will be co-enrolled and will take courses at one of the three community colleges each semester.
- LCC hosted the SW Washington High School Automotive Troubleshooting Competition in February 2009.
- LCC hosted the annual meeting of the Cowlitz-Wahkiakum Council of Governments in March 2009.
- LCC co-hosted the Chamber’s holiday “after hours” event in December 2008 in the Rose Center.
- Tech Prep staff worked with counselors and career specialists from eight area high school to host the *Sophomore Career Fair* in March.
- Hosted the SW Regional *Knowledge Bowl* (academic competition for high school students).

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

- An employer outreach team was created to share information and increase LCC’s capacity to reach employers in the area.



- As a result of the success of the Reaching Higher Campaign, the Foundation was able to provide a record amount of support to the college in 2007-08, totaling \$1.2 million.
- LCC's Student Mentoring Program continued to grow, with new mentees, mentors, and several book scholarships distributed to students earning at B or better in math and participating in a community service project.
- In order to promote health and wellness, the college adopted a proposal brought forward by three student groups to designate the LCC campus as tobacco-free.
- Mark Bergeson was recognized by the Chief of Police and other community leaders for coordinating a counter-demonstration in anticipation of picketing by the Westboro Baptist Church in protest of the college's production of *The Laramie Project*.

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

- The college and community celebrated the grand opening of the Rose Center in June 2008.
- Title III purchased \$21,916 in classroom technology in September 2008, bringing the total to about \$80,000 in technology purchases during the last year of the grant.
- Projects completed on campus designed to improve services to students include remodel of the Bookstore, opening of the Cyber Café, and remodel of the Main Building to provide a consolidated suite of offices for math faculty.
- Staff in Financial Aid and Information Services collaborated on the new Financial Aid system upgrade. The conversion took place in November 2008.
- Food Services replaced their foam "to-go" containers with a more earth friendly product made from sugar cane.
- LCC's payroll service went "paperless" in March 2009 in an ongoing effort to reduce costs and increase efficiency.

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

- The second General Education Summer Assessment Institute was conducted in July 2008, focusing on the Multiculturalism and Critical Thinking outcomes.
- Wendy Hall presented a session entitled, "Assessing General Education Outcomes in the Community College Setting" at the 2008 Association for Institutional Research National Forum in Seattle. Stemming from the presentation, LCC was nominated for the prestigious Bellwether Award.
- A new Community Perception Survey administered in 2009 taken by 661 individuals in communities in and around LCC's service district showed overwhelming satisfaction with LCC's progress toward meeting each of the college's outcomes.

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

- LCC faculty and staff successfully served record high enrollments in each of the four quarters in 2009-2010.
- LCC launched the "LCC Online" section of the website which contains information and links for students to do everything online to prepare to become LCC students.
- The "MyLCC" electronic recruitment tool was re-positioned on the LCC website to increase use by prospective students.

- In order to continue efforts to recruit STEM enrollments, the college hosted a number of science-oriented workshops for high school students including the fall workshop, “Franken Foods” which focused on genetic engineering in agricultural products.
- The Financial Aid documentation procedure was streamlined to minimize the paperwork burden on students and streamline the application process.

#### Recognition and Awards

- Three faculty received NISOD Excellence in Teaching awards in 2008: Rhonda Meyers, Alex Whitman (Louise Emerson) and Don Derkacht.
- The Salal Review was awarded First Place in the Literacy & Arts Magazine category by the Washington Community and Technical College’s Humanities Association (Joe Green, Advisor).
- John Krause received the Workforce Educator of the Year award from the Kelso-Longview Chamber.
- LCC received the Large Business of the Year award from the Kelso-Longview Chamber.
- LCC’s College Relations and Marketing Office received a Gold Medallion for the Catalyst Newsletter from the National Council for Marketing and Public Relations.
- Dr. James McLaughlin received the Pacesetter of the Year award from the National Council for Marketing and Public Relations.
- Jerry Zimmerman received the 2008 Outstanding Faculty of the Year award.
- Karla Rivers (Registration Office) received the 2008 Classified Employee of the Year award.
- Lynn Lawrence received the 2008 Outstanding Exempt Employee of the Year award.
- LCC Debaters Kyle Bidwell and Corbin Preseghnetti took 1<sup>st</sup> Place in Debate at the *New Year’s Here Tournament* at Mt. Hood Community College in January. Kyle also took 1<sup>st</sup> in Speaker Debate, Editorial Commentary and 3<sup>rd</sup> in Impromptu. Kyle also took 1<sup>st</sup> place in Impromptu at the *Cameron Christmas Classic* held at Cameron University in Oklahoma in December.
- LCC Phi Theta Kappa student Amanda Suter, was recently selected as a 2009 COCA-COLA BRONZE SCHOLAR in the All-USA Academic Team competition. This program is sponsored by the Coca-Cola Scholars Foundation and is administered by Phi Theta Kappa.
- Kyle Bidwell, a Sophomore from Sumner, placed 2<sup>nd</sup> in International Public Debate at the Pi Kappa National Tournament held at Louisiana State University in Shreveport, Louisiana. Bidwell was also given an excellent rating plaque for his preliminary record. Bidwell was ranked 3<sup>rd</sup> best Speaker in a field of 28 open division debaters.
- The 2009 Northwest Community College Speech Championship Tournament was held at Lower Columbia College on April 24-25, with six community colleges and 18 debate teams competing. LCC’s Kyle Bidwell was Outstanding overall speaker in debate receiving the award for the best speaker in both individual and team debate.
- Camiliana Wood, a Student Support Services student, was recently notified that she will be awarded the prestigious Jack Kent Cook Undergraduate Transfer Scholarship. Camiliana joins Tadd Wheeler as the second Jack Kent Cooke Scholarship winner from Student Support Services in the last three years and only the second winner ever from Lower Columbia College.

- Debby Neely was commissioned by the Columbia Land Trust to design a wood block print of a steelhead that was auctioned for more than \$86,000.
- Jon Kerr was selected to be a member of the Council for Advancement of Adult Literacy and the National Center on Education and the Economy's special Readiness Roundtable on career pathways for programs for adult education.

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?**

- Results from the Community Perception survey are outstanding.
- Addition of “LCC Today” website is positive. Would be nice to display it on screens in the Admissions Center and Learning Commons to get even more information out to students.
- Upcoming supervisor training, noted in the action plan portion of the report, is needed for all supervisors including deans.

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

- Satisfaction with professional development opportunities has declined since Title III ended. We need to make sure that information about opportunities (either on-campus training or access to funds for off-campus professional development) is getting to faculty. Deans should regularly provide this information at department meetings, which is undoubtedly already happening in some cases. It should be the norm. Also, it is not enough to just post information on a website.
- Proportion of respondents who state that they participated in meaningful learning experiences at LCC (Graduate Survey) could be higher. This may be worthy of more exploration, possibly in connection with low reports of learning related to multicultural outcomes (CCSSE survey, and 2008 General Education Summer Assessment Institute findings which are cited in other Monitoring Reports). The suspension of Integrative Studies could also impact responses to this question in the future.
- Results from the employee survey are mixed. Also, the survey was administered before the lay-offs in March which may have impacted morale. Low morale has the potential to detract from student success and retention.
- Need to make sure that we are assessing the indicators in the context of the current economic crisis. For example, “relevance of programs” may mean something different in the midst of a crisis than it does during normal times. Need to make sure we are serving students well under existing circumstances.

Board Plus/Delta

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

+	Δ

# College Outcome: Professional/Technical Monitoring Report

2004 – 2008

(Cycle X)

***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 21st, 2009



## 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.

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:

### Nursing

- In 2007, formal steps were taken to increase capacity in the online Nursing courses (both full- and part-time) beginning fall 2008, and to develop a Rural Outreach Nursing Education option which was launched in January 2009. In winter 2009, there are 243 Nursing students (on-campus plus online) compared to 186 in winter 2008.
- After analyzing 2007 NCLEX test pass rates, it was determined that 90% of students not passing the RN exam the first time were transfer-in students from other nursing programs (proprietary). The following interventions have been taken for these students to ensure higher test scores in the future:
  - Developed a mandatory 2-credit transitions course prior to starting RN level work.
  - Assigned peer student partners to new LPNs.
  - Increased faculty awareness of higher-risk transfer-in student population including spending more time with students in classroom and clinical settings.
  - Identified strategies to work with transferring LPNs (RAP coordinator).
- Continued plans to increase capacity in the Nursing programs by admitting one extra campus class each fall, resulting in an increased number of graduates every other year.

**Program Reviews** - The report shows that several programs are affected by the “worker retraining effect;” that is, the enrollment shows as moderate when worker retraining students are removed and high when dislocations occur. However, several programs are low (enrollment-wise) regardless of this effect. This trend showed up last year as well.

Consequently:

- The Industrial Maintenance, Instrumentation, and Pulp and Paper programs underwent a program review.
- As a result of the reviews, Instrumentation has been phased out.
- Industrial Maintenance will be provided through contract training.
- The Pulp program is being expanded to serve a broader range of industries using process manufacturing techniques.

**Recruiting Events** – In order to address a perceived lack of interest in technical and industrial careers, several events have been held or planned.

- The first High School Welding Competition was planned last year, and is planned again for this year.
- The Automotive Technology program will host the annual regional high school automotive troubleshooting competition and the local high school auto show this spring.

### **Curriculum Development**

- The Business Department created new hybrid offerings in Retail Management and Human Resource Management to increase outreach to working adults.
- The Business Technology Department created on-line Medical Terminology courses to support outreach to working adults and to free up space in traditional Medical Terminology courses for IBEST students.
- The Diesel/Heavy Equipment program revised its curriculum and sequence, making it possible for qualified dislocated workers to finish the program in one year by attending both morning and afternoon instruction.

### **Contemporary Musicianship & Audio Production**

- The Contemporary Musicianship & Audio Production AAS program has purchased and received donations of computers, software, microphones, and other hardware & software. These items provide daily support for the 18 classes in the program, including both first and second year classes. Acoustical issues in the RCA Wollenberg Auditorium have also been addressed by this equipment.



### 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 year.

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

	2003	2004	2005	2006	2007
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	100%	98%	98%	100%	100%
Registered Nurse	87%	90%	91%	93%	82%
WABO (Washington Association of Building Officials)					
Welding (LCC students only)	99% (n = 65)	100% (n = 10)	93% (n = 14)	88% (n = 24)	67% (n = 9)

Source: Nursing and Welding Departments

- Pass rates are high for LCC Nursing students. Re-test rates are 99%. Lower scores in 2007 have been attributed to transfer-in students and interventions have been put in place to prevent this in the future (see “action plans”).
- The number of welding students taking the WABO fluctuates for several reasons, including the fact that students decide when they want to test (whether or not their instructor thinks they are ready). Some people who are only able to be in the program for a short time opt to test sooner than others, sometimes before they’re ready. Also, some student testers are only enrolled for a short refresher course (rather than a degree or certificate program) but appear in the student data nevertheless. Changes in industry, particularly hiring trends, can also impact students’ decisions to test earlier, rather than later, in their program.

## Student Satisfaction with Professional/Technical Instruction (KPI)

A Professional Technical Follow-up Student Survey is administered annually to graduates/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%
2008	92%	7%	1%
<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%
2008	91%	7%	3%
<b>3) Technical knowledge of occupational specialty</b>			
2004	90%	10%	0%
2005	92%	6%	2%
2006	93%	3%	3%
2007	85%	15%	0%
2008	93%	4%	3%
<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%
2008	88%	9%	3%

- Student satisfaction increased in several key areas in 2008, bringing scores back into alignment with historical trends.

### 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 (related field) Rates for LCC Completers by Program**

	2005-06 (most recent year available)	
	Employed/Total	Rate
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: Estimated Employment Rates for Lower Columbia College**

	2001-02	2002-03	2003-04	2004-05	2005-06
<b>LCC</b>	83%	85%	80%	83%	81%
<b>System Average</b>	80%	80%	81%	81%	81%

Source: Data Linking for Outcomes Assessment (SBCTC); excludes those who are self-employed and work out of state. Source: SBCTC Academic Year Report.

- LCC estimated employment rates met or exceeded the system average in each of the five years depicted here.
- For a national perspective, LCC ranked in the 92<sup>nd</sup> percentile for employment rates in the 2008 National Community College Benchmarking Project report.

### 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
2003-04	769	174	595
2004-05	655	91	564
2005-06	618	60	558
2006-07	645	70	575
2007-08	665	81	584
1 year change	+3%	+16%	+2%
5 year change	-14%	-53%	-2%

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>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	34.0	30.7	27.5	25.7	30.7	+19%	-10%
FTEF	2.11	1.85	1.88	1.49	1.63	+9%	-23%
S/F Ratio	16.12	16.59	14.63	17.25	18.83	+9%	+17%

<b>AUTO/DIESEL</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	75.6	68.0	50.3	47.2	53.7	+14%	-29%
FTEF	5.27	4.43	4.06	4.09	4.01	-2%	-24%
S/F Ratio	14.34	15.35	12.39	11.54	13.39	+16%	-7%

<b>BUSINESS MGMT</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	90.1	76.4	87.0	85.4	86.8	+2%	-4%
FTEF	4.07	3.80	4.28	4.88	4.30	-12%	+6%
S/F Ratio	22.15	20.11	20.33	17.50	20.19	+15%	-9%

<b>BUSINESS TECH</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	87.3	77.2	73.0	70.1	76.1	+9%	-13%
FTEF	2.10	1.95	2.06	2.20	2.63	+20%	+25%
S/F Ratio	41.55	39.59	35.44	31.86	28.94	-9%	-30%

<b>CHEM DEP STUDY</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	18.6	17.4	19.0	22.0	23.3	+6%	+25%
FTEF	1.01	1.09	1.09	1.27	1.21	-5%	+20%
S/F Ratio	18.40	15.96	17.43	17.32	19.26	+11%	+5%

<b>COMP SCIENCE</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	80.8	65.7	62.3	56.6	50.9	-10%	-37%
FTEF	5.02	4.87	5.29	6.36	5.77	-9%	+15%
S/F Ratio	16.08	13.49	11.78	8.90	8.82	-1%	-45%

<b>CRIMINAL JUSTICE</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	14.9	16.6	14.8	14.0	14.6	+4%	-6%
FTEF	0.71	0.70	0.75	0.92	0.65	-29%	-8%
S/F Ratio	21.07	23.71	19.73	15.22	22.46	+48%	+7%

<b>EARLY CHILDHOOD</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	24.7	18.3	19.6	20.8	17.7	-15%	-28%
FTEF	2.19	2.17	2.04	2.18	1.81	+38%	-17%
S/F Ratio	11.24	8.43	9.61	9.54	9.78	+3%	-13%

<b>FIRE SCIENCE</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	25.8	19.2	18.4	29.1	21.2	-27%	-18%
FTEF	1.12	1.10	1.01	1.30	1.08	-17%	-4%
S/F Ratio	23.08	17.45	18.22	22.38	19.63	-12%	-15%

<b>INDUSTRIAL MAIN</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	20.5	13.2	17.0	9.5	14.2	+50%	-31%
FTEF	1.68	1.04	1.20	1.09	1.67	+53%	-1%
S/F Ratio	12.19	12.69	14.17	8.72	8.50	-3%	-30%

<b>MACHINE TRADES</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	13.7	8.4	10.4	13.4	11.5	-14%	-16%
FTEF	1.29	1.40	1.56	1.85	1.82	-2%	+41%
S/F Ratio	10.61	6.00	6.67	7.24	6.32	-13%	-40%

<b>MED ASSISTING</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	13.4	14.4	16.2	14.1	11.5	-18%	-14%
FTEF	0.68	0.67	0.68	0.72	0.83	+15%	+22%
S/F Ratio	19.54	21.49	23.82	19.58	13.86	-29%	-29%

<b>NURSING</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	140.5	151.1	150.5	153.5	149.7	-3%	+7%
FTEF	11.44	13.96	13.83	14.23	15.54	+9%	+36%
S/F Ratio	12.28	10.82	10.88	10.79	9.63	-11%	-22%

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>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	4.3	3.9	3.7	6.1	3.8	-38%	-12%
FTEF	0.20	0.20	0.18	0.31	0.16	-48%	-20%
S/F Ratio	21.67	19.50	20.56	19.68	23.75	+21%	+10%

<b>WELDING</b>	2003-04	2004-05	2005-06	2006-07	2007-08	1 yr Δ	5 yr Δ
FTE	30.9	28.9	31.3	32.8	34.5	+5%	+12%
FTEF	2.99	2.72	2.78	3.09	3.42	+11%	+14%
S/F Ratio	10.31	10.63	11.26	10.61	10.09	-5%	-2%

Source: Data Warehouse (SBCTC)

- Chemical Dependency Studies, Nursing and Welding were the only programs to experience an increase in FTE over the 5-year period depicted here.
- At least a portion of the declines in other programs can be attributed to the “Worker Retraining Effect.” Some programs are very sensitive to Worker Retraining enrollment, including Auto/Diesel, Welding, Business Management, and Accounting. Other programs, including Business Technology and Computer Science, are moderately sensitive.

### **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**

	03-04	04-05	05-06	06-07	07-08	1 yr Δ	5 yr Δ
AAS Degrees	181	191	176	186	150	-19%	-17%
Certificates/Completions (1 Year or More)	99	129	70	106	93	-12%	-6%

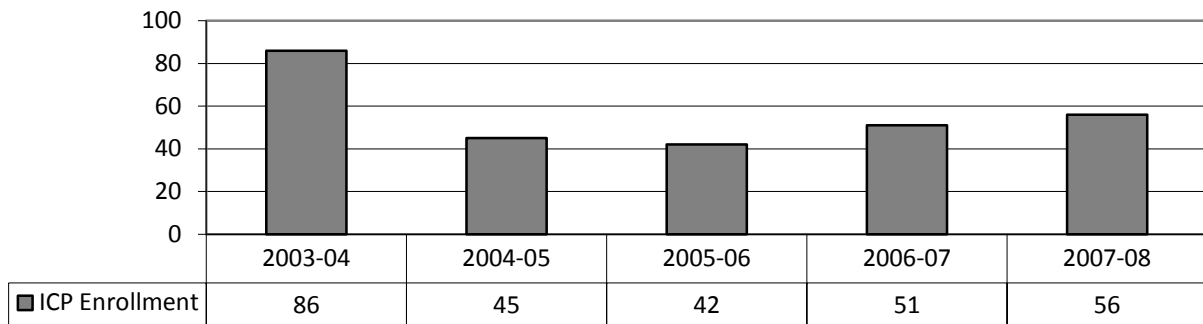
Source: LCC Registration Office (Fact Book)

- Reflecting downward trends in enrollment, completion rates have also declined.

## 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 established program requirements.

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



Source: Fact Book

- Enrollment in ICP increased 10% in 2007-08.
- 26% of ICP graduates were employed part-time or full-time after cooperative work experience in their field of study.
- 23% of ICP students enrolled in a 2-year degree or transfer program at LCC after completing their ICP certificates.
- 26% of students were enrolled in ICP programs as a result of worker retraining.
- HVAC Maintenance Technician, Criminal Justice, Retail Loss Prevention Specialist, and Medical Laboratory Assistant were added as ICP Certificate offerings in 2007-08, partnering with Entek Corporation, Fred Meyer, and PeaceHealth, respectively.
- Pharmacy Technician, Veterinary Assistant, Radiology Assistant, Water Treatment Operator-In-Training, and Graphic Designer programs had full enrollment in 2007-08.

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?**

- Most programs have either held steady or improved enrollment over the past four years.
- Resilience of LCC programs is amazing—the college has shown an incredible ability to cope with dramatic enrollment swings.
- LCC is highly sensitive to the needs of the community. LCC always has a team there when people are losing jobs. This has been portrayed well in the media.
- Satisfaction ratings increased in 2008 (fell back into line with typical response rates).
- Most employment rates aren't bad. People are getting jobs in areas that technically aren't defined as "high demand."
- Student/Faculty ratios tend to be low when enrollment is down; this can have a positive impact on students (although may have a different impact on efficiency).
- LCC is getting more creative about handling fluctuating numbers of students creatively (with the same number of faculty/staff).
- The Career Center is a high point in providing employment services to students. Hire Connections is a great service.

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

- We need to find a better way to track employment rates.
- Coping with bulges in enrollment can be challenging, particularly when you take fluctuating numbers of Worker Retraining students in on top of regular, steady enrollment. It is a struggle to keep up with services to students and equipment needs when enrollment is high.
- There is a concern about employment for students, including Worker Retraining students, with the economy in its current state. It's going to get increasingly harder (for a while) for students to find jobs when they finish their programs. LCC needs to do everything it can to help students find employment opportunities, even if the jobs are out of the local area. Can we step up this effort?
- This is clearly not a "status quo" year, and there is plenty of uneasiness about the future. We need to make sure we're talking about the right things in the midst of all of this change.
- We need to make sure we are doing the best we can do to promote programs that have employment opportunities, even in the midst of a recession. Some fields are more resistant to economic changes than others and we need to be on top of that information.
- We need to do a better job of marketing our articulation agreements, such as ECED's articulation with WSU-V Human Development. At minimum, include the information in course schedules and display prominently on our website.



## Board Plus/Delta

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

+	Δ

# Expected College Outcome: Transfer Monitoring Report

2004 – 2008

(Cycle X)

***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 18<sup>th</sup>, 2009



## 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
- ✓ Data from the National Community College Benchmarking Project

The report has been updated to include data from the 2007-08 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:

- Developed an agreement with Concordia for a BA in Early Childhood Education.
- Through the STEM project, offered high school students an opportunity to participate in research at LCC once a quarter. The fall 2008 theme was, "Franken Foods."
- Began offering Math education courses as part of the Early Childhood Education program.
- Opened a room in the Main Building, the Math Resource Room, to support outcomes testing and the math education course.
- Began offering three Science education courses for students who want to teach.
- Developed a process for math students to be assessed after the first week of classes to ensure correct placement.
- Through the Math Transition Project, established an agreement with area high schools regarding the placement of students into college level math after completing Intermediate Algebra in high school (without being required to take math placement testing at LCC).

### 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. 306 of the 1220 **2007-08 transfer students** (excluding those students still enrolled at LCC in winter 2009) transferred to a four year institution **for a transfer rate of 25%**. This compares to a **20% transfer rate for the 2006-07 cohort** and a **19% transfer rate for the 2005-06 cohort**.

**Table 1: Transfer Institutions of 2007-08 Cohort**

- Ashford University (3)
- Augusta State University (1)
- Austin Peay State University (1)
- Bellevue University (1)
- Boise State University (2)
- Brigham Young University (4)
- CA State U.-San Bernardino (1)
- Capella University (1)
- Carroll College (2)
- Central Washington Univ. (17)
- Chapman Univ.-Orange (1)
- City University of Seattle (10)
- Concordia University (2)
- Corban College (2)
- Cornish College of the Arts (1)
- East Stroudsburg University (1)
- Eastern Kentucky University (1)
- Eastern Oregon University (1)
- Franklin University (1)
- George Fox University (6)
- Gonzaga University (1)
- Lewis-Clark State College (1)
- Linfield College (4)
- Marylhurst University (2)
- Metro. College of Denver (1)
- Northern Arizona University (1)
- Northwest Nazarene University (1)
- Northwest State University (1)
- Oregon State University (4)
- Pacific Lutheran University (4)
- Pacific University (2)
- Portland State University (17)
- Seattle Pacific University (4)
- Seattle University (3)
- Sierra Nevada College (1)
- Simmons College (1)
- Southern Oregon University (2)
- SUNY Albany (1)
- SUNY College-Old Westbury (1)
- The Evergreen State College (8)
- Univ. of Alaska-Anchorage (1)
- Univ. of Hawaii at Manoa (1)
- University of Idaho (2)
- University of Maryland (1)
- University of Massachusetts (1)
- University of New England (1)
- University of Oregon (4)
- University of Phoenix (4)
- University of Utah (1)
- University of Washington (17)
- Walla Walla University (1)
- Warner Pacific College (4)
- Washington and Lee Univ. (1)
- Washington State University (129)
- Western Oregon University (3)
- Western Washington Univ. (14)
- Whitworth University (2)
- Willamette University (1)

## 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 2: Grade Point Averages at Transfer Institutions**

	WSU-V**		WSU-P***		WSU-DP****		Western		Central	
	LCC	WA	LCC	WA	LCC	WA	LCC	WA	LCC	WA
Fall 2003	3.15	*	2.75	*	3.49	*	3.02	3.01	3.00	*
# students	141		62		47		30		39	
Winter 2004	*	*	*	*	*	*	3.09	3.03	3.00	*
# students							32		36	
Spring 2004	3.26	*	2.75	*	3.05	*	3.06	3.07	3.00	*
# students	131		61		51		31		39	
Fall 2004	3.38	*	2.75	*	3.00	*	3.03	3.08	*	*
# students	148		60		34		60			
Winter 2005	*	*	*	*	*	*	3.20	3.12	3.11	3.02
# students							37		22	
Spring 2005	3.29	*	2.71	*	3.13	*	3.26	3.15	3.05	3.07
# students	134		53		39		34		22	
Fall 2005	3.41	*	2.84	*	3.42	*	3.04	3.06	*	*
# students	117		49		35		37			
Winter 2006	*	*	*	*	*	*	3.06	3.05	3.13	*
# students							36		41	
Spring 2006	3.24	*	2.94	*	3.20	*	3.11	3.16	3.13	*
# students	118		41		40		35		42	
Fall 2006	3.21	*	2.75	*	3.29	*	2.98	3.06	3.13	*
# students	126		47		35		39		44	
Winter 2007	*	*	*	*	*	*	2.97	3.08	3.11	*
# students							34		50	
Spring 2007	3.27	*	2.81	*	3.13	*	*	*	3.13	*
# students	123		45		40				46	
Fall 2007	3.33	*	2.76	*	3.12	*	2.97	3.06	3.16	*
# students	129		53		41		30		41	
Winter 2008	*	*	*	*	*	*	2.98	3.09	3.18	*
# students							29		43	
Spring 2008	3.25	*	2.78	*	3.41	*	2.96	3.11	3.14	*
# students	128		43		46		26		39	

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

\*\*Washington State University-Vancouver

\*\*\*Washington State University-Pullman

\*\*\*\*Washington State University Distance Programs

### 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 3: Transfer Alumni Follow-up Survey**

Proportion of Respondents who checked “Good” or “Very Good”

Year Completed	How would you rate the quality of instruction you received at LCC overall?	How satisfied are you with the quality of transfer information you received from professional advising staff?	How satisfied are you with the quality of transfer information you received from your faculty advisor?
2007-08	87%	78%	75%
2006-07	89%	*	*
2005-06	95%	*	*
2004-05	93%	*	*
2003-04	92%	*	*

\*Questions added in 2008 (2007-08 completers)

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

In July 2008, six faculty readers and a faculty coordinator convened to evaluate student artifacts collected from Capstone and Diversity classes in 2007-08. LCC Faculty designed the rubrics, based on a four-point scale, used to evaluate the artifacts.

**Table 4: General Education Summer Assessment Institute 2008**

**Critical Thinking** *Gather* information from a variety of sources, make judgments about the validity of the information, and draw inferences from the information.

	Avg.
<b>Criteria #1)</b> Students will integrate and synthesize a variety of informational sources including but not limited to print, electronic, and broadcast media; visual images and artifacts; observations; and experiments.	2.41
<b>Criteria #2)</b> Students will question the validity of sources, assessing for depth, range, context, opposing views, currency, reproducibility, consistency, bias and originality.	1.91
<b>Criteria #3)</b> Students will identify and consider the influence of context on the available sources.	2.02

<b>Criteria #4)</b> Students will draw inferences and articulate assertions based upon their evaluation of those sources; including but not limited to the composition, analysis, and criticism of research papers; periodical and newspaper articles; art and music; seminars and lectures; mathematical and scientific theories, and investigation of experimental results.	2.24
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- Results from the Critical Thinking portion of the Summer Assessment Institute were discussed at an all faculty session in September 2008. Institutional and course-specific action plans designed to strengthen the transfer curriculum in the area of Critical Thinking are in the process of being developed and implemented.
- As a part of the Learning Commons initiative, LCC librarians have been working with faculty to develop information literacy outcomes for students.

**Multiculturalism** *Develop* an understanding of the world as a community through the study of diverse groups in society.

	Avg.
<b>Criteria #1)</b> Students will examine how people define themselves and others as members of various social, ethnic, and cultural groups.	1.43
<b>Criteria #2)</b> Students will analyze global issues from multiple perspectives and make connections between the local and global community.	1.15
<b>Criteria #3)</b> Students will demonstrate knowledge of multiple perspectives and interpretations of cultures and histories.	1.04
<b>Criteria #4)</b> Students will recognize how forms of artistic expression reflect the culture and values of the artists.	1.27

- Results from the Multiculturalism portion of the Summer Assessment Institute were also discussed at an all faculty session in September 2008. At this session, faculty brainstormed ideas for how to prompt students (i.e. essay and seminar topics) on diversity issues. For the most part, the low scores in the area of Multiculturalism have been attributed to the assignments given rather than student ability. The General Education Committee has decided to repeat Multiculturalism in the first cycle of assessment, utilizing more appropriate student prompts (assignments).
- LCC's Instructional Council is currently revisiting the college's diversity requirement. Although the requirement itself will likely be re-affirmed, the requirements and list of approved diversity courses will be updated.

## Transfer Student Enrollment Summary

**Table 5: Transfer Student Enrollment – All Transfer Students (all funding sources)**

	2003-04	2004-05	2005-06	2006-07	2007-08
Unduplicated headcount	1930	1911	1908	1885	2004
FTE	1249	1203	1226	1217	1246

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)

- Unduplicated headcount of transfer students increased 6% in 2007-08 to 2004, the highest figure in the 5-year history depicted here. FTE increased 2%.

### 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 6: Fall-to-Fall Persistence of First-Time New Transfer Students**

Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
56/109=51.4%	68/124=54.8%	59/121=48.8%	42/91=46.2%	38/75=50.7%

Source: Institutional Excellence Monitoring Report

- The proportion of new transfer students returning the subsequent fall increased 4.5% in the fall 2007 to fall 2008 cohort.

### Transfer Student Graduation

**Table 7: Transfer Associate Degrees Awarded**

2003-04	2004-05	2005-06	2006-07	2007-08
201	224	195	200	215

- The number of transfer associate degrees awarded increased 8% in 2007-08.



### 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 (today, the State Board for Community and Technical Colleges uses a somewhat expanded definition of ready to transfer, including the achievement of certain milestones).

**Table 8: Graduation Rates of “Prepared to Transfer” Students**

	Cohort	Graduated within one year	Graduated within two years	Graduated within three years
<b>2007-08</b>	433	154 (35.6%)		
<b>2006-07</b>	255	85 (33.3%)	139 (54.5%)	
<b>2005-06</b>	247	103 (41.7%)	154 (62.3%)	183 (74.1%)
<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, well over half graduate, and after three years that figure increases to nearly three out of four students. Some students opt to transfer prior to earning an associate degree.

### Combined Completion and Transfer Rate

Entry into the National Community College Benchmarking Project in 2008 provided the opportunity to compare the combined completion/transfer rate of LCC students with other community college students in the nation. Measurements are taken three years after initial entry into college.

**Table 9: Percent Completed or Transferred within Three Years of Entry**

	Reported Value	% Rank
Full-time, First-time in Fall 2004	48.16%	78%
Part-time, First-time in Fall 2004	23.33%	72%

Source: 2008 National Community College Benchmarking Project Report

- LCC’s completion/transfer rate is in the top 22% of the national for full-time students and in the top 28% for part-time students.

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?**

- In the national benchmarking report, our ranking for transfer/completion rates is high for both full-time and part-time students.
- Gathering feedback on satisfaction with entry and faculty advising on the transfer process (Transfer Alumni Survey) is good. We need multiple years of data to really see how we're doing.

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

- Early promotion of the Major Ready Pathways is needed. If students don't know what they're doing by their second quarter it is more difficult to do an MRP. Strengthen advising process for MRP's.
- Assessment of the Multiculturalism outcome shows that we need to do some work in this area. We need to strengthen our diversity requirement and look into why some four-year institutions don't accept our diversity credit.
- In transfer ready section of the report, we should show both transfer and completion.
- We should create a new course called "college success for the online student" to help students succeed in that environment.
- We need to encourage students to take their math requirement/s earlier in their degree programs.

## Board Plus/Delta

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

+	Δ