

College Outcome: Access

Monitoring Report

2005 – 2009

(Cycle XI)

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 18th, 2009



Access 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 2008-09 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:

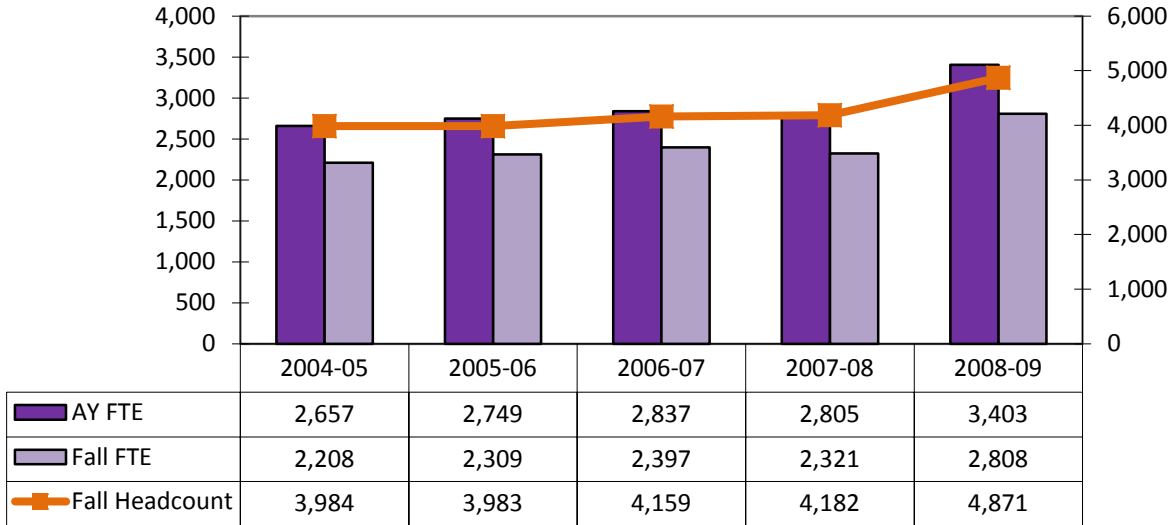
- Several improvements were undertaken by the Financial Aid office to assist students. Improvements include the implementation of deadlines to submit paperwork, elimination of unneeded forms, limited office hours for staff to concentrate on processing applications, adoption of a computer program designed to expedite packaging, and the use of email to hasten communication of awards.
- Several new strategies were developed by the Recruiting Office, including classroom visits for prospective students during college “preview” days and a proposed 8th grade planning day which has been positively received by middle school principals. Continued efforts to increase participation in the annual “Steps to Success” Latino recruiting event resulted in a record turnout in 2008-09.
- Several initiatives have been implemented or are underway in the Office of Disability Services to improve reporting accuracy and service to disabled students, including adding a bi-weekly interpreter at the tutoring center, initiating recruiting letters for potential students at LCC, and establishing a presence at LCC events.

- Heightened effort has resulted in a more active and engaged multicultural club, providing meaningful activities for, primarily, students of color.
- Special registration hours for ABE and ESL students were established to provide these students an opportunity to participate in in-person registration in a supported setting, and learn the skills needed to do so independently.

- **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.

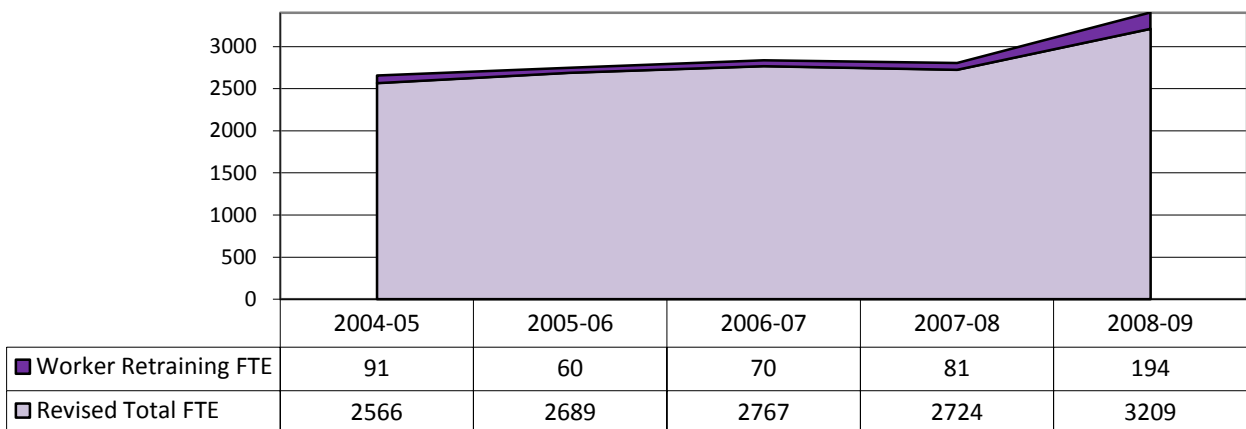
Figure 1: LCC General Enrollment (all students, all funding sources)



Source: LCC Fact Book

- Between academic year 2008-09 and the prior year: annual FTE increased 21%, fall FTE increased 21%, and fall Headcount increased 17%.
- Over the five year period: annual FTE increased 28%, fall FTE increased 27%, and fall Headcount increased 22%.

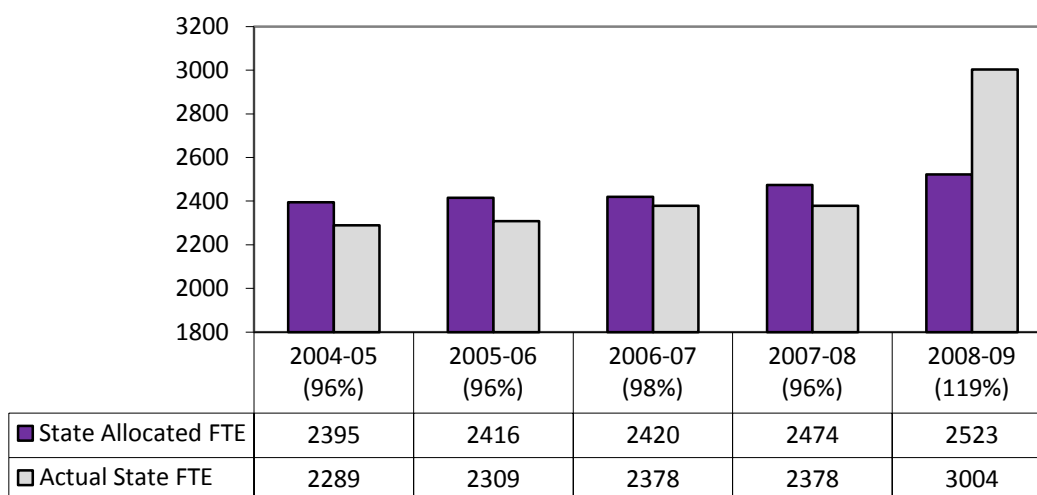
Figure 2: Annual FTE excluding Worker Retraining FTEs (all funding sources)



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

- Worker Retraining FTE increased 140% in 2008-09 over the prior year. Over five years, the increase was 113%.

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



Source: LCC Fact Book

- After falling slightly below the state target for four years in a row, LCC generated 119% of its allocated FTE base in 2008-09 (and broke the 3000 FTE barrier for the first time).

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

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)
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%)
2008-09	1176 (39%)	973 (32%)	855 (28%)
1 Year Change	+16%	+39%	+29%
5 Year Change	+13%	+65%	+31%

Source: Data Warehouse, Class Table, Institutional Intent Recat

- Although the proportion has declined over the years, academic courses still make up the largest proportion of state-funded courses.
- Enrollment in the combined category of basic skills and pre-college courses is increasing over time.
- The proportion of students enrolled in workforce courses has remained fairly steady over the past five years.
- A change in cut-scores for English placement increased enrollment in pre-college English courses.

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

	Part-Time (less than 12 credits)	Full-Time (12 or more credits.)
Fall 2004	1910 (51%)	1810 (49%)
Fall 2005	1719 (47%)	1920 (53%)
Fall 2006	1921 (50%)	1891 (50%)
Fall 2007	2184 (52%)	1998 (48%)
Fall 2008	2629 (54%)	2242 (46%)

Source: Data Warehouse, Student Table, FULL_PART_TIME_IND

- The proportion of part-time students in fall 2008 was slightly higher than average.

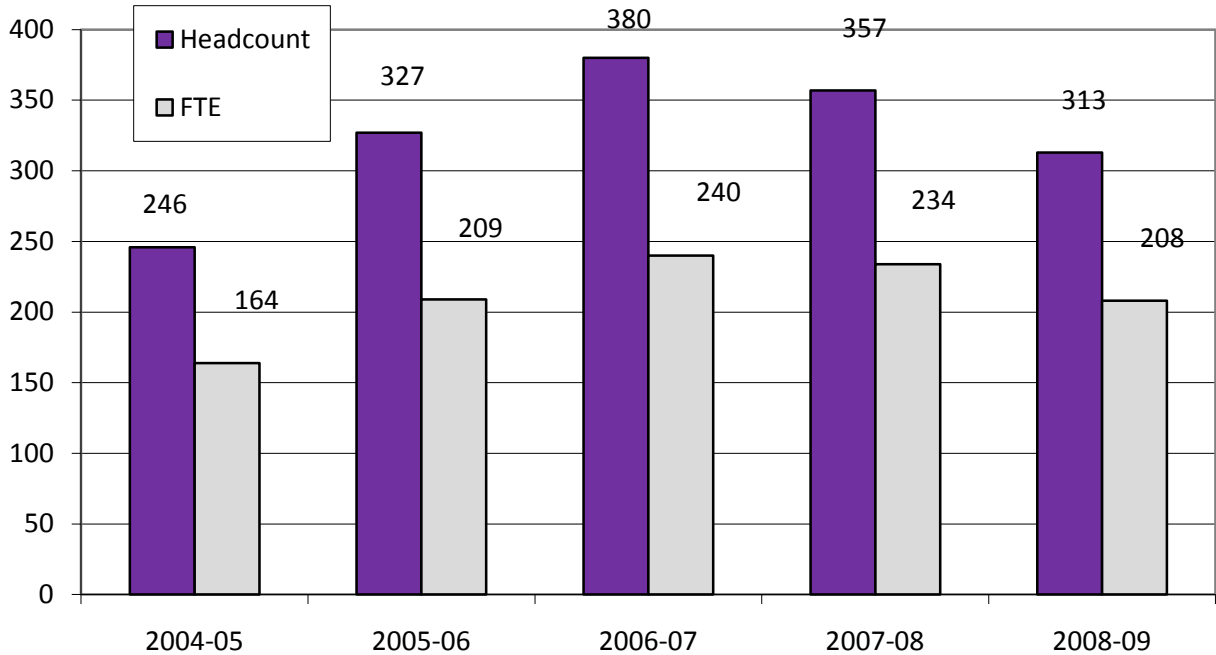
Table 6: Proportion of High School Graduates who Enroll at LCC in Subsequent Fall

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Castle Rock	29/95=31%	31/93=33%	27/109=25%	37/121=31%
Kalama	31/68=46%	22/74=30%	25/82=30%	14/61=23%
Kelso	102/289=35%	122/339=36%	116/329=35%	108/311=35%
Mark Morris	60/195=31%	85/211=40%	74/211=35%	48/220=22%
R.A. Long	62/160=39%	73/161=45%	65/175=37%	38/165=23%
Toutle Lake	15/49=31%	7/42=17%	12/50=24%	7/41=17%
Wahkiakum	5/48=10%	5/44=11%	14/42=33%	7/36=19%
Woodland	7/119=6%	14/123=11%	4/121=3%	4/152=3%
Total Dist.	311/1023=30%	359/1087=33%	337/1119=30%	263/1107=24%

Source: LCC Registration Office

- The proportion of high school graduates enrolling at LCC in the subsequent fall dipped somewhat in fall 2009.
- At 35%, Kelso had the highest proportion of graduates enroll.
- Please note that the methodology was revised starting in fall 2008 to provide more accurate reporting.

Figure 7: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book

- Running Start headcount decreased 12% in 2008-09. FTE decreased 11%. Over five years, FTE and headcount both increased 27%.

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

	2004-05	2005-06	2006-07	2007-08	2008-09
Castle Rock (115)	16	32	30	24	26
Kalama (116)	20	36	43	37	27
Kelso (117)	68	75	119	121	97
Mark Morris (112)	70	89	85	79	83
R.A. Long (111)	36	51	58	47	38
Toutle Lake (114)	12	12	9	11	10
Wahkiakum (901)	7	9	7	6	9
Woodland (118)	8	9	7	16	13

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

- Running Start enrollment increased for three schools in 2008-09 and decreased for five.

Figure 9: eLearning Enrollment (Duplicated Headcount and Annual FTE)
(online and hybrid courses)

	2004-05	2005-06	2006-07	2007-08	2008-09
Online courses: headcount	958	1433	1168	1984	3781
Online courses: FTE	54	82	113	174	320
Hybrid courses: headcount	n/a	375	476	1036	1550
Hybrid courses: FTE	n/a	25	31	86	142

Source: Data Warehouse, Class Table, DIST_ED = 30 series for online and H for hybrids

- Online courses are taught 51-100% online. Hybrids are taught 50% or less online.
- FTE in online courses increased 84% in 2008-09 (65% for hybrids).
- Headcount in online courses increased 91% in 2008-09 (50% for hybrids).

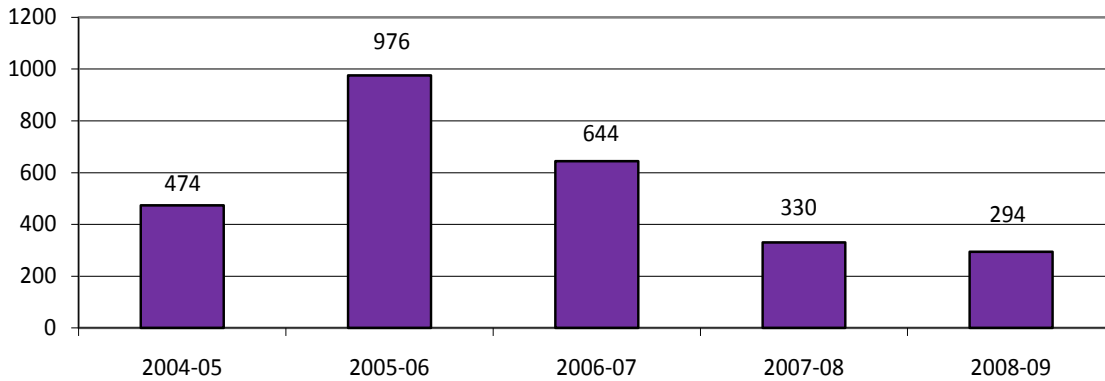
Table 10: Distance Education Course Successful Completion Rates
(Compares the proportion of students who received a 2.0 or better)

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Non Distance Ed (LCC)	74.9%	73.7%	74.1%	72.9%	74.5%
Hybrid Courses (LCC)	n/a	83.0%	80.0%	75.5%	78.9%
Online courses (LCC)	87.6%	74.1%	78.5%	67.7%	74.6%
<i>Washington Online</i>	<i>82.1%</i>	<i>62.5%</i>	<i>80.8%</i>	<i>65.8%</i>	<i>69.4%</i>

Source: Data Warehouse (note: excludes grades of I, N, R, P and V) 30 series for online courses and H for hybrids

- Although there is variation over time, completion rates in online courses are generally comparable to completion rates in non-distance education courses. Completion rates in hybrid courses are generally higher than non-distance education courses.
- LCC originated online courses generally have higher completion rates than Washington Online courses.

Figure 11: Community Education Enrollment (Duplicated Headcount)



Source: LCC Fact Book

- Enrollment in Community Education decreased 11% in 2008-09. The decline was intentional as many formerly non-credit offerings were transitioned into FTE-generating courses.

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
2000	4.64% (rank: 8)	2.38% (rank: 33)	3.82%
2006	4.36% (rank: 5)	1.86% (rank: 33)	3.69%
2009	6.37% (rank: 3)	2.84% (rank: 32)	4.41%

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

- Cowlitz County’s participation rate increased nearly two percentage points in 2009. Wahkiakum County increased about one percent. Both counties moved up in the statewide rankings.
- The counties ranking higher than Cowlitz in 2009 were Walla Walla at 7.03% (rank: 1) and Lewis at 6.75% (rank: 2). Clark County ranked 26th at 3.76%.
- For a national comparison, LCC ranked in the 92nd percentile in terms of the “Credit Student Participation Rate” in the 2009 National Community College Benchmarking Project. This was up from the 2008 project, when LCC ranked in the 84th percentile.

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 degree/certificate completion.)

Table 13: LCC Participation and Completion Rates of Students of Color (SOC)
 (Count includes students who have a race/ethnic code in the student database only)

Year	SOC as proportion of all students	SOC as proportion of transfer & workforce populations only	SOC as proportion of degree/certificate (one year +) completers
2004-05	876/5939 = 15%	554/4762 = 12%	18/544 = 3.3%
2005-06	1025/6301 = 16%	633/5011 = 13%	21/441 = 4.8%
2006-07	1162/6113 = 19%	693/4801 = 14%	28/492 = 5.7%
2007-08	1193/6104 = 20%	909/5026 = 18%	34/458 = 7.4%
2008-09	1360/6819 = 20%	1158/6136 = 19%	57/582 = 9.8%

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

- The proportion of students of color in the overall student body stayed the same between 2007-08 and 2008-09.
- The proportion of students of color in the transfer and workforce populations increased by one percentage point in 2008-09.
- Students of color as a proportion of LCC graduates increased two and a half percentage points in 2008-09.
- For a national comparison, LCC ranked in the 24th percentile in terms of Minority Credit Student participation in the 2009 National Community College Benchmarking Project. This was up from the 18th percentile in the 2008 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 degree/certificate (one year +) completers
2004-05	196/6802 = 2.9%	154/4762 = 3.2%	16/544 = 2.9%
2005-06	204/7258 = 2.8%	165/5011 = 3.3%	10/441 = 2.3%
2006-07	147/6929 = 2.1%	124/4801 = 2.3%	13/492 = 2.6%
2007-08	165/7146 = 2.3%	135/5026 = 2.7%	9/458 = 2.0%
2008-09	187/7982 = 2.3%	161/6136 = 2.6%	12/582 = 2.1%

Source: Data Warehouse (Completions and Student Tables)

- The proportion of disabled students in the total student population stayed the same in 2008-09.
- Disabled students as a proportion of LCC graduates increased slightly.
- Reporting changes implemented in 2003-04 greatly impacted the overall count of disabled students at LCC. LCC staff continue to work toward ensuring that all disabled student records are complete and accurate.

Financial Aid Data

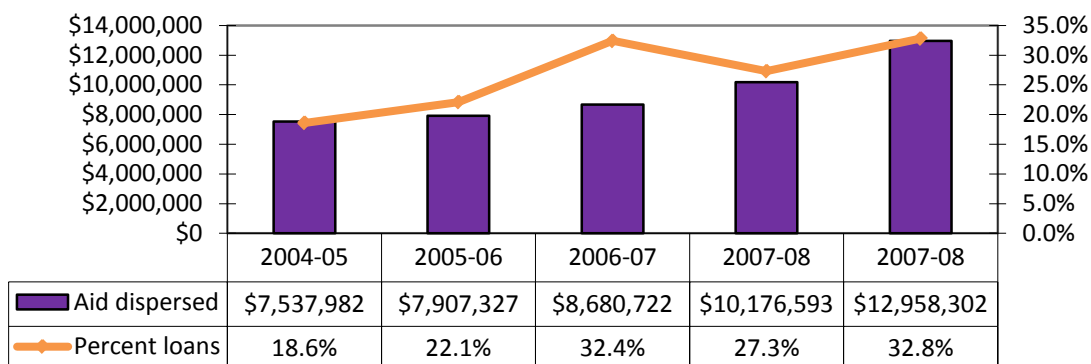
Table 15: Pell Grant Maximum and Cost of Tuition and Fees

	Pell Grant Maximum (% increase)	Cost of Tuition and Fees (% increase)	Number of Students Receiving Pell Grants
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
2008-09	\$4,731 (+9.8%)	\$2,937 (+2.2%)	1,744

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 began to increase after being frozen for several years.

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



Source: LCC Fact Book

- Financial aid disbursement, in total dollars, increased nearly 72% 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.

Table 17: Cohort Default Rates: LCC vs. National

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Public 2-year colleges in the U.S.	7.6%	8.1%	7.9%	8.4%	9.9%
Lower Columbia College	11.6%	12.4%	5.9%	12.3%	12.1%

Source: <http://www.ed.gov/offices/OSFAP/defaultmanagement/instrates.html> and http://wdcrobcolp01.ed.gov/CFAPPS/COHORT/search_cohort.cfm

Tech Prep

Tech Prep provides high school students with a coordinated and seamless series of learning experiences leading to professional/technical programs at Lower Columbia College. Articulation agreements developed through our partnership with regional high schools enable students to earn college credits for courses taken while in high school.

Table 18: Number of Graduating Seniors with Tech Prep Credit Enrolling at LCC

	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009
Castle Rock	8/8=100%	7/65=11%	5/38=13%	13/37=35%	10/39=26%
Kalama	6/17=35%	2/8=25%	1/4=25%	3/19=16%	2/13=15%
Kelso	38/117=32%	23/85=27%	27/177=15%	43/212=20%	33/113=29%
Mark Morris	25/67=37%	17/96=18%	24/106=23%	26/143=18%	10/56=18%
R.A. Long	20/90=22%	19/64=30%	17/65=26%	18/84=21%	6/43=14%
Toutle Lake	3/13=23%	11/33=33%	3/41=7%	9/27=33%	6/15=40%
Wahkiakum	2/8=25%	0/6=0%	0/4=0%	5/17=29%	3/14=21%
Woodland	0/1=0%	0/4=0%	0/7=0%	0/24=0%	1/33=3%
Total	102/321=32%	79/361=22%	78/447=17%	117/563=21%	71/326=22%

Source: LCC Tech Prep Office (LCC Fact Book)

- The “senior to freshman” ratio represents the proportion of graduating seniors with Tech Prep credit who enroll at LCC by the fall after their high school graduation year. The proportion increased by one percent in 2009.
- Please note that the methodology for accounting for Tech Prep students has transitioned tremendously during the 5-year history depicted here.

First Generation Students

The term “first generation” refers to students attending college who do not have a parent with a college degree. Although this data is not collected by the state through the common application, Lower Columbia College began collecting this information during the assessment (testing) process in fall 2008. The calculation below is based on students attending during 2008-09 who responded to the first generation question during their assessment process.

Table 19: Proportion of First Generation Students at LCC

2004-05	2005-06	2006-07	2007-08	2008-09
Not available	Not available	Not available	Not available	82%

- Since the data collection for this indicator began in 2008-09, no comparisons are available.

Access Monitoring Report (Cycle XI)

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?

- Virtually the entire report shows that LCC has done a great job with access in a time of tremendous enrollment pressure. The data show that LCC has maintained a high level of accessibility to the community even while serving an unprecedented number of students.
- Although there are variations from school to school, LCC is accessible to the entire service district.
- The new math placement agreement with a number of area high schools—whereby students taking a certain level of high school math may enter college math at LCC without taking a math placement exam—is a very positive step.
- Participation and graduation rates for students of color are promising.
- Inclusion of the first generation statistic is very interesting.

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 high school graduates enrolling at LCC in the subsequent fall is down somewhat. A number of factors may be involved in the decline, including the current economic situation, movement out of the area due to the lack of employment opportunities, a minor procedural error in Registration that led to modest over-reporting in past years, and declining participation in LCC events by a large school district in the community. On a related note, it was noted that LCC is attempting to increase contact with the home-school student population.
- Due to a variety of factors, the number of disabled students may be under-reported in the data presented here. Efforts are underway to correct that.

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

2005 – 2009
(Cycle XI)

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 21st, 2010



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 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:

Basic Skills

- Streamline CASAS testing procedures by instituting morning, afternoon, and evening group testing in order to increase post-testing rates and goal completions.
- Conduct a curriculum review with Transitional Studies faculty to align course outcomes to CASAS exams in order to increase goal completions and momentum point attainment.
- Continue to promote and expand I-BEST and I-TRANS opportunities to include more barrier courses in order to continue the upward trend of transitioning Transitional Studies and Developmental Education students into college classes.

- Apply for the Gates I-BEST for Developmental Ed. Grant to expand the ECE I-BEST pathway in order for students to complete all college-level barrier classes successfully.
- Implement a recruitment plan to target ESL students in order to increase the numbers of ESL students entering I-BEST and I-TRANS programs.
- Continue expansion of the Bridges to Success program to include a fast track GED program and transitions to college planning.
- Shift from lab-based instruction in Basic Skills (ABE, ESL and GED) to direct instruction in order to increase student progression.
- Conduct a curriculum review with CEO faculty to update curriculum in order to increase retention, HSC completions, and transitions to college rates for CEO students.
- Incorporate COLL 105 into the Foundations quarter for all CEO students in order to increase the number of students completing their mandated Senior Projects.

Pre-College

- To Increase student success and engagement, precollege courses labeled INDV prefix have been given prefixes more indicative of content, and leadership assigned to the content area discipline. For example, INDV 065 and 075 are now ENGL 065 and 075, and reside within the Language and Literature Department.
- Analysis of student success, progress, and achievement has led to plans for a redesign of curriculum and scheduling for precollege math. We have been awarded a 2-year Gates Foundation grant for this project.
- SP, or self-paced learning, has completed a review of curriculum and instituted revisions as a result. For example, ENGL 104 will be piloted in a face to face and Angel-enhanced mode for distance learning students.
- The Language & Literature Department is engaging in Curriculum Review this year.

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-	LCC	576	162	28%	209	98	47%
2005	System	24,768	7,161	29%	28,902	13,293	46%
2005-	LCC	733	150	20%	266	90	34%
2006	System	24,805	5,961	24%	30,295	12,165	40%
2006-	LCC	686	145	21%	275	115	42%
2007	System	24,567	7,718	31%	30,328	13,190	43%
2007-	LCC	644	186	29%	291	131	45%
2008	System	27,340	8,259	30%	32,464	14,404	44%
2008-	LCC	737	149	20%	280	102	36%
2009	System	32,425	8,316	26%	34,977	15,467	44%

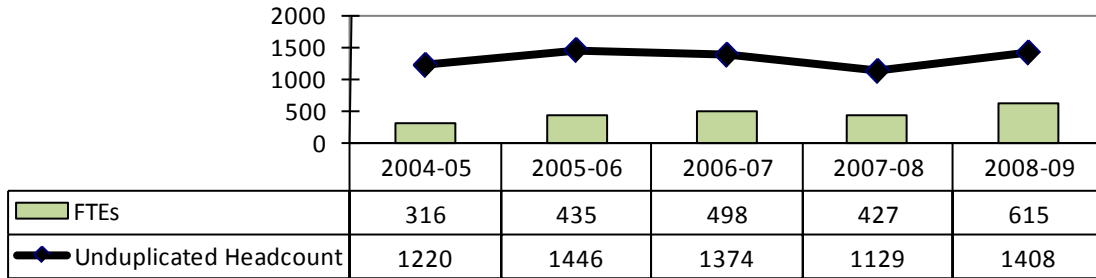
Source: WABERS+ database (WABERS Statistics Report—all students)

- The proportion of students meeting goals declined in both categories in 2008-09.
- Testing processes have been redesigned to be more efficient in increasing the number of students post-testing (which should result in increased completions).
- In 2008-09, a new CASAS test format was piloted resulting in a statewide drop in completion rates. A change in the ESL listening test, previously performed with a book but now without, also resulted in decreased completion rates.

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 where not like "320201" and not like "320205" and not like "320206" and not like "320207"

- Basic Skills FTE increased 44% in 2008-09. Quarterly FTE increased 108% from summer 08 to summer 09, and 13% fall 08 to fall 09.

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
2004-	LCC	766	407	53%	191	47%
2005-	System	50,386	27,144	54%	15,362	57%
2005-	LCC	975	445	46%	209	47%
2006-	System	51,397	29,304	57%	16,759	57%
2006-	LCC	942	431	46%	237	55%
2007-	System	52,810	30,911	59%	18,637	60%
2007-	LCC	885	474	54%	275	58%
2008-	System	57,474	33,893	59%	20,110	59%
2008-	LCC	973	455	47%	229	50%
2009-	System	64,982	38,177	59%	21,654	57%

Source: WABERS+ database (WABERS Statistics Report—all students)

- The proportion of students posted-tested declined by seven percent in 2008-09. The proportion completing at least one program level declined by ten percent. Both figures are substantially below 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%	7/2.2%
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%	5/1.6%
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%	6/1.6%	2/0.5%
2006-2007 (A67)	361	12/3.3%	13/3.6%	13/3.6%		5/1.4%
2007-2008 (A78)	393	8/2.0%	8/2.0%			2/0.5%
2008-2009 (A89)	428	18/4.2%				4/0.9%

**as of fall 2009

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%	48/5.7%
2002-2003 (A23)	952	182/19.1%	198/20.8%	211/22.2%	223/23.4%	53/5.5%
2003-2004 (A34)	774	84/10.9%	99/12.8%	115/14.9%	129/16.6%	27/3.5%
2004-2005 (A45)	968	84/8.7%	105/10.8%	133/13.7%	320/33.0%	53/5.5%
2005-2006 (A56)	1138	149/13.1%	171/15.0%	377/33.1%	390/34.3%	67/5.9%
2006-2007 (A67)	1075	320/29.8%	338/31.4%	373/34.7%		73/6.8%
2007-2008 (A78)	873	178/20.4%	196/22.5%			31/3.6%
2008-2009 (A89)	1093	250/22.9%				46/4.2%

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

**as of fall 2009

*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 for ABE students enrolling in college classes represent a strong upward trend (rates have more than doubled in nine years).
- Since undocumented ESL students have to pay out of state tuition for college courses until they meet the criteria for residency, many are unable to stay in school after completing Basic Skills courses.

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)*

	2004-05	2005-06	2006-07	2007-08	2008-09
CEO Students	208	206	239	213	217
HS Completions to date (6)	23	41	55	56	43
GEDs to date (7)	34	33	25	11	5
Total Completions to date	57	74	80	67	48
Percent Completions to date	27%	36%	33%	31%	22%

* 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). Figures are as of fall 2009.

- 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%	15/9.1%
2003-2004 (A34)	192	97/50.5%	103/53.6%	110/57.3%	114/59.4%	20/10.4%
2004-2005 (A45)	208	99/47.6%	104/50.0%	105/50.5%	116/55.8%	11/5.3%
2005-2006 (A56)	206	96/46.6%	105/51.0%	122/59.2%	124/60.2%	8/3.9%
2006-2007 (A67)	240	130/54.2%	137/57.1%	139/57.9%		7/2.9%
2007-2008 (A78)	213	137/64.3%	142/66.7%			7/3.3%
2008-2009 (A89)	217	123/56.7%				6/2.8%

* 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). Figures are as of fall 2009.

- 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
2004	353	252	71%	21,227	12,665	60%	704,365	424,766	60%
2005	351	262	75%	20,830	11,875	57%	715,365	443,607	62%
2006*	352	236	67%	20,635	11,507	56%	714,436	419,354	59%
2007	383	264	69%	20,755	11,830	57%	728,930	451,759	62%
2008	366	246	67%	23,950	14,305	60%	776,728	493,490	64%
2009	382	246	64%	24,720	14,050	57%	**	**	**

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

*A major change in the GED test format occurred in 2006 resulting in a decline in pass rates.

**Data not available

- GED pass rates for LCC are higher than system and national pass rates.
- Over the past five years LCC has averaged 1.7% of the total system GED testing volume, similar to the college's total share of system FTE.

Table 8: Enrollment of LCC GED Completers in College Level Courses

	LCC Students Completing GED's	Number taking one or more College Level Courses by end of following year	Proportion taking one or more College Level Courses by end of following year
2004-05 cohort	105	21	20%
2005-06 cohort	97	23	24%
2006-07 cohort	116	56	48%
2007-08 cohort	124	66	53%
2008-09 cohort	121	56	46%*

*By fall 2009 (not a full year later)

- The number of GED completers taking one or more college level courses by the end of the following year has increased over the past five years (2008-09 figure not yet final).

GED Goal Completion at LCC

Table 9: Basic Skills Achievement Rates for GED

		Number with “GED” as their goal	Number who completed “GED” goal	Percent who completed “GED” goal
2004-	LCC	114	67	59%
2005	System	8,526	2,736	32%
2005-	LCC	117	67	57%
2006	System	7,921	2,988	38%
2006-	LCC	120	74	62%
2007	System	7,751	3,088	40%
2007-	LCC	110	69	63%
2008	System	8,769	3,394	39%
2008-	LCC	129	95	74%
2009	System	7,900	2,918	37%

Source: WABERS+ database (WABERS Statistics Report—all students)

- Completion rates of LCC students seeking their GED increased substantially in 2008-09. Students are not coded with the “GED” goal until they have registered to take the GED battery of tests. LCC is typically substantially above the system average.

Student Achievement Initiative

The Student Achievement Initiative was implemented in 2006-07. It is designed to measure progress, or momentum, or students throughout 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 10: Student Achievement Initiative Points—Basic Skills Gains

	2004-05	2005-06	2006-07	2007-08	2008-09
Basic Skills points	n/a	n/a	1,034	1,226	1,267
Unduplicated Headcount	n/a	n/a	1,374	1,129	1,408
Points per student	n/a	n/a	0.75	1.09	0.90

- The total number of points accrued in this category increased 3% in 2008-09.
- The number of students (unduplicated headcount) increased 25% in 2008-09.
- The number of points earned per student decreased in 2008-09.
- 2008-09 was the first year of LCC’s current enrollment boom. Higher numbers of substantially underprepared students have been entering college than in years past.

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 11: I-BEST Enrollment

	FTE	Headcount	Disciplines in which courses were offered
Annual 2006-07	14	27	AH, BLPT, BTEC, ENGL, HLTH, MASP, MFG, WELD
Annual 2007-08	10	21	AH, BLPT, BTEC, BUS, HLTH, MASP, MATH, MFG, TECH, WELD
Annual 2008-09	30	69	ABE, AH, BLPT, BTEC, BUS, ECED, EDUC&, ENGL, HLTH, MASP, MATH, MFG, NURS, TECH, WELD

Source: LCC Fact Book

- FTE enrollment increased 229% in 2008-09.

Table 12: 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	3/27 = 11%	16/27 = 59%
2007-2008	5/21 = 24%	8/21 = 38%
2008-2009*	12/69 = 17%	28/69 = 41%

*through fall quarter 2009 Source: Data Warehouse

- Completions in 2008-09 include Nursing Assistant (20), Manufacturing Occupations Core (5), Medical Administrative Support (1), Welding (1) and Introduction to MS Office (1).

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 13: Passing Rates of Students in Pre-college Math
(MATH & TECH 070, 091, 092, 099) -- Duplicated Headcount (includes math lab)**

	2004-05	2005-06	2006-07	2007-08	2008-09
Number of students in pre-college math classes	2073	1835	1877	2076	2565
Number of students who received a 2.0 or better (C or above)	1232	1088	1113	1134	1556
Proportion of students who received a 2.0 or better (C or above) excluding students receiving grades of W, I, N, R, P, or V*	1232/1716 = 71.8%	1088/1564 = 69.6%	1113/1592 = 69.9%	1134/1709 = 66.4%	1556/2141 = 72.6%
Number of students who withdrew	315 (15.2%)	235 (12.8%)	227 (12.1%)	303 (14.6%)	353 (13.7%)
Proportion of students who received a 2.0 or better (C or above) including students who withdrew	1232/2031 = 60.7%	1088/1799 = 60.5%	1113/1819 = 61.2%	1134/2012 = 56.4%	1556/2486 = 62.5%

Source: Data Warehouse, TRANSCRIPTS Table

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

- Passing rates of developmental math students increased in 2008-09.
- For comparison, LCC’s Math Enrollee Success Rate (fall 2007 cohort) was in the top 19% of the nation in the 2009 National Community College Benchmarking Project Report, compared to the top 5% for the prior year.

**Table 14: Passing Rates of Students in Pre-college English
(ENGL/INDV 065, 075) -- Duplicated Headcount**

	2004-05	2005-06	2006-07	2007-08	2008-09
Number of students in pre-college English classes	272	282	355	289	407
Number of students who received a 2.0 or better (C or above)	201	200	271	195	283
Proportion of students who received a 2.0 or better (C or above) excluding students receiving grades of W, I, N, R, P, or V*	201/249 = 80.7%	200/248 = 80.6%	271/334 = 81.1%	195/263 = 74.1%	283/373 = 75.8%
Number of students who withdrew	23 (8.5%)	30 (10.6%)	17 (4.5%)	22 (7.6%)	29 (7.1%)
Proportion of students who received a 2.0 or better (C or above) including students who withdrew	201/272 = 73.9%	200/278 = 71.9%	271/351 = 77.2%	195/285 = 68.4%	283/402 = 70.4%

Source: Data Warehouse, TRANSCRIPTS Table

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

- Passing rates of developmental English students increased in 2008-09.
- For comparison, LCC's Writing Enrollee Success Rate (fall 2007 cohort) was in the top 8% of the nation in the 2009 National Community College Benchmarking Project, compared to the top 44% for the prior year.

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 15: Developmental Math (MATH/TECH 091, 092, 099) Students That Moved on to the Next Level (*Math 112, 121/131&, 122/132&, 130/107&, 210)—incl. math lab

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total number of students who successfully completed a pre-college math class	409	366	362	328	399
Total number of those students who went on to the next level*	142/409 = 34.7%	140/366 = 38.3%	122/362 = 33.7%	101/328 = 30.8%	126/399 = 31.5%
Total number of those students who withdrew from the next level*	12/142 = 8.5%	17/140 = 12.1%	6/122 = 4.9%	6/101 = 5.9%	9/126 = 7.1%
Total number of those students who passed the next level*	116/142 = 81.7%	105/140 = 75.0%	99/122 = 81.1%	77/101 = 76.2%	98/126 = 77.8%

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.
- For comparison, LCC's Math Enrollee Success Rate in the first college level math course (fall 2006 cohort) was in the top 3% of the nation in the 2009 National Community College Benchmarking Project Report, compared to the top 6% for the prior year.

**Table 16: ENGL/INDV 065/075 Students That Moved on to the Next Level
(*English 100, 101/101& or 110)**

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total number of students who successfully completed INDV 065 or 075	81	97	87	99	123
Total number of those students who went on to the next level*	62/81 = 76.5%	68/97 = 70.1%	73/87 = 83.9%	81/99 = 81.8%	89/123 = 72.3%
Total number of those students who withdrew from the next level*	7/62 = 11.3%	14/68 = 20.6%	6/73 = 8.2%	4/81 = 4.9%	3/89 = 3.4%
Total number of those students who passed the next level*	48/62 = 77.4%	45/68 = 66.2%	52/73 = 71.2%	64/81 = 79.0%	74/89 = 83.1%

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.
- For comparison, LCC's Writing Enrollee Success Rate in the first college level math course (fall 2006 cohort) was in the top 22% of the nation in the 2009 National Community College Benchmarking Project Report, compared to the top 52% for the prior year.

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 17: Pre-College (All Math and English* courses below 100)
Annualized FTE – All Funding Sources (includes math lab)**

	2004-05	2005-06	2006-07	2007-08	2008-09
English	30	41	35	40	43
Math	222	197	205	219	269
TOTAL	252	238	240	259	312
% of total college FTE	9.5%	8.8%	8.5%	9.2%	9.2%

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

- FTE in Pre-College increased by over 20% in 2008-09.

Table 18: Student Achievement Initiative Points—Pre-College Course Success

The following chart summarizes the points earned in the category of “Pre-College Course Success.” Students receive a point for each class they take and complete with a 2.0 or better. There is no limit to the number of points students can earn in this category.

	2004-05	2005-06	2006-07	2007-08	2008-09
Pre-College points	n/a	n/a	1,411	1,506	2,100
Unduplicated headcount	n/a	n/a	1,294	1,408	1,768
Points per student	n/a	n/a	1.09	1.07	1.19

- The total number of points accrued in this category increased 39% in 2008-09.
- Unduplicated headcount increased 26%.
- The number of points earned per student increased in 2008-09.

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?

- There has been a strong increase in the number of ABE students moving into college level courses and obtaining certificates and degrees.
- The number of GED completions is very good.
- The number of CEO students going on to college and obtaining credentials is also very good.
- The number of I-BEST students obtaining certificates and degrees is phenomenal, particularly when compared to success rates for ABE students in general.

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?

- We shouldn't put too much weight into the comparative CASAS post-testing figures since there have been dramatic changes in procedures and philosophy in the past few years. However, we do need to increase the proportion of students post-testing in order to accurately capture what's happening in the program.

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?

- Successful completion rates are up for both pre-college math and English.
- Rates of success for pre-college students who have gone on to college level math and English also increased.
- The increase in Student Achievement Points earned (in the pre-college category) is positive.

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?

- Even though our national rankings are high for success of pre-college students, our focus should be on the number of students actually succeeding (which is still low both at LCC and across the nation, particularly in math).

Board Plus/Delta

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

+	Δ

College Outcome: Community Enrichment Monitoring Report

2005-2009

(Cycle XI)

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)

June 16th, 2010



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.

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.

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

- In its new accessible location, the LCC Art Gallery has substantially increased the number of art exhibits held each year resulting in much higher participation rates than in the past. Increased collaboration with the local arts community is one of the factors contributing to the change.
- Community support of the College through athletic fundraisers and the Golf Marathon resulted in increased revenue despite poor economic conditions.
- As part of a partnership with the West Coast Baseball League and the City of Longview, LCC's Story Field is now home to the Cowlitz Black Bears. The Black Bears are part of a nine-team, wood-bat baseball league which attracts some of the top college talent in the country for the summer baseball season.
- Community Conversations, the free public lecture series presented every Thursday at noon during the academic year, continued in 2009-10 with quarterly themes focusing on great ideas in history, analysis of policies from the Obama Administration, and the fine and performing arts.
- A number of strategies have been implemented to do a better job of sharing our stories, successes and activities with the community. For example, the Vest Lecture Series (featuring sociologist and author James W. Loewen) drew a record-setting crowd in 2010.

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.

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

	2005-06		2006-07		2007-08		2008-09		2009-10	
	T	PT	T	PT	T	PT	T	PT	T	PT
Did you vote in the last general election?	79%	*	73%	*	60%	*	69%	74%	69%	77%
Do you subscribe to a newspaper or news magazine? (note: revised in 2006 to include online news sources)	54%	*	79%	*	82%	*	67%	80%	69%	74%
Have you donated anything to any charitable organization in the past year?	84%	*	80%	*	85%	*	72%	70%	64%	87%
Have you attended any cultural events in the past year? (note: revised in 2008 from “cultural and sporting events”)	84%	*	82%	*	70%	*	82%	52%	70%	56%
Have you attended any sporting events in the past year? (note: revised in 2008 from “cultural and sporting events”)	84%	*	82%	*	70%	*	64%	57%	56%	68%
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)?	69%	*	65%	*	69%	*	69%	59%	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)

2004-05	2005-06	2006-07	2007-08	2008-09
2,022	869	849	1,595	1,557

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 2008-09 included *The Laramie Project (drama)*, *Much Ado about Nothing (comedy)*, and *This Island Earth (original: myths & legends)*. 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	○ Concert Choir
○ Theory and technical courses designed for music majors	○ Jazz Ensemble
○ Private lessons taught by instructors from the local area	○ Vocal Ensemble
○ LCC Symphonic Band	○ Orchestra

Table 4: Art Exhibit Attendance

	2004-05	2005-06	2006-07	2007-08	2008-09
Total Attendance	3,787	4,570	3,315	633*	6,696

Source: LCC Art Gallery *2007-08 figures reflect the transition to the Rose Center; only the annual student art show was held that year

- 2008-09 shows include Connecting Waters, Leon Lowman, Art Faculty Biennial, Mari Wise, Cara Tomlinson, Vietnam Sojourn, and the 2009 Student Art Show
- Two additional shows per year have been added (starting in 2008-09).

Table 5: Athletic Team Placings

	04-05	05-06	06-07	07-08	08-09
Baseball					
Western Division	1st	1st	1st	1st	1st
NWAACC Conference	1st	2nd	--	2nd	--
Softball					
Southwest Division	1st	1st	3rd	2nd	1st
NWAACC Conference	--	1st	1st	1st	--
Soccer					
Southwest Division	6th	2nd	5th	5th	6th
NWAACC Conference	--	8th	--	--	--
Volleyball					
Western Division	1st	2nd	6th	6th	6th
NWAACC Conference	--	--	--	--	--
Women's Basketball					
Western Division	1st	3rd	2nd	1st	2nd
NWAACC Conference	5th	8th	4th	--	--
Men's Basketball					
Western Division	1st	1st	3rd	1st	4th
NWAACC Conference	1st	2nd	--	--	2nd

Source: LCC Athletics Office

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

	2004-05	2005-06	2006-07	2007-08	2008-09
Volleyball	2.77	2.93	2.88	2.56	3.15
Soccer	2.69	2.66	3.06	2.32	3.08
Women's Basketball	3.18	2.91	2.98	2.75	2.94
Men's Basketball	2.46	2.83	2.59	2.14	2.42
Softball	2.87	2.93	2.39	2.60	2.65
Baseball	2.80	2.78	3.04	2.92	3.18
All athletes	2.81	2.86	2.86	2.68	2.94
All transfer (degree seeking) students	2.79	2.79	2.69	2.98	2.65

Source: LCC Athletics Office, Data Warehouse

- Academic performance increased substantially in 2008-09, particularly in comparison to the total transfer student population. Academics continue to be a major priority for the athletics program.
- Mandatory study tables and tutoring support are among the strategies designed to promote academic success of athletes. Study tables are supported through fundraising.
- Student athletes participate in a community service project every year.
- Each summer a number of sports camps and clinics are offered for area youth.

Table 7: 2008-09 Student and Community Activities

Educational	Concerts	Health Related	Variety	Clubs	Community Service Projects
African American History Program	Holding Out	Blood Drives	Harvest Fest Family Fun Night	Forensics Club – Regional & National Debate Participants	Community Coat Drive
That Takes Ovaries	Adrian X	Depression Screening	Bingo Night	Drama Club – Productions and One Act Plays	Community House Food Contributions
Native American History Month Program	Jazz Band Concerts	Breast Cancer Awareness Information	Family Movie Night	Multicultural Club – Intercultural Week and Dances	Community House Paint a Room
Northwest Voices (with Longview Public Library)	Symphonic Band	Flu Shot Clinic	Robert Channing Hypnotist	Slip Club – Pottery Exhibition and Pottery Sale	Humane Society Food Drive
The Human Race Machine	Local Ensemble		Back to School Week Activities	Student Nurses Organization – Health Fair	Civics Week
Dennis Mitchell Seminar	Honor Band Concerts		Winter Festival	Red Devil Duel	Various Independent student projects for HDEV Course
Community Conversations			Red Devil Days	Literature Alive	Phi Theta Kappa community service projects
William Vest Lecture			Cyber Café Coffee Socials	Salal Arts Festival	
Pottery workshops			Open Mic	Leadership Training	
Dance workshops			Viewers Like You Comedy	Salal Review Publication	
			Game Show Mania	International Festival (with Ethnic Support Council)	
			Spring Arts Festival	Biological Society workshops	

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 programming continues to be the emphasis.
- A number of **activities geared toward high school** and younger students were also held, including the Science Olympiad, High School Welding Competition, High Tech U, and STEM (Science, Technology, Engineering and Math) workshops.

Table 8: Enrollment in Retirement Program (formerly Senior Studies)

	2004-05	2005-06	2006-07	2007-08	2008-09
Total	1,056	1,237	1,449	1,636	1,397

Source: LCC Fact Book/enrollment count is duplicated headcount

- 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 decreased 15% in 2008-09.

Table 9: Enrollment in Community Education Classes

	2004-05	2005-06	2006-07	2007-08	2008-09
Total	474	976	644	330	294

Source: LCC Fact Book/enrollment count is duplicated headcount

- 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 11% in 2008-09 due to planned transition to FTE generating courses where appropriate.

Table 10: Total Enrollment—Children Served by Head Start and ECEAP

	2004-05	2005-06	2006-07	2007-08	2008-09
Total	346	364	404	441	439

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, next).
- In February, the college was notified that Head Start is to receive a \$890,000 federal grant to start a program for eligible pregnant women and families with infants and toddlers up to age three. Sixty additional children/families will be served through this grant.

Table 11: Head Start Parents Enrolled at LCC (Parent Opportunity Program—POP)

	2004-05	2005-06	2006-07	2007-08	2008-09
Total	14	15	9	26	34

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.
- ABE and ESL classes have also been offered on site for Head Start parents (with childcare provided).

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

	2004-05	2005-06	2006-07	2007-08	2008-09
Fall	187	295	355	316	225
Winter	172	232	256	273	270
Spring	99	195	212	251	240
TOTAL	458	722	823	840	735

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) decreased 12% in 2008-09. College budget cuts impacted staffing levels in Career & Employment Services early in 2008-09 and are continuing.

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)?

- A wide variety of programs and activities are offered on campus for the local community.
- Community Conversations has been particularly successful.
- In some areas we have made great strides in terms of using low- or no-cost methods to communicate information about our events.
- Art exhibit offerings and attendance are up significantly.
- Citizenship indicators are increasing for our Professional/Technical alumni population.
- Outreach to high school students is way up. Events targeted toward particular populations—such as the welding competition and Science Olympiad—have resulted in lots of visits to campus that might not have happened otherwise.

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

- We should be tracking attendance at musical performances.
- We need to continue to expand coordination of events between Student Activities and faculty to bring in entire classes. This has become more of a challenge as staffing in Student Activities has been reduced.
- Getting the word out about events continues to be a challenge. Channeling information through the Office of Public Relations and Marketing is the best way to ensure that events get publicized. We could add a section on to the quarterly “request for information” messages that go out from the Entry Center regarding information about events. Having a fully populated campus calendar on the web would be ideal.

Board Plus/Delta

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

+	Δ

College Outcome: Institutional Excellence

Monitoring Report

2005 – 2009
(Cycle XI)

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 16th, 2010



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 indicators of excellence covered elsewhere in the monitoring report series.

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
- ✓ Progress on Strategic Plan

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.

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

- Expansion of I-BEST (increased enrollment with additional program options)
- Implementation of I-TRANS (transfer equivalent of I-BEST)
- Implementation of mandatory training for faculty teaching on-line courses
- Preliminary planning for Transfer Express (accelerated degree program)
- Continued rollout of tuition deferment plan
- Implementation of changes to financial aid application and award process including:
 - Establishment of application deadlines
 - Consolidation of forms
 - Transition to e-mail notification (from “snail” mail)
 - Conversion of paper files to electronic files
 - Conversion of paper scholarship application process to electronic STARS system
 - Implementation of FAM Portal to facilitate communication and timely exchange of documents between students and the College
 - Conversion to new statewide financial aid data system

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: "how useful was the training you received at LCC in relation to your job duties?"

Table 1: Professional/Technical Graduates who said Training received at LCC Was "Good" or "Very Good" in Relation to Job Duties

2004-05 grads	2005-06 grads	2006-07 grads	2007-08 grads	2008-09 grads
92%	79%	91%	95%	96%

- There was a slight increase in this category in the most recent survey administration.

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

	2005	2006	2007	2008	2009
LCC prepared me well for my next step—continuing my education, work or both.	85%	91%	83%	86%	86%
I participated in meaningful learning experiences at LCC.	86%	91%	84%	84%	85%
I received high quality instruction in classroom settings at LCC.	88%	89%	83%	84%	85%
I was treated with respect as a learner.	93%	94%	86%	86%	85%

- Satisfaction levels held steady in 2009, although “I was treated with respect as a learner” dropped over five years.

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. The results of this survey were also presented in Cycle X of the Monitoring Report series.

Table 4: Respondents who Strongly Agreed or Agreed

	2009
ACCESS	
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%
TRANSFER	
LCC does a good job of providing students with the opportunity to obtain the first two years of a bachelor’s degree.	98%
PROFESSIONAL/TECHNICAL	
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%
CUSTOMIZED EDUCATION	
LCC does a good job of helping employers in this community train their employees.	93%
COMMUNITY ENRICHMENT	
LCC does a good job of enriching the community with cultural, athletic and educational opportunities.	95%

BASIC SKILLS/PRE-COLLEGE	
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%
INSTITUTIONAL EXCELLENCE	
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 2010. The results of this survey were also presented in Cycle X of the Monitoring Report series.

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

	2006	2008
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 credential seeking students is a widely recognized performance indicator in higher education.

Table 6: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students

Students who earned a degree or certificate prior to the following fall have been excluded from the analysis.

	Fall 2004- Fall 2005	Fall 2005- Fall 2006	Fall 2006- Fall 2007	Fall 2007- Fall 2008	Fall 2008- Fall 2009
	Persisted	Persisted	Persisted	Persisted	Persisted
ALL STUDENTS	143/281	122/262	109/224	110/222	123/208
Percent	50.9%	46.6%	48.7%	49.6%	59.1%
Transfer Students #	102/175	87/175	63/122	60/127	87/134
Percent	58.3%	49.7%	51.6%	47.2%	64.9%
Workforce Students #	41/106	35/86	44/100	49/92	35/73
Percent	38.7%	40.7%	44.0%	53.3%	48.0%
Male Students #	55/124	39/106	48/95	44/95	50/91
Percent	44.4%	36.8%	50.5%	46.3%	55.0%
Female Students #	88/157	82/155	61/128	66/124	72/115
Percent	56.1%	52.9%	47.7%	53.2%	62.6%
Caucasian Students #	123/241	111/231	100/203	93/187	106/173
Percent	51.0%	48.1%	49.3%	49.7%	61.3%
Students of Color #	16/33	9/25	7/16	17/35	16/32
Percent	48.5%	36.0%	43.8%	48.6%	50.0%

Source: Data Warehouse using IPEDS cohort criteria (entering fall quarter with source = 4; Intent = A & Plan_Attend = 15 or Intent = B, F, G or M & Plan_Attend = 13, 14 or 15); link to Student Table for following fall where total credits > 0.

- LCC's fall to fall retention rate for all students increased substantially in the fall 2008 to fall 2009 cohort. The rate increased in all categories depicted here except for Workforce (Professional/Technical) students.
- Although the retention rate for Students of Color is lower than the total student population, it still increased between fall 2009 and the prior year.

**Table 7: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students
Comparative Data from IPEDS; does not exclude completers as in Table 6**

	Fall 2004- Fall 2005	Fall 2005- Fall 2006	Fall 2006- Fall 2007	Fall 2007- Fall 2008	Fall 2008- Fall 2009
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC FT Retention	55%	52%	53%	56%	65%
National Comparison	54%	53%	53%	60%	*
LCC PT Retention	40%	44%	44%	32%	37%
National Comparison	36%	38%	36%	40%	*

*Data not yet available; Source: IPEDS Data Feedback Report

- Despite an increase in FT retention in the fall 2007 to 2008 cohort, LCC slipped somewhat below the national comparison group.
- Retention rates of part-time students tend to vary considerably. Many part-time students have other obligations that prevent them from being able to fully commit to college.

Key Performance Indicator: Student Progress

- Many of the data elements reported through the Integrated Postsecondary Education Data System (IPEDS) fall under the umbrella of “Student Right to Know” legislation. One of the required elements is Graduation Rate. This and other data elements are available to the general public on the federal government’s “College Navigator” website.

**Table 8: Graduation Rates of First-Time Degree-Seeking Students
(Based on IPEDS cohorts finishing within 150% of completion time)**

	2005 Report	2006 Report	2007 Report	2008 Report	2009 Report
	(2001 cohort)	(2002 cohort)	(2003 cohort)	(2004 cohort)	(2005 cohort)
LCC	27%	24%	27%	28%	22%
National Comparison Group	28%	19%	20%	19%	18%

Source: IPEDS Data Feedback Report

- Although LCC’s graduation rate dropped in the 2009 report, it was 4% above the national comparison group average. LCC’s rate was above the comparison group in four of the last five years.

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 retention rates for full-time students 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 2009 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 11: Student Achievement Initiative Point Summary

	Basic Skills	College Ready	1 st 15 credits	1 st 30 credits	Quant course	Tipping Point	TOTAL points
05-06	1007	1404	922	688	488	463	4972
06-07	1034	1411	1034	701	409	431	5021
07-08	1226	1506	966	730	392	503	5323
08-09	1267	2100	1258	904	493	653	6675

- LCC earned 25% more points in 2008-09 than the prior year.
- Categories include:
 - Basic Skills: point earned for every level gain (through CASAS testing)
 - College Ready: point earned for every grade of C or better earned in a pre-college English or math class
 - 1st 15 credits: single point earned for the first 15 college level (100 or above excluding child care) credits achieved
 - 1st 30 credits: single point earned for the first 30 college level (100 or above excluding child care) credits achieved
 - Quant course: single point earned for achieving a 2.0 or better in college level math class (or other designated quantitative course)
 - Tipping point: single point earned for the first credential—degree or certificate—earned from LCC

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 nursing program was one of 10 community colleges awarded a \$5 million federal Department of Labor grant to expand health care education opportunities. The grant is being coordinated by the Washington Workforce Education and Training Coordinating Board. LCC nursing program faculty will provide training to other colleges on eLearning nursing education options.
- LCC Library Services and Early Childhood Education were awarded a LSTA-Library as Instructional Leader Transforming Pedagogy with Information Literacy Grant from the Washington State Library. LCC received another LSTA award, the LSTA-Library as Instructional Leader, Pre-College Information Literacy Research Project Grant to assist pre-college students.
- LCC launched the I-TRANS program, similar to I-BEST, for transfer students in fall 2009. I-TRANS is an outcomes-based program that allows students the opportunity to move through required coursework more quickly (based on achievement of outcomes) than traditional basic skills/pre-college programs. Like I-BEST, it pairs college level and pre-college level coursework in an integrated setting.
- LCC received two WIREDNW (Workforce Innovation in Regional Economic Development Northwest) grants to provide training for workers already employed in professional/technical occupations.
- The college received a Gates Foundation grant to implement plans for a redesign of curriculum and scheduling for pre-college math.

Strategic Issue #2: Provide Complete & Inclusive Education Services

- Several improvements were undertaken by the Financial Aid office to assist students. Improvements include the implementation of deadlines to submit paperwork, elimination of unneeded forms, limited office hours for staff to concentrate on processing applications, adoption of a computer program designed to expedite packaging, and the use of email to hasten communication of awards.
- Several new strategies were developed by the Recruiting Office, including classroom visits for prospective students during college "preview" days and a proposed 8th grade planning day which has been positively received by middle school principals. Continued efforts to increase participation in the annual "Steps to Success" Latino recruiting event resulted in a record turnout in 2008-09.
- Several initiatives have been implemented or are underway in the Office of Disability Services to improve reporting accuracy and service to disabled students, including adding a bi-weekly interpreter at the tutoring center, initiating recruiting letters for potential students at LCC, and establishing a presence at LCC events.
- The ASLCC partnered with the college to open a Cyber Café in the Student Center.
- A *Veterans Support Group* was formed.
- Two new databases, *Academic Search Premier (ASP)* and *Gale Virtual Reference Library (GVRL)*, have been purchased by the Library.

- LCC received a \$890,000 federal grant to start a Head Start program for low-income pregnant women and families with infants and toddlers up to age three.
- Planning for a Behavior Intervention Team (BIT) was completed in fall quarter. The purpose of the BIT team is early identification/intervention of behaviorally at risk students to increase their chances for success.
- Transitional Studies streamlined CASAS (Comprehensive Adult Student Assessment Systems) testing procedures by instituting morning, afternoon, and evening group testing in order to increase post-testing rates and goal completions.
- A new program in Health Information Technology was implemented.
- A fast track GED program was added to the expanding Bridges to Success project.
- Through a grant, LCC was able to hire a Director of Work-based Learning to increase the number of students and employers participating in the Individualized Certificate Program (ICP).

Strategic Issue #3: Create & Maintain Strategic Alliances

- LCC and WorkSource have teamed up to provide two co-located WorkSource employees on campus. The first employee provides one-on-one financial aid assistance to students to help them with paperwork and processes; the other assists students in accessing Employment Security, in pre-qualifying people for ARRA funding, and also assists with the Individualized Certificate Program.
- LCC is collaborating with with local and regional law enforcement and emergency responders to map the campus, making information about buildings and contacts readily accessible to responders.
- The Southwest Washington Knowledge Bowl was held on campus in February 2010 including participants from 26 schools.
- LCC Career & Employment Services partnered with WorkSource to offer a series of targeted hiring events for students participating in American Recovery and Reinvestment Act (ARRA) programs.
- LCC also partnered with WorkSource to recruit students to participate in Truck Driver Training (class A- and B-CDL), Forklift Operator, Traffic Flagger, First Aid/CPR, and Occupational Health and Safety.
- LCC hosted the 3rd annual High School Welding Competition in February 2010. Seven schools participated.
- The Skills USA Automotive Troubleshooting competition for high school students was held on campus in February 2010. About 48 participants worked on diagnosing problems with various vehicle systems.
- The Small Business Development Center, along with LCC, implemented the *Best Business Practices for the New Economy* Series for the local business community.
- Through a grant from the Southwest Washington Workforce Development Council, a temporary job developer position has been filled. The grant will also expand support for students in the Individualized Certificate Program.
- LCC hosted the regional High School Honor Band event in January 2010.
- LCC co-sponsored a community forum on Healthcare Reform in December 2009.
- LCC offered an interactive Artificial Intelligence workshop for High School students in winter 2010.

- LCC signed an articulation agreement with City University of Seattle to prepare elementary education and special education teachers in Cowlitz County. This MOU will become effective summer 2010.
- The Nursing Program completed a formal articulation agreement with the University of Washington for the BSN Nursing degree.
- LCC implemented an agreement with area high schools to accept students earning a “C” or better in Intermediate Algebra into college level math. All six students taking advantage of the agreement in fall 2009 successfully completed their college math courses at LCC.
- In March 2010, LCC hosted the regional Science Olympiad competition for the second year in a row. More than 400 high school and middle school students from all over Southwest Washington participated in the Olympiad.
- As part of a Southwest Washington partnership, LCC will share in a \$5 million bi-state “green jobs” grant awarded to the Oregon Manufacturing Extension Partnership. The Southwest Washington portion of the grant, \$959,000, will support businesses and train workers in the renewable energy industry.

Strategic Issue #4: Strengthen Organizational Climate/Structure

- A Data Integrity Group was formed in Winter 2010 in order to improve the quality of information being entered into and reported out of the College’s data systems.

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

- Information Technology purchased a new network infrastructure that will be fast, more reliable, more stable, and more scalable.
- In order to accommodate loss of parking anticipated with the beginning of construction on the new Health and Sciences Building, the soccer field has been converted to a new parking area.
- A new Espresso Bar has been constructed outside the existing food services area, allowing for extended operating hours for coffee service.
- Information Technology and Campus Services are collaborating on an emergency notification system.
- LCC is replacing its outdated phone network with voice over Internet.
- The Admissions Center is being remodeled to create space for the Disability Student Services office and Workfirst.

Strategic Issue #6: Develop a Culture of Evidence

- LCC administered the Community College Survey of Student Engagement (CCSSE) in winter quarter 2010. Results from the CCSSE allow for national comparisons in five benchmark areas: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.
- The college’s General Education assessment effort was expanded to include Professional/Technical programs and the AS-T degree.
- Instruction fully implemented a new Curriculum Review process and launched the second year of Degree Review.
- LCC participated in an evaluation of the Student Achievement Initiative conducted by the Community College Research Center, housed at Columbia University.

Strategic Issue #7: Focus on Enrollment Management

- With fewer permanent employees in 2009-10 than in recent years, faculty and staff at LCC served a record breaking 3,300 state FTEs in fall 2009, an all-time high for the college. The record was quickly broken in winter 2010, which finished at 3,454 state FTEs. Spring quarter is on track to be a record breaker as well.

Recognition, Awards & Publications

- The Rural Outreach Nursing Education (RONE) program was awarded a Governor's Best Practices award for Workforce Education and Training.
- Choir instructor Tina Beveridge has published an article in *Arts Education Policy Review*, Volume 111, Number 1/2010— In "No Child Left Behind and Fine Arts Classes," Tina details the obvious and subtle ways a test-centric approach to education devalues arts instruction.
- Governor Gregoire nominated LCC's Head Start program to be considered by the national Office of Head Start as a Center of Excellence.
- LCC's 2009-11 Academic Catalog received a Bronze Medallion Award at the National Council for Marketing and Public Relations District 7 Conference.
- The college marked its 75th anniversary with a series of celebrations, and was featured in an article the first day of fall classes in The Daily News.
- Jerry Zimmerman received the Gary McGlocklin award from the Washington Community College Humanities Association in recognition of his contributions to the humanities, including his leadership and coordination of the Community Conversations lecture series.
- LCC student Colten Sullivent finished second in the Pi Kappa Delta National Debate Tournament held in March 2010 in Minnesota. He earned second place in the novice division of "international public debate." Sullivent was coached by LCC's Mike Dugaw.
- LCC students Aaron Grenz and Melissa Knudson were named to the 2010 All Washington Academic Team, a scholarship program sponsored by the Phi Theta Kappa international honor society.
- Library staff member Susan James attending an international studies program in Croatia-Bosnia-Herzegovina as part of the Martha Furber MLIS Graduate Scholars program in March. The culmination of a four-month program, the trip focused on university and public libraries.
- Marcy Gilchrist (Volleyball), Chad Meadors (Women's Basketball) and Jim Roffler (Men's Basketball) were all named NWAAC Coach of the Year in 2009-10.

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?

- LCC does a really good job of making sure that Professional/Technical training is relevant to the workforce.
- It's encouraging to see the rise in satisfaction with advising in 2009 despite record breaking enrollment.
- Fall to fall persistence is up; it's a nice reflection on the College even though the economy is partially responsible. LCC is doing well compared to other colleges around the nation in terms of both retention and graduation.
- Overall we seem to be serving students well even when you factor in the poor economy.
- Instructional innovations taken on in spite of budget reductions are going to help students in both the short- and long-run.

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

- Agreement with the statement, "I was treated with respect as a learner" dipped somewhat over the five years depicted in the report. This is an indicator to watch.
- Faculty and staff satisfaction is perhaps the most problematic part of the report, even though responses related to communication seem to somewhat contradict each other (however, feeling well informed and being satisfied with the amount of information being provided are not necessarily the same thing). Issues of concern seem to relate more to lateral communication (within departments) than top-down communication. Although it's difficult to draw any conclusions from the data, it may support the argument that more supervisory training is needed on campus.
- Items reported under Strategic Issue #4 (Strengthen Organizational Climate/Structure) are leaner than other areas. Some activities that support this issue may not get reported because they are a regular part of doing business. It may also relate to satisfaction with communication on campus. This is another area to watch.

Board Plus/Delta

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

+	Δ

College Outcomes: Professional/Technical & Customized Education Monitoring Report

2005 – 2009
(Cycle XI)

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

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 20th, 2010



Professional/Technical & Customized Education: A Monitoring Report

Professional/technical preparation is a very important function of a comprehensive community college and is one of the major 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. There are also apprenticeship opportunities and an Individualized Certificate Program (ICP). Beginning with Cycle XI, Customized Education will be included as a part of the Professional/Technical report due to the large overlap and interaction between the two areas.

Key Performance Indicators (KPI's) for Professional/Technical and Customized Education 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
- Client satisfaction (with Customized Education)

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. Highlights that help in the interpretation of these data appear as bullet statements under each table or figure. This report has been reviewed by LCC's Professional/Technical & Customized Education Monitoring Report Review Team with a 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:

- Capacity in the Nursing Program continues to increase. 255 students are enrolled for winter 2010, compared to 243 in winter 2009 and 186 in winter 2008.
- The Rural Outreach Nursing Education (RONE) option has a total of 25 students enrolled in Goldendale, Republic, Morton, Port Townsend, Chewelah, and Friday Harbor. LCC's RONE program received one of the Governor's Best Practice Awards for 2009 as building a skilled workforce and enhancing the economy in communities around the state.
- In order to address lower NCLEX pass rates for transfer-in Nursing students, a new two credit course—NURS 209 (Nursing Success)—was developed and is required for all transfer-in students.
- All new transfer-in campus based LPN to RN Nursing students have been assigned students previously enrolled in our campus based program as a peer partner. Data is being collected on the success of this strategy; a report will be ready in summer 2010.

- Nursing Faculty are continuing to develop strategies to assist identified higher-risk transfer-in students. For example, in their last theory course when students take the RN-Predictor exam (a nationally normed test), students develop a remediation plan through Assessment Technologies for no additional fee. Some (but not all) students adhere to the plan.
- The RAP (Retention Achievement Project) coordinator meets with each class every quarter and posts RAP opportunities via ANGEL as well as in each classroom. This has resulted in increased use of the RAP assistance (for students who are transferring LPNs).
- Several programs have made a concerted effort to increase access, enrollment, retention and completion by putting course materials on ANGEL (either for online or hybrid courses), including Early Childhood Education, Business, Cooperative Education, Nursing, Allied Health and Chemical Dependency Studies.
- In order to accommodate Worker Retraining students, both Medical Assisting and Welding have increased the number of students accepted into their programs.
- The Individualized Certificate Program has also expanded to accommodate Worker Retraining students. New programs include weatherization field-tech, instrument sterilization, criminal justice (loss prevention specialist), and public works maintenance (including a variety of specialties).
- In order to increase access and options for students, the Nursing Program just completed a formal articulation agreement with the University of Washington for the BSN Nursing degree. Students now have a choice between the UW and Washington State University.

PART 1: PROFESSIONAL/TECHNICAL

Licensure Rates (KPI)

Nursing graduates must be licensed in order to attain work in the 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

	2004	2005	2006	2007	2008
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	98%	98%	100%	100%	100%
Registered Nurse	90%	91%	93%	82%	92%
WABO (Washington Association of Building Officials)					
Welding (LCC students only)	100% (n = 10)	93% (n = 14)	88% (n = 24)	67% (n = 9)	100% (n = 12)

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.
- 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. 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
Percent of Respondents Answering "Good" or "Very Good"

How would you rate the quality of instruction you received in your program?				
2005	2006	2007	2008	2009
89% (n = 68)	96% (n = 71)	87% (n = 72)	92% (n = 104)	96% (n = 46)

Source: Professional/Technical Follow-up Student Survey

- Student satisfaction with the quality of instruction was very high in 2009.

Placement Rate in the Workplace (KPI)

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

Table 3: Estimated Employment Rates for Lower Columbia College

	2002-03	2003-04	2004-05	2005-06	2006-07
LCC	85%	80%	83%	81%	84%
System Average	80%	81%	81%	81%	83%

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 typically meet or exceed the system average.

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 4: Professional Technical Enrollment Summary (state funded only)

	Professional/Technical FTE	Worker Retraining FTE
2004-05	655	91
2005-06	618	60
2006-07	645	70
2007-08	665	81
2008-09	855	194
1 year change	+29%	+140%
5 year change	+31%	+113%

Source: Data Warehouse

- Enrollment increased substantially in 2008-09, particularly in terms of Worker Retraining students.

Table 5: 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

ACCOUNTING	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	30.7	27.5	25.7	30.7	32.6	+6.2%	+6.2%
FTEF	1.85	1.88	1.49	1.63	1.67	+2.5%	-9.7%
S/F Ratio	16.59	14.63	17.25	18.83	19.52	+3.7%	+17.7%

AUTO/DIESEL	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	68.0	50.3	47.2	53.7	n/a	n/a	n/a
FTEF	4.43	4.06	4.09	4.01	n/a	n/a	n/a
S/F Ratio	15.35	12.39	11.54	13.39	n/a	n/a	n/a

AUTO	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	n/a	n/a	n/a	n/a	37.6	n/a	n/a
FTEF	n/a	n/a	n/a	n/a	1.97	n/a	n/a
S/F Ratio	n/a	n/a	n/a	n/a	19.09	n/a	n/a

DIESEL	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	n/a	n/a	n/a	n/a	32.3	n/a	n/a
FTEF	n/a	n/a	n/a	n/a	1.70	n/a	n/a
S/F Ratio	n/a	n/a	n/a	n/a	19.00	n/a	n/a

BUSINESS MGMT	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	76.4	87.0	85.4	86.8	110.7	+27.5%	+44.9%
FTEF	3.80	4.28	4.88	4.30	4.52	+5.1%	+18.9%
S/F Ratio	20.11	20.33	17.50	20.19	24.49	+21.3%	+21.8%

BUSINESS TECH	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	77.2	73.0	70.1	76.1	93.7	+23.1%	+21.4%
FTEF	1.95	2.06	2.20	2.63	3.86	+46.8%	+97.9%
S/F Ratio	39.59	35.44	31.86	28.94	24.27	-16.1%	-38.7%

CHEM DEP STUDY	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	17.4	19.0	22.0	23.3	22.7	-2.6%	+30.5%
FTEF	1.09	1.09	1.27	1.21	1.15	-5.0%	+5.5%
S/F Ratio	15.96	17.43	17.32	19.26	19.74	+2.5%	+23.7%

COMP SCIENCE	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	65.7	62.3	56.6	50.9	68.7	+35.0%	+4.6%
FTEF	4.87	5.29	6.36	5.77	4.53	-21.5%	-7.0%
S/F Ratio	13.49	11.78	8.90	8.82	15.17	+72.0%	+12.5%

CRIMINAL JUSTICE	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	16.6	14.8	14.0	14.6	16.4	+12.3%	-1.2%
FTEF	0.70	0.75	0.92	0.65	0.64	-1.5%	-8.6%
S/F Ratio	23.71	19.73	15.22	22.46	25.63	+14.1%	+8.1%

EARLY CHILDHOOD	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	18.3	19.6	20.8	17.7	26.6	+50.3%	+45.4%
FTEF	2.17	2.04	2.18	1.81	2.25	+24.3%	+3.7%
S/F Ratio	8.43	9.61	9.54	9.78	11.82	+20.9%	+40.2%

FIRE SCIENCE	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	19.2	18.4	29.1	21.2	19.8	-6.6%	+3.1%
FTEF	1.10	1.01	1.30	1.08	0.87	-19.4%	-20.9%
S/F Ratio	17.45	18.22	22.38	19.63	22.76	+15.9%	+30.4%

INDUSTRIAL MAIN	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	13.2	17.0	9.5	14.2	12.8	-9.9%	-3.0%
FTEF	1.04	1.20	1.09	1.67	1.45	-13.2%	+39.4%
S/F Ratio	12.69	14.17	8.72	8.50	8.83	+3.9%	-30.4%

MACHINE TRADES	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	8.4	10.4	13.4	11.5	13.9	+20.9%	+65.5%
FTEF	1.40	1.56	1.85	1.82	1.87	+2.7%	+33.6%
S/F Ratio	6.00	6.67	7.24	6.32	7.43	+17.6%	+23.8%

MED ASSISTING	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	14.4	16.2	14.1	11.5	12.8	+11.3%	-11.1%
FTEF	0.67	0.68	0.72	0.83	0.82	-1.2%	+22.4%
S/F Ratio	21.49	23.82	19.58	13.86	15.61	+12.6%	-27.4%

NURSING	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	151.1	150.5	153.5	149.7	180.0	+20.2%	+19.1%
FTEF	13.96	13.83	14.23	15.54	17.50	+12.6%	+25.4%
S/F Ratio	10.82	10.88	10.79	9.63	10.29	+6.9%	-4.9%

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

PULP & PAPER	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	3.9	3.7	6.1	3.8	3.0	-21.1%	-23.1%
FTEF	0.20	0.18	0.31	0.16	0.48	+200%	+140%
S/F Ratio	19.50	20.56	19.68	23.75	6.25	-73.7%	-67.9%

WELDING	2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
FTE	28.9	31.3	32.8	34.5	61.0	+76.8%	+111.1%
FTEF	2.72	2.78	3.09	3.42	3.34	-2.3%	+22.8%
S/F Ratio	10.63	11.26	10.61	10.09	18.26	+81.0%	+71.8%

Source: Data Warehouse (SBCTC)

- Both the Pulp & Paper and Industrial Maintenance programs have been suspended.

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 6: Professional/Technical Degree and Certificate Completions

	04-05	05-06	06-07	07-08	08-09	1 yr Δ	5 yr Δ
AAS Degrees	191	176	186	150	238	+59%	+25%
Certificates/Completions (1 Year or More)	129	70	106	93	112	+20%	-13%

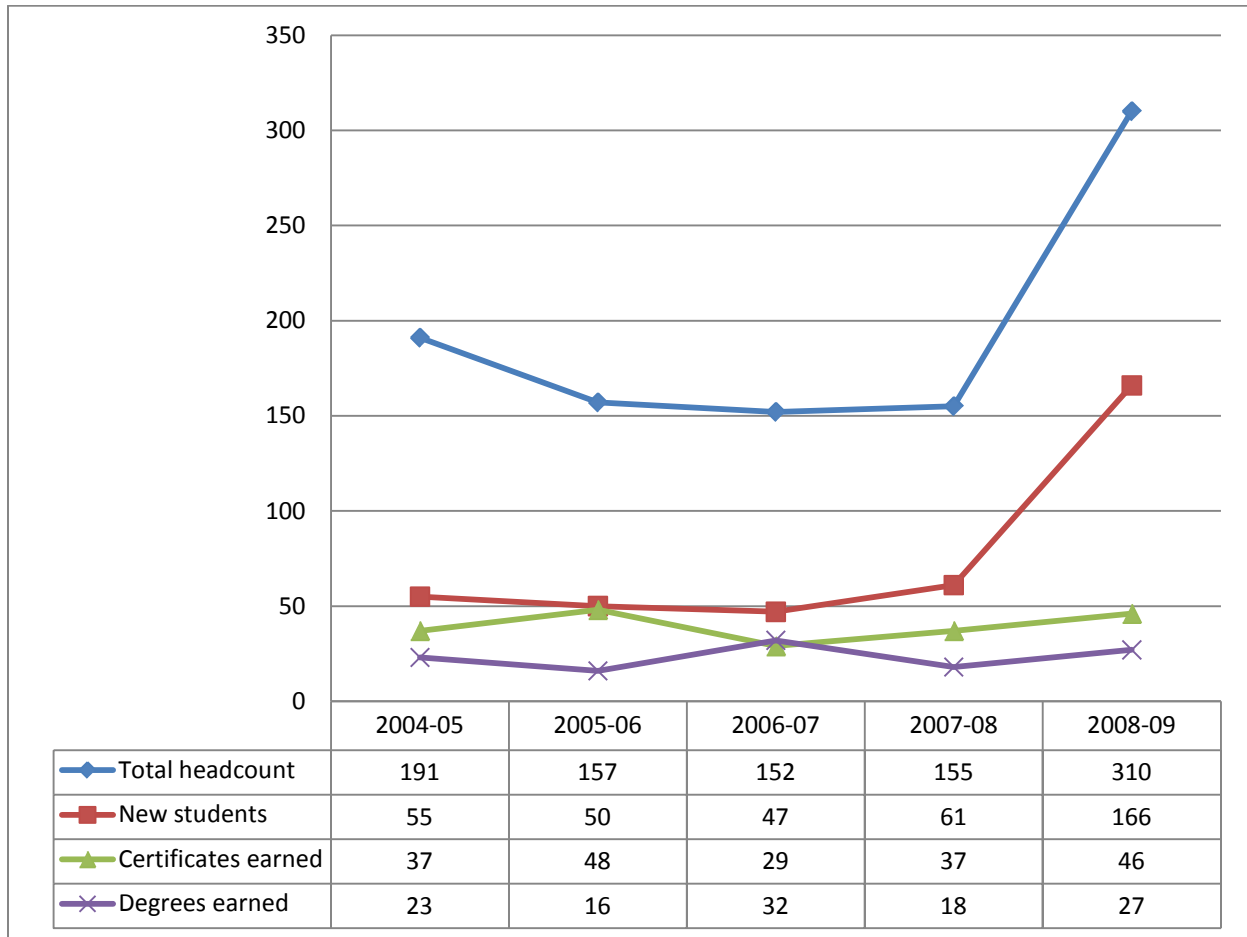
Source: LCC Registration Office (Fact Book)

- Degree and certificate completions both increased substantially in 2008-09, a reflection at least in part of higher than average enrollment.
- These figures represent a shift toward more degree (vs. certificate) completion.
- The emphasis on degree completion is an indication of high unemployment in the service district. Many students are staying in school longer, perhaps recognizing the importance of credentials in an increasingly competitive job market.

Table 7: Worker Retraining Completions

Number Worker Retraining Student Enrollments & Completions

Note: Counts are unduplicated. "New" students include students brand new to LCC and students who had not attended for one year or more prior to the year in question.



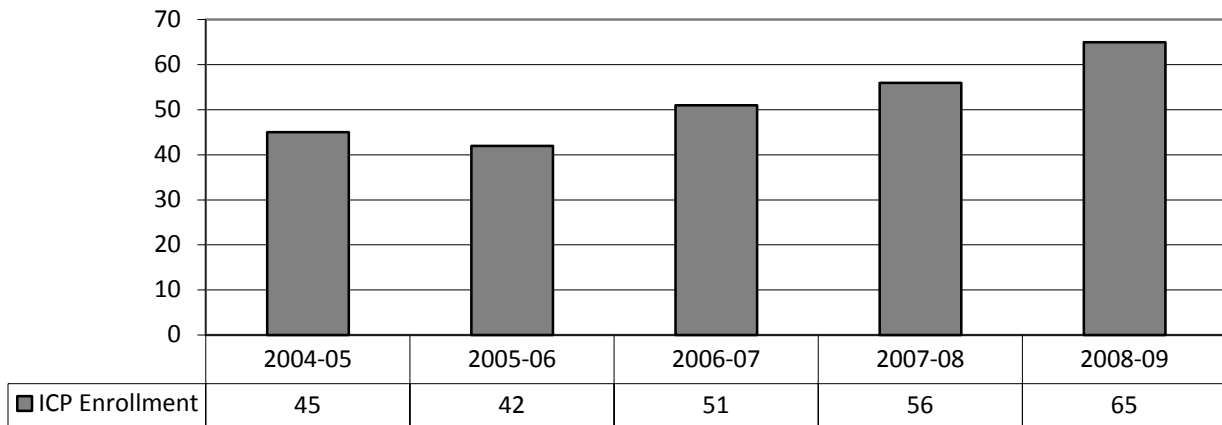
Source: DATAX--WH-STKWFE for total headcount, Data Warehouse/Completions Table

- Time to degree varies significantly for Worker Retraining students depending on a variety of factors. In terms of degrees earned in 2008-09, time to degree ranged from 2.00 to 10.25 years, with a mean of 5.60 years, a median of 5.50 years, and a mode of 2.25 years.
- Degrees earned by Worker Retraining students in 2008-09 include Nursing (17), Pulp and Paper (1), BTEC/Administrative Assistant (2), Business Management (2), Computer Specialist/CS (1), Diesel/Heavy Equipment (1), Instrumentation & Control Technology (1), and AA-DTA (3) for a total of 27 students earning 28 degrees. One student earned both a Nursing and DTA degree concurrently.

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 16% in 2008-09.
- 19% of ICP students enrolled in a 2-year degree or transfer program at LCC after completing their ICP certificates.
- Mortician's Assistant and Social Services Advocate were added as ICP Certificate offerings in 2008-09, partnering with Longview Memorial Park Funeral Home and Cowlitz County Juvenile Department, respectively.
- Bookkeeper, Graphic Designer, Medical Laboratory Assistant, Pharmacy Technician, Public Works Maintenance/Water Treatment, Radiology Assistant, and Veterinary Assistant programs reached their maximum enrollment of four students in 2008-09.

PART 2: CUSTOMIZED EDUCATION

Key Performance Indicator (KPI): Client Satisfaction

Table 9: Evaluation of Business and Industry Services

The following evaluations were administered across a variety of Business and Industry Services in 2008-09 (including responses from 103 individuals). Respondents ranked each category on a scale of 1 (low) to 5 (high).

	Average Score
CURRICULUM	
The training met my expectations.	4.5
I will be able to apply the knowledge learned.	4.6
INSTRUCTORS	
The presenters were knowledgeable.	4.8
The quality of instruction was good.	4.7
TRAINING SPECIFIC QUESTIONS	
How do you rate the training overall?	4.6
The training will help me do my job better.	4.6
OVERALL AVERAGE	4.6

- Client satisfaction was consistently strong in all areas of the evaluation.
- Clients were most satisfied with knowledge of the presenters.

EDUCATION, TRAINING & TESTING ACTIVITIES

Figure 10: 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.

2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
156	141	114	101	122	+21%	-13%

Figure 11: 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). Count includes JSP (Job Skills Program) projects.

2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
14	19	21	28	18	-36%	+29%

Figure 12: 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. Demand for pre-employment testing is tied to the local economy.

2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
861	549	863	447	299	-33%	-65%

Figure 13: 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 until the Woodland Center closed). Testing also occurs at employer sites, partner sites, and other colleges. Tests are also administered by Student Services staff in the Testing Office. Demand for food handler card testing is tied to the local economy.

2004-05	2005-06	2006-07	2007-08	2008-09	1 yr Δ	5 yr Δ
3,770	4,640	4,917	5,364	3,989	-36%	+6%

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?

- Faculty have been very responsive to increasing enrollment by increasing course caps and taking overloads.
- Student satisfaction seems to be holding steady despite the higher numbers being served.
- None of our Professional/Technical programs are under-enrolled. Unhealthy programs have already been phased out. Enrollment figures for 2009-10 will be even higher.
- Employment rate predates the recession, but looks good in comparison to the state average.
- Licensure rates have rebounded after a down year.

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

- Continue to promote student completions whether they are seeking certificates or degrees. Increase completion rates for Worker Retraining students.
- It might boost student success to offer refresher courses on-line for people returning to school after an extended absence. Topics could include math, reading, writing, and/or computer skills.

Board Plus/Delta

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

+	Δ

Expected College Outcome: Transfer Monitoring Report

2005 – 2009

(Cycle XI)

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 17th, 2010



Transfer: A Monitoring Report

Academic Transfer is one of Lower Columbia College's seven college outcomes (e.g. mission areas). 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 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:

- Through the STEM initiative, local high school students were given the opportunity to participate in research at LCC in winter 2010. The topic of the project was Artificial Intelligence.
- Through the Math Transition Project, LCC implemented 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). Six students took advantage of the agreement in fall 2009 by taking Math 112 or 210. All six successfully passed their math course. Assigned grades were as follows: C+, C+, B, A-, A, A.
- A new course focusing on critical reading, English 108, was developed as a result of discussions stemming from the General Education Summer Assessment Institute process (assessment of Communication and Critical Thinking).

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.

Table 1: Total Transfers with Degree Status

	2005-06	2006-07	2007-08	2008-09
Transfer students who had enrolled in a four-year institution by the subsequent fall (total number)	256	243	306	304
Number of transfers who completed associate degree at LCC prior to transfer	166	168	179	144
Percent of transfers who completed associate degree at LCC prior to transfer	65%	69%	58%	47%
Number of transfers who transferred prior to completing an associate degree at LCC	90	75	127	160
Percent of transfers who transferred prior to completing an associate degree at LCC	35%	31%	42%	53%

Source: National Student Clearinghouse and SMS

- The proportion of students transferring without an associate degree from LCC has increased over the past four years.

Table 2: Transfer Rate for “Transfer Ready” students

Transfer students with at least 45 college level credits and a 2.0 cumulative college level grade point average, who had received a grade of at least 2.0 in English 102 are considered “transfer ready.” Please note that the State Board for Community and Technical College’s “Transfer Ready” definition includes additional course requirements.

	2005-06	2006-07	2007-08	2008-09
Total number of students meeting LCC’s “Transfer Ready” criteria	313	292	303	292
Number of students who transferred by the subsequent fall	129	148	115	136
Proportion of students who transferred by the subsequent fall	41%	51%	38%	47%

Source: National Student Clearinghouse and Data Warehouse

- Over the past four years, 44% of LCC’s “transfer ready” students (on average) have transferred by the subsequent fall.

Table 3: Transfer institutions of students enrolled in 2008-09 (all transfer students)

- Argosy University (1)
- Ashford University (2)
- Azusa Pacific University (2)
- Boise State University (1)
- Brigham Young University (7)
- Capella University (1)
- Central Washington University (25)
- Chamberlain College of Nursing (1)
- City University of Seattle (7)
- Colgate University (1)
- Concordia University (5)
- Corban College (3)
- Duke University (1)
- Eastern Oregon University (1)
- Eastern Washington University (10)
- Emporia State University (1)
- George Fox University (3)
- Gonzaga University (2)
- Grand Canyon University (3)
- Huston-Tillotson University (1)
- ITT Technical Institute (2)
- Lewis-Clark State College (4)
- Lindenwood University (1)
- Linfield College (3)
- McNeese State University (1)
- Montana State University (2)
- Multnomah Bible College (1)
- North Carolina State University (1)
- Northern Arizona University (1)
- Northern State University (1)
- Oregon Institute of Technology (1)
- Oregon State University (2)
- Pacific Lutheran University (2)
- Pacific University (4)
- Palm Beach Atlantic University (1)
- Peninsula College* (2)
- Point Loma Nazarene University (1)
- Portland State University (18)
- Saint Martin's University (1)
- Seattle University (5)
- Southern Oregon University (1)
- SW Oklahoma State University (1)
- The Evergreen State College (9)
- The University of Memphis (1)
- University of Alaska (3)
- University of California (1)
- University of Great Falls (1)
- University of Hawaii (1)
- University of Maine (1)
- University of Nevada Las Vegas (1)
- University of Oregon (3)
- University of Phoenix (4)
- University of Puget Sound (1)
- University of Washington (14)
- Warner Pacific College (7)
- Washington State University (100)
- Wayland Baptist University (1)
- Western Governors University (1)
- Western Oregon University (2)
- Western Wash. University (17)
- Willamette University (2)

*Peninsula College baccalaureate program

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 4: 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 2004	3.38	*	2.75	*	3.00	*	3.03	3.08	2.95	*
# students	148	*	60	*	34	*	60	2834	35	*
Spring 2005	3.29	*	2.71	*	3.13	*	3.26	3.15	3.05	*
# students	134	*	53	*	39	*	34	2642	22	*
Fall 2005	3.41	*	2.84	*	3.42	*	3.04	3.06	3.11	*
# students	117	*	49	*	35	*	37	2768	22	*
Spring 2006	3.24	*	2.94	*	3.20	*	3.11	3.16	3.13	*
# students	118	*	41	*	40	*	35	2546	42	*
Fall 2006	3.21	*	2.75	*	3.29	*	2.98	3.06	3.13	*
# students	126	*	47	*	35	*	39	2741	44	*
Spring 2007	3.27	*	2.81	*	3.13	*	2.87	3.11	3.13	*
# students	123	*	45	*	40	*	25	2587	46	*
Fall 2007	3.33	*	2.76	*	3.12	*	2.97	3.06	3.16	*
# students	129	*	53	*	41	*	30	2731	41	*
Spring 2008	3.25	*	2.78	*	3.41	*	2.96	3.11	3.14	*
# students	128	*	43	*	46	*	26	2594	39	*
Fall 2008	*	*	*	*	*	*	3.29	3.09	2.94	*
# students	*	*	*	*	*	*	21	2471	38	*
Spring 2009	3.18	3.13	3.08	2.92	3.10	3.18	3.41	3.12	3.01	*
# students	127	1122	42	3183	64	1674	19	2471	27	*

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

**Washington State University-Vancouver

***Washington State University-Pullman

****Washington State University Distance Programs

- The WSU system began providing comparative data in 2008-09.

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 5: Transfer Alumni Follow-up Survey

Proportion of Respondents Responding “good” or “very good”

	2004-05 (n = 70)	2005-06 (n = 61)	2006-07 (n = 64)	2007-08 (n = 27)	2008-09 (n = 39)
How would you rate the quality of instruction you received at LCC overall?	93%	89%	95%	82%	87%

- The quality of satisfaction with instruction response fell slightly below the historical average of about 90%, but increased substantially from the prior year.
- Cost saving measures—including reducing the number of survey mailings from three to two—have resulted in a lower response rate in recent years.

Student Attainment of General Education Outcomes (KPI)

In July 2009, six faculty readers and a faculty coordinator convened to evaluate student artifacts collected from a variety of courses (and disciplines) in 2008-09 focusing on Numeracy and Citizenship. The artifacts were evaluated based on rubrics designed by LCC faculty.

Table 6: General Education Summer Assessment Institute 2009

Numeracy *Achieve* competency with numbers and graphical skills to interpret and communicate quantifiable information, and apply mathematical and statistical skills in practical and abstract contexts.

Criteria (using a five-point scale with “1” being low and “5” being high)	Avg.
#1) Students will analyze, interpret and draw valid inferences from graphical and numerical data.	2.65
#2) Students will use quantitative skills to arrive at a solution/conclusion.	2.45
#3) Students will use quantitative skills to assess the validity of a proposed solution/conclusion.	2.26
#4) Students will communicate numerical and mathematical processes using appropriate symbols, language and terminology.	2.44

- Faculty readers were generally satisfied with the process and outcome of the Numeracy portion of the Institute. During the Numeracy Institute, faculty

members piloted a 5-point rubric and were very satisfied with the flexibility it provided. The remaining rubrics will be converted to the 5-point scale as well. A faculty development workshop has been scheduled for winter quarter 2010 to assist faculty in revising or creating curriculum to encourage even more student learning in the area of Numeracy. Interdisciplinary collaboration—not necessarily requiring formal linkages between courses or instructors—will be one of many topics presented at the workshop.

- The Citizenship portion of the Institute was less successful, primarily due to the restrictive nature of the outcomes (focusing more on specific course objectives than institution-wide outcomes). Instructional Dean Jon Kerr will lead a process in spring 2010 designed to produce more globally-focused citizenship outcomes.

Transfer Student Enrollment and Graduation Summary

Several years ago the Washington Community and Technical College system established performance targets around different mission areas, including transfer preparation. Per the state board, “The purpose of transfer education is to prepare students for eligibility to transfer to baccalaureate institutions. Academic students eligible to transfer to baccalaureate institutions have completed a minimum of 45 college-level credits and reached transfer eligible status. Transfer eligible means the student had completed the common core of courses with a college-level GPA at or above 2.0, the minimum required for transfer admission.”

	2004-05	2005-06	2006-07	2007-08	2008-09
Unduplicated headcount	1911	1908	1885	2004	1977
FTE	1044	1020	980	1016	1176
Transfer associate degrees granted	224	195	200	215	232
Transfer Eligible students	260	293	252	300	*

Data Source: SBCTC Data Warehouse, STUDENT Table by SID, Kind of Student “T” (Headcount); Access Monitoring Report for Academic FTEs; Fact Book (Registration Office) for transfer associate degrees granted; SBCTC for “Transfer Eligible” figures

*Per the State Board, data for 2008-09 will be available in March or April 2010.

- Academic (Transfer) FTE increased 16% in 2008-09.
- The number of transfer associate degrees granted increased with enrollment.

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?

- Transfer enrollment has changed along with overall institutional enrollment. Not only were there more transfer students enrolled in 2008-09, they were also taking more credits (more likely to be full-time) than in previous years.
- The list of transfer institutions is impressive. We should do more to share this list, perhaps even post it on our website.
- LCC students do well academically after they transfer to four-year institutions, particularly when compared to other community college transfer students.

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

- We need to develop strategies to better understand why students transfer before earning an associate degree from LCC. Need to examine whether the “extra” things required by LCC for graduation are having an impact, including: Speech, Capstone, Diversity and Math requirements. Specific suggestions include:
 - Survey students who transferred without associate degrees to possibly identify barriers (include question designed to identify students participating in athletics)
 - Calculate in-state vs. out-state transfer with/without degree rates
 - Advise more students into Math 107 (vs. Math 112); be sure to change the number of sections offered in each to reflect shift in advising
 - Increase the number of Capstone courses offered, and make sure the offerings are spread across different disciplines
 - Get faculty together more frequently to talk about transfer
 - Create a one page “talking points” or “Why I Should Get a DTA” document listing all the advantages involved with earning a DTA before transfer. Provide to all faculty and entry advisors. Possibly include information in the catalog and/or post on the LCC website as well.

Board Plus/Delta

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

+	Δ