

College Outcome: Access

Monitoring Report

2006 – 2010

(Cycle 12)

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)

December 15th, 2010



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 the most recent data available. 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.

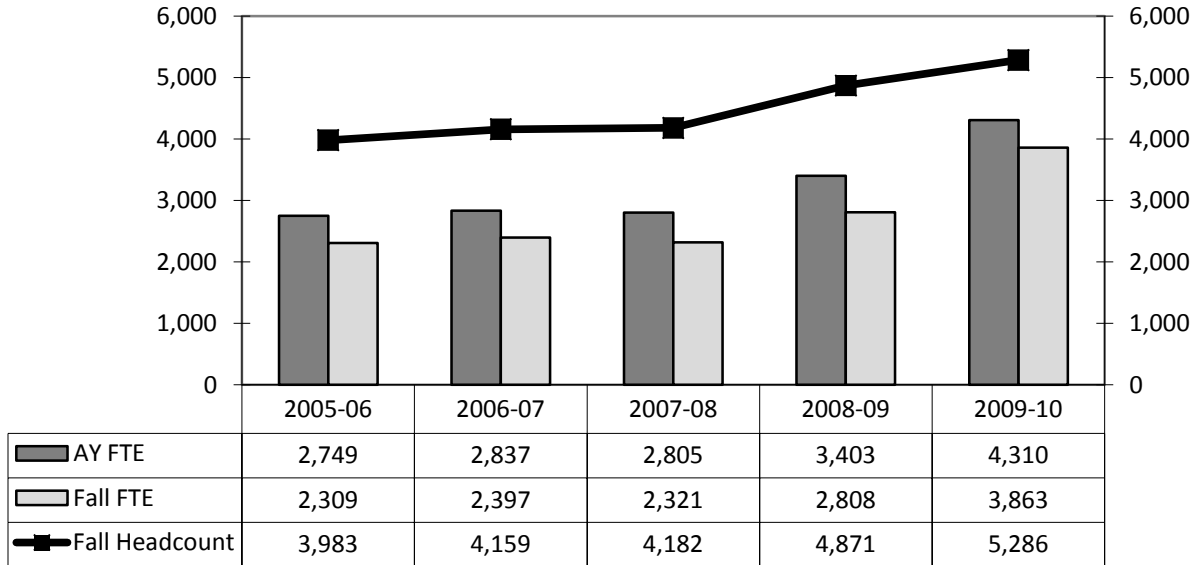
Some of the actions plans and results that have come about as a result of past reviews of the Access Monitoring Report include:

- LCC faculty are now required to complete a training program in online instruction in ANGEL before they can begin teaching eLearning courses.
- Entry advisors work closely with LCC students to make sure they are prepared to succeed in the online environment before enrolling them; they also encourage students to participate in “ANGEL bootcamp” before taking their first eLearning course.
- The College now provides a “tech tutor” along with the other tutors in the Learning Commons to assist students with the technological aspects of their online experience.
- LCC is now tracking enrollment of first generation students per a request from the Board of Trustees.
- The College recently hired a (part-time) Transitions Specialist to work with/support students transitioning from Pre-College to college-level studies.
- LCC is applying for a Talent Search grant to serve students in grades 6 – 12. Talent Search is part of the Department of Education’s TRIO programs.

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.

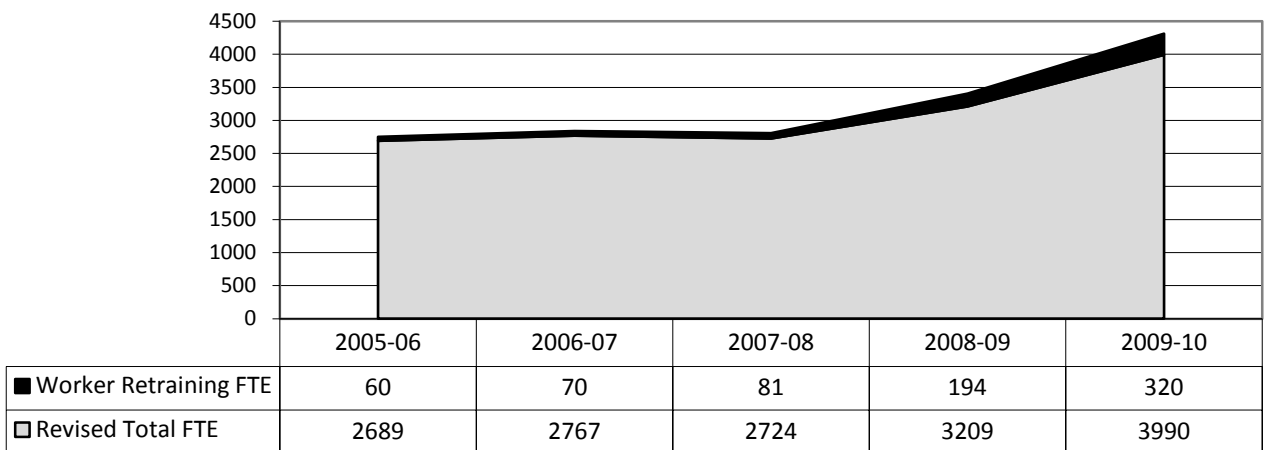
Figure 1: LCC General Enrollment (all students, all funding sources)



Source: LCC Fact Book

- Between academic year 2009-10 and the prior year: annual FTE increased 27%, fall FTE increased 38%, and fall Headcount increased 9%.
- Over the five year period: annual FTE increased 57%, fall FTE increased 67%, and fall Headcount increased 33%.

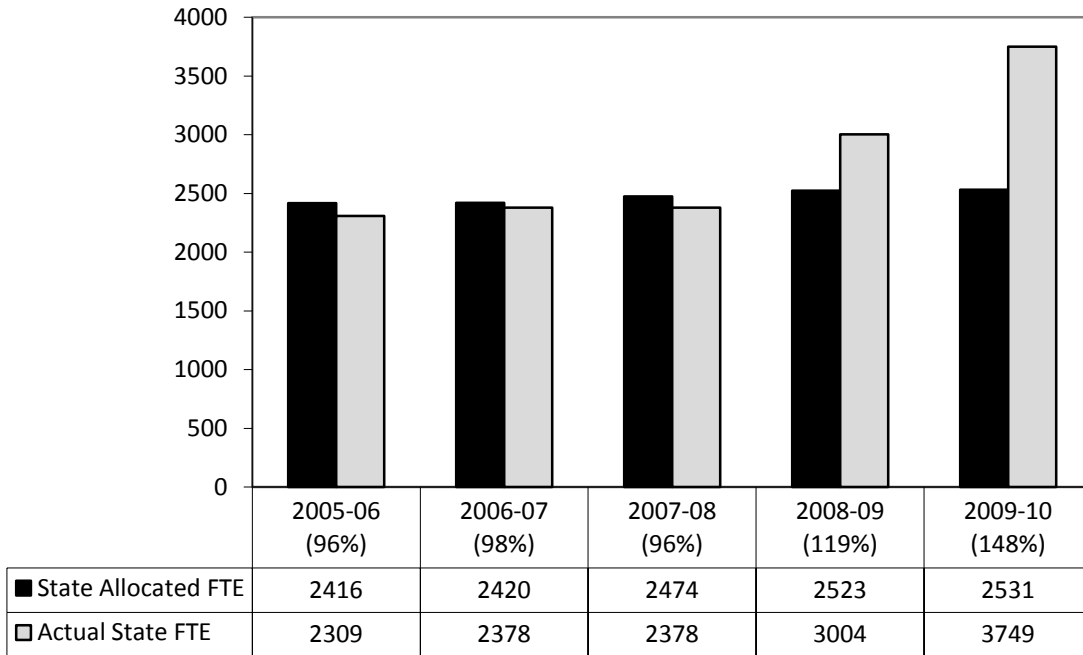
Figure 2: Annual FTE excluding Worker Retraining FTEs (all funding sources)



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

- Worker Retraining FTE increased 65% in 2009-10. Over five years, the increase was 433%.

Figure 3: Actual FTE Generated vs. Allocated (State Funds only)



Source: LCC Fact Book

- LCC shattered all previous enrollment records by generating an all-time high of 3,749 State FTE in 2009-10 (putting us at 148% of our target).

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

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)
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%)
2009-10	1391 (37%)	1252 (33%)	1106 (30%)
1 Year Change*	-2%	+1%	+2%
5 Year Change*	-7%	+4%	+3%

Source: Data Warehouse, Class Table, Institutional Intent Recat
 *As a percent of total enrollment (not absolute numbers)

- Although the proportion has declined over the years, academic courses still make up the largest proportion of state-funded courses. Both basic skills/pre-college and workforce increased in 2009-10.

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 2005	1719 (47%)	1920 (53%)
Fall 2006	1921 (50%)	1891 (50%)
Fall 2007	2184 (52%)	1998 (48%)
Fall 2008	2629 (54%)	2242 (46%)
Fall 2009	2428 (46%)	2858 (54%)

Source: Data Warehouse, Student Table, FULL_PART_TIME_IND

- The proportion of full-time students increased substantially in fall 2009.

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

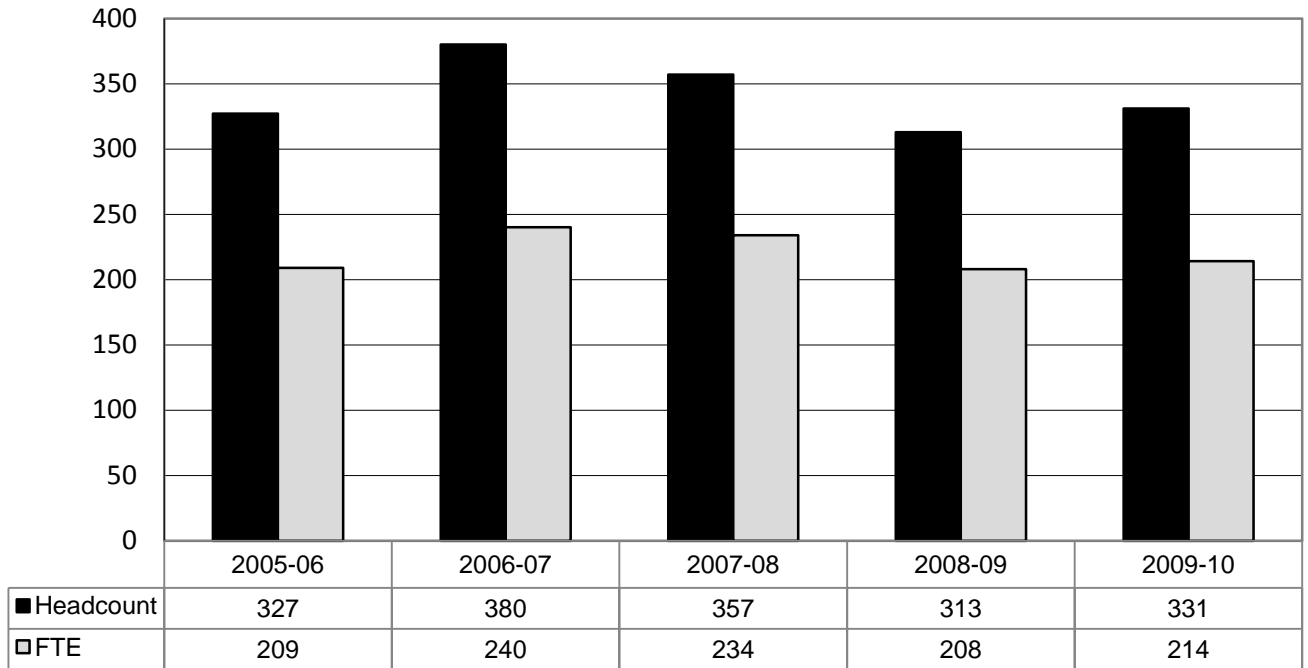
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Castle Rock	29/95=31%	31/93=33%	27/109=25%	37/121=31%	25/120=21%
Kalama	31/68=46%	22/74=30%	25/82=30%	14/61=23%	19/63=30%
Kelso	102/289=35%	122/339=36%	116/329=35%	108/311=35%	108/340=32%
Mark Morris	60/195=31%	85/211=40%	74/211=35%	48/220=22%	76/249=31%
R.A. Long	62/160=39%	73/161=45%	65/175=37%	38/165=23%	62/209=30%
Toutle Lake	15/49=31%	7/42=17%	12/50=24%	7/41=17%	13/50=26%
Wahkiakum	5/48=10%	5/44=11%	14/42=33%	7/36=19%	3/36=8%
Woodland	7/119=6%	14/123=11%	4/121=3%	4/152=3%	1/134=1%
Total Dist.	311/1023=30%	359/1087=33%	337/1119=30%	263/1107=24%	307/1201=26%

Source: LCC Registration Office

LCC ranked in the 85th percentile in the 2010 National Community College Benchmarking Project for percent of local High School Graduates enrolling at our institution. This is down slightly from previous years (90% in 2008 and 88% in 2009).

57% of the Class of 2008 in LCC's service district went on to college. Of those who went to college, 54% chose LCC (information provided by Washington State University's Social and Economic Sciences Research Center via the National Student Clearinghouse).

Figure 7: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book

- Running Start headcount increased 6% and FTE increased 3% in 2009-10. Over five years, FTE increased 2%.

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

	2005-06	2006-07	2007-08	2008-09	2009-10
Castle Rock (115)	32	30	24	26	20
Kalama (116)	36	43	37	27	31
Kelso (117)	75	119	121	97	94
Mark Morris (112)	89	85	79	83	89
R.A. Long (111)	51	58	47	38	44
Toutle Lake (114)	12	9	11	10	17
Wahkiakum (901)	9	7	6	9	7
Woodland (118)	9	7	16	13	7

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

- Kelso and Mark Morris High Schools consistently have the highest Running Start enrollments.

Table 9: eLearning Enrollment (Duplicated Headcount and Annual FTE)
(online and hybrid courses, state funded)

	2005-06	2006-07	2007-08	2008-09	2009-10
Online courses: headcount	1381	1100	1808	3487	4681
Online courses: FTE	76	106	159	295	398
Percent of total state FTE	3%	5%	7%	10%	11%
Hybrid courses: headcount	323	431	852	1444	1727
Hybrid courses: FTE	20	26	75	132	152
Percent of total state FTE	1%	1%	3%	4%	4%

Source: Data Warehouse, Class Table, DIST_ED = 3n series for online and Hn for hybrids

- Online courses are taught 51-100% online. Hybrids are taught 50% or less online.
- FTE in online courses increased 35% in 2009-10 (16% for hybrids).
- Headcount in online courses increased 33% in 2009-10 (18% for hybrids).
- Combined, online and hybrid enrollments accounted for 15% of FTE generated in 2009-10, compared to 19% for the Washington State Community and Technical College System.

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

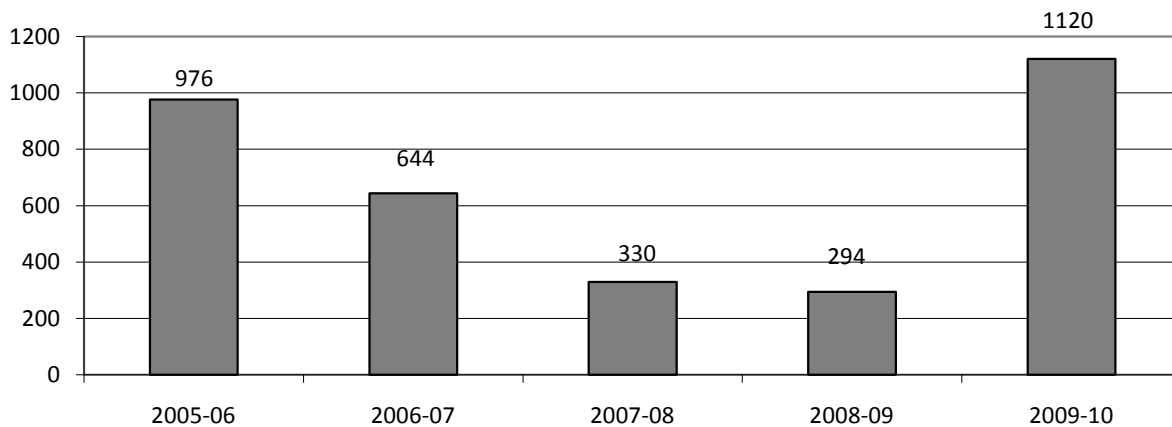
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Non Distance Ed (LCC)	73.7%	74.1%	72.9%	74.5%	79.4%
Hybrid Courses (LCC)	83.0%	80.0%	75.5%	78.9%	78.3%
Online courses (LCC)	74.1%	78.5%	67.7%	74.6%	75.1%
<i>Washington Online</i>	<i>62.5%</i>	<i>80.8%</i>	<i>65.8%</i>	<i>69.4%</i>	<i>70.8%</i>

Source: Data Warehouse (note: excludes grades of I, N, R, P and V) 3n series for online courses and Hn series 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.

LCC ranked in the 99th percentile in the 2010 National Community College Benchmarking Project for enrollee success in distance education courses. This was up from the 80th percentile in 2008 and the 89th percentile in 2009.

Figure 11: Community Education Enrollment (Duplicated Headcount)



Source: LCC Fact Book

- Enrollment in Community Education increased substantially in 2009-10 due at least in part to the conversion of a popular Retirement Program (Senior Studies) class to Community Education.

Key Performance Indicator: Participation Rate

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

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

	Cowlitz Co.	Wahkiakum Co.	Washington State
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 (note: data provided on a periodic basis). http://www.ofm.wa.gov/hied/highlights/05_county.pdf

- 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%.

LCC ranked in the 89th percentile for the “Credit Student Participation Rate” in the 2010 National Community College Benchmarking Project. This was down slightly from 2009 (92nd percentile) but higher than in 2008 (84th percentile).

Key Performance Indicator: Participation and Success of Diverse Student Populations

(Diverse student populations include students of color and students with disabilities. 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
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%
2009-10	1382/6894 = 19%	1036/6441 = 16%	88/752 = 11.7%

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

- The proportion of students of color in the overall student body declined slightly in 2009-10.
- The proportion of students of color in the transfer and workforce populations decreased by three percent in 2009-10.
- Students of color as a proportion of LCC graduates increased nearly two percent in 2009-10.

Table 14: LCC Participation and Graduation/Completion Rates of Students with Disabilities (All Students)

Year	Students with disabilities as a proportion of all students	Students with disabilities as a proportion of transfer & workforce populations only	Students with disabilities as a proportion of degree/certificate (one year plus) completers
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%
2009-10	188/8601 = 2.2%	164/6441 = 2.6%	25/842 = 3.0%

Source: Data Warehouse (Completions and Student Tables)

- The proportion of students with disabilities in the total student population stayed about the same in 2009-10.
- Students with disabilities as a proportion of LCC graduates increased somewhat in 2009-10.
- Reporting changes implemented in 2003-04 greatly impacted the overall count of students with disabilities at LCC. LCC staff continue to work toward ensuring that all student records are complete and accurate.

Financial Aid Data

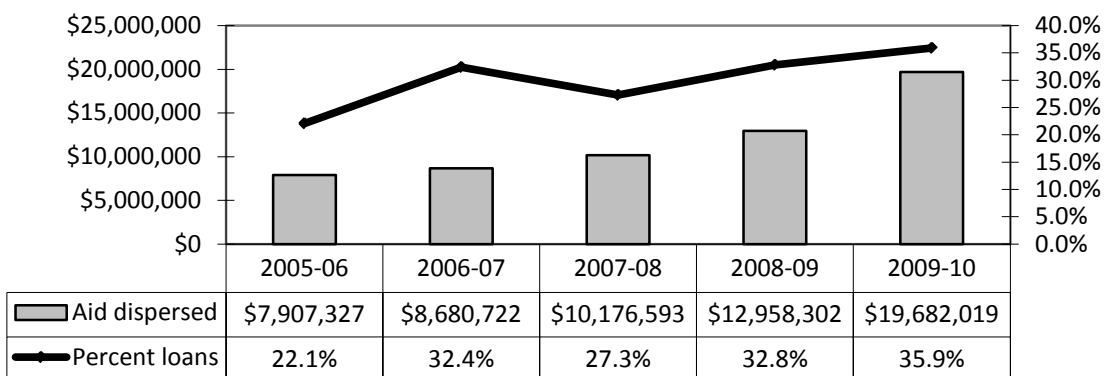
Table 15: Pell Grant Maximum and Cost of Tuition and Fees

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)	Number of Students Receiving Pell Grants	% of total state funded students receiving Pell Grants
2005-06	\$4,050 (+0.0%)	\$2,646 (+8.2%)	1,251	22%
2006-07	\$4,050 (+0.0%)	\$2,793 (+5.5%)	1,225	22%
2007-08	\$4,310 (+6.4%)	\$2,874 (+2.9%)	1,392	23%
2008-09	\$4,731 (+9.8%)	\$2,937 (+2.2%)	1,744	25%
2009-10	\$5,350 (+13.0%)	\$3,132 (+6.6%)	2,409	35%

Source: LCC 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 150% over the five year period depicted above. The change is due in part to increases in loan volume.

Table 17: Cohort Default Rates: LCC vs. National

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Public 2-year colleges in the U.S.	8.1%	7.9%	8.4%	9.9%	10.1%
Lower Columbia College	12.4%	5.9%	12.3%	12.1%	12.6%

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 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010
Castle Rock	7/65=11%	5/38=13%	13/37=35%	10/39=26%	9/34=26%
Kalama	2/8=25%	1/4=25%	3/19=16%	2/13=15%	4/14=29%
Kelso	23/85=27%	27/177=15%	43/212=20%	33/113=29%	43/119=36%
Mark Morris	17/96=18%	24/106=23%	26/143=18%	10/56=18%	24/93=26%
R.A. Long	19/64=30%	17/65=26%	18/84=21%	6/43=14%	17/61=28%
Toutle Lake	11/33=33%	3/41=7%	9/27=33%	6/15=40%	5/30=17%
Wahkiakum	0/6=0%	0/4=0%	5/17=29%	3/14=21%	2/11=18%
Woodland	0/4=0%	0/7=0%	0/24=0%	1/33=3%	0/14=0%
Total	79/361=22%	78/447=17%	117/563=21%	71/326=22%	104/376=28%

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 six percent in 2009-10.
- Please note that the methodology for accounting for Tech Prep students has transitioned tremendously during the 5-year history depicted here.

First Generation Students and Veterans

The term “first generation” in this case refers to students attending college who do not have a parent with a baccalaureate degree. We began collecting this information during the testing process in fall 2008. Veteran headcount is based on students receiving benefits.

Table 19: Proportion of First Generation Students at LCC and Veteran Headcount

	2005-06	2006-07	2007-08	2008-09	2009-10
First Generation	N/A	N/A	N/A	82%	80%
Veterans	43	55	61	77	140

- Four out of five LCC students are first-generation.
- The number of Veterans served has increased steadily over the past five years.

Access Monitoring Report
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?

- Students are generally taking more credits, which makes it easier for them to reach the tipping point.
- LCC has continued to serve all students who come to the door by providing more opportunities for enrollment, including eLearning, more course sections, and more pathways in Basic Skills. The evidence for this is in our enrollment data.
- We are increasing the number of students with disabilities served, despite the enhanced rigor in how disabilities are classified. Also, there is increasing awareness on campus of the resources available to students with disabilities.
- Increasing the quantity and quality of electronic resources available has helped both our online and face-to-face students.

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?

- Increasing reliance on loans to help pay for college has implications in terms of individual fiscal responsibility. We need to be sure to communicate the long-term consequences of borrowing money to our students.
- Although we have dramatically increased the amount of information that is available through our website, we need to make sure that faculty and staff are engaged in keeping that information current and that responsibilities are clearly defined. Also, we need to monitor ADA compliance across the website.
- We need to continue to address the needs of returning Veterans.
- Although recruiting is not an issue at present, we need to maintain our competitiveness by keeping up with technology (and not wait until enrollment lags, otherwise it will be too late).
 - Our competitors are using “apps” and students are coming to expect them in order to access information through their phones and I-PADs. This has implications for accessing information about the College, library databases, financial aid check availability, and much more.
 - Support for faculty and staff professional development is critical to developing and delivering the types of technology and applications our students need and expect. Using technology well is a critical aspect of maintaining excellence in terms of student access.

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

2006 – 2010
(Cycle 12)

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 20th, 2011



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

The purpose of this monitoring report is to present information regarding progress the College has made in providing literacy development to people who have less than college level skills. The report is broken into two parts, the first covering Adult Basic Education (ABE), English as a Second Language (ESL), and GED. The second part of the report includes pre-college preparation in math and English (reading/writing).

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

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

Other measures for **Basic Skills** include:

- ✓ Basic Skills Enrollment
- ✓ CASAS testing results
- ✓ Progression of ESL and ABE Students
- ✓ Enrollment in CEO Program
- ✓ Progression of CEO Students
- ✓ GED Testing and Goal Completion
- ✓ Student Achievement Initiative point gains
- ✓ I-BEST Enrollment, Student Success and Completions

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

3. Academic Performance of Pre-College students

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

- ✓ Success in Subsequent Courses
- ✓ Enrollment in Pre-College
- ✓ National Community College Benchmarking Project rankings
- ✓ Student Achievement Initiative point gains

The report 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 (or are planned) as a result of past reviews of the Basic Skills/Pre-College Monitoring Report include:

Basic Skills

Completion Rates

- Continue to design curriculum to increase rigor and mirror the college experience.
- Redesign ESL programming and curriculum to increase rigor, active learning experiences, and alignment to CASAS testing.

- Strengthen and clarify progression policy so that teachers can more easily determine student readiness for progression to the next level.
- Provide every instructor with a quarterly data report that includes CASAS Gains, Level Completions, and Achievement Points accrued in order to identify best practices and to create targeted action plans to increase completion and progression.
- Increase use of CASAS TopsPro reports to inform faculty on areas of strengths and weaknesses of student performance in order to target skills development in lessons.
- Maintain new CASAS testing procedures to continue to see an increase in post testing rates.

English as a Second Language

- Expand ESL recruitment efforts by developing a quarterly targeted recruitment plan to recruit ESL students into general basic skills, I-BEST, and I-TRANS.
 - Implement quarterly recruiting at Walmart.
 - Partner with local churches, schools, or non-profit agencies to expand off-site ESL offerings.
 - Implement targeted ESL recruitment into On-ramp to I-BEST
 - Conduct On-ramp, I-BEST, and I-TRANS recruitment sessions in all ABE & ESL classes quarterly.
- Work with ESL program faculty, manager, and dean of instruction on a redesign of ESL programming and curriculum to focus on active learning, academic rigor, and the integration of college readiness and employment skills into all ESL courses.
- Conduct an On-ramp to I-BEST, I-BEST, and I-TRANS recruitment happening in all basic skills courses quarterly.
- Facilitate funding information sessions in all ESL courses.

Career Education Options

- Redesign the Foundations quarter of the CEO program focusing on increasing engagement, retention, and completion. This will involve a mix of both face-to-face courses and lab courses.
- Add Wahkiakum School District to the list of school districts participating in the CEO Program in order to expand the recruitment base.
- Teach the new math series in the CEO Center to increase math completion and retention in math courses.
- Implement planned break periods for students in order to deemphasize socializing and encourage academic awareness.
- Implement HSPE testing on the LCC campus to facilitate test completion thus strengthening retention and completion.
- Implement weekly Instructor, Retention Specialists and Director Meetings to proactively encourage student process.
- Engage community agencies to help support student retention.
- Move to new facility to facilitate creative, innovative, and dynamic teaching and mentoring systems.

Pre-College

- After completing their curriculum review, faculty in the Language and Literature Department are reviewing pedagogy and curriculum and are planning revisions to increase student success. Silos that artificially separate student populations into ABE and precollege are being reviewed and strategies developed to overcome barriers. We are exploring the feasibility of combining some upper level ABE course with precollege English and Writing courses.
- Following the successes of the academic IBEST pilot last year, we expanded ITRANS to include math, speech, psychology, and physical science.
- With support from the Gates Foundation for reform in precollege math, three new courses have been developed to take the place of four old courses; the savings to the students and to the college have been substantial. Assessment will be ongoing to determine the success of this project.
- Also supported by the Gates Foundation, an ITRANS learning community has been developed for students in the Early Childhood Education program.

PART ONE: BASIC SKILLS

Student Satisfaction with Instruction

(Key Performance Indicator)

Students enrolled in LCC’s Basic Skills courses complete a satisfaction survey every quarter.

Table 1: 2009-10 Student Satisfaction with Instruction in Basic Skills

	Percent that Agreed or Strongly Agreed
I am satisfied with the quality of instruction I have received at LCC.	227/229 = 99%
I am treated with courtesy and respect by LCC employees.	230/233 = 99%
I would recommend LCC to a friend.	226/227 = 99%

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 2: 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
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%
2009-	LCC	889	237	27%	299	135	45%
2010	System	33,530	9,741	29%	34,607	17,125	49%

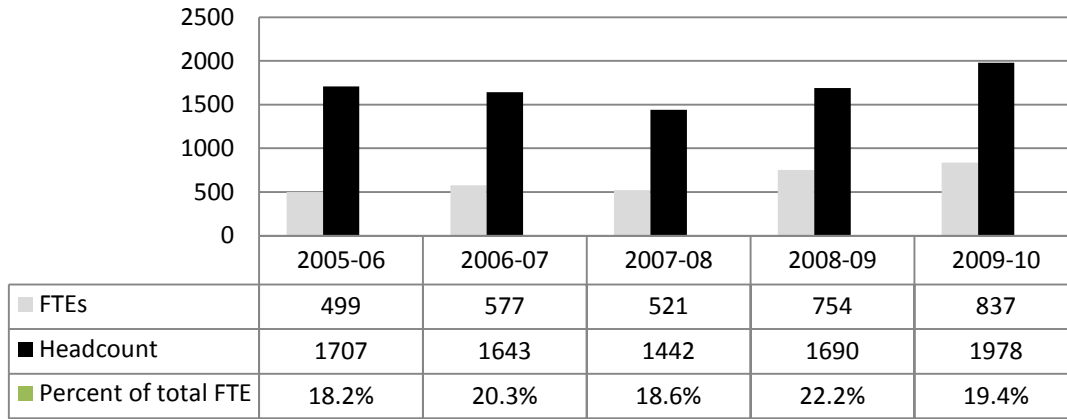
Source: WABERS+ database (WABERS Statistics Report—all students)

- 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 high school graduation equivalency.

Figure 3: Basic Skills Student Enrollment (ABE, ESL and high school equivalency)



Source: Data Warehouse, STUCLASS: Sum ({CR_EQUIV}/45) where CIP like "32*" and where not like "320206" and not like "320207." Headcount per Transcript records (ABE, ESL, GED, HSC, CEO).

- Basic Skills FTE increased 11% in 2009-10.

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 4: CASAS Testing Summary

		# pre-tested	# post-tested	% post-tested	# Completing at least one program level	% Completing at least one program level
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%
2009-	LCC	1,146	680	59%	337	50%
2010	System	65,606	41,520	63%	23,770	57%

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

- LCC's performance fell slightly behind the state average in 2009-10.

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 5: 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%	3/0.8%
2006-2007 (A67)	361	12/3.3%	13/3.6%	13/3.6%	15/4.2%	5/1.4%
2007-2008 (A78)	393	8/2.0%	8/2.0%	9/2.3%		2/0.5%
2008-2009 (A89)	428	18/4.2%	19/4.4%			4/0.9%
2009-2010 (A90)	446	14/3.1%				0/0.0%

**as of fall 2010

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%	52/6.2%
2002-2003 (A23)	952	182/19.1%	198/20.8%	211/22.2%	223/23.4%	59/6.2%
2003-2004 (A34)	774	84/10.9%	99/12.8%	115/14.9%	129/16.6%	32/4.1%
2004-2005 (A45)	968	84/8.7%	105/10.8%	133/13.7%	320/33.0%	57/5.9%
2005-2006 (A56)	1138	149/13.1%	171/15.0%	377/33.1%	390/34.3%	81/7.1%
2006-2007 (A67)	1075	320/29.8%	338/31.4%	373/34.7%	399/37.1%	88/8.2%
2007-2008 (A78)	873	178/20.4%	196/22.5%	215/24.6%		44/5.0%
2008-2009 (A89)	1093	251/23.0%	273/25.0%			66/6.0%
2009-2010 (A90)	1353	377/27.9%				111/8.2%

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

**as of fall 2010

*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 nearly tripled 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, Wahkiakum, and Castle Rock.

Table 6: Annual CEO Enrollment and Completion (HS or equivalent)*

	2005-06	2006-07	2007-08	2008-09	2009-10
CEO Students	206	240	213	217	209
HS Completions to date ⁽⁶⁾	43	61	63	64	45
GEDs to date ⁽⁷⁾	34	28	12	8	6
Total Completions to date	77	89	75	72	51
Percent Completions to date	37.4%	37.1%	35.2%	33.2%	24.4%

* Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions). Figures are as of fall 2010.

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

Table 7: 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%	16/9.7%
2003-2004 (A34)	192	97/50.5%	103/53.6%	110/57.3%	114/59.4%	22/11.5%
2004-2005 (A45)	208	99/47.6%	104/50.0%	105/50.5%	116/55.8%	13/6.3%
2005-2006 (A56)	206	96/46.6%	105/51.0%	122/59.2%	124/60.2%	12/5.8%
2006-2007 (A67)	240	130/54.2%	137/57.1%	139/57.9%	141/58.8%	13/5.4%
2007-2008 (A78)	213	137/64.3%	142/66.7%	149/70.0%		10/4.7%
2008-2009 (A89)	217	123/56.7%	135/62.2%			8/3.7%
2009-2010 (A90)	209	124/59.3%				3/1.4%

* Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions). Figures are as of fall 2010.

- 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 8: Comparative Data for GED Testing

Calendar Year	LCC			Washington State			United States		
	Total Completed	Total Passed	Percent Passed	Total Completed	Total Passed	Percent Passed	Total Completed	Total Passed	Percent Passed
2005	293	257	87.7%	13,704	11,453	68.0%	587,689	423,714	72.1%
2006	302	256	84.8%	13,282	10,877	81.9%	580,107	398,049	68.7%
2007	326	276	84.7%	14,190	11,771	83.0%	600,023	429,149	71.5%
2008	301	252	83.7%	15,692	13,032	83.0%	642,182	469,168	73.1%
2009	333	272	81.7%	15,007	11,980	79.8%	645,281	448,131	69.4%
2010	315	254	80.6%	*	*	*	*	*	*

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

*Data not yet available

- LCC pass rates typically exceed state and national averages.

Table 9: 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	60	50%
2009-10 cohort	124	*	*

*data not yet available

- 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 10: Basic Skills Achievement Rates for GED

		Number with “GED” as their goal	Number who completed “GED” goal	Percent who completed “GED” goal
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%
2009-	LCC	139	86	62%
2010	System	10,755	3,807	35%

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

- Completion rates of LCC students seeking their GED decreased somewhat in 2009-10. 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.
- A coding error is responsible for the drop in the achievement rate in 2009-10. The problem has been corrected for the 2010-11 academic year.

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 11: Student Achievement Initiative Points—Basic Skills Gains

	2005-06	2006-07	2007-08	2008-09	2009-10
Basic Skills points	n/a	1,034	1,226	1,267	2,014
Unduplicated Headcount in ABE and ESL	n/a	1,643	1,442	1,690	1,978
Average Points per student	n/a	.63	.85	.75	1.02

- The total number of points accrued in this category increased 59% in 2009-10.
- The number of students (unduplicated headcount) increased 17% in 2009-10.
- The average points earned per student increased substantially.

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 12: 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	29	69	ABE, AH, BLPT, BTEC, BUS, ECED, EDUC&, ENGL, HLTH, MASP, MATH, MFG, NURS, TECH, WELD
Annual 2009-10	96	152	AH, BLPT, BTEC, BUS, ECED, EDUC, ENGL, HDEV, HLTH, MASP, MATH, MEDA, MFG, NURS, TECH, WELD

Source: LCC Fact Book

- FTE enrollment increased 231% in 2009-10.

Table 13: I-BEST Momentum (Student Achievement Initiative) Points & Completions Unduplicated Headcount

	Total number of achievement points earned and average earned per students**	Number and percent of students earning high school completion or GED Certificates (exit codes 6,7)*	Number and percent of students earning college certificates and/or degrees (exit codes 1, 3 or 4)*
2006-2007	46/1.70	3/27 = 11%	17/27 = 63%
2007-2008	62/2.95	5/21 = 24%	9/21 = 43%
2008-2009	152/2.20	12/69 = 17%	32/69 = 46%
2009-2010	507/3.34	23/152 = 15%	82/152 = 54%

*ALL COHORTS UPDATED THROUGH SUMMER QUARTER 2010. Source: Data Warehouse

**points accrued through spring quarter 2010

- Completions for the 2009-10 cohort include: Instrumentation Technology, Information Processing, Early Childhood Education, Auto Mechanics, Manufacturing Occupations, Welding, Nursing Assistant, and Office (Administrative) Support

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

	2005-06	2006-07	2007-08	2008-09	2009-10
Number of students in pre-college math classes	1835	1877	2076	2565	2946
Number of students who received a 2.0 or better (C or above)	1088	1113	1134	1556	1756
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*	1088/1564 = 69.6%	1113/1592 = 69.9%	1134/1709 = 66.4%	1556/2141 = 72.6%	1756/2524 = 69.6%
Number of students who withdrew	235 (12.8%)	227 (12.1%)	303 (14.6%)	353 (13.7%)	368 (12.5%)
Proportion of students who received a 2.0 or better (C or above) including students who withdrew	1088/1799 = 60.5%	1113/1819 = 61.2%	1134/2012 = 56.4%	1556/2486 = 62.5%	1756/2892 = 60.7%

Source: Data Warehouse, TRANSCRIPTS Table

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

- Passing rates of developmental math students decreased slightly in 2009-10.
- For comparison, LCC’s Math Enrollee Success Rate was in the top 22% of the nation in the 2010 National Community College Benchmarking Project Report, compared to the top 19% in the 2009 report and the top 5% in the 2008 report. Please note: 2010 benchmarking report results are for the previous academic year (2008-09).

**Table 15: Passing Rates of Students in Pre-college English
(ENGL/INDV 065, 075) -- Duplicated Headcount**

	2005-06	2006-07	2007-08	2008-09	2009-10
Number of students in pre-college English classes	282	355	289	407	561
Number of students who received a 2.0 or better (C or above)	200	271	195	283	387
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*	200/248 = 80.6%	271/334 = 81.1%	195/263 = 74.1%	283/373 = 75.8%	387/521 = 74.3%
Number of students who withdrew	30 (10.6%)	17 (4.5%)	22 (7.6%)	29 (7.1%)	31 (5.5%)
Proportion of students who received a 2.0 or better (C or above) including students who withdrew	200/278 = 71.9%	271/351 = 77.2%	195/285 = 68.4%	283/402 = 70.4%	387/552 = 70.1%

Source: Data Warehouse, TRANSCRIPTS Table

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

- Passing rates of developmental English students decreased slightly in 2009-10.
- For comparison, LCC's Writing Enrollee Success Rate was in the top 36% of the nation in the 2010 National Community College Benchmarking Project, compared to the top 8% in the 2009 report and the top 44% in the 2008 report. Please note: 2010 benchmarking report results are for the previous academic year (2008-09).

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 16: 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 2005 cohort	Fall 2006 cohort	Fall 2007 cohort	Fall 2008 cohort	Fall 2009 cohort
Total number of students who successfully completed a pre-college math class	366	362	328	399	651
Total number of those students who went on to the next level*	140/366 = 38.3%	122/362 = 33.7%	101/328 = 30.8%	126/399 = 31.5%	127/651 = 19.5%
Total number of those students who withdrew from the next level*	17/140 = 12.1%	6/122 = 4.9%	6/101 = 5.9%	9/126 = 7.1%	10/127 = 7.9%
Total number of those students who passed the next level with a 2.0 or better*	105/140 = 75.0%	99/122 = 81.1%	77/101 = 76.2%	98/126 = 77.8%	96/127 = 75.6%

Source: Data Warehouse, TRANSCRIPTS.

- The proportion passing at the next level declined slightly in 2009-10.
- Relatively low numbers of students progressing to college level math reflect the fact that college level math is not a degree requirement for many LCC students.
- For comparison, LCC’s Math Enrollee Success Rate in the first college level math course was in the top 12% of the nation in the 2010 National Community College Benchmarking Project Report, compared to the top 3% in the 2009 report and the top 6% in the 2008 report. Please note: there is a lag in reporting for the benchmarking project; 2010 data represents the fall 2007 cohort.

**Table 17: ENGL/INDV 065/075 Students That Moved on to the Next Level
(*English 100, 101/101& or 110)**

	Fall 2005 cohort	Fall 2006 cohort	Fall 2007 cohort	Fall 2008 cohort	Fall 2009 cohort
Total number of students who successfully completed INDV 065 or 075	97	87	99	123	168
Total number of those students who went on to the next level*	68/97 = 70.1%	73/87 = 83.9%	81/99 = 81.8%	89/123 = 72.3%	127/168 = 75.6%
Total number of those students who withdrew from the next level*	14/68 = 20.6%	6/73 = 8.2%	4/81 = 4.9%	3/89 = 3.4%	10/127 = 7.9%
Total number of those students who passed the next level with a 2.0 or better*	45/68 = 66.2%	52/73 = 71.2%	64/81 = 79.0%	74/89 = 83.1%	87/127 = 68.5%

Source: Data Warehouse, TRANSCRIPTS Table

- The proportion of students going on to college level English increased in 2009-10. The number passing college level English declined substantially.
- College level English is a degree requirement for virtually all LCC students.
- For comparison, LCC's Writing Enrollee Success Rate in the first college level math course was in the top 8% of the nation in the 2010 National Community College Benchmarking Project Report, compared to the top 22% in the 2009 report and the top 52% in the 2008 report. Please note: there is a lag in reporting for the benchmarking project; 2010 data represents the fall 2007 cohort.

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

	2005-06	2006-07	2007-08	2008-09	2009-10
English	41	35	40	43	70
Math	197	205	219	269	349
TOTAL	238	240	259	312	419
% of total college FTE	8.8%	8.5%	9.2%	9.2%	9.7%

Source: LCC Fact Book (note: English courses formerly under INDV)

- FTE in Pre-College increased 34% in 2009-10 and comprised nearly ten percent of total enrollment, the highest proportion in the five years depicted here.

Table 19: 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.

	2005-06	2006-07	2007-08	2008-09	2009-10
Pre-College points	n/a	1,411	1,506	2,100	2,783
Unduplicated headcount in ENGL 065, 075 and 100 and Math 070, 091, 092, and 099	n/a	1,246	1,349	1,703	2,193
Points per student	n/a	1.13	1.12	1.23	1.27

- The total number of points accrued in this category increased 33% in 2009-10.
- Unduplicated headcount increased 29%.
- The number of points earned per student increased slightly.

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?

- Students are very satisfied with Basic Skills instruction.
- Enrollment in Basic Skills has increased substantially.
- CASAS post-test rates were high in 2009-10. This is the result of changes we've implemented regarding testing and retention.
- A substantial proportion of ABE students are enrolling in college level studies.
- GED pass rates are above both the state and national rates.
- The percentage of GED students enrolling in college level courses has increased substantially.
- Enrollment in I-BEST continues to increase, and success rates are phenomenal.

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?

- Although Basic Skills completion rates have increased substantially, we should be meeting or exceeding the state average. The same is true for ESL completion rates; significant improvements have been implemented but we are still below the system average.
- Need to increase recruiting efforts for English as a Second Language (to see more growth there).
- Would like to see more ESL students moving into college level courses. This is problematic due to the fact that many of our ESL students are undocumented and therefore are ineligible to receive Financial Aid.
- CEO enrollment has dropped off a little due at least in part to the implementation of dropout programs within both the Longview and Kelso School Districts.

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?

- Despite the fact that enrollment has doubled in pre-college English, the pass rate has been maintained.

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?

- Although our success in pre-college math compares well nationally, we would like to see an increase in our success rate there (hence the pre-college math reform project that is underway, including a reduction in the total number of levels from four to three).
- There is significant possibility for growth in the success rate for pre-college English, as well as success in the first college-level English course.

Board Plus/Delta

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

+	Δ

College Outcome: Community Enrichment Monitoring Report

2006-2010

(Cycle 12)

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 15th, 2011



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:

- After a year of discussion and deliberation, LCC faculty have adopted a new General Education Outcome, "Civic Responsibility," which replaces the former "Citizenship" outcome. Student artifacts are being collected for use in the 2011 General Education Summer Assessment Institute, which will focus on Civic Responsibility and Interpersonal Skills.
- LCC continues to collaborate with community partners to expand artistic opportunities in the area.
 - Project Longview is developing a plan to use assets such as the Rose Center and Columbia Theatre to promote Longview as more of an arts community.
 - Longview Outdoor Gallery is a project designed to place outdoor art in the City, including the statues that are currently on display downtown. There is a movement to incorporate artistically inclined welding students from LCC in the project, and to possibly even expand the project to the LCC campus. The group is also discussing the possibility of incorporating LCC welding students in the installation of off campus projects to give them more experience and exposure (LCC Metal Arts is currently being offered through LCC's Continuing Education program).

- The Longview City Council has approved funding for a consultant to assess the downtown core and potential business opportunities there. The project will look at the needs of college students among other things. One suggestion under consideration is whether or not it is feasible to provide low-income housing in the downtown area designed for college students.
- In conjunction with the LCC Foundation, the College will be offering its first summer musical in 2011.
- Sixty additional children/families were added to the Head Start program beginning in 2010-11 through the new Early Head Start program, which serves eligible pregnant women and families with infants and toddlers up to age three.

Key Performance Indicator: Citizenship

LCC's Transfer Student Alumni and Professional/Technical Follow-up Student Surveys routinely collect data about some of behaviors related to citizenship (also referred to as civic responsibility).

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

	2006-07		2007-08		2008-09		2009-10		2010-11	
	T	PT	T	PT	T	PT	T	PT	T	PT
Did you vote in the last general election?	73%	*	60%	*	69%	74%	69%	77%	61%	73%
Do you regularly read a newspaper, news magazine, or online news source?	79%	*	82%	*	67%	80%	69%	74%	56%	78%
Have you donated anything to any charitable organization in the past year?	80%	*	85%	*	72%	70%	64%	87%	75%	80%
Have you attended any cultural events in the past year?	82%	*	70%	*	82%	52%	70%	56%	70%	64%
Have you attended any sporting events in the past year?	82%	*	70%	*	64%	57%	56%	68%	67%	58%
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)?	65%	*	69%	*	69%	59%	69%	59%	69%	70%

*Survey revised in 2008-09 to incorporate Citizenship questions

- In general, respondents to the Professional/Technical alumni survey tend to report more frequent civic activity than the Transfer alumni, the vast majority of whom are attending four-year institutions when they are surveyed.
- The LCC faculty revised the General Education Outcome entitled "Citizenship" in fall 2010 and renamed it "Civic Responsibility." Student work demonstrating understanding or application of civic responsibility is being collected and will be assessed during the 2011 General Education Summer Assessment Institute.

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.

Table 2: Attendance at Regular Season Performances (Drama)

2005-06	2006-07	2007-08	2008-09	2009-10
869	849	1,595	1,557	1,587

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. Auditions are open to LCC students and community members.
- 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 2009-10 included:
 - *Alice in Wonderland--An Acid Trip (Comedy/Drama)*
 - *Eurydice (Drama)*
 - *Three Cuckholds (Commedia dell arte)*

Table 3: Components of the LCC Music Department

Course Offerings	Performance Oriented Groups
<ul style="list-style-type: none"> ○ General courses for non-majors ○ Theory and technical courses designed for music majors ○ Private lessons 	<ul style="list-style-type: none"> ○ Concert Choir ○ Jazz Ensemble ○ LCC Symphonic Band ○ Vocal Ensemble

Table 4: Art Exhibit Attendance

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Attendance	4,570	3,315	633*	6,696	4,839

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

- 2009-10 shows include Tupper Malone, Eric Olson, Concerted Effort, A Legacy of Learning, Anne Greenwood, Ken Turner, McInnis/Bezalel/Ben Levy, and the 2009-10 Student Exhibit.
- **LCC was in the 79th percentile for community participation in cultural activities in the 2010 National Community College Benchmarking Project.**

Athletic Program

Table 5: Attendance at Athletic Events

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Attendance	n/a	n/a	n/a	16,450	17,875

Source: LCC Athletics Department

- LCC was in the 92nd percentile for community participation in sporting events in the 2010 National Community College Benchmarking Project.

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

	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball (Men)	2.78	3.04	2.92	3.18	3.07
Basketball (Men)	2.83	2.59	2.14	2.42	2.47
Basketball (Women)	2.91	2.98	2.75	2.94	2.74
Softball (Women)	2.93	2.39	2.60	2.65	2.65
Volleyball (Women)	2.93	2.88	2.56	3.15	3.14
OVERALL TEAM GPA	2.86	2.86	2.68	2.94	2.86
All transfer (degree seeking) students	2.79	2.69	2.98	2.65	2.80

Source: LCC Athletics Office, Data Warehouse

Table 7: Athletic Team Championships

D = Division Champs C = NWAAC (Conference) Champs

	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball (Men)	D	D	D	D	C
Basketball (Men)	D		D		
Basketball (Women)			D		
Softball (Women)	C	C	C	D	
Volleyball (Women)					

Source: LCC Athletics Office (FACT BOOK)

- Softball (Women) is the only team in any sport in NWAAC history to win six or more conference titles in a row
- Academic performance decreased slightly in 2009-10, 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 8: Student and Community Activities

Educational	Concerts	Health Related	Variety	Clubs	Community Service Projects
Community Conversations	Seacats	Blood Drives	Harvest Fest Family Fun Night	Forensics Club – Regional & National Debate Participants	Community Coat Drive
Dance workshops	Young Cassio	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	Phi Theta Kappa community service projects
Northwest Voices (with Longview Public Library)	Symphonic Band	Flu Shot Clinic	Spring Arts Festival	Slip Club – Pottery Exhibition and Pottery Sale	Various Independent student projects for HDEV Course
William Vest Lecture	Local Ensemble	Biggest Loser	Back to School Week Activities	Student Nurses Organization – Health Fair	Civics Week
Pottery workshops	Honor Band Concerts	Wellness Fair	Winter Festival	Global Medical Brigades	Shoe Drive for Haiti
	The Cadillac's	Medical Brigade	Red Devil Days	Literature Alive	
	Cennagon and Chato		Cyber Café Coffee Socials	Salal Arts Festival	
	Hawaiian band		Open Mic	Leadership Training	
	Holding Out band		Family Night – Around the World	Salal Review Publication	
				International Festival (with Ethnic Support Council)	
				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 and High School Welding Competition.

Table 9: Community Conversations

Community Conversations is a free public lecture series that is offered every Thursday at noon when classes are in session. Students may enroll in a one credit Humanities course for the series. Lectures typically draw 70-100 attendees per week.

	Fall	Winter	Spring
2009-10 themes	The Examined Life: The World of Great Ideas	Looking Back: Obama’s First Year	Wings on the Human Spirit: The Visual and Performing Arts

Table 10: Enrollment in Retirement Program (formerly Senior Studies)

	2005-06	2006-07	2007-08	2008-09	2009-10
Total	1,237	1,449	1,636	1,397	371

Source: LCC Fact Book/enrollment count is duplicated headcount

- Enrollment in the Retirement Program decreased dramatically in 2009-10 due to transition of courses to Community Education (see Table 11).

Table 11: Enrollment in Community Education Classes

	2005-06	2006-07	2007-08	2008-09	2009-10
Total	976	644	330	294	1,120

Source: LCC Fact Book/enrollment count is duplicated headcount

- The Community Education program includes a variety of short-term courses, workshops, and special classes for personal enrichment or recreational interests.
- Enrollment in Community Education increased dramatically in 2009-10 due to discontinuation of courses in the Retirement Program and adding new classes more directed to the general population.

Table 12: Enrollment in Certificate Training and Professional Development

	2005-06	2006-07	2007-08	2008-09	2009-10
Total	432	812	532	469	923

Source: Continuing Education/enrollment count is duplicated headcount

- Certificate Training and Professional Development includes Flagging, NEC Code, Grounding, Care Giving Fundamentals, Care Giving Continuing Education, Nurse Delegation, and Spanish in the Workplace.

Table 13: Total Enrollment—Children Served by Head Start, ECEAP and Early Head Start

	2005-06	2006-07	2007-08	2008-09	2009-10
Total	364	404	441	439	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, Highlands Center and the LCC Campus. Comprehensive services are provided to both the children and parents.
- Sixty additional children/families were added to the Head Start program beginning in 2010-11 through the new Early Head Start program, which serves eligible pregnant women and families with infants and toddlers up to age three.
- LCC Head Start/ECEAP consistently operates at capacity.

Table 14: Head Start Parents Enrolled at LCC (Parent Opportunity Program—POP)

	2005-06	2006-07	2007-08	2008-09	2009-10
Total	15	9	26	34	17

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).
- The POP program has received support from the LCC Foundation.

Table 15: Unduplicated Headcount of Individuals using Career & Employment Services

	2005-06	2006-07	2007-08	2008-09	2009-10
Summer	n/a	n/a	n/a	17	131
Fall	295	355	316	225	300
Winter	232	256	273	270	179
Spring	195	212	251	240	245
TOTAL	722	823	840	752	855

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).

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)?

- Career and Employment Services served substantially more students in 2009-10 than in the previous four years despite major staffing reductions.
- Receipt of the Hanson Endowment is having a tremendous impact on the College's ability to enrich the community through expanded instructional offerings and the Ken and Pat Hanson Memorial Music Series.

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

- The College should continue to look for ways to bring in guest artists and increase performance opportunities.
- We lack the internal capacity to generate tickets for events, or track any information about customers attending our events. Developing this capacity would positively impact our cultural enrichment KPI by more accurately capturing attendance at events. It would also positively impact our marketing and development efforts. Currently we pay an external party a fee every time they ticket an event for us.

Board Plus/Delta

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

+	Δ

College Outcome: Institutional Excellence

Monitoring Report

2006 – 2010
(Cycle 12)

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 15th, 2011



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
- ✓ Audit Results

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:

Accreditation Concerns:

- The LCC Board of Trustees has approved the increase to the College’s financial reserves. [Recommendation # 5]
- An advising summit has been planned for May 2011. The purpose of the summit is to create an advising system and process that supports student success, informed academic advising practices, and a continual information flow between various entities on campus. Specific tasks include:
 - Identify current challenges and gaps in the system
 - Develop advising priorities and strategies
 - Facilitate collegial and collaborative relationships among advisors across campus
 - Maintain, update and/or implement new advising resources
 - Ensure accurate and timely advising information
 - Clarify student process to obtain advising for students, faculty and staff
 - Clarify faculty, staff and student responsibilities regarding advising

- Create a sustainable working group or identify which current college committees may need to address issues or processes that need attention [Recommendation #2]
- The College has established a standing Accreditation Steering Committee to oversee the accreditation process under the new standards.

LCC Employees:

- The LCC Foundation is developing an endowment fund that will be used exclusively for faculty and staff professional development.
- The College Relations and Marketing Office implemented an electronic newsletter to facilitate communication to LCC employees.
- The LCC Foundation is investigating the possibility of an “earn and learn” program that could be implemented in the event of a drastic reduction in state work study funds.
- In response to reductions in staffing in counseling, Student Services is organizing training and information re: mental health issues for faculty and staff.

Students:

- The LCC Foundation is exploring the possibility of performance-based scholarships.
- A part-time Transitions Specialist has been hired with Student Achievement Initiative funds to promote transition from pre-college to college level studies.
- The College has been increasing the amount of Supplemental Instruction (SI) available to students, including embedding SI in online classes.
- The Student Support Services program has added a summer bridge program and has implemented a case management approach.
- Student Services’ retention program has shifted efforts to focus more on identification of at-risk students.
- The appeal process for Financial Aid has been revised to dramatically reduce the amount of time students spend waiting to meet with the committee. Also, the process has been restructured so that students don’t have to share all of their personal details with the full committee.
- The array of college success courses and programs is being reviewed in order to increase alignment and benefits to students.
- New ways to serve online students are being developed to ensure that all needs can be met without physically coming to campus (which is not possible for all students).

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

2005-06	2006-07	2007-08	2008-09	2009-10
92%	79%	91%	95%	96%

- There was a slight increase in this category in 2009-10.

Key Performance Indicator: Student/Graduate Satisfaction with Services

Student and Graduate Satisfaction Surveys are administered annually at LCC. Results are used in the departmental program assessment process. General results are reported here.

Table 2: Students who Agreed or Strongly Agreed (Student Services Survey)

	2006	2007	2008	2009	2010
I feel safe walking the LCC campus during the day.	97%	96%	96%	97%	97%
I feel safe walking the LCC campus at night.	70%	78%	71%	64%	74%
I know where to find information about student rights and responsibilities.	78%	81%	76%	74%	73%
The hours of availability of student services at LCC are adequate to meet my needs.	74%	77%	84%	81%	76%
The availability of services via the Internet are adequate to meet my needs.	n/a	n/a	n/a	85%	84%
I am treated with courtesy and respect when I use services at LCC.	92%	93%	95%	92%	91%
The LCC website meets my needs.	n/a	89%	95%	96%	94%
In general, I am satisfied with the class times offered at Lower Columbia College.	n/a	83%	81%	79%	78%
In general, I am satisfied with the availability of classes at Lower Columbia College.	n/a	78%	76%	69%	69%
I am satisfied with the availability of online courses at Lower Columbia College.	n/a	59%	63%	71%	69%
Overall, I feel that diversity is valued at LCC.	n/a	n/a	82%	81%	81%

- In general, 2010 responses are consistent with prior years.

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

	2006	2007	2008	2009	2010
LCC prepared me well for my next step—continuing my education, work or both.	91%	83%	86%	86%	84%
I participated in meaningful learning experiences at LCC.	91%	84%	84%	85%	87%
I received high quality instruction in classroom settings at LCC.	89%	83%	84%	85%	84%
I was treated with respect as a learner.	94%	86%	86%	85%	90%

- Satisfaction levels held steady in 2010.

Key Performance Indicator: External perceptions/satisfaction

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

Table 4: Respondents who Strongly Agreed or Agreed

	2009
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 in the fall.

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

	2006	2008	2010
I feel well informed about what is going on at LCC.	82%	79%	87%
I am satisfied with the extent to which information is shared within my work unit.	81%	72%	77%
I have enough information to perform my job effectively.	86%	87%	88%
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%	90%
In general, I am satisfied with the amount of information that is shared by college administration.	61%	67%	74%
I am satisfied with the professional development trainings related to my work area which have been offered on the campus.	74%	70%	64%
Overall, I am satisfied with the opportunities for professional development available to me (including off-campus opportunities).	79%	69%	66%

- Satisfaction with communication issues generally went up in 2010, compared to the previous survey administration.
- Conversely, satisfaction with professional development opportunities went down. This reflects declining budgets and increased restrictions on travel.

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. This table includes combined data for FT and PT students.

	Fall 2005- Fall 2006	Fall 2006- Fall 2007	Fall 2007- Fall 2008	Fall 2008- Fall 2009	Fall 2009- Fall 2010
	Persisted	Persisted	Persisted	Persisted	Persisted
ALL STUDENTS	122/262	109/224	110/222	123/208	133/282
Percent	46.6%	48.7%	49.6%	59.1%	47.2%
Transfer Students #	87/175	63/122	60/127	87/134	85/154
Percent	49.7%	51.6%	47.2%	64.9%	55.2%
Workforce Students #	35/86	44/100	49/92	35/73	47/126
Percent	40.7%	44.0%	53.3%	48.0%	37.3%
Male Students #	39/106	48/95	44/95	50/91	47/127
Percent	36.8%	50.5%	46.3%	55.0%	37.0%
Female Students #	82/155	61/128	66/124	72/115	86/153
Percent	52.9%	47.7%	53.2%	62.6%	56.2%
Caucasian Students #	111/231	100/203	93/187	106/173	111/228
Percent	48.1%	49.3%	49.7%	61.3%	48.7%
Students of Color #	9/25	7/16	17/35	16/32	22/54
Percent	36.0%	43.8%	48.6%	50.0%	40.7%

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 overall retention rate decreased somewhat in the fall 2009 to fall 2010 cohort.
- Transfer students and females had slightly higher retention rates than other groups.
- The end of ARRA funding impacted the fall 2009 to fall 2010 retention rate for many workforce students.
- Federal financial aid rule changes in 2009-10 impacted funding for many students, particularly those struggling academically.

**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 2005- Fall 2006	Fall 2006- Fall 2007	Fall 2007- Fall 2008	Fall 2008- Fall 2009	Fall 2009- Fall 2010
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC FT Retention	52%	53%	56%	65%	57%
National Comparison	53%	53%	60%	58%	*
LCC PT Retention	44%	44%	32%	37%	37%
National Comparison	38%	36%	40%	42%	*

*Data not yet available; Source: IPEDS Data Feedback Report (spring cycle, fall enrollment report)

- LCC’s full-time retention rate was substantially above the national comparison in the Fall 2008-2009 cohort (the most recent comparison available).
- 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)**

	2006 Report	2007 Report	2008 Report	2009 Report	2010 Report
	(2002 cohort)	(2003 cohort)	(2004 cohort)	(2005 cohort)	(2006 cohort)
LCC	24%	27%	28%	22%	35%
National Comparison Group	19%	20%	19%	18%	19%

Source: IPEDS Data Feedback Report

- LCC’s graduation rate increased significantly in 2010 and was nearly double the national average.

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.

In 2009-10, Running Start Students overall achieved a “C” or better in 80% of their classes, compared to 72% for all other students.

Table 9: Running Start Student Satisfaction Survey

	2006	2007	2008	2009	2010
Percent of students reporting that they would “do it all over again” given the opportunity.	93%	92%	96%	96%	97%
Percent of students reporting that they met or partially met their objectives in the Running Start program.	96%	92%	97%	98%	99%

- Responses in 2010 were consistent with previous years.

Student Support Services Program

Student Support Services (SS) is a federal TRIO program, funded by the United States Department of Education. SSS has been active on the LCC campus since 1978. Students are eligible to participate in this program if neither parent earned a Bachelor’s degree, if they are low income, or have a disability. The program serves approximately 220 students per year, out of hundreds of potentially eligible students.

Table 10: Success of Student Support Services Students

	2005-06	2006-07	2007-08	2008-09	2009-10
Persistence Rate	70%	69%	68%	72%	73%
Good Academic Standing (2.0 or better GPA)	94%	93%	92%	90%	87%
Graduation Rate	47%	44%	37%	41%	42%
Transfer Rate	33%	50%	32%	33%	33%

- In each area, actual results met or exceeded the target for each indicator in each of the last five 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
09-10	2014	2782	1400	1122	771	766	8856

- LCC earned 33% more points in 2009-10 than in the previous 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

Professional Development

Per the LCC Faculty contract, FT faculty may apply for and earn professional development units for undertaking continuing education and training.

Table 12: Accrual of Professional Development Units by FT Faculty

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Faculty earning PDU's	53	53	54	55	51
Total PDU's earned	449.8	418.0	402.7	352.2	382.1
Average (per faculty member)	8.5	7.9	7.5	6.4	7.5

LCC Foundation

Since 1976, the Lower Columbia College Foundation has been:

- Providing financial supplements where public funds are not sufficient
- Gathering public support for enhancement of educational opportunities for LCC students
- Strengthening the teaching, learning and cultural environment of LCC and the community

Table 13: LCC Foundation Assets

June 2006	June 2007	June 2008	June 2009	June 2010
\$8,848,215	\$10,166,153	\$8,642,550	\$6,812,995	\$11,006,800

Table 14: Total Amount of Program Support to LCC (Dollars & Percent of Assets)

Amount available depends on investment earnings in any given year

June 2006	June 2007	June 2008	June 2009	June 2010
\$535,724 (6.0%)	\$802,037 (7.2%)	\$1,215,697 (14.1%)	\$524,332 (7.7%)	\$351,092 (3.2%)

Table 15: Exceptional Faculty Fund: Endowed Total

The years depicted here include a 100% match from the State of Washington

2006	2007	2008	2009	2010
\$1,200,000	\$1,500,024	\$1,702,052	\$1,374,803	\$1,275,415

- LCC's Exceptional Faculty Endowment is the largest in the Washington Community and Technical College system.
- Economic conditions have impacted Foundation support to the College in recent years; however, market conditions continue to improve.

Accreditation

Lower Columbia College held its last 10-year accreditation visit under the old accreditation standards in October 2010. The College's accreditation status was reconfirmed. A list of commendations and recommendations were also provided.

Table 16: Accreditation Commendations & Recommendations

GENERAL COMMENDATIONS

1. The Committee commends the College staff, faculty, and administration for their strong commitment to student success. Exceptional demonstrations of quality service, teaching excellence, and collaboration are evident at Lower Columbia College. As the College budget has been reduced, student enrollment and employee workloads have increased. Employees exhibit exceptional support for one another, the communities they serve, and the College Mission.
2. The Committee commends the College for implementing a Learning Commons model that has made the library the biggest classroom on campus—integrating resources for students and faculty to ensure educational success. It is a visible symbol of creativity and innovation.
3. The Committee commends the College Leadership and the Board of Trustees for strong advocacy, support, and oversight of Lower Columbia College.
4. The Committee commends the College for its active commitment to student access and success through its exemplary services, experiences, and opportunities. This was especially evident in the energy and attention given to the collaboration between Lower Columbia College and its area high schools. Noteworthy examples were the carefully designed and administered Running Start Program, dual advisory committees in career and technical education, and creative high school diploma completion efforts.
5. The Committee commends the College for its outstanding efforts in response to community needs that have changed due to the economy. Lower Columbia College faculty and staff have been responsive in serving a significant increase in students who have been negatively impacted by the recession. Working closely with community partners and employers, specialized programs have been created, and existing programs have been redesigned to serve the needs of dislocated workers, TANF recipients, incumbent workers, employers and entrepreneurs. Clearly, the College understands its mission of **“improving the quality of life in our community.”**

RECOMMENDATIONS

1. The Committee recommends the College review resources to adequately provide student financial assistance. The current physical location of the Financial Aid Office is in an open and unsecure area. This arrangement appears to be inadequate in addressing the needs of the office to provide a secure, confidential atmosphere for discussing financial aid matters. With the increase in student demand for financial aid services, the College has not yet increased the staffing to accommodate the additional demands. **(Standards 3.A.4, 3.B.6)**
2. The Committee recommends the College evaluate the effectiveness of the faculty advising program. While the College has an active faculty advising program, the student advising workload of each teaching faculty member, as well as the student advising preparation of each faculty member, appear inconsistent. **(Standards 2.A.5, 2.C.5, 4.A.2)**
3. The Committee recommends the College implement regular and systematic evaluation of all faculty on a continuing basis. Lower Columbia College has policies and procedures in place for both tenured and pre-tenured faculty, and the evaluation of pre-tenured faculty appears to be consistent and constructive. The evaluation for tenured faculty and part-time faculty appears to be heavily reliant on student course evaluations. **(Policy 4.1 and Standard 4.A.5)**
4. The Committee recommends the College assess the effectiveness of its internal policies and procedures. A review and update of college policies and procedures may ensure that the authority, responsibilities, and relationship among and between administration, faculty, staff, and students are clearly defined. Clarity in the role of the faculty in governance, planning, budget, and policy development needs to be clear and public. All constituencies may participate in the planning and evaluation process, and results will influence resource allocation, program improvement, and evidence of institutional effectiveness. **(Standards 6.A.1, 6.A.2, 6.A.3, 6.D)**
5. The Committee recommends the College maintain adequate financial reserves to meet fluctuations in operating revenue, expenses, and debt service. Lower Columbia College should develop a clear policy on reserve balances. The policy should clearly state the goal for reserve balance amounts, and outline appropriate use of said funds. **(Standard 7.B.7)**
6. The Committee recommends the College construct and maintain facilities with regard for health, safety, and access by the physically disabled. Disabled students should be able to access all areas of campus. While the institution has clear plans to move the fitness center from an upstairs location in the gymnasium to an accessible area, the earliest this could happen is 2013. In the meantime, the institution should provide access to the fitness center. This could be accomplished with a stair lift, new elevator, or the relocation of the center. **(Standard 8.A.5)**

Audit Findings

Lower Columbia College undergoes a variety of audits, depending on the year. Academic year 2009-10 included a Civil Rights Compliance Review conducted by the State Board for Community and Technical Colleges. Non-compliance issues found included:

- Lack of a complete affirmative action statement in all publications and promotional materials.
- Lack of availability of quarterly schedule for persons with sensory impairments or limited English skills.

Biennial Accountability Audits (including Financial, Federal Programs and Performance Auditors) conducted by the State have yielded no findings over the past four audit cycles. In the last audit report, dated 1/20/09, the State Auditor's opinion states, "We believe this reflects the College's desire and commitment to maintaining a strong financial system with sufficient controls."

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?

- Students are very satisfied with the LCC website.
- The College is working hard to make needed improvements noted by the visiting accreditation team, including changes to the Financial Aid process and physical space, and revising internal policies and procedures (particularly in regard to academic standards).
- Overall this is an excellent report, reflecting our commitment to students and high standards in everything we do. This is particularly important given our recent enrollment increases, corresponding with decreases in staffing.
- There are a lot of indications that our “student first” mentality has permeated the institution.
- It is apparent that the administration respects the role of faculty in providing students with excellent instruction and encouragement to meet their goals.

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

- Faculty motivation to participate in professional development may be impacted by the lack of funding for salary increments. Travel and budget restrictions also impact overall satisfaction with professional development opportunities.
- Student satisfaction with availability of classes is down slightly.
- The College should continue efforts to:
 - improve availability of counseling services;
 - revise Financial Aid processes;
 - revise policies and procedures related to academic standards.
- Although LCC’s graduation rate was substantially above the national comparison in 2010, this is an area in need of attention.

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

2006 – 2010
(Cycle 12)

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 19th, 2011



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). Customized Education has been integrated into 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:

- Enrollment in I-BEST has gone up dramatically as a result of adding new programs and maximizing enrollment in existing programs. Please note that detailed I-BEST data is provided in the Basic Skills Monitoring Report. I-BEST students are included, however, in the general enrollment figures presented in this report.
- Beginning in March 2010, the emphasis in the Individualized Certificate Program expanded to include recruiting students to meet specific needs of local employers (rather than focusing solely on meeting the needs of individual students). Additionally, LCC is partnering with local employers to access State OTJ (On the Job) training funds for the first year of employment through the ICP and CO-OP programs.
- Detailed analysis of RN-NCLEX candidates resulted in a new admission testing process for students transferring to LCC from other LPN programs.

- Increased academic support is being provided for students completing the last course in nursing in order to encourage student success in the program and during the NCLEX testing process.
- Customized Education has expanded the number of strategic partnerships in the community in an effort to continue to increase the number of client contracts obtained each year.
- Enrollment in the Paraeducator Certificate program has been lagging in recent years, even though this is not clearly reflected in FTE figures (since many students take introductory Education courses without enrolling in the Para program and are counted in the general enrollment data presented in this report). A number of changes, including a reduction of Para positions in school districts and internal changes regarding the way certification happens under the No Child Left Behind Act, have led the College to consider whether this is still a viable program.

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

	2005	2006	2007	2008	2009
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	98%	100%	100%	100%	100%
Registered Nurse	91%	93%	82%	92%	86%
WABO (Washington Association of Building Officials)					
Welding (LCC students only)	93% (n = 14)	88% (n = 24)	67% (n = 9)	100% (n = 12)	100% (n = 27)

Source: Nursing and Welding Departments

- Pass rates are high for LCC Nursing students. Re-test rates are 99%.
- 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?				
2006	2007	2008	2009	2010
96% (n = 71)	87% (n = 72)	92% (n = 104)	96% (n = 46)	98% (n = 60)

Source: Professional/Technical Follow-up Student Survey

- Student satisfaction with the quality of instruction was very high in 2010.

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
(Indicates year students were employed—having completed studies the prior year)**

	2005-06	2006-07	2007-08	2008-09	2009-10
LCC	83%	81%	84%	85%	81%
System Average	81%	81%	83%	82%	74%

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 major impact on Professional/Technical programs.

Table 4: Professional Technical Enrollment Summary (state funded only)

	Professional/Technical FTE	Worker Retraining FTE
2005-06	618	60
2006-07	645	70
2007-08	665	81
2008-09	855	194
2009-10	1106	320
1 year change	+29%	+65%
5 year change	+79%	+433%

Source: Data Warehouse

- Enrollment increased substantially in 2009-10.

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)

Headcount: unduplicated headcount of students taking classes in the discipline (note: excludes Tech Prep and non-credit enrollments; excludes below 100 courses except in Nursing 090—Nursing Assistant, and Early Childhood Education—Math for Educators series; pulled from Transcripts files; unduplicated in Excel). There is some duplication *between* disciplines.

1 yr Δ: one year change (percentage change)

5 yr Δ: five year change (percentage change)

The Automotive and Diesel & Heavy Equipment Technology programs were combined in one discipline (ADT) until 2008-09, at which point they were separated into Automotive Technology (AMTC) and Diesel/Heavy Equipment Technology (DHET).

AUTO/DIESEL (ADT) COMBINED	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	50.3	47.2	53.7	n/a	n/a	n/a	n/a
FTEF	4.06	4.09	4.01	n/a	n/a	n/a	n/a
S/F RATIO	12.39	11.54	13.39	n/a	n/a	n/a	n/a
HEADCOUNT	85	75	93	n/a	n/a	n/a	n/a

AUTOMOTIVE TECHNOLOGY (AMTC)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	n/a	n/a	n/a	37.6	63.0	+68%	n/a
FTEF	n/a	n/a	n/a	1.97	3.32	+69%	n/a
S/F RATIO	n/a	n/a	n/a	19.09	18.98	-1%	n/a
HEADCOUNT	n/a	n/a	n/a	61	99	+62%	n/a

DIESEL/HEAVY EQUIPMENT (DHET)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	n/a	n/a	n/a	32.3	55.2	+71%	n/a
FTEF	n/a	n/a	n/a	1.70	3.09	+82%	n/a
S/F RATIO	n/a	n/a	n/a	19.00	17.86	-6%	n/a
HEADCOUNT	n/a	n/a	n/a	57	84	+47%	n/a

ACCOUNTING (ACCT)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	27.5	25.7	30.7	32.6	36.4	+12%	+33%
FTEF	1.88	1.49	1.63	1.67	1.70	+2%	-10%
S/F RATIO	14.63	17.25	18.83	19.52	21.41	+10%	+46%
HEADCOUNT	147	162	158	183	174	-5%	+18%

BUSINESS (BUS)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	87.0	85.4	86.8	110.7	150.0	+36%	+72%
FTEF	4.28	4.88	4.30	4.52	6.38	+41%	+49%
S/F RATIO	20.33	17.50	20.19	24.49	23.51	-4%	+16%
HEADCOUNT	534	512	532	674	850	+26%	+59%

BUSINESS TECHNOLOGY (BTEC)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	73.0	70.1	76.1	93.7	121.9	+30%	+67%
FTEF	2.06	2.20	2.63	3.86	3.35	-13%	+62%
S/F RATIO	35.44	31.86	28.94	24.27	36.39	+50%	+3%
HEADCOUNT	463	484	541	764	952	+25%	+106%

CHEMICAL DEPENDENCY STUDIES (CDS)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	19.0	22.0	23.3	22.7	23.9	+5%	+26%
FTEF	1.09	1.27	1.21	1.15	1.14	-1%	+5%
S/F RATIO	17.43	17.32	19.26	19.74	20.96	+6%	+20%
HEADCOUNT	68	83	81	92	102	+11%	+50%

COMPUTER SCIENCE (CS)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	62.3	56.6	50.9	68.7	98.1	+43%	+57%
FTEF	5.29	6.36	5.77	4.53	5.46	+21%	+3%
S/F RATIO	11.78	8.90	8.82	15.17	17.97	+18%	+53%
HEADCOUNT	437	426	390	466	619	+33%	+42%

CRIMINAL JUSTICE (CJ)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	14.8	14.0	14.6	16.4	20.8	+27%	+41%
FTEF	0.75	0.92	0.65	0.64	0.76	+19%	+1%
S/F RATIO	19.73	15.22	22.46	25.63	27.37	+7%	+39%
HEADCOUNT	85	88	93	102	109	+7%	+28%

EARLY CHILDHOOD EDUCATION (ECED)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	19.6	20.8	17.7	26.6	29.4	+11%	+50%
FTEF	2.04	2.18	1.81	2.25	2.87	+28%	+41%
S/F RATIO	9.61	9.54	9.78	11.82	10.24	-13%	+7%
HEADCOUNT	146	162	157	176	209	+19%	+43%

EDUCATION (EDUC)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	16.80	8.20	9.89	10.35	15.20	+47%	-10%
FTEF	0.88	0.64	0.69	0.70	0.74	+6%	-16%
S/F RATIO	19.09	12.81	14.33	14.79	20.54	+39%	+8%
HEADCOUNT	216	84	111	152	153	+0%	-29%

FIRE SCIENCE (FISC)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	18.4	29.1	21.2	19.8	22.0	+11%	+20%
FTEF	1.01	1.30	1.08	0.87	0.88	+1%	-13%
S/F RATIO	18.22	22.38	19.63	22.76	25.00	+10%	+37%
HEADCOUNT	71	80	80	81	93	+15%	+31%

MACHINE TRADES (MASP)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	10.4	13.4	11.5	13.9	24.9	+79%	+139%
FTEF	1.56	1.85	1.82	1.87	2.38	+27%	+53%
S/F RATIO	6.67	7.24	6.32	7.43	10.46	+41%	+57%
HEADCOUNT	56	64	55	75	102	+36%	+82%

MANUFACTURING (MFG)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	4.22	7.36	5.40	9.29	16.5	+78%	+291%
FTEF	1.03	1.35	1.19	0.84	0.85	+1%	-17%
S/F RATIO	4.10	5.45	4.54	11.06	19.41	+75%	+373%
HEADCOUNT	34	48	37	62	96	+36%	+182%

MEDICAL ASSISTING (MEDA)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	16.2	14.1	11.5	12.8	28.8	+125%	+78%
FTEF	0.68	0.72	0.83	0.82	1.51	+84%	+122%
S/F RATIO	23.82	19.58	13.86	15.61	19.07	+22%	-20%
HEADCOUNT	61	59	60	56	157	+180%	+157%

The discipline of Nursing includes the associate degree Nursing program and certificate programs for Licensed Practical Nurse and Certified Nursing Assistant.

NURSING (NURS)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	150.5	153.5	149.7	180.0	212.5	+18%	+41%
FTEF	13.83	14.23	15.54	17.50	18.52	+6%	+70%
S/F RATIO	10.88	10.79	9.63	10.29	11.47	+11%	+5%
HEADCOUNT	327	318	338	440	502	+14%	+54%

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

PROCESS MANUFACTURING (PMFG)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	--	--	--	--	15.7	n/a	n/a
FTEF	--	--	--	--	0.95	n/a	n/a
S/F RATIO	--	--	--	--	16.53	n/a	n/a
HEADCOUNT	--	--	--	--	41	n/a	n/a

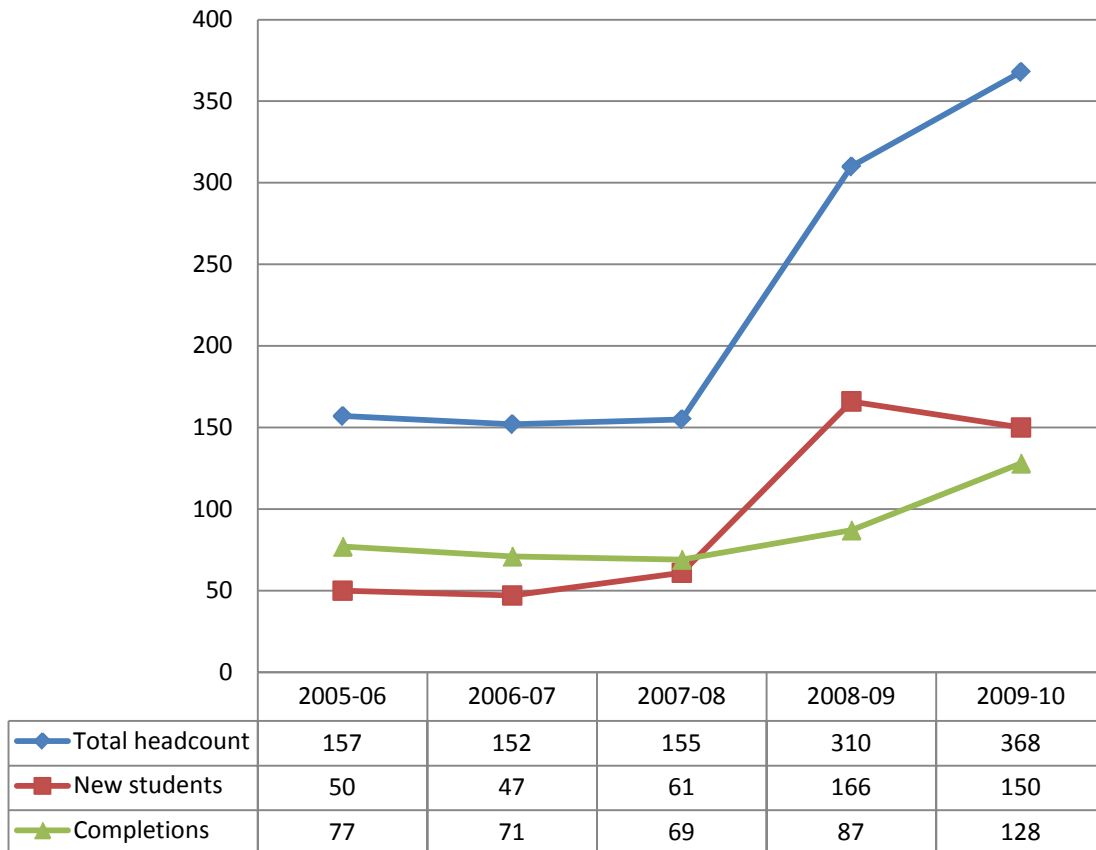
Note: PMFG replaced PULP in academic year 2009-10

WELDING (WELD)	2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
FTE	31.3	32.8	34.5	61.0	73.5	+20%	+135%
FTEF	2.78	3.09	3.42	3.34	4.95	+48%	+78%
S/F RATIO	11.26	10.61	10.09	18.26	14.85	-19%	+32%
HEADCOUNT	125	144	177	210	245	+17%	+96%

Figure 6: Worker Retraining Enrollment & 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.



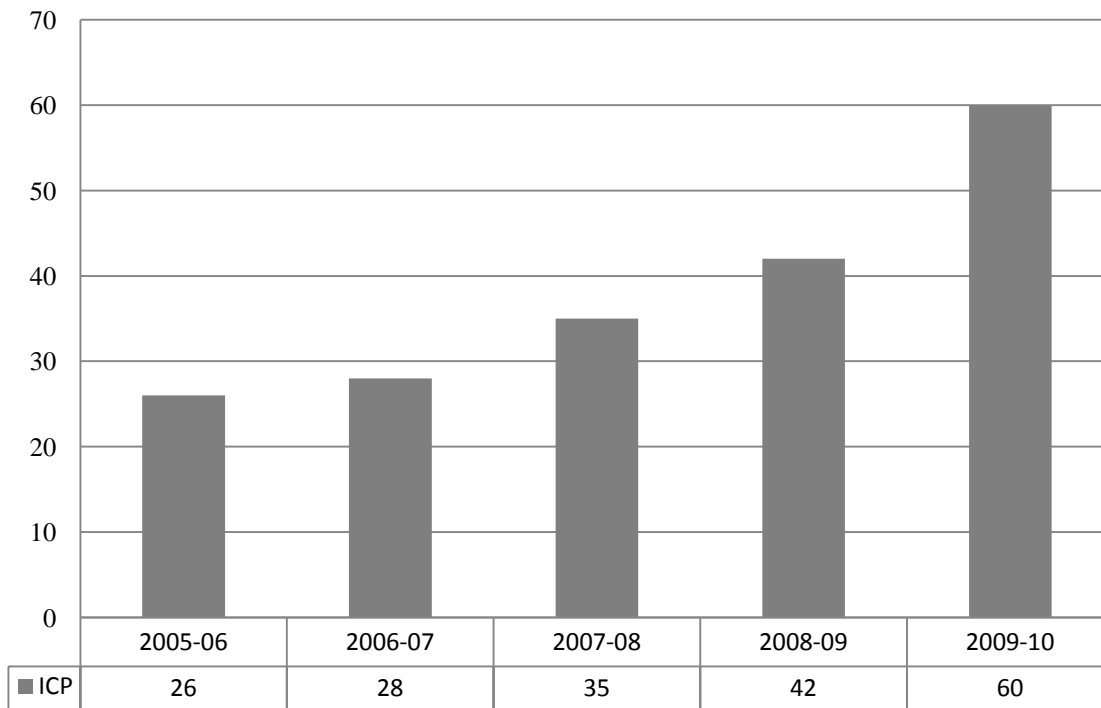
Source: DATA--WH-STKWFE for total headcount, Data Warehouse for Completions (incl. code 9's)

- The total headcount in Worker Retraining increased by 19% in 2009-10, although the number of new students (including students returning after an absence) declined a little.
- Completions include students considered to be employment ready by taking a prescribed series of courses. In some cases, that is the only option for students due to funding restrictions limiting them to short-term training.

Work-Based Learning
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 staff, 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 7: Individualized Certificate Program Enrollment (unduplicated headcount)



Source: Fact Book

- Enrollment in ICP increased 43% in 2009-10.
- 2009-10 program enrollments included Bookkeeper, Veterinary Assistant/Technician, Geographic Information Systems Analyst, Medical Laboratory Assistant, Hemodialysis Technician, Pharmacy Technician, Social Service Aide, Library Assistant, HVAC Maintenance, Graphic Design, Water Quality/Wastewater Management, and Funeral Director Assistant.
- As of March 2010, the function of ICP has been enhanced to find students to meet specific needs of local employers. Previously, the program focused primarily on meeting the individual needs of each student.

PART 2: CUSTOMIZED EDUCATION

Key Performance Indicator (KPI): Client Satisfaction

Table 8: Evaluation of Business and Industry Services

The following evaluations were administered across a variety of Business and Industry Services in 2009-10 (including responses from 658 individuals). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	Exceeded Expectations	Met Expectations	Exceeded or Met Expectations
COURSE CONTENT			
Material well organized.	51%	48%	99%
Presented at the right level.	55%	43%	98%
Practicality of material to my job.	51%	46%	97%
Notebook/handout material supported the subject.	57%	41%	98%
Effective small group activities.	50%	45%	95%
Effective visual aids.	53%	43%	96%
PRESENTATION			
Effective presentation style.	59%	39%	98%
Presenter's knowledge of subject.	69%	31%	99%
Presenter covered the material clearly.	63%	36%	99%
Presenter responded well to questions.	67%	32%	99%
OVERALL	58%	40%	98%

- Client satisfaction was strong in all areas of the evaluation.
- Respondents were least satisfied with “effective small group activities.”
- Respondents were most satisfied with “presenter’s knowledge of subject.”

EDUCATION, TRAINING & TESTING ACTIVITIES

Table 9: 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. Popular topics include computer skills, grant writing, small business planning/marketing, and health and nutrition.

2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
141	114	101	122	131	+7%	-7%

Table 10: 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.

2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
19	21	28	18	21	+17%	+11%

Table 11: 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.

2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
549	863	447	299	565	+89%	+3%

Table 12: 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.

2005-06	2006-07	2007-08	2008-09	2009-10	1 yr Δ	5 yr Δ
4,640	4,917	5,364	3,989	5,583	+40%	+20%

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?

- Despite high enrollment, students are highly satisfied with instruction in Professional/Technical programs.
- Although data on I-BEST is presented in another Monitoring Report, the program has contributed to increased enrollments in designated programs. Also, there is evidence that the program has helped to increase student engagement and motivation (resulting in high completion rates) that contribute positively to our Professional/Technical programs.
- ICP enrollment has been continuously increasing and is expanding in new and positive ways. Evidence for this is that the state is currently looking at LCC's ICP program as a model for the system.

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

- The Nursing Program missed their target for NCLEX pass rates in 2009, related to issues with transfer-in and ESL students. They are continuing efforts to remediate those issues in order to maximize student success in the program.
- Although student demographics are not included in this report, we need to make sure that we are addressing the needs of different student populations (such as older returning students and students coming right out of high school).
- Overall the data is very positive, but it would be helpful to set targets in order to gauge our progress. We will need to move in this direction in order to meet the new accreditation standards.

Board Plus/Delta

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

+	Δ

Expected College Outcome: Transfer Monitoring Report

2006 – 2010

(Cycle 12)

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 16th, 2011



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

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:

- As a result of LCC's **Information Literacy initiative**, Library Services now provides programs and services that encourage and facilitate intellectual independence by emphasizing information literacy and providing complementary classroom instruction and on-going support to students and faculty. In fall 2009, Library Services worked with information literacy experts to develop and implement a comprehensive information literacy plan that has very successfully developed and integrated information literacy outcomes and instruction across the curriculum. In support of the initiative, Library Services and Instruction collaborated to apply for grants in support of the information literacy integration. LCC was awarded six Washington State Library Services and Technology Act (LSTA) grants totaling \$21,770.00. The LSTA grants provided stipends to faculty in ABE, ESL, I-TRANS, Developmental English, Business, Early Childhood Education, English, Environmental Science, and Biology to imbed a librarian into their classes to facilitate information literacy instruction. This work has resulted in the creation of information literacy study guides, tutorials, and resources that can be accessed by both students and faculty online 24/7. The tools and lessons produced are an essential element to providing complete and inclusive educational services to all.

- **Curriculum revision and innovation** has been in full swing despite record high enrollment. Some examples include:
 - Pre-college math reform, funded through a Gates Foundation grant, which will benefit all students (including transfer students).
 - Development of support courses for General Chemistry and Anatomy & Physiology.
 - Development of new diversity courses—Multicultural Literature and Women in History—that meet the new diversity graduation requirement. Women in History is also being offered as a Capstone course.
 - Addition of a Capstone requirement for Nursing students since many transfer to four-year institutions. The math requirement for Nursing students has also been increased to include statistics.
 - Development of several courses for online delivery, including Introduction to Economics, Micro Economics and Macro Economics.
 - Development of the first academic I-BEST course in the state, which we call I-TRANS, to serve Basic Skills students who intend to transfer.
 - Receipt of a Gates Foundation grant to develop an academic I-BEST track for Early Childhood Education that has involved the creation of several interdisciplinary learning communities.
- Promotion of the **STEM disciplines** (Science, Technology, Engineering and Math) through inclusion of STEM faculty in recruiting events whenever possible and communication with STEM faculty at Clark College and Washington State University-Vancouver.

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 Washington.

Table 1: Total Transfers with Degree Status

	2005-06	2006-07	2007-08	2008-09	2009-10
Transfer students who had enrolled in a four-year institution by the subsequent fall (total number)	256	243	306	304	304
Number of students who completed associate degree at LCC prior to transfer	166	168	179	144	168
Percent of students who completed associate degree at LCC prior to transfer	65%	69%	58%	47%	55%
Number of students who transferred prior to completing an associate degree at LCC	90	75	127	160	136
Percent of students who transferred prior to completing an associate degree at LCC	35%	31%	42%	53%	45%

Source: National Student Clearinghouse and Data Warehouse

- The proportion of students transferring after completing an associate degree increased 8% in 2009-10.

Table 2: Transfer Rate for “Transfer Ready” students

The Washington State Board for Community and Technical Colleges describes “Transfer Ready” as having at least 45 college level credits with a minimum GPA of 2.0. Students must have taken English composition and a quantitative reasoning course and earned a 2.0 or better in each. Additionally, students must have at least one course in each distribution area: Humanities, Social Science and Natural Science.

	2005-06	2006-07	2007-08	2008-09	2009-10
Total number of students achieving “Transfer Ready” status	293	252	300	371	388
Number of students still enrolled at LCC by the subsequent fall	142	132	135	198	163
Number of students not enrolled at LCC by the subsequent fall	151	120	165	173	225
Number of students not enrolled at LCC by the subsequent fall who transferred by that time*	91	71	91	88	115
Percent of students not enrolled at LCC by the subsequent fall who transferred by that time*	60%	59%	55%	51%	51%

Source: National Student Clearinghouse & Data Warehouse

* by the subsequent fall

- The Transfer Rate has been above 50% for the past five years.

Table 3: Transfer institutions of students enrolled in 2009-10 (all transfer students)

- Arizona State University (1)
- Ashford University (1)
- Bellevue College* (3)
- Biola University (1)
- Brigham Young University (5)
- Central Washington University (21)
- Chamberlain College of Nursing (1)
- City University of Seattle (11)
- Claremont McKenna College (1)
- Columbia Basin College* (2)
- Concordia University (3)
- Corban College (2)
- Cornish College of the Arts (1)
- East Tennessee State University (1)
- Eastern Oregon University (5)
- Eastern Washington University (9)
- Franklin University (2)
- George Fox University (2)
- Gonzaga University (6)
- Gordon College (1)
- Grand Canyon University (2)
- Hamline University (1)
- Indiana University (1)
- ITT Technical Institute (2)
- Lander University (1)
- Lewis-Clark State College (2)
- Liberty University (1)
- Limestone College (1)
- Linfield College (3)
- Loyola University Chicago (1)
- Marylhurst University (1)
- Montana State University (4)
- Multnomah University (2)
- North Central University (1)
- Northern State University (1)
- Northwestern University (1)
- Olympic College* (1)
- Oregon Institute of Technology (2)
- Oregon State University (2)
- Pacific Lutheran University (1)
- Pierce College* (1)
- Portland State University (10)
- Seattle Central Comm College* (1)
- Seattle Pacific University (1)
- Seattle University (1)
- Simpson University (1)
- St. Catherine University (1)
- The Evergreen State College (4)
- The University of Arkansas (1)
- University of Chicago (1)
- University of Hawaii (1)
- University of Kentucky (1)
- University of Montana (1)
- University of Nevada Las Vegas (2)
- University of Nevada Reno (1)
- University of New Mexico (2)
- University of Oregon (2)
- University of Phoenix (7)
- University of Portland (1)
- University of Tennessee (1)
- University of Washington (17)
- University of Wisconsin (1)
- Walla Walla University (1)
- Warner Pacific College (12)
- Washington State University (102)
- Wayland Baptist University (1)
- Western Governors University (1)
- Western Oregon University (2)
- Western WA University (13)
- Whitworth University (1)
- Willamette University (1)

*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 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	*
Fall 2009	✱	✱	✱	✱	✱	✱	3.12	3.07	3.02	*
# students	✱	✱	✱	✱	✱	✱	20	2556	37	*
Spring 2010	✱	✱	✱	✱	✱	✱	3.23	3.12	3.07	*
# students	✱	✱	✱	✱	✱	✱	20	2475	37	*

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

**Washington State University-Vancouver

***Washington State University-Pullman

****Washington State University Distance Programs

✱ Although they have no record of sending this information to LCC as per standard procedure, WSU has stated that they are unable to provide this information after the fact.

- Missing WSU data for academic year 2009-10 makes tracking progress difficult at this time.

Student/Graduate Satisfaction with Instruction (KPI)

Alumni of LCC's transfer programs are surveyed each year.

Table 5: Transfer Alumni Survey

Proportion of Respondents Responding "good/very good" or "satisfied/very satisfied"

	2005-06 (n = 61)	2006-07 (n = 64)	2007-08 (n = 27)	2008-09 (n = 39)	2009-10 (n = 49)
How would you rate the quality of instruction you received at LCC overall?	89%	95%	82%	87%	96%
How would you rate the quality of preparation you received at LCC re: preparation for succeeding in college overall?	n/a	n/a	n/a	n/a	90%
How satisfied were you with the availability of faculty at LCC?	n/a	n/a	n/a	n/a	100%
How satisfied were you with the availability of classes at LCC?	n/a	n/a	n/a	n/a	93%
How satisfied were you with the variety of classes offered at LCC?	n/a	n/a	n/a	n/a	95%

- The proportion of students reporting that the quality of instruction was good or very good rose sharply in 2009-10. A number of new questions were piloted in 2009-10 providing a baseline for future analysis.

Student Attainment of General Education Outcomes (KPI)

Communication and Interpersonal Skills were assessed in the summer of 2010 utilizing artifacts collected for this purpose during the 2009-10 academic year. A total of 110 artifacts were submitted for Communication, 101 of which were assessed. A total of 143 artifacts were submitted for Interpersonal Skills, 76 of which were assessed. Artifacts were assessed on a 5 point scale, with 3 indicating proficiency. A “5” on the scale is generally referred to as the “wow factor.”

**Table 6: General Education Summer Assessment Institute 2010
(Average Scores)**

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

A) Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.	3.0
B) Students will develop and express their ideas clearly and reasonably for a unified purpose.	3.0
C) Students will demonstrate comprehension of a wide variety of materials.	2.8
D) Students will use credible evidence to support arguments and conclusions.	2.8

Interpersonal Skills *Interact* effectively with individuals and/or within groups.

A) Students will participate actively, demonstrating commitment to shared tasks.	3.7
B) Students will cooperate with others.	3.6
C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.	3.4
D) Students will deal effectively with differences and resolve conflicts in a variety of settings.	3.5

- Although scores are generally strong for Interpersonal Skills, it was determined that the outcome will be assessed again in summer 2011 in the hopes of conducting more “live” assessment (vs. assessment of static written documents). Many of the artifacts assessed in 2010 were printed discussion forums from online courses.
- Faculty continue to look for ways to help students increase their communication skills, particularly in terms of information literacy. Although this was the second round of assessment for Communication, comparisons are problematic due to changing the scale from 4-points to 5-points.
- Information Literacy has been integrated into all Transitional Studies courses and will be integrated into academic transfer courses next.

Transfer Enrollment and Graduation Summary

Transfer is one of four categories typically used to categorize student intent for attending college, along with training for the workforce, basic skills, and personal interest. Courses (that are state supported) are also categorized, including transfer (academic), workforce, and basic skills/developmental education.

Table 7: Enrollment and Graduation Data

	2005-06	2006-07	2007-08	2008-09	2009-10
Unduplicated headcount	1908	1885	2004	1977	2346
Transfer student population as a percent of all students	23%	23%	25%	21%	23%
FTE by institutional intent	1020	980	1016	1176	1391
FTE as percent of institutional FTE (state funding only)	44%	41%	43%	39%	37%
Transfer associate degrees granted	195	200	215	232	205

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 and Percentage

- Academic (Transfer) FTE increased 18% in 2009-10.
- The number of transfer associate degrees granted decreased slightly.
- The percent of transfer FTE (by institutional intent) fell to 37% in 2009-10, the lowest figure in the five years depicted here.

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?

- Historically, LCC students have performed well academically compared to other community college transfer students.
- LCC faculty are continuing to develop new and innovative course offerings.
- Satisfaction with the quality of instruction is high. It's notable that satisfaction has been increasing during the recent enrollment boom.
- There are many different formats (face to face, online, hybrid, etc.) available for courses and degrees. It is evident that, from an instructional perspective, we have done a good job of protecting students from feeling the impact of the recent budget reductions.

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

- The percent of students getting degrees from LCC prior to transfer has been declining. However, there are many potential reasons for the decline. Most significantly, there are differences in the characteristics of LCC's core population vs. students who are here in an attempt to weather the recession.

Board Plus/Delta

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

+	Δ