

College Outcomes: Access & Completion

Monitoring Report

2007 – 2011

(Cycle 13)

CORE THEME III: Student Access and Support

Objective 1: Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum Counties

Objective 2: Provide students with the support needed to pursue and achieve their educational goals.

December 21st, 2011



Access & Completion Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

⌘ Key Performance Indicators for the Access & Completion Monitoring Report include:

- Participation rate of persons age 17 and above who live within the College's service district
- Participation and success rates of diverse student populations
- Enrollment
- Student persistence
- Student progress/completion
- Student satisfaction with support services
- Success of academic support programs

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

- LCC became an Achieving the Dream (ATD) college in 2011 with the support of a \$250,000 grant from College Spark. The purpose of the ATD initiative is to increase student retention, progression and completion rates across the institution.
- In fall 2011, a recruitment and retention plan for STEM (Science, Technology, Engineering and Mathematics) fields was developed.
- In Fall 2010, LCC launched a "College in the High School" program in Woodland to provide yet another avenue for dual enrollment.
- The College's work-based learning program, the Individualized Certificate Program, was significantly expanded in 2010-11
- LCC received a second TRIO grant in 2011, called Talent Search, which will focus on programming and outreach to students in grades 6-12.

⌚ Key Performance Indicator: Participation Rate of persons age 17 and above who live within the College’s service district (DRAFT GOAL = to be in top 5 counties)

Table 1: 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%.
- 2009 is the most recent data available.

How do we compare to our peers nationally?

LCC ranked in the 88th percentile for the “Credit Student Participation Rate” in the 2011 National Community College Benchmarking Project (compared to the 89th percentile in 2010, the 92nd percentile in 2009, and the 84th percentile in 2008).

⌚ Key Performance Indicator: Participation and Success of Diverse Student Populations

Table 2: LCC Participation and Completion Rates of Students of Color (SOC)
(Count includes students who have a race/ethnic code in the student database only)
(DRAFT GOAL = to be at least 2.0 times the service district population)

Year	SOC (as a proportion of all students)	Proportion of People of Color in Service District and ratio of LCC times Service District	SOC as proportion of degree/certificate (one year +) completers
2006-07	1162/6113 = 19%	10% (1.9 times service district)	28/492 = 5.7%
2007-08	1193/6104 = 20%	11% (1.8 times service district)	34/458 = 7.4%
2008-09	1360/6819 = 20%	11% (1.8 times service district)	57/582 = 9.8%
2009-10	1382/6894 = 19%	11% (1.7 times service district)	88/752 = 11.7%
2010-11	1444/7509 = 19%	11% (1.7 times service district)	93/878 = 10.6%

Source: LCC Fact Book and Data Warehouse (Completions file), Office of Financial Management

- Participation and success rates of students of color did not change substantially overall in 2010-11, although the proportion of graduates declined slightly.

Table 3: 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
2006-07	147/6929 = 2.1%	124/4801 = 2.3%	13/439 = 3.0%
2007-08	165/7146 = 2.3%	135/5026 = 2.7%	9/447 = 2.0%
2008-09	187/7982 = 2.3%	161/6136 = 2.6%	14/527 = 2.7%
2009-10	188/8601 = 2.2%	164/6441 = 2.6%	18/552 = 3.3%
2010-11	441/8465 = 5.2%	336/6114 = 5.5%	27/632 = 4.3%

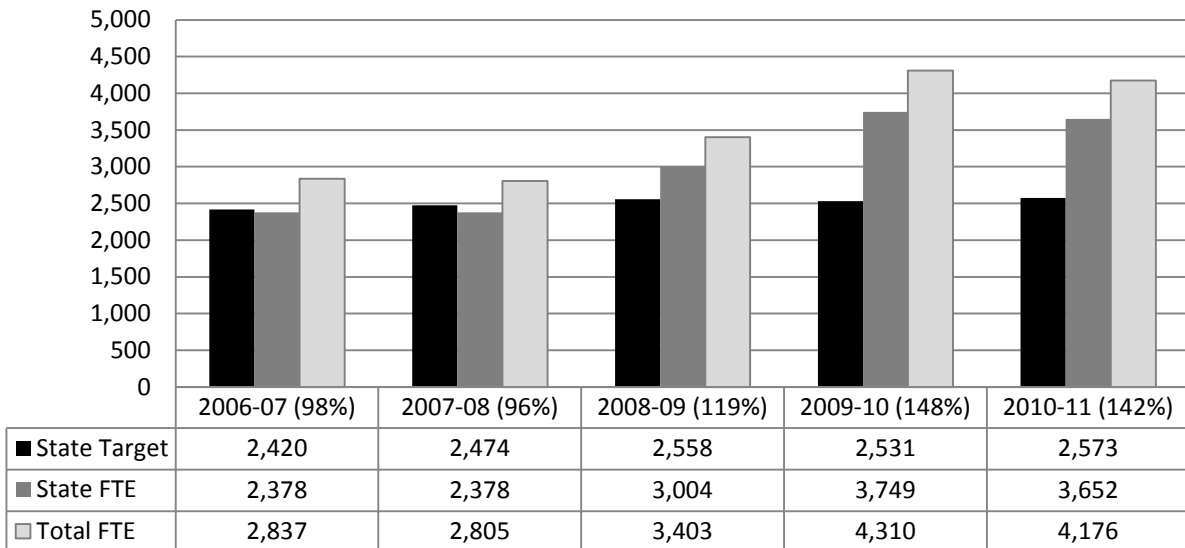
Source: Data Warehouse (Completions and Student Tables)

- The proportion of students with disabilities in the total student population more than doubled in 2010-11.
- Students with disability as a proportion of graduates increased by a full percent in 2010-11.

Key Performance Indicator: Enrollment
(DRAFT GOAL = 100% attainment of state target)

One annual FTE is the equivalent of one student enrolled for 45 community college credit hours in a year.

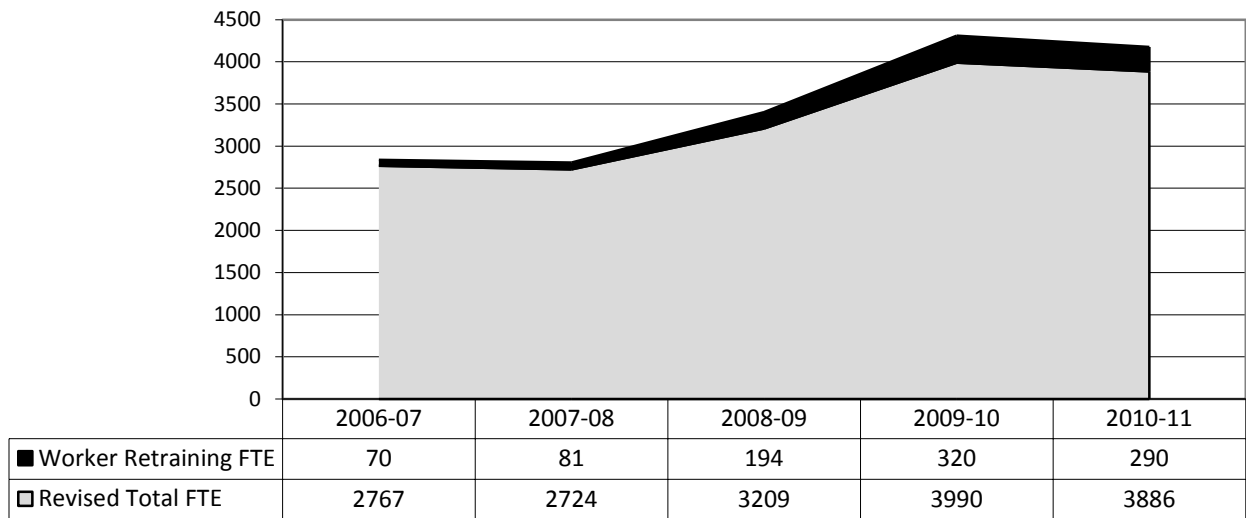
Figure 4: LCC Enrollment (State and Total FTE; Total FTE = all funding sources)



Source: LCC Fact Book

- Between academic year 2010-11 and the prior year, state FTE declined 3%.

Figure 5: Annual FTE excluding Worker Retraining FTEs (all funding sources)



- Worker Retraining FTE decreased 9% in 2010-11.

Table 6: Annual FTE by Institutional Intent (state funding only) and Percent Full-time*

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
2006-07	980 (41%)	753 (32%)	645 (27%)	41%
2007-08	1016 (43%)	698 (29%)	665 (28%)	37%
2008-09	1176 (39%)	973 (32%)	855 (28%)	40%
2009-10	1391 (37%)	1252 (33%)	1106 (30%)	50%
2010-11	1423 (39%)	1146 (31%)	1082 (30%)	53%

Source for Enrollment Data: Fact Book, Data Warehouse, Class Table, Institutional Intent Recat (*Full-time = 12 or more credits)

- The proportion of students attending full-time has continued to increase.

Table 7: Proportion of High School Graduates who Enroll at LCC in Subsequent Fall

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Castle Rock	23/93=25%	25/109=23%	37/121=31%	25/120=21%	15/88=17%
Kalama	11/74=15%	26/52=32%	14/61=23%	19/63=30%	15/57=26%
Kelso	84/339=25%	119/329=36%	108/311=35%	108/340=32%	89/322=28%
Mark Morris	64/211=30%	59/211=28%	48/220=22%	76/249=31%	65/223=29%
R.A. Long	75/161=47%	47/175=27%	38/165=23%	62/209=30%	44/162=27%
Toutle Lake	5/42=12%	12/50=24%	7/41=17%	13/50=26%	8/50=16%
Wahkiakum	6/44=14%	13/42=31%	7/36=19%	3/36=8%	3/28=11%
Woodland	6/123=5%	5/121=4%	4/152=3%	1/134=1%	2/131=2%
Total Dist.	274/1087=25%	306/1119=27%	263/1107=24%	307/1201=26%	241/1061=23%

Source: LCC Registration Office

- The proportion of high school seniors from LCC’s service district enrolling in the fall after graduation may have been impacted by a change in policy at Washington State University-Vancouver allowing for enrollments of freshman and sophomores at few years ago (in addition to juniors and seniors).

How do we compare to our peers nationally?

LCC ranked in the 65th percentile in the 2011 National Community College Benchmarking Project for percent of local High School Graduates enrolling at the College. This is down somewhat from 2010, when LCC ranked in the 85th percentile.

How many college-bound graduates chose LCC?

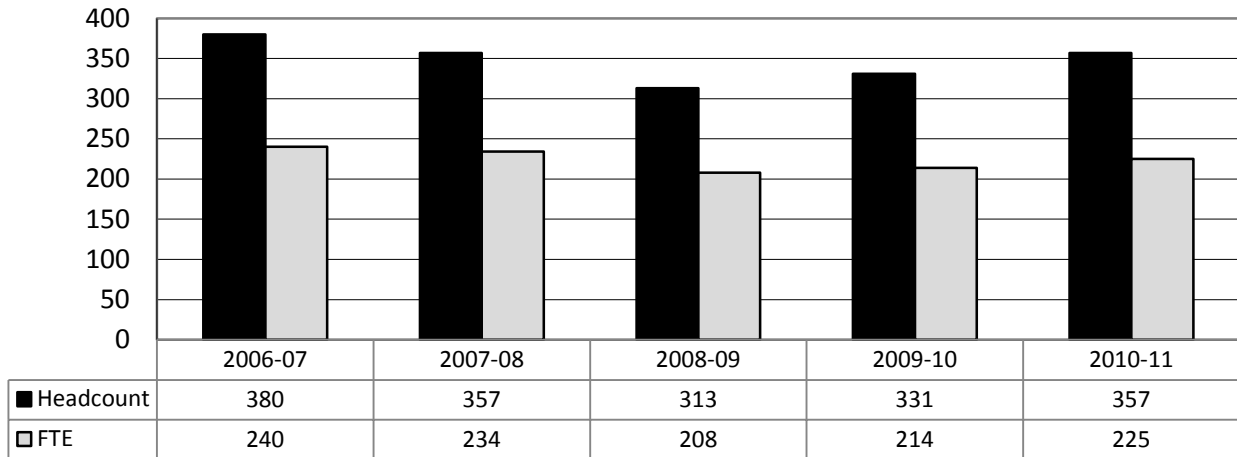
56% of the Class of 2009 in LCC’s service district went on to college. Of those pursuing postsecondary education, 54% chose LCC. 57% of the Class of 2008 went on, with 54% attending LCC.

Source: Education Research and Data Center , <http://erdcddata.wa.gov/>

Running Start

Running Start is a dual enrollment program which allows students to be co-enrolled in high school and college, in many cases earning their high school diploma and an associate degree simultaneously. Students can take classes exclusively at LCC, or can take classes at both the College and their respective high school.

Figure 8: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book

- Running Start headcount increased 8% and FTE increased 5% in 2010-11.

Table 9: Number of Running Start Students Enrolled by High School

	2006-07	2007-08	2008-09	2009-10	2010-11
Castle Rock (115)	30	24	26	20	19
Kalama (116)	43	37	27	31	31
Kelso (117)	119	121	97	94	109
Mark Morris (112)	85	79	83	89	106
R.A. Long (111)	58	47	38	44	48
Toutle Lake (114)	9	11	10	17	11
Wahkiakum (901)	7	6	9	7	4
Woodland (118)	7	16	13	7	4

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

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

Financial Aid Data

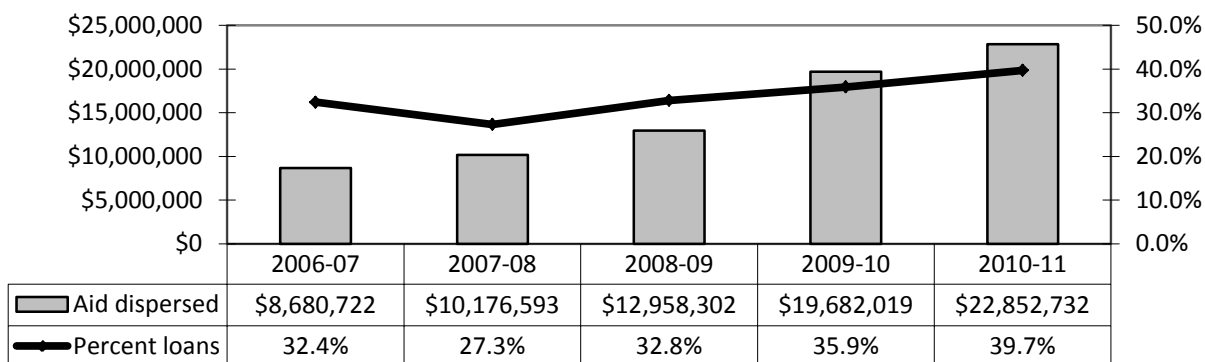
Table 10: Pell Grant Maximum and Cost of Tuition and Fees

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)	Amount of need-based aid distributed	Number of need-based aid awards
2006-07	\$4,050 (+0.0%)	\$2,793 (+5.5%)	\$4,683,390	2,392
2007-08	\$4,310 (+6.4%)	\$2,874 (+2.9%)	\$5,915,785	3,123
2008-09	\$4,731 (+9.8%)	\$2,937 (+2.2%)	\$7,277,663	3,710
2009-10	\$5,350 (+13.0%)	\$3,132 (+6.6%)	\$11,180,206	4,174
2010-11	\$5,550 (+3.7%)	\$3,405 (+8.7%)	\$12,916,595	4,605

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.

Figure 11: LCC Total Financial Aid Disbursement and Percent in Loans



Source: LCC Fact Book

- Financial aid disbursement, in total dollars, increased over 160% during the five year period depicted above. The change is due in part to increases in loan volume.

Table 12: Cohort Default Rates: LCC vs. National

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Public 2-year colleges in the U.S.	7.9%	8.4%	9.9%	10.1%	11.9%
Lower Columbia College	5.9%	12.3%	12.1%	12.6%	19.8%

Source: <http://www.ed.gov/offices/OSFAP/defaultmanagement/instrates.html> and http://wdcrobcop01.ed.gov/CFAPPS/COHORT/search_cohort.cfm

- LCC had the highest cohort default rate in the Washington Community and Technical College system in 2009.

⌄ Key Performance Indicator: Student Persistence
(DRAFT GOAL = Meet or Exceed National Average for both FT and PT Students)

Table 13: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking 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
LCC Full-time Retention	52%	53%	56%	65%	57%
National Comparison	53%	53%	60%	58%	58%
LCC Part-time Retention	44%	44%	32%	37%	37%
National Comparison	38%	36%	40%	42%	38%

Source: IPEDS Comparative Data Report

- Retention rates in Fall 2010 fell slightly behind the national average for both full-time and part-time students.
- Whether a student attends full-time or part-time is typically the strongest predictor of whether or not they will return the following fall. Low income students and students of color are also less likely to persist.

⌄ Key Performance Indicator: Student Progress/Completion
(DRAFT GOAL = Meet or Exceed National Average)

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

	2007 Report (2003 cohort)	2008 Report (2004 cohort)	2009 Report (2005 cohort)	2010 Report (2006 cohort)	2011 Report (2007 cohort)
LCC	27%	28%	22%	35%	24%
National Comparison Group	20%	19%	18%	19%	20%

Source: IPEDS Data Feedback Report

- Although LCC’s graduation rate dropped somewhat in 2011, it was still well above the national average.
- Fluctuating numbers of Worker Retraining students, who have a higher than average rate of success, can impact LCC’s graduation rate.

⌚ Key Performance Indicator: Student Satisfaction with Support Services
(DRAFT GOAL = 50th percentile of cohort colleges or above)

- LCC conducts several locally developed student satisfaction survey to support the departmental/program assessment progress. The Community College Survey of Student Engagement (CCSSE) is a national survey which allows us to compare ourselves to our peers across multiple benchmark categories, including “Support for Learners.” The CCSSE is administered every three years at LCC. The percentile ranking indicates how many colleges in the cohort have a score below LCC.

Table 15: Community College Survey of Student Engagement (CCSSE) – Support for Learners Benchmark Category

2006-07	2007-08	2008-09	2009-10	2010-11
51 st	--	--	50th	--

⌚ Key Performance Indicator: Success of Academic Support Programs
(DRAFT GOAL = 80%)

- The most well established academic support program at LCC is its Tutoring Program. The percent indicates how many students successfully complete (e.g. receive a “C” or better) the courses for which they received tutoring.

Table 16: Success in Tutoring Program

2006-07	2007-08	2008-09	2009-10	2010-11
81%	82%	80%	80%	85%

Access Monitoring Report

Analysis from the Review Team

Members include: Lisa Matye Edwards, chair, Mark Bergeson, Judith Chapar, Marisa Greear, Betty Hayes, Megan Jasurda, Christina Jungers, Debbie Karjola, Rick Swee, Marie Wise, and Adam Wolfer

1) According to the information presented in this report, in what areas has LCC done a good job in providing access to students?

- LCC's participation rate is high. The College has leveraged a lot of funding sources to assist students financially, which has helped drive enrollments up.
- Disability Services has done very well in serving increasing numbers of students.
- A significant number of local high school students choose LCC.
- LCC overall has done a good job with access. The College is also doing a good job of shifting the message from access to success.

2) According to the information presented in this report, in what areas can LCC do a better job in providing access to students and what are some of the things the College can do to improve access?

- Although a significant number of local high school seniors choose LCC, would like to see this number increase as we encourage more students overall to attend college. Talent Search will contribute to outreach to this age group. Also, we need to look for opportunities to increase the attractiveness of the campus for young adults (including focusing on diversity/inclusiveness/equity and continuing to improve our facilities).
- We have lost some consistency and service capacity in Student Services due to budget reductions (for example, a reduction in Faculty Counselors from three full-time to two adjunct positions). By intentionally serving specific student populations, however, we can still improve service in this area.
- LCC should continue to develop better relationships with special education services in K-12 to ensure that students with disabilities are among those transitioning to higher education after high school.
- LCC should continue to maintain updated accurate information with local schools. This is a challenge due to their budget reductions resulting in staff cuts, so we need to make it easy for them to have updated information/links/access.
- LCC should continue to target the message of the value of education along with the value proposition of LCC (success stories of transfer students, cost differentials vs. performance, etc).

Board Plus/Delta

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

+	Δ

Expected College Outcome: Basic Skills & Pre-College Education Monitoring Report

2007 – 2011
(Cycle 13)

CORE THEME II: Transfer and Academic Preparation

Objective 1: Ensure that learners who are under prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.

April 18th, 2012



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

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for the Basic Skills & Pre-College Monitoring Report include:

- Basic skills achievement
- Academic performance of developmental education students

Enrollment data for Basic Skills and Pre-College is also included, as well as performance data for I-BEST, I-TRANS and CEO. Data on progression of basic skills students into college level courses is also presented.

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

- Pre-college math reform funded by the Gates Foundation is addressing low performance in developmental math.
- Pre-college English reform was piloted in winter 2012 and will be fully implemented in fall 2012. Under the new model, all students testing into pre-college English enroll in the same course number. Instructor testing after the 8th week of class determines the level at which each student will be graded.
- A new employee has been hired to provide more coordination of CASAS tracking and testing.
- Orientation for Transitional Studies students has been streamlined to include just the information students need to get started.
- The Transitional Studies program has been regularly filing "Data Improvement Plans" with the state in order to use data to increase performance. The theme for this year's plan is: "where do we fail to capture completions, why, and how do we fix that?"
- A half-time "Bridges" coordinator has been hired to help basic skills students transition into college level courses.
- Quarterly trainings are being provided for Transitional Studies faculty to help them teach to Washington State standards.
- ESL faculty are revamping their curriculum to better serve student needs, including needs related to employment opportunities.
- Opportunities to expand I-BEST and I-TRANS offerings are being explored. For example, an I-TRANS course focused on STEM (Science, Technology, Engineering and Math) is being developed for fall 2012.
- The "Curricular Collapse" project is focused on reducing redundancy between basic skills and pre-college level courses.

PART ONE: BASIC SKILLS

Key Performance Indicator: Basic Skills Achievement

A primary indicator for Basic Skills achievement is goal completion. Within this indicator are three major categories: those who state their goal is to improve basic literacy skills, those who state their goal is to improve their English language skills, and those who are attempting to earn their GED.

Table 1: Goal Completion: Basic Literacy and English Language Skills (federally reportable only)
(DRAFT GOAL = Meet System Average)

		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
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%
2010-	LCC	894	226	25%	245	109	44%
2011	System	32,248	8,760	27%	31,424	15,192	48%

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

- Goal completion rates dropped slightly in both categories in 2010-11.

Table 2: Goal Completion: Students Attempting to Earn their GED
(DRAFT GOAL: Meet System Average)

		Number with "GED" as their goal	Number who completed "GED" goal	Percent who completed "GED" goal
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%
2010-	LCC	95	70	74%
2011	System	10,020	3,881	39%

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

- Goal completion rates for GED students increased substantially in 2010-11.

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

Table 3: CASAS Post-Testing Rates (federally reportable only)
(DRAFT GOAL: Meet System Average)

		# pre-tested	# post-tested	% post-tested	# Completing at least one program level	% Completing at least one program level
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%
2010-	LCC	1,101	665	60%	298	45%
2011	System	61,392	37,898	62%	21,299	56%

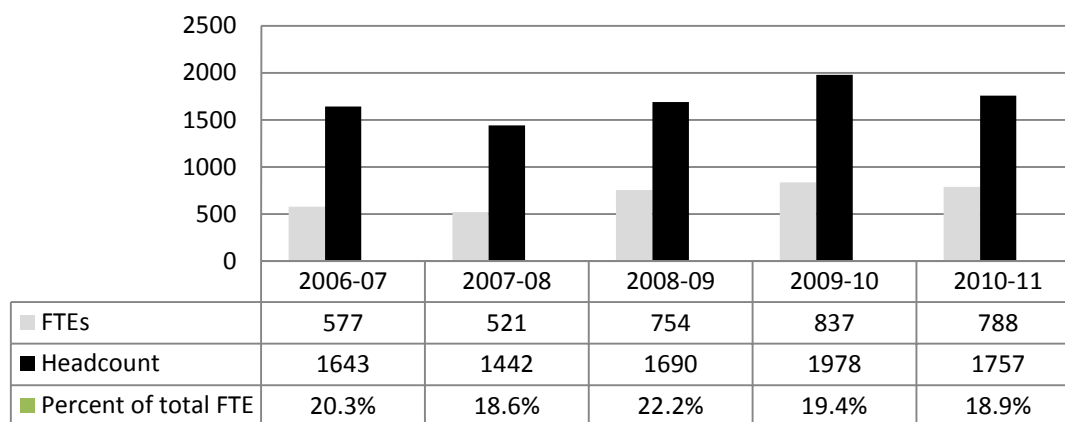
Source: WABERS+ database (WABERS Statistics Report—all students)

- LCC’s level completion rate is substantially below the system.

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 4: 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 decreased 6% in 2010-11.

Progression of Basic Skills students to College Level Courses

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, ABE and CEO 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 (degree or certificate) within four years
2004-2005 (A45)	289	3/1.0%	3/1.0%	6/2.1%	8/2.8%	2/0.7%
2005-2006 (A56)	368	4/1.1%	5/1.4%	6/1.6%	6/1.6%	2/0.5%
2006-2007 (A67)	361	12/3.3%	13/3.6%	13/3.6%	15/4.2%	7/1.9%
2007-2008 (A78)	393	8/2.0%	8/2.0%	9/2.3%	10/2.5%	2/0.5% (not yet final)
2008-2009 (A89)	428	18/4.2%	19/4.4%	22/5.1%		4/0.9% (not yet final)
2009-2010 (A90)	446	14/3.1%	14/3.1%			0/0.0% (not yet final)
2010-2011 (B01)	335	13/3.9%				3/0.9% (not yet final)

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 (degree or certificate) within four years
2004-2005 (A45)	968	84/8.7%	105/10.8%	133/13.7%	320/33.0%	52/5.4%
2005-2006 (A56)	1138	149/13.1%	171/15.0%	377/33.1%	390/34.3%	78/6.9%
2006-2007 (A67)	1075	320/29.8%	338/31.4%	373/34.7%	399/37.1%	91/8.5%
2007-2008 (A78)	873	178/20.4%	196/22.5%	215/24.6%	235/26.9%	50/5.7% (not yet final)
2008-2009 (A89)	1093	251/23.0%	273/25.0%	310/28.4%		77/7.0% (not yet final)
2009-2010 (A90)	1353	377/27.9%	403/29.8%			127/9.4% (not yet final)
2010-2011 (B01)	1250	381/30.5%				88/7.0% (not yet final)

CEO (Career Education Options)

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) within four years
2004-2005 (A45)	208	99/47.6%	104/50.0%	105/50.5%	116/55.8%	11/5.9%
2005-2006 (A56)	206	96/46.6%	105/51.0%	122/59.2%	124/60.2%	11/5.3%
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%	157/73.7%	11/5.2% (not yet final)
2008-2009 (A89)	217	123/56.7%	135/62.2%	147/67.7%		9/4.2% (not yet final)
2009-2010 (A90)	209	124/59.3%	135/64.6%			4/1.9% (not yet final)
2010-2011 (B01)	220	132/60.0%				2/0.9% (not yet final)

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

Special Programs within Basic Skills

CEO: Career Education Options (CEO) began fall 2000. The program targets high school dropouts under 21 years of age. 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. Participating school districts include Longview, Kelso, Toutle Lake, Kalama, Wahkiakum, Woodland, and Castle Rock.

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

	2006-07	2007-08	2008-09	2009-10	2010-11
CEO Students	240	213	217	209	220
HS Completions (6) within 3 years	62	68	72	66	38
GEDs (7) within 3 years	30	14	12	15	8
Total Completions within 3 years	92	82	84	81	46
Percent Completions within 3 years	38.3%	38.5%	38.7%	38.8%	20.9%
			<i>(not final)</i>	<i>(not final)</i>	<i>(not final)</i>

I-BEST: Integrated Basic Education and Skills Training (I-BEST) pairs basic skills instructors with professional/technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. LCC offered its first I-BEST courses in 2006-07 and now offers several program pathways.

Table 7: Annual I-BEST Enrollment* and Three Year Completion Rate (Degree or Certificate)

	2006-07	2007-08	2008-09	2009-10	2010-11
I-BEST Students	27	21	69	152	136
Total Completions within 3 years	17	11	35	90	62
Percent Completions within 3 years	63%	52%	47%	59%	46%
			<i>(not final)</i>	<i>(not final)</i>	<i>(not final)</i>

I-TRANS: I-TRANS was developed using the I-BEST structure, only for students intending to pursue academic transfer. LCC offered its first I-TRANS course in fall 2009.

Table 8: Annual I-TRANS Enrollment*, Course Success and Three Year Completion Rate

	2006-07	2007-08	2008-09	2009-10	2010-11
I-TRANS Students	no data	no data	no data	37	99
Completions within 4 years	no data	no data	no data	9	22
Transfer without completions	no data	no data	no data	0	0
Combined transfer/completion number	no data	no data	no data	9	22
Combined transfer/completion rate	no data	no data	no data	24.3%	22.2%
				<i>(not final)</i>	<i>(not final)</i>

* 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).

PART TWO: PRE-COLLEGE

Key Performance Indicator: Academic Performance of Developmental Education Students

Credit- and tuition-bearing students who are enrolled in a pre-college class must pass it with a “C” or better to be able to advance to the next class.

**Table 9: Passing Rates of Students in Pre-college Math
(MATH & TECH 070, 091, 092, 099/079, 089, 099)
Duplicated Headcount (includes self-paced math courses)
(DRAFT GOAL: 60%)**

	2006-07	2007-08	2008-09	2009-10	2010-11
Number of students in pre-college math classes	1877	2076	2565	2946	2956
Number of students who received a 2.0 or better (C or above)	1113	1134	1556	1756	1813
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, R, P, or V*</i>	1113/1592 = 69.9%	1134/1709 = 66.4%	1556/2141 = 72.6%	1756/2524 = 69.6%	1813/2618 = 69.3%
Number of students who withdrew	227 (12.1%)	303 (14.6%)	353 (13.7%)	368 (12.5%)	306 (10.4%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	1113/1819 = 61.2%	1134/2012 = 56.4%	1556/2486 = 62.5%	1756/2892 = 60.7%	1813/2924 = 62.0%

Source: Data Warehouse, TRANSCRIPTS Table

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

**Table 10: Passing Rates of Students in Pre-college English
(ENGL/INDV 065, 075) -- Duplicated Headcount
(DRAFT GOAL: 70%)**

	2006-07	2007-08	2008-09	2009-10	2010-11
Number of students in pre-college English classes	355	289	407	561	556
Number of students who received a 2.0 or better (C or above)	271	195	283	387	376
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, R, P, or V*</i>	271/334 = 81.1%	195/263 = 74.1%	283/373 = 75.8%	387/521 = 74.3%	376/522 = 72.0%
Number of students who withdrew	17 (4.5%)	22 (7.6%)	29 (7.1%)	31 (5.5%)	30 (5.4%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	271/351 = 77.2%	195/285 = 68.4%	283/402 = 70.4%	387/552 = 70.1%	376/552 = 68.1%

Source: Data Warehouse, TRANSCRIPTS Table

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

⌘ Key Performance Indicator: Performance of Pre-college Math and English Students in Subsequent College Level Math and English Composition Classes

The following tables show the performance of pre-college students who successfully completed their pre-college work and, by the subsequent fall quarter, completed their first college level math or English composition class.

**Table 11: Developmental Math (MATH/TECH 078/79, 088/089, 091, 092, 098/99) Students That Moved on to the Next Level (*Math 112, 121/131&, 122/132&, 130/107&, 210)—including self-paced math courses—by the subsequent fall
(DRAFT GOAL: 70%)**

	Fall 06-07 cohort	Fall 07-08 cohort	Fall 08-09 cohort	Fall 09-10 cohort	Fall 10-11 cohort
Total number of students who successfully completed a pre-college math class	328	399	409	567	579
Total number of those students who went on to the next level*	101/328 = 30.8%	126/399 = 31.5%	122/409 = 29.8%	161/567 = 28.4%	186/579 = 32.1%
Total number of those students who withdrew from the next level*	6/101 = 5.9%	9/126 = 7.1%	10/122 = 8.2%	13/161 = 8.1%	16/186 = 8.6%
Total number of those students who passed the next level with a 2.0 or better*	77/101 = 76.2%	98/126 = 77.8%	92/122 = 75.4%	128/161 = 79.5%	146/186 = 78.5%

Source: Data Warehouse, TRANSCRIPTS.

**Table 12: ENGL/INDV 065/075 Students That Moved on to the Next Level (*English 100, 101/101& or 110) by the subsequent fall
(DRAFT GOAL: 70%)**

	Fall 06-07 cohort	Fall 07-08 cohort	Fall 08-09 cohort	Fall 09-10 cohort	Fall 10-11 cohort
Total number of students who successfully completed ENGL/INDV 065 or 075	87	99	123	168	154
Total number of those students who went on to the next level*	73/87 = 83.9%	81/99 = 81.8%	89/123 = 72.3%	128/168 = 76.2%	123/154 = 79.9%
Total number of those students who withdrew from the next level*	6/73 = 8.2%	4/81 = 4.9%	3/89 = 3.4%	10/128 = 7.8%	4/123 = 3.3%
Total number of those students who passed the next level with a 2.0 or better*	52/73 = 71.2%	64/81 = 79.0%	74/89 = 83.1%	90/128 = 70.3%	91/123 = 74.0%

Source: Data Warehouse, TRANSCRIPTS Table

Pre-College Enrollment

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

**Table 13: Pre-College (All Math and English courses below 100)
Annualized FTE – All Funding Sources (includes math lab)**

	2006-07	2007-08	2008-09	2009-10	2010-11
English	35	40	43	70	71
Math	205	219	269	349	322
TOTAL	240	259	312	419	388
% of total college FTE	8.5%	9.2%	9.2%	9.7%	9.3%

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

- FTE in Pre-College decreased 7% in 2010-11.

Basic Skills/Pre-College Monitoring Report

Comments from the Review Team

BASIC SKILLS

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

- I-BEST completion rates are very high compared to completion rates for the traditional ABE student population.
- GED completion rates have increased substantially over the past several years and are well above the state average.

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?

- CASAS post-testing rates are in need of improvement. LCC is continuing to look for ways to increase this rate, including providing incentives for students who post-test (such as scholarship eligibility or offering free Compass testing).
- ESL students are not moving on to college level in great numbers. Although many students cannot qualify for financial aid and therefore don't progress, there is still room for improvement.
- The relatively low numbers of ABE students transitioning to college level is a concern. The proportion would be even lower without I-BEST.

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?

- The proportion of students withdrawing from pre-college math is trending down.
- Pass rates are high for pre-college English students who went on to college level English.
- LCC has done an excellent job in terms of curriculum innovation in pre-college math and English.
- There is a lot of stability in the numbers in developmental education from year to year.

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?

- The impact of math reform is not yet visible in the data. Keep in mind that there is a time lag in terms of seeing (measuring) improvement.

Please note: the proportion of pre-college math students going on to college level math is relatively low because many programs at LCC do not require college level math. Some students in programs that do require college level quantitative/symbolic reasoning course opt to take a course besides math (such as Philosophy 120).

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

2007 – 2011
(Cycle 13)

CORE THEME I: Workforce and Economic Development

Objective 1: Provide quality professional/technical education for employment, skills enhancement, and career development.

Objective 2: Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.

January 18th, 2012



Professional/Technical & Customized Education Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

⌘ **Key Performance Indicators** for Professional/Technical and Customized Education include:

- Student performance
- Demonstration of program competencies
- Licensure/certification rates
- Placement rate in the workforce
- Employer satisfaction
- Relevance of programs
- Client assessment of programs and services

Enrollment data is also included in the report.

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

- Mission statements and student learning outcomes have been updated for every professional technical program (student learning outcomes are being incorporated into the program planners).
- The Nursing Program has implemented the ATI Predictor Exam for RN students, designed to predict success in passing the NCLEX. Nursing faculty have increased the required score on the predictor exam in order to help students better prepare for the licensure exam.
- The "Employer Satisfaction" KPI is being evaluated for effectiveness, and ways to get more widespread feedback from employers is being explored.

PART 1: PROFESSIONAL/TECHNICAL

 **Key Performance Indicator: Student Performance**
(DRAFT GOAL = 82%)

Table 1: Proportion of students receiving grades of 2.0 or better in workforce classes numbered 100 and above. Grades excluded: I, N, P, R and V. Includes all students enrolled in workforce classes, regardless of intent.

	2006-07	2007-08	2008-09	2009-10	2010-11
2.0 or better	81.7%	80.2%	82.4%	81.8%	81.6%

- Nursing clinicals are evaluated on a pass/fail basis (not assigned a specific grade).

 **Key Performance Indicator: Demonstration of Program Competencies**
(DRAFT GOALS SET BY INDIVIDUAL PROGRAMS; SEE TABLE)

Table 2: Attainment of Competencies for Individual Programs

	2006-07	2007-08	2008-09	2009-10	2010-11
Early Childhood Education (goal = 85%)	100%	100%	85%	100%	Not yet available
Business Management (goal = 75%)	89%	100%	89%	86%	Not yet available

- Eventually measures and targets will be set for every degree and certificate program. Assessment methodology varies by program and is determined by faculty.

 **Key Performance Indicator: Licensure Rates**
(DRAFT GOAL NCLEX = exceed state benchmark of 80%; WABO DRAFT GOAL = 90%)

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 3: Licensure Rates for Nursing and Welding

	2006	2007	2008	2009	2010
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	100%	100%	100%	100%	100%
Registered Nurse	93%	82%	92%	86%	85%
WABO (Washington Association of Building Officials)					
Welding (LCC students only)	88% (n = 24)	67% (n = 9)	100% (n = 12)	100% (n = 27)	100% (n = 32)

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.

 **Key Performance Indicator: Placement Rate in the Workplace**
(DRAFT GOAL = EXCEED SYSTEM AVERAGE)

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 4: Estimated Employment Rates for Lower Columbia College
(Indicates year students were employed—having completed studies the prior year)

	2006-07	2007-08	2008-09	2009-10	2010-11
LCC	81%	84%	85%	81%	74%
System Average	81%	83%	82%	74%	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 exceed the system average.

 **Key Performance Indicator: Employer Satisfaction**
(DRAFT GOAL = 90%)

Table 5: Employer ranking of LCC Graduate professionalism compared to other employees

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall level of professionalism is "average" or "above average"	100%	92%	100%	100%	100%

- Figures above include the Early Childhood Education program.
- Survey methodology to capture additional programs is being developed.

Key Performance Indicator: Relevance of Programs
(DRAFT GOAL = 90%)

Table 6: Proportion of survey respondents who rated training at LCC as “good” or “very good” in relation to their job duties

	2006-07	2007-08	2008-09	2009-10	2010-11
“Good” or “Very Good” responses	79%	91%	95%	96%	89%

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.

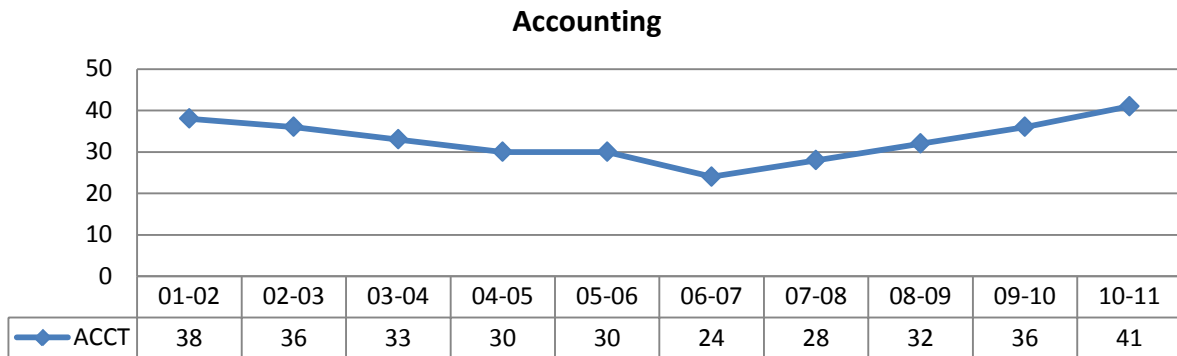
Table 7: Professional Technical Enrollment Summary (state funded only)

	Prof/Tech FTE	Worker Retraining FTE
2006-07	645	70
2007-08	665	81
2008-09	855	194
2009-10	1106	320
2010-11	1082	290
1 year change	-2%	-9%
5 year change	+68%	+314%

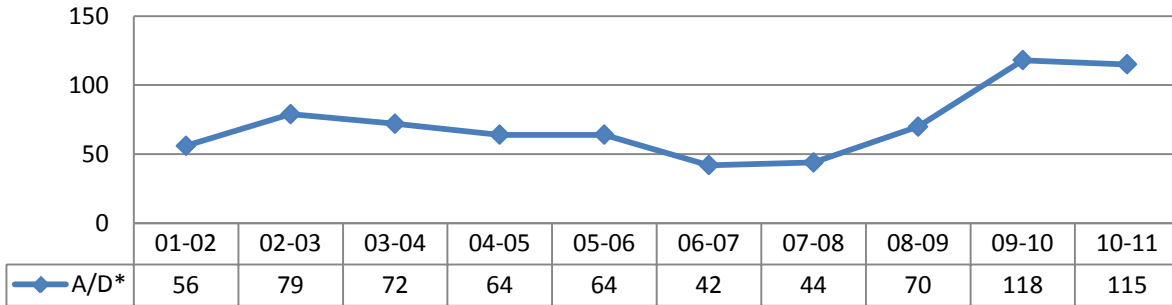
Source: Data Warehouse, Access Monitoring Report for Worker Retraining FTE

- Enrollment decreased somewhat in 2010-11 but is up substantially over five years.

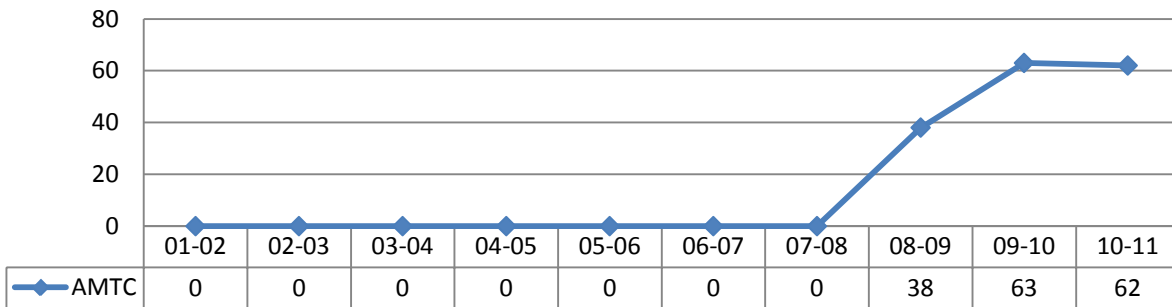
Figure 8: Professional Technical Enrollment by Discipline (annual state funded FTE)



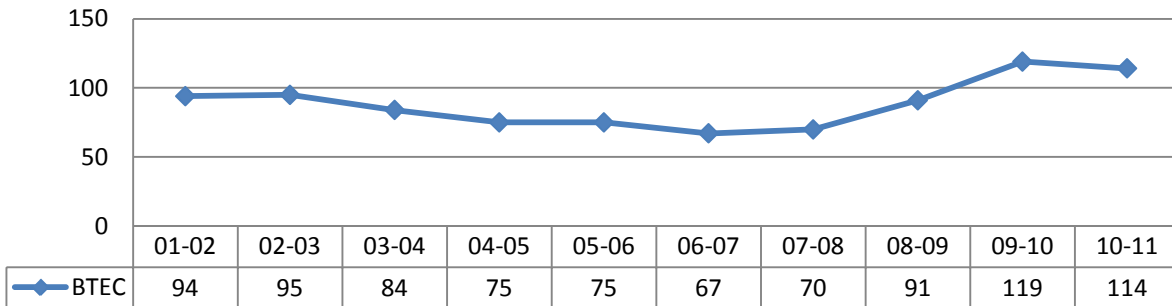
Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)



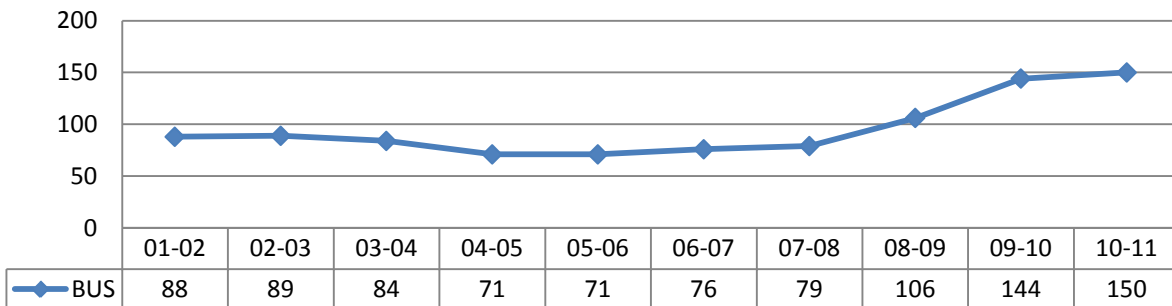
Automotive Technology (combined with Diesel until 2008-09)



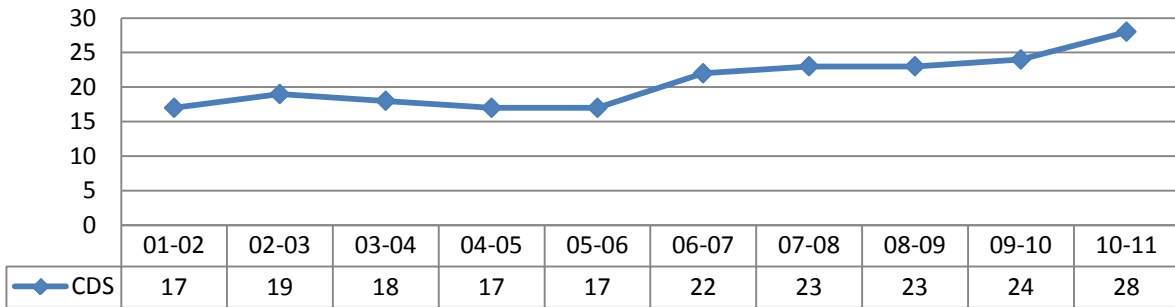
Business Technology



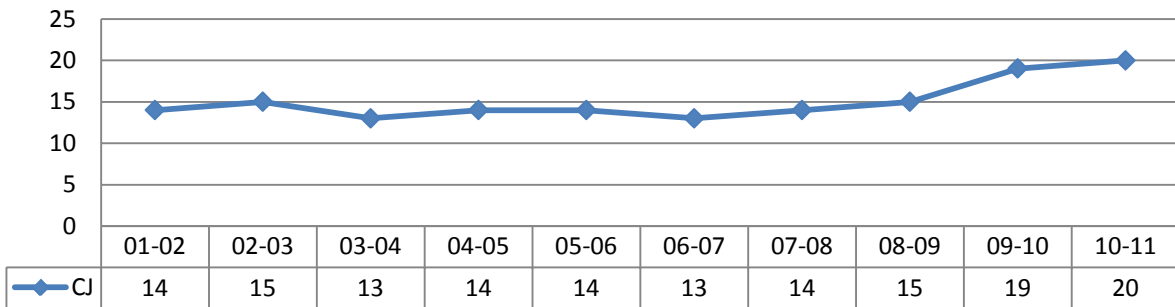
Business



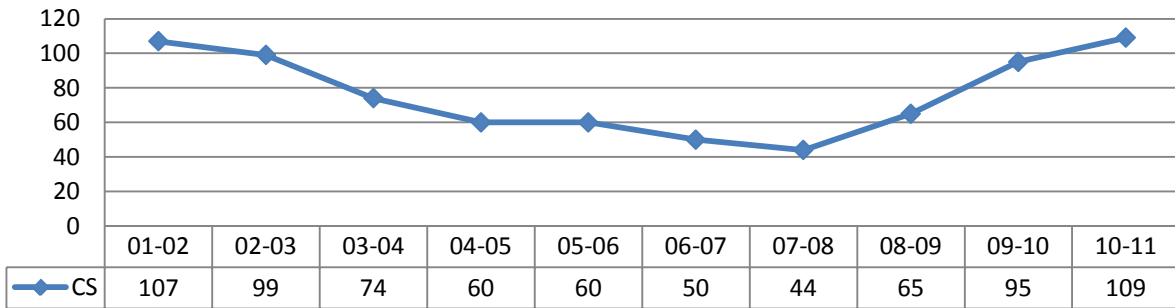
Chemical Dependency Studies



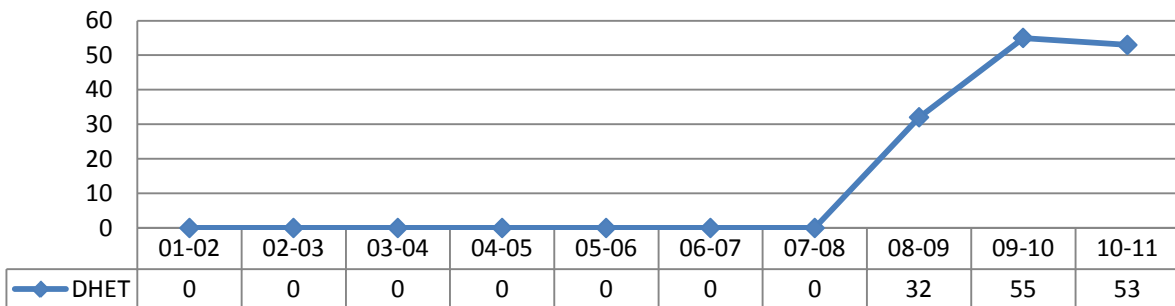
Criminal Justice



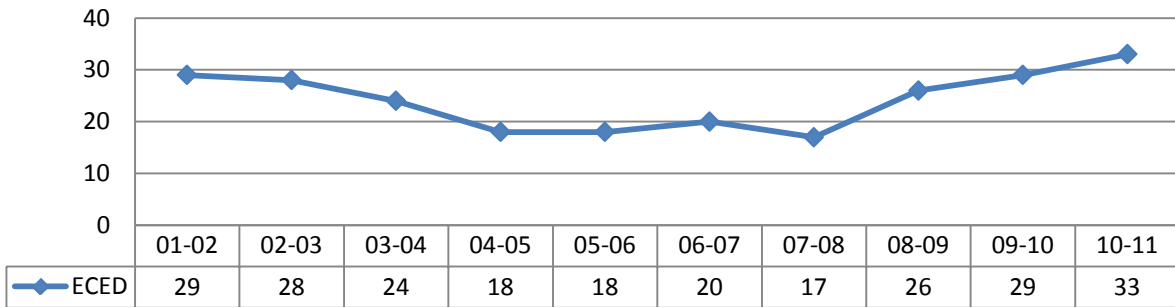
Computer Science



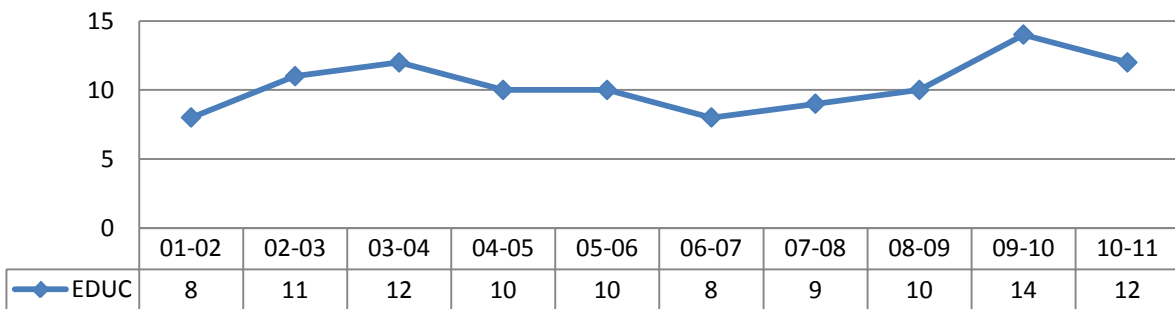
Diesel/Heavy Equipment Technology (combined with Auto until 2008-09)



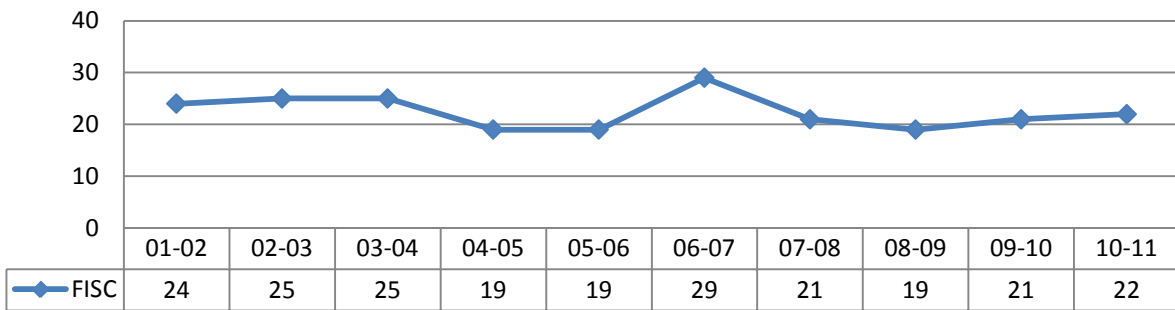
Early Childhood Education



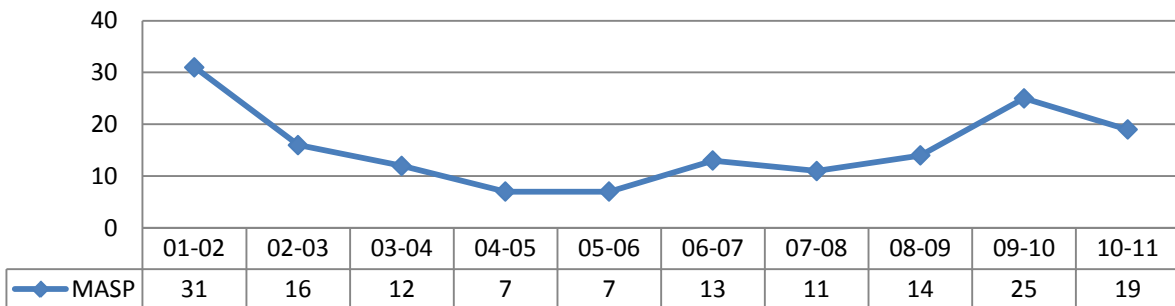
Education



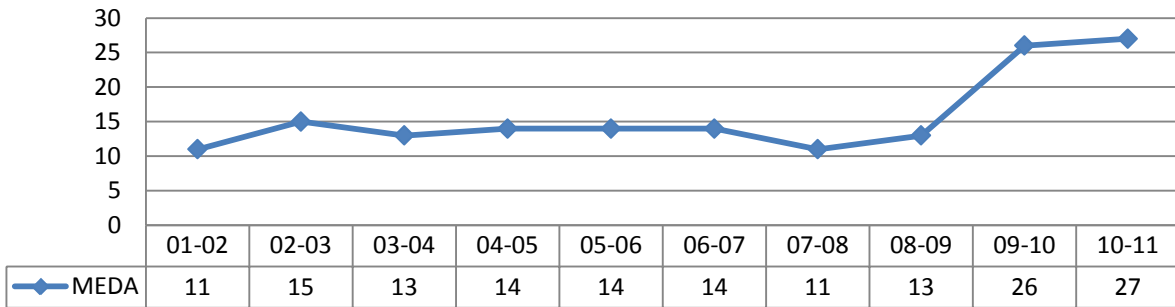
Fire Science



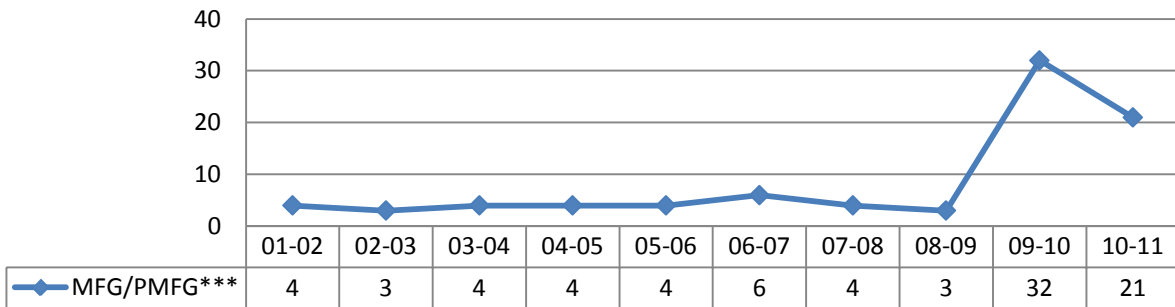
Machine Trades



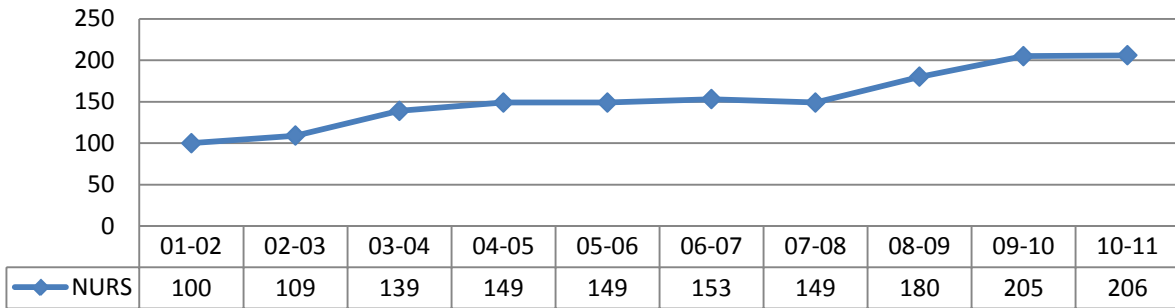
Medical Assisting



Manufacturing/Process Manufacturing (previously PULP)



Nursing (including RN, LPN and Nursing Assisting)



Welding

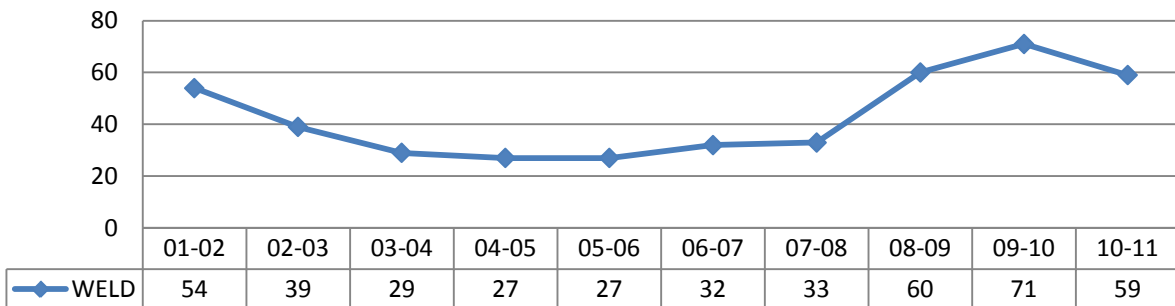
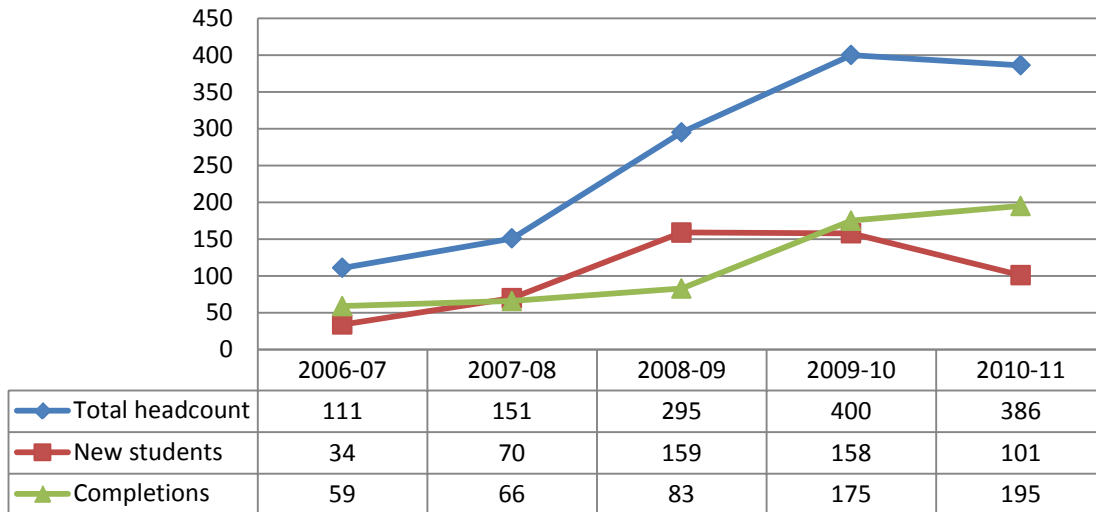


Figure 9: Worker Retraining Enrollment & Completions

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: DATAX--WH-STKWFE for total headcount, Data Warehouse for Completions (excluding high school completion and GED—not like exit codes 6 and 7)

- The total headcount in Worker Retraining was flat in 2010-11, but the number of new students (including students returning after an absence) declined somewhat.
- Completions increased substantially in 2010-11.

Table 10: Work-Based Learning (Individualized Certificate Program) Unduplicated Headcount

	2006-07	2007-08	2008-09	2009-10	2010-11
Unduplicated headcount	28	35	42	60	66

Source: Fact Book

- Enrollment in the ICP program, now driven largely by requests from employers, continues to expand. New rules enacted by the Department of Education under the “Gainful Employment” legislation could slow program implementation efforts.

PART 2: CUSTOMIZED EDUCATION

 **Key Performance Indicator: Client assessment of programs and services**
(DRAFT GOAL = 90%)

Table 11: Evaluation of Business and Industry Services

The following evaluations were administered across a variety of Business and Industry Services in 2010-11 (including 1638 responders; count may be duplicated as many people take more than one class). 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.	52%	46%	98%
Presented at the right level.	53%	45%	99%
Practicality of material to my job.	52%	47%	98%
Notebook/handout material supported the subject.	55%	43%	98%
Effective small group activities.	51%	44%	95%
Effective visual aids.	54%	43%	97%
PRESENTATION			
Effective presentation style.	60%	38%	98%
Presenter's knowledge of subject.	67%	32%	99%
Presenter covered the material clearly.	64%	35%	99%
Presenter responded well to questions.	66%	34%	99%
OVERALL	57%	41%	98%

- Client satisfaction was strong in all areas of the evaluation.
- Respondents were least satisfied with "effective small group activities."

EDUCATION, TRAINING & TESTING ACTIVITIES

Table 12: Community Education Self-Support (CLCE) Duplicated Headcount

2006-07	2007-08	2008-09	2009-10	2010-11	1 yr Δ	5 yr Δ
644	330	294	1120	1843	+65%	+186%

Table 13: Food Handler Card Testing Duplicated Headcount

2006-07	2007-08	2008-09	2009-10	2010-11	1 yr Δ	5 yr Δ
4917	5364	3989	5583	6767	+21%	+38%

Table 14: Pre-Employment Testing (Work Keys, etc.) Duplicated Headcount

2006-07	2007-08	2008-09	2009-10	2010-11	1 yr Δ	5 yr Δ
863	447	299	565	872	+54%	+1%

Table 15: Client Contracts

2006-07	2007-08	2008-09	2009-10	2010-11	1 yr Δ	5 yr Δ
21	28	18	21	19	-10%	-10%

- The number of client contracts does not necessarily reflect the total number of individuals receiving training.

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?

- In general, Professional/Technical programs at LCC are performing well, particularly given the poor economy and high unemployment rates in our community.
- Performance is particularly notable given the high numbers of students served at flat or reduced staffing levels across the institution.

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

- An overall goal for Professional/Technical programs at LCC is to do a better job of connecting with employers.
- Although enrollment is still high, now is the time to start ramping up our community outreach efforts (in addition to maintaining the events and activities, like the high school welding competition, that we currently engage in). Efforts have begun in this area, such as distributing a whole new set of materials focusing on Career Pathways to high schools.
- Many Professional/Technical faculty are interested in additional professional development, including touring other colleges and industrial/employment facilities, in order to stay current in their respective fields. Efforts to provide greater access to these activities are being planned.

Board Plus/Delta

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

+	Δ

Expected College Outcome: Transfer Monitoring Report

2007 – 2011

(Cycle 13)

CORE THEME II: Transfer and Academic Preparation

Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

February 15th, 2012



Transfer Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

⌘ **Key Performance Indicators** for the Transfer Monitoring Report include:

- Student performance
- Transfer readiness
- Demonstration of General Education Outcomes
- Academic transfer rate
- Academic success of transfer students after transfer
- Relevance of programs

Transfer enrollment data is also included in this report.

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

- The Capstone graduation requirement was eliminated in winter 2012.
- Full-time faculty participated in a workshop/training session during in-service week 2011 on how to encourage group work, an aspect of LCC's General Education "Interpersonal Skills" Outcome. Ideas from the workshop were recorded and circulated to adjunct faculty the next day.
- LCC has created a STEM (Science, Technology, Engineering and Math) plan to strengthen programs and boost enrollments in those areas.
- The College is creating a webpage listing the existing articulation agreements in various programs and related information.
- Through Phi Theta Kappa, LCC is participating in "CollegeFish.Org," a website designed to match transfer students with higher education institutions. Washington is one of five states participating in this project.

⌚ Key Performance Indicator: Student Performance
(DRAFT GOAL = 70%)

Table 1: Proportion of students achieving satisfactory academic performance in academic transfer courses

	2006-07	2007-08	2008-09	2009-10	2010-11
Proportion of students receiving grades of 2.0 or better in Academic classes numbered 100 and above. Grades excluded: I, N, P, R, and V. Includes all students enrolled in academic courses, regardless of intent.	69.9%	70.1%	71.6%	70.8%	75.3%

- The proportion of students successfully completing academic transfer courses increased substantially in 2010-11.

⌚ Key Performance Indicator: Transfer Readiness
(DRAFT GOAL = 20%)

Table 2: Proportion of students achieving “Transfer Ready” status each year

	2006-07	2007-08	2008-09	2009-10	2010-11
Proportion of transfer students achieving “Transfer Ready” status each year as determined by using criteria developed by the Washington State Board for Community and Technical Colleges.	252/1793 = 14%	300/1872 = 16%	371/1842 = 20%	388/2148 = 18%	424/2423 = 17%

- Criteria used by the Washington State Board for Community and Technical Colleges for transfer ready status includes attainment of at least 45 college level credits with a minimum GPA of 2.0; additionally, students must also have taken English composition and a quantitative reasoning course/symbolic logic and earned a 2.0 or better in each. Students must also have at least one course in each distribution area: Humanities, Social Science and Natural Science.
- Denominator includes all transfer students minus students attaining “transfer ready” status the previous year who are still enrolled in the subsequent fall (from Table 4).

 **Key Performance Indicator: Demonstration of General Education Outcomes**
(DRAFT GOAL = 3.0)

Table 3: Average Scores, General Education Outcomes

	2006-07	2007-08	2008-09	2009-10	2010-11
Communication	2.47	--	--	2.85	--
Critical Thinking	--	2.15	--	--	--
Interpersonal Skills	--	--	--	3.55	3.62
Numeracy	--	--	1.72	--	--

- Artifacts are collected throughout each academic year in preparation for the annual summer assessment institute. Artifacts are assessed using rubrics developed by LCC faculty on a scale of 1 (low) to 5 (high). LCC faculty readers for the institute are selected through a competitive application process.
- Critical Thinking is slated for assessment in summer 2012.

Lower Columbia College's General Education Outcomes

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.

- Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.
- Students will develop and express their ideas clearly and reasonably for a unified purpose.
- Students will demonstrate comprehension of a wide variety of materials.
- Students will use credible evidence to support arguments and conclusions.
- Students will document source information.
- Students will use a style of delivery that is effective in communicating their message.

Critical Thinking--Apply various techniques and processes using information, data, situations, or other forms of artistic expression, to draw logical, rational, ethical, and coherent conclusions.

- Students will identify and define primary problems or issues.
- Students will gather relevant and accurate information from a variety of sources and draw valid inferences from that information.
- Students will be able to analyze and make judgments in response to problems, issues, and artistic expression using technique or processes appropriate to subject.
- Students will propose and/or evaluate solutions based on the criteria of logic, ethical principles, and coherence.

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

- Students will participate actively, demonstrating commitment to shared tasks.
- Students will cooperate with others.
- Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

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

- Students will analyze, interpret and draw valid inferences from graphical and numerical data.
- Students will use quantitative skills to arrive at a solution/conclusion.
- Students will use quantitative skills to assess the validity of a proposed solution/conclusion.
- Students will communicate numerical and mathematical processes using appropriate symbols, language and terminology.

⌚ Key Performance Indicator: Academic Transfer Rate
(DRAFT GOAL = 55%)

Table 4: 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/symbolic logic 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.

	2006-07	2007-08	2008-09	2009-10	2010-11
Total number of students achieving “Transfer Ready” status	252	300	371	388	424
Number of students still enrolled at LCC by the subsequent fall	132	135	198	163	155
Number of students not enrolled at LCC by the subsequent fall	120	165	174	225	269
Number of students not enrolled at LCC by the subsequent fall who transferred by that time*	71	91	93	121	124
Percent of students not enrolled at LCC by the subsequent fall who transferred by that time*	59%	55%	53%	54%	46%

Source: National Student Clearinghouse & Data Warehouse
 * by the subsequent fall

- The proportion of students not continuing at LCC who have transferred by the subsequent fall is trending down. The economy has impacted transfer trends.

Table 5: Total Transfers with Degree Status

	2006-07	2007-08	2008-09	2009-10	2010-11
Transfer students who had enrolled in a four-year institution by the subsequent fall (total number)	243	306	304	304	350
Number of students who completed associate degree at LCC prior to transfer	168	179	144	168	164
Percent of students who completed associate degree at LCC prior to transfer	69%	58%	47%	55%	47%
Number of students who transferred prior to completing an associate degree at LCC	75	127	160	136	186
Percent of students who transferred prior to completing an associate degree at LCC	31%	42%	53%	45%	53%

Source: National Student Clearinghouse and Data Warehouse

- The proportion of students transferring prior to completion of an associate degree has been trending up over the past several years.

Table 6: Transfer institutions of students enrolled in 2010-11 (all transfer students)

- American University (1)
- Arizona State University (1)
- Ashford University (2)
- Belhaven College (1)
- Bellevue College* (5)
- Boise State University (2)
- Brigham Young University (5)
- Campbell University (2)
- Capella University (1)
- Central Washington University (6)
- City University of Seattle (22)
- Colorado Christian University (1)
- Colorado State University (1)
- Concordia University (3)
- Corban University (2)
- Cornish College of the Arts (1)
- Eastern Washington University (5)
- Everest College—Canada (1)
- Excelsior College (2)
- George Fox University (1)
- Gonzaga University (2)
- Grand Canyon University (1)
- Idaho State University (1)
- ITT Technical Institute (6)
- Kent State University (1)
- Lewis-Clark State College (2)
- Linfield College (3)
- Metropolitan State University (1)
- Montana State University (2)
- Multnomah University (2)
- Northwest Nazarene University (1)
- Olympic College* (1)
- Oregon Institute of Technology (3)
- Oregon State University (9)
- Pacific Lutheran University (1)
- Pacific Union College (1)
- Pacific University (1)
- Peninsula College* (2)
- Portland State University (16)
- Saint Martin’s University (1)
- Saint Vincent College (1)
- Seattle Pacific University (1)
- Seattle University (1)
- Simpson University (3)
- Southern Oregon University (1)
- Tennessee Wesleyan College (1)
- Texas Woman’s University (1)
- The Evergreen State College (18)
- University of Alaska (1)
- University of Louisiana (1)
- University of North Dakota (1)
- University of Oregon (4)
- University of Phoenix (11)
- University of Portland (4)
- University of Utah (1)
- University of Washington (17)
- Utah State University (2)
- Vanguard University (1)
- Walden University (2)
- Warner Pacific College (10)
- Washington State University (127)
- West Texas A&M (1)
- Western Oregon University (5)
- Western Washington Univ. (11)
- Whitworth University (1)
- William Penn University (1)

*Baccalaureate program

⌘ Key Performance Indicator: Relevance of Programs
(DRAFT GOAL = 3.00)

**Table 7: Average GPA at Washington Public Baccalaureate Institutions
 (Based on institutions providing data only)**

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall Average GPA, all students	3.11	3.15	3.13	3.09	3.17

- A new data venture (MRTE+) will greatly enhance LCC's access to transfer student data in the future.

Transfer Enrollment Data

Table 8: Enrollment and Graduation Data

	2006-07	2007-08	2008-09	2009-10	2010-11
Unduplicated headcount, all funding sources	1885	2004	1977	2346	2586
Transfer student population as a percent of all students	23%	25%	21%	23%	26%
FTE by institutional intent (fall quarter, all funding sources)	971	1015	1113	1481	1543
FTE as percent of institutional FTE (fall quarter, all funding sources)	41%	44%	40%	38%	40%
Transfer associate degrees granted	200	215	232	205	250

Data Source: FACT BOOK

- Headcount of transfer students increased 10% in 2010-11.
- The number of transfer associate degrees granted increased 22%.

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?

- Students appear to be doing well academically after transfer (based on GPA at four-year institutions).
- LCC alumni are continuing to enroll at institutions across the United States.
- Academic performance in transfer courses was strong in 2010-11.

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

- We need to continue to eliminate barriers to student completion prior to transfer. With elimination of the capstone requirement for graduation, we have already started taking action in this area.
- We need to address student preparedness for success in the online and hybrid environments through a pre-assessment test or possibly a one-credit preparation course. Although success data for online vs. classroom based courses is not presented in this report, we have been studying this information through our Achieving the Dream initiative and the information is relevant here.

Board Plus/Delta

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

+	Δ

Expected College Outcomes: Institutional Excellence & Community Enrichment Monitoring Report

2007 – 2011

(Cycle 13)

CORE THEME IV: Institutional Excellence

Objective 1: Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.

Objective 2: Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

May 16th, 2012



Institutional Excellence & Community Enrichment: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

⌘ Key Performance Indicators for the Institutional Excellence & Community Enrichment Monitoring Report include:

- Professional development of faculty and staff
- Faculty/staff satisfaction and morale
- Condition of infrastructure
- External perceptions/satisfaction with LCC
- Student/graduate satisfaction with instruction
- Cultural enrichment of students and community

Information about the Student Achievement Initiative is also included in this report.

Some of the actions that have come about as a result of past reviews of the Institutional Excellence & Community Enrichment Monitoring Report include:

- In April 2012, the Washington State Legislature approved \$38.5 million for Lower Columbia College's new Health and Science Building.
- Curriculum reform in pre-college math and English, reported in the Basic Skills & Pre-College Monitoring Report, will impact point accrual through the Student Achievement Initiative.
- Achieving the Dream initiatives developed in 2011-12 are being designed to increase LCC's completion rate, or "tipping point," as defined through the Student Achievement Initiative.
- A full-time faculty member was appointed to serve as the Faculty Professional Development coordinator beginning in fall 2011.
- Qualitative data gathered from faculty, staff and students during spring quarter 2012 will be used to develop the College's first IT Master Plan.
- The number of students applying for Foundation scholarships increased 75% in 2012 due to a completely revamped application system and multiple opportunities for students to attend targeted information sessions about the scholarship application process.
- An effort to increase community use of the Rose Center has resulted in revisions to usage guidelines for the facility.

⌘ Key Performance Indicator: **Professional Development of Faculty and Staff**

Table 1: Accrual of Professional Development Units by FT faculty (average unit earned)
(DRAFT GOAL = 8.0)

2006-07	2007-08	2008-09	2009-10	2010-11
7.9	7.5	6.4	7.5	10.3

- The number of PDU's earned increased substantially in 2010-11.
- This number represents only PDU's for which faculty have submitted paperwork.

⌘ Key Performance Indicator: **Faculty/Staff Satisfaction and Morale**

Table 2: Faculty/staff satisfaction and morale (Communication)
(DRAFT GOAL = 85%)

Based on the Employee Satisfaction Survey question, "I feel well informed about what is going on at LCC." Figures represent employees who "agreed" or "strongly agreed." This survey is administered every other year in fall quarter.

2006-07	2007-08	2008-09	2009-10	2010-11
82%	--	79%	--	87%

- This survey will be administered again in fall 2012. In fall 2010, satisfaction with communication was higher than with previous surveys.

Table 3: Faculty/staff satisfaction and morale (Professional Development)
(DRAFT GOAL = 70%)

Based on the Employee Satisfaction Survey question, "Overall, I am satisfied with the opportunities for professional development available to me (including off-campus opportunities)." Figures represent employees who "agreed" or "strongly agreed." This survey is administered every other year in fall quarter.

2006-07	2007-08	2008-09	2009-10	2010-11
79%	--	69%	--	66%

- Available funding for professional development activities has declined in recent years, which has impacted satisfied levels.

⌚ **Key Performance Indicator: Condition of Infrastructure**

Table 4: Condition of Infrastructure (Facilities Overall)
(DRAFT GOAL = 350 or below)

Based on the Facilities Condition Survey which is conducted once every biennium (in odd years), this represents the proportion of buildings rated at 350 or below. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate.

2003	2005	2007	2009	2011
381	279	268	266	257

- LCC achieved its goal in the last four Facilities Conditions Surveys.

Table 5: Condition of Infrastructure (Facilities by Building)
(DRAFT GOAL = 70% at 350 or below)

Based on the Facilities Condition Survey which is conducted once every biennium (in odd years), this represents the proportion of buildings rated at 350 or below. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate.

2003	2005	2007	2009	2011
73%	73%	75%	71%	68%

- LCC achieved its goal in four of the last five Facilities Conditions Surveys.

Table 6: Condition of Infrastructure (Technology)
(DRAFT GOAL = 90%)

Based on the Employee Satisfaction Survey question, “Overall, I am satisfied with the availability of technology at LCC.” Figures represent employees who were “satisfied” or “very satisfied.” This survey is administered every other year in fall quarter.

2006-07	2007-08	2008-09	2009-10	2010-11
92%	--	93%	--	86%

- Satisfaction with the availability of technology at LCC declined somewhat in 2010-11.

Table 7: Condition of Infrastructure (LCC Foundation Assets)
(DRAFT GOAL = TBD)

Since 1976, the LCC Foundation has been providing financial supplements where public funds are not sufficient. The primary purpose of the Foundation is to strengthen the teaching, learning and cultural environment of LCC and the surrounding community.

June 2007	June 2008	June 2009	June 2010	June 2011
\$10,166,153	\$8,642,550	\$6,812,995	\$11,006,800	\$12,020,147

Table 8: Condition of Infrastructure (Total Amount of Program Support from the Foundation to LCC in Dollars & Percent of Assets)
(DRAFT GOAL = TBD)

The amount available in any given year depends on market conditions. More specifically, the earnings on Foundation investments in any given year determine the total number of dollars available to distribute to college programs and activities.

June 2007	June 2008	June 2009	June 2010	June 2011
\$802,037 (7.2%)	\$1,215,697 (14.1%)	\$524,332 (7.7%)	\$351,092 (3.2%)	\$368,018 (3.1%)

Table 9: Condition of Infrastructure (LCC Foundation Exceptional Faculty Fund: Endowed Total)
(DRAFT GOAL = TBD)

2007	2008	2009	2010	2011
\$1,500,024	\$1,702,052	\$1,374,803	\$1,275,415	\$1,441,969

- LCC's Exceptional Faculty Fund is one of the largest in the State of Washington.

Table 10: Condition of Infrastructure (LCC Cash & Investments to Operating Expenditures Ratio) (DRAFT GOAL = MEET OR EXCEED SYSTEM AVERAGE)

This ratio measures the adequacy of reserves to meet ongoing operating expenses. As a measure of adequacy, LCC's ratio is compared to that of the Washington SBCTC system or other peer colleges. This measurement was new in 2010-11. A higher ratio reflects LCC's ability to absorb or cushion the effect of budget reductions or revenue shortfalls.

2006-07	2007-08	2008-09	2009-10	2010-11
--	--	--	--	39.69%

- 2010-11 figures represent 108% of the SBCTC group average.

Table 11: Condition of Infrastructure (LCC Local Funds Operating Margin)
(DRAFT GOAL = MEET OR EXCEED SYSTEM AVERAGE)

Local funds are the primary source for operating and capital reserves, so this measure provides information about a college’s ability to generate or maintain reserves. This measure compares all revenues for local operating funds against operating expenditures for the same funds.

2006-07	2007-08	2008-09	2009-10	2010-11
--	--	--	--	16.93%

- 2010-11 figures represent 122% of the SBCTC group average.

Table 12: Condition of Infrastructure (LCC Tuition Revenue per FTE)
(DRAFT GOAL = MEET OR FALL BELOW SYSTEM AVERAGE)

Tuition revenue per FTE (Full Time Equivalent) is calculated by dividing the actual state FTE into total tuition collections. Some of the factors influencing this measure are the number of students on waivers, the volume of ABE/ESL enrollments, the mix of full and part-time students, and the volume of excess enrollments.

2006-07	2007-08	2008-09	2009-10	2010-11
--	--	--	--	\$2,223.67

- 2010-11 figures represent 96% of the SBCTC group average.

 **Key Performance Indicator: External Perceptions/Satisfaction with LCC**

Table 13: External Perceptions/Satisfaction with LCC
(DRAFT GOAL = 90%)

This indicator is based on input from a community perception survey re: progress toward attainment of each of the College Outcomes. Figures represent the proportion that “agreed” or “strongly agreed” with a number of statements related to each of the College Outcomes. This survey is administered every three years.

2006-07	2007-08	2008-09	2009-10	2010-11
--	--	93-98%	--	--

- This survey asks respondents several questions, about each of the College’s outcomes (Access & Completion, Transfer, Basic Skills & Pre-College, Professional/Technical & Customized Education, and Institutional Excellence & Community Enrichment). The lowest rating (93%) was related to Customized Education, and the highest rating (98%) was related to Transfer.
- The 2008-09 survey had 661 responses from across the service district.

⌚ Key Performance Indicator: Student/Graduate Satisfaction with Instruction

Table 14: Student/Graduate Satisfaction with Instruction
(DRAFT GOAL = 90%)

Based on LCC Graduate Survey in response to the question, “I participated in meaningful learning experiences at LCC.” The indicator represents the proportion that “agreed” or “strongly agreed.” This survey is administered when students graduate.

2006-07	2007-08	2008-09	2009-10	2010-11
84%	84%	85%	87%	87%

- Responses have increased slightly in the past few years but have held fairly steady over time.

⌚ Key Performance Indicator: Cultural Enrichment of Students and Community

Table 15: Cultural Enrichment of Students and Community (Cultural Activities)
(DRAFT GOAL = 70th percentile)

This indicator compares community participation in LCC hosted or sponsored cultural activities to the service district population. The comparison is from the National Community College Benchmarking Project. Being in the 70th percentile (for example) means that 70% of community colleges in the United States have a community participation rate that is lower than LCC.

2007	2008	2009	2010	2011
--	48%	41%	79%	71%

- LCC’s percentile ranking has increased in the past few years, due at least in part to implementation of better tracking practices at LCC.

Table 16: Cultural Enrichment of Students and Community (Sporting Events)
(DRAFT GOAL = 70th percentile)

This indicator compares community participation in sporting events to the service district population. The comparison is from the National Community College Benchmarking Project.

2007	2008	2009	2010	2011
--	--	--	92%	88%

- Community participation in and support for athletic activities at LCC is very high compared to our peers nationally.

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 17: Student Achievement Initiative Point Summary

	Basic Skills	College Ready	1 st 15 credits	1 st 30 credits	Quant course	Tipping Point	TOTAL points
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
10-11	1702	2585	1319	1045	841	858	8350

- LCC earned 6% fewer points in 2010-11 than in the previous year, due primarily to declining enrollment.
- The framework for measuring momentum points will be changing in the coming 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 (credentials of 45 credits or more)

Institutional Excellence Monitoring & Community Enrichment 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?

- Employee satisfaction with communication at LCC has improved.
- Satisfaction with “participation in meaningful learning experiences” is high.
- There was a big increase in the number of Student Achievement Initiative points earned in the “quantitative course” category in 2010-11.
- LCC is doing a good job of encouraging students to apply for scholarships.
- The new fiscal indicators show that LCC is doing a good job of maintaining appropriate reserves and operating in a financially responsible manner.

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

- We need to continue to work on increasing professional development opportunities for faculty and staff.
- There is room for improvement with student/graduate satisfaction.

Board Plus/Delta

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

+	Δ