

College Outcomes: Access & Completion

Monitoring Report

2008 – 2012

(Cycle 14)

CORE THEME III: Student Access, Support & Completion

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 19th, 2012



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 is currently engaged with a number of reform efforts as part of the College's participation in Achieving the Dream. The following interventions in particular support the Access and Completion Outcome:
 - College Success Course: a new course that will be mandatory for entering students who test into two of three pre-college categories (reading, writing, and/or math). The course is currently being developed and will be implemented in fall 2013.
 - Advising and Orientation Reform: the College's Advising Focus Team is currently engaged in comprehensive evaluation of LCC's advising model and review of successful advising models elsewhere in the United States. The Advising Focus Team is expected to present a recommendation for improvements to the LCC advising framework in early winter quarter.
 - Professional Development on Faculty-Student Engagement: efforts in this area relate to the creation of "faculty coaches" who will provide support to other faculty members in terms of improving their teaching. This intervention also involves an overall increase of professional development activities for faculty specifically in regard to engaging students, and better serving students with identified risk factors (including male students and students living in poverty).

⌚ 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

- 2009 is the most recent data available.

How do we compare to our peers nationally?

LCC participates in the **National Community College Benchmarking Project**. This indicator measures the proportion of the surrounding (adult) population that is enrolled for credit courses at the college, compared to other community colleges across the United States. LCC’s rural location and lack of proximity to other colleges provides a distinct advantage in this case.

2008: top 16% nationally
 2009: top 8% nationally
 2010: top 11% nationally
 2011: top 12% nationally
2012: top 10% nationally

⌚ 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
2007-08	20%	11% (1.8 times service district)	7.4%
2008-09	20%	11% (1.8 times service district)	9.8%
2009-10	19%	11% (1.7 times service district)	11.7%
2010-11	19%	11% (1.7 times service district)	10.6%
2011-12	18%	14% (1.3 times service district)	14.5%

Source: LCC Fact Book & Data Warehouse/Completions file, U.S. Census, Quick Facts (<http://quickfacts.census.gov/gfd/index.html>)

- Participation rates, compared to the service district population, have declined, but the proportion of graduates who are students of color has steadily increased.

**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
2007-08	2.3%	2.7%	2.0%
2008-09	2.3%	2.6%	2.7%
2009-10	2.2%	2.6%	3.3%
2010-11	5.2%	5.5%	4.3%
2011-12	5.5%	9.7%	5.7%

Source: Data Warehouse (Completions and Student Tables)

- The proportion of students with disabilities in the total student population increased slightly in 2011-12.
- Students with disability as a proportion of graduates increased by 1.4 percentage points in 2011-12.

⌘ 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.

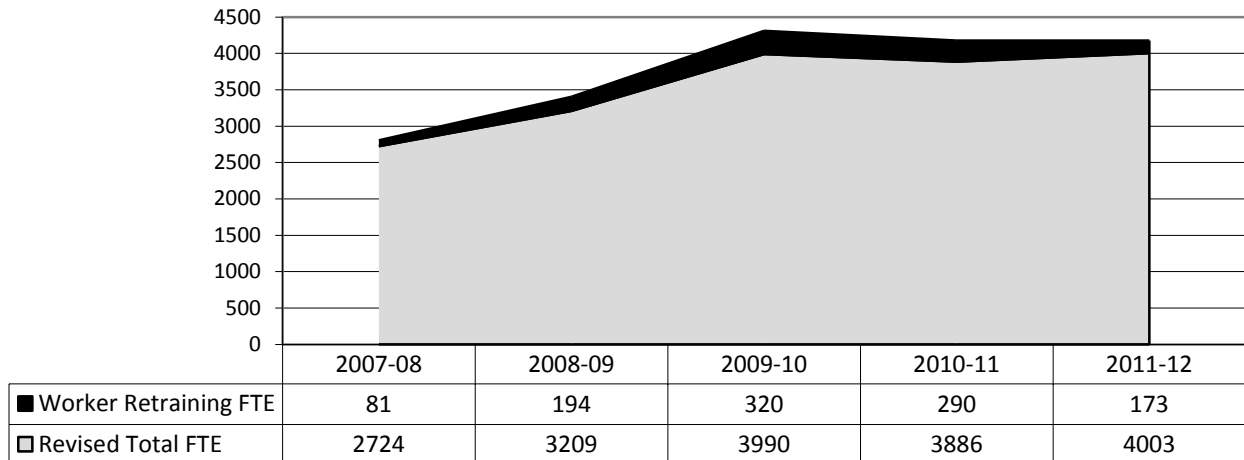
Table 4: LCC Enrollment (Percent of state FTE target attained; state funding only)

	2007-08	2008-09	2009-10	2010-11	2011-12
Percent of State Target	96%	119%	148%	142%	125%
State Allocated FTE	2,474	2,558	2,531	2,573	2,549
Actual State FTE accrued	2,378	3,004	3,749	3,652	3,184

Source: SBCTC Enrollment Reports

- LCC finished the 2011-12 year considerably above the state target, at just under 3200 FTE.
- State targets are established by the State Board for Community and Technical Colleges.
- LCC crested the 3,000 FTE mark for the first time in its 78 year history in 2008-09.
- Contract and student-funded FTEs do not count toward the state target.

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



- Worker Retraining FTE decreased 40% in 2011-12 (Worker Retraining enrollment is related to the economic conditions of the region).

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
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%
2011-12	1277 (40%)	971 (31%)	936 (29%)	51%

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

- Enrollment distribution stayed fairly steady in 2011-12.

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

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Castle Rock	25/109=23%	37/121=31%	25/120=21%	15/88=17%	11/93=12%
Kalama	26/52=32%	14/61=23%	19/63=30%	15/57=26%	10/70=14%
Kelso	119/329=36%	108/311=35%	108/340=32%	89/322=28%	68/308=22%
Mark Morris	59/211=28%	48/220=22%	76/249=31%	65/223=29%	56/226=25%
R.A. Long	47/175=27%	38/165=23%	62/209=30%	44/162=27%	34/164=21%
Toutle Lake	12/50=24%	7/41=17%	13/50=26%	8/50=16%	19/46=41%
Wahkiakum	13/42=31%	7/36=19%	3/36=8%	3/28=11%	4/36=11%
Woodland	5/121=4%	4/152=3%	1/134=1%	2/131=2%	5/133=4%
Total Dist.	306/1119=27%	263/1107=24%	307/1201=26%	241/1061=23%	207/1076=19%

Source: LCC Registration Office (Fact Book)

- 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).

**Table 8: Proportion Seniors Going on to College
& Percent of College-Going Seniors that Chose LCC**

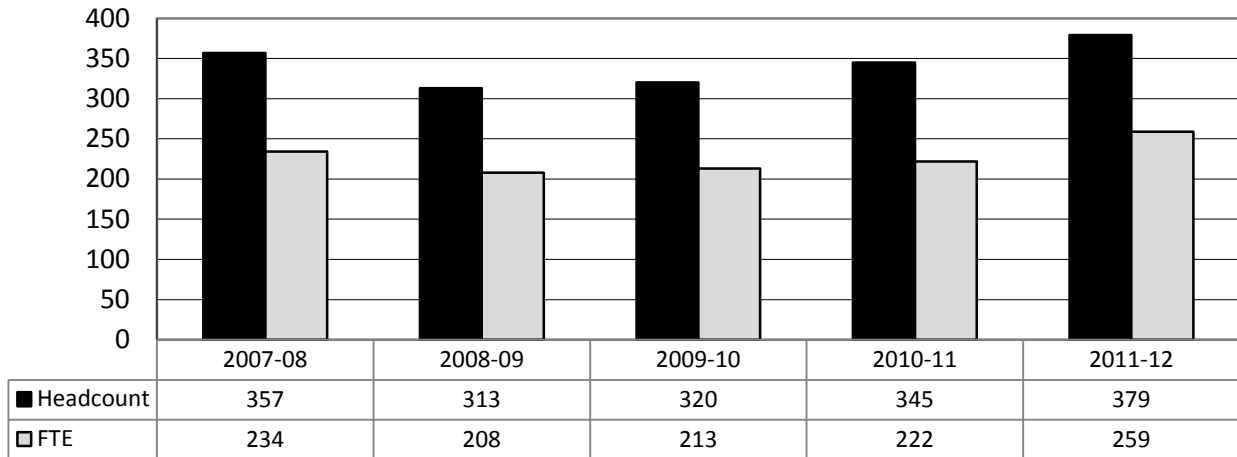
	Class of 2009		Class of 2010	
	Went to College	Chose LCC	Went to College	Chose LCC
Castle Rock	50-54%	65-69%	50-54%	55-59%
Kalama	50-54%	40-49%	50-54%	60-64%
Kelso	59%	65-69%	54%	64%
Longview	57%	48%	59%	58%
Toutle Lake	35-39%	40-59%	50-54%	60-69%
Wahkiakum	60-69%	30-39%	70-79%	20-29%
Woodland	40-44%	10-14%	45-49%	6-9%

Source: Education Research and Data Center, <http://erdcdata.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 9: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book

- Running Start headcount increased 10% and FTE increased 17% in 2011-12.

Financial Aid Data

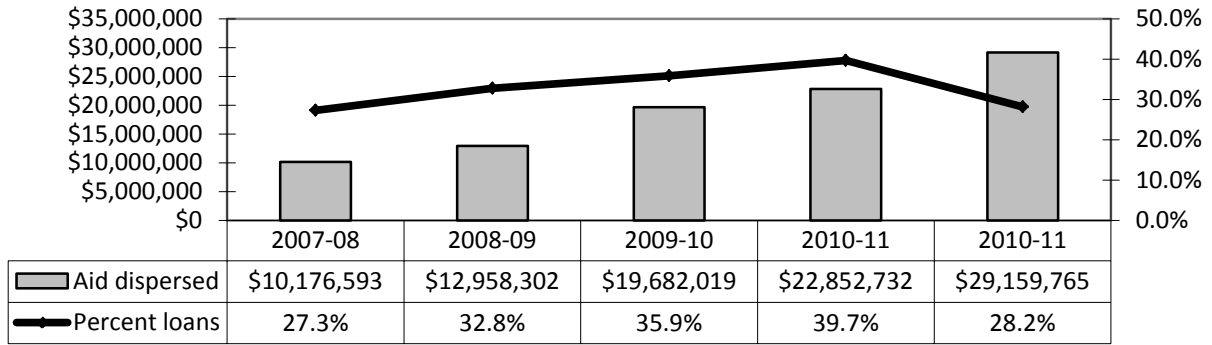
Table 10: Pell Grant Maximum and Cost of Tuition and Fees

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)	Amount of need-based aid distributed	Number of need-based aid awards
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
2011-12	\$5,550 (+0.0%)	\$3,814 (+12.0%)	\$11,642,576	4,310

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 187% during the five year period depicted above.

Table 12: Cohort Default Rates: LCC vs. National

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Public 2-year colleges in the U.S.	8.4%	9.9%	10.1%	11.9%	10.0%
Lower Columbia College	12.3%	12.1%	12.6%	19.8%	15.1%

Source: <http://www.ed.gov/offices/OSFAP/defaultmanagement/instrates.html> and <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html>

- LCC's cohort default rate decreased substantially in 2010. The abnormally high default rate in FY 2009 was related to the lack of employment opportunities in the area.

Key Performance Indicator: Student Persistence

**(DRAFT GOAL = Meet or Exceed National Average for both FT and PT Students)
(Achieving the Dream goals: 70% for Full-time and 50% for Part-time Students)**

Table 13: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students

	Fall 2006- Fall 2007	Fall 2007- Fall 2008	Fall 2008- Fall 2009	Fall 2009- Fall 2010	Fall 2010- Fall 2011
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC Full-time Retention	53%	56%	65%	57%	57%
National Comparison	53%	60%	58%	58%	57%
LCC Part-time Retention	44%	32%	37%	37%	31%
National Comparison	36%	40%	42%	38%	41%

Source: IPEDS Comparative Data Report

- Retention rates in Fall 2011 were significantly below the national comparison for part-time students.

⌚ Key Performance Indicator: Student Progress/Completion
(DRAFT GOAL = Meet or Exceed National Average)
(Achieving the Dream Goal = 40%)

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)**

	2008 Report	2009 Report	2010 Report	2011 Report	2012 Report
	(2004 cohort)	(2005 cohort)	(2006 cohort)	(2007 cohort)	(2008 cohort)
LCC	28%	22%	35%	24%	33%
National Comparison Group	19%	18%	19%	20%	20%

Source: IPEDS Data Feedback Report

- LCC’s graduation rate was well above the national comparison group in 2012.
- Fluctuating numbers of Worker Retraining students, who have a higher than average rate of success, can impact LCC’s graduation rate.

**Table 15: Transfer-Out Rates of First-Time Degree-Seeking Students
 (Based on IPEDS cohorts)**

	2008 Report	2009 Report	2010 Report	2011 Report	2012 Report
	(2004 cohort)	(2005 cohort)	(2006 cohort)	(2007 cohort)	(2008 cohort)
LCC	--	--	12%	14%	12%
National Comparison Group	--	--	17%	18%	16%

Source: IPEDS Data Feedback Report

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

LCC conducts several locally developed student satisfaction surveys 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 16: 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	--

Source: CCSSE website/Benchmark Report

⌚ 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 17: Success in Tutoring Program

2007-08	2008-09	2009-10	2010-11	2011-12
82%	80%	80%	85%	84%

Source: Tutor Coordinator/Learning Commons

Access Monitoring Report
Analysis from the Review Team

Members include: Lisa Matye Edwards, chair, Brad Benjamin, Margit Brumbaugh, Judith Chapar, Marisa Greear, Betty Hayes, Megan Jasurda, Christina Jungers, Debbie Karjola, Chad Meadors, Brandon Ray, Marie Wise, 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?

- We are serving increasing numbers of students with disabilities; in addition, the proportion of our completers who are students with disabilities is growing.
- LCC is making a concerted effort to be much more strategic about enrollment management, which has helped keep our FTE attainment well above the state target.

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? What has already been done or is planned to make the improvements?

- Participation of students of color (as a percentage of total enrollment) has declined somewhat. Holding the Latino/Latina recruitment event every spring should be a priority. We should also be mindful of hiring practices in terms of recruitment of faculty and staff of color, as it has an impact on our ability to recruit and retain students of color. Additionally, LCC should move forward with the development of the Equity and Diversity Center, including utilizing the Achieving the Dream equity assessment tool that is available on the ATD website as an awareness raising activity.
- Federal rule changes have impacted our ability to distribute financial aid. Although we have communicated the information, more can be done to help raise public awareness, including the fact that students can still access financial aid even if they attend on a part-time basis.
- It is imperative that we provide updated, relevant information to students and prospective students through our website. Staffing limitations make it somewhat difficult to ensure that information is all current. Also, we need to expand technology into all areas (such as online billing, for which we presently don't have the capacity).
- We need to continue to look for ways to support students living in poverty, who often have no frame of reference or support for going to college.

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

2008 – 2012
(Cycle 14)

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 17th, 2013



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:

- Restructuring ESL
- New IBEST offering – Diesel
- New staff position – Transitions Specialist
- New modes of instruction in ABE
 - Hybrid
 - GED Fast Track
 - Cohort-based instruction
 - On-Ramp
 - I-TRANS
- Curriculum changes in CEO
- Streamlined Developmental Math curriculum
- Streamlined Developmental English curriculum

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
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%
2011-	LCC	870	223	26%	241	70	29%
2012	System	30,124	7,676	25%	27,753	12,753	47%

Source: WABERS+ database (tblGoals and tblStudent; starting in 2012-13 tblCohort replaces tblGoals)

Table 2: Students Earning their GED
(DRAFT GOAL: Meet System Average)

		Number with "GED" as their goal	Number who completed "GED" goal	Percent who completed "GED" goal
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%
2011-	LCC	72	72	100%
2012	System	9,539	4,157	44%

Source: WABERS+ database (tblGoals and tblStudent; starting in 2012-13 tblCohort replaces tblGoals)

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)

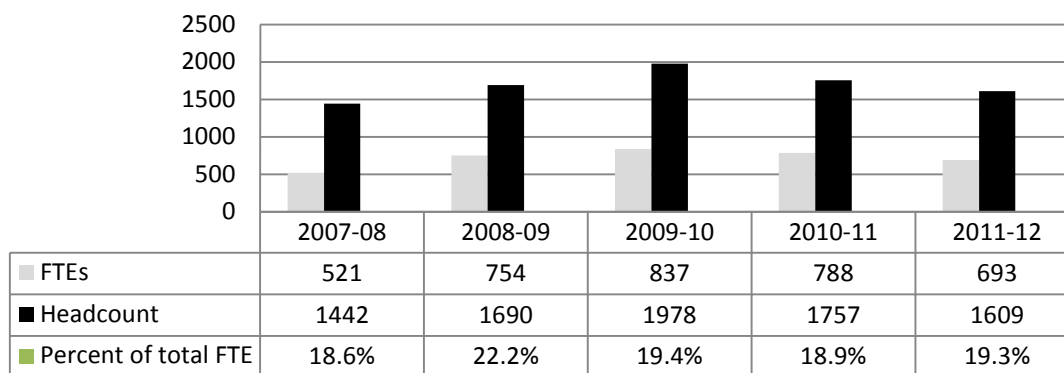
		# pre-tested	# post-tested	% post-tested	# Completing at least one program level	% Completing at least one program level
2007-	LCC	885	474	54%	275	58%
2008	System	57,474	33,893	59%	20,110	59%
2008-	LCC	973	455	47%	229	50%
2009	System	64,982	38,177	59%	21,654	57%
2009-	LCC	1,146	680	59%	337	50%
2010	System	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%
2011-	LCC	1,049	569	54%	267	47%
2012	System	55,17	32,446	59%	18,016	56%

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

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).

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
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%	3/0.7%
2008-2009 (A89)	428	18/4.2%	19/4.4%	22/5.1%	22/5.1%	6/1.4% (not yet final)
2009-2010 (A90)	446	14/3.1%	14/3.1%	15/3.4%		2/0.5% (not yet final)
2010-2011 (B01)	335	13/3.9%	14/4.2%			3/0.9% (not yet final)
2011-2012 (B12)	329	4/1.2%				0/0.0% (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
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%	59/6.8%
2008-2009 (A89)	1093	251/23.0%	273/25.0%	310/28.4%	327/29.9%	83/7.6% (not yet final)
2009-2010 (A90)	1353	377/27.9%	403/29.8%	433/32.0%		144/10.6% (not yet final)
2010-2011 (B01)	1250	381/30.5%	404/32.3%			126/10.1% (not yet final)
2011-2012 (B12)	1184	355/30.0%				101/8.5% (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
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%	12/5.6%
2008-2009 (A89)	217	123/56.7%	135/62.2%	147/67.7%	150/69.1%	9/4.2% (not yet final)
2009-2010 (A90)	209	124/59.3%	135/64.6%	147/70.3%		5/2.4% (not yet final)
2010-2011 (B01)	220	132/60.0%	143/65.0%			3/1.4% (not yet final)
2011-2012 (B12)	205	91/44.4%				0/0.0% (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)

	2007-08	2008-09	2009-10	2010-11	2011-12
CEO Students	213	217	209	220	205
HS Completions (6) within 3 years	68	80	79	62	35
GEDs (7) within 3 years	14	12	17	13	6
Total Completions within 3 years	82	92	96	75	41
Percent Completions within 3 years	39%	42%	46% <i>(not final)</i>	34% <i>(not final)</i>	20% <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)

	2007-08	2008-09	2009-10	2010-11	2011-12
I-BEST Students	21	69	152	136	132
Total Completions within 3 years	11	39	93	85	72
Percent Completions within 3 years	52%	57%	61% <i>(not final)</i>	63% <i>(not final)</i>	55% <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* and Three Year Completion Rate

	2007-08	2008-09	2009-10	2010-11	2011-12
I-TRANS Students	no data	no data	37	99	127
Total Completions within 4 years	no data	no data	12	38	32
Percent Completions within 4 years	no data	no data	32% <i>(not final)</i>	38% <i>(not final)</i>	25% <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. The implementation of modularization in 2011-12 in pre-college math artificially inflates the duplicated headcount.

**Table 9: Passing Rates of Students in Pre-college Math
(MATH & TECH 070, 078/079, 091, 092, 088/089, 098/099)
Duplicated Headcount (includes self-paced math courses)
(DRAFT GOAL: 60%)**

	2007-08	2008-09	2009-10	2010-11	2011-12
Number of students who received a 2.0 or better (C or above)	1028	1432	1759	1613	2363
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	1028/1525 = 67.4%	1432/1948 = 73.5%	1759/2505 = 70.2%	1613/2337 = 69.0%	2363/3530 = 66.9%
Proportion of students who withdrew	267 (14.9%)	318 (14.0%)	343 (12.0%)	261 (10.0%)	355 (9.1%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	1028/1792 = 57.4%	1432/2266 = 63.2%	1759/2848 = 61.8%	1613/2598 = 62.1%	2363/3885 = 60.8%

Source: Data Warehouse, TRANSCRIPTS Table

* W=withdraw, I=incomplete, N=audit, NA = no attendance; 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, 098) -- Duplicated Headcount
(DRAFT GOAL: 70%)**

	2007-08	2008-09	2009-10	2010-11	2011-12
Number of students who received a 2.0 or better (C or above)	195	283	387	376	285
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	195/263 = 74.1%	283/373 = 75.8%	387/521 = 74.3%	376/522 = 72.0%	285/394 = 72.3%
Number of students who withdrew	22 (7.6%)	29 (7.1%)	31 (5.5%)	30 (5.4%)	22 (5.3%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	195/285 = 68.4%	283/402 = 70.4%	387/552 = 70.1%	376/552 = 68.1%	285/416 = 68.5%

Source: Data Warehouse, TRANSCRIPTS Table

* W=withdraw, I=incomplete, N=audit, NA = no attendance, 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 07-08 cohort	Fall 08-09 cohort	Fall 09-10 cohort	Fall 10-11 cohort	Fall 11-12 cohort
Total number of students who successfully completed a pre-college math class	399	409	567	579	570
Total number of those students who on to college level*	126/399 = 31.5%	122/409 = 29.8%	161/567 = 28.4%	186/579 = 32.1%	188/570 = 33.0%
Total number of those students who withdrew from college level*	9/126 = 7.1%	10/122 = 8.2%	13/161 = 8.1%	16/186 = 8.6%	15/188 = 8.0%
Total number of those students who passed college level with a 2.0 or better*	98/126 = 77.8%	92/122 = 75.4%	128/161 = 79.5%	146/186 = 78.5%	139/188 = 73.9%

Source: Data Warehouse, TRANSCRIPTS.

Table 12: ENGL/INDV 065/075/098 Students That Moved on to the Next Level (*English 100, 101/101& or 110) by the subsequent fall (DRAFT GOAL: 70%)

	Fall 07-08 cohort	Fall 08-09 cohort	Fall 09-10 cohort	Fall 10-11 cohort	Fall 11-12 cohort
Total number of students who successfully completed ENGL/INDV 065 or 075	99	123	168	154	151
Total number of those students who went on to college level*	81/99 = 81.8%	89/123 = 72.3%	128/168 = 76.2%	123/154 = 79.9%	121/151 = 80.1%
Total number of those students who withdrew from college level*	4/81 = 4.9%	3/89 = 3.4%	10/128 = 7.8%	4/123 = 3.3%	5/121 = 4.1%
Total number of those students who passed college level with a 2.0 or better*	64/81 = 79.0%	74/89 = 83.1%	90/128 = 70.3%	91/123 = 74.0%	90/121 = 74.4%

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)**

	2007-08	2008-09	2009-10	2010-11	2011-12
English	40	43	70	71	52
Math	219	269	349	322	252
TOTAL	259	312	419	388	304
% of total college FTE	9.2%	9.2%	9.7%	9.3%	8.5%

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

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?

- Transition to college – ABE and CEO
- Transition from CEO to IBEST
- Providing ABE and ESL students with options
 - GED Fast Track
 - Hybrid instruction
 - Cohort based instruction (On-Ramp to IBEST)
- IBEST positively impacts retention and completion

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?

- Retention in Basic Skills
 - Transitions Specialist (Bridges to Success Coordinator)
- Retention in college-level courses
 - Transitions Specialist (Bridges to Success Coordinator)
- Transitioning ESL students to college-level instruction
 - Transitions Specialist (Bridges to Success Coordinator)
 - Collapsing ESL curriculum into ABE
 - Funds for tuition and books
- Faster high school completions in CEO
 - Offering expanded HSC completion curriculum

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?

- Consistency in both Math and English
 - Steady pass rates
 - Improving retention rates
- Streamlined curriculum in both Developmental English and Math
- More accurate placement in Developmental Math
 - Improved placement instrument administered – *MyMathTest*
 - Mandatory practice placement test (an ATD best practice)
- Greater consistency of instruction in Developmental Math
 - *MyMathLab*
 - Providing training for adjunct faculty
- In all areas – continuous improvement

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?

- Developmental English
 - Providing consistent instruction
 - Ongoing “bucket class” training for adjuncts
 - Faculty inquiry group to address “holes” in the curriculum
 - Themed instruction
 - Common exit assignment
- Developmental Math
 - Providing additional options for students
 - The *QuantWay* (2014) launch

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

2008 – 2012

(Cycle 14)

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.

June 19th, 2013



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:

- The LCC Foundation created a Student Success Fund in an effort to support the College's efforts around increasing student achievement. Based on the premise that continuous enrollment is one of the strongest predictors of student success and completion, the fund targets students most at-risk for dropping out due to financial hardship. In 2012-13, the fund provided \$54,571 to 178 students. The area of greatest need was textbook expenses, with an average award of \$192. The average unmet need to tuition was \$518.
- LCC is forging ahead with its "Achieving the Dream" efforts, in an effort to increase student success and accrue more "points" under the Student Achievement Initiative. ATD interventions include: pre-college math and English reform; increasing our K-12 partnerships; developing a "math boot camp" for students underprepared in math; increasing faculty professional development around faculty-student engagement; and expanding Institutional Research capacity.
- LCC's new Health and Science Building is currently under construction. The building will be open for classes on or before September 2014. New equipment and technology will be installed in the building. LCC is currently pursuing a \$1.5 million Economic Development Administration matching grant to augment equipment purchases.
- LCC will begin renovation of the Fitness Center in June 2013.
- LCC has made great strides to stabilize its network over the last year.

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

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

2007-08	2008-09	2009-10	2010-11	2011-12
7.5	6.4	7.5	10.3	7.4

- The number of PDU’s earned decreased somewhat in 2011-12.
- Faculty receive salary increments (increases) when they have accrued a certain number of PDU’s; however, this is contingent on the Washington State Legislature approving funding for increments. Funding hasn’t been available in recent years, which can lead to a decline in the number of faculty submitting paperwork.
- This number represents only PDU’s for which faculty have submitted paperwork.
- A faculty development coordinator (1/3 release time) was added in 2011-12.

⌘ 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.

--	Fall 2006 n = 230	Fall 2008 n = 179	Fall 2010 n = 158	Fall 2012 n = 198
--	82%	79%	87%	80%

- LCC did not meet its goal in this category in the most recent survey.

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.”

--	Fall 2006 n = 230	Fall 2008 n = 179	Fall 2010 n = 158	Fall 2012 n = 198
--	79%	69%	66%	75%

- LCC exceeded its target in this category in the most recent survey administration.

Table 4: Faculty/staff satisfaction and morale (Accessibility of Data)
(DRAFT GOAL = 90%)

Based on the Employee Satisfaction Survey question, “I am satisfied with the accessibility of data at LCC.” Figures represent employees who “agreed” or “strongly agreed.”

--	Fall 2006 n = 230	Fall 2008 n = 179	Fall 2010 n = 158	Fall 2012 n = 198
--	95%	95%	98%	96%

- This is a new indicator.


 **Key Performance Indicator: Condition of Infrastructure**

Table 5: Condition of Infrastructure (Physical 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 exceeded its target in four out of the last five cycles.

Table 6: Condition of Infrastructure (Physical Infrastructure—Facilities by Building)
(DRAFT GOAL = 70% of buildings or higher receiving scores of 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 fell slightly below its target in 2011.
- New construction and renovation projects positively impact this indicator.

Table 7: Condition of Infrastructure
(Technological Infrastructure—Satisfaction with Availability of Technology)
(DRAFT GOAL = 90%)

This indicator is based on the Employee Satisfaction Survey questions related to satisfaction with availability of technology. Figures represent employees who were “satisfied” or “very satisfied.” This survey is administered every other year in fall quarter. Please note that the survey wording changed in fall 2012.

	Fall 2006 n = 230	Fall 2008 n = 179	Fall 2010 n = 158	Fall 2012 n = 198
Overall availability of technology	92%	93%	86%	--
Availability of technology to use in offices	--	--	--	74%
Availability of technology to use in classrooms	--	--	--	77%
Availability of technology to use in conference rooms	--	--	--	79%

Table 8(a): Condition of Infrastructure
(Financial Infrastructure—Support from LCC Foundation: PROGRAMS)
(DRAFT GOAL = 4% or higher)

The Lower Columbia College Foundation distributes program support to the campus community each year. Market fluctuations and the value of net assets can fluctuate, so the indicator has been designed to show the percent of program support in relation to the value of net assets, resulting in a consistent measure over time.

	2009	2010	2011	2012	2013**
Net Assets	\$6,837,180	\$10,934,159	\$11,882,594	\$12,938,842	\$14,000,000
Program Support	\$532,491	\$345,357	\$364,018	\$581,571	\$600,000
Percent	8%	3%	3%	4%	4%

**Unaudited

Table 8(b): Condition of Infrastructure
(Financial Infrastructure—Support from LCC Foundation: SCHOLARSHIPS)
(DRAFT GOAL = 40% or higher)

Consistent scholarship support remains one of the primary goals of the Foundation. Endowed scholarship support is awarded annually based on market performance, whereas annual scholarships represent investments by individuals and/or community organizations. The Foundation’s five-year goal is to have the amount of annual scholarship support increase and total scholarship awards keep pace (at 40% or above) of the total amount of program support to the college.

	2009	2010	2011	2012	2013**
Program Support	\$532,491	\$345,357	\$364,018	\$581,571	\$600,000
Endowed Scholarships*	\$73,441	\$11,750	\$38,300	\$79,698	\$100,375
Annual Scholarships*	\$142,417	\$126,822	\$139,399	\$152,023	\$164,480
Total Awarded	\$215,858	\$138,572	\$177,699	\$231,721	\$264,855
Percent	40.5%	40.1%	48.8%	39.8%	44.1%

*Awarded

**Unaudited

Table 9: Condition of Infrastructure
(Financial Infrastructure—Endowment as a Percent of Net Assets)
(DRAFT GOAL = 60% or higher)

The LCC Foundation’s net assets fall into two broad categories: endowed and non-endowed funds. Endowed funds are set up so that the bulk of the investment remains in place, and only interest/earnings are spent. Over time, endowed funds provide the most consistent and stable funding. The Foundation’s five-year goal is that endowed funds will make up 60% of its net assets.

	2009	2010	2011	2012	2013
Net Assets	\$6,837,180	\$10,934,159	\$11,882,594	\$12,938,842	\$14,000,000
Endowments	\$3,122,807	\$6,685,890	\$6,694,287	\$7,006,260	\$7,037,800
Percent	46%	61%	56%	54%	50%

Table 10: Condition of Infrastructure
(Financial Infrastructure—LCC Cash & Investments to Operating Expenditures)
(DRAFT GOAL = MEET OR EXCEED SYSTEM AVERAGE = 100% OR HIGHER)

Measures LCC’s operational liquidity; in other words, the ability to meet on-going expenditures by the College and more importantly, sustain sufficient cash flow and reserves in order to weather the effects of budget reductions or revenue shortfalls.

2006-07	2007-08	2008-09	2009-10	2010-11
--	--	--	--	39.69% (108%)

- 2010-11 is the most recent year for which data is available.

Table 11: Condition of Infrastructure
(Financial Infrastructure—LCC Local Funds Operating Margin)
(DRAFT GOAL = MEET OR EXCEED SYSTEM AVERAGE = 100% OR HIGHER)

Measures LCC’s ability to provide for and build local cash reserves; in other words, the ability to fund operational expenditures or build local cash reserves without reliance upon State allocated funds.

2006-07	2007-08	2008-09	2009-10	2010-11
--	--	--	--	16.93% (122%)

- 2010-11 is the most recent year for which data is available.

Table 12: Condition of Infrastructure (Financial Infrastructure—LCC Tuition Revenue per FTE)
(DRAFT GOAL = MEET OR FALL BELOW SYSTEM AVERAGE = BELOW 100%)

Measures LCC’s NET revenue collected from Tuition paid by students. Net Tuition revenue is calculated by simply subtracting all forms of tuition assistance (i.e. waivers, discounts, special entitlements) from gross tuition charges and dividing it by LCC’s fulltime equivalent student calculation.

This is meaningful because it accurately represents the effects of subsidizing gross tuition revenue for the LCC student population, as well as measuring the effects of full time and part time student mix.

2006-07	2007-08	2008-09	2009-10	2010-11
--	--	--	--	\$2,223.67 (96%)

- 2010-11 is the most recent year for which data is available.

⌘ Key Performance Indicator: External Perceptions/Satisfaction with LCC

Table 13: Community Satisfaction with LCC Mission Areas
(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.

2007-08	2008-09	2009-10	2010-11	2011-12
--	93-98%	--	--	88-97%

- 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). In 2011-12, satisfaction ratings were as follows:
 - Access & Completion: 95%
 - Basic Skills: 93%
 - Pre-College: 97%
 - Transfer: 97%
 - Professional/Technical: 94%
 - Customized Education & Training: 88%
 - Cultural Enrichment: 96%

⌘ Key Performance Indicator: Student/Graduate Satisfaction with Instruction

Table 14: Student/Graduate Satisfaction with Instruction
(DRAFT GOAL = 85%)

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.

2007-08	2008-09	2009-10	2010-11	2011-12
84%	85%	87%	87%	86%

⌚ 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.

2008	2009	2010	2011	2012
48%	41%	79%	71%	58%

- LCC did not meet its target in this category in 2012.

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.

2008	2009	2010	2011	2012
--	--	92%	88%	97%

- 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	Points per student
07-08	1226	1506	966	730	392	503	5323	.74
08-09	1267	2100	1258	904	493	653	6675	.75
09-10	2014	2782	1400	1122	771	766	8856	.91
10-11	1702	2585	1319	1045	841	858	8350	.90
11-12	1435	2617	1171	958	747	832	7760	.92

- LCC earned 7% fewer points in 2011-12 than in the previous year, due primarily to declining enrollment.
- The framework for measuring momentum points will be changing in the coming year.
- Current 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?

- Student Achievement points per student are increasing, indicating that student success initiatives are starting to have an impact.
- Community participation in athletics events is high.
- Satisfaction with professional development opportunities is strong.
- Buildings (excluding those scheduled for renovation or replacement) are in good condition.
- LCC's financial infrastructure is strong.
- The LCC Foundation has made significant contributions to the College.
- Student/Graduate satisfaction with Instruction is high.
- Community perception of LCC is excellent overall.
- Satisfaction with accessibility of data is high.

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

- Satisfaction with available of technology is below target. Last year a series of all campus forums were held to gather input for LCC's first IT Strategic Plan, which was a good first step. The plan continues to be revised and updated. LCC is also currently pursuing grant sources to supplement state funds available for technology and other equipment purchases. The opening of the new Health and Science Building in particular should lead to improvements in this area.
- We have not yet achieved our goals for increasing the amount of endowed funds held by the LCC Foundation. In order to address this, the LCC Foundation is conducting a large campaign. The internal portion of the campaign recently concluded with an employee participation rate in the high 80's (this is exceptionally good for a community college). The external portion of the campaign was recently launched through a gala event that brought in over \$100,000 for student success. The emphasis of the current campaign is on endowed funds.
- Community perception of Customized Education and Training at LCC is slightly lower than other mission areas of the College. LCC recently approved a new strategic plan which targets an increase in Business & Industry training. Staffing structures are currently being determined which should lead to a significant increase of activity in this area.
- Community participation is below target. Several changes should lead to improvements in this area, including a relaxation of usage policies/practices in the Rose Center, an increase in music programming (due at least in part to the Hanson Endowment) including adding a summer musical, and our partnership with Eastern Washington University which included a series of EWU performances in the Rose Center this spring.

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

2008 – 2012
(Cycle 14)

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 16th, 2013



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:

- A new certificate program in Digital Forensics is being launched in winter 2013. Digital Forensics is being offered through LCC's Computer Science program.
- A new Curriculum and Program Review process has been developed which includes a series of questions about programs as well as the specific curriculum within those programs. In order to support this process and to assist students, LCC is ramping up its production of labor market data reports and career pathway maps.
- Economic development has been identified as one of LCC's draft strategic initiatives, along with International Program, University Center, eLearning and Student Success.
- Instructional Assistants have been added in several programs to ensure academic quality.
- Capacity in each Individualized Certificate Program has been expanded to eight students (previously the limit was four students).
- Advising reform that is ongoing under the Achieving the Dream initiative will benefit Professional/Technical students.
- Staff members in the Work-Based Learning Office are leading efforts to ramp up our ability to award Credit for Prior Learning.
- We are exploring ways to capture licensure data for additional programs. Delayed testing (post-graduation) in some areas makes tracking and data collection more challenging.

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, NA and V. Includes all students enrolled in workforce classes, regardless of intent.

	2007-08	2008-09	2009-10	2010-11	2011-12
2.0 or better	80.2%	82.4%	81.8%	81.6%	82.4%

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

Key Performance Indicator: Demonstration of Program Competencies (GOALS SET BY INDIVIDUAL PROGRAMS)

Table 2: Attainment of Competencies for Individual Programs (Example)

	2006-07	2007-08	2008-09	2009-10	2010-11
Early Childhood Education (goal = 85%)	100%	100%	85%	100%	100%

- The data above is an example of data from one Professional/Technical program. The goal for this program is defined as: “85% of graduates will score at level 4 [highest level] in the following content areas: Child Growth and Development; Curriculum and Learning Environment; Ongoing Measurement of Child Progress; Family and Community Partnerships; Health, Safety and Nutrition; Interactions; Program Planning and Development; and Professional Development and Leadership.” Documentation of these activities is included in practicum (field experience) classes provided by practicum instructor and mentor teacher.
- All Professional/Technical programs have either developed or are developing similar methodology as part of the new Curriculum and Program Review process. Many programs also include other measures of success, such as graduation, licensure and employment rates, as a part of their overall assessment.

Key Performance Indicator: Licensure Rates

(DRAFT GOAL NCLEX = exceed state benchmark of 80%; WABO DRAFT GOAL = 80%)

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

	2007	2008	2009	2010	2011
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Practical Nurse	100%	100%	100%	100%	100%
Registered Nurse	82%	92%	86%	85%	89%
WABO (Washington Association of Building Officials) – first time pass rate					
Welding (LCC students only)	67% (n = 9)	75% (n = 12)	81% (n = 27)	81% (n = 32)	72% (n = 18)

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)**

	2007-08	2008-09	2009-10	2010-11	2011-12
LCC	84%	85%	81%	74%	**
System Average	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. **Data not yet available

- LCC estimated employment rates typically exceed the system average.

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Overall level of professionalism is “average” or “above average”	92%	100%	100%	100%	**

**no data available

- 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 LCC graduates who rated training at LCC as “good” or “very good” in relation to their job duties

	2007-08	2008-09	2009-10	2010-11	2011-12
“Good” or “Very Good” responses	91%	95%	96%	89%	83%

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.

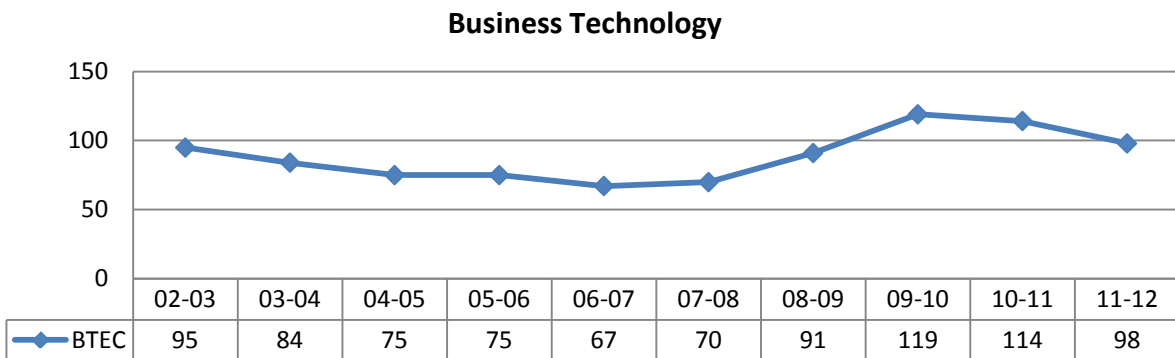
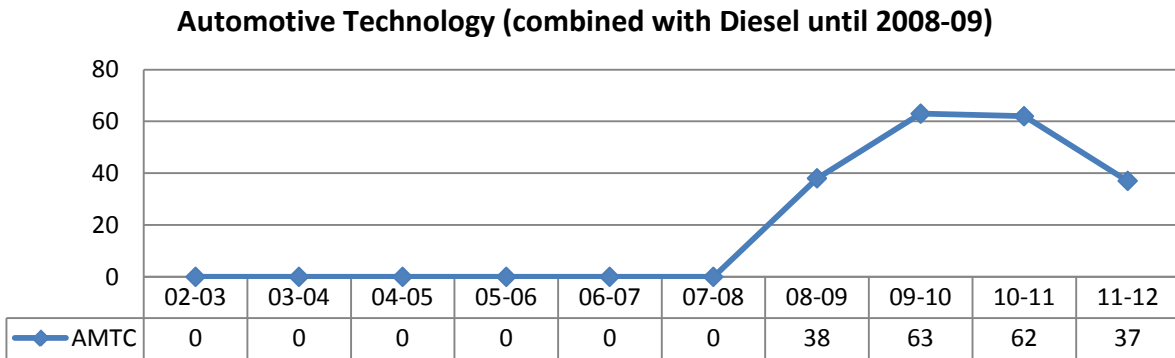
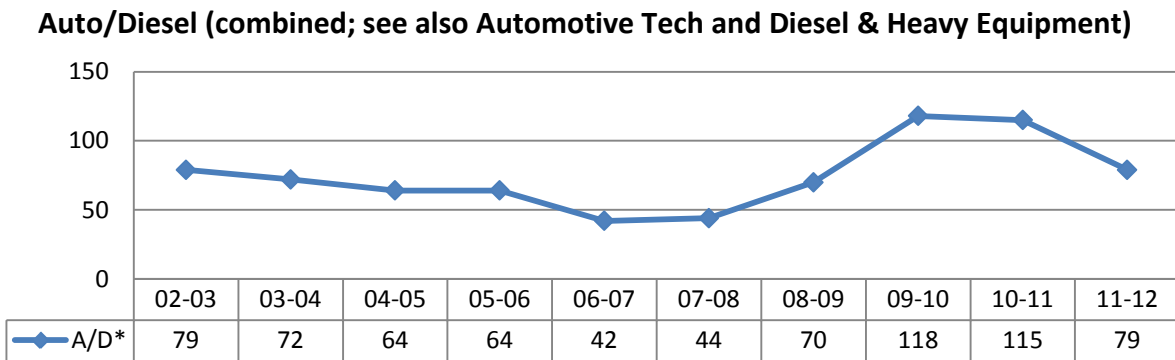
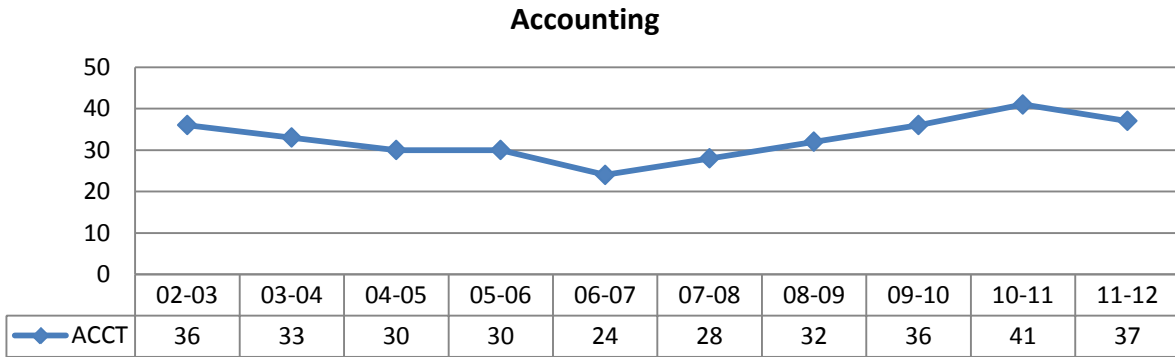
Table 7: Professional Technical Enrollment Summary (state funded only)

	Prof/Tech FTE	Worker Retraining FTE
2007-08	665	81
2008-09	855	194
2009-10	1106	320
2010-11	1082	290
2011-12	936	173
1 year change	-13.5%	-40.3%
5 year change	+40.8%	+113.6%

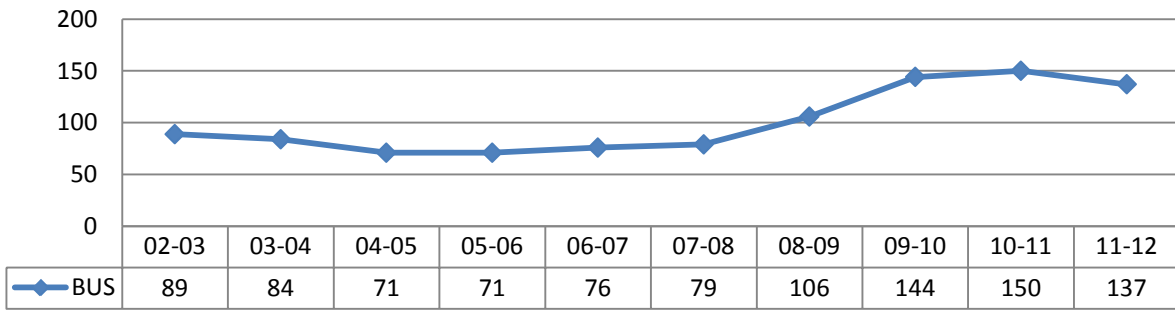
Source: Data Warehouse, Access Monitoring Report for Worker Retraining FTE

- Enrollment continues a downward trend after peaking in 2009-10.

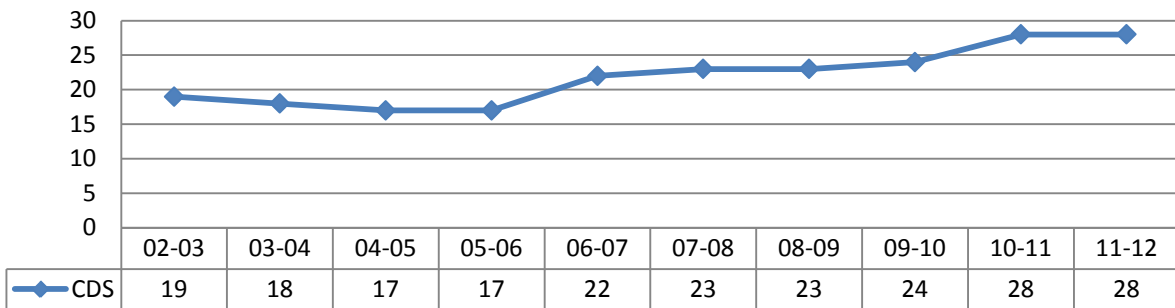
Figure 8: Professional Technical Enrollment by Discipline (annual state funded FTE)



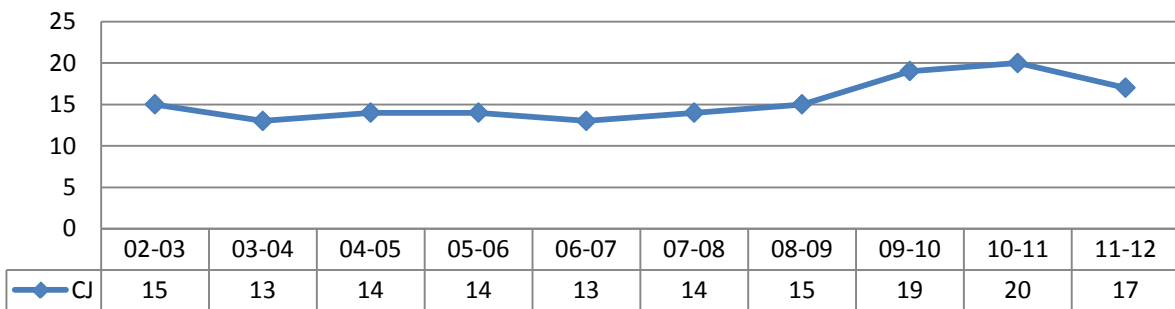
Business



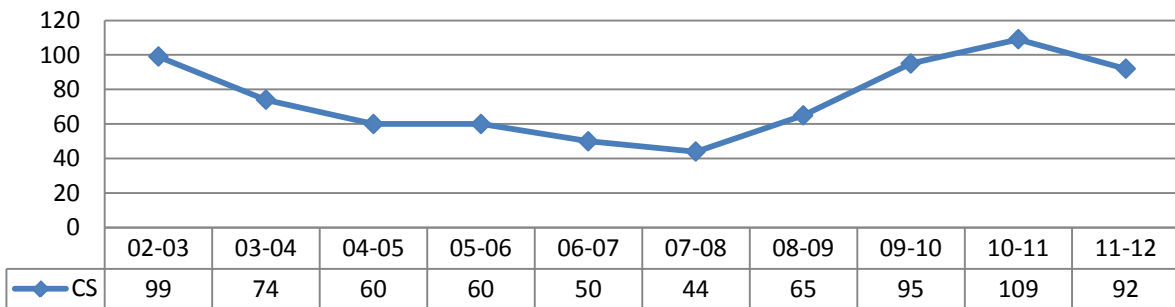
Chemical Dependency Studies



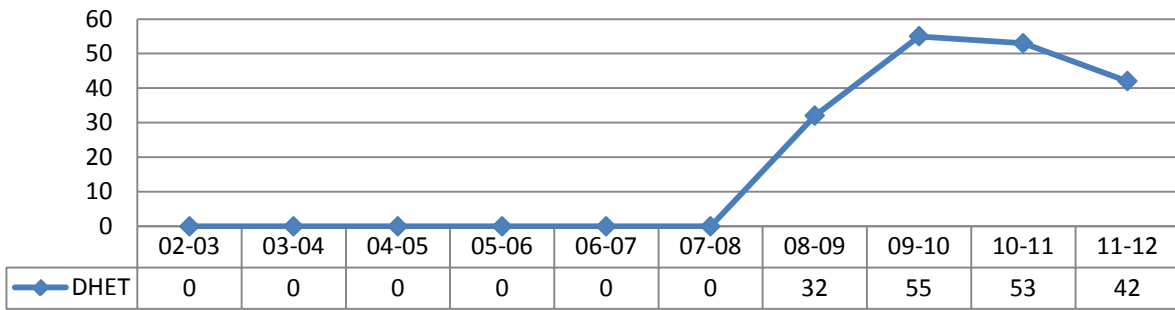
Criminal Justice



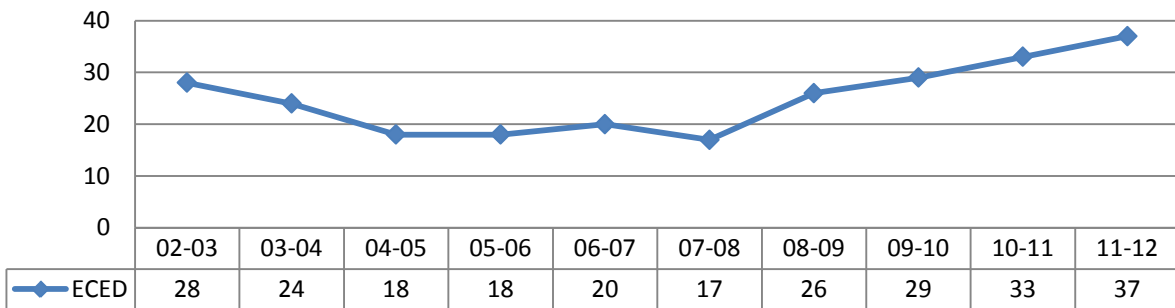
Computer Science



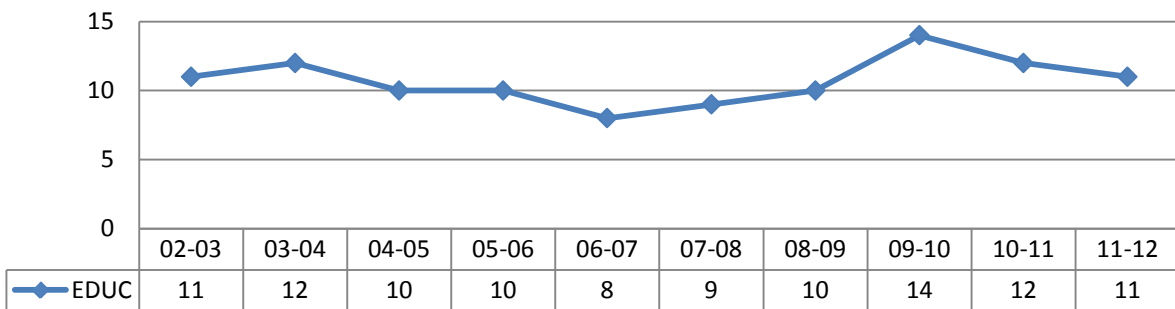
Diesel/Heavy Equipment Technology (combined with Auto until 2008-09)



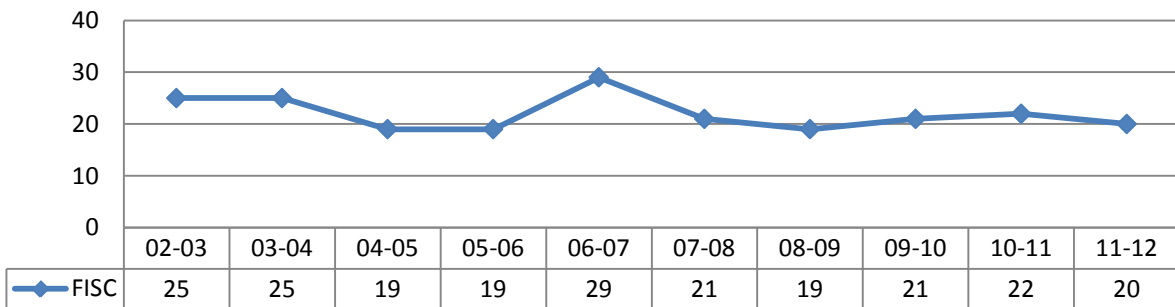
Early Childhood Education



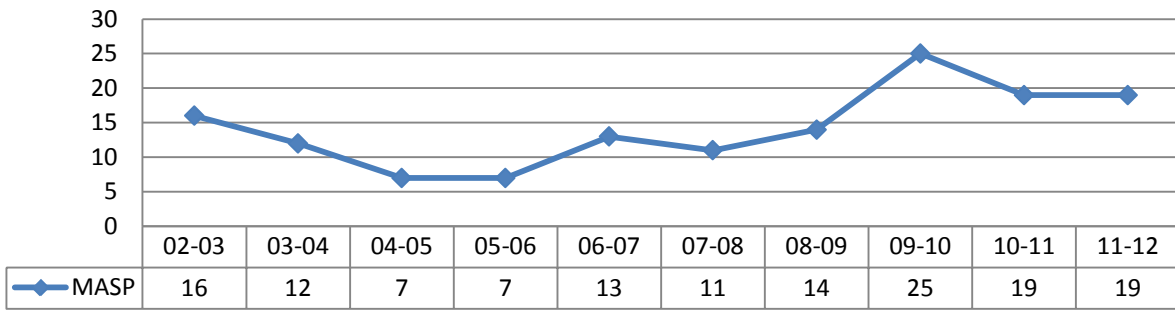
Education



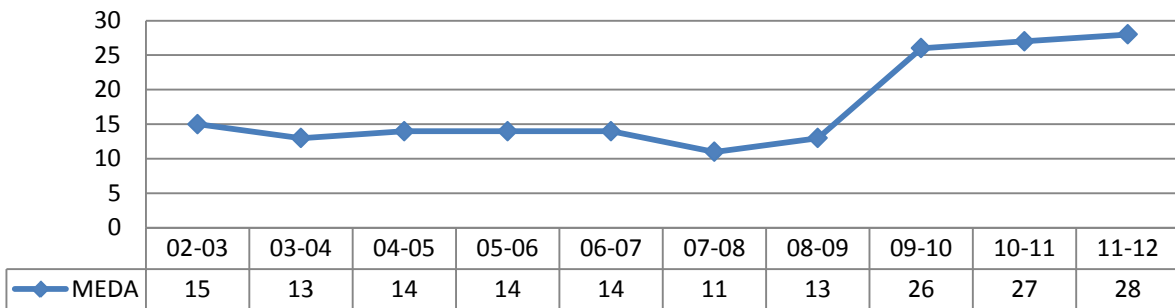
Fire Science



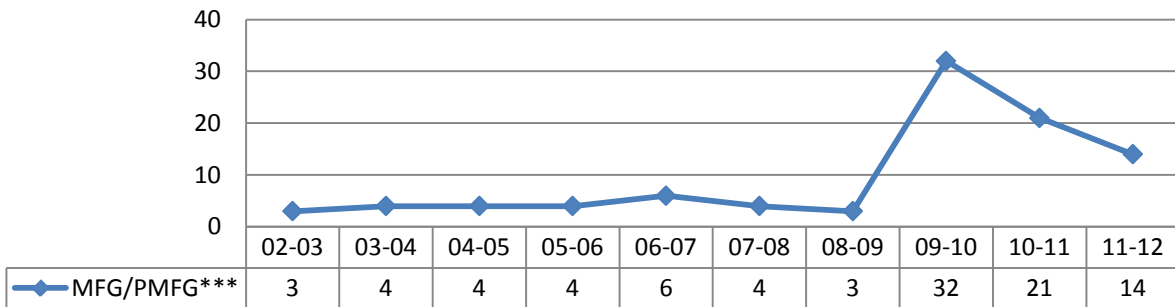
Machine Trades



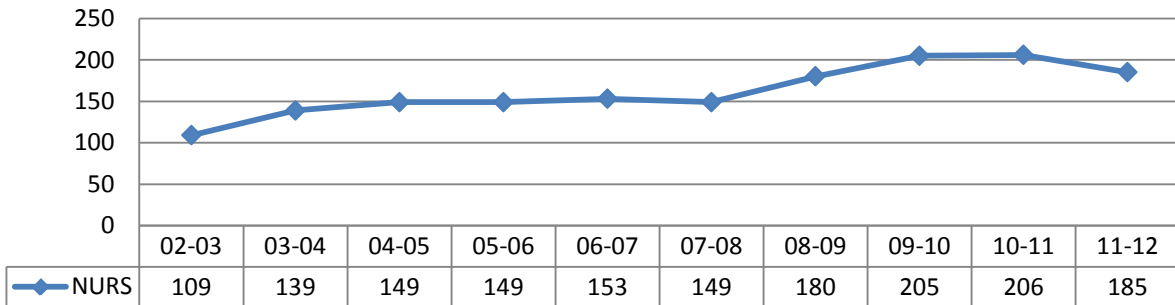
Medical Assisting



Manufacturing/Process Manufacturing (previously PULP)



Nursing (including RN, LPN and Nursing Assistant)



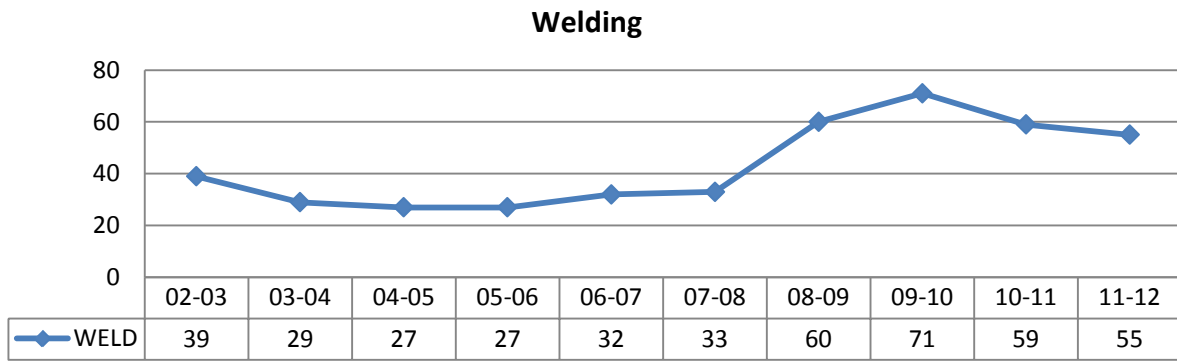
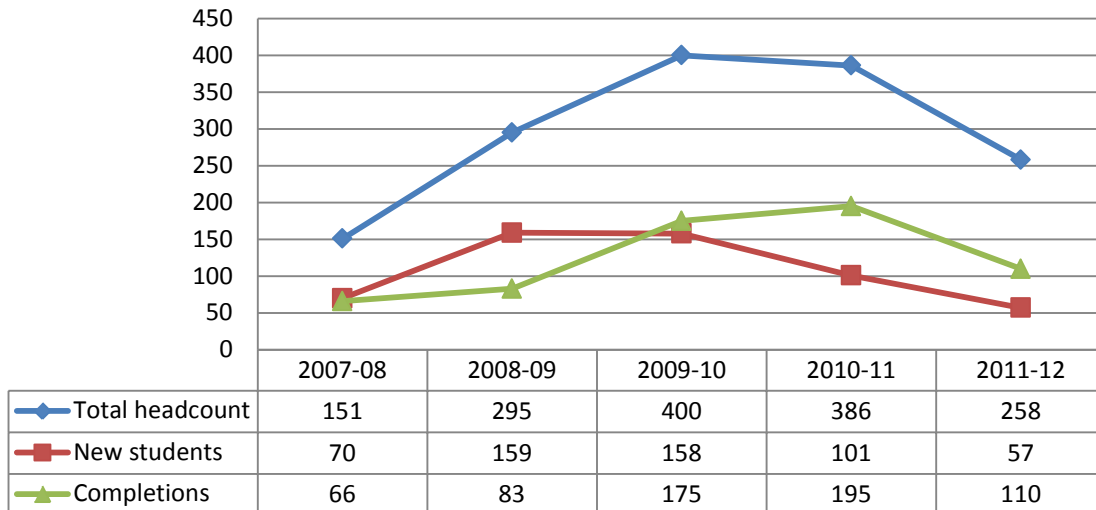


Figure 9: Worker Retraining Enrollment & Completions

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--KR-STWKFTE for total headcount, Data Warehouse for Completions (excluding high school completion and GED—not like exit codes 6 and 7)

- Improving economic conditions led to lower Worker Retraining enrollments in 2011-12.

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Unduplicated headcount	35	42	60	66	76

Source: Fact Book/Worked Based Learning Office

- In terms of developing new programs, LCC’s emphasis has been on responding to industry requests in recent years.

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 2011-12 (including 880 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%	43%	95%
Presented at the right level.	55%	43%	98%
Practicality of material to my job.	54%	44%	98%
Notebook/handout material supported the subject.	55%	41%	96%
Effective small group activities.	54%	43%	96%
Effective visual aids.	53%	40%	94%
PRESENTATION			
Effective presentation style.	60%	38%	98%
Presenter's knowledge of subject.	68%	31%	99%
Presenter covered the material clearly.	66%	32%	98%
Presenter responded well to questions.	69%	30%	99%
OVERALL	59%	38%	97%

- Client satisfaction was strong in all areas of the evaluation.
- Respondents were least satisfied with “material well organized.”

EDUCATION, TRAINING & TESTING ACTIVITIES

Table 12: Community Education Enrollment: Duplicated Headcount

2007-08	2008-09	2009-10	2010-11	2011-12	1 yr Δ	5 yr Δ
2,067	2,426	1,494	1,954	2,057	+5.3%	-0.5%

Source: Fact Book/Continuing Education office

Table 13: Food Handler Card Testing Duplicated Headcount

2007-08	2008-09	2009-10	2010-11	2011-12	1 yr Δ	5 yr Δ
5,364	3,989	5,583	6,767	3,840	-43.3%	-28.4%

Source: Fact Book/Testing Office

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

2007-08	2008-09	2009-10	2010-11	2011-12	1 yr Δ	5 yr Δ
447	299	565	872	127	-85.4%	-71.6%

Source: Fact Book/Testing Office

- ARRA and other grants contributed to large numbers of individuals participating in pre-employment testing in previous years.

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?

- Maintaining consistent academic success in professional/technical courses in spite of high enrollment speaks to the quality of instruction in our programs.
- Our work-based learning opportunities have been continuously expanding in recent years.
- LCC's employment rate for completers is consistent with the system average, in spite of higher than average unemployment in our service district.

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

- Employer Satisfaction data collection needs to be strengthened. We have developed a methodology for surveying members of our technical advisory committees that will be implemented soon. Also, we are attempting to standardize survey questions across programs in order to allow for broader reporting.
- Staffing in our Worker Retraining and Career Services areas has been reduced in recent years and attention is needed in order to ensure that students are receiving a consistently high level of service. Plans are in the works to restore some staffing in this area. Consideration is also being given to moving some staff to an alternative location in order to maximize service to students.
- LCC graduates' satisfaction with job relevancy has declined in recent years. At least a portion of the decline can be attributed to the poor economy, which has forced some individuals to take different (or lower level) jobs than they might in a more ordinary climate. We will continue to watch this trend and review the survey instrument to ensure we are getting in-depth information on this topic.

Board Plus/Delta

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

+	Δ

Expected College Outcome: Transfer Monitoring Report

2008 – 2012

(Cycle 14)

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 20th, 2013



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:

- Formation of ATD taskforce to review and redevelop a college success/first year experience course. The new courses will be piloted summer 2013.
- We scheduled late-starting sections of COLL 100 and ENGL 098/100 this fall and winter to meet the needs of students who were not able to meet registration and financial aid deadlines.
- To meet the demand and the need for more online classes, we have developed nine new online and three new hybrid courses over the past year.
- The English faculty have developed and implemented a new approach to precollege English, a project that has removed 5 credits and will most likely contribute to speedier movement of students through college level instruction. (while this is strictly speaking, a part of the precollege monitoring report, we hope it will favorably impact the results of students in the transfer level.)
- STEM outreach and recruitment activities continue each quarter. We are eagerly anticipating again hosting the regional Science Olympiad this winter.

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Proportion of students receiving grades of 2.0 or better in Academic classes numbered 100 and above. Grades excluded: I, N, P, R, NA and V. Includes all students enrolled in academic courses, regardless of intent.	70.1%	71.6%	70.8%	75.3%	78.0%

- The proportion of students successfully completing academic transfer courses increased substantially in 2011-12.

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
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.	300/1872 = 16%	371/1842 = 20%	388/2148 = 18%	424/2423 = 17%	464/2366 = 20%

- 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 (Global Skills)

(DRAFT GOAL = 3.0)

Table 3: Average Scores, General Education Outcomes (Global Skills)

	2007-08	2008-09	2009-10	2010-11	2011-12
Communication	--	--	2.9	--	--
Critical Thinking	2.2	--	--	--	3.3
Interpersonal Skills	--	--	3.6	3.6	--
Numeracy	--	1.7	--	--	--

- 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.
- Communication is slated for assessment in summer 2013.

Lower Columbia College's Global Skills (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.

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

- A. Students will identify and define primary problems or issues.
- B. Students will gather relevant and accurate information and draw valid inferences from that information.
- C. Students will be able to analyze and make judgments in response to problems, issues, and artistic expression using technique or processes appropriate to subject.
- D. 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.

- A. Students will participate actively, demonstrating commitment to shared tasks.
- B. Students will cooperate with others.
- C. 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.

- A. Students will analyze, interpret and draw valid inferences from graphical and numerical data.
- B. Students will use quantitative skills to arrive at a solution/conclusion.
- C. Students will use quantitative skills to assess the validity of a proposed solution/conclusion.
- D. 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.

	2007-08	2008-09	2009-10	2010-11	2011-12
Total number of students achieving “Transfer Ready” status	300	371	388	424	464
Number of students still enrolled at LCC by the subsequent fall	135	198	163	155	135
Number of students not enrolled at LCC by the subsequent fall	165	174	225	269	329
Number of students not enrolled at LCC by the subsequent fall who transferred by that time*	91	93	121	124	152
Percent of students not enrolled at LCC by the subsequent fall who transferred by that time*	55%	53%	54%	46%	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 may have impacted transfer rates, in addition to tuition increases and changes to federal financial aid rules.

Table 5: Total Transfers with Degree Status

	2007-08	2008-09	2009-10	2010-11	2011-12
Transfer students who had enrolled in a four-year institution by the subsequent fall (total number)	306	304	304	350	281
Number of students who completed associate degree at LCC prior to transfer	179	144	168	164	161
Percent of students who completed associate degree at LCC prior to transfer	58%	47%	55%	47%	57%
Number of students who transferred prior to completing an associate degree at LCC	127	160	136	186	120
Percent of students who transferred prior to completing an associate degree at LCC	42%	53%	45%	53%	43%

Source: National Student Clearinghouse and Data Warehouse

- The proportion of students transferring prior to completion of an associate degree decreased substantially in 2011-12.

Table 6: Transfer institutions of students enrolled in 2011-12 (all transfer students)

- Arizona State University (1)
- Ashford University (3)
- Baker College – Flint (1)
- Bellevue College* (1)
- Biola University (1)
- Boise State University (2)
- Brigham Young University (1)
- Campbell University (1)
- Central Washington University (9)
- City University of Seattle (9)
- Colorado State University (1)
- Columbia Basin College* (1)
- Concordia University (3)
- Corban University (2)
- Eastern Oregon University (5)
- Eastern Washington University (11)
- Edinboro Univ of Pennsylvania (1)
- Florida International University (1)
- George Fox University (2)
- George Washington University (1)
- Gonzaga University (2)
- Grand Canyon University (6)
- Huntingdon College (1)
- Idaho State University (1)
- Lewis-Clark State College (1)
- MA College of Pharmacy (1)
- MidAmerica Nazarene Univ (1)
- Missouri Western State Univ (1)
- Montana State University (3)
- NorthCentral University (1)
- Northern Arizona University (1)
- Northern State University (1)
- Olympic College* (1)
- Oregon Institute of Technology (1)
- Oregon State University (3)
- Pacific Lutheran University (2)
- Pacific University (2)
- Peninsula College* (2)
- Portland State University (11)
- Rochester Inst of Technology (1)
- Seattle Pacific University (2)
- Seattle University (1)
- South Seattle Comm College* (1)
- Southern New Hampshire (1)
- Southern University/A&M (1)
- The Evergreen State College (7)
- University of Alaska (2)
- University of Idaho (1)
- University of Oregon (1)
- University of Phoenix (6)
- University of Portland (1)
- University of Puget Sound (1)
- University of South Alabama (1)
- University of Washington (24)
- Vanguard University (1)
- Walden University (1)
- Warner Pacific College (11)
- Washington State University (103)
- Western Governors University (10)
- Western Oregon University (1)
- Western Washington Univ. (4)

*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)**

	2007-08	2008-09	2009-10	2010-11	2011-12
Overall Average GPA, all students	3.15	3.13	3.09	3.17	3.10

- A new data venture (MRTE+) will greatly enhance LCC’s access to transfer student data in the future.
- LCC students tend to do well after transfer, earning at least a “B” average as a group.

Transfer Enrollment Data

Table 8: Enrollment and Graduation Data

	2007-08	2008-09	2009-10	2010-11	2011-12
Unduplicated headcount, all funding sources	2004	1977	2346	2586	2366
Transfer student population as a percent of all students	25%	21%	23%	26%	26%
FTE by institutional intent (fall quarter, state funded)	1015	1113	1258	1307	1169
FTE as percent of institutional FTE (fall quarter, state funded)	44%	40%	38%	39%	41%
Transfer associate degrees granted	215	232	205	250	298

Data Source: FACT BOOK

- Headcount of transfer students decreased 9% in 2011-12.
- The number of transfer associate degrees granted increased 19%.

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?

- Overall academic success (student performance) is strong.
- Academic success after transfer continues to be good.
- The proportion of students receiving associate degrees before transferring to a four-year institution is up.
- The number and variety of transfer institutions (Table 6) remains high.

2) Based on the data in this report, what can LCC do to improve transfer education? What has already been done or is planned to make the improvements?

- We are retaining fewer students who have hit transfer ready status than in the past. We need to continue to explore this trend and implement policies and practices that encourage retention. We are doing a lot of work on student retention and completion through our Achieving the Dream efforts. We also need to address changes in Financial Aid rules and increasing tuition rates nationwide. Ensuring that students have easy access to scholarship information through our website is important. We have also developed a new “student success” fund through the LCC Foundation designed to assist students through financial crises. We also need to continue to explore the possibility of applying credits earned at four year institutions to credentials at LCC, which should help increase completion rates. Changes to our technological support structure are being explored which will assist tremendously with our student retention and completion efforts. Lastly, we are moving forward quickly on plans to open a University Center on the LCC campus by fall 2013, which should tremendously impact the baccalaureate transfer rate, particularly for place bound students.
- It was also noted that Running Starts would benefit from having access to an academic advisor in addition to a Running Start advisor, as degree program requirements differ from high school graduation requirements. This is being addressed through the Advising Reform initiative (part of Achieving the Dream).

Board Plus/Delta

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

+	Δ