College Outcomes: Access & Completion

Monitoring Report

2009 – 2013

(Cycle 15)

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 18th, 2013

LOWER COLUMBIA COLLEGE

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:

- Creation of a Diversity & Equity Center and related Leadership Program
- Sponsorship of staff and faculty to attend Faculty & Staff of Color Conference
- Sponsorship of students to attend Student of Color Conference
- Revamping of the Academic Probation process to provide retention/coincide with Financial Aid SAP (Satisfactory Academic Progress) rules and allow for interventions
- Use of academic coaches for academic probation
- Implementation of ADP Pro for assisting with Advising
- Implementation Advising Institute (beginning summer 2013)
- Academic Early Warning process and tool
- Experimenting with outreach/recruiting at HS sporting events
- Increased usage of social media
- Retention calling program revamped, expanded
- Rural Outreach program has expanded Running Start access in high schools
- FAFSA (Financial Aid application) workshops delivered at local high schools
- Expansion of our International Student Program
- Expansion of K-12 partnerships have increased the proportion of high school students going directly to college level math
- New LCC website compliant with Section 508, which requires that electronic and information technology developed, procured, maintained, or used by the Federal government be accessible to people with disabilities
- The Educational Talent Search (TRIO) program continues to increase access for middle and high school students who may not have otherwise considered getting a college education

Key Performance Indicator: Participation Rate of persons age 17 and above who live within the College's service district

(GOAL = to be in top 5 counties for Cowlitz County)

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.
- Lower Columbia College has an extremely high participation rate compared to other community colleges around the state.

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)

(GOAL = proportion of students of color to exceed the service district—ratio > 1.0)

Year	SOC (as a proportion of all students)	SOC (as a proportion of transfer and workforce 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
2008-09	20%	20%	11% (**1.8 x service district**)	9.8%
2009-10	19%	18%	11% (**1.7 x service district**)	11.7%
2010-11	19%	17%	11% (**1.7 x service district**)	10.6%
2011-12	18%	17%	14% (**1.3 x service district**)	14.5%
2012-13	21%	17%	14% (**1.5 x service district**)	11.3%

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

- Participation rates, compared to the service district population, have started to increase again after a decline. The proportion of completers dipped a bit in 2012-13.

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
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%
2012-13	5.9%	7.1%	6.6%

Source: Data Warehouse (Completions and Student Tables)

- The proportion of students with disabilities in the total student population increased somewhat in 2012-13.
- Students with disabilities as a proportion of completers increased in 2012-13.

Key Performance Indicator: Enrollment

(GOAL = 100% attainment of state target or above)

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

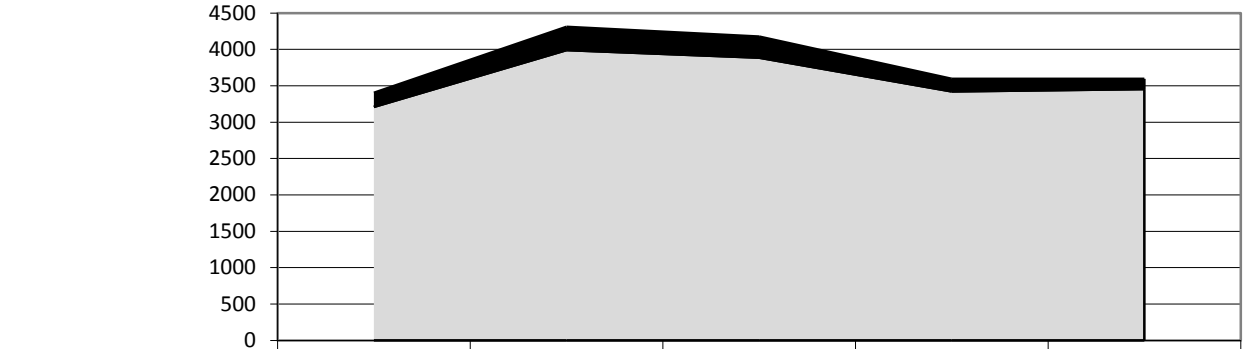
Table 4: LCC Enrollment (Percent of state FTE target attained; state funding only)

	2008-09	2009-10	2010-11	2011-12	2012-13
Percent of State Target	**119%**	**148%**	**142%**	**125%**	**115%**
State Allocated FTE	2,558	2,531	2,573	2,549	2,542
Actual State FTE accrued	3,004	3,749	3,652	3,184	2,932

Source: SBCTC Enrollment Reports

- LCC finished the 2012-13 year considerably above the state target.
- State targets are established by the State Board for Community and Technical Colleges.
- Contract and student-funded FTEs do not count toward the state target.

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



	2008-09	2009-10	2010-11	2011-12	2012-13
Worker Retraining FTE	194	320	290	173	141
Revised Total FTE	3209	3990	3886	3422	3454

- Worker Retraining FTE decreased 19% in 2012-13 (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
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%
2012-13	1144 (39%)	915 (31%)	874 (30%)	48%

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 2012-13.

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Castle Rock	37/121=31%	25/120=21%	15/88=17%	11/93=12%	27/104=26%
Kalama	14/61=23%	19/63=30%	15/57=26%	10/70=14%	13/75=17%
Kelso	108/311=35%	108/340=32%	89/322=28%	68/308=22%	68/317=21%
Mark Morris	48/220=22%	76/249=31%	65/223=29%	56/226=25%	63/255=25%
R.A. Long	38/165=23%	62/209=30%	44/162=27%	34/164=21%	42/139=30%
Toutle Lake	7/41=17%	13/50=26%	8/50=16%	19/46=41%	14/38=37%
Wahkiakum	7/36=19%	3/36=8%	3/28=11%	4/36=11%	8/38=21%
Woodland	4/152=3%	1/134=1%	2/131=2%	5/133=4%	1/119=1%
Total Dist.	**263/1107=24%**	**307/1201=26%**	**241/1061=23%**	**207/1076=19%**	**236/1085=22%**

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, in addition to juniors and seniors, beginning in fall 2006.

Table 8: Percent of High School Enrollments attending Lower Columbia College (of students attending Higher Education Institutions)

	2007	2008	2009	2010	2011
Castle Rock	75-79%	65-69%	65-69%	55-59%	50-59%
Kalama	40-49%	55-59%	40-49%	60-64%	45-49%
Kelso	57%	60%	65-69%	64%	55-59%
Mark Morris	50-54%	50-54%	45-49%	55-59%	60-64%
R A Long	65-69%	55-59%	45-49%	60-64%	50-54%
Toutle Lake	40-59%	40-49%	40-59%	60-69%	50-59%
Wahkiakum	30-39%	40-49%	30-39%	20-29%	0-20%
Woodland	10-14%	10-14%	10-14%	6-9%	0-5%

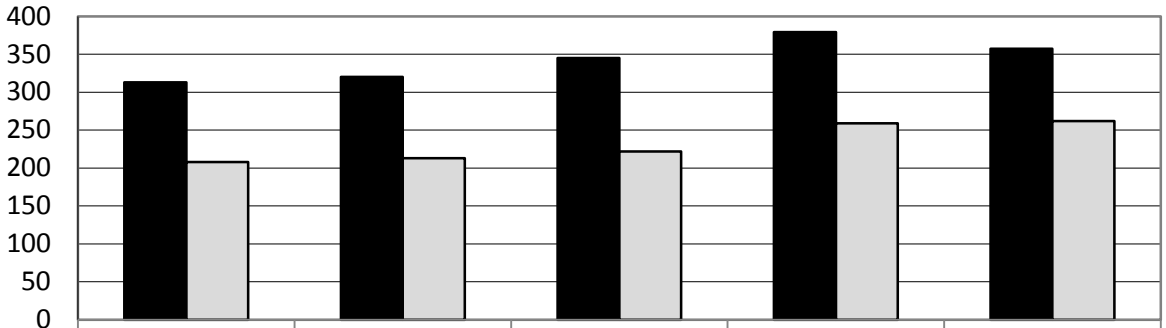
Source: Education Research and Data Center, http://erdcdata.wa.gov/

- This is the most recent data available. Ranges, determined by the reporting entity, are designed to protect student privacy.

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

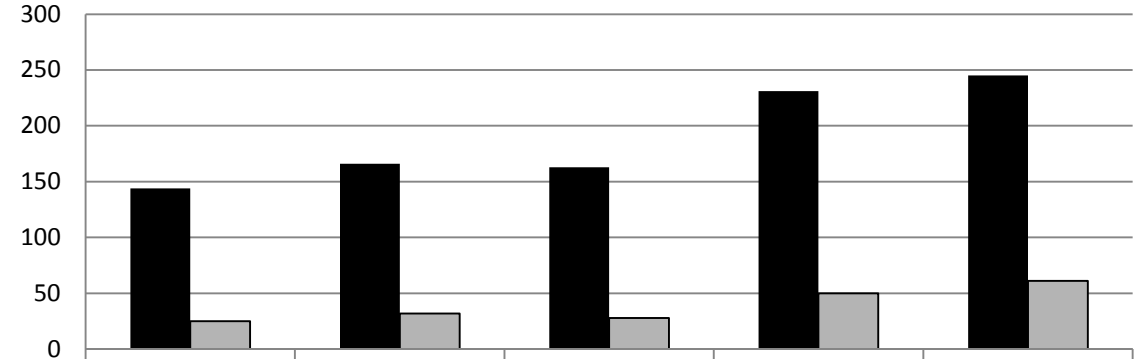


	2008-09	2009-10	2010-11	2011-12	2012-13
Headcount	313	320	345	379	357
FTE	208	213	222	259	262

Source: LCC Fact Book

- Running Start headcount decreased 6% and FTE increased 1% in 2012-13.
- Redirecting funding formerly used for book scholarships for Running Start students to math scholarships (to help Running Start students afford needed pre-college math courses, which are not covered within the Running Start program) has helped expand access.

Figure 10: Running Start (RS) Enrollment in Online Courses



	2008-09	2009-10	2010-11	2011-12	2012-13
Headcount	144	166	163	231	245
FTE	25	32	28	50	61

- Headcount is unduplicated and includes all Running Start students who took at least one online course within the academic year.
- The proportion of RS students participating in online courses increased from 46% in 2008-09 to 69% in 2012-13. The amount of RS FTE generated through online enrollment nearly doubled in five years, going from 12% in 2008-09 to over 23% in 2012-13.

Financial Aid Data

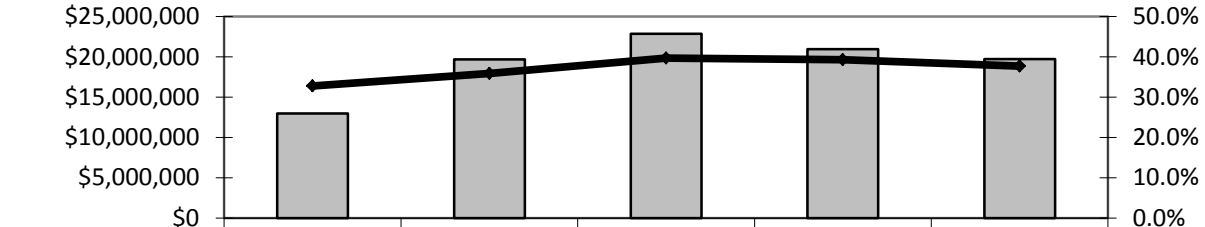
Table 11: Pell Grant Maximum and Cost of Tuition and Fees

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)	Amount of need-based aid distributed	Number of need-based aid awards
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
2012-13	$5,550 **(+0.0%)**	$4,272 **(+12.0%)**	$11,124,287	3,998

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.
- Federal changes to rules regulating "expected family contribution" have caused a decrease in the number of students qualifying for need-based aid.

Figure 12: LCC Total Financial Aid Disbursement and Percent in Loans



	2008-09	2009-10	2010-11	2011-12	2012-13
Aid dispersed	$12,958,302	$19,682,019	$22,852,732	$20,937,073	$19,723,224
Percent loans	32.8%	35.9%	39.7%	39.3%	37.7%

Source: LCC Fact Book

- Financial aid disbursement, in total dollars, increased 52% during the five year period depicted above.

Table 13: 2-Year Cohort Default Rates: LCC vs. National

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Public 2-year colleges in the U.S.	9.9%	10.1%	11.9%	10.0%	10.0%
Lower Columbia College	12.1%	12.6%	19.8%	15.1%	19.0%

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

- This is the most recent data available.
- LCC has multiple strategies in place to help combat high default rates.

⌛ Key Performance Indicator: Student Persistence

(GOAL = >50% for Full time-Students and >40% for Part-time Students)

The Washington State Community and Technical College System's performance funding model is called the Student Achievement Initiative (SAI). It is possible to track cohorts within the SAI to measure progress in a variety of ways, including fall to fall persistence.

Table 14: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students

	Fall 2007-Fall 2008	Fall 2008-Fall 2009	Fall 2009-Fall 2010	Fall 2010-Fall 2011	Fall 2011-Fall 2012
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC Full-time Retention	**52%** (n = 499)	**58%** (n = 547)	**51%** (n = 700)	**55%** (n = 618)	**55%** (n = 525)
LCC Part-time Retention	**40%** (n = 188)	**44%** (n = 284)	**41%** (n = 224)	**39%** (n = 244)	**40%** (n = 179)

Source: StudentAchievementCohort Database; Cohort Tables.

- Full-time students persist at substantially higher rates than part-time students.

⌛ Key Performance Indicator: Student Progress/Completion

(GOAL = Meet or Exceed System Average)

The table below (also based on the Student Achievement Initiative cohorts) looks at both the transfer and professional/technical student populations four years after start, combining those who completed, successfully transferred without obtaining a credential, or are still enrolled at LCC.

Table 15: Students who Completed, Transferred or are Still Enrolled
(Four years after start—Combined Transfer and Professional/Technical Students)

	2010	2011	2012	2013
	(Fall 2006 cohort)	(Fall 2007 cohort)	(Fall 2008 cohort)	(Fall 2009 cohort)
LCC	**46%** (n = 924)	**48%** (n = 862)	**45%** (n = 704)	**43%** (n = 685)
System Average	44%	47%	45%	44%

Source: SBCTC – Student Achievement Cohort Tracking

- LCC's combined Completion Rate tends to closely mirror the system rate when all students are combined. When isolated, transfer student completion rates lag the system average substantially, while professional/technical completion rates tend to substantially exceed the system average.

⌛ Key Performance Indicator: Student Satisfaction with Support Services
(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	2009-10	2010-11	2012-13
51st	--	50th	--	70th

Source: CCSSE website/Benchmark Report

- Improvements made through Achieving the Dream (ATD) and other efforts have contributed to "moving the need" in terms of supporting students.

⌛ Key Performance Indicator: Success of Academic Support Programs
(GOAL = 80% or above)

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

2008-09	2009-10	2010-11	2011-12	2012-13*
80%	80%	85%	84%	82%

Source: Tutor Coordinator/Learning Commons
*does not include summer 2012 data

Access Monitoring Report

Analysis from the Review Team

Members include: Lisa Matye Edwards, chair, Brad Benjamin, Margit Brumbaugh, Judith Chapar, Marisa Greear, Megan Jasurda, 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?

- Completion rates for students with disabilities have continuously increased, due to a targeted increase in support for that student population.
- LCC has stayed well above its enrollment target due to implementation of extensive enrollment management strategies. This is particularly significant given that Pell grant increases have been at 0% during a 2-year, 24% hike in tuition.
- Implementation of various strategies to manage loan default rates have helped control our cohort default rate while decreasing the proportion of aid distributed in the form of loans.
- Running Start FTE continues to increase, due at least in part to the redistribution of book funds to pre-college math scholarships.
- Achieving the Dream and other efforts have resulted in substantial increases in our CCSSE results related to support for students.

2) According to the information presented in this report, in what areas can LCC do a better job in providing access to students and what are some of the things the College can do to improve access? What has already been done or is planned to make the improvements?

- LCC should continue on with Achieving the Dream (ATD) and other efforts targeting increased retention.
- As with retention, LCC should continue with ATD and other efforts designed to positively impact completion and transfer rates.

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

2009 – 2013

(Cycle 15)

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 16th, 2014

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:

- The CEO program has significantly increased the presence of math in the curriculum, and has added an evidence collection (portfolio) course to the program which serves as an alternative to state testing. These changes are expected to have a positive impact on completion rates, and on progression to college level studies.
- LCC recently received an I-DEA (Integrated Digital English Acceleration) grant to assist English language learners in levels 1-3. Funded through the Bill and Melinda Gates Foundation, Project I-DEA uses the flipped classroom model which accesses online resources prior to class sessions in preparation for learning experiences. Project I-DEA accelerates learning by combining both face-to-face and online instruction and practice. This allows more adults to gain basic language skills at a faster pace, and allows students to transition to I-BEST and other programs that lead to family-wage jobs. Most importantly, Project I-DEA facilitates the development of digital literacy skills. Students use technology to analyze, learn, collaborate, and explore. Acquisition of digital age skills will enable adults at ESL levels 1-3 to participate and persist in a student-centered, innovative educational program that facilitates the acquisition of foundational academic and career skills. The acceleration of skill acquisition will support participants as students, parents, workers, and community members while fostering intellectual growth. Participating in I-DEA is expected to increase ESL student level gains, as well as increase the proportion of students moving on to high school completion programs, and ultimately college level studies including I-BEST.
- LCC is one of the pioneer colleges in the state to pilot the new "HS21+" program designed for students over the age of 21 to finish high school. Adults in HS21+ demonstrate competencies in reading, writing, and math contextualized in science, history, government, occupational studies, and digital literacy. Through contextualized, graded classes, the HS21+ program takes an innovative approach by allowing students to demonstrate competencies face-to-face, in online classes and through alternatives such as: high school and college transcript credits, work, life, military experience, prior learning portfolio, and/or credit for testing. Earning a high school diploma enables students to earn a living wage, apply for financial aid and enroll in college. In its infancy

stage, HS21+ has already shown to increase our high school completion rates, as well as increase the number of students transitioning from Basic Skills into college level courses.

- Efforts to refer more students to the Math Boot Camps have resulted in a significant increase in attendance. The Boot Camps are designed to increase the level at which students place in math and/or refresh their knowledge of math concepts going into their first math class at LCC. In fall 2013, for example, 62% of students who participated in a Math Boot Camp re-tested and placed at least one level higher.
- The precollege English pilots in 2011-12 were very successful. Like many other ATD colleges, however, LCC's success rates dropped during the initial "scale up" phase (in fall 2012). Subsequent data from fall 2013—showing that success rates are up more than 10% since the previous fall—indicates that the interventions put in place by faculty are working.
    - Intervention #1: a Faculty Inquiry Group (FIG), comprised of all faculty teaching precollege English and some college-level instructors, has been formed. The group meets weekly to identify and solve problems.
    - Intervention #2: data is being used more frequently than in the past as a part of the problem identification and solution-forming process.
    - Intervention #3: problems related to inconsistency and inexperience teaching lower-level students are being addressed.

PART ONE: BASIC SKILLS

⌛ Key Performance Indicator: Basic Skills Achievement
(GOAL = Meet or Exceed System Average)

The revised Student Achievement Initiative framework adopted on July 1, 2013 emphasizes cohort tracking for tracking student success, and replaces previously used federally reporting methodology.

Table 1: New ABE Student Status Four Years after Start

		Number	Transitioning*	Earned a GED or High School Completion	Increased One Level**	Combined Total (Percent)
2008	LCC	212	51/24%	31/15%	20/9%	48%
cohort	System	6376	1416/22%	951/15%	915/14%	51%
2009	LCC	247	66/27%	25/10%	41/17%	54%
cohort	System	6680	1558/23%	911/14%	1029/15%	52%
2010	LCC	***	***	***	***	***
cohort	System	***	***	***	***	***
2011	LCC	***	***	***	***	***
cohort	System	***	***	***	***	***
2012	LCC	***	***	***	***	***
cohort	System	***	***	***	***	***

Table 2: New ESL Student Status Four Years after Start

		Number	Transitioning*	Earned a GED or High School Completion	Increased One Level**	Combined Total (Percent)
2008	LCC	63	10/16%	0/0%	21/33%	49%
cohort	System	7840	1132/14%	20/0%	2388/30%	44%
2009	LCC	46	7/15%	0/0%	14/30%	45%
cohort	System	7067	1065/15%	11/0%	2335/33%	48%
2010	LCC	***	***	***	***	***
cohort	System	***	***	***	***	***
2011	LCC	***	***	***	***	***
cohort	System	***	***	***	***	***
2012	LCC	***	***	***	***	***
cohort	System	***	***	***	***	***

Source: SA Cohort Reports, SBCTC
*Transition is a movement from lower (level 1-3) to upper level (4-6, or GED Prep) basic skills or the movement from upper level basic skills to a college-level achievement point
**Increase one level means student earned at least 3 basic skills achievement points, roughly equivalent to advancing from one basic skills course level to the next
***Data Not Yet Available (due to four year tracking period)

Table 3: New Combined Basic Skills (ABE and ESL) Student Status Four Years after Start

		Number	Transitioning*	Earned a GED or High School Completion	Increased One Level**	Combined Total (Percent)
2008	LCC	275	61/22%	31/11%	41/15%	48%
cohort	System	14,216	2548/18%	971/7%	3303/23%	48%
2009	LCC	293	73/25%	25/9%	55/19%	53%
cohort	System	13,747	2623/19%	922/7%	3364/24%	50%
2010	LCC	247	***	***	***	***
cohort	System	13,164	***	***	***	***
2011	LCC	244	***	***	***	***
cohort	System	11,727	***	***	***	***
2012	LCC	170	***	***	***	***
cohort	System	11,423	***	***	***	***

Source: SA Cohort Reports, SBCTC

*Transition is a movement from lower (level 1-3) to upper level (4-6, or GED Prep) basic skills or the movement from upper level basic skills to a college-level achievement point

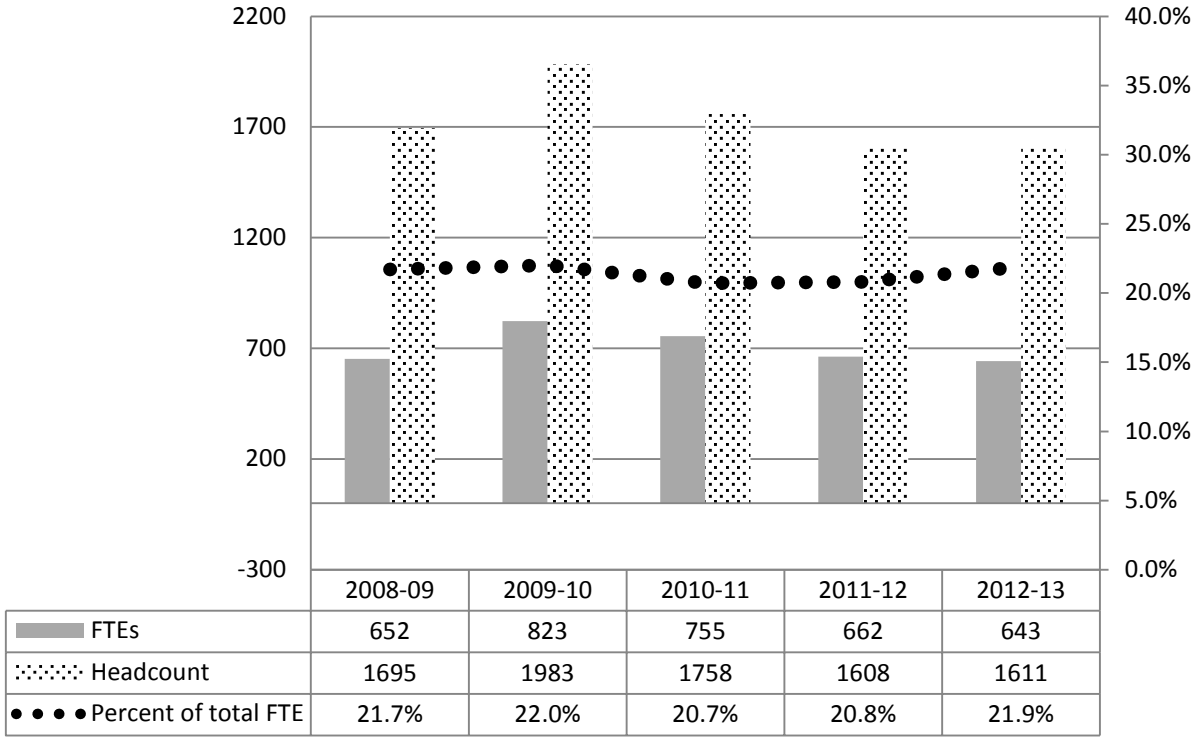
**Increase one level means student earned at least 3 basic skills achievement points, roughly equivalent to advancing from one basic skills course level to the next

***Data Not Yet Available (due to four year tracking period)

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 Enrollment



	2008-09	2009-10	2010-11	2011-12	2012-13
FTEs	652	823	755	662	643
Headcount	1695	1983	1758	1608	1611
Percent of total FTE	21.7%	22.0%	20.7%	20.8%	21.9%

Progression of (New & Returning) Basic Skills students to College Level Courses

Table 5: Progression of New and Returning 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%
2009-2010 (A90)	446	14/3.1%	14/3.1%	15/3.4%	16/3.6%	*3/0.7% (not yet final)*
2010-2011 (B01)	335	13/3.9%	14/4.2%	16/4.8%		*3/0.9% (not yet final)*
2011-2012 (B12)	329	4/1.2%	4/1.2%			*0/0.0% (not yet final)*
2012-2013 (B23)	351	6/1.7%				*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%	90/8.2%
2009-2010 (A90)	1353	377/27.9%	403/29.8%	433/32.0%	455/33.6%	*151/11.2% (not yet final)*
2010-2011 (B01)	1250	381/30.5%	404/32.3%	425/34.0%		*138/11.0% (not yet final)*
2011-2012 (B12)	1184	355/30.0%	365/30.8%			*117/9.9% (not yet final)*
2012-2013 (B23)	1159	317/27.5%				*83/7.2% (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%	11/5.1%
2009-2010 (A90)	209	124/59.3%	135/64.6%	147/70.3%	153/73.2%	*7/3.3% (not yet final)*
2010-2011 (B01)	220	132/60.0%	143/65.0%	150/68.2%		*4/1.8% (not yet final)*
2011-2012 (B12)	205	91/44.4%	99/48.3%			*1/0.5% (not yet final)*
2012-2013 (B23)	210	64/30.5%				*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)

	2008-09	2009-10	2010-11	2011-12	2012-13
CEO Students	217	209	220	205	210
HS Completions (6) within 3 years	80	84	81	60	42
GEDs (7) within 3 years	12	18	14	8	1
Total Completions within 3 years	92	102	95	68	43
Percent Completions within 3 years	42%	49%	*43% (not final)*	*33% (not final)*	*21% (not final)*

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)

	2008-09	2009-10	2010-11	2011-12	2012-13
I-BEST Students	69	152	136	132	130
Total Completions within 3 years	39	93	87	78	58
Percent Completions within 3 years	57%	61%	*64% (not final)*	*59% (not final)*	*45% (not final)*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
I-TRANS Students	no data	37	99	127	28
Total Completions within 4 years	no data	12	43	39	0
Percent Completions within 4 years	no data	32%	*43% (not final)*	*31% (not final)*	*0% (not final)*

* 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)
(GOAL: 60%)

	2008-09	2009-10	2010-11	2011-12	2012-13
Number of students who received a 2.0 or better (C or above)	1432	1759	1613	2363	2038
Proportion of students who received a 2.0 or better (C or above) ***excluding students receiving grades of W, I, N, NA, R, P, or V****	1432/1948 = **73.5%**	1759/2505 = **70.2%**	1613/2337 = **69.0%**	2363/3530 = **66.9%**	2038/3049 = **66.8%**
Proportion of students who withdrew	318 **(14.0%)**	343 **(12.0%)**	261 **(10.0%)**	355 **(9.1%)**	302 **(9.0%)**
Proportion of students who received a 2.0 or better (C or above) ***including students who withdrew***	1432/2266 = **63.2%**	1759/2848 = **61.8%**	1613/2598 = **62.1%**	2363/3885 = **60.8%**	2038/3351 = **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).
Note: New curriculum (3 courses instead of four) implemented in 2010-11 with 3/2 credit split for each course implemented in 2011-12

Table 10: Passing Rates of Students in Pre-college English (ENGL/INDV 065, 075, 098, 100) -- Duplicated Headcount
(GOAL: 70%)

	2008-09	2009-10	2010-11	2011-12	2012-13
Number of students who received a 2.0 or better (C or above)	497	651	651	528	294
Proportion of students who received a 2.0 or better (C or above) ***excluding students receiving grades of W, I, N, NA, R, P, or V****	497/640 = **77.7%**	651/894 = **72.8%**	651/904 = **72.0%**	528/729 = **72.4%**	294/470 = **62.6%**
Number of students who withdrew	46 **(6.7%)**	63 **(6.6%)**	63 **(6.5%)**	44 **(5.7%)**	59 **(11.2%)**
Proportion of students who received a 2.0 or better (C or above) ***including students who withdrew***	497/686 = **72.4%**	651/957 = **68.0%**	651/967 = **67.3%**	528/773 = **68.3%**	294/529 = **55.6%**

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).
Note: New curriculum (English 098 "bucket" course) implemented in 2012-13

⌛ 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 or MATH& 112, 121/131, 122/132, 130/107, 210) by the subsequent fall (includes self-paced courses)
(GOAL: 70%)

	Fall 08-09 cohort	Fall 09-10 cohort	Fall 10-11 cohort	Fall 11-12 cohort	Fall 12-13 Cohort
Total number of students who successfully completed a pre-college math class	409	567	579	570	477
Total number of those students who went on to college level	122/409 = **29.8%**	161/567 = **28.4%**	186/579 = **32.1%**	188/570 = **33.0%**	141/477 = **29.6%**
Total number of those students who withdrew from college level	10/122 = **8.2%**	13/161 = **8.1%**	16/186 = **8.6%**	15/188 = **8.0%**	8/141 = **5.7%**
Total number of those students who passed college level with a 2.0 or better	92/122 = **75.4%**	128/161 = **79.5%**	146/186 = **78.5%**	139/188 = **73.9%**	113/141 = **80.1%**

Source: Data Warehouse, TRANSCRIPTS.

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

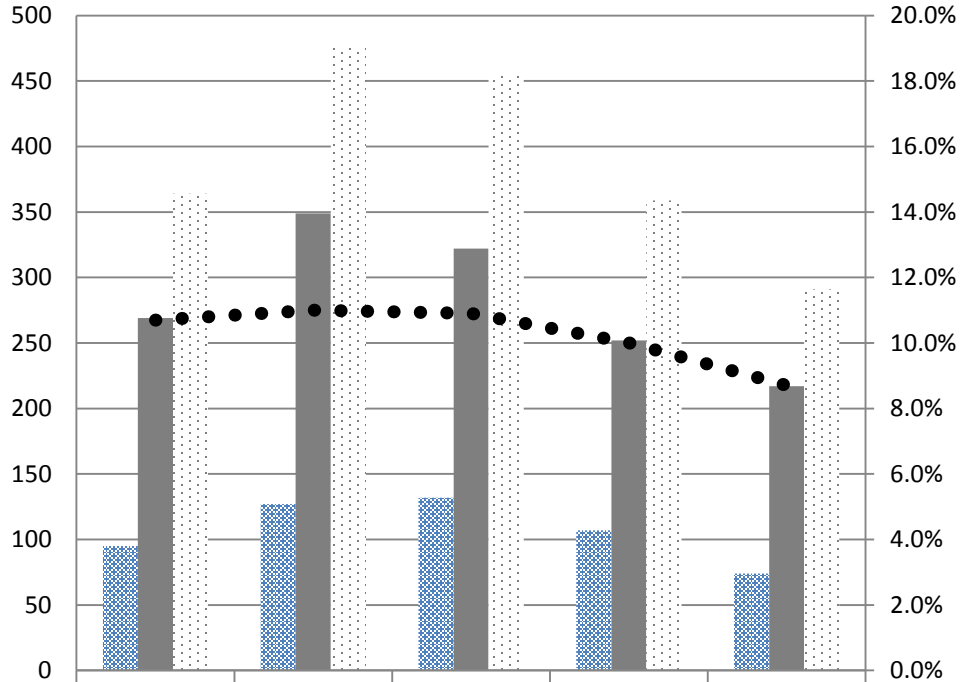
	Fall 08-09 cohort	Fall 09-10 cohort	Fall 10-11 cohort	Fall 11-12 cohort	Fall 12-13 Cohort
Total number of students who successfully completed a pre-college English class	208	275	290	255	138
Total number of those students who went on to college level	125/208 = **60.1%**	152/275 = **55.3%**	180/290 = **62.1%**	159/255 = **62.4%**	90/138 = **65.2%**
Total number of those students who withdrew from college level	15/125 = **12.0%**	22/152 = **14.5%**	17/180 = **9.4%**	13/159 = **8.2%**	11/90 = **12.2%**
Total number of those students who passed college level with a 2.0 or better	90/125 = **72.0%**	105/152 = **69.1%**	135/180 = **75.0%**	104/159 = **65.4%**	61/90 = **67.8%**

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.

Figure 13: Pre-College Math and English* Enrollment
Annualized FTE – All Funding Sources (includes math lab)



	2008-09	2009-10	2010-11	2011-12	2012-13
English	95	127	132	107	74
Math	269	349	322	252	217
Total	364	476	454	359	291
Percent of total FTE	10.7%	11.0%	10.9%	10.0%	8.7%

Data Source: DW Class Table
*including English 100

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?

- CEO and I-BEST completion rates are excellent.
- Basic Skills progression: LCC is pulling ahead of the state. It is anticipated that this gap will continue to widen.

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?

- The HS21+ program should lead to an increase in the number/proportion of Basic Skills students transitioning to college level studies.

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?

- Success rates in precollege math are excellent.
- The withdrawal rate for precollege math continues to decline.

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?

- Success rates in precollege English declined quite a bit in 2012-13 when the new curriculum went to scale. However, data from fall 2013 –not included in this report— showing an increase of over 10% in success from the previous year indicates that the interventions put in place by faculty have been effective. Detailed in the "action plans" portion of the report, interventions include creation of a FIG, more frequent use of data, and addressing problems related to inconsistency and inexperience teaching lower-level students.

- **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

2009 – 2013

(Cycle 15)

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 21st, 2014

LOWER COLUMBIA COLLEGE

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 sustainability practices at LCC 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 order to help students and reduce our carbon footprint, LCC contracted with RiverCities Transit for the 2013-14 academic year to provide free ridership to all LCC students and staff. To date, monthly ridership totals have ranged from about 1,200 to over 3,400.

- Several projects related to our physical infrastructure have been completed, including: University Center project, Career Center Renovation; Rose Center skylight and roof project; campus controls upgrades; campus signage upgrades; Applied Arts restrooms upgrade; Human Resources Office renovation; Public Relations/Marketing Office renovation; and traffic safety improvements at the 19th and 20th Avenue intersections. Current projects include: the Health and Science Building; access controls; Fitness Center Addition/Gymnasium renovation; IOB demolition; IOB/Admissions transformer/power distribution; Student Center chiller replacement; West Campus site improvements; Foundation Office renovation; Applied Arts renovation; Physical Science renovation; Main Building West Wing second floor renovation; Student Center roof replacement; fire system upgrades; and baseball field netting replacement.

- A Communications Consultant 2 position, located in the College Relations Office, was funded by the President's Office to lead a two-year project designed to identify and implement software applications focused on increasing student retention and completion. Four applications have been identified for implementation:

    - **Degree Boost**. This application helps identify students who are close to completing a degree, but have not returned to school.

- **ODS User Interface Design** – A common Operational Data Storage (ODS) was developed with cooperation from the state. This database provides a source of data for institutional research and other staff. IT Services and College Relations staff have now begun developing user friendly interfaces to this database so that it will be easier for LCC staff and faculty to interact with the information.
- **Website Upgrade** – The College has transitioned its web content management system (CMS) to OU Campus. The new CMS allows the college to develop a more interactive website with exceptional user functionality. Future subprojects, aimed at increasing staff efficiencies and student use, include developing web-based forms and surveys, formatting for mobile devices, and providing online training tools.
- **Student Retention Database** – Such a tool will provide LCC advisors with an ongoing dynamic database to more effectively track non-enrolled students and then assist them in degree completion. This technology solution will replace the current process of compiling a quarter by quarter manual list.

- Since 2011, LCC has contributed significant resources – staff and funding – to improve its technology and IT capacity campus wide. A majority of funding and work during the first two years was devoted to replacing and upgrading hardware and infrastructure. As a result unplanned downtime, due to campus network problems, has been nearly eliminated. Improvements to IT Capacity include:

  - Information Technology Services department – In 2011, the college hired two additional full-time IT Level 4 Specialists and converted three part-time IT Level 1 Technicians to full time status to assist with campus-wide upgrades to the Windows 7 OS and Microsoft Office Suite 2010.
  - The first phase of a new college website was launched using a professional Content Management System, utilized nationally by over 500 universities and community colleges. Use of the Online Services for students has tripled since the implementation of the new website.
  - In May 2014 the student email system will be converted from locally hosted email accounts to Google email accounts "in the cloud." This project is expected to improve service for students by providing them with an email account for life. The storage available to each student is far greater than what the college could provide on its own, eliminating the need to use USB drives to transfer files between home and college. At the same time it will free up additional resources for faculty and staff.
  - Several other systems have been relocated from campus servers to cloud-based servers during the past year, including: the college's online learning system, Foundation database system, online scholarship application system and a database to track international student inquiries. Downtime for Canvas, the online Learning Management System, was less than one percent during the past 12 months.
  - A Student IT service desk was opened in January 2014. This desk is operated primarily by students to assist other students with hardware related problems. Based on the number of requests, this service has already saved students an estimated $2,000 in computer support services. The service desk also provides

an opportunity for currently enrolled students to receive cooperative work experience in a real business environment.

- In March 2013 digital signage was installed in three buildings on campus (Student Services, Admissions, Library). This system is managed by Student Services and helps communicate messages that are important to students. Additions to the core ITS staff made all of these improvements and other efficiencies possible as well as the planning and development for new systems to continue supporting student success into the future.

- Additional technological training has been added for faculty and staff campus-wide through a contract with the online training provider SkillsSoft. More than 44 computer-related courses are available as well as other business and customer service training options. Staff may also access free Microsoft training curriculum through the LCC Library.

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

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

2008-09	2009-10	2010-11	2011-12	2012-13
6.4	7.5	10.3	7.4	8.6

- The number of PDU's earned increased somewhat in 2012-13.
- 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.
- Staff professional development will be documented after conversion to ctcLink.

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

Table 2: Faculty/staff satisfaction and morale
(GOALS BELOW)

Based on the Employee Satisfaction Survey, which is administered every other year in the fall (the next survey administration is scheduled for fall 2014). Figures represent employees who selected "agree" or "strongly agree."

	Fall 2006 n = 230	Fall 2008 n = 179	Fall 2010 n = 158	Fall 2012 n = 198
Professional Development: Overall, I am satisfied with the opportunities for professional development available to me. **Goal = 70%.**	79%	69%	66%	75%
Communication: I feel well informed about what is going on at LCC. **Goal = 80%**	82%	79%	87%	80%
Accessibility of Data: I am satisfied with the accessibility of data at LCC. **Goal = 90%**	95%	95%	98%	96%

- LCC met its target for all three indicators in the most recent survey administration.

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

Table 3: Condition of Infrastructure (Physical Infrastructure)
(GOALS BELOW)

Metrics for Physical Infrastructure are based on the Facilities Condition Survey, which is conducted once every biennium in odd years. 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. The ratings are provided by an outside contractor at the request of the State Board for Community and Technical Colleges.

	2005	2007	2009	2011	2013
Facilities Overall **Goal = 275 or below**	279	268	266	257	256
Facilities by Building: Proportion of Buildings receiving scores of 350 or below **Goal = 70% or above**	73%	75%	71%	71%	73%

- New construction and renovation projects positively impact the physical infrastructure indicators.

Table 4: Condition of Infrastructure (Technological Infrastructure)
(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. The next survey administration is scheduled for fall 2014.

	Fall 2006 n = 230	Fall 2008 n = 179	Fall 2010 n = 158	Fall 2012 n = 198
Overall availability of technology	92%	93%	86%	*

*no data available; question inadvertently omitted from the survey in Fall 2012

Table 5: Condition of Infrastructure —Support from LCC Foundation: PROGRAMS
(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	$13,701,701
Program Support	$532,491	$345,357	$364,018	$581,571	$746,573
Percent	**8%**	**3%**	**3%**	**4%**	**5%**

Table 6: Condition of Infrastructure—Support from LCC Foundation: SCHOLARSHIPS
(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	$746,573
Endowed Scholarships*	$73,441	$11,750	$38,300	$79,698	$99,828
Annual Scholarships*	$142,417	$126,822	$139,399	$152,023	$188,155
Total Awarded	$215,858	$138,572	$177,699	$231,721	$287,983
Percent	40.5%	40.1%	48.8%	39.8%	38.6%

*Awarded

Table 7: Condition of Infrastructure—Endowment as a Percent of Net Assets
(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	$13,701,701
Endowments	$3,122,807	$6,685,890	$6,694,287	$7,006,260	$7,043,289
Percent	**46%**	**61%**	**56%**	**54%**	**51%**

Table 8: Condition of Infrastructure (Financial Infrastructure)
(GOALS BELOW)

The following measure the strength of LCC's financial infrastructure compared to other institutions in the Washington Community and Technical College system.

	2011	2012	2013
Cash & Investments to Operating Expenditures Do we have sufficient cash flow and reserves to meet our operating expenditures? **Goal = 100% or higher (meet or exceed state average)**	39.69% **(108%)**	49.00% **(115%)**	48.00% **(108%)**
Tuition Revenue per FTE Are we appropriately using waivers, discounts, etc. to subsidize gross tuition revenue for students? **Goal = 100% or below (meet or fall below state average)**	$2,223.67 **(96%)**	$2,337.81 **(93%)**	$2,496.22 **(92%)**

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

Table 9: Community Satisfaction with LCC Mission Areas
(GOAL = 95% or higher)

This indicator is based on input from a community perception survey administered every three years. Figures represent the proportion that responding "agree" or "strongly agree" to statements reflecting the extent to which LCC fulfills each of its mission areas.

	2008-09	2011-12
Access & Completion	96%	95%
Basic Skills	97%	93%
Pre-College	97%	97%
Transfer	98%	97%
Professional/Technical	97%	94%
Customized Education & Training	93%	88%
Cultural Enrichment	95%	96%

⌛ Key Performance Indicator: **Student/Graduate Satisfaction with Instruction**

Table 10: Student/Graduate Satisfaction with Instruction
(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 responded "agree" or "strongly agree." This survey is administered at graduation rehearsal.

2008-09	2009-10	2010-11	2011-12	2012-13
85%	87%	87%	86%	90%

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

Table 11: Cultural Enrichment of Students and Community
(GOALS BELOW)

This indicator compares attendance at LCC hosted or sponsored cultural activities and sporting events to the service district population (Cowlitz and Wahkiakum Counties). The comparison is from the National Community College Benchmarking Project. Being in the 70th percentile, for example, means that LCC is in the top 30% in the nation for community participation in cultural activities or sporting events on campus.

	2009	2010	2011	2012	2013
Cultural Activities **GOAL = 70th percentile or above**	41%*	79%	71%	58%**	78%
Sporting Events **GOAL = 90th percentile or above**	--	92%	88%	97%	91%

*2009 season incomplete due to opening of the Rose Center for the Arts
**technical issues with LCC's ticketing system led to undercounting in 2012

Sustainability at LCC

Lower Columbia College supports and promotes environmentally responsible practices that protect the earth's natural resources. The goal is to shift operational practices and academic programs to address concerns of the earth, the economy, and social equity. In most (if not all) cases, efforts to mitigate LCC's carbon footprint also reduce operating expenditures.

Table 12: "Carbon Footprint" Metrics

	2010	2011	2012	Percent Change
Natural Gas (Therms)	200,348	218,773	194,009	-11.3%
Electricity (Kilowatt hours)	5,500,549	5,511,249	5,424,270	-1.6%
Water & Sewer (Cubic Feet)	8,731	6,655	6,500	-2.2%
Diesel Use/Generators (Gallons)	25	28	13	-53.6%
Gasoline/Vehicles & Grounds Equipment (Gallons)	2,630	3,056	1,872	-38.7%
Diesel/Vehicles & Grounds Equipment (Gallons)	3,365	3,398	2,014	-40.7%
Employee-Owned Vehicle Use for Business Travel (Miles)	68,800	79,400	88,758	+11.8%
Employee Air Travel (Miles)	22,490	136,525	101,500	-25.7%
Mail Letter Size (Pieces)	59,866	55,917	49,791	-11.0%
Bulk Mailings (Pieces)	39,119	22,016	24,997	+13.5%
Business Reply (Pieces)	4,774	2,226	3,240	+45.6%

- Looking at electricity (Kilowatt hours) use in terms of gross square footage provides another perspective:
    - In 2010-11 we used 5,500,549 for 404,290 square feet = 13.6 kwh per gsf
    - In 2011-12, we used 5,511,249 for 405,310 square feet = 13.6 kwh per gsf
    - In 2012-13, we used 5,424,270 for 472,253 square feet = 11.5 kwh per gsf

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?

- Graduate satisfaction with learning is high.
- Community satisfaction across the various mission areas is excellent.
- Participation in cultural activities is strong.
- Participation in sporting events is very strong.
- Growth in support from the Foundation is excellent.
- Satisfaction with access to data is high.
- Use of electricity per square foot is decreasing, which is excellent.

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

- Based on the community perception survey, satisfaction with customized education and training could be higher. The new Corporate Training initiative addresses the need for more customized training in the community. The results should be reflected in the next community perception survey, scheduled for administration during the 2014-15 academic year.
- Our metrics in regard to the Financial Infrastructure are good. However, current spending patterns involve use of funds formerly accrued through excess enrollment and are not sustainable in the long run. A series of campus-wide Budget & Enrollment forums were held in spring quarter to generate recommendations about revenue sources and/or cost-cutting measures. Those recommendations will augment a draft plan developed by LCC Administration. In addition, LCC's revenue generating initiatives, including the international program, rural outreach, Corporate Training, the University Center, and student success/retention are all on track.

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

2009 – 2013

(Cycle 15)

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 15th, 2014

LOWER COLUMBIA COLLEGE

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:

- The Worker Retraining Educational Planner position was created and filled in order to better identify and serve eligible dislocated workers (impacts Prof Tech Enrollment).
- The Fall Advisory Committee Kickoff event was reinstituted to energize program committees and better utilize them to help assess employer satisfaction (impacts Relevance of Programs, Employer Satisfaction, Placement Rate in the Workforce).
- The Special Program in Nursing Education (SPINE) program, a collaborative program with Pierce College in Homeland Security Emergency Management, and an articulation between LCC's Information Technology Systems and EWU's Applied Technology Bachelors program were implemented. Medical Assisting program pathways were expanded (impacts Relevance of Programs, Professional/Technical Enrollment).
- Additional testing services were offered to offset the decline in demand for Food Handler Testing (impacts Duplicated Headcount, Testing).
- Early Childhood Education faculty pursued and received an Early Achiever Opportunity Grant to provide funding for qualified students (impacts Student Performance and Demonstration of Program Competencies).
- LCC's Curriculum and Program Review process was revised in fall 2013 by the Instructional Assessment Committee to enhance the definition and data collection of student attainment of program outcomes (impacts Demonstration of Program Competencies).
- Processes for assessing and granting credit for prior learning (credits awarded for prior work or other relevant experience) are being implemented, resulting in moving qualified students farther and faster through their Prof Tech requirements (impacts student retention and therefore Prof Tech enrollment).
- A new I-BEST pathway in Diesel Technology was implemented (impacts enrollment).

PART 1: PROFESSIONAL/TECHNICAL

Key Performance Indicator: Student Performance
(GOAL = 80%)

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

	2008-09	2009-10	2010-11	2011-12	2012-13
2.0 or better	82.4%	81.8%	81.6%	82.4%	80.6%

- Nursing clinicals are evaluated on a pass/fail basis (not assigned a specific grade), so are not included in the analysis.

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**

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

Nursing graduates must be licensed in order to attain work in the field. Nursing completers must pass the NCLEX-RN – 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

	2008	2009	2010	2011	2012
NCLEX-RN (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	92%	86%	85%	89%	90%
WABO (Washington Association of Building Officials) – first time pass rate					
Welding (LCC students only)	75% (n = 12)	81% (n = 27)	81% (n = 32)	72% (n = 18)	64% (n = 14)

Source: Nursing and Welding Departments

- Rates are by calendar year, so 2012 is the most recent year available.
- Pass rates are high for LCC Nursing students.
- 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**

(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)

	2008-09	2009-10	2010-11	2011-12	2012-13
LCC	85%	81%	74%	78%	81%
System Average	82%	74%	74%	77%	78%

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**
(GOAL = 90%)

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Overall level of professionalism is "average" or "above average"	100%	100%	100%	**	100%

**no data available

- Beginning in 2012-13, survey methodology includes surveying members of LCC's Professional/Technical Advisory Committees in addition to other employers.

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

Table 6: Proportion of LCC graduates who rated training at LCC as "good" or "very good" in relation to their job duties

	2008-09	2009-10	2010-11	2011-12	2012-13
"Good" or "Very Good" responses	95%	96%	89%	83%	92%

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)

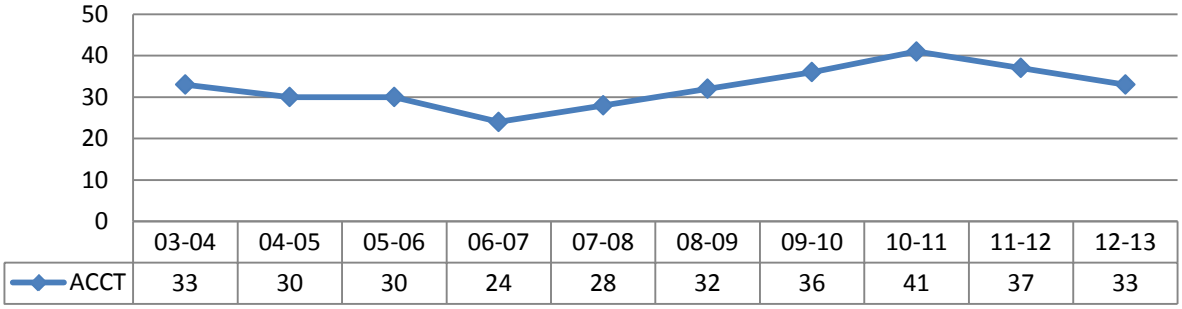
	Prof/Tech FTE	Worker Retraining FTE
2008-09	855	194
2009-10	1106	320
2010-11	1082	290
2011-12	936	173
2012-13	874	141
1 year change	-7%	-19%
5 year change	+2%	-27%

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

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

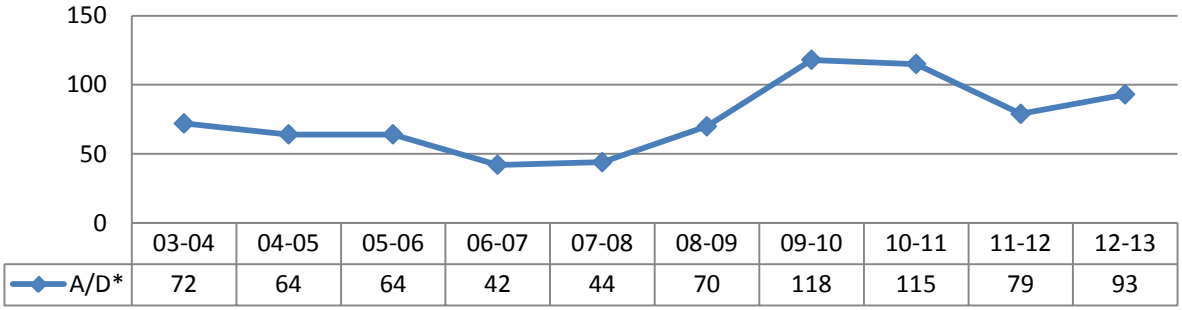
Figure 8: Professional Technical Enrollment by Discipline (annual state funded FTE)

Accounting



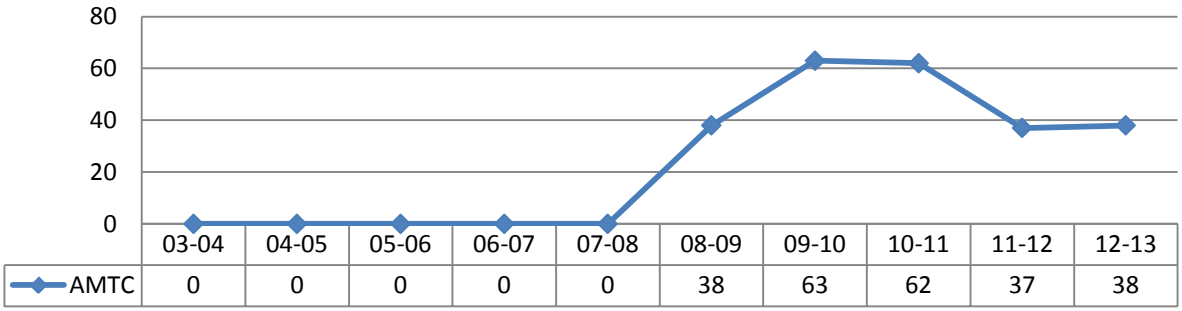
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
ACCT	33	30	30	24	28	32	36	41	37	33

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



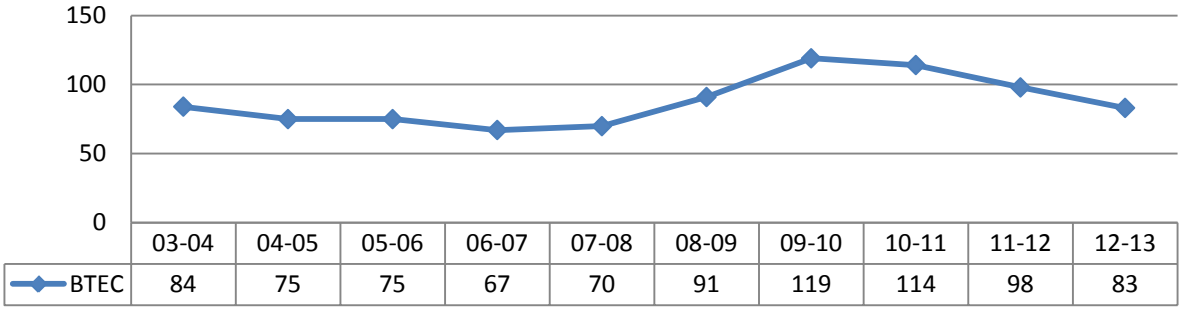
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
A/D*	72	64	64	42	44	70	118	115	79	93

Automotive Technology (combined with Diesel until 2008-09)



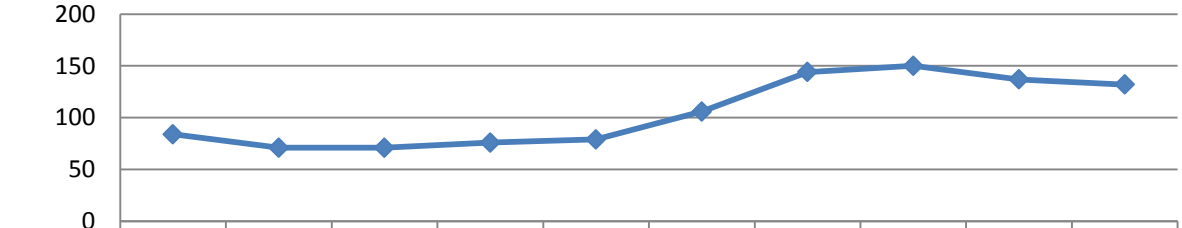
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
AMTC	0	0	0	0	0	38	63	62	37	38

Business Technology



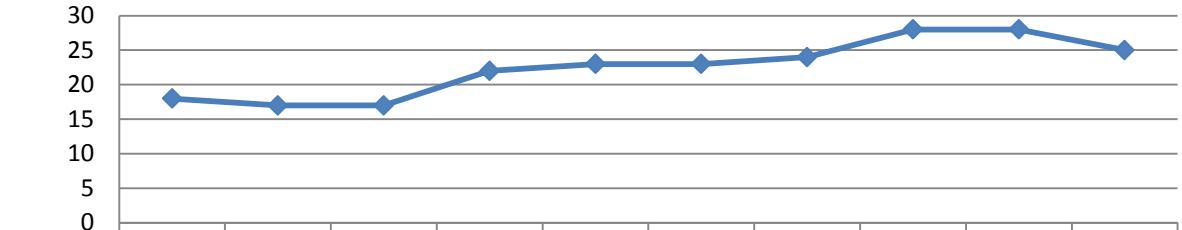
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
BTEC	84	75	75	67	70	91	119	114	98	83

Business



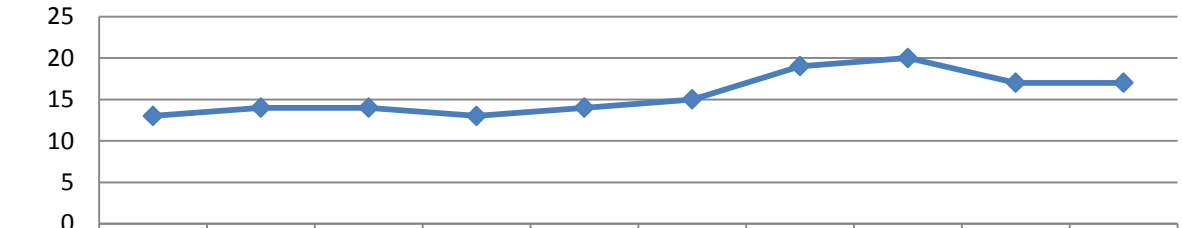
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
BUS	84	71	71	76	79	106	144	150	137	132

Chemical Dependency Studies



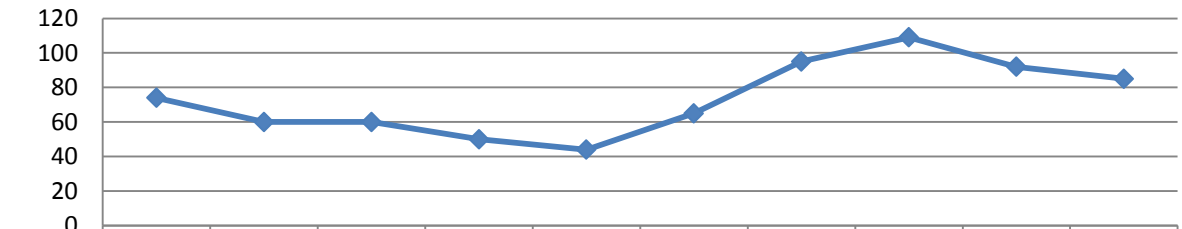
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
CDS	18	17	17	22	23	23	24	28	28	25

Criminal Justice



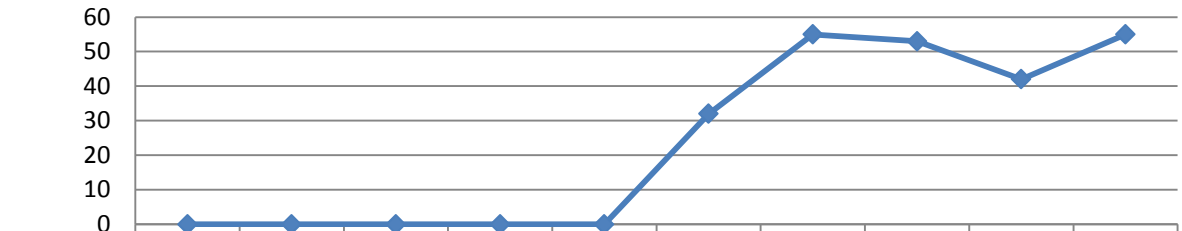
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
CJ	13	14	14	13	14	15	19	20	17	17

Computer Science



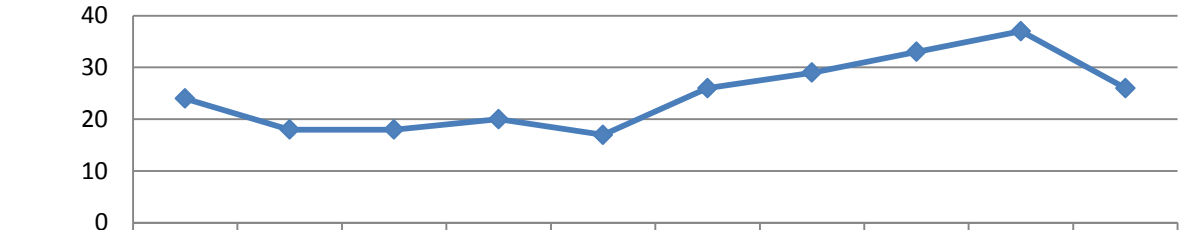
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
CS	74	60	60	50	44	65	95	109	92	85

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



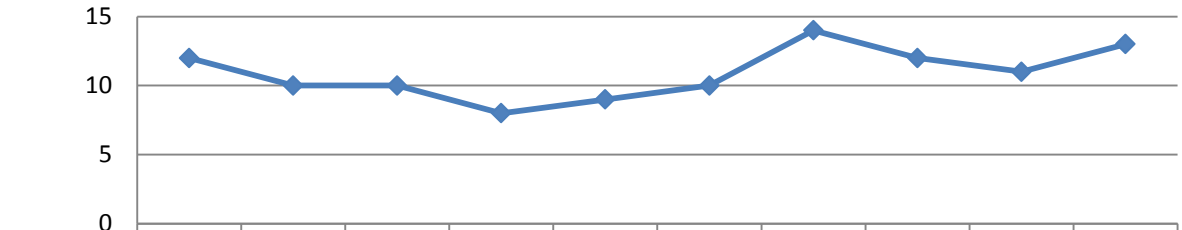
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
DHET	0	0	0	0	0	32	55	53	42	55

Early Childhood Education



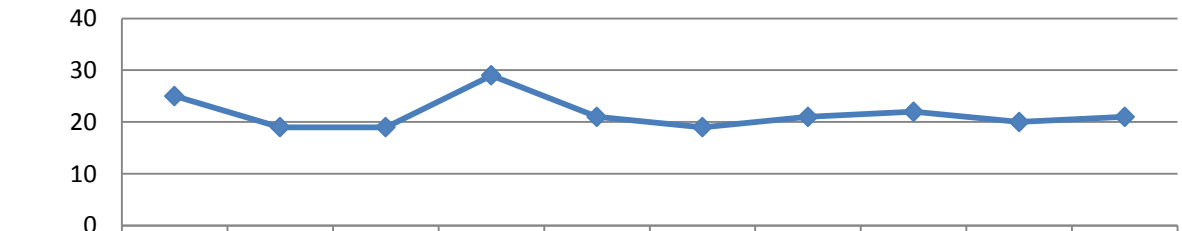
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
ECED	24	18	18	20	17	26	29	33	37	26

Education



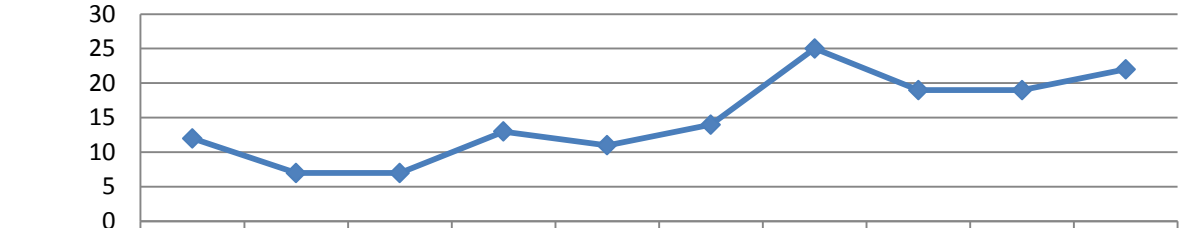
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
EDUC	12	10	10	8	9	10	14	12	11	13

Fire Science



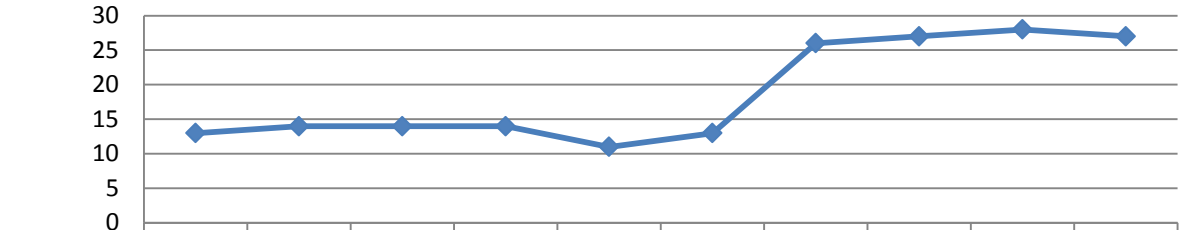
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
FISC	25	19	19	29	21	19	21	22	20	21

Machine Trades



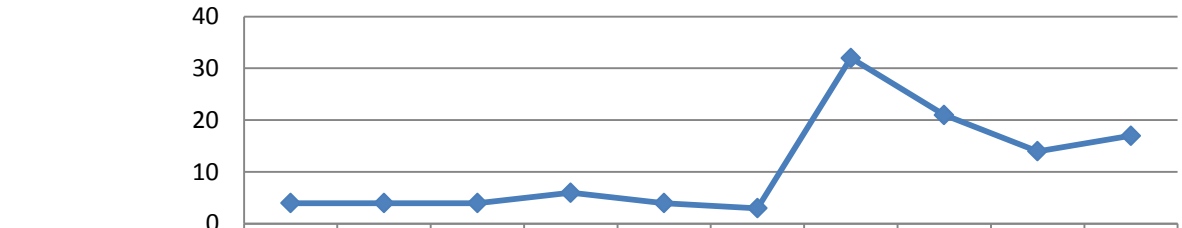
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
MASP	12	7	7	13	11	14	25	19	19	22

Medical Assisting



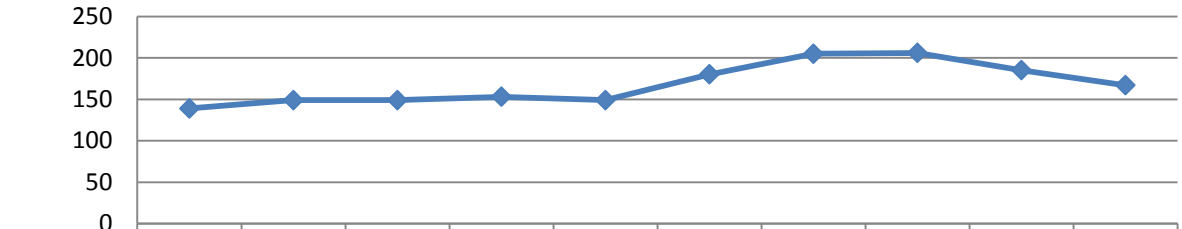
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
MEDA	13	14	14	14	11	13	26	27	28	27

Manufacturing/Process Manufacturing (previously PULP)



	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
MFG/PMFG***	4	4	4	6	4	3	32	21	14	17

Nursing (including RN, LPN and Nursing Assistant)



	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
NURS	139	149	149	153	149	180	205	206	185	167

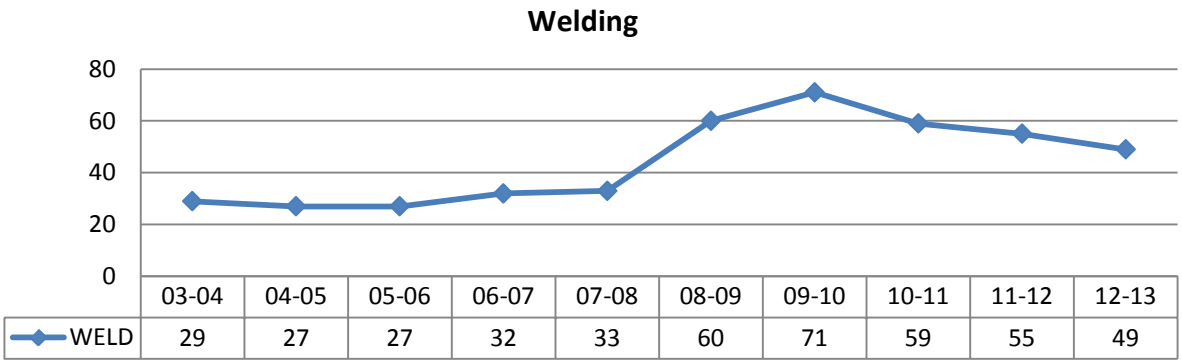
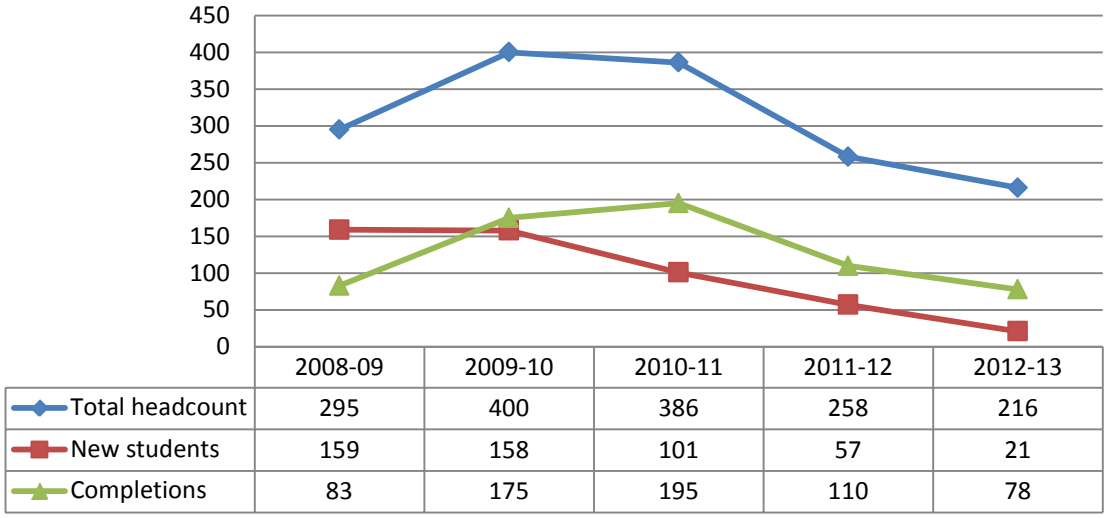


Figure 9: Worker Retraining Enrollment & Completions

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 2012-13.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Unduplicated headcount	42	60	66	76	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**
(GOAL = 90%)

Table 11: Evaluation of Business and Industry Services

The following evaluations were administered across a variety of Business and Industry Services in 2012-13 (including 126 responders). 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.	63%	37%	**100%**
Presented at the right level.	60%	39%	**99%**
Practicality of material to my job.	51%	46%	**97%**
Notebook/handout material supported the subject.	61%	37%	**98%**
Effective small group activities.	66%	33%	**99%**
Effective visual aids.	68%	32%	**100%**
PRESENTATION			
Effective presentation style.	70%	30%	**100%**
Presenter's knowledge of subject.	79%	21%	**100%**
Presenter covered the material clearly.	75%	22%	**97%**
Presenter responded well to questions.	83%	15%	**98%**
OVERALL	69%	30%	**99%**

- Client satisfaction was strong in all areas of the evaluation.

EDUCATION, TRAINING & TESTING ACTIVITIES

Table 12: Community Education Enrollment: Duplicated Headcount

2008-09	2009-10	2010-11	2011-12	2012-13	1 yr Δ	5 yr Δ
2,426	1,494	1,954	2,057	2,402	+17%	-1%

Source: Fact Book/Continuing Education office

- In 2009-10, planned structural changes to Community Education were implemented, resulting in temporary enrollment declines. Goals of the restructure, including increased revenue generation and engaging a more diverse population, have been accomplished.

Table 13: Food Handler Card Testing Duplicated Headcount

2008-09	2009-10	2010-11	2011-12	2012-13	1 yr Δ	5 yr Δ
3,989	5,583	6,767	3,840	2,330	-39%	-42%

Source: Fact Book/Testing Office

- This number may continue to decline as the county Health Department has instituted on-line testing.

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

2008-09	2009-10	2010-11	2011-12	2012-13	1 yr Δ	5 yr Δ
299	565	872	127	252	+98%	-16%

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?

- Satisfaction of clients in the Continuing Education area is excellent.
- Job placement rates, despite an underperforming local economy, are strong.
- Employer satisfaction with graduates is high.
- Satisfaction of graduates (alumni) is back up after a two-year decline.
- Nursing program NCLEX-RN pass rates are excellent.
- Facilitating learning and motivating students, as indicated by student performance data, is strong.

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

- WABO first time pass rates are below target. Adjusting the metric to look at completers only (rather than all students) may result in a more accurate representation of the program--because of the fact that students can opt to test before their instructors think they're ready.
- Although it is clear that work needs to be done in terms of assessment of program outcomes, the newly revised Curriculum and Program Review process should address the issue.
- Ongoing work on enrollment stabilization/growth is needed, and is being addressed at least in part by development of new program pathways and articulation agreements with University Center and other partners.

Board Plus/Delta

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

+	Δ

Expected College Outcome: Transfer

Monitoring Report

2009 – 2013

(Cycle 15)

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 19th, 2014

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 new First Year Seminar and faculty advising reform (both Achieving the Dream initiatives) are intended to increase student retention and completion.
- Although detailed in the Basic Skills & Pre-College Monitoring Report, reform of Precollege English and Math curriculum assists retention in college level courses by decreasing the time students spend getting there.
- Math faculty have adopted the use of High School transcripts as an alternative to placement testing, resulting in an increasing proportion of recent high school graduates placing directly into college level math.
- Math faculty have revised their pre-calculus sequence, and shortened it from 3 to 2 courses, with the aim of increasing completion.

⏳ Key Performance Indicator: Student Performance
(GOAL = 70%)

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Proportion of students receiving grades of 2.0 or better in Academic classes numbered 100 and above. Grades excluded: I, N, P, R, NA, V and X. Includes all students enrolled in academic courses, regardless of intent.	71.6%	70.8%	75.3%	78.0%	77.0%

- The proportion of students successfully completing academic transfer courses stayed relatively steady in 2012-13.

⏳ Key Performance Indicator: Transfer Readiness
(GOAL = 300 or more students)

In 2006, the Student Achievement Initiative (SAI) replaced a previous performance funding model in the Washington Community and Technical College system that included a "transfer ready" definition. The Student Achievement Initiative measures "momentum points" that help propel students to completion. Under the 2006 SAI model, students earned points for achieving certain milestones, such as accrual of credits and earning certificates and degrees. However, the "transfer ready" element of the previous model was not replaced. In 2013, the SAI model was revised to include a point for achieving 45 college level credits in a workforce or transfer pathway. For the transfer pathway, students must earn credits in the following five disciplines: Math, English, Humanities, Social Science and Science, in order to earn the point.

Table 2: Students Achieving 45 College Level Credits in a Transfer Pathway (Revised Student Achievement Initiative Metrics)

	2008-09	2009-10	2010-11	2011-12	2012-13
Students earning SAI point for 45 college level credits in transfer pathway	*	*	*	*	346

*data not available for student cohorts prior to 2012-13

Key Performance Indicator:

Demonstration of General Education Outcomes (Global Skills)

(GOAL = 3.0)

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

	2008-09*	2009-10	2010-11	2011-12	2012-13
Communication	--	2.9	--	--	2.6
Critical Thinking	--	--	--	3.3	--
Interpersonal Skills	--	3.6	3.6	--	--
Numeracy	1.7*	--	--	--	--

*based on 4-point scale; results not comparable

- 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.
- Numeracy is slated for assessment in summer 2014.

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

(GOAL = achieve a rate within 5% of the system average)

Table 4: Student Achievement Measures – Transfer Student Cohort

The Student Achievement Initiative (SAI) is the accountability system for the Washington State Community and Technical College System. The purpose of the SAI is to accurately describe what students achieve from enrolling in our college on an annual basis. The cohort tracking methodology established by the State Board for Community and Technical Colleges (SBCTC) looks at groups of students entering in a particular year (fall cohorts are based on students enrolling in the first time in college in the summer or fall). The table below looks at achievement of transfer students only.

	2009-10 Fall 2006 cohort	2010-11 Fall 2007 cohort	2011-12 Fall 2008 cohort	2012-13 Fall 2009 cohort
Number of Students in Transfer Cohort	341	389	450	453
Earned Tipping Point (Completed)	94 (28%)	99 (25%)	135 (30%)	88 (19%)
Transfer without Earned Degree	53 (16%)	54 (14%)	67 (15%)	67 (15%)
Still Enrolled at LCC	19 (6%)	38 (10%)	29 (6%)	34 (8%)
Total Completed, Transferred or Still Enrolled	166 (49%)	191 (49%)	231 (51%)	189 (42%)

Source: SBCTC (Student Achievement Measures, Cohorts)

- The proportion of students that achieved the tipping point (earned an academic credential), transferred or were still enrolled four years later dipped somewhat in 2012-13 (fall 2009 cohort). The majority of the decline was seen in students who left before completing (but did not transfer).

Table 5: Total Completed, Transferred or Still Enrolled 4 Years Later

	2009-10 Fall 2006 cohort	2010-11 Fall 2007 cohort	2011-12 Fall 2008 cohort	2012-13 Fall 2009 cohort
LCC	49%	49%	51%	42%
System	48%	52%	52%	51%

- The proportion of students that earned a credential, transferred or maintained enrollment dropped substantially below the system in 2012-13.
- The recovering economy undoubtedly had an impact on student retention. Cowlitz County's unemployment rate fell from a high of 13.4% in early 2011 to a low of 8.7% in late 2013, a much larger rate fluctuation than the state overall.
- Changes in Financial Aid rules have impacted the ability of LCC students to continue their studies at rates higher than the state average due to the high proportion of students qualifying for need-based aid (at 71.5% of the student population qualifying for need-based aid, LCC ranks 4th in the Washington CTC system).

Table 6: Where Did They Go?
Transfer destinations of students enrolled in 2012-13 (all transfer students)

- Argosy University-Seattle (1)
- Arizona State University (4)
- Ashford University, IA (3)
- Bellevue College* (2)
- Bellevue University, NE (1)
- Biola University, CA (1)
- Boise State University (2)
- Bluefield College, VA (1)
- Brigham Young University (5)
- Campbell University, NC (1)
- Carroll College, MT (1)
- Central Washington University (15)
- Chapman University, CA (1)
- City University of Seattle (5)
- Colorado Mesa University (1)
- Colorado State University (1)
- Concordia University (3)
- Corban University (1)
- Devry University, IL (2)
- East Carolina University (1)
- Eastern Oregon University (1)
- Eastern Washington University (13)
- Florida International University (1)
- George Fox University (3)
- Gonzaga University (3)
- Grand Canyon University (4)
- Hamline University, MN (1)
- Harvey Mudd College, CA (1)
- Heritage University, WA (1)
- Kansas Wesleyan University (1)
- Kaplan University, IA (2)
- Kennesaw State University, GA (1)
- Lewis-Clark State College (3)
- Liberty University, VA (1)
- Lincoln Memorial University, TN (1)
- Linfield College (1)
- Miami University, OH (1)
- Midland University, NE (1)
- Missouri Western State Univ (1)
- Montana State University (4)
- Multnomah University, OR (3)
- Northwest Nazarene Univ, ID (3)
- Olympic College* (3)
- Oregon State University (3)
- Pacific Lutheran University (2)
- Peninsula College* (1)
- Point Loma Nazarene Univ, CA (1)
- Portland State University (12)
- Rasmussen College, FL (1)
- St. Martin's University (4)
- South Seattle Comm College* (1)
- Southern Adventist Univ, TN (1)
- Stanford University (1)
- The Evergreen State College (13)
- University of CA-Santa Cruz (1)
- University of Central Florida (2)
- University of Kansas (1)
- University of North Dakota (2)
- University of Phoenix (3)
- University of South Alabama (1)
- University of Washington (23)
- Utah Valley University (3)
- Walden University (2)
- Warner Pacific College (13)
- Washington State University (115)
- Western Oregon University (5)
- Western Washington Univ. (11)
- Whitworth University (2)

*Baccalaureate program

Key Performance Indicator: Relevance of Programs
(GOAL = 3.00 or higher)

Table 7: Average GPA at Washington Public Baccalaureate Institutions

	2007-08	2008-09	2009-10	2010-11	2011-12
Overall Average GPA, all students	3.22	3.28	3.26	3.34	**

**data not yet available

- A new, collaborative data venture (called MRTE+) has greatly enhanced LCC's access to transcript information from four-year institutions. Information reported above includes all LCC transfer students attending Washington State University, the University of Washington, Eastern Washington University, Western Washington University, and Central Washington University. Due to the complexity of the data submission process, there is significant lag time before data is released to college researchers.

Transfer Enrollment Data

Table 8: Enrollment and Graduation Data

	2008-09	2009-10	2010-11	2011-12	2012-13
Unduplicated headcount, all funding sources	1977	2346	2586	2366	2212
Transfer student population as a percent of all students	21%	23%	26%	26%	28%
FTE by institutional intent (fall quarter, state funded)	1113	1258	1307	1169	1047
FTE as percent of institutional FTE (fall quarter, state funded)	40%	38%	39%	41%	41%
Transfer associate degrees granted	232	205	250	298	303

Data Source: FACT BOOK, Data Warehouse

- Headcount of transfer students decreased 6.5% in 2012-13.
- The number of transfer associate degrees granted increased 1.7%.

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?**

- We achieved our target of 300 or more transfer pathway students earning the 45-credit SAI point (one of the new Student Achievement Initiative metrics).
- As a proportion of overall enrollment, the transfer student population has remained steady over time.
- Grade point averages for students transferring to Washington public baccalaureates are excellent.
- The proportion of transfer students doing well in their courses is trending up over time.
- The number of students transitioning to Eastern Washington University is trending up in response to the opening of the University Center. That figure is expected to continue to increase.

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?**

- Although fairly close, we did not quite meet our target in assessment of Global Skills in 2012-13. The loss of the capstone graduation requirement undoubtedly impacted this figure as capstone papers/projects make ideal assessment artifacts. The Instructional Assessment Committee is working with the faculty at large to ensure that the appropriate student artifacts are being collected for use in the process, particularly given the loss of capstone courses. Additionally, quarterly assessment days have been set aside on the Academic Calendar to provide faculty with dedicated time to work on their assessment goals and processes.
- We fell substantially below the system average in 2012-13 in terms of the proportion of transfer students completing, transferring, or maintaining their enrollment. The 2012-13 figure captures what happened to students entering in fall 2009, which pre-dates implementation of our Achieving the Dream initiatives including the Student Success Fund created by the LCC Foundation. It is anticipated that those interventions, in addition to LCC's intensified focus on retention and completion in general, will yield substantially better results in future cohorts.

Board Plus/Delta

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

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