

# College Outcomes: Professional/Technical & Customized Education Monitoring Report

2010 – 2014  
(Cycle 16)

*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 21st, 2015



## 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:

- I-BEST programs, a strong contributor to student success in Professional-Technical programs, continue to grow and develop. A new I-BEST program in Medical Assisting was launched in fall 2014. Saturday study sessions have been incorporated for Early Childhood I-BEST students prior to final exams to help boost student success.
- Early interventions for Professional-Technical students who may be struggling appear to be working. Efforts include opening the Academic Early Warning system earlier in the quarter and improved training for advisors. Advising training incorporated in recent years emphasizes intervention (connecting students with needed resources) in addition to academic planning.
- A continued emphasis on case management for Professional-Technical students, such as through LCC's Opportunity Grant program, has yielded positive results.
- LCC is an early adopter of the new statewide Nursing DTA/MRP degree. The new degree pathway, which will replace our existing nursing associate degree starting in fall 2015, is designed to streamline the transition to Bachelor of Science in Nursing (BSN) programs. Under the new degree, students will complete three years at a community college and one year at a four-year institution to earn their BSN for a total of four years. Under the existing model, students spend three years at a community college and two years at a four-year institution for a total of five years.

## PART 1: PROFESSIONAL/TECHNICAL

**🕒 Key Performance Indicator: Student Performance**  
**(Mission Fulfillment = 80%)**  
**(Stretch Goal = 85%)**

**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.**

	2009-10	2010-11	2011-12	2012-13	2013-14
2.0 or better	81.8%	81.6%	82.4%	80.6%	83.9%

Source: Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, P, R, V, X or NA; select dept\_div, course num, gr, gr\_dec, item and yrq; link to Class table using item and yrq to select INSTIT\_INTENT\_RECAT = "V" (Workforce Courses) from Class table

- 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 (Examples)**

	2008-09	2009-10	2010-11	2011-12	2012-13
Early Childhood Education (goal = 85%)	85%	100%	100%	100%	86%

- 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.

	2006-07	2007-08	2008-09	2010-11	2012-13
Individualized Certificate Programs (ICP) (goal = 80%)	80%	56%	76%	77%	86%

- The goal for this program is defined as: "80% of students will create portfolios (to demonstrate appropriate professional spoken and written communication; identify behaviors necessary for employment success)".
- The tables above are examples of data from two Professional/Technical programs.
- 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.
- The most recent data for programs is 2012-13, because the data collection process for curriculum and program review is every two years.

**📌 Key Performance Indicator: Licensure Rates**  
**(Mission Fulfillment NCLEX = exceed state benchmark of 80%; WABO = TBD\*)**  
**(Stretch Goal NCLEX = 90%; WABO = TBD\*)**

Nursing graduates must be licensed in order to work in the field. Nursing completers must pass the NCLEX – a national, standardized nursing test. Similarly, welding completers must pass the WABO test to earn their degree. Rates are based on the calendar year.

**Table 3: Licensure Rates for Nursing and Welding**

	2009	2010	2011	2012	2013
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	86%	85%	89%	90%	88%
WABO (Washington Association of Building Officials) – first time pass rate					
Welding (LCC students only)	81% (n = 27)	81% (n = 32)	72% (n = 18)	64% (n = 14)	62% (n = 13)

Source: Nursing and Welding Departments

\*Under the current system, welding students are not required to follow faculty recommendations about when to test. Faculty note that the figures represented here are not an accurate depiction of the success of the program and revised metrics are under advisement.

- Rates are by calendar year, so 2013 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**  
**(Mission Fulfillment = no more than 2% below system average)**  
**(Stretch 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)**

	2009-10	2010-11	2011-12	2012-13	2013-14
LCC	81%	74%	78%	81%	69%
System Average	74%	74%	77%	78%	71%

Source: Data Linking for Outcomes Assessment (SBCTC); excludes those who are self-employed and work out of state. Source: SBCTC Academic Year Report.

- The State Board changed the methodology of the employment rate calculation in 2013-14, and is no longer including an estimate for out-of-state and self-employed individuals. Because LCC is located next to a state border, the changed methodology has caused a significant decrease in LCC’s estimated employment rate.

⌚ **Key Performance Indicator: Employer Satisfaction**  
**(Mission Fulfillment = 90%)**  
**(Stretch Goal = 100%)**

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Overall level of professionalism is “average” or “above average”	100% (n = 21)	100% (n = 8)	**	100% (n = 29)	95% (n = 28)

\*\*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**  
**(Mission Fulfillment = 85%)**  
**(Stretch Goal = 90%)**

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

	2009-10	2010-11	2011-12	2012-13	2013-14
“Good” or “Very Good” responses	96% (n = 61)	89% (n = 54)	83% (n = 39)	94% (n = 54)	89% (n = 120)

Source: Prof/Tech Alumni Survey

### 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.

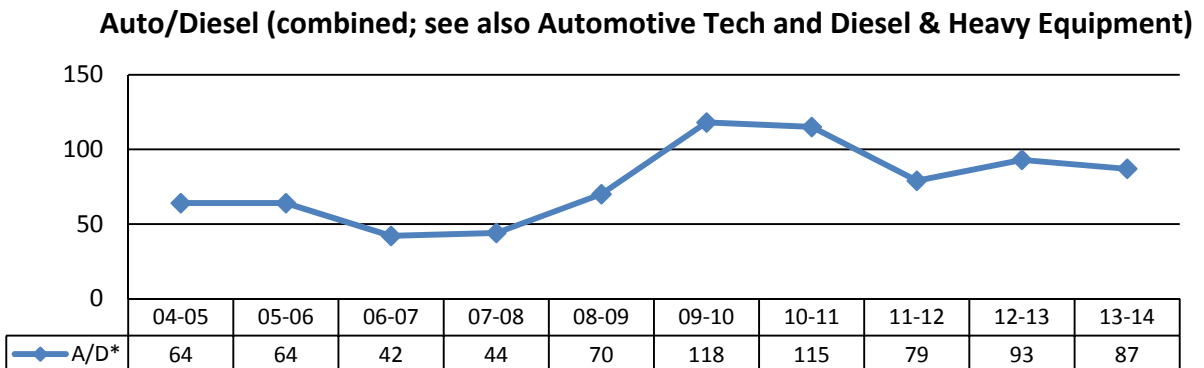
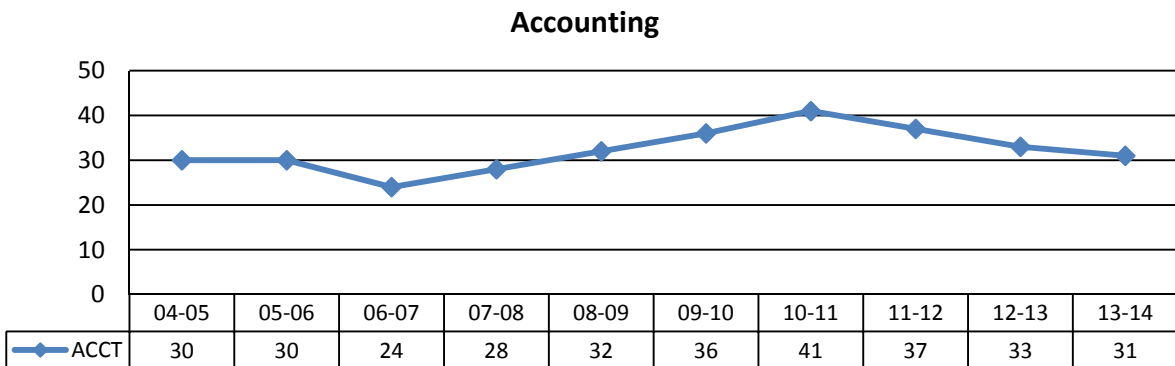
**Table 7: Professional Technical Enrollment Summary (state funded only)**

	Prof/Tech FTE	Worker Retraining FTE
2009-10	1106	320
2010-11	1082	290
2011-12	936	173
2012-13	874	141
2013-14	872	153
1 year change	0%	+9%
5 year change	-21%	-52%

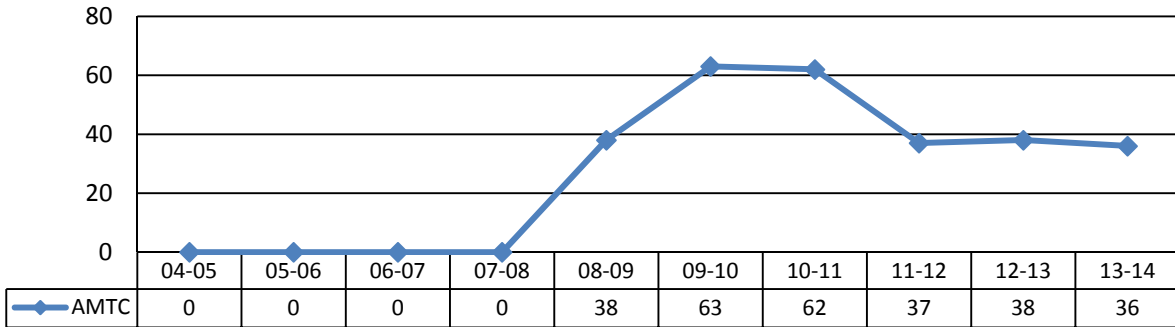
Source: Data Warehouse, Access Monitoring Report for Prof/Tech FTE and Worker Retraining FTE.

- Worker Retraining enrollment increased 9% in 2013-14 from the previous year, while Professional/Technical enrollment remained the same.

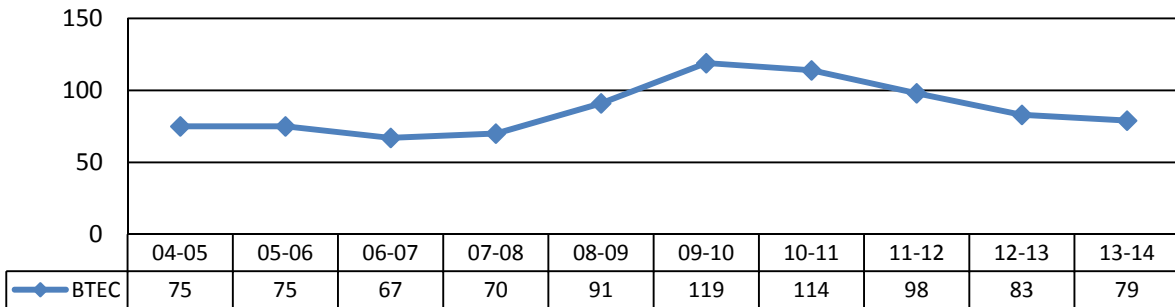
**Figure 8: Professional Technical Enrollment by Discipline (annual state funded FTE)**



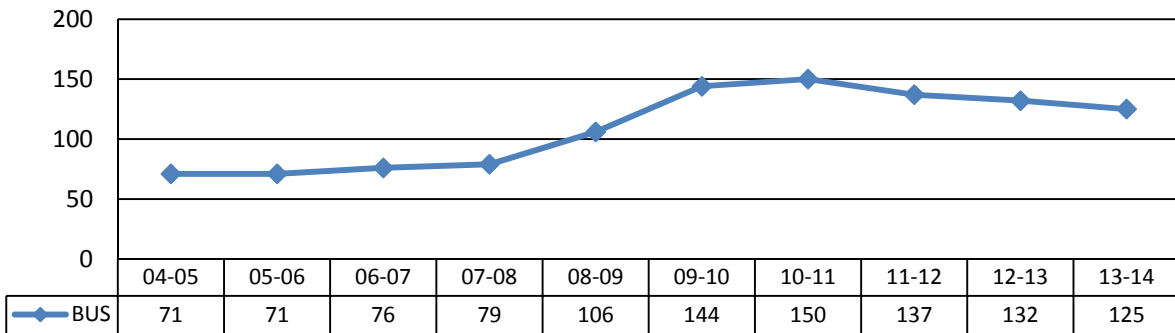
### Automotive Technology (combined with Diesel until 2008-09)



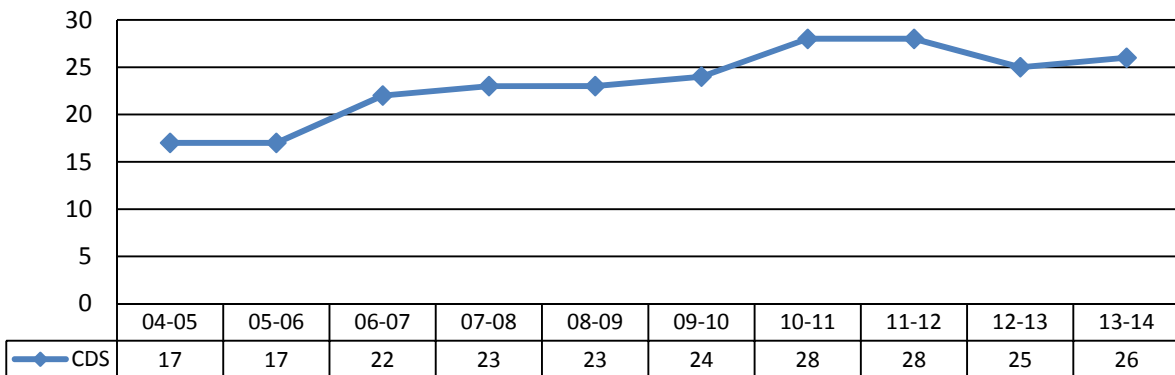
### Business Technology



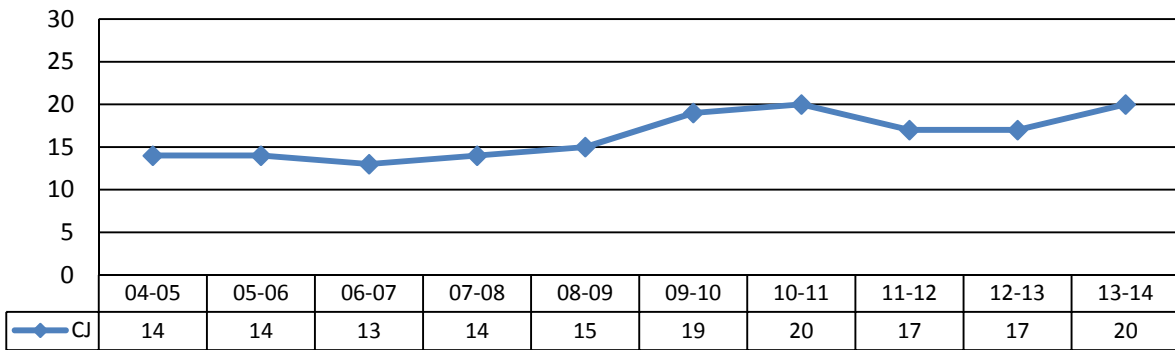
### Business



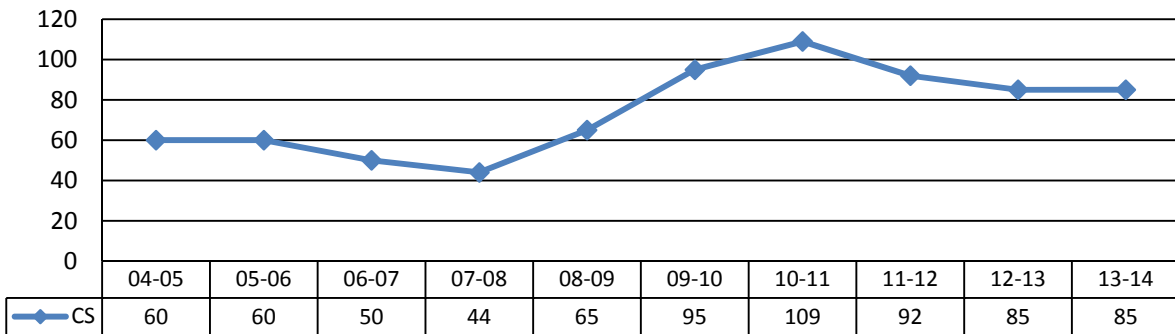
### Chemical Dependency Studies



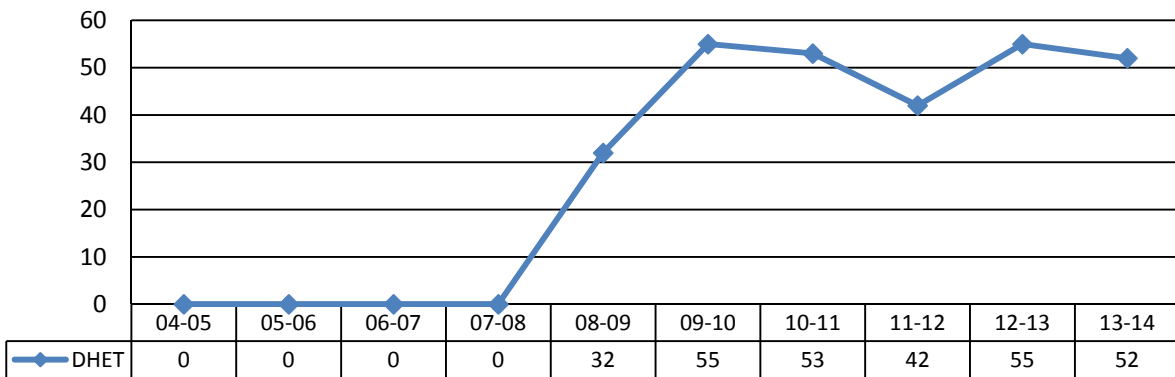
### Criminal Justice



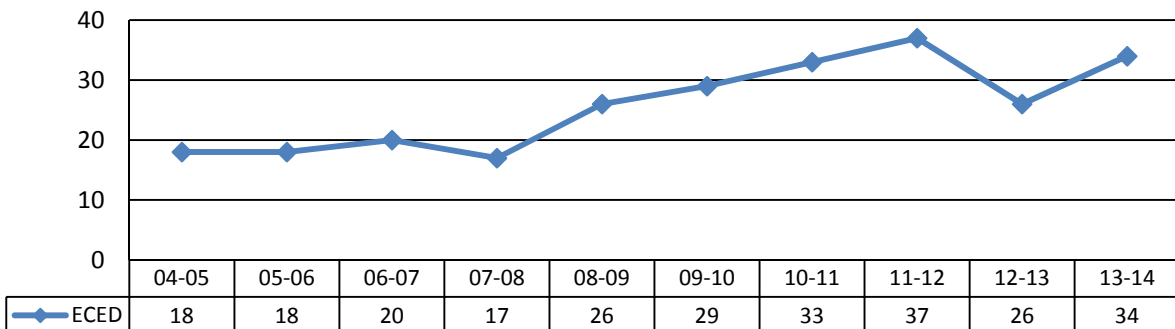
### Computer Science



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

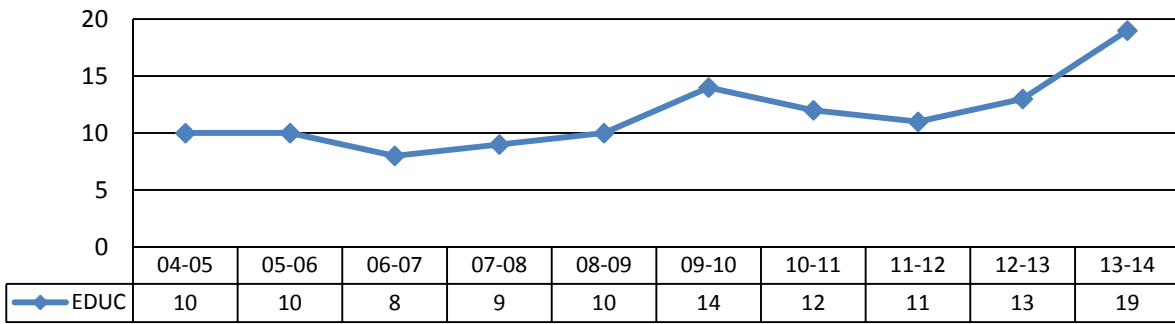


### Early Childhood Education

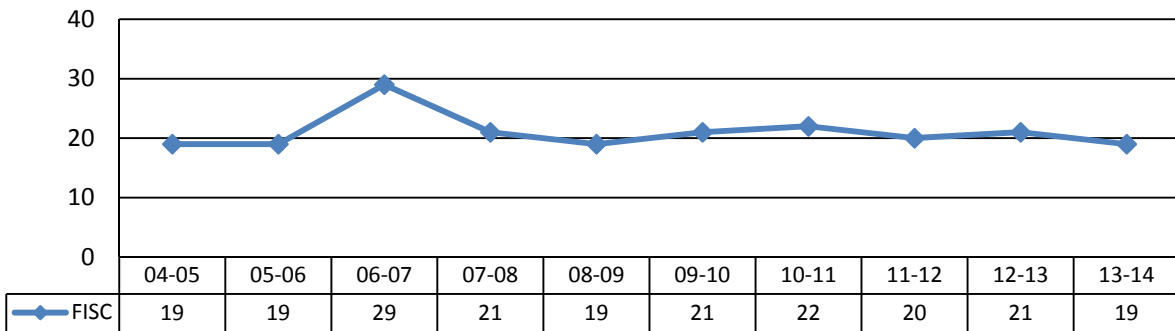




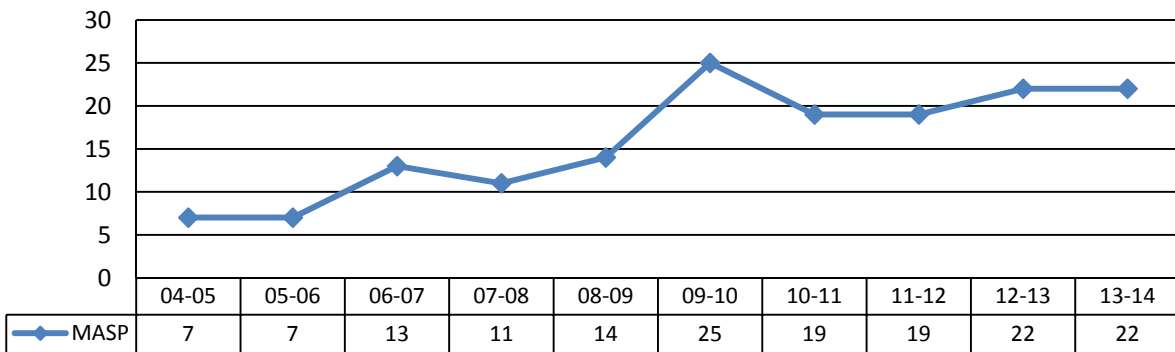
### Education



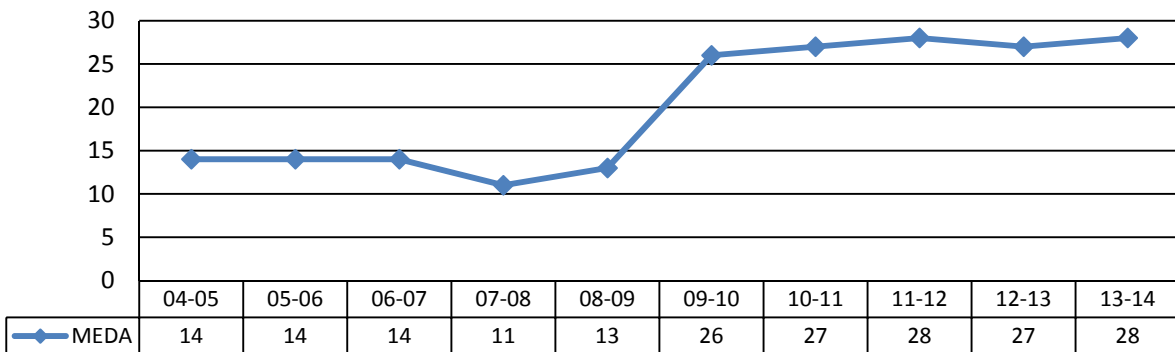
### Fire Science



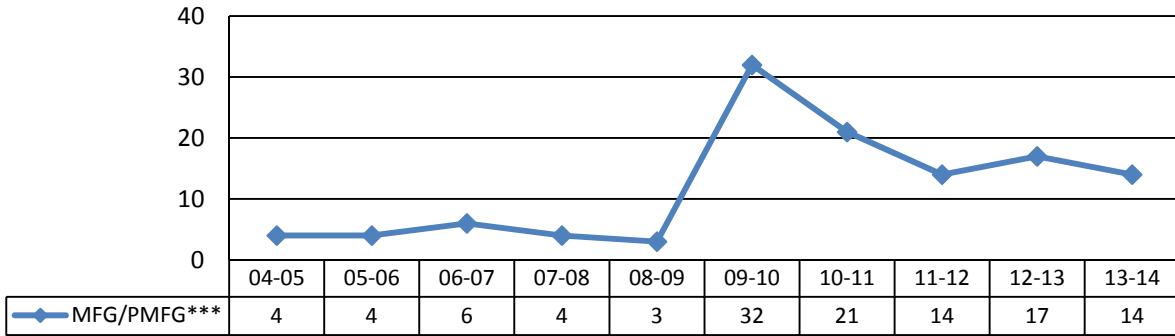
### Machine Trades



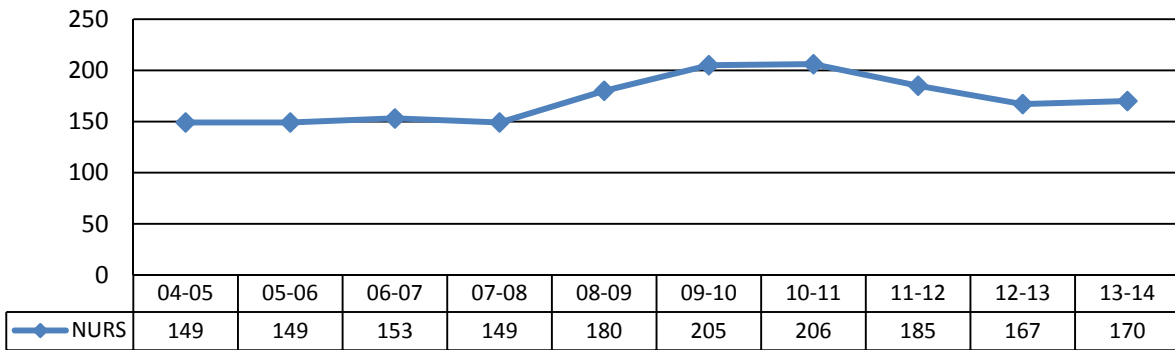
### Medical Assisting



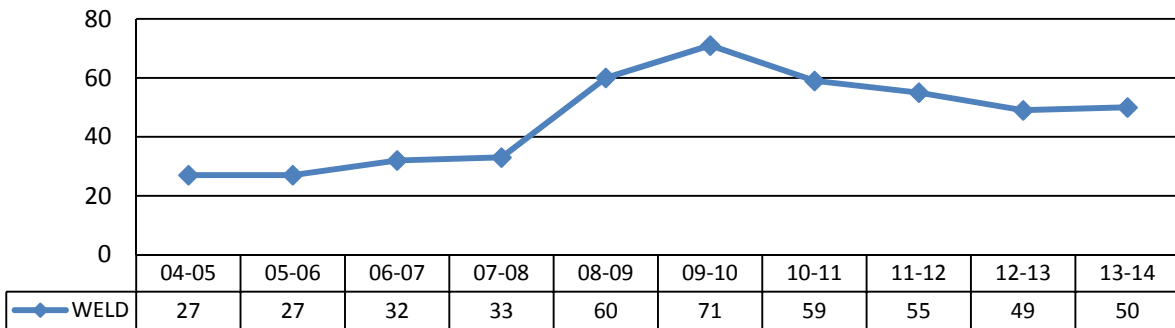
### Manufacturing/Process Manufacturing (previously PULP)



### Nursing (including RN, LPN and Nursing Assistant)



### Welding

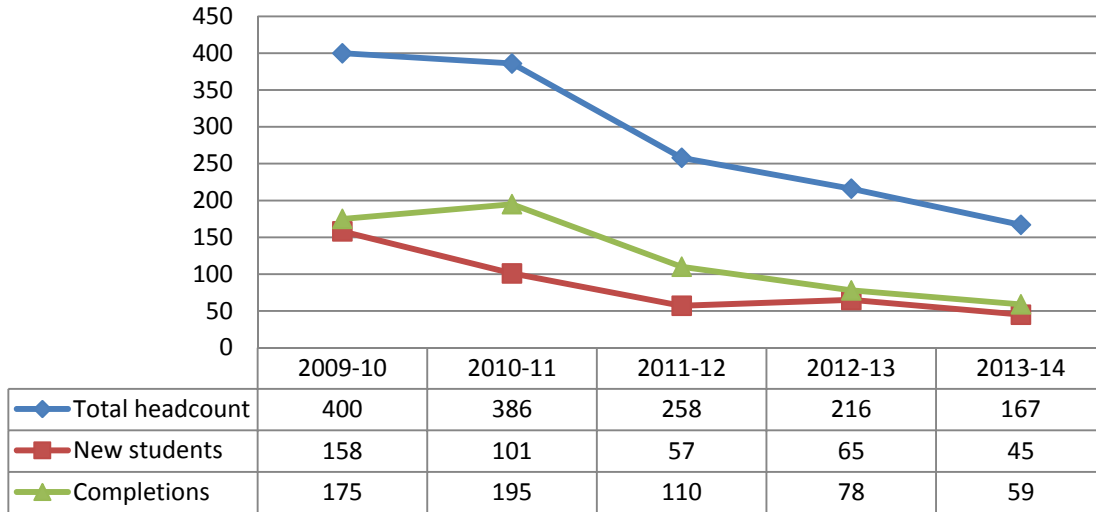


Source: Data Warehouse, Class Table (DEPT\_DIV, COURSE\_NUM, ITEM, YRQ, FTES\_STATE/3).

**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 quarter or more prior to the year in question.



Source: DATAX--KR-STWKFTE for total headcount, Data Warehouse Student Table for New Students (SOURCE= 3 or = 4); Data Warehouse for Completions (excluding high school completion and GED—not like exit codes 6 and 7). Note: 2012-13 New Student headcount was updated in 2013-14.

- Improving economic conditions led to lower Worker Retraining enrollments from 2011-12 to 2013-14.


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

	2009-10	2010-11	2011-12	2012-13	2013-14
Unduplicated headcount	60	66	76	76	66

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**  
**(Mission Fulfilment = 90%)**  
**(Stretch Goal = 100%)**

**Table 11: Evaluation of Continuing Education**

The following evaluations were administered across a variety of Business and Industry Services in 2013-14 (including 526 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	Exceeded Expectations	Met Expectations	Exceeded or Met Expectations
<b>COURSE CONTENT</b>			
Material well organized.	58%	39%	<b>97%</b>
Presented at the right level.	60%	39%	<b>99%</b>
Practicality of material to my job.	62%	36%	<b>98%</b>
Notebook/handout material supported the subject.	61%	38%	<b>99%</b>
Effective small group activities.	55%	42%	<b>97%</b>
Effective visual aids.	63%	35%	<b>98%</b>
<b>PRESENTATION</b>			
Effective presentation style.	64%	34%	<b>98%</b>
Presenter's knowledge of subject.	74%	25%	<b>99%</b>
Presenter covered the material clearly.	67%	31%	<b>98%</b>
Presenter responded well to questions.	71%	28%	<b>99%</b>
<b>OVERALL</b>	<b>64%</b>	<b>35%</b>	<b>99%</b>

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

## EDUCATION, TRAINING & TESTING ACTIVITIES

**Table 12: Continuing Education Enrollment: Duplicated Headcount**

2009-10	2010-11	2011-12	2012-13	2013-14	1 yr Δ	5 yr Δ
1,494	1,954	2,057	2,402	1,812	-25%	+21%

Source: Fact Book/Continuing Education office

**Table 13: Pre-Employment Testing (Work Keys, etc.) Duplicated Headcount**

2009-10	2010-11	2011-12	2012-13	2013-14	1 yr Δ	5 yr Δ
565	872	127	252	467	+85%	-17%

Source: Fact Book/Testing Office

**Table 14: Other Testing Exams: Duplicated Headcount**

Exam	2013-14
<b>NREMT</b> (EMT Test)	107
<b>NES</b> (Test for Educators)	43
<b>West-B</b> (Test for Educators)	69
<b>Automotive Service Excellence (ASE)</b>	34
<b>CLEP</b> (Prior Learning Assessment)	8
<b>Certiport</b> (Microsoft Office Certification)	5
<b>Other</b>	31

Source: Testing Office. Note: 2013-14 was the first year that LCC offered the exams in the above table.

**\*Please note:** Food Handler Exam data is no longer included in this report, because LCC was notified that the County is terminating their contract with LCC for Food Handler Exam administration as of December 31, 2014. Food handler card exams are now online and free.

Lower Columbia College  
**Professional/Technical Monitoring Report**  
Analysis from the Review Team

Members include: Brendan Glaser, chair, Lynell Amundson, Tamra Bell, Stefanee Bunn, Randy Byrum, Hahli Clark, Leszek Cromwell, Darlene deVida, Heidi Hamer, Karen Joiner, Connie Ramos, Jim Stanley, Dani Trimble, Nonnie Weaver, Ann Williamson, Jill Yates.

**Based on the data in this report, in what areas has LCC done a good job in providing students professional/technical preparation?**

- Enrollments for most programs are higher than they were in pre-recession years.
- Student success and enrollment are up, due at least in part to interventions such as coaching for students on academic probation and case management.
- Customer satisfaction with continuing education is high.
- Student success in Professional-Technical courses is up.
- Enrollment is up in Early Childhood Education, due at least in part to LCC's participation in the Early Achiever program (a grant that pays tuition costs for qualifying students). Although the grant term is nearing completion, efforts are underway to secure scholarship resources for future ECED students.

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

- Graduate satisfaction could be higher. Increasing efforts to implement career planning for all students early and often in their college experience is expected to positively impact overall satisfaction with Professional-Technical education.
- WABO licensure rates (as they are currently reported) are not necessarily an accurate depiction of success in the program. This metric is complicated by the fact that students do not need a recommendation from their LCC instructor to test, and often do so before they are ready in the hopes of securing paid employment before program completion. Based on concerns expressed by welding faculty, a revised metric is under development.

## 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

2010 – 2014  
(Cycle 16)

*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 15th, 2015





## 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:

- LCC's Bridges to Success Program Coordinator is now offering transcript evaluation, in addition to case management, to help students prepare for graduation.
- The HS21+ program has added an orientation program for new students. Additionally, an online learning component has been implemented, which has increased attendance and is positively influencing CASAS scores.
- CEO is ramping up advising in an effort to increase the proportion of students moving on to college level studies when they are ready (but not before, which can be detrimental to Financial Aid eligibility). In addition, CEO has implemented communication strategies such as posting information on social media to help get the word out more effectively to students.
- We have increased the number of math boot-camp sessions offered to maximize the preparedness of entering students. Additionally, we continue to increase the number of students using the High School Transcript Agreement to place directly into college level math.
- Pre-college English faculty continue to work on improving their curriculum and increasing continuity between faculty/classes.

## PART ONE: BASIC SKILLS

**Key Performance Indicator: Basic Skills Achievement**  
**(Mission Fulfillment = within 3% of System Average)**  
**(Stretch 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	199	47/24%	15/8%	30/15%	47%
cohort	System	6602	1510/23%	914/14%	916/14%	51%
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	48	9/19%	0/0%	11/23%	42%
cohort	System	6562	999/15%	17/0%	2157/33%	48%
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	56/23%	15/6%	41/17%	46%
cohort	System	13,164	2,509/19%	931/7%	3,073/23%	49%
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

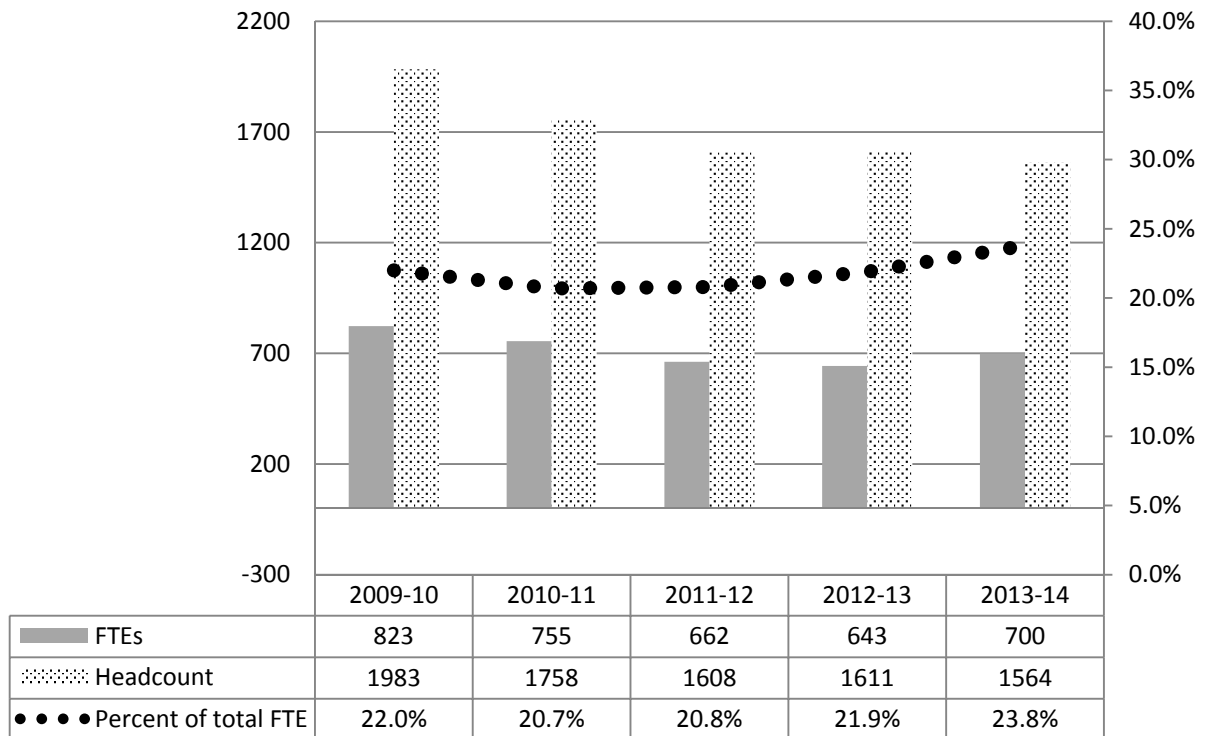
\*\*Increase one level means student earned at least 3 basic skills achievement points, roughly equivalent to advancing from one basic skills course level to the next

\*\*\*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**



Source: Fact Book.

## 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	College Completions (college 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%
2010-2011 (B01)	335	13/3.9%	14/4.2%	16/4.8%	16/4.8%	*
2011-2012 (B12)	329	4/1.2%	4/1.2%	4/1.2%	*	*
2012-2013 (B23)	351	6/1.7%	6/1.7%	*	*	*
2013-2014 (B34)	295	6/2.0%	*	*	*	*

### 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	College Completions (college 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%	154/11.4%
2010-2011 (B01)	1250	381/30.5%	404/32.3%	425/34.0%	444/35.5%	*
2011-2012 (B12)	1184	355/30.0%	365/30.8%	389/32.9%	*	*
2012-2013 (B23)	1159	317/27.5%	333/28.7%	*	*	*
2013-2014 (B34)	1120	349/31.2%	*	*	*	*

### 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	College 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%	8/3.8%
2010-2011 (B01)	220	132/60.0%	143/65.0%	150/68.2%	153/69.5%	*
2011-2012 (B12)	205	91/44.4%	99/48.3%	101/49.3%	*	*
2012-2013 (B23)	210	64/30.5%	72/34.3%	*	*	*
2013-2014 (B34)	230	58/25.2%	*	*	*	*

\*Data not yet available (due to cohort tracking period). Source: Data Warehouse, Transcript and Completion tables (where exit code not like 5, 6, 7, or 9). Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

### Special Programs within Basic Skills

**CEO:** Career Education Options (CEO) began fall 2000. The program targets high school dropouts under 21 years of age. They are co-enrolled in high school, but they attend all of their classes on the LCC campus and can take college level classes while working towards a high school diploma. Participating school districts include Longview, Kelso, Toutle Lake, Kalama, Wahkiakum, Woodland, and Castle Rock.

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

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
CEO Students	213	217	209	220	205	210	230
HS Completions (6) within 3 years	68	80	84	87	67	**	**
GEDs (7) within 3 years	14	12	18	14	8	**	**
Total Completions within 3 years	82	92	102	101	75	**	**
% Completions within 3 years	39%	42%	49%	46%	37%	**	**

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
I-BEST Students	21	69	151	136	132	130	192
Total Completions within 3 years	11	39	93	87	82	**	**
% Completions within 3 years	52%	57%	62%	64%	62%	**	**

**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 Four Year Completion Rate  
(note: program started in 2009-10)**

	2009-10	2010-11	2011-12	2012-13	2013-14
I-TRANS Students	37	99	127	28	33
Total Completions within 4 years	12	43	**	**	**
% Completions within 4 years	32%	43%	**	**	**

\* 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).

\*\*Data not yet available (due to cohort tracking period).

## 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)  
(Mission Fulfillment = 65%; Stretch Goal = 75%)**

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of students who received a 2.0 or better (C or above)	1759	1613	2363	2038	2361
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	1759/2505 = <b>70.2%</b>	1613/2337 = <b>69.0%</b>	2363/3530 = <b>66.9%</b>	2038/3049 = <b>66.8%</b>	2361/3194 = <b>73.9%</b>
Number/proportion of students who withdrew	343 <b>(12.0%)</b>	261 <b>(10.0%)</b>	355 <b>(9.1%)</b>	302 <b>(9.0%)</b>	230 <b>(5.9%)</b>
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	1759/2848 = <b>61.8%</b>	1613/2598 = <b>62.1%</b>	2363/3885 = <b>60.8%</b>	2038/3351 = <b>60.8%</b>	2361/3424 = <b>69.0%</b>

Source: Data Warehouse, TRANSCRIPTS Table

\*The KPI is based on this metric. 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  
(Mission Fulfillment = 70%; Stretch Goal = 75%)**

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of students who received a 2.0 or better (C or above)	651	651	528	294	334
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	651/894 = <b>72.8%</b>	651/904 = <b>72.0%</b>	528/729 = <b>72.4%</b>	294/470 = <b>62.6%</b>	334/477 = <b>70.0%</b>
Number/proportion of students who withdrew	63 <b>(6.6%)</b>	63 <b>(6.5%)</b>	44 <b>(5.7%)</b>	59 <b>(11.2%)</b>	51 <b>(9.7%)</b>
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	651/957 = <b>68.0%</b>	651/967 = <b>67.3%</b>	528/773 = <b>68.3%</b>	294/529 = <b>55.6%</b>	334/528 = <b>63.3%</b>

Source: Data Warehouse, TRANSCRIPTS Table

\*The KPI is based on this metric. 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& 141\*, 121/131, 122/132, 130/107, 210) by the subsequent fall (includes self-paced courses)**  
**(Mission Fulfillment = 80%; Stretch Goal = 85%)**

	Fall 09-10 cohort	Fall 10-11 cohort	Fall 11-12 cohort	Fall 12-13 Cohort	Fall 13-14 Cohort
Total number of students who successfully completed a pre-college math class	567	579	570	477	484
Total number of those students who went on to college level	161/567 = <b>28.4%</b>	186/579 = <b>32.1%</b>	188/570 = <b>33.0%</b>	141/477 = <b>29.6%</b>	160/484 = <b>33.1%</b>
Total number of those students who withdrew from college level	13/161 = <b>8.1%</b>	16/186 = <b>8.6%</b>	15/188 = <b>8.0%</b>	8/141 = <b>5.7%</b>	8/160 = <b>5.0%</b>
Total number of those students who passed college level with a 2.0 or better	128/161 = <b>79.5%</b>	146/186 = <b>78.5%</b>	139/188 = <b>73.9%</b>	113/141 = <b>80.1%</b>	135/160 = <b>84.4%</b>

Source: Data Warehouse, TRANSCRIPTS.

\*Note: MATH 112 was changed to MATH 141 in Fall Quarter 2014.

**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**  
**(Mission Fulfillment = 70%; Stretch Goal = 75%)**

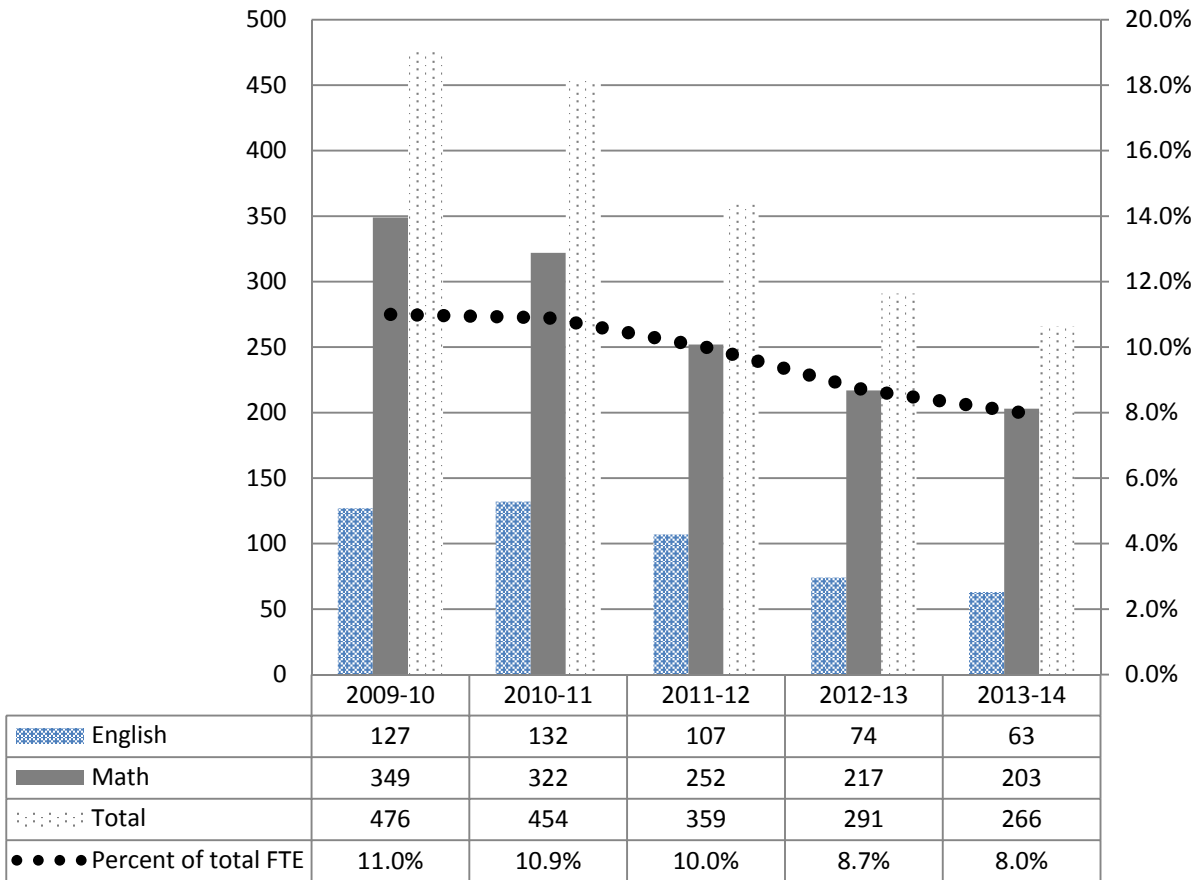
	Fall 09-10 cohort	Fall 10-11 cohort	Fall 11-12 cohort	Fall 12-13 Cohort	Fall 13-14 Cohort
Total number of students who successfully completed a pre-college English class	275	290	255	138	145
Total number of those students who went on to college level	152/275 = <b>55.3%</b>	180/290 = <b>62.1%</b>	159/255 = <b>62.4%</b>	90/138 = <b>65.2%</b>	103/145 = <b>71.0%</b>
Total number of those students who withdrew from college level	22/152 = <b>14.5%</b>	17/180 = <b>9.4%</b>	13/159 = <b>8.2%</b>	11/90 = <b>12.2%</b>	4/103 = <b>3.9%</b>
Total number of those students who passed college level with a 2.0 or better	105/152 = <b>69.1%</b>	135/180 = <b>75.0%</b>	104/159 = <b>65.4%</b>	61/90 = <b>67.8%</b>	83/103 = <b>80.6%</b>

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)**



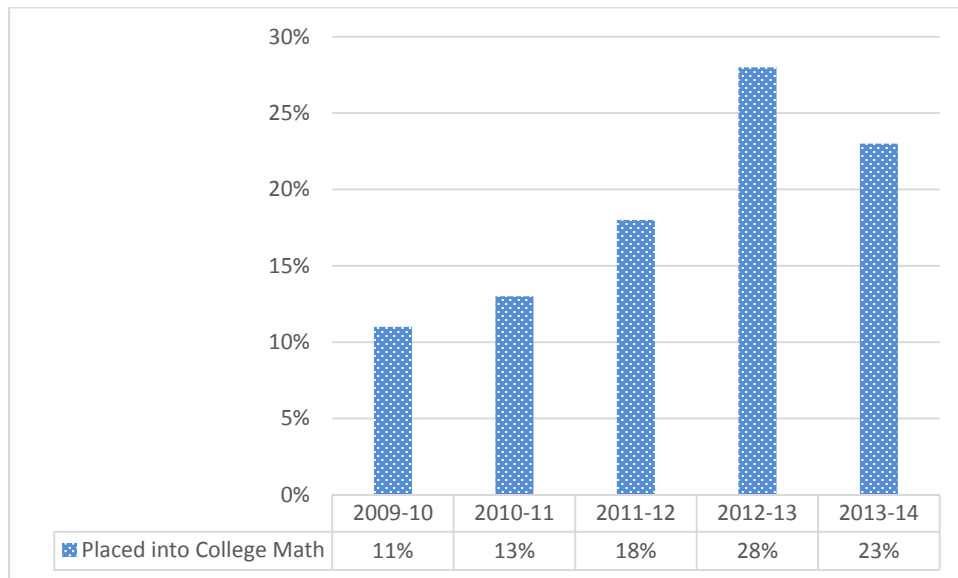
Data Source: DW Class Table

\*including English 100



 **Key Performance Indicator: Proportion of Students Placing Directly into College Level Math**

**Figure 14: Proportion of Recent High School Graduates Placing into College Level Math**  
(Mission Fulfillment = 20%; Stretch Goal = 25%)



Source: Fact Book.

- Data in the chart above includes students participating in the High School Transcript Agreement in 2011-12.

## **Basic Skills/Pre-College Monitoring Report**

### **Comments from the Review Team**

Members include: Maggie Stuart, chair, Mindy Boucher, Tuan Dang, Terri Hagle, Kyle Hammon, Sue Homme, Tyler Iddings, Anne-Marie Klein, Mary Leach, Sean Martin, Brandon Ray, Karla Rivers, Angel Ruvalcaba, Terri Skeie, Theresa Stalick, Michal-Ann Watts, Sue Yarbrough, Jill Yates.

### **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?**

- The number of ABE students enrolling in college level studies by the subsequent fall has increased.
- Completion rates for I-BEST and I-TRANS are trending up.
- Enrollment in CEO has been increasing.

**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?**

- Basic Skills achievement rates lag somewhat behind the state. However, Cowlitz County demographics (particularly in terms of socioeconomic factors) are significantly different than the state as a whole. New strategies, such as the IDEA grant which provides laptops for ESL students, are helping bridge the gap.

### **PRE-COLLEGE**

**Based on the data in this report, in what areas has LCC done a good job in providing students with Pre-College preparation?**

- The withdrawal rate in pre-college math has declined substantially.
- Success in pre-college math has increased substantially from prior years. Additionally, pre-college students moving on the college level math succeeded at a much higher rate in 2013-14 than in past years.
- Pre-college English success rates increased in 2013-14. Success rates in college level English also increased substantially.

**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?**

- More work is needed to decrease the withdrawal rate in pre-college English. Faculty continue to work on improving the pre-college English curriculum through the Faculty Interest Group. Additionally, they are working on strategies to help students who don't make it to college level English in one quarter target just the outcomes they need (vs. repeating the whole course).

## Board Plus/Delta

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

+	Δ

# Expected College Outcome: Transfer Monitoring Report

2010 – 2014  
(Cycle 16)

*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 18th, 2015



## 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:

- Implementation of requirement for COLL 101 First Year Seminar.
- Faculty Training for COLL 101 and 102.
- Increased number of Math Boot Camp sessions.
- English faculty are currently reviewing the curriculum for ENGL 098/099 with the aim of improving student outcomes.
- Increased faculty use of Open Educational Resource (OER) materials.
- Increased outreach through the College in the High School program. Partnerships are now under development with Kalama, Rainier, and Cathlamet High Schools.
- Summer schedule of general education sections now includes times and courses that should attract university students.

**🕒 Key Performance Indicator: Student Performance**

**(Mission Fulfillment = 75%)**

**(Stretch Goal = 80%)**

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

	2009-10	2010-11	2011-12	2012-13	2013-14
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.	70.8%	75.3%	78.0%	79.5%	81.5%

Source: Fact book; Select Kind of Student = T from Student Table, link to Transcripts for relevant year where grades not like I, N, P, R, V, X or NA; select dept\_div, course num, gr, gr\_dec, item and yrq; link to Class table using item and yrq to select INSTIT\_INTENT\_RECAT = "A" (Academic Courses) from Class table

- The proportion of students successfully completing academic transfer courses has increased each year over the last 5 years.

**🕒 Key Performance Indicator: Transfer Readiness**

**(Mission Fulfillment = 20%)**

**(Stretch Goal = 30%)**

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. In 2013, the SAI model was revised to include a point for achieving 45 college level credits in a workforce or transfer pathway (this report only looks at the transfer pathway). Students earn the point the first time they earn 45 credits within the transfer pathway when at least five of the credits are earned in the current academic year. Students must earn college level credit in each of the distribution areas—math, English, science, social science and humanities—and have a cumulative GPA of at least 2.0 in college level classes.

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

	2009-10	2010-11	2011-12	2012-13
Percentage of transfer students earning SAI point for 45 college level credits in transfer pathway within 2 years	16.3%	23.7%	20.6%	21.7%

Source: SBCTC Student Achievement Database, SA Transfer Cohorts, SARevised\_Points table (CohortYear, DW\_Key, 45CrTransfer = 1).

📌 **Key Performance Indicator:**

**Demonstration of General Education Outcomes (Global Skills)**

(Mission Fulfillment = 3.0)

(Stretch Goal = 3.8)

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Communication	2.9	--	--	2.6	--
Critical Thinking	--	--	3.3	--	--
Interpersonal Skills	3.6	3.6	--	--	--
Numeracy	--	--	--	--	3.4

- 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 was last measured in 2008-09. An aggregate score of 1.7 was achieved; however, a four-point (rather than five-point) scale was used, making any comparisons problematic.

***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**  
**(Mission Fulfillment = achieve a rate within 5% of the system average)**  
**(Stretch Goal = exceed 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)	2013-14 (Fall 2010 cohort)
Number of Students in Transfer Cohort	341	389	450	453	476
Earned Tipping Point (Completed)	94 28%	99 25%	135 30%	88 19%	131 28%
Transfer without Earned Degree	53 16%	54 14%	67 15%	67 15%	58 12%
Still Enrolled at LCC	19 6%	38 10%	29 6%	34 8%	39 8%
LCC: Total Completed, Transferred or Still Enrolled	166 49%	191 49%	231 51%	189 42%	228 48%
System: Total Completed, Transferred or Still Enrolled	48%	52%	52%	51%	52%

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 increased in 2013-14 by 6% from 2012-13.
- The proportion of students that earned a credential, transferred or maintained enrollment increased by six percent in 2013-14.
- 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.



**Table 5: Where Did They Go?**

**Transfer destinations of students enrolled in 2013-14 (all transfer students)**

- American Intercontinental Univ., IL (1)
- Art Institute – Portland (1)
- Ashford University, CA (1)
- Bellevue University, NE (1)
- Biola University, CA (1)
- Bluefield College, VA (1)
- California Baptist University (2)
- California Polytechnic State Univ. (1)
- Capella University, MN (1)
- Carroll College, MT (1)
- Central Washington University (21)
- Centralia College\* (2)
- City University of Seattle (2)
- College of Idaho (1)
- Concordia University (1)
- Corban University (2)
- California State University, Chico (1)
- California State Univ., Sacramento (1)
- Eastern Oregon University (2)
- Eastern Washington University (24)
- Evangel University, MO (1)
- Excelsior College, NY (1)
- Florida International University (1)
- George Fox University (6)
- Gonzaga University (2)
- Grand Canyon University, AZ (1)
- Kaplan University, IA (1)
- La Sierra University, CA (1)
- Lewis-Clark State College (1)
- Liberty University, VA (3)
- Montana State University (2)
- Moody Bible Institute, IL (1)
- Multnomah University, OR (1)
- Neumont University, UT (1)
- North Seattle College\* (1)
- Oregon Institute (1)
- Oregon State University (3)
- Pacific Northwest College of Art (1)
- Pacific Lutheran University (1)
- Pacific University, OR (1)
- Palmer College, CA (1)
- Portland State University (7)
- Reed College, OR (1)
- Seattle Central College\* (1)
- Seattle Pacific University (3)
- South Dakota School of Mines, SD (1)
- Southern New Hampshire Univ., NH (1)
- St Louis University, MO (1)
- The Evergreen State College (9)
- St Martin’s University (1)
- University of Alaska, Fairbanks (2)
- University of CA-Berkeley (1)
- University of Central Florida (2)
- University of Idaho (1)
- University of Illinois at Chicago (1)
- University of Mary, ND (1)
- University of Nebraska - Lincoln (1)
- University of Oregon (1)
- University of Phoenix, AZ (3)
- University of Portland (3)
- University of Southern California (1)
- University of Washington (17)
- Utah Valley University (3)
- Vanguard University, CA (1)
- Virginia Commonwealth University (1)
- Warner Pacific College (5)
- Washington State University (82)
- West Texas A&M University (1)
- Western Governors University (2)
- Western Oregon University (1)
- Western Washington Univ. (15)
- Whitworth University (1)

\*Baccalaureate program

**⌚ Key Performance Indicator: Relevance of Programs**

**(Mission Fulfillment = 3.00)**

**(Stretch Goal = 3.14)**

**Table 6: Average GPA at Washington Public Baccalaureate Institutions**

	2008-09	2009-10	2010-11	2011-12	2012-13
Overall Average GPA, all students	3.28	3.26	3.34	3.17	3.18

- 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 7: Enrollment and Graduation Data**

	2009-10	2010-11	2011-12	2012-13	2013-14
Unduplicated headcount, all funding sources	2346	2586	2366	2212	2103
Transfer student population as a percent of all students	23%	26%	26%	28%	28%
FTE by institutional intent (fall quarter, state funded)	1258	1307	1169	1047	969
FTE as percent of institutional FTE (fall quarter, state funded)	38%	39%	41%	41%	37%
Transfer associate degrees granted	205	250	298	303	343

Data Source: FACT BOOK, Data Warehouse, Registration Office for degrees granted; FTE – Class Table (FTES\_State, YRQ, Dept\_Div, Course\_Num, Item, Instit\_Intent\_Recat = A)

- Headcount of transfer students decreased 4.9% in 2013-14.
- The number of transfer associate degrees granted increased 13.2%.

## **Transfer Monitoring Report**

### Analysis from the Review Team

Members include: Kyle Hammon, chair, Hiedi Bauer, Merry Bond, Renee Carney, Dawn Draus, Kristy Enser, Kat Everman, Jim Franz, Traci Fuller, Louis LaPierre, Chad Meadors, Lucas Myers, Stefanie Neill, Laszlo Onody, Jenny Smith, Maggie Stuart, Nikki Warthen.

#### **1) Based on the data in this report, how has LCC done a good job in providing students transfer education?**

- LCC students who transfer earn a high GPA at four year institutions.
- We are sending students to many different colleges and universities across the United States.
- The proportion of students transferring without earning a degree is declining.
- In addition to reductions in the pre-college math and English pathways (covered in another Monitoring Report), we have also reduced the college level math pathway—by two quarters.
- Implementing the University Center has increased the number of transfer options for LCC students, particularly students who are place-bound.

#### **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?**

- Communication scores (General Education Outcomes) could be higher. The elimination of the capstone graduation requirement for the DTA changed the artifact pool for the summer institute somewhat. Now there are fewer examples of “end-of-degree” work available. Continuing to increase the number of trained writing tutors available on campus will help strengthen communication. Additionally, designated assessment days—now part of the academic calendar—have helped the Language & Literature faculty tremendously. Building on that success, we could expand to include departmental retreats. Including adjunct faculty in that process would be most beneficial.
- Over time, the lines have blurred between traditional academic transfer and Professional-Technical programs. Although not under the direct control of LCC, one of the strategies that helps student succeed is case management attached to an external funding source such as BFET (Basic Food Employment & Training). In order to qualify for such programs, students must be enrolled in Professional-Technical programs. In addition to case management, they receive financial support (in BFET, for example, students receive food assistance and childcare). We should continue to build seamless transfer pathways within Professional-Technical programs in order to maximize external support for students while helping them achieve their educational goals (which may include transfer).

## Board Plus/Delta

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

+	Δ

# College Outcomes: Access & Completion

## Monitoring Report

2010 – 2014

(Cycle 16)

*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 17th, 2014



## 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:

- Academic Warning & Probation process improvement – This includes standardizing the process, and enforcing the pre-requisites from pre-college math so that students don't progress through the modules when appropriate grades have not been earned along the way.
- Expanded testing hours to allow for night GED testing on Wednesday nights – LCC is the only school in Southwest Washington to have night hours for testing vs. business day hours, which can be a challenge for working adults.
- Resurrection of the Transitions Committee – The committee started meeting again after a two year hiatus to discuss enrollment strategies for bridging students from ABE or other pre-college programs into college level courses. The committee increases communication about resources and strategies for systematic support between different groups on campus.
- Expanded testing center hours during Running Start enrollment period – In April 2014, the Testing Office was open until 8:00 pm for two weeks to allow for Running Start students to have time to test (vs. getting out of school at 2:30 and only have until 5 to complete placement tests).
- First Year Seminar/College 101 scale up – Fifty faculty/staff attended an On Course training held during fall quarter 2014 In-service week. Work is ongoing with faculty and student services staff to identify areas of improvement for the course. There was a 13% increase in students who had registered for courses during the priority registration period compared to last year, an indication that the integrated registration aspect of the First Year Seminar is effective.

- Mandatory new student orientation – The staff of the Advising Center continued to refine New Student Orientation (NSO) in 2013-14. NSO is mandatory for all incoming students prior to registering for courses. Students who register get reminder calls, texts and emails. Of the students registering for the quarter, an average of 85% attended an NSO session. Analysis of the 15% of students not attending NSO showed that the individuals circumventing the process were from other internal LCC programs (CEO, Running Start, GED, HS-21+, new athletes) and those loopholes have been closed. In-person sessions of NSO are capped at 20 students in order for students to receive needed hands-on assistance. Online NSO has been developed and is currently only available to students who cannot come to campus. Evaluation is being done to determine if offering online options of NSO for any student will be effective and promote student success. As of summer 2014, NSO sessions are being specialized for certain populations, including Running Start students and students who are starting college programs after participating in Transitional Studies programs.
- International programs – As of fall 2014, there are 13 international students enrolled in IELS or college courses. Short-term programs are being developed with specific international colleges/universities. Recruitment efforts continue.
- Advising Institute for faculty refinement - Advising Institutes were offered summer, fall and winter of 2013-14, with 16 faculty and staff completing an institute. The foundation of the institute is 'advising is teaching'. The Advising Institute is now an EDUC course that will offer credit for faculty and staff who participate, and plans are in place for all new faculty hires to complete the Institute in their first year. A CANVAS version is being developed also to facilitate greater completion.
- Outreach at various events for diverse populations (Native American/Hispanic) – Particularly school fairs and other events. LCC is seeking more employees with dual language skills and identifying where we can. Talent Search has seen an increase with this population.
- Superintendent meetings – Coordination with area superintendents is ongoing for in high school testing, College in the High School and various financial aid workshops as well as aligning Smarter Balance scores with incoming placement scores and transcript agreements. Coordination includes keeping Superintendents informed about results of transcript agreements, counselor workshops and financial aid requirements.

**⌚ Key Performance Indicator: Participation Rate of persons who live within the College's service district**

**Table 1a: 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](http://www.ofm.wa.gov/hied/highlights/05_county.pdf)

- 2009 is the most recent data available from the Office of Financial Management (OFM).
- This table will be removed from this report next year, because the OFM does not regularly update the information.

**(Mission Fulfillment = 80<sup>TH</sup> percentile or higher)  
(Stretch Goal = 90<sup>TH</sup> percentile or higher)**

**Table 1b: Service District Participation Rate in Credit Courses (Headcount/Population) x 100**

	% of Service District in Credit Courses	National Percentile Rank
2009	6.37%	92 <sup>nd</sup>
2010	5.70%	89 <sup>th</sup>
2011	6.40%	88 <sup>th</sup>
2012	6.16%	90 <sup>th</sup>
2014	6.76%	92 <sup>nd</sup>

Source: National Community College Benchmark Project (NCCBP) reports, [www.nccbp.org](http://www.nccbp.org)

- Hundreds of institutions around the United States belong to the National Community College Benchmarking Project.
- LCC has consistently been in the top 10-12% for participation rates using this metric, which compares student headcount to population figures.



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

**Table 2: LCC Participation and Completion Rates of Students of Color (SOC)**  
(Count only includes students who have a race/ethnic code in the student database)

**(Mission Fulfillment = 1.0 x service district or higher)**  
**(Stretch Goal = 1.5 x service district or higher)**

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
2009-10	19%	18%	11% ( <b>1.7 x service district</b> )	11.7%
2010-11	19%	17%	11% ( <b>1.7 x service district</b> )	10.6%
2011-12	18%	17%	14% ( <b>1.3 x service district</b> )	14.5%
2012-13	21%	17%	14% ( <b>1.5 x service district</b> )	11.3%
2013-14	22%	20%	15% ( <b>1.3 x service district</b> )	16.6%

Source: LCC Fact Book & Data Warehouse/Student & Completions files, U.S. Census for population estimates, <http://www.census.gov/popest/data/counties/asrh/2013/PEPSR5H.html>

- The proportion of completers increased substantially in 2013-14.

**Table 3: LCC Participation and Graduation/Completion Rates of Students with Disabilities**  
(All Students)

**(Note: Mission Fulfillment & Stretch Goal to be set in 2015-16)**

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
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%
2013-14	7.1%	7.4%	6.7%

Source: Data Warehouse (Completions and Student Tables)

- The proportion of students with disabilities in the total student population has continuously increased over the last 5 years.
- Students with disabilities as a proportion of completers has continuously increased over the last 5 years.

**Table 4: LCC Participation and Graduation/Completion Rates of Veteran Students**

**(Note: Mission Fulfillment & Stretch Goal to be set in 2015-16)**

Year	Veteran students as a proportion of all students	Veteran students as a proportion of transfer & workforce populations only	Veteran Students as a proportion of degree/certificate (one year plus) completers
2011-12	2.0%	2.5%	4.4%
2012-13	2.6%	3.6%	3.7%
2013-14	2.6%	3.4%	4.5%

Source: Data Warehouse (Completions and Student Tables). (Veterans = VET\_BENEFITS is not "N" and not "0").

 **Key Performance Indicator: Enrollment**

**(Mission Fulfillment = 100% of State Target or higher)**  
**(Stretch Goal = 115% of State Target or higher)**

**Table 5: LCC Enrollment (Percent of state FTE target attained; state funding only)**

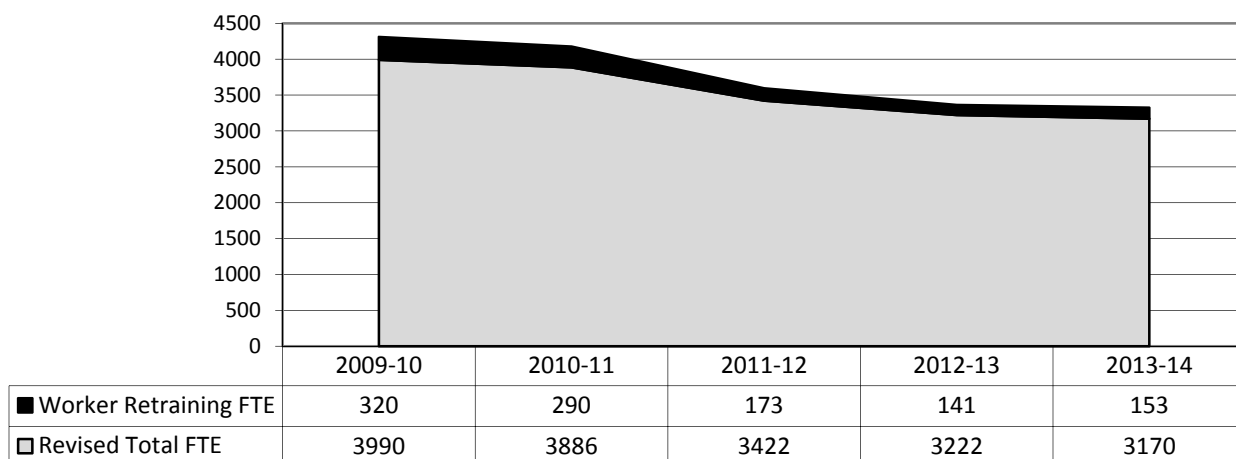
	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Percent of State Target</b>	<b>148%</b>	<b>142%</b>	<b>125%</b>	<b>115%</b>	<b>116%</b>
State Allocated FTE	2,531	2,573	2,549	2,542	2,529
Actual State FTE accrued	3,749	3,652	3,184	2,932	2,937

Source: SBCTC Enrollment Reports

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

- LCC finished the 2013-14 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 6: Annual FTE excluding Worker Retraining FTEs (all funding sources)**



Source: DATAX KR-STWKFTE, Work Attend = "8\*", QTR-CR-REG = "GE 1".

- Worker Retraining enrollment is related to the economic conditions of the region.

**Table 7: Annual FTE by Institutional Intent (state funding only)  
Percent of State Funded Students who are Full-time\***

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
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%
2013-14	1097 (37%)	968 (33%)	872 (30%)	46%

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

**Table 8: Proportion of High School Graduates who Enroll at LCC in Subsequent Fall**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Castle Rock	25/120=21%	15/88=17%	11/93=12%	27/104=26%	17/78=22%
Kalama	19/63=30%	15/57=26%	10/70=14%	13/75=17%	13/67=19%
Kelso	108/340=32%	89/322=28%	68/308=22%	68/317=21%	74/270=27%
Mark Morris	76/249=31%	65/223=29%	56/226=25%	63/255=25%	44/187=24%
R.A. Long	62/209=30%	44/162=27%	34/164=21%	42/139=30%	52/170=31%
Toutle Lake	13/50=26%	8/50=16%	19/46=41%	14/38=37%	16/43=37%
Wahkiakum	3/36=8%	3/28=11%	4/36=11%	8/38=21%	12/32=38%
Woodland	1/134=1%	2/131=2%	5/133=4%	1/119=1%	8/133=6%
<b>Total Dist.</b>	<b>307/1201=26%</b>	<b>241/1061=23%</b>	<b>207/1076=19%</b>	<b>236/1085=22%</b>	<b>236/980=24%</b>

Source: LCC Registration Office (Fact Book)

- The last 3 years of data show an upward trend in the percentage of high school graduates who enroll at LCC the subsequent fall.

**Table 9: Percent of High School Enrollments attending Lower Columbia College  
(of students attending Higher Education Institutions)**

	2008	2009	2010	2011	2012
Castle Rock	65-69%	65-69%	55-59%	50-59%	55-59%
Kalama	55-59%	40-49%	60-64%	45-49%	50-54%
Kelso	60%	65-69%	64%	55-59%	50-54%
Mark Morris	50-54%	45-49%	55-59%	60-64%	45-49%
R A Long	55-59%	45-49%	60-64%	50-54%	50-54%
Toutle Lake	40-49%	40-59%	60-69%	50-59%	70-79%
Wahkiakum	40-49%	30-39%	20-29%	0-20%	40-59%
Woodland	10-14%	10-14%	6-9%	0-5%	10-14%

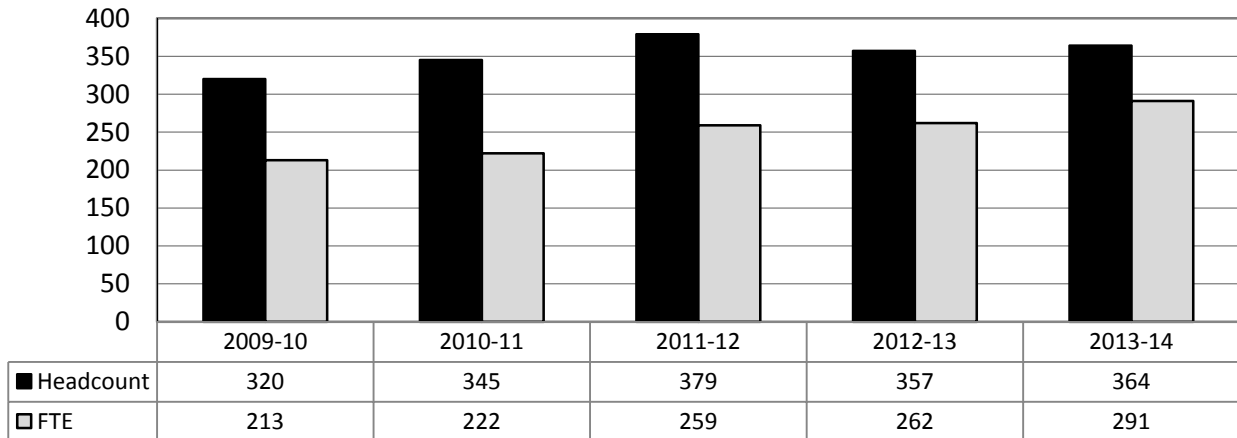
Source: Education Research and Data Center, <http://erdcdata.wa.gov/>

- 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.

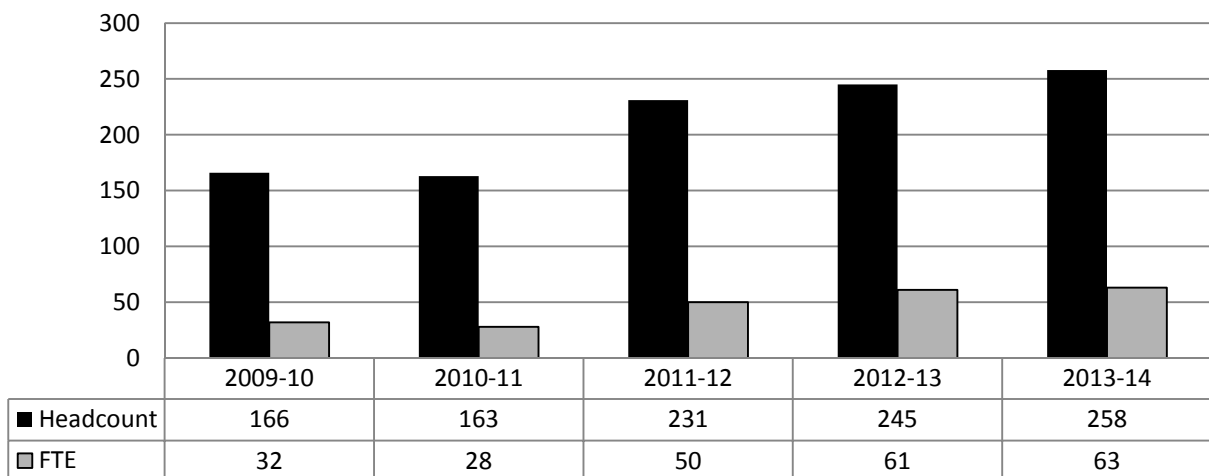
**Figure 10: LCC Annual Headcount and FTE in Running Start**



Source: LCC Fact Book

- Running Start headcount increased 2% and FTE increased 11% in 2013-14.
- 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 11: Running Start (RS) Enrollment in Online Courses**



- Headcount is unduplicated and includes all Running Start students who took at least one online course within the academic year.
- Running start enrollment (FTE) in online courses has nearly doubled over the last 5 years, whereas overall online enrollment (FTE) has increased 25% over the last 5 years.

## Financial Aid Data

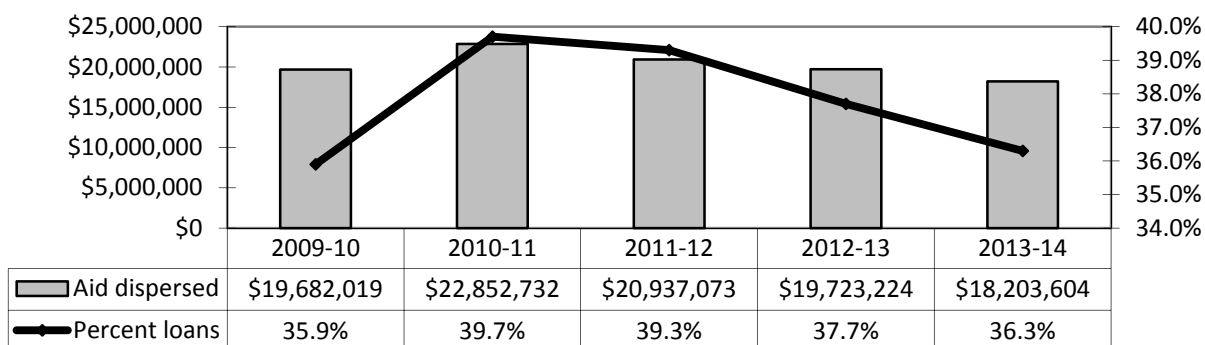
**Table 12: Pell Grant Maximum and Cost of Tuition and Fees (Annual)**

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)	Amount of need-based aid distributed	Number of need-based aid awards
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
2013-14	\$5,645 (+1.7%)	\$4,275 (+0.0)	\$10,411,688	3,663

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 13: LCC Total Financial Aid Disbursement and Percent in Loans**



Source: LCC Fact Book

- Financial aid disbursement, in total dollars, decreased 8% during the five year period depicted above.

**Table 14: 3-Year Cohort Default Rates: LCC vs. National**

	FY 2009	FY 2010	FY 2011
Public 2-3 year colleges in the U.S.	18.3%	20.9%	20.6%
Lower Columbia College	27.9%	27.7%	24.7%

Source: Financial Aid Office.

- This is the most recent data available.
- 2009 was the first year the 3-year rate went into effect.
- The Department of Education is scheduled to begin levying sanctions in 2014 to colleges with the highest cohort default rates.

**⌚ Key Performance Indicator: Student Persistence**

**(Mission Fulfillment = 50% or higher for full-time; 40% or higher for part-time students)**  
**(Stretch Goal = 60% or higher for full-time; 50% or higher 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 15: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students**

	Fall 2008- Fall 2009	Fall 2009- Fall 2010	Fall 2010- Fall 2011	Fall 2011- Fall 2012	Fall 2012- Fall 2013
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC Full-time Retention	<b>58%</b> (n = 547)	<b>51%</b> (n = 700)	<b>55%</b> (n = 618)	<b>55%</b> (n = 525)	<b>51%</b> (n = 486)
LCC Part-time Retention	<b>44%</b> (n = 284)	<b>41%</b> (n = 224)	<b>39%</b> (n = 244)	<b>40%</b> (n = 179)	<b>45%</b> (n = 199)

Source: StudentAchievementCohort Database; Cohort Tables.

- Full-time students persist at substantially higher rates than part-time students.
- Financial Aid eligibility rules changed on July 1, 2012. This may have affected some students’ ability to attend or continue school.

**⌚ Key Performance Indicator: Student Progress/Completion**

**(Mission Fulfillment = within 2% (+/-) system average or higher)**  
**(Stretch Goal = 50% or higher combined completion/transfer rate)**

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

	2010 (Fall 2006 cohort)	2011 (Fall 2007 cohort)	2012 (Fall 2008 cohort)	2013 (Fall 2009 cohort)
LCC	<b>46%</b> (n = 924)	<b>48%</b> (n = 862)	<b>45%</b> (n = 704)	<b>43%</b> (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.
- Many ATD initiatives did not start until Fall 2011, so the efforts are not yet shown in the results of this metric.

**🕒 Key Performance Indicator: Student Satisfaction with Support Services**

**(Mission Fulfillment = 50<sup>th</sup> percentile or higher)**  
**(Stretch Goal = 75<sup>th</sup> percentile or higher)**

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

2006-07	2007-08	2009-10	2010-11	2012-13
51 <sup>st</sup>	--	50th	--	70th

Source: CCSSE website/Benchmark Report

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



 **Key Performance Indicator: Success of Academic Support Programs**

(Mission Fulfillment = 80% or higher)  
(Stretch Goal = 85% or higher)

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 18: Success in Tutoring Program**

2009-10	2010-11	2011-12	2012-13*	2013-14
80%	85%	84%	82%	84%

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, Renee Carney, Marisa Geier, Andrea Gillaspy, Betty Hayes, Judith Hernandez, Cliff Hicks, Jessica Kooiman, Rosie Leno, Chad Meadors, Darrin Moir, Mary Kate Morgan, David Rosi, Brian Sharp, Rick Swee, 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?**

- Enrollment is very high.
- We continue to provide a significant amount of financial aid to our students every year.
- Running Start numbers are high.
- We are serving larger numbers of Veterans.
- We're graduating a larger proportion of students of color.
- Benchmark scores from the CCSSE have increased considerably.
- Enrollment and completion rates are up for Students with Disabilities.
- The proportion of high school seniors enrolling at LCC right after graduation has increased in each of the last three years.

**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?**

- Full-time student retention rates are down. Several student success activities related to Achieving the Dream should help address this concern, including: full implementation of the First Year Seminar in fall 2014; expanded functionality within Academic Early Warning; revision of New Student Orientation; implementation of academic coaches for students on probation; and improvements to advising including implementation of advising institutes for faculty.
- Although the number of Veteran students is growing, there are some indications that not all Vets readily self-identify. LCC has worked to improve the environment for Veteran students, including: starting a Vet Corps position in 2011; identifying space for a Veteran's Center; Veteran's Day activities/celebrations for students and faculty/staff; and working to establish a "Military Friendly" designation from GIJobs.com.
- Mirroring the system, LCC's combined completion/transfer rate has declined in each of the last three years. As the report states, the rate is higher than the system average for Professional-Technical and lags the system for transfer students. Several of the initiatives for student retention noted in the first bullet also apply to completion rates. Additionally, pre-college math reform has contributed to significant increases in the number of students going on to college level math, a well-established barrier to completion (more information about math reform will be provided in the Basic Skills & Pre-College Monitoring Report). Additionally, new baccalaureate and master's opportunities being established through the University Center are creating new transfer opportunities for LCC students (as well as community members).

## 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

2010 – 2014  
(Cycle 16)

## *CORE THEME IV: Institutional Excellence*

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

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

June 17th, 2015



## **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:

- The new Health and Science Building opened for operation in fall 2014. A large federal grant, matched by the LCC Foundation provided an additional \$1.8 million for equipment for the new facility.
- The newly remodeled Fitness Center, paid for in part by the Associated Students of Lower Columbia College, opened for operation in April 2015. The new facility features state-of-the-art fitness equipment and a rock climbing wall. Student recently voted to impose a \$20 flat fee per quarter to fund ongoing operations of the Center.

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

**Table 1: Accrual of Professional Development Units by FT faculty (average units earned)**  
**(Mission Fulfillment = 8.0 or higher)**  
**(Stretch Goal = 10.0 or higher)**

2009-10	2010-11	2011-12	2012-13	2013-14
7.5	10.3	7.4	8.6	12.9

Source: Human Resources

- The number of PDU's earned increased significantly in 2013-14.
- 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 (this tracking system could also be used for faculty professional development whether or not faculty choose to submit for PDU's).

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

**Table 2: Faculty/Staff Grievances and Arbitrations**  
**(Mission Fulfillment = < 5)**  
**(Stretch Goal = 0)**

	2011-12	2012-13	2013-14
Grievances	0	1	0
Arbitrations	0	0	1

Source: Human Resources

- Please note that the grievance in 2012-13 led to the arbitration in 2013-14 (for the same issue).

## Lower Columbia College Dispute Resolution Process

As a general rule complaints should be resolved at the lowest level and gradually move up the chain if there is no resolution. If employee believes they will not get fair treatment from their supervisor or require more confidentiality they are free to come to HR at any time. Any complaints brought to the attention of the Board of Trustees will be shared with the President and will not be kept confidential.

### Classified Employees: WFSE Article 30:

“The Union and the Employer agree that it is in their best interest to resolve disputes at the earliest opportunity and at the lowest level. Whenever possible, disputes should be resolved informally

prior to filing a formal written grievance. To that end, all supervisors and employees are encouraged to engage in free and open discussions about disputes.”

The process if a grievance is formally filed is: (1) Supervisor/Manager; (2) Human Resources; (3) President or designee; (4) Mediation; (5) Arbitration

### Faculty: LCCFAHE Collective Bargaining Agreement Article 1000:

#### **Level One**

The grievant shall promptly attempt to resolve the grievance with the appropriate supervisor. If the grievance is not resolved informally, the grievant will present a signed, written grievance to the immediate supervisor within fifteen (15) contract days from the date of the occurrence of the event giving rise to the grievance, or within fifteen (15) contract days from the date the grievant should reasonably become aware of such event...

#### **Level Two**

In the event a grievance has not been satisfactorily resolved at level one, the grievant may, within ten (10) contract days of the receipt of the immediate supervisor's answer, submit to the appropriate Vice President a signed, written statement of grievance...

#### **Level Three**

If the grievance is not resolved satisfactorily at level two, the grievant may, within ten (10) contract days of the receipt of the Vice President's answer, submit to the President of the College a signed, written statement of the grievance...

#### **Level Four**

If the grievance is not resolved at level three, the LCCFAHE may, in its sole discretion, within ten (10) contract days, notify the President that the grievance shall be submitted to binding arbitration...

### Exempt Employees

There is no formal dispute resolution process for exempt employees. Most exempt employees are in a managerial/supervisory role. When possible, disputes should be resolved informally with their supervisor, then their Vice President, HR & finally the President.

⌘ 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, 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 <b>Mission Fulfillment = 275 or below</b> <b>Stretch Goal = 200 or below</b>	279	268	266	257	256
Facilities by Building: Proportion of Buildings receiving scores of 350 or below <b>Mission Fulfillment = 70% or above</b> <b>Stretch Goal = 100%</b>	73%	75%	71%	71%	73%

Source: Campus Services

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

**Table 4: Condition of Infrastructure—Support from LCC Foundation: SCHOLARSHIPS**  
(Mission Fulfillment = 25% or higher)  
(Stretch 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.

	2010	2011	2012	2013	2014
Program Support	\$345,357	\$364,018	\$581,571	\$746,573	\$969,626
Endowed Scholarships*	\$11,750	\$38,300	\$79,698	\$99,828	\$115,752
Annual Scholarships*	\$126,822	\$139,399	\$152,023	\$188,155	\$155,223
Total Awarded	\$138,572	\$177,699	\$231,721	\$287,983	\$270,975
<b>Percent</b>	40.1%	48.8%	39.8%	38.6%	27.9%

Source: LCC Foundation

\*Awarded



**Table 5: 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	2014
<u>Cash &amp; Investments to Operating Expenditures</u> Do we have sufficient cash flow and reserves to meet our operating expenditures? <b>Mission Fulfillment = 90% or higher</b> <b>Goal = 100% or higher (meet or exceed state average)</b>	39.69% <b>(108%)</b>	49.00% <b>(115%)</b>	48.00% <b>(108%)</b>	43.00% <b>(98%)</b>
<u>Tuition Revenue per FTE</u> Are we appropriately using waivers, discounts, etc. to subsidize gross tuition revenue for students? <b>Mission Fulfillment = 100% or below (meet or fall below state average)</b> <b>Stretch Goal = 95% or below</b>	\$2,223.67 <b>(96%)</b>	\$2,337.81 <b>(93%)</b>	\$2,496.22 <b>(92%)</b>	\$2,479.17 <b>(91%)</b>

Source: Finance Office

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

**Table 6: Community Satisfaction with LCC Mission Areas**  
**(Mission Fulfillment = 90% or higher)**  
**(Stretch Goal = 95% or higher)**

This indicator is based on input from the Community Perception Survey, which is administered every three years. In 2015, the survey was administered through the Cowlitz-Wahkiakum Council of Governments and Economic Development Council list-serves, the Chamber of Commerce newsletter, and through paid advertising on The Daily News website. Figures represent the proportion that responding “agree” or “strongly agree” to statements reflecting the extent to which LCC fulfills each of its mission areas.

	2011-12 (n = 172)	2014-15 (n = 165)
Access	96%	99%
Completion	98%	98%
Basic Skills (High school/GED)	95%	98%
Basic Skills (ESL)	90%	95%
Pre-College	97%	94%
Transfer	97%	96%
Professional/Technical	94%	94%
Customized Education & Training	88%	84%
Community Enrichment	96%	NA
Community Enrichment (Cultural)	NA	95%
Community Enrichment (Athletics)	NA	96%
Institutional Excellence	96%	97%

- Starting in 2014, the community enrichment portion of the survey was adjusted to separate cultural activities from athletic events.

⌘ Key Performance Indicator: Student/Graduate Satisfaction with Instruction

**Table 7: Student/Graduate Satisfaction with Instruction**  
**(Mission Fulfillment = 85% or higher)**  
**(Stretch Goal = 95% or higher)**

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.

2009-10 (n = 173)	2010-11 (n = 141)	2011-12 (n = 167)	2012-13 (n = 264)	2013-14 (n = 299)
87%	87%	86%	90%	88%

- Satisfaction has remained relatively steady over the years.

⌘ Key Performance Indicator: Cultural Enrichment of Students and Community

**Table 8: 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 70<sup>th</sup> 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.

	2010	2011	2012	2013	2014
Cultural Activities <b>Mission Fulfillment = 50<sup>th</sup> percentile or above</b> <b>Stretch Goal = 70<sup>th</sup> percentile or above</b>	79%	71%	58%*	78%	68%
Sporting Events <b>Mission Fulfillment = 50<sup>th</sup> percentile or above</b> <b>Stretch Goal = 90<sup>th</sup> percentile or above</b>	92%	88%	97%	91%	58%**

\*Technical issues with LCC’s ticketing system led to undercounting in 2012.

\*\*LCC’s Fitness Center/Gymnasium was offline in 2013-14 and most of 2014-15 to accommodate renovation of that facility.

Institutional Excellence Monitoring & Community Enrichment Report  
Comments from the Internal Review Team

Members include: Nolan Wheeler, chair, Roxana Ahmadifard, Lynell Amundson, Erin Brown, Robert Cochran, Don Correll, Alex Emerson, Jeanne Hamer, Nadine Lemmons, Gitta Makinster, Joe Quirk, Natalie Richie, Kendra Sprague, Tiffany Stewart, LeeAnn Thompson, Rheannon Van Cleef, and Marie Wise.

**Based on the data in this report, in what areas has LCC done a good job in exemplifying institutional excellence?**

- We are doing well in terms of our physical infrastructure, as demonstrated by our declining Facilities Condition scores. Items of particular note are the new Rose Center for the Arts, Health and Science Building, and Fitness Center.
- The Foundation has substantially increased its support for the college.
- Community satisfaction with the college is high, particularly in regard to Institutional Excellence and Basic Skills.
- The number of grievances and arbitrations is very low.
- The level of documented faculty professional development was impressive last year.

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

- In terms of community satisfaction, a few areas went down, including Pre-College and Customized Education and Training. Comprehensive curriculum reform in both pre-college math and English has resulted in marked increases in student success (detailed in the Basic Skills & Pre-College Monitoring Report). LCC's new Business & Industry Center (Corporate Training) initiative was formally launched in 2014 and remains in growth and development mode. The number of contracts continues to increase.
- Metrics related to LCC's Financial Infrastructure have weakened somewhat, the result of softening enrollment and massive declines in state funding. A number of college initiatives, including the International Program, Business & Industry Center, and Rural Outreach are intended to mitigate some of the loss of state support.

Board Plus/Delta

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

+	Δ