

College Outcomes: Professional/Technical & Customized Education Monitoring Report

2011 – 2015
(Cycle 17)

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 20th, 2016



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:

- Efforts to reach out to LCC students who may qualify for worker retraining benefits but are not aware of worker retraining benefits and services were increased in order to ensure that the College continues to meet state performance targets.
- A program viability analysis process was started on the Fire Science program in order to understand the cause of a significant decrease in enrollment. Appropriate corrective action will be taken based on the results of this analysis.
- An initiative to improve the way in which program advisory committees are utilized and supported will be continued as a part of an ongoing effort to strengthen the alignment of professional/technical programs with industry needs.
- Work to more quantifiably define program outcomes for all professional/technical programs in order to more effectively assess competencies has continued.
- A second Machine Trades instructor position was opened and recently filled in order to better serve current and expected future enrollment levels.
- Short-term Business certificates are being evaluated as possible IBEST program candidates.
- Work continued to develop and implement the Associate in Nursing Direct Transfer Agreement (AN DTA) curriculum in order to provide a seamless pathway to various Bachelors in Nursing programs.
- LCC has been involved at the state level in the development of a Computer Science DTA designed to offer an alternative pathway to many jobs in the information technology industry that do not require the traditional Associate of Science – Transfer degree. Work with faculty continues on the potential implementation of this program.
- Curricular work to streamline and improve the Information Technology program was begun and is nearing the implementation stage.

- The Continuing Education unit has increased its delivery of Science, Technology, Engineering, and Mathematics (STEM) and STEAM (STEM with Arts included) events in order to meet demand from school districts and foster interest in young people to enroll in college.
- A Certified Production Technician (CPT) program has been piloted with workforce system partners (WorkSource, SWWDC, the Columbia/Willamette Workforce Collaborative) in order to meet growing employee demand in the manufacturing sector.
- Various grants, including Job Skills Program (JSP) grants and the Mental Health First Aid grant were pursued, received, and delivered in order to meet specific regional workforce development and community needs.

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.

	2010-11	2011-12	2012-13	2013-14	2014-15
2.0 or better	81.6%	82.4%	80.6%	83.9%	84.0%

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 (Example)

The goal for this ICP program is defined as: "80% of students will create portfolios to demonstrate appropriate professional spoken and written communication."

EXAMPLE	2008-09	2010-11	2012-13	2013-14	2014-15
Individualized Certificate Programs (ICP) (goal = 80%)	76%	77%	86%	69%	73%

- As part of the college's established Curriculum & Program Review process, all Professional/Technical programs are required to collect and analyze data for the purpose of improving student learning outcomes. Each program review plan is unique, and addresses competencies relevant for the specific discipline. Some plans, such as Nursing and Medical Assisting, are related to external accreditation and/or industry standards. Faculty perform quarterly activities for Curriculum & Program Review according to a schedule set by the Instructional Assessment Committee. A full Curriculum & Program Review cycle lasts two years, at which point the cycle starts again.

⌚ Key Performance Indicator: Licensure Rates
(Mission Fulfillment NCLEX = exceed state benchmark of 80%; WABO = 80%)
(Stretch Goal NCLEX = 90%; WABO = 100%)

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

	2010	2011	2012	2013	2014
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	85%	89%	90%	88%	92%
WABO (Washington Association of Building Officials) – pass rate					
Welding (LCC students only)	100% (n = 32)	100% (n = 18)	100% (n = 20)	100% (n = 22)	100% (n = 16)

Source: Nursing and Welding Departments

Note: WABO data from 2010 through 2013 has been updated from previous reports due to a revised metric.

- Rates are by calendar year, so 2014 is the most recent year available.
- 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. Because WABO testing differs significantly from Nursing in this respect (Nursing students take the NCLEX at a specified time in the program), the Welding figure represents the overall pass rate rather than the first time pass rate.

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

	2010-11	2011-12	2012-13	2013-14	2014-15
LCC	74%	78%	81%	69%	76%*
System Average	74%	77%	78%	71%	74%*

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

*Please note: per Tina Bloomer, researcher at the State Board for Community & Technical Colleges, 2014-15 employment rates are preliminary numbers.

- 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

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall level of professionalism is “average” or “above average”	100% (n = 8)	**	100% (n = 29)	95% (n = 28)	90% (n = 52)

**no data available

- Beginning in 2012-13, survey methodology includes surveying members of LCC’s Professional/Technical Advisory Committees in addition to other employers.
- Beginning in 2014-15, survey methodology includes surveying Workforce Services employers and Early Childhood Education 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

	2010-11	2011-12	2012-13	2013-14	2014-15
“Good” or “Very Good” responses	89% (n = 54)	83% (n = 39)	94% (n = 54)	89% (n = 120)	89% (n = 90)

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.

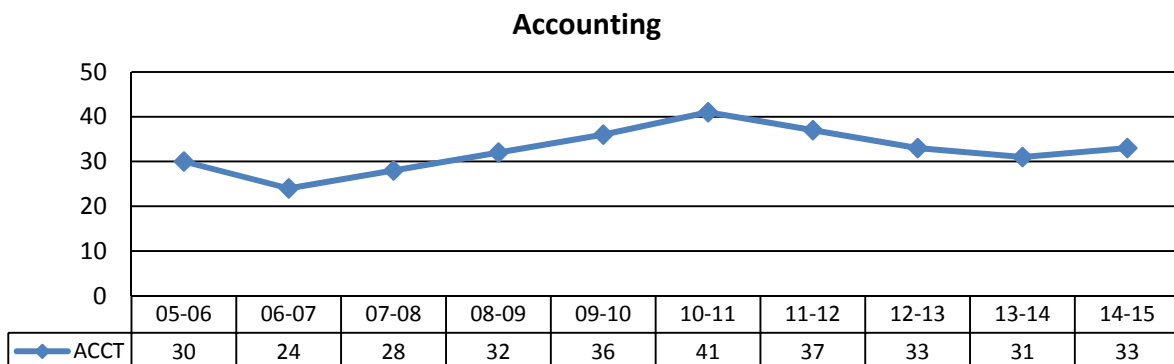
Table 7: Professional Technical Enrollment Summary (state funded only)

	Prof/Tech FTE	Worker Retraining FTE
2010-11	1082	290
2011-12	936	173
2012-13	874	141
2013-14	872	153
2014-15	793	99
1 year change	-9%	-35%
5 year change	-27%	-65%

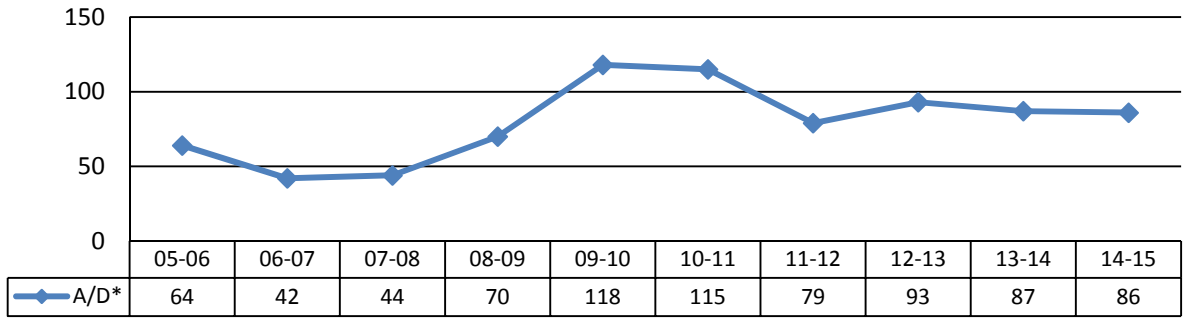
Source: Data Warehouse, Access Monitoring Report for Prof/Tech FTE and Worker Retraining FTE.

- Worker Retraining enrollment and Professional/Technical enrollment decreased in 2014-15.

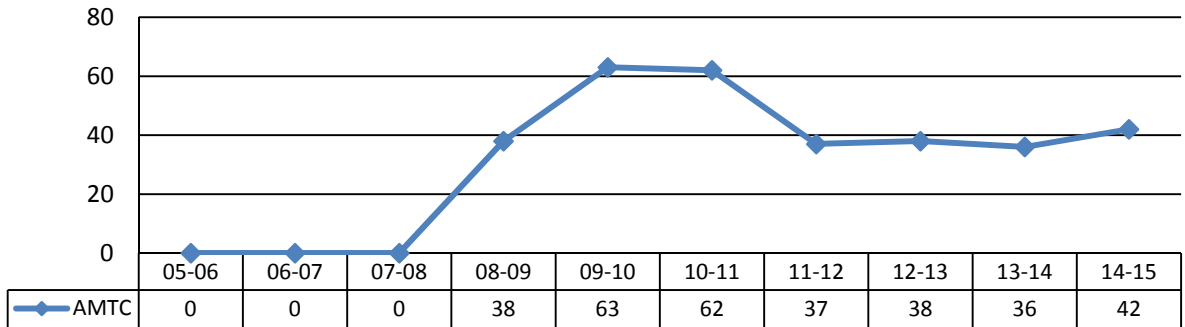
Figure 8: Professional Technical Enrollment by Discipline (annual state funded FTE)



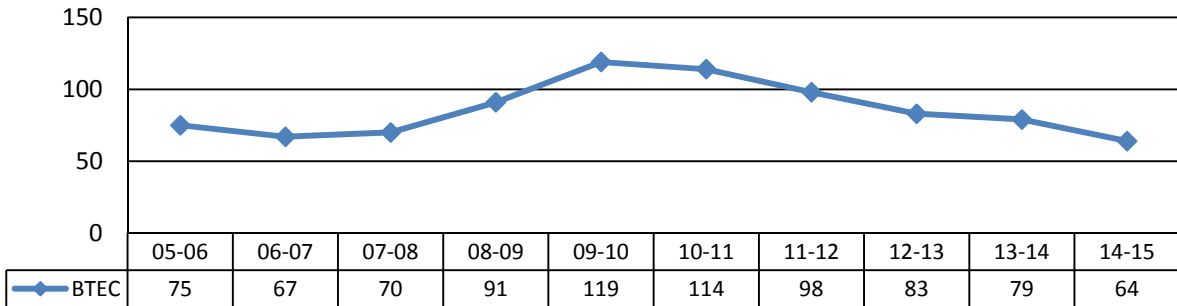
Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)



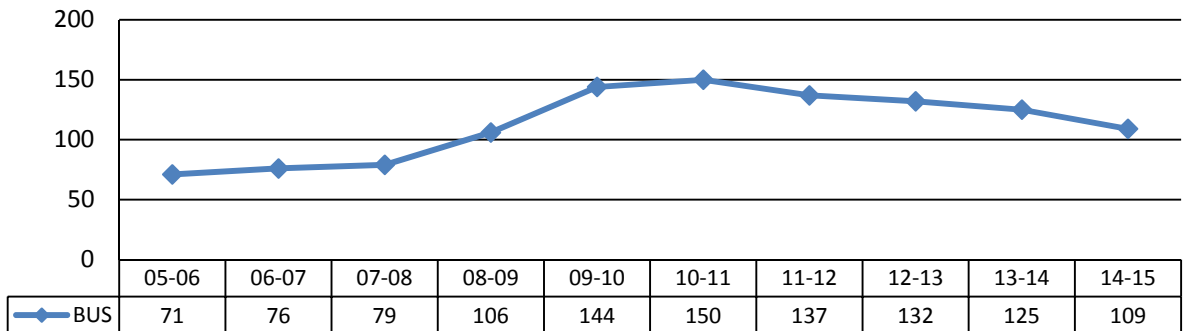
Automotive Technology (combined with Diesel until 2008-09)



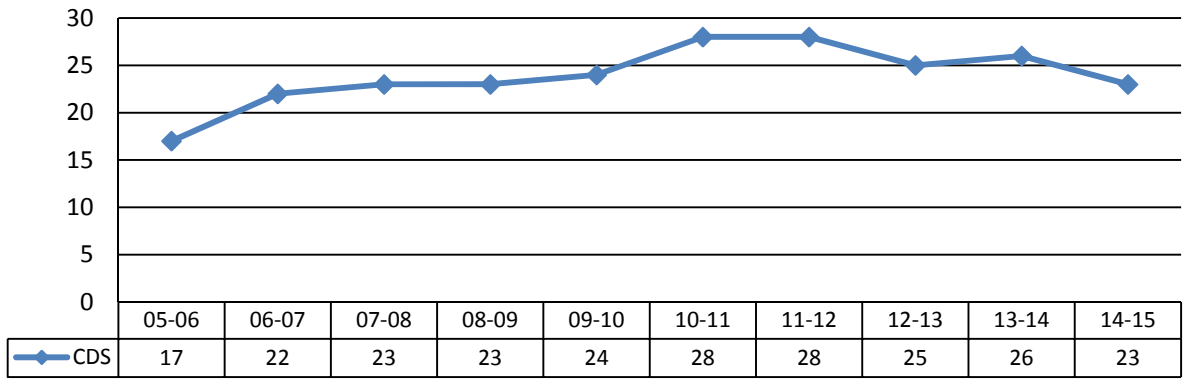
Business Technology



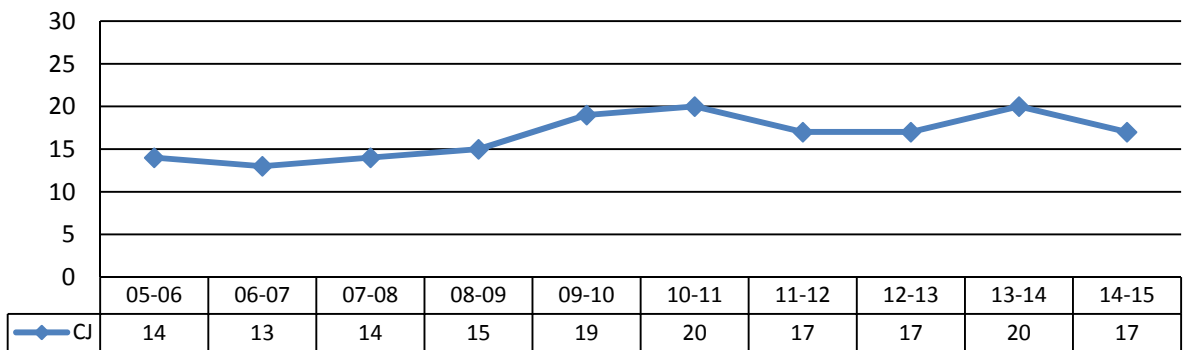
Business



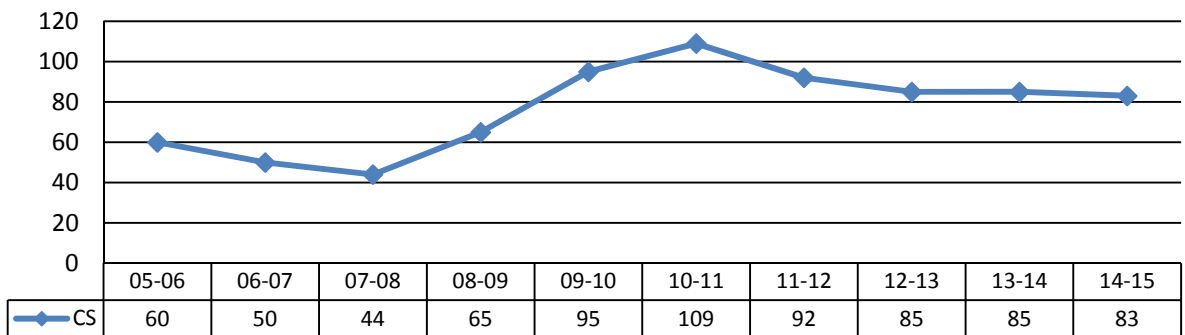
Chemical Dependency Studies



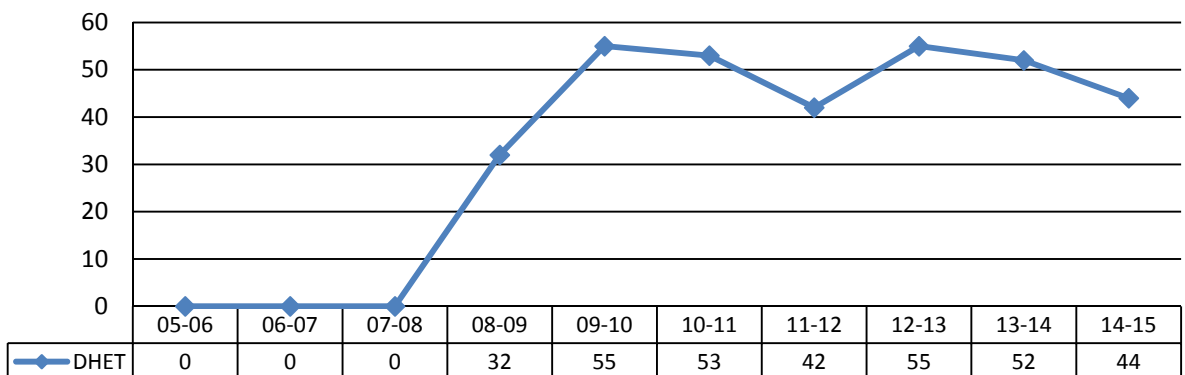
Criminal Justice



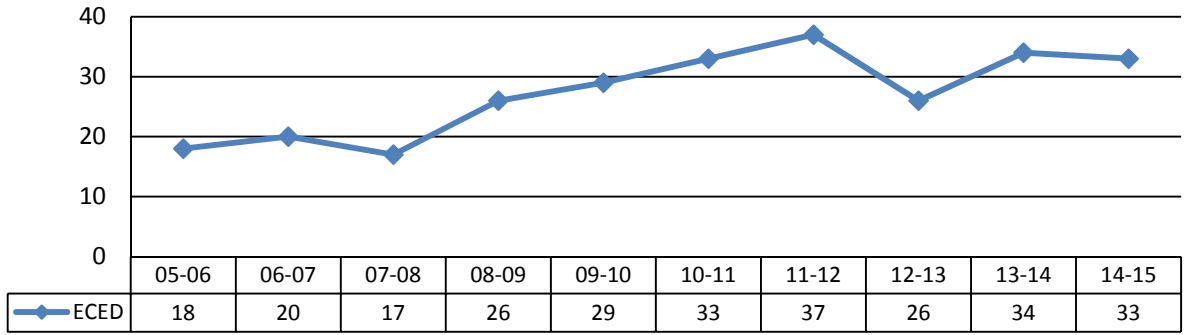
Computer Science



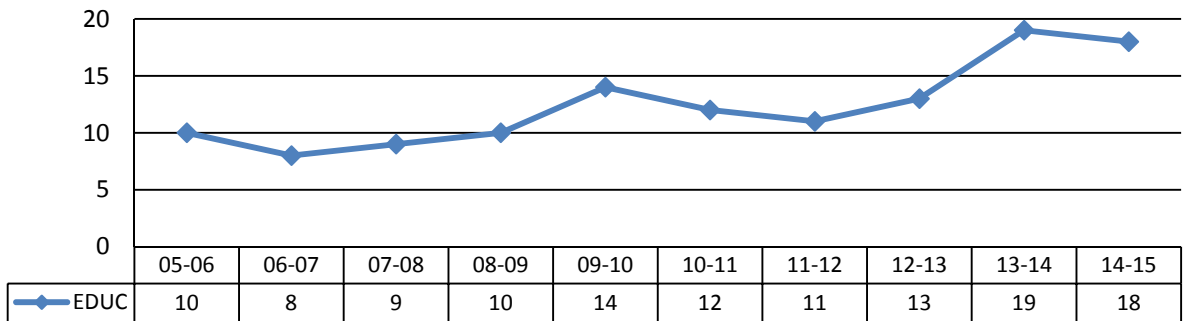
Diesel/Heavy Equipment Technology (combined with Auto until 2008-09)



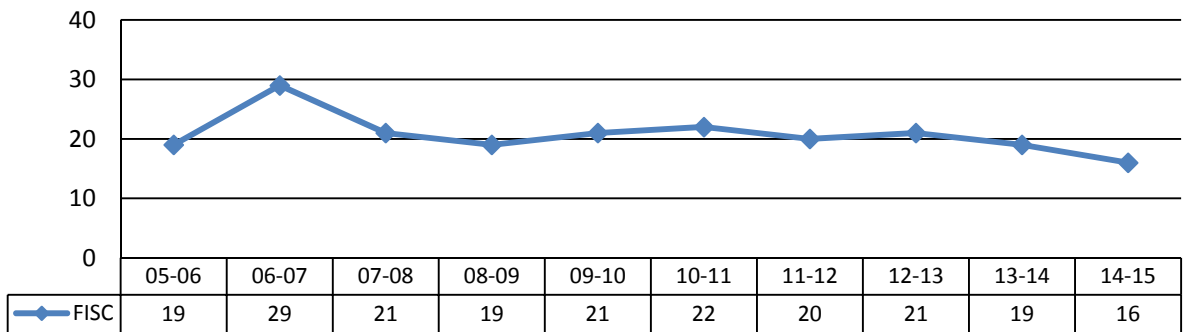
Early Childhood Education



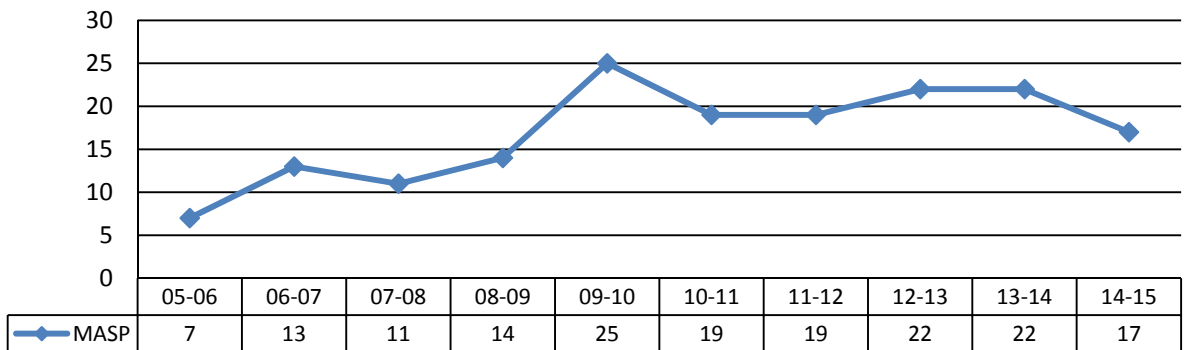
Education



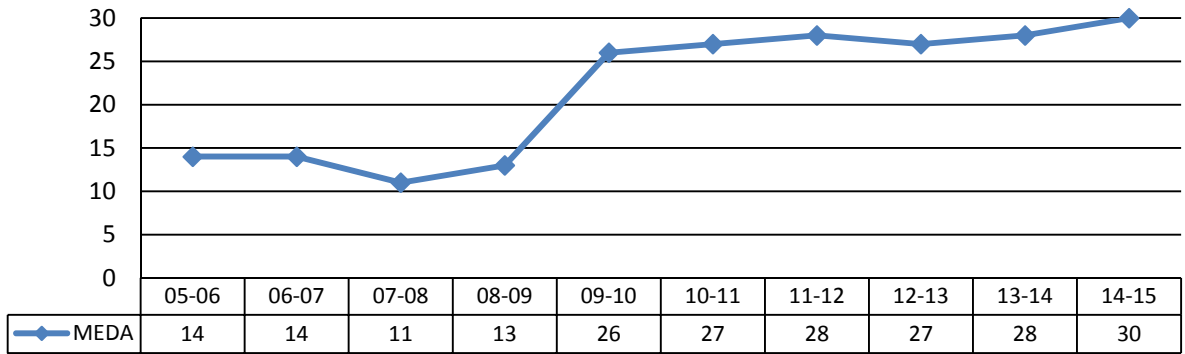
Fire Science



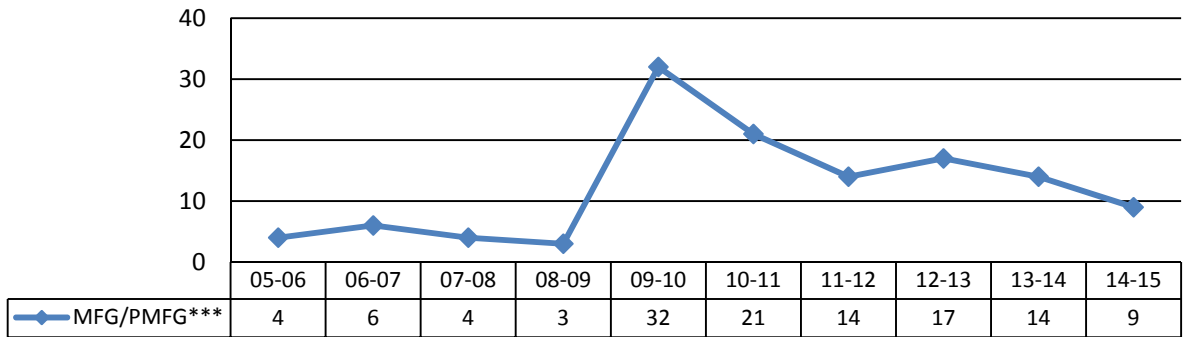
Machine Trades



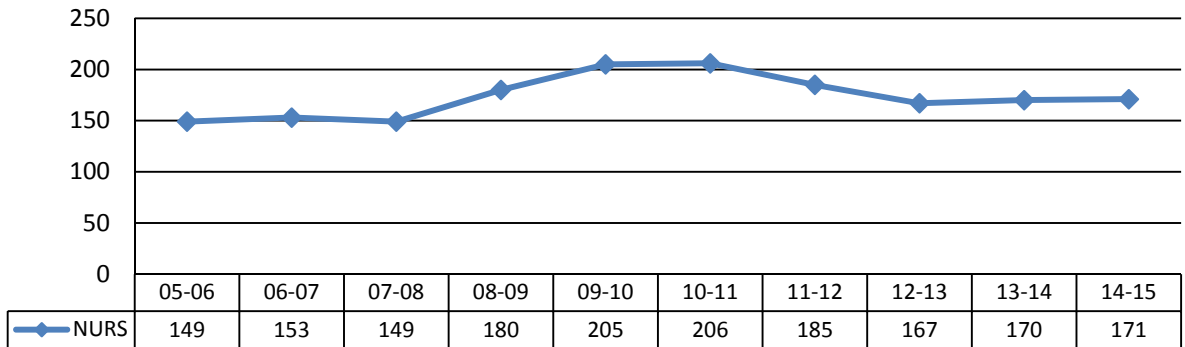
Medical Assisting



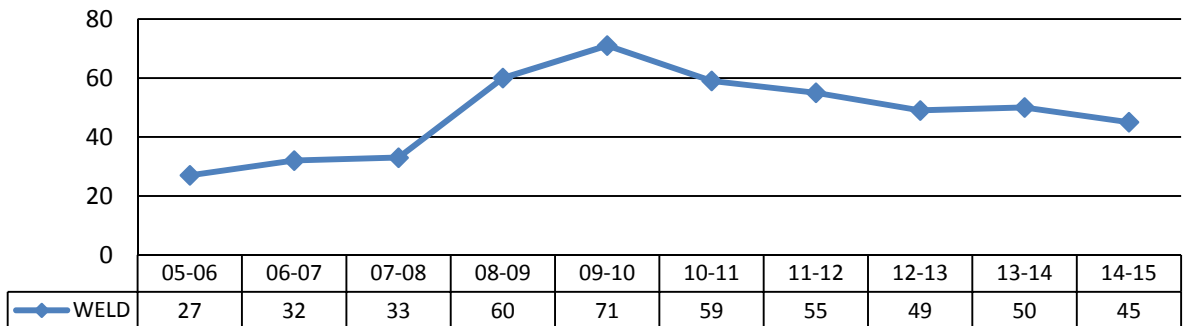
Manufacturing/Process Manufacturing (previously PULP)



Nursing (including RN, LPN and Nursing Assistant)



Welding

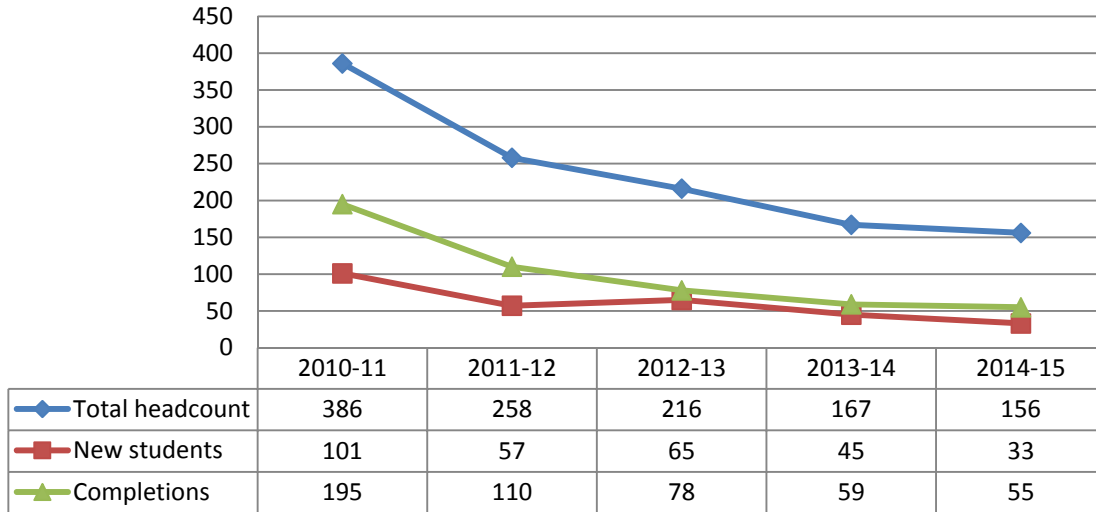


Source: Data Warehouse, Class Table (DEPT_DIV, COURSE_NUM, ITEM, YRQ, FTES_STATE/3).

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 2014-15.
- State rules regarding Worker Retraining changed in 2014-15. Students now have to either live or work in Washington State in order to qualify for benefits. This change negatively impacted Worker Retraining headcount, because Oregon workers/residents are no longer included. Worker Retraining staff still serve out-of-state worker/resident students through advising, but the students no longer appear in program metrics or qualify to receive funding.

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Unduplicated headcount	66	76	76	66	30

Source: Fact Book/Worked Based Learning Office.

- Several programs were eliminated in 2014-15 due to one or more of the following factors (resulting in a substantial enrollment decline):
 - Declining economic demand (e.g. lack of jobs)
 - Changing needs of industry partners
 - Overlap with existing college degree or certificate programs
 - Negative rate of return (cost of program outweighs FTE benefit)
- Eliminated programs include:
 - Accounting Clerk
 - Biology Technician
 - Chemistry Technician
 - Energy Auditor – Weatherization
 - HVAC Maintenance
 - Legal Office Assistant
 - Librarian Assistant
 - Patient Access Representative
 - Radiology Assistant
 - Recreation Assistant
 - Social Services Advocate
 - Sterile Processing Assistant
- Remaining programs continue to operate at capacity with over 100 students currently on a waiting list. Current programs include:
 - Automotive Service Writer
 - Hemodialysis Technician
 - Pharmacy Technician
 - Public Works Maintenance
 - Public Works Maintenance – Water Distribution
 - Public Works Maintenance – Water Treatment
 - Public Works Maintenance – Waste Water Treatment
 - Veterinary Assistant
- Although temporarily increased to eight students during the recession, the State Board has returned to allowing only four students per program at any given time. This restriction is due to the fact that ICP is intended to only serve niche markets.
- Although overall enrollment has declined, ICP continues to serve as a recruiting asset due to the unique nature of the program.

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 2014-15 (including 428 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	Exceeded Expectations	Met Expectations	Exceeded or Met Expectations
COURSE CONTENT			
Material well organized.	65%	35%	100%
Presented at the right level.	65%	35%	100%
Practicality of material to my job.	66%	33%	99%
Notebook/handout material supported the subject.	65%	33%	98%
Effective small group activities.	54%	44%	98%
Effective visual aids.	66%	34%	100%
PRESENTATION			
Effective presentation style.	73%	26%	99%
Presenter's knowledge of subject.	79%	21%	100%
Presenter covered the material clearly.	73%	26%	99%
Presenter responded well to questions.	75%	24%	99%
OVERALL	68%	31%	99%

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

EDUCATION, TRAINING & TESTING ACTIVITIES

Table 12: Continuing Education Enrollment: Duplicated Headcount

2010-11	2011-12	2012-13	2013-14	2014-15	1 yr Δ	5 yr Δ
3,865	4,373	2,762	2,428	2,260	-7%	-42%

Source: Fact Book/Continuing Education office

Data for 2010-11 through 2013-14 was updated from previous Fact Books due to a change in data reporting methodology to include all Continuing Education courses.

- Reduced enrollment in Continuing Education activities from 2011-12 to 2012-13 was the direct effect of a bill passed by the Washington State Legislature that became law in July 2012 granting Home Health Aide basic training to the SEIU Training Partnership.

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

2010-11	2011-12	2012-13	2013-14	2014-15	1 yr Δ	5 yr Δ
872	127	252	467	452	-3%	-48%

Source: Fact Book/Testing Office

- The high number of pre-employment testers in 2010-11 was due to the economic downturn, which resulted in testing fees being covered for many students by funding available through the American Recovery and Reinvestment Act (ARRA). The number of testers declined significantly when ARRA funding was no longer available, but has trended upward since that time.

Table 14: Other Testing Exams: Duplicated Headcount

Exam	2013-14	2014-15
NREMT (EMT Test)	107	117
Educator Licensing Exams (NES, West-B, ORELA)	112	200
Automotive Service Excellence (ASE)	34	232
CLEP (Prior Learning Assessment)	8	45
Certiport (Microsoft Office Certification)	5	22
Pesticide Testing (Washington State Department of Agriculture)	*	70

Source: Testing Office. Note: 2013-14 was the first year that LCC offered the exams in the above table. *Data not available because test newly offered in 2014-15.

- CLEP and other testing has increased due to Credit for Prior Learning marketing efforts and innovation within the Testing Office. Testing Office staff have been very responsive to changing conditions, such as the newly required NES test for educators.
- EMT testing has increased due to increased collaboration with emergency responders.
- The Business Technology program is considering making Microsoft Office certification a graduation requirement, which would result in an increased number of testers.

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, Liz, Engel, Heidi Hamer, Karen Joiner, Connie Ramos, David Rosi, Lisa Smith, Jim Stanley, Dani Trimble, Nonnie Weaver, Ann Williamson, Jill Yates.

1) Based on the data in this report, what are LCC's strengths in providing professional/technical preparation and customized education?

- The upward trend in student performance in workforce classes is encouraging. It is believed that faculty/staff collaboration on early interventions such as ADP Pro, Academic Early Warning, entry advising, and support services for workforce students has been a contributing factor to the increase in student success.
- LCC's estimated employment rate increased in 2014-15 and exceeded the system average by two percent, in spite of the service district's delayed economic recovery in comparison to the state as a whole.
- Client satisfaction with Continuing Education is high.
- The variety of tests offered and number of testers is increasing, indicating that LCC is acting responsively in regard to changing industry needs (i.e., CLEP, NES, etc.). Other changes also indicate responsiveness to industry needs, such as the growth of CPLA, the new Nursing DTA, and the expanded Corporate & Continuing Education unit.

2) Based on the data in this report, what are LCC's weaknesses in providing professional/technical preparation and customized education?

- Although strong overall in Professional/Technical, enrollment is somewhat low in Business Technology and Fire Science. In Business Technology, new financial aid restrictions have had an impact on enrollment. More analysis is needed in both programs in terms of viability and need for additional resources.

3) Based on the data in this report, what are LCC's opportunities for providing professional/technical preparation and customized education?

- Enrollment for most areas is up in comparison to pre-recession figures, which is good. Further data analysis related to program enrollment, capacity, resources and infrastructure is needed.
- Although covered in more detail in the Basic Skills and Pre-College Monitoring Report, I-BEST has proven to be a very successful model for delivery of Professional/Technical education. Automotive Technology is a potential candidate for expansion of the program.
- Continuing to increase the number of university pathways available to Professional/Technical students, particularly through our University Center partners, could enhance both enrollment and student success.
- More discussion is needed regarding the integration of College 101 and 102 (college success) principles for Professional/Technical students.

4) Based on the data in this report, what are LCC's threats for providing professional/technical preparation and customized education?

- The decline in the number of dislocated workers could threaten related funding, which is tied to the economy and the actions of the Legislature. As the economy improves, we are left with more long-term unemployed students with multiple barriers. Rule changes excluding students who live in Oregon further complicates the issue.

- **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

2011 – 2015
(Cycle 17)

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 20th, 2016



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:

- Math faculty have developed and are piloting this year an alternative precollege math course for non-STEM majors. This alternative saves students 4 credits and one quarter of time.
- Implementation of COLL 102 requirement.
- English faculty have reviewed the precollege English program and in spring quarter, will pilot changes in ENGL 099 that could save students between 1-4 credits.

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	***	***	***	***	***

Source: SA Cohort Reports, SBCTC. Note: This is the most recent data available.

*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 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. Note: This is the most recent data available.

*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. Note: This is the most recent data available.

*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.

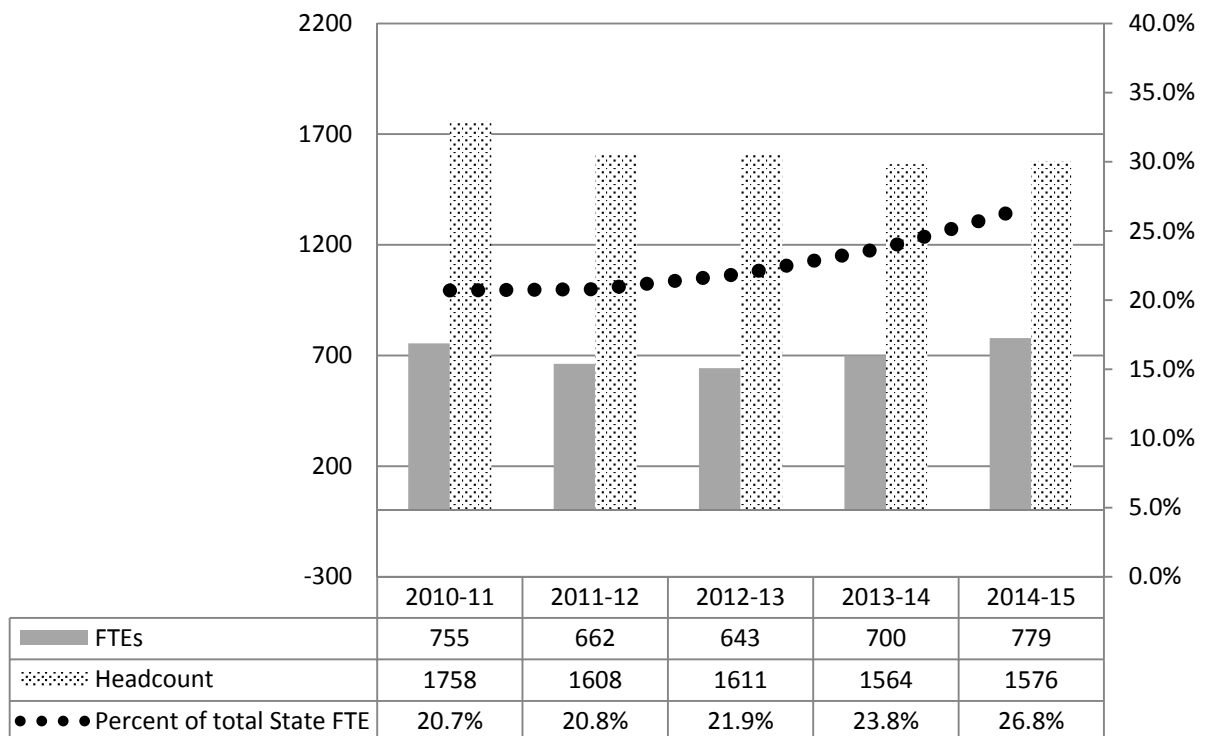
***Data Not Yet Available (due to four year tracking period).

The HS21+ program started in summer 2012, and an increase in the above metrics is expected.

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 Annualized FTE – State Funded



Source: Fact Book.

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

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
CEO Students	217	209	220	205	210	230	238
HS Completions (6) within 3 years	80	84	87	67	63	**	**
GEDs (7) within 3 years	12	18	14	8	***	**	**
Total Completions within 3 years	92	102	101	75	63	**	**
% Completions within 3 years	42%	49%	46%	37%	30%	**	**

Source: Data Warehouse, COMPLETIONS Table.

*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).

***Less than 5 students; redacted to protect student privacy.

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

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
I-BEST Students	69	151	136	132	130	192	176
Total Completions within 3 years	39	93	87	82	81	**	**
% Completions within 3 years	57%	62%	64%	62%	62%	**	**

Source: Data Warehouse, COMPLETIONS Table.

*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).

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 7: 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	2014-15
I-TRANS Students	37	99	127	28	33	22
Total Completions within 4 years	12	43	44	**	**	**
% Completions within 4 years	32%	43%	35%	**	**	**

Source: Data Warehouse, COMPLETIONS Table.

*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).

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 8: Passing Rates of Students in Pre-college Math (MATH & TECH 078/079, 091, 092, 088/089, 098/099) -- Duplicated Headcount (includes self-paced math courses; excludes summer) (Mission Fulfillment = 65%; Stretch Goal = 75%)

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students who received a 2.0 or better (C or above)	1613	2363	2038	2166	1906
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>	1613/2337 = 69.0%	2363/3530 = 66.9%	2038/3049 = 66.8%	2166/2886 = 75.1%	1906/2687 = 70.9%
Number/proportion of students who withdrew	261 (10.0%)	355 (9.1%)	302 (9.0%)	194 (6.3%)	139 (4.9%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	1613/2598 = 62.1%	2363/3885 = 60.8%	2038/3351 = 60.8%	2166/3080 = 70.3%	1906/2826 = 67.4%

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.

Note: 2013-14 numbers have been updated from previous reports due to calculation error.

Table 9: Passing Rates of Students in Pre-college English (ENGL 065, 075, 098, 099/100) -- Duplicated Headcount (excludes summer) (Mission Fulfillment = 70%; Stretch Goal = 75%)

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students who received a 2.0 or better (C or above)	651	528	294	299	275
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>	651/904 = 72.0%	528/729 = 72.4%	294/470 = 62.6%	299/423 = 70.7%	275/442 = 62.2%
Number/proportion of students who withdrew	63 (6.5%)	44 (5.7%)	59 (11.2%)	45 (9.6%)	42 (8.7%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	651/967 = 67.3%	528/773 = 68.3%	294/529 = 55.6%	299/468 = 63.9%	275/484 = 56.8%

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.

Note: 2013-14 figures have been updated from previous reports due to calculation error.

Staffing changes in pre-college English made in 2014-15 are expected to positively impact related KPIs.

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 10: Developmental Math (MATH/TECH 078/079, 088/089, 091, 092, 098/099) Students That Moved on to the Next Level (MATH or MATH& 112/141, 121/131, 122/132, 125, 130/107, 210, or BUS 206) by the subsequent fall (includes self-paced courses)
(Mission Fulfillment = 80%; Stretch Goal = 85%)

	Fall 10-11 cohort	Fall 11-12 cohort	Fall 12-13 Cohort	Fall 13-14 Cohort	Fall 14-15 Cohort
Total number of students who successfully completed a pre-college math class	580	570	477	484	467
Total number of those students who went on to college level	189/580 = 32.6%	171/570 = 30.0%	151/477 = 31.7%	170/484 = 35.1%	151/467 = 32.3%
Total number of those students who withdrew from college level	23/189 = 12.2%	16/171 = 9.4%	10/151 = 6.6%	7/170 = 4.1%	13/151 = 8.6%
Total number of those students who passed college level with a 2.0 or better	146/189 = 77.2%	131/171 = 76.6%	120/151 = 79.5%	144/170 = 84.7%	121/151 = 80.1%

Source: Data Warehouse, TRANSCRIPTS Table.

Please note: Fall 10-11 to Fall 13-14 data was updated from previous reports to include Math 125 and BUS 206.

Table 11: Developmental English (ENGL 065, 075, 098, 099/100) Students That Moved on to the Next Level (ENGL& 101 or ENGL 110) by the subsequent fall
(Mission Fulfillment = 70%; Stretch Goal = 75%)

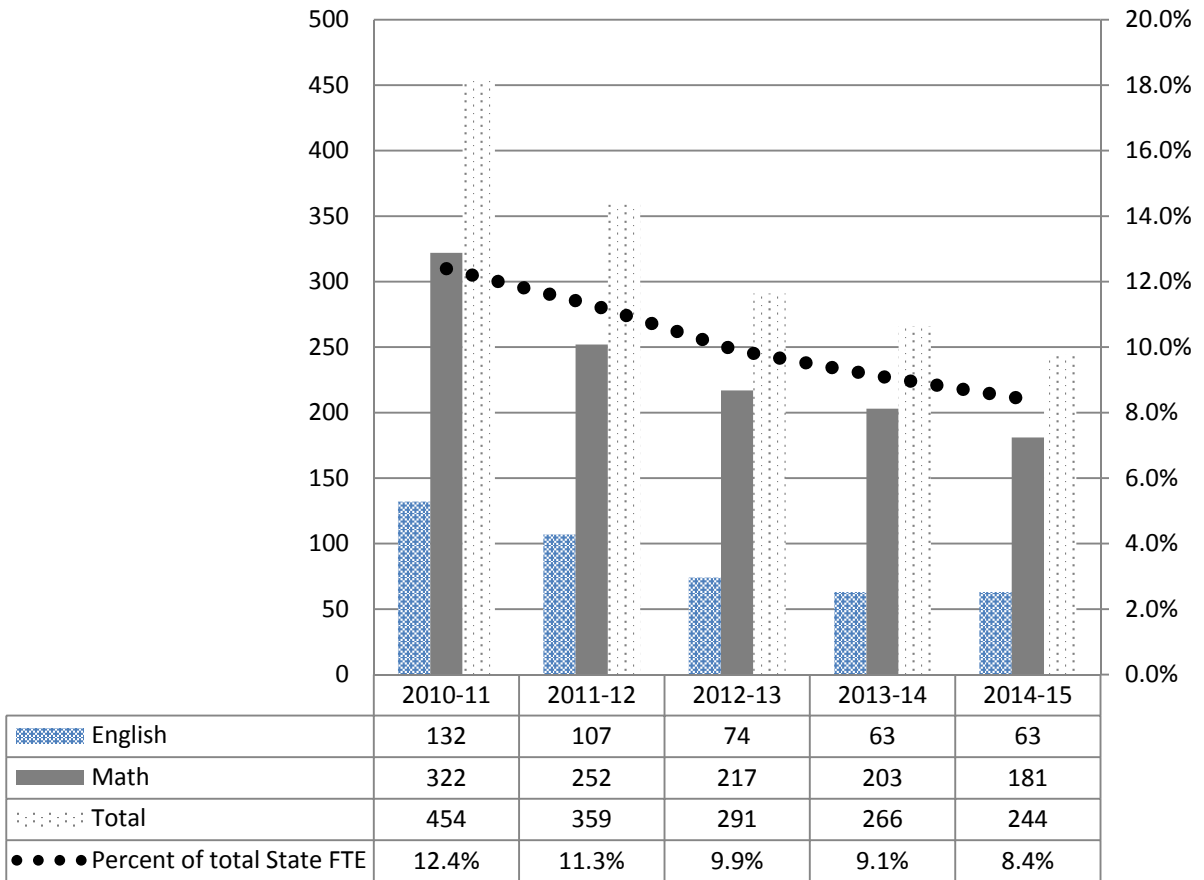
	Fall 10-11 cohort	Fall 11-12 cohort	Fall 12-13 Cohort	Fall 13-14 Cohort	Fall 14-15 Cohort
Total number of students who successfully completed a pre-college English class	290	255	138	145	134
Total number of those students who went on to college level	180/290 = 62.1%	159/255 = 62.4%	90/138 = 65.2%	103/145 = 71.0%	83/134 = 61.9%
Total number of those students who withdrew from college level	17/180 = 9.4%	13/159 = 8.2%	11/90 = 12.2%	4/103 = 3.9%	5/83 = 6.0%
Total number of those students who passed college level with a 2.0 or better	135/180 = 75.0%	104/159 = 65.4%	61/90 = 67.8%	83/103 = 80.6%	59/83 = 71.1%

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 12: Pre-College Math and English* Enrollment
Annualized FTE – State Funded (includes math lab)**



Data Source: DW Class Table.

*English 100 is included for 2012-13 & 2013-14 because it was considered a pre-college course during those years.


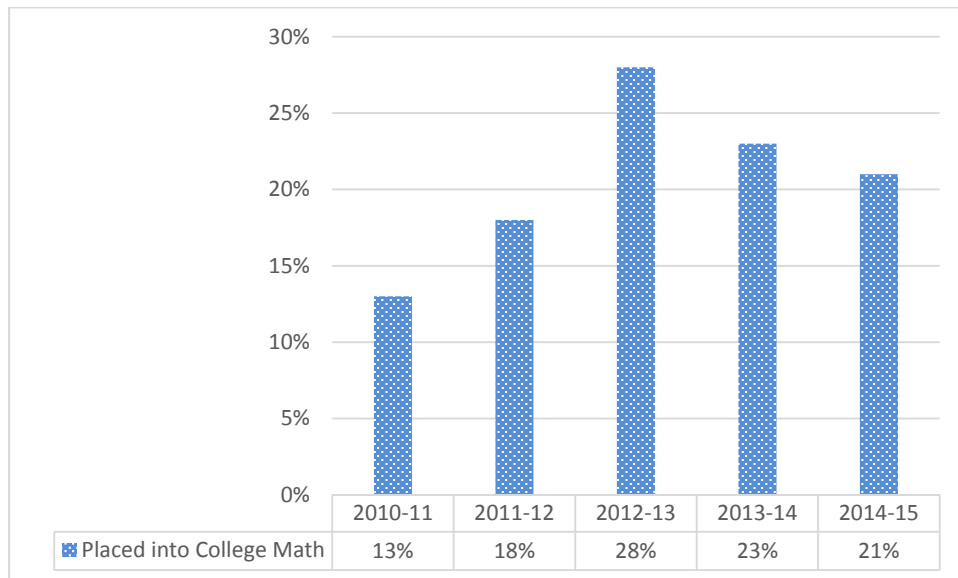
 **Key Performance Indicator: Proportion of Students Placing Directly into College Level Math**

Figure 13: 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: Brendan Glaser, chair, Mindy Boucher, Becky Connolly, Dawn Draus, Terri Hagle, Kyle Hammon, Sue Homme, Anne-Marie Klein, Mary Leach, Sean Martin, Rachel Mystic, Brandon Ray, Karla Rivers, Angel Ruvalcaba, Terri Skeie, Theresa Stalick, Michal-Ann Watts, Tyler Wells, Jill Yates.

1) Based on the data in this report, what are LCC's strengths in providing students with basic skills and pre-college preparation?

- I-BEST completion rates continue to be impressive.
- Withdrawal rates in pre-college math continue to improve.

2) Based on the data in this report, what are LCC's weaknesses in providing students with basic skills and pre-college preparation?

- Success rates in pre-college English have been volatile. A decline in success in the fall 2014 to 2015 cohort has been attributed at least in part to a personnel transition. LCC hired two new tenure-track English faculty in fall 2015 (including one long-time LCC adjunct), which is expected to positively increase student success.

3) Based on the data in this report, what are LCC's opportunities for providing students with basic skills and pre-college preparation?

- The HS21+ program is providing an opportunity for more high school completions. As those cohorts move through the reporting pipeline, we should see an increase in Basic Skills achievement.
- We should continue to work toward increasing the number of students transitioning from Basic Skills to pre-college and college level studies, as students making the transition earn bonus points in the Student Achievement Initiative framework.
- The new non-STEM math pathway (Math 087/097, offered for the first time in fall 2015) will help prepare more students to move on to college level math.
- We need to continue to work on transitioning more students from pre-college to college level studies (both English and math).
- We should continue to move forward with development of a transfer agreement between Basic Skills and pre-college, similar to the High School Transcript Agreement, to encourage more students to make the transition.
- English faculty and other college personnel are working to replace the Compass test for English placement, which could have a positive impact on student success.
- Continued implementation of the First Year Seminar should also have a positive impact on student success in pre-college English as well as math.
- Beginning fall 2016, Running Start students no longer have to test into college level English. They must have a minimum 3.0 in their most recent high school English class and carry a 2.75 or better overall GPA to qualify. This could increase the number of eligible students.

4) Based on the data in this report, what are LCC's threats for providing students with basic skills and pre-college preparation?

- The increasing number of IESL students entering pre-college English is something to watch, as they can have additional challenges not experienced by native speakers.

Board Plus/Delta

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

+	Δ

Expected College Outcome: Transfer Monitoring Report

2011 – 2015
(Cycle 17)

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 17th, 2016



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:

- Math faculty have reviewed, revised, and updated the transfer agreement with our local high school districts. More students are now able to place directly into college level math and save time, credits, and money.
- Biology faculty are engaged in curriculum redesign to use a systems approach to enhance teaching and learning both majors and non-majors courses.
- College 102 (the second quarterly of the newly redesigned college success course) has finally been recognized as a requirement.

🕒 Key Performance Indicator: Student Performance

(Mission Fulfillment = 75%)

(Stretch Goal = 85%)

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

	2010-11	2011-12	2012-13	2013-14	2014-15
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.	75.3%	78.0%	79.5%	81.5%	80.8%

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 is trending up.

🕒 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	2013-14
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%	26.7%

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)

	2010-11	2011-12	2012-13	2013-14	2014-15
Communication	--	--	2.6	--	--
Critical Thinking	--	3.3	--	--	--
Interpersonal Relations	3.6	--	--	--	2.9
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.
- Assessment of Interpersonal Relations has been particularly challenging given that most of the submitted artifacts for the summer institute are in written form. More work is needed to develop methods for accurately capturing achievement of student learning outcomes in this category.

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.

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

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

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

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

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

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

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

🕒 Key Performance Indicator: Academic Transfer Rate
(Mission Fulfillment = achieve a rate within 5% of the system average)
(Stretch Goal = exceed system average)

**Table 4a: Student Achievement Measures – Transfer Student Cohort
 (Four Years after Start)**

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%

Source: SBCTC (Student Achievement Measures, Cohorts)

**Table 4b: Student Achievement Measures – Transfer Student Cohort
 (Four Years after Start) – System Comparison**

	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)
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)

- This is the most recent data available.
- The proportion of students that earned a credential, transferred or maintained enrollment increased by six percent in 2013-14.
- Changes in Financial Aid rules implemented on July 1, 2012 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 2014-15 (all transfer students)

- American Public University, WV (1)
- Arizona State University (4)
- Arizona Christian University (1)
- Argosy University, IL (1)
- Ashford University, CA (2)
- Bellevue College* (1)
- Biola University, CA (2)
- Boise State University (1)
- Brigham Young University, Idaho (1)
- Brigham Young University, Utah (1)
- Central Washington University (13)
- Centralia College* (1)
- City University of Seattle (5)
- Columbia Basin College* (1)
- Concordia University (1)
- Corban University (1)
- California State Univ., Sacramento (1)
- Dartmouth College, NH (1)
- Eastern Washington University (19)
- Evangel University, MO (1)
- Fort Lewis College, CO (1)
- George Fox University (3)
- Georgia College (1)
- Grand Canyon University, AZ (5)
- Hawaii Pacific University (2)
- Idaho State University (1)
- ITT Technical Institute, Indianapolis (1)
- Lewis-Clark State College, ID (1)
- Loyola Marymount University, CA (1)
- Montana State University (2)
- Northwest Nazarene University, ID (1)
- Northwestern University, IL (1)
- Olympic College* (1)
- Oregon Health & Science University (1)
- Oregon Institute (1)
- Oregon State University (4)
- Pacific Lutheran University (4)
- Pacific University, OR (3)
- Portland State University (8)
- Seattle Central College* (1)
- Seattle Pacific University (1)
- Simpson University, CA (1)
- Skagit Valley College* (1)
- The Evergreen State College (6)
- Trident University, CA (1)
- Troy University, AL (1)
- University of Hawaii at Manoa (1)
- University of Kansas (1)
- University of Montana (2)
- University of Nevada, Reno (1)
- University of North Dakota (1)
- University of Phoenix, AZ (1)
- University of Portland (1)
- University of Redlands (1)
- University of South Alabama (2)
- University of the Southwest, NM (1)
- University of Texas at Austin (1)
- University of Washington (28)
- University of Wyoming (1)
- Warner Pacific College (4)
- Washington State University (64)
- Wayland Baptist University, TX (1)
- Western Governors University (4)
- Western Kentucky University (1)
- Western Oregon University (3)
- Western Washington Univ. (17)
- William Carey University, MS (1)

*Baccalaureate program

⌚ Key Performance Indicator: Relevance of Programs
(Mission Fulfillment = 3.00)
(Stretch Goal = 3.25)

Table 6: Average GPA of LCC students at Washington Public Baccalaureate Institutions

	2009-10	2010-11	2011-12	2012-13	2013-14
Overall Average GPA, all students	3.26	3.34	3.17	3.18	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

	2010-11	2011-12	2012-13	2013-14	2014-15
Unduplicated headcount, all funding sources	2586	2366	2212	2103	2071
Transfer student population as a percent of all students	26%	26%	28%	28%	27%
FTE by institutional intent (fall quarter, state funded)	1307	1169	1047	969	1003
FTE as percent of institutional FTE (fall quarter, state funded)	39%	41%	41%	37%	37%
Transfer associate degrees granted	250	298	303	343	381

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 1.5% in 2014-15.
- The number of transfer associate degrees granted increased 11.1%.

Transfer Monitoring Report

Analysis from the Review Team

Members include: Kyle Hammon, chair, Ashley Bemm, Merry Bond, Dawn Draus, Kat Everman, Jim Franz, Traci Fuller, Mary Hebert, Louis LaPierre, Jacqueline Marr, Chad Meadors, Lucas Myers, Stefanie Neill, Jenny Smith, Maggie Stuart, Niki Walker, Nikki Warthen.

- 1) Based on the data in this report, what are LCC's strengths in providing students transfer education?**
 - Academic performance of transfer students is trending up.
 - Students consistently do well academically after transferring to four-year institutions.
 - The percent of students achieving 45 college level credits in a transfer pathway (within two years) has increased substantially over the last five years.
 - The number of transfer degrees awarded continues to increase even post-recession, which is good, and is perhaps an indication that the relatively high cost of university tuition may be encouraging some students to enroll (or stay) at LCC.
 - We are sending a lot of transfer students to in-state universities, and many other top-tiered schools.

- 2) Based on the data in this report, what are LCC's weaknesses in providing students transfer education?**
 - The 48% of students that are completing, transferring or continuing their enrollment is slightly lower than the state average. It is anticipated that student success efforts, including ongoing advising reform and upcoming work on Guided Pathways, will positively impact this indicator.
 - Assessment of Global Skills fell below target in 2014-15. Faculty believe this is primarily due to challenges associated with collecting student artifacts that adequately capture this skill. The Instructional Assessment Committee is working on strategies to address the artifact collection issue.

- 3) Based on the data in this report, what are LCC's opportunities for providing students transfer education?**
 - Growth of the University Center should result in an increase in transfers to partner institutions.
 - Growth in the number of students enrolling in College 102 should contribute to increased academic performance in transfer courses.
 - Increasing use of the Canvas Course Advisor tool to enhance advising should have a positive impact on Transfer Readiness.

- The majority of online courses at LCC are in the academic transfer area and, although not currently included, there is an opportunity to monitor online academic performance here.

4) Based on the data in this report, what are LCC's threats for providing students transfer education?

- Changes to Financial Aid rules implemented on July 1, 2012, are causing some students to lose funding before completing at LCC. In addition, there are concerns that the implementation of ctcLink could cause further restrictions because the system is set up to recognize state rules rather than federal rules (state rules are the more stringent of the two).

Board Plus/Delta

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

+	Δ

College Outcomes: Access & Completion

Monitoring Report

2011 – 2015

(Cycle 17)

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 16th, 2015



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 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:

- Convened a new Enrollment & Retention Group in May 2015 (replaced the Achieving the Dream Completion Team).
- Updated our [Enrollment Strategies Plan](#) to cover the 2015-18 time period. The campus community was invited to review and comment on the draft plan, which was also carefully reviewed and updated by the Enrollment & Retention Group. The document is posted on the "[Strategic Plan](#)" webpage (on the LCC website).
- Dropped the up-front \$30 admissions/testing fee and transitioned to a per-credit matriculation fee (which can be incorporated into financial aid). The purpose of the change was to eliminate the up-front fee as a barrier to enrollment.
- Identified several additional staff volunteers to help make quarterly retention calls.
- Developed a new, central repository for information about resources available for students—currently being developed into a poster and corresponding webpage to make the information widely available to students and staff.
- Scaled up the Canvas Course Advisor tool to all faculty advisors and educational planners. This tool not only facilitates more timely assignment of students to advisors, it also greatly increases efficiency and the speed at which critical advising information is relayed to students.
- Launched a coordinated fall-into-winter registration/retention campaign, including LCC Foundation-sponsored incentives for students who register by the last day of finals (four \$500 tuition/book credits for credit students, four \$25 LCC Bookstore gift cards for Transitional Studies students—awarded based on random drawings from eligible student pools).
- Launched a "Lifesaver" thank you campaign for faculty advisors and student services staff, to acknowledge their important role in the lives of our students.
- Through the Diversity and Equity Committee, launched a "SafeZone" project to increase LGBTQ awareness and ally-building through a series of training workshops.

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

**(Mission Fulfillment = 80TH percentile or higher)
(Stretch Goal = 90TH percentile or higher)**

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

	% of Service District in Credit Courses	National Percentile Rank
2010	5.70%	89 th
2011	6.40%	88 th
2012	6.16%	90 th
2014	6.76%	92 nd
2015	6.37%	91 st

Source: National Community College Benchmark Project (NCCBP) reports, 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
2010-11	19%	17%	11% (1.7 x service district)	10.6%
2011-12	18%	17%	14% (1.3 x service district)	14.5%
2012-13	21%	17%	14% (1.5 x service district)	11.3%
2013-14	22%	20%	15% (1.5 x service district)	16.6%
2014-15	22%	20%	15% (1.5 x service district)	12.1%

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> Please note: 2013-14 Ratio of LCC times Service District was updated from previous report.

- Although the proportion of SOC completing degrees and certificates continues to fluctuate, LCC is consistently meeting the stretch goal for overall participation.

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

(Mission Fulfillment = 6.0% or higher of transfer & workforce populations)
(Stretch Goal = 8.0% or higher of transfer & workforce populations)

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
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%
2014-15	7.3%	8.0%	6.2%

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.

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

(Mission Fulfillment = 2.5% or higher of transfer & workforce populations)
(Stretch Goal = 3.6% or higher of transfer & workforce populations)

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%
2014-15	2.8%	3.6%	3.3%

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

- The proportion of Veterans students in the total student population has increased over the last 4 years.

⌚ 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)

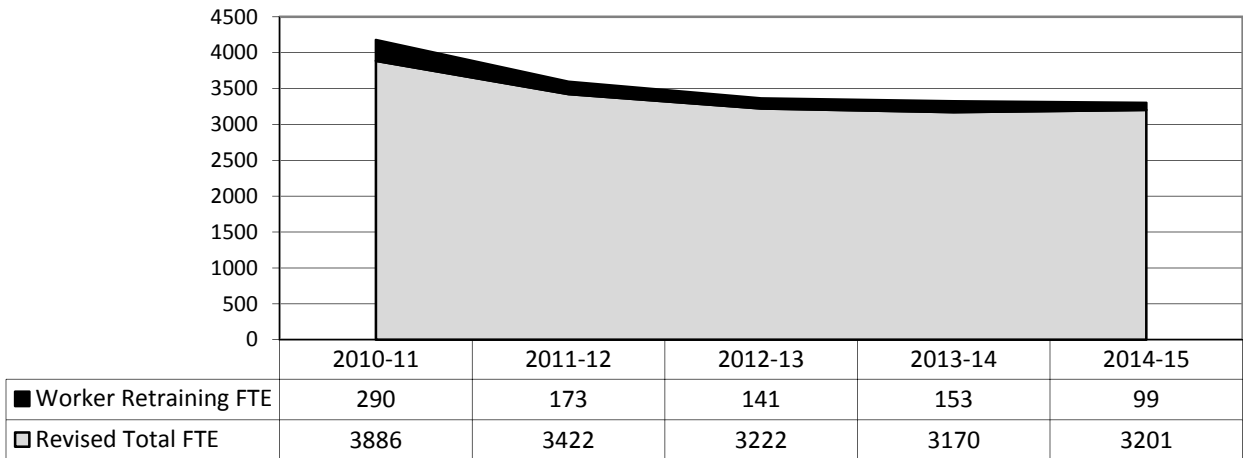
	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of State Target	142%	125%	115%	116%	115%
State Allocated FTE	2,573	2,549	2,542	2,529	2,524
Actual State FTE accrued	3,652	3,184	2,932	2,937	2,905

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 2014-15 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: For 2010-11 to 2013-14 Worker Retraining FTE: DATAx KR-STWKFTE, Work Attend = "8*", QTR-CR-REG = "GE 1". For 2014-15 Worker Retaining FTE: 2014-15 SBCTC Allocation Monitoring Report.

- 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
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%
2014-15	1083 (37%)	1029 (35%)	793 (27%)	47%

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Castle Rock	15/88 = 17%	11/93 = 12%	27/104 = 26%	17/78 = 22%	22/88 = 25%
Kalama	15/57 = 26%	10/70 = 14%	13/75 = 17%	13/67 = 19%	7/65 = 11%
Kelso	89/322 = 28%	68/308 = 22%	68/317 = 21%	74/270 = 27%	82/275 = 30%
Mark Morris	65/223 = 29%	56/226 = 25%	63/255 = 25%	44/187 = 24%	59/179 = 33%
R.A. Long	44/162 = 27%	34/164 = 21%	42/139 = 30%	52/170 = 31%	36/176 = 20%
Toutle Lake	8/50 = 16%	19/46 = 41%	14/38 = 37%	16/43 = 37%	15/46 = 33%
Wahkiakum	3/28 = 11%	4/36 = 11%	8/38 = 21%	12/32 = 38%	3/30 = 10%
Woodland	2/131 = 2%	5/133 = 4%	1/119 = 1%	8/133 = 6%	5/133 = 4%
Total Dist.	241/1061 = 23%	207/1076 = 19%	236/1085 = 22%	236/980 = 24%	229/992 = 23%

Source: LCC Registration Office (Fact Book)

- The last 5 years of data has remained relatively flat (other than Fall 2012) 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)

	2009	2010	2011	2012	2013
Castle Rock	65-69%	55-59%	50-59%	55-59%	55-59%
Kalama	40-49%	60-64%	45-49%	50-54%	35-39%
Kelso	65-69%	64%	55-59%	50-54%	55-59%
Mark Morris	45-49%	55-59%	60-64%	45-49%	50-54%
R A Long	45-49%	60-64%	50-54%	50-54%	60-64%
Toutle Lake	40-59%	60-69%	50-59%	70-79%	60-69%
Wahkiakum	30-39%	20-29%	0-20%	40-59%	40-59%
Woodland	10-14%	6-9%	0-5%	10-14%	0-5%

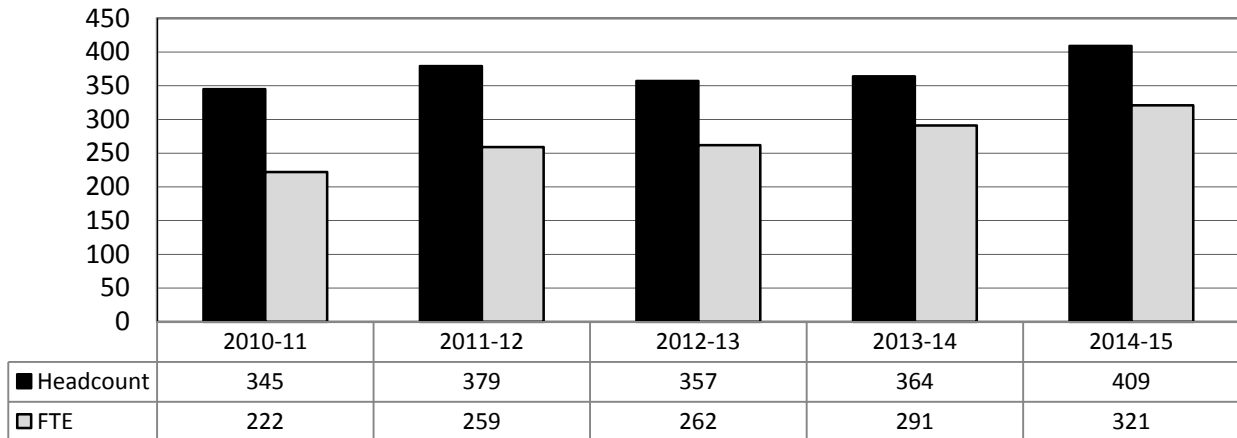
Source: Education Research and Data Center, <http://erdcdata.wa.gov/>

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

Running Start

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

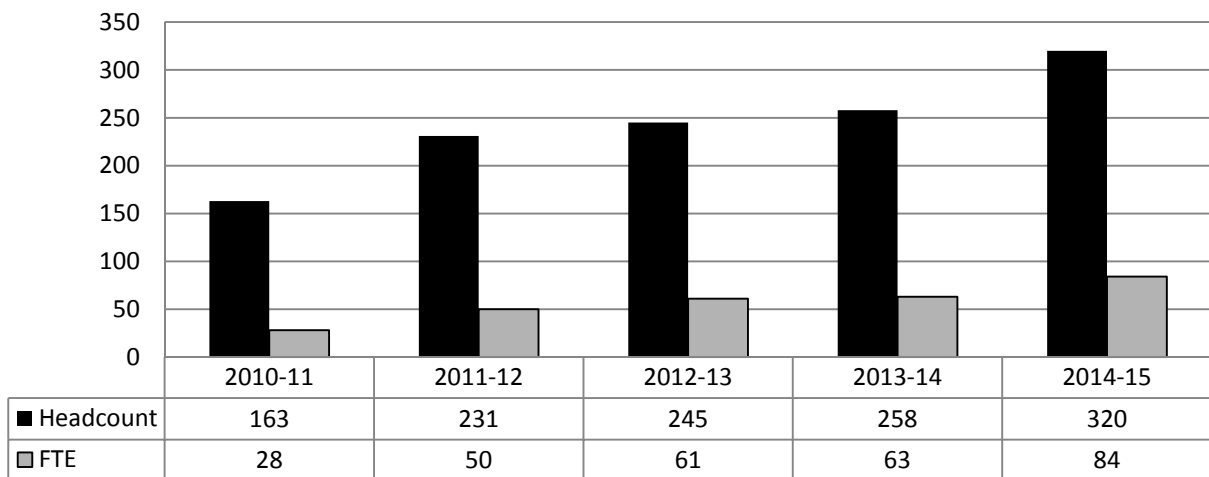
Figure 10: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book

- Running Start headcount increased 12% and FTE increased 10% in 2014-15.

Figure 11: Running Start (RS) Enrollment in Online Courses



Source: Data Warehouse, Student and Transcripts Tables for Headcount; Student and StuClass tables for FTE (DW_Key, RS = 1, Dist_Ed = 3x, Item, FTE/3)

- 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 tripled over the last 5 years, whereas overall online enrollment (FTE) has increased 36% over the last 5 years.

Financial Aid Data

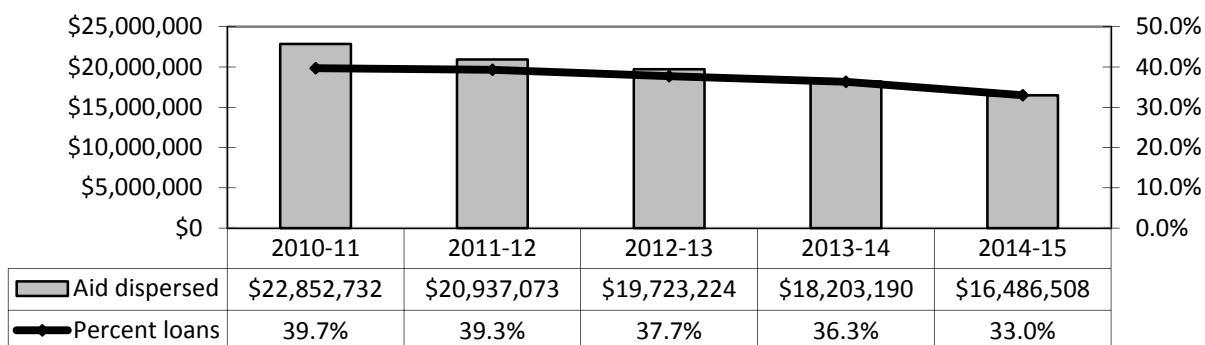
Table 12: Pell Grant Maximum and Cost of Tuition and Fees (Annual)

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)	Amount of need-based aid distributed	Number of need-based aid awards
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
2014-15	\$5,775 (+2.3%)	\$4,275 (+0.0%)	\$9,884,759	3,505

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 27.9% 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.

Key Performance Indicator: Student Persistence

(Mission Fulfillment = 45% or higher for full-time; 30% or higher for part-time students)
 (Stretch Goal = 50% or higher for full-time; 40% 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 2009- Fall 2010	Fall 2010- Fall 2011	Fall 2011- Fall 2012	Fall 2012- Fall 2013	Fall 2013- Fall 2014
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC Full-time Retention	48.1% (n = 700)	50.8% (n = 618)	52.4% (n = 525)	48.1% (n = 486)	53.6% (n = 483)
LCC Part-time Retention	29.9% (n = 224)	28.7% (n = 244)	29.1% (n = 179)	32.2% (n = 199)	36.1% (n = 255)

Source: State Board AtD Measures Data Tool, StudentAchievementCohort Database; Cohort Tables; Data Warehouse, Student Table.
 Please note: Retention rates for Fall 2009 through Fall 2012 have been updated from previous reports.

- 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 3% of system average or higher)
 (Stretch Goal = meet or exceed system average)

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

**Table 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)	2014 (Fall 2010 cohort)
LCC	46% (n = 628)	48% (n = 687)	45% (n = 831)	43% (n = 924)	46% (n = 862)
System Average	44%	47%	45%	47%	49%

Source: SBCTC – Student Achievement Cohort Tracking. Please note: System Average for 2013 (Fall 2009 cohort) has been updated from previous reports.

- Although the combined completion rate has remained fairly consistent over time, the system average is trending upward—a reflection of the state’s emphasis on student success. The impact of many of LCC’s Achieving the Dream initiatives have not yet been fully realized in terms of completions.

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

(Mission Fulfillment = 50th percentile or higher)
 (Stretch Goal = 75th 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 what proportion of colleges in the cohort has a score below LCC (i.e., in 2012-13, LCC was in the top 30% of the nation in terms of the Support for Learners Benchmark).

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 st	--	50 th	--	70 th

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

2010-11	2011-12	2012-13*	2013-14	2014-15
85%	84%	82%	84%	82%

Source: Tutor Coordinator/Learning Commons. Does not include grades of (W, I, N, P, R, V, NA, X or *).

*does not include summer 2012 data

⌚ Key Performance Indicator: Faculty-Student Engagement

**(Mission Fulfillment = 50th percentile or higher)
(Stretch Goal = 75th percentile or higher)**

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 “Faculty-Student Engagement.” The CCSSE is administered every three years at LCC. The percentile ranking indicates what proportion of colleges in the cohort have a score below LCC (i.e., in 2012-13, LCC was in the top 10% of the nation in terms of the Faculty-Student Engagement Benchmark).

**Community College Survey of Student Engagement (CCSSE) –
Faculty-Student Engagement Benchmark Category**

2006-07	2007-08	2009-10	2010-11	2012-13
87 th	--	50 th	--	90 th

Source: CCSSE website/Benchmark Report

Access Monitoring Report

Analysis from the Review Team

Members include: Kendra Sprague, chair, Brad Benjamin, Margit Brumbaugh, Marisa Geier, Andrea Gillaspay, Betty Hayes, Cliff Hicks, Michaela Jackson, Jessica Kooiman, Rosie Leno, Margrit Lovell, Mary Kate Marthaller, Chad Meadors, Leah Moore, Brian Sharp, Rick Swee, Adam Wolfer.

1) Based on the information in this report, what are LCC's strengths in providing access to students?

- Completion rate for veterans is good
- Enrollment rate for students of color is increasing
- Faculty-Student Engagement is high
- Running Start enrollment and participation in online classes is up
- Enrollment rate for students with disabilities is trending up
- Retention is trending up
- Student aid distributed in the form of loans is decreasing
- Cohort default rate is trending down
- Student satisfaction with support services is up

2) Based on the information in this report, what are LCC's weaknesses in providing access to students?

- Completion rate for students of color could be higher
- The capture rate for some high schools could be higher
- Retention rate for part-time students is somewhat low

3) Based on the information in this report, what are LCC's opportunities for providing access to students?

- Increase the proportion of students we capture from Woodland & Kalama High Schools
- Increase retention rate for part-time students
- Expand textbook rentals and Open Educational Resources
- Continue to expand use of Canvas Course Advisor tool to increase student success
- Continue to decrease cohort default rate
- Conduct more in-depth research into equity gaps (retention and completion)

4) Based on the information in this report, what are LCC's threats for providing access to students?

- Clark College construction project/branch campus in Ridgefield
- Elimination of Clark College's Radiology Program
- Potential decline in veterans eligible to receive benefits
- Decline in state budget
- Declining enrollment overall
- Proportion of grants & aids (financial aid) distributed compared to tuition costs
- Rising textbook costs

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

2011 – 2015

(Cycle 17)

CORE THEME IV: Institutional Excellence

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

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

May 18, 2016



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:

- Completed several facilities projects:
 - Gym & Fitness Center
 - Remodel of AAR
 - Demolition of IOB
 - Pavilion and quad upgrades
 - Renovation design for Main (nearly complete)
 - Installation of *Blossom of Life* sculpture in HSB
- Made substantial progress on emergency preparedness:
 - Approved Emergency Operations Plan
 - Updated and put *Emergency Handbook* online
 - Posted emergency instructions (poster) in every room on campus
 - Installed room numbers on the interior of every room on campus
 - Posted directional maps in every classroom
 - Changed classroom hardware to allow for lockdown without keys
 - Adopted FlashAlert Messenger system for emergency notifications
 - Provided emergency preparedness training for all employees through Canvas
 - Provided on-campus trainings re: situational awareness and self-defense
 - Installed Maxient software for tracking student conduct (awaiting training)
- First Financial Statement Audit completed without opinion
- Financial Accountability Audit with no findings
- Significantly increased campus wellness activities including updating wellness policy

⌘ 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 or higher)
(Stretch Goal = 10 or higher)

2010-11	2011-12	2012-13	2013-14	2014-15
10	7	9	13	8

Source: Human Resources

- The number of faculty-submitted PDU's declined somewhat in 2014-15.
- The number depicted here represents only PDU's for which faculty have submitted paperwork. 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. A lack of available funding can prove to be a disincentive for faculty to submit the requisite forms.
- In the future, ctLink will capture faculty and staff participation in professional development activities.
- Professional-development activities offered on campus over the past year include trainings related to emergency preparedness, procurement, wellness, discrimination & harassment, FERPA, fire extinguishers, Clery Act, Code of Ethics, de minimis, CPR, Mental Health First Aid, On Course (curriculum used in College Success courses at LCC) and a variety of wellness-related topics.

⌘ 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	2014-15
Grievances	0	1	0	0
Arbitrations	0	0	1	0

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.

**Table 3: 2016 Employee PACE Survey Comparison
(Questions selected by LCC Board of Trustees)
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)**

Question 4: The extent to which decisions are made at the appropriate level at this institution.

	LCC	All Institutions	Medium 2-years	All public institutions
Mean Score	3.397	3.276	3.236 *	3.248 *

Question 16: The extent to which open and ethical communication is practiced at this institution.

	LCC	All Institutions	Medium 2-years	All public institutions
Mean Score	3.488	3.320 *	3.249 **	3.290 **

Question 25: The extent to which a spirit of cooperation exists at this institution.

	LCC	All Institutions	Medium 2-years	All public institutions
Mean Score	3.564	3.363 **	3.317 ***	3.335 **

Question 27: My supervisor seriously considers my ideas.

	LCC	All Institutions	Medium 2-years	All public institutions
Mean Score	4.000	3.750 ***	3.757 **	3.736 ***

*statistically significant at the $p < .05$ level

**statistically significant at the $p < .01$ level

***statistically significant at the $p < .001$ level

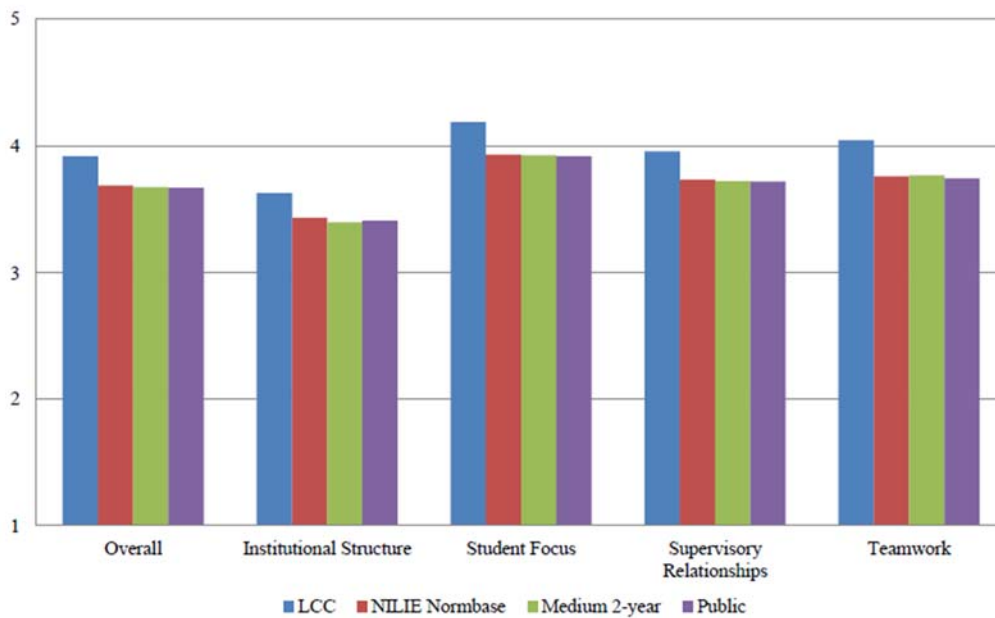
- The mean score for LCC is above average for four out of four questions listed above (questions selected by the LCC Board of Trustees for presentation in this Monitoring Report).
- The difference is statistically significant for all questions across all comparison groups except for one (question #4—comparison with all institutions participating in the survey, a group of approximately 70,000 higher education employees across the nation).

Table 4: 2016 Employee PACE Survey Comparison by Climate Factor
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)

Climate Factor	LCC		NILIE Norm base		Medium 2-year		Public	
	N	Mean	Mean	Sig	Mean	Sig	Mean	Sig
Overall	295	3.919	3.688	***	3.673	***	3.672	***
Institutional Structure	295	3.628	3.434	***	3.397	***	3.411	***
Student Focus	294	4.189	3.930	***	3.928	***	3.919	***
Supervisory Relationship	295	3.957	3.735	***	3.721	***	3.720	***
Teamwork	294	4.046	3.759	***	3.768	***	3.746	***

Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

***statistically significant at the $p < .001$ level



Note: NILIE Norm base = all participating institutions.

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

Table 5: 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.

	2007	2009	2011	2013	2015
Facilities Overall Mission Fulfillment = 275 or below Stretch Goal = 200 or below	268	266	257	256	247
Facilities by Building: Proportion of Buildings receiving scores of 350 or below Mission Fulfillment = 70% or above Stretch Goal = 100%	75%	71%	71%	73%	81%

Source: Campus Services

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

Table 6: Condition of Infrastructure (Foundation: Assets/Financial Position)
(Mission Fulfillment: Net Assets Annual Growth = 5%; Endowments % as of Net Assets = 70%)
(Stretch Goal: Net Assets Annual Growth = 10%; Endowments as % of Net Assets = 80%)

The LCC Foundation’s net assets fall into two broad categories: endowed and non-endowed funds. Endowed funds are set up so that the bulk of the investment remains in place, and only interest/earnings are spent. Over time, endowed funds provide the most consistent and stable funding. The Foundation has set the goal of raising the Foundation’s net assets to \$25 million by 2025 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, and through additional endowed student scholarships.

	2011	2012	2013	2014	2015
Net Assets	\$11,882,594	\$12,938,842	\$13,586,120	\$14,850,197	\$14,227,411
Net Assets Annual Growth (%)	8.67%	8.89%	5.00%	9.30%	-4.20%
Endowments	\$8,078,313	\$8,686,843	\$9,467,577	\$10,621,657	\$10,362,951
Endowments as % of Net Assets	68%	67%	70%	71%	73%

Source: LCC Foundation

Table 7: Condition of Infrastructure (Foundation Support to the College)

(Mission Fulfillment: Program Support as % of Net Assets = 4%;

Increase in Scholarship Support = 15%)

(Stretch Goal: Program Support as % of Net Assets = 6%;

Increase in Scholarship Support = 20%)

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

The Foundation’s goal is to increase program support as a percentage of net assets through endowment growth, and to increase annual and endowed scholarship support each year through donor cultivation and outreach efforts.

	2011	2012	2013	2014	2015
Program Support	\$364,018	\$581,571	\$746,573	\$969,626	\$1,090,864
Program Support as % of Net Assets	3%	4%	5%	7%	8%
Endowed Scholarships*	\$37,500	\$83,748	\$103,958	\$122,367	\$130,600
Annual Scholarships*	\$128,844	\$117,002	\$133,857	\$148,608	\$132,173
Total Awarded	\$166,344	\$200,750	\$237,815	\$270,975	\$262,773
Change in Scholarship Support (3-year rolling average)	-4.39%	6.63%	23.50%	17.70%	9.79%

Source: LCC Foundation

*Awarded

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

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

	2011	2012	2013	2014	2015
<u>Cash & Investments to Operating Expenditures</u> Do we have sufficient cash flow and reserves to meet our operating expenditures? Mission Fulfillment = 90% or higher Goal = 100% or higher (meet or exceed state average)	39.69% (108%)	49.00% (115%)	48.00% (108%)	43.00% (98%)	32.00% (71%)*
<u>Tuition Revenue per FTE</u> Are we appropriately using waivers, discounts, etc. to subsidize gross tuition revenue for students? Mission Fulfillment = 100% or below (meet or fall below state average) Stretch Goal = 95% or below	\$2,223.67 (96%)	\$2,337.81 (93%)	\$2,496.22 (92%)	\$2,479.17 (91%)	\$2,388.01 (88%)

Source: Finance Office

*Note: a \$3 million Certificate of Participation (COP) for the Fitness Center remodel was received after year end, which dramatically impacted results for 2015.

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

Table 9: 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 10: 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.

2010-11 (n = 141)	2011-12 (n = 167)	2012-13 (n = 264)	2013-14 (n = 299)	2014-15 (n = 247)
87%	86%	90%	88%	89%

- Satisfaction has remained relatively steady over the years.

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

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

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

	2011	2012	2013	2014	2015
Cultural Activities Mission Fulfillment = 50th percentile or above Stretch Goal = 70th percentile or above	71%	58%*	78%	68%	65%
Sporting Events Mission Fulfillment = 50th percentile or above Stretch Goal = 90th percentile or above	88%	97%	91%	58%**	85%

*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, Linda Clark, Robert Cochran, Alex Emerson, Jeanne Hamer, Nadine Lemmons, Gitta Makinster, Leah Sanchez, Kendra Sprague, Tiffany Stewart, Rheannon Van Cleef, Marie Wise, Erin Zeiger.

1) Based on the data in this report, what are LCC's strengths in exemplifying institutional excellence?

- Data from the PACE Survey indicates that LCC's organizational culture significantly exceeds our peer community colleges as well as the overall higher education community.
- Attendance at Athletic Events is strong. Over the past year we have continued to expand our audience by livestreaming events via *Devil Vision*.
- Upgrades to our physical infrastructure, including the recent Gym and Fitness Center remodel, have led to continued improvements in our Facilities Condition Survey scores.
- Steady increases in the amount of endowed scholarships awarded are significant because of the long-term nature of the funds (compared to scholarships that are only funded annually).

2) Based on the data in this report, what are LCC's weaknesses in exemplifying institutional excellence?

- Although already noted in last year's report, relatively lower scores in the community perception category of *Customized Education & Training* is an area of concern which we are addressing through our revamped Corporate & Continuing Education department.
- Metrics for 2015 in the category of *Cash & Investments to Operating Expenditures* were artificially low due to timing of the Certificate of Participation for the Fitness Center, but this is an area to watch next year.

3) Based on the data in this report, what are LCC's opportunities for exemplifying institutional excellence?

- Student-graduate satisfaction with instruction has been steady but has not necessarily increased over time. There may be an opportunity to revisit training opportunities related to active learning that were initiated under the auspices of Achieving the Dream that could potentially positively impact this indicator.

4) Based on the data in this report, what are LCC's threats for exemplifying institutional excellence?

- Although we met our stretch goal in terms of *Tuition Revenue per FTE*, we perceive the decline of this indicator as a threat due to the overall climate for state support of higher education. As Transitional Studies has increased as a proportion of our FTE, average tuition revenue per student has declined (due to the fact that Transitional Studies students don't pay tuition). We are committed to continuing to serve this student population, but feel that appropriate state support of this type of instruction is imperative to our overall financial health.

Board Plus/Delta

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

+	Δ