

College Outcomes: Professional/Technical & Customized Education Monitoring Report

2012 – 2016
(Cycle 18)

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.

February 27, 2017



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:

- Commercial Driver License (CDL) option has been added to the Diesel/Heavy Equipment program in response to industry demand.
- Our business transfer pathways with EWU have been strengthened to encourage more students to take advantage of the regional University Center.
- In response to enrollment data and input from technical advisory committee members, the Fire Science Program is closing this year.
- Additional I-BEST program options in Welding, Medical Assisting and Automotive Technology have been added.
- A Fitness Trainer certificate was added.

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.

	2011-12	2012-13	2013-14	2014-15	2015-16
2.0 or better	82.4%	80.6%	83.9%	84.0%	84.3%

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)

Attainment of Competencies for Individual Programs

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 2: Licensure Rates for Nursing and Welding

	2011	2012	2013	2014	2015
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	89%	90%	88%	92%	89%
WABO (Washington Association of Building Officials) – pass rate					
Welding (LCC students only)	100% (n = 18)	100% (n = 20)	100% (n = 22)	100% (n = 16)	100% (n = 14)

Source: Nursing and Welding Departments

- Rates are by calendar year, so 2015 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 3: Employment Rates for Lower Columbia College
(Indicates year students were employed—having completed studies the prior year)

	2011-12	2012-13	2013-14	2014-15	2015-16
LCC	78%	81%	69%	76%	77%*
System Average	77%	78%	71%	74%	73%*

Source: SBCTC Academic Year Report; excludes those who are self-employed and work out of state. *Per the State Board, 2015-16 figures not yet final.

- 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 4: Employer ranking of LCC Graduates’ professionalism

	2011-12	2012-13	2013-14	2014-15	2015-16
Professionalism is “Average” or “Above Average” (and “Exceeds Expectations” and “Meets Standard” from Nursing Employer Survey)	*	100% (n = 29)	95% (n = 28)	90% (n = 52)	98%** (n = 93)

*no data available. Source: Employer Feedback Survey; starting 2014-15, also included Early Childhood Education (ECED) Employer Survey. **Starting in 2015-16, sources are Employer Feedback Survey, ECED Employer Survey, and Nursing Graduate Employer Survey.

- Survey methodology includes surveying members of LCC’s Professional/Technical Advisory Committees in addition to other employers including employers of Nursing and Early Childhood Education graduates.
- In 2015-16, the Employer Feedback Survey was administered solely online throughout the 2016 calendar year to LCC’s Professional/Technical Advisory Committee members.

⌚ Key Performance Indicator: Relevance of Programs
(Mission Fulfillment = 85%)
(Stretch Goal = 90%)

Table 5: Proportion of LCC graduates who are satisfied with training at LCC in relation to their job duties

	2011-12	2012-13	2013-14	2014-15	2015-16
“Good” or “Very Good” responses (and “Yes, Very” and “Yes” from Nursing Survey)	83% (n = 39)	94% (n = 54)	89% (n = 120)	89% (n = 90)	88%* (n = 104)

Source: Prof/Tech Alumni Survey. *Starting in 2015-16, sources are Prof/Tech Alumni Survey and Nursing Graduate 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.

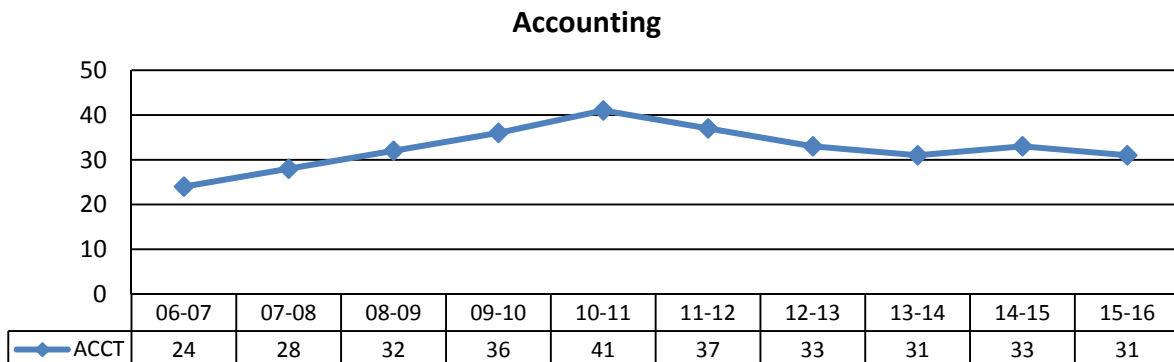
Table 6: Professional Technical Enrollment Summary (state funded only)

	Prof/Tech FTE	Worker Retraining FTE
2011-12	936	173
2012-13	874	141
2013-14	872	153
2014-15	793	99
2015-16	699	109
1 year change	-12%	+10%
5 year change	-25%	-37%

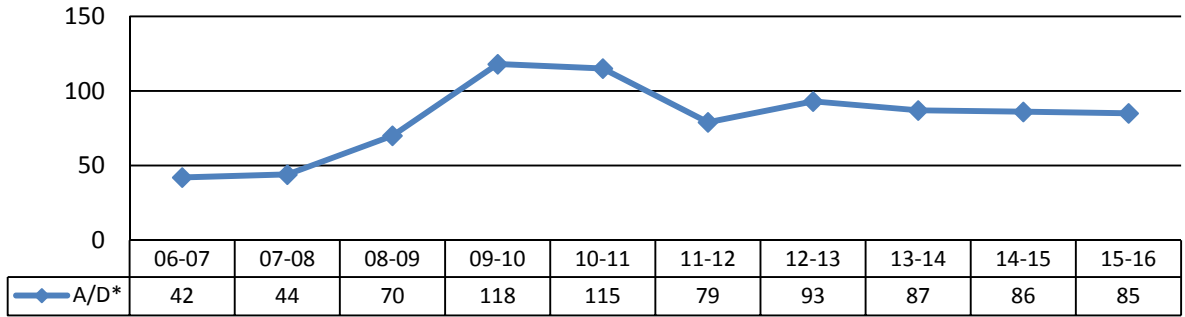
Source: Data Warehouse, Access Monitoring Report for Prof/Tech FTE and Worker Retraining FTE.

- Professional/Technical enrollment decreased in 2015-16 while Worker Retraining enrollment increased.

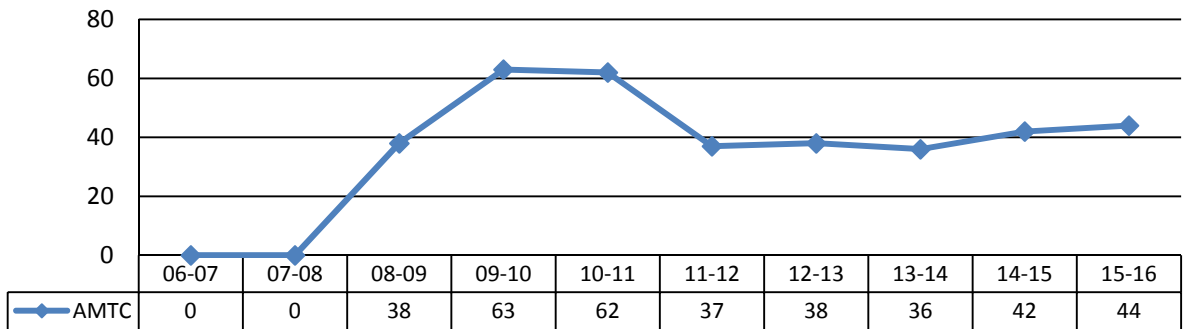
Figure 7: Professional Technical Enrollment by Discipline (annual state funded FTE)



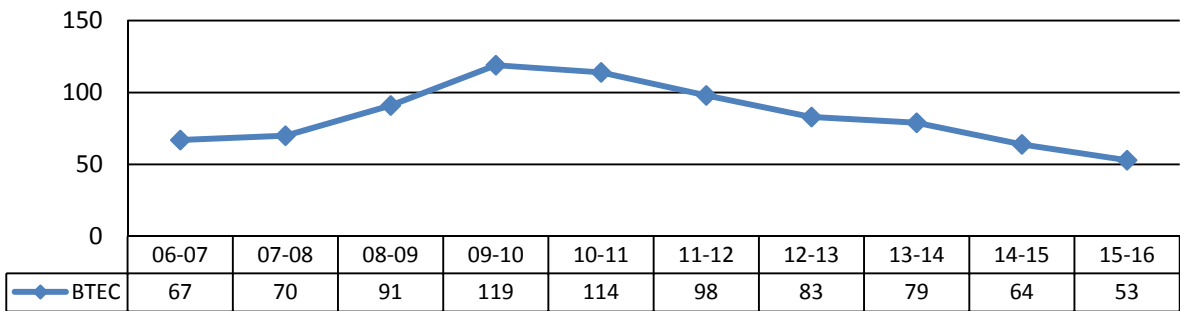
Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)



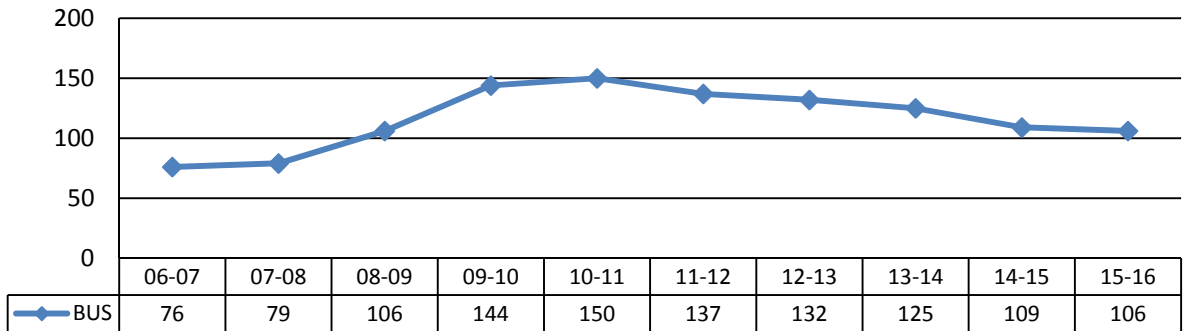
Automotive Technology (combined with Diesel until 2008-09)



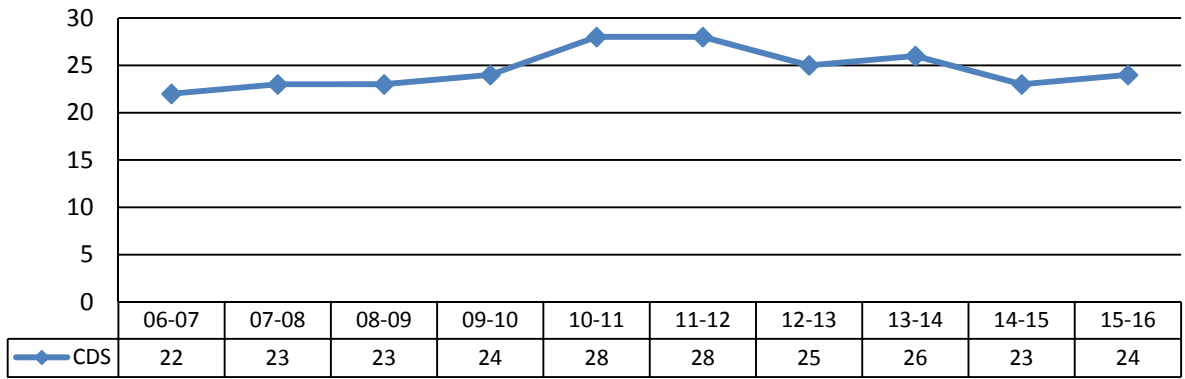
Business Technology



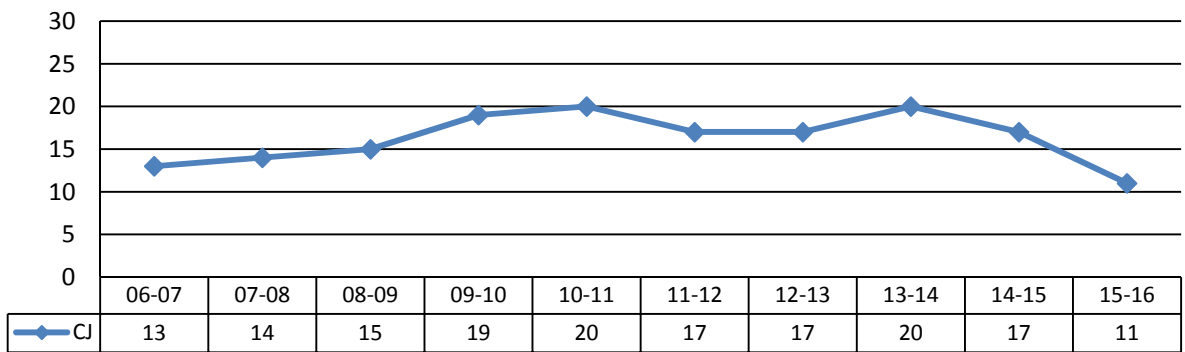
Business



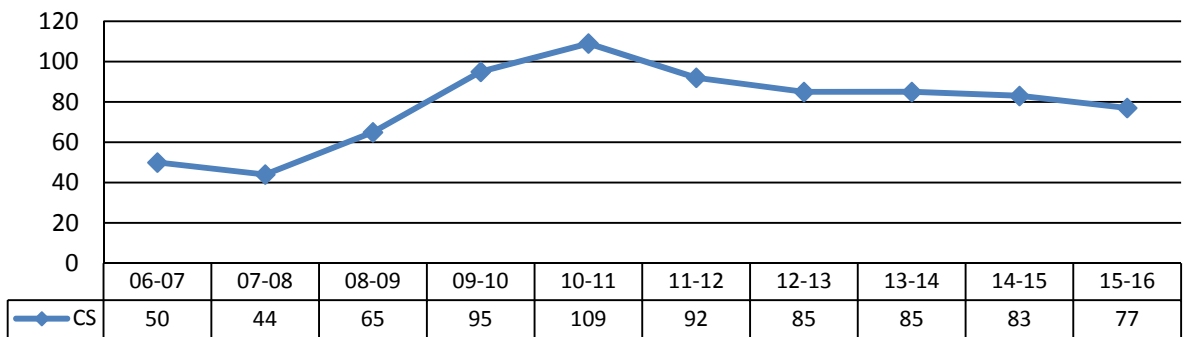
Chemical Dependency Studies



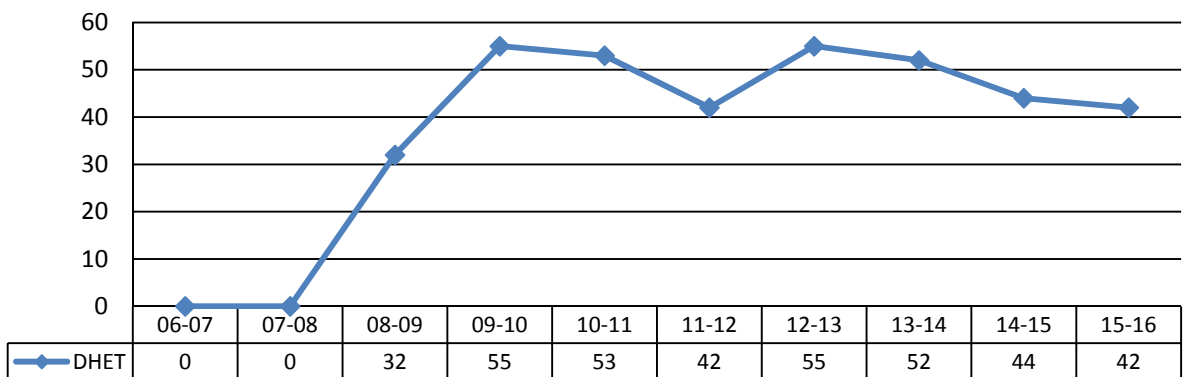
Criminal Justice



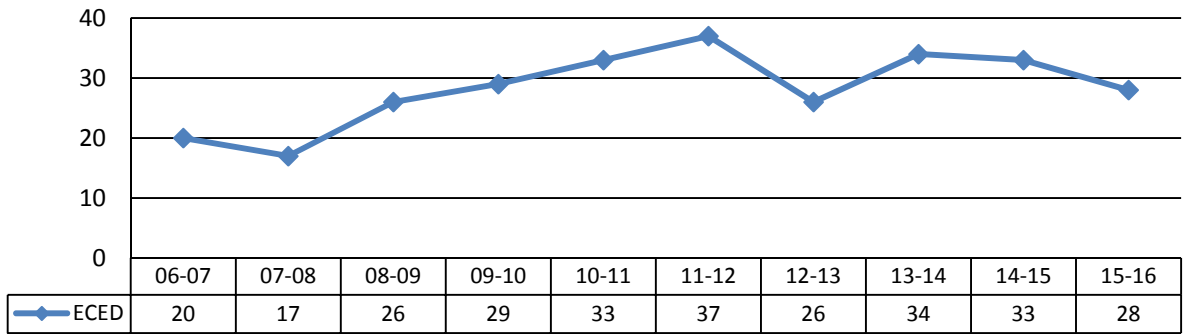
Computer Science



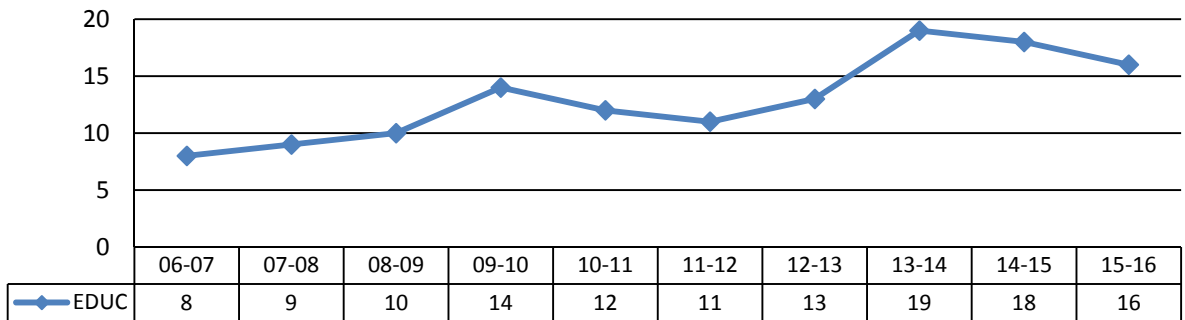
Diesel/Heavy Equipment Technology (combined with Auto until 2008-09)



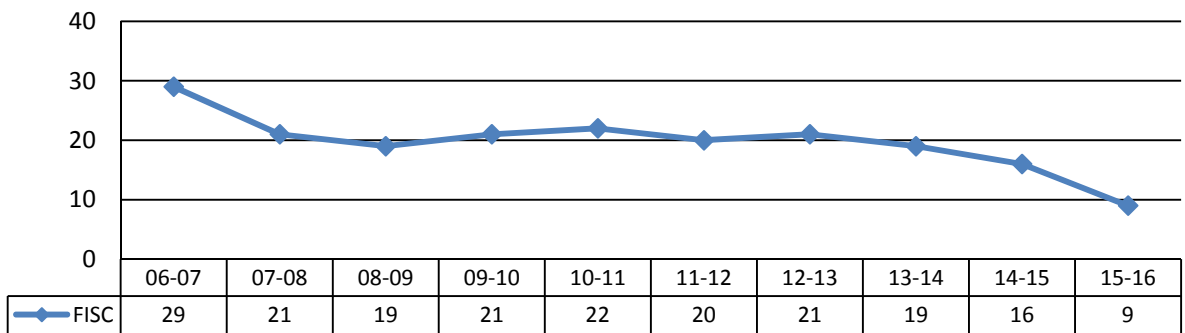
Early Childhood Education



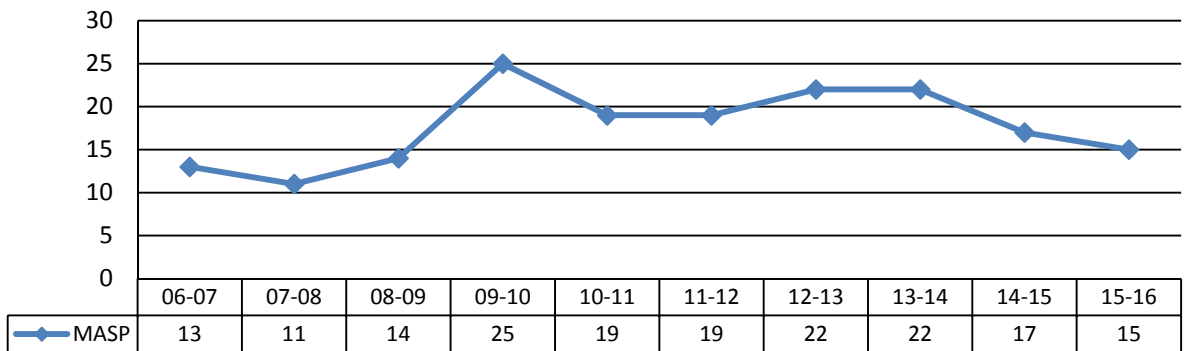
Education



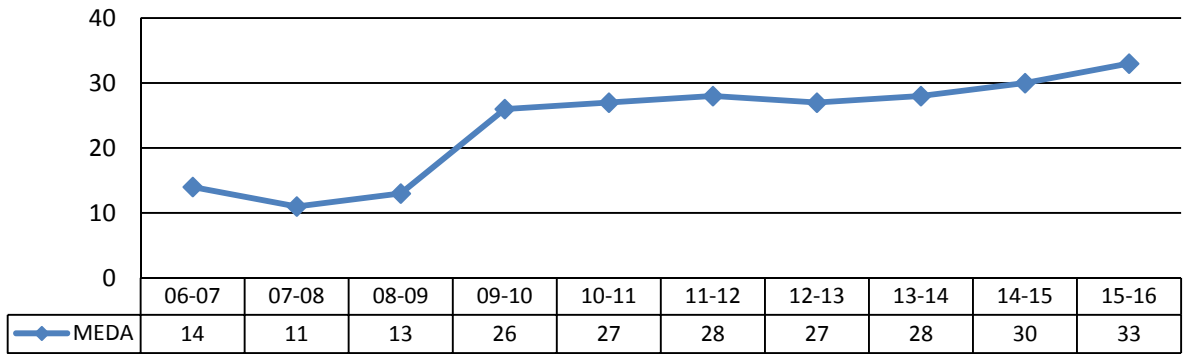
Fire Science



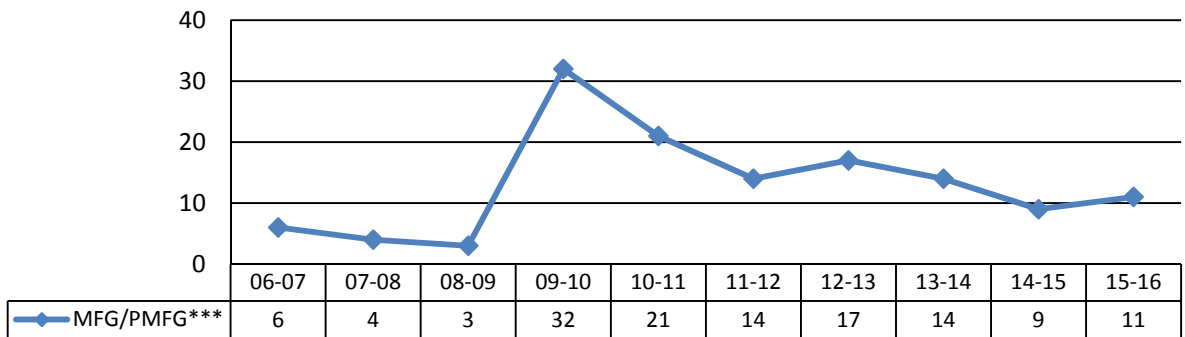
Machine Trades



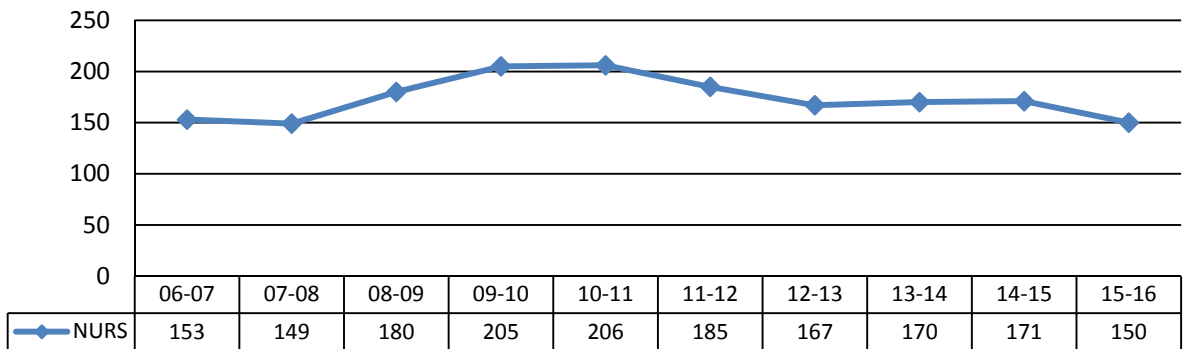
Medical Assisting



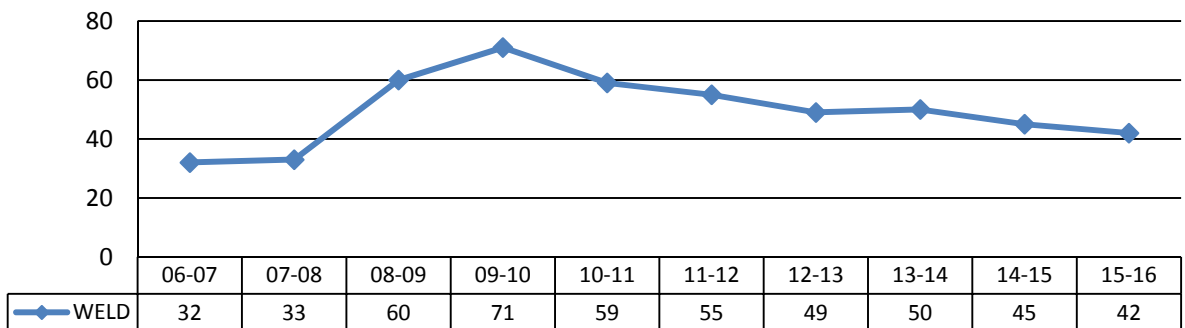
Manufacturing/Process Manufacturing (previously PULP)



Nursing (including RN, LPN and Nursing Assistant)



Welding



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

PART 2: CUSTOMIZED EDUCATION


 **Key Performance Indicator: Client assessment of programs and services**
(Mission Fulfilment = 90%)
(Stretch Goal = 100%)

Table 8: Evaluation of Corporate & Continuing Education

The following evaluations were administered across a variety of Corporate & Continuing Education courses in 2015-16 (including 225 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.	70%	30%	100%
Presented at the right level.	72%	28%	100%
Practicality of material to my job.	72%	28%	100%
Notebook/handout material supported the subject.	70%	29%	99%
Effective small group activities.	60%	39%	99%
Effective visual aids.	78%	21%	99%
PRESENTATION			
Effective presentation style.	82%	18%	100%
Presenter's knowledge of subject.	88%	12%	100%
Presenter covered the material clearly.	82%	18%	100%
Presenter responded well to questions.	86%	14%	100%
OVERALL	76%	23%	99%

Percentages may not equal 100% due to rounding.

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

EDUCATION, TRAINING & TESTING ACTIVITIES

Table 9: Continuing Education Enrollment: Duplicated Headcount

2011-12	2012-13	2013-14	2014-15	2015-16	1 yr Δ	5 yr Δ
4,373	2,762	2,428	2,260	2,131	-6%	-51%

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

2011-12	2012-13	2013-14	2014-15	2015-16	1 yr Δ	5 yr Δ
127	252	484	540	294	-46%	+131%

Source: Fact Book/Testing Office/Continuing Ed Office. (Please note: 2011-12 is a duplicated headcount; unduplicated headcounts beginning 2012-13).

Table 11: Other Testing Exams: Duplicated Headcount

Exam	2013-14	2014-15	2015-16
NREMT (EMT Test)	107	117	151
Educator Licensing Exams (NES, West-B, ORELA)	112	200	259
Automotive Service Excellence (ASE)	34	232	281
CLEP (Prior Learning Assessment)	8	45	25
Certiport (Microsoft Office Certification)	5	22	146
Pesticide Testing (Washington State Department of Agriculture)	*	70	241
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	**	**	43

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. **Data not available because test newly offered in 2015-16.

- In 2015-16, the Testing Office adjusted testing hours and worked to increase efficiency, such as adding several Friday testing dates throughout the year. The Testing Office also increased the availability of revenue generating exams like Pearson Vue (i.e., EMT, Educator Licensing Exams).
- In 2015-16, the Testing Office also streamlined the signup process for Pesticide Testing and made more test dates available to help meet the needs of the Washington State Department of Agriculture.

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, Liz, Engel, Sarah Griffith, Heidi Hamer, Karen Joiner, Sarah Nichols, Connie Ramos, David Rosi, 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?

- Our I-BEST programs continue to open doors for students in terms of professional/technical education.
- Testing options have increased significantly in response to the needs of our professional/technical programs.
- Workforce funding programs have helped support professional-technical students and stabilize enrollments in this area.
- Evaluation results of continuing education courses continue to be strong.

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

- BTEC enrollment has declined past pre-recession levels. The department is undergoing a full program review including working with their advisory committees to assess current curriculum as well as explore opportunities around health and information technology and management. In the spring, they will also complete a full review of the billing and coding Certificate of Participation and explore specialized accreditation and specific alignment with industry credentials.

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

- Explore the possibility of adding an applied baccalaureate degree option.
- Consider adding a full-time Criminal Justice faculty position to support more complete development of related degree pathways.
- Look for ways to more fully integrate evaluation results from students in continuing education classes (the reporting process is currently hindered by employers and other entities requiring their own evaluation format to be used in place of the college's form).
- Ensure that all programs are effectively using the Curriculum & Program Review process to assess outcomes and make program improvements.
- Utilize Tech Prep (high school dual enrollment) program to recruit more graduating seniors into professional/technical programs.
- Increase reporting of continuing education activities that aren't captured in the College's information management system.

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

- Declining state revenue, both related and unrelated to declining enrollment, is the biggest threat in this area.
- On a related note, aging equipment is also problematic in some programs. Equipment replacement funds are needed.

- **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

2012 – 2016
(Cycle 18)

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.

May 17, 2017



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
- Proportion of students who start in college level math

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:

- English faculty have created a new prerequisite course for ENGL 110. ENGL 087 is specifically designed to prepare CTE students for college level technical English. This course will be piloted spring 2017.
- English faculty have collectively reviewed ENGL 098/99 and have refined the "bucket" structure of how it is scheduled. They determined that we can more effectively focus on the different learning needs of students in each by not co-mingling so much.
- English faculty have collaborated with Placement Testing and BEdA staff to create our version of Directed Self Placement, the new method of placing students into English or ABE. Now completing its first year, we are looking forward to refining it somewhat.
- In response to analysis of the success of precollege math students, our faculty have created a new "rescue" course specifically designed to help students overcome the challenges of learning math. This new course, COLL 074, will be piloted spring quarter 2017.
- Transitional Studies math faculty have developed and are piloting a hybrid model math course (ABE 092). Students completing this course with a "B" or better articulate directly to Math 141—Pre-Calculus I.
- Transitional Studies math faculty are piloting a Bridge to College Math course (ABE 082). Students completing this course with a "B" or better articulate directly to the non-stem pathway Math 107--Math in Society, Math 131—Math for Elementary Teachers I, or Math 210—Elements of Statistics.
- Articulation agreements with the English Department enable Transitional Studies students completing "Level D" English to articulate directly to English 101.
- Basic Education for Adults received an SBCTC grant to fund a half-time navigator to foster success and transition among non-native English speakers, exclusively.
- Integrated Basic Education and Skills Training (I-BEST) has expanded to include Welding.

🕒 Key Performance Indicator: Basic Skills Achievement

**(Mission Fulfillment = within 3% of System Average for 4 Year Success Rate)
(Stretch Goal = Meet or Exceed System Average for 4 Year Success Rate)**

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: Combined Basic Skills (ABE and ESL) Student Retention and Success

		Number	Fall to Winter Retention (# / %)	Fall to Spring Retention (# / %)	Fall to Fall Retention (# / %)	4 Year Success* (# / %)
2009	LCC	296	220/74%	135/46%	57/19%	63/21%
cohort	System	13796	7150/52%	5105/37%	3094/22%	1576/11%
2010	LCC	248	152/61%	94/38%	77/31%	38/15%
cohort	System	13289	6578/49%	4715/35%	2923/22%	1556/12%
2011	LCC	244	143/59%	97/40%	58/24%	36/15%
cohort	System	11836	5756/49%	4226/36%	2614/22%	1482/13%
2012	LCC	171	105/61%	70/41%	54/32%	23/13%
cohort	System	11559	5819/50%	4210/36%	2648/23%	1494/13%
2013	LCC	183	127/69%	96/52%	72/39%	**
cohort	System	10598	5151/49%	3842/36%	2531/24%	**
2014	LCC	188	125/66%	86/46%	66/35%	**
cohort	System	9087	4854/53%	3528/39%	2321/26%	**
2015	LCC	170	100/59%	71/42%	**	**
cohort	System	9566	5208/54%	3785/40%	**	**

Source: SA Cohorts Tableau Dashboard version 1.3, SBCTC. *Student earned an SAI completion point or student had a Wabers basic skills level gain. (Wabers gain occurs when a student's initial Wabers program rank is < 8 and increases to between 8 and 12 by the fourth year). **Data not yet available (due to tracking period).

Table 2: ABE BREAKOUT - Student Retention and Success (included in Table 1)

		Number	Fall to Winter Retention (# / %)	Fall to Spring Retention (# / %)	Fall to Fall Retention (# / %)	4 Year Success* (# / %)
2009	LCC	250	184/74%	111/44%	44/18%	59/24%
cohort	System	6722	3085/46%	2138/32%	1317/20%	1232/18%
2010	LCC	200	116/58%	70/35%	57/29%	36/18%
cohort	System	6714	2821/42%	1982/30%	1267/19%	1259/19%
2011	LCC	214	126/59%	87/41%	51/24%	36/17%
cohort	System	6339	2663/42%	1930/30%	1156/18%	1189/19%
2012	LCC	148	86/58%	60/41%	47/32%	23/16%
cohort	System	6220	2766/44%	1990/32%	1245/20%	1221/20%
2013	LCC	157	108/69%	83/53%	62/39%	**
cohort	System	5231	2178/42%	1686/32%	1145/22%	**
2014	LCC	151	95/63%	67/44%	48/32%	**
cohort	System	4176	2069/50%	1500/36%	1003/24%	**
2015	LCC	142	81/57%	58/41%	**	**
cohort	System	4357	2328/53%	1776/41%	**	**

Source: SA Cohorts Tableau Dashboard version 1.3, SBCTC. *Student earned an SAI completion point or student had a Wabers basic skills level gain. (Wabers gain occurs when a student's initial Wabers program rank is < 8 and increases to between 8 and 12 by the fourth year). **Data not yet available (due to tracking period).

Table 3: ESL BREAKOUT - Student Retention and Success (included in Table 1)

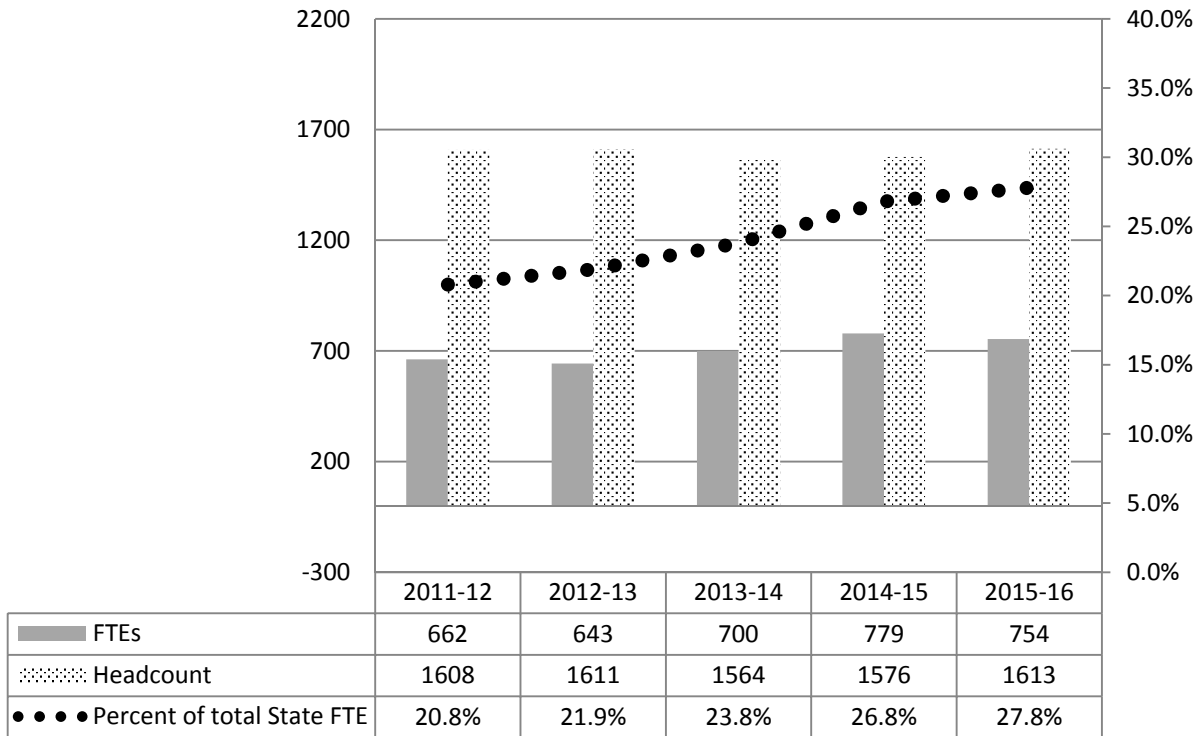
		Number	Fall to Winter Retention (# / %)	Fall to Spring Retention (# / %)	Fall to Fall Retention (# / %)	4 Year Success* (# / %)
2009	LCC	46	36/78%	24/52%	13/28%	4/9%
cohort	System	7074	4065/57%	2967/42%	1777/25%	344/5%
2010	LCC	48	36/75%	24/50%	20/42%	2/4%
cohort	System	6575	3757/57%	2733/42%	1656/25%	297/5%
2011	LCC	30	17/57%	10/33%	7/23%	0/0%
cohort	System	5497	3093/56%	2296/42%	1458/27%	293/5%
2012	LCC	23	19/83%	10/43%	7/30%	0/0%
cohort	System	5339	3053/57%	2220/42%	1403/26%	273/5%
2013	LCC	26	19/73%	13/50%	10/38%	**
cohort	System	5361	2970/55%	2155/40%	1386/26%	**
2014	LCC	37	30/81%	19/51%	18/49%	**
cohort	System	4911	2785/57%	2028/41%	1318/27%	**
2015	LCC	28	19/68%	13/46%	**	**
cohort	System	5204	2876/55%	2007/39%	**	**

Source: SA Cohorts Tableau Dashboard version 1.3, SBCTC. *Student earned an SAI completion point or student had a Wabers basic skills level gain. (Wabers gain occurs when a student's initial Wabers program rank is < 8 and increases to between 8 and 12 by the fourth year). **Data not yet available (due to tracking period).

Basic Skills Enrollment Summary

The basic skills enrollment summary presents the unduplicated headcount and FTEs of all basic skills students enrolled at LCC. Specifically, these are enrollments in adult basic education (ABE), English as a Second Language (ESL), and high school graduation equivalency.

**Figure 4: Basic Skills Enrollment
Annualized FTE – State Funded**



Source: Fact Book

- The proportion of State FTE attributed to Basic Skills has increased in each of the last five years.

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)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CEO Students	209	220	205	210	230	238	291
HS Completions (6) within 3 years	84	87	67	63	74	**	**
GEDs (7) within 3 years	18	14	8	***	***	**	**
Total Completions within 3 years	102	101	75	63	74	**	**
% Completions within 3 years	49%	46%	37%	30%	32%	**	**

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)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
I-BEST Students	151	136	132	130	192	176	238
Total Completions within 3 years	93	87	82	81	93	**	**
% Completions within 3 years	62%	64%	62%	62%	48%	**	**

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.

Table 7: Passing Rates of Students in Pre-college Math (MATH & TECH 078/079, 087/097, 088/089, 098/099) -- Duplicated Headcount (includes self-paced math courses; excludes summer) (Mission Fulfillment = 65%; Stretch Goal = 75% re: pass rate excluding students who withdrew)

	2011-12	2012-13	2013-14	2014-15	2015-16
Number of students who received a 2.0 or better (C or above)	2363	2038	2166	1906	1766
Proportion of students who received a 2.0 or better (C or above) excluding students receiving grades of W, I, N, NA, R, P, or V*	2363/3530 = 66.9%	2038/3049 = 66.8%	2166/2886 = 75.1%	1906/2687 = 70.9%	1766/2370 = 74.5%
Number/proportion of students who withdrew	355 (9.1%)	302 (9.0%)	194 (6.3%)	139 (4.9%)	121 (4.9%)
Proportion of students who received a 2.0 or better (C or above) including students who withdrew	2363/3885 = 60.8%	2038/3351 = 60.8%	2166/3080 = 70.3%	1906/2826 = 67.4%	1766/2491 = 70.9%

Source: Data Warehouse, TRANSCRIPTS Table.

*The KPI is based on this metric. W=withdraw, I=incomplete, N=audit, NA = no attendance; P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

Note: New curriculum (3 courses instead of four) implemented in 2010-11 with 3/2 credit split for each course implemented in 2011-12.

Table 8: Passing Rates of Students in Pre-college English (ENGL 065, 075, 098, 099/100) -- Duplicated Headcount (excludes summer) (Mission Fulfillment = 70%; Stretch Goal = 75% re: pass rate excluding students who withdrew)

	2011-12	2012-13	2013-14	2014-15	2015-16
Number of students who received a 2.0 or better (C or above)	528	294	299	275	273
Proportion of students who received a 2.0 or better (C or above) excluding students receiving grades of W, I, N, NA, R, P, or V*	528/729 = 72.4%	294/470 = 62.6%	299/423 = 70.7%	275/442 = 62.2%	273/401 = 68.1%
Number/proportion of students who withdrew	44 (5.7%)	59 (11.2%)	45 (9.6%)	42 (8.7%)	39 (8.9%)
Proportion of students who received a 2.0 or better (C or above) including students who withdrew	528/773 = 68.3%	294/529 = 55.6%	299/468 = 63.9%	275/484 = 56.8%	273/440 = 62.0%

Source: Data Warehouse, TRANSCRIPTS Table.

*The KPI is based on this metric. W=withdraw, I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

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

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

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

Table 9: Developmental Math (MATH/TECH 078/079, 087/097, 088/089, 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 11-12 cohort	Fall 12-13 Cohort	Fall 13-14 Cohort	Fall 14-15 Cohort	Fall 15-16 Cohort
Total number of students who successfully completed a pre-college math class	570	477	484	467	456
Total number of those students who went on to a college level course listed above	171/570 = 30.0%	151/477 = 31.7%	170/484 = 35.1%	151/467 = 32.3%	196/456 = 43.0%
Total number of those students who withdrew from their college level course	16/171 = 9.4%	10/151 = 6.6%	7/170 = 4.1%	13/151 = 8.6%	22/196 = 11.2%
Total number of those students who passed their college level course with a 2.0 or better	131/171 = 76.6%	120/151 = 79.5%	144/170 = 84.7%	121/151 = 80.1%	162/196 = 82.7%

Source: Data Warehouse, TRANSCRIPTS Table.

Table 10: 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%)

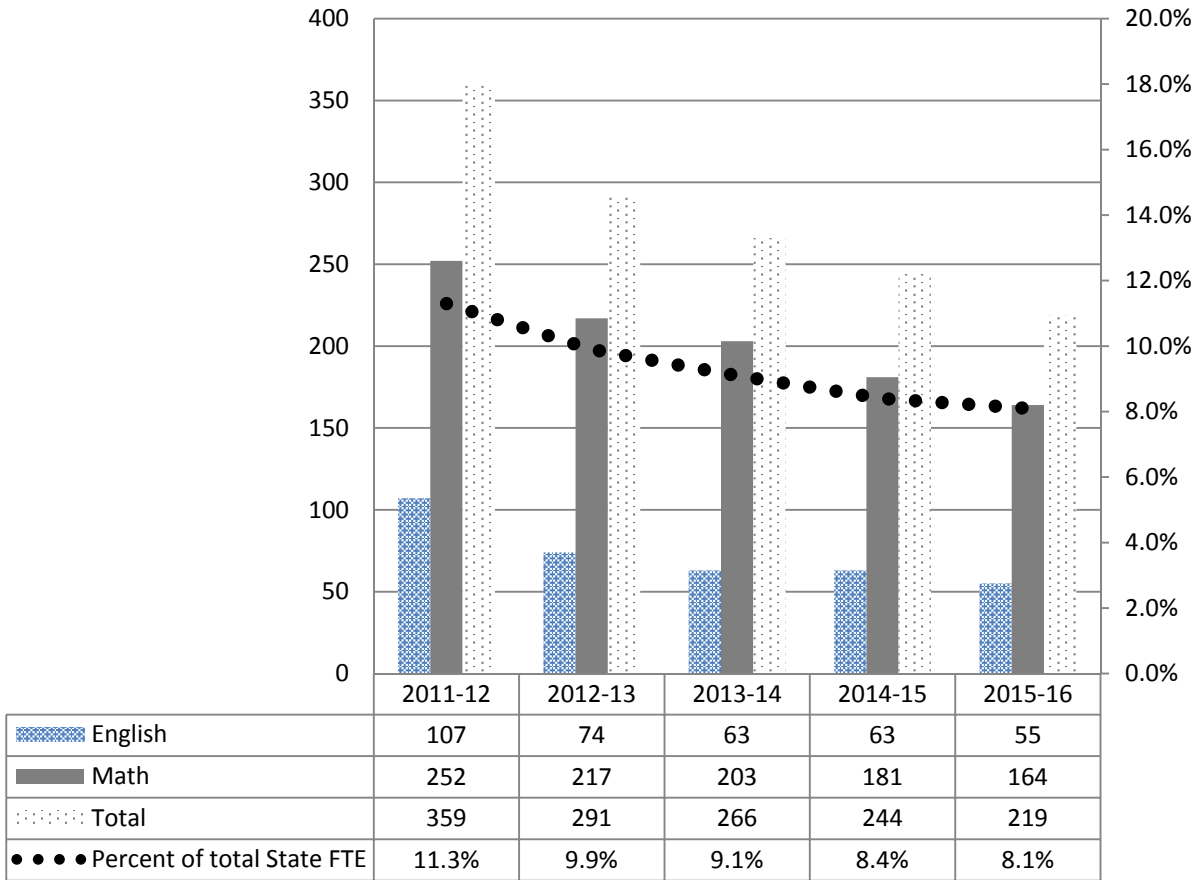
	Fall 11-12 cohort	Fall 12-13 Cohort	Fall 13-14 Cohort	Fall 14-15 Cohort	Fall 15-16 Cohort
Total number of students who successfully completed a pre-college English class	255	138	145	134	127
Total number of those students who went on to a college level course listed above	159/255 = 62.4%	90/138 = 65.2%	103/145 = 71.0%	83/134 = 61.9%	86/127 = 67.7%
Total number of those students who withdrew from their college level course	13/159 = 8.2%	11/90 = 12.2%	4/103 = 3.9%	5/83 = 6.0%	7/86 = 8.1%
Total number of those students who passed their college level course with a 2.0 or better	104/159 = 65.4%	61/90 = 67.8%	83/103 = 80.6%	59/83 = 71.1%	61/86 = 70.9%

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

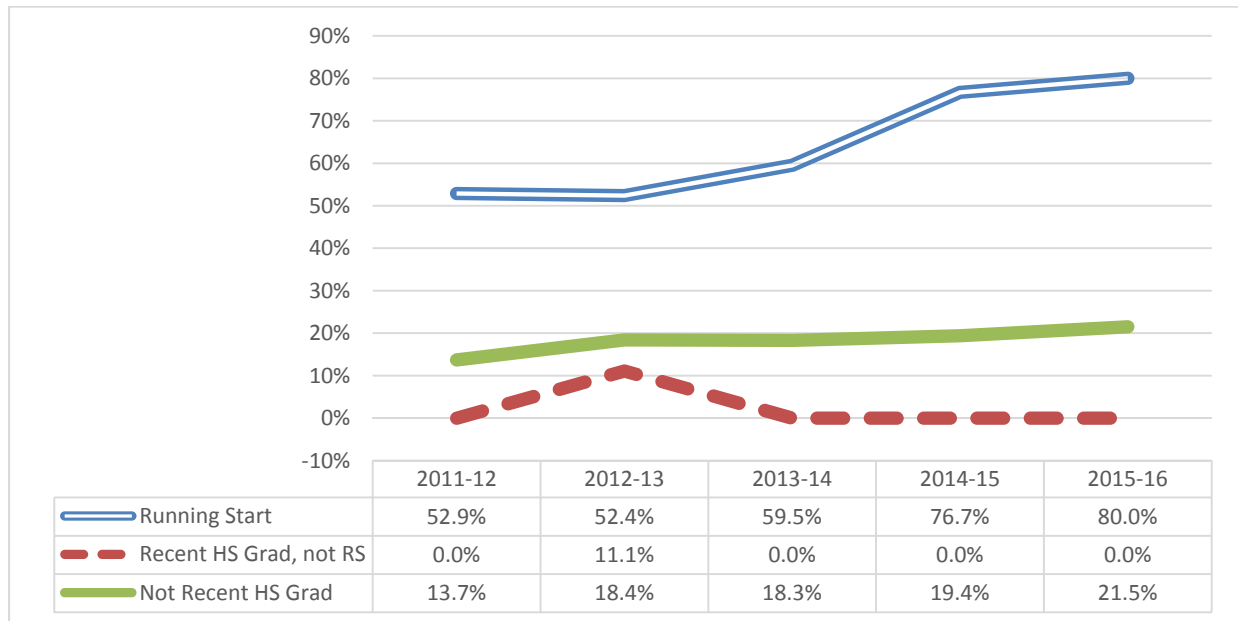


Data Source: DW Class Table.

*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 Who Start in College Level Math

Figure 12: Proportion of Students Who Start in College Level Math within Cohort Year Includes Only Students that Took a Math Class at LCC within First Year of Attendance (Mission Fulfillment = TBD)



	2011-12	2012-13	2013-14	2014-15	2015-16
Running Start	9/17=52.9%	11/21=52.4%	25/42=59.5%	33/43=76.7%	32/40=80.0%
Recent HS Grad, not RS	0/17=0.0%	2/18=11.1%	0/12=0.0%	0/4=0.0%	0/27=0.0%
Not Recent HS Grad	81/592=13.7%	104/565=18.4%	101/551=18.3%	94/484=19.4%	82/382=21.5%

- The proportion of students starting at college level math has increased for both Running Start and non-recent high school graduates over the past five years.
- This metric includes only those students who took a math class during the year in which they entered LCC (cohort year).

Source: IR Data Warehouse for SQL. Link Student to Transcript. Fields: SID, YRQ_ACT_START where >=B341 and <=B344, for example, for Student (YRQ_ACT_START) and Transcripts. Dept_Div where Math, Math&, Tech (78, 79, 88, 89, 98, 99), and Bus (206) – sort in Excel by Dept_Div and Course_Num to remove unwanted courses (select by Math, Math&, Tech and Bus in Access to reduce amount needed to eliminate in Excel). Sort again in Excel by SID and YRQ and remove duplicates (select only SID) to get first math course. Use pivot table to tabulate how many started in course number >=100. Use Running_Start_Status = 1 for RS (with anything in Recent High School grad) and Recent High School Grad = Y (with everything except Running_Start_Status = 1) for Recent HS grad. Everyone else counted as non-recent HS grad. Query saved as “prop of students who start in college level math.”

Basic Skills/Pre-College Monitoring Report

Comments from the Review Team

Members include: Brendan Glaser, chair, Mindy Boucher, Steven Boyer, Becky Connolly, Dawn Draus, Kyle Hammon, Sue Homme, Anne-Marie Klein, Rachel Mystic, Karla Rivers, Angel Ruvalcaba, Terri Skeie, Theresa Stalick, Katie Sully, 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?

- Retention rates for Basic Skills students are higher for LCC than for the system as a whole. For most years depicted in the report, completion rates are also higher for LCC (with the most recent year being the same).
- Enrollment in CEO has been trending up over the last seven years.
- The proportion of Running Start students starting off in college level math has grown considerably, due at least in part to the extension of the high school transcript agreement to that population.
- The curriculum and program changes that have occurred in both pre-college English and math are making a difference in success rates for students. While enrollment has declined, success rates, particularly in math, are increasing.

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

- Although the "n" is not large, the proportion of recent high school graduates who take a college level math course in their first year is very low. Initiatives aimed at increasing the proportion of students starting off at college level (or getting there more quickly), including the high school transcript agreement and math boot camps, appear to be significantly impacting both the Running Start and non-recent high school graduate populations, but not the much smaller numbers of recent high school graduates.
- The lack of clearly defined pathways for students entering Basic Skills vs. pre-college English may be impacting success rates. Discussions regarding further iterations of the Directed Self Placement process that are currently underway should help alleviate this issue.
- Success rates in pre-college English are currently below target. English faculty have conducted extensive analysis of their data and processes, and have implemented a redesign of the "bucket" structure. By reducing the amount of co-mingling between ENGL 098 and 099, faculty believe they can more effectively focus on the different learning needs of pre-college English students.

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

- We have an opportunity to further refine and improve the newly developed Directed Self Placement process for English placement.
- Discussions are underway to make improvements to the intake and advising process for Basic Skills students (including career planning), which has the potential to increase both retention and completion rates for that population.
- We should see an increase in completion rates for Basic Skills students as High School 21+ students start being accounted for (the High School 21+ program began in summer 2013, so next year is the first opportunity to see their impact on 4-year completion rates).

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

- The current practice of at least one local high school of referring qualified students to Goodwill's GED program instead of to our CEO program poses a potential threat to enrollment in that program.

Board Plus/Delta

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

+	Δ

Expected College Outcome: Transfer Monitoring Report

2012 – 2016

(Cycle 18)

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.

January 18, 2017



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 and English faculty are working with their CTC and high school colleagues from across the state to develop and implement Bridges to College curriculum. This work has simplified placement and has resulted in many more students placing directly into college level.
- English faculty are developing a precollege course specifically for professional-technical students to better prepare them for ENGL 110 Technical Writing.
- English faculty are developing a new placement system to replace COMPASS. This system, called Directed Self Placement, has resulted in more accurate and more effective transitions for students at colleges where it has been used.
- Science faculty are increasingly deploying research opportunities for students, a practice that has effectively retained students in sciences, especially at-risk populations.
- A new associate degree in music (AM-DTA/MRP) is in the approval pipeline for fine arts students planning to transfer to baccalaureate institutions.

⌚ Key Performance Indicator: Student Performance

(Mission Fulfillment = 78%)

(Stretch Goal = 85%)

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

	2011-12	2012-13	2013-14	2014-15	2015-16
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.	78.0%	79.5%	81.5%	80.8%	83.4%

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:

Demonstration of General Education Outcomes (Global Skills)

(Mission Fulfillment = 3.0)

(Stretch Goal = 3.8)

Table 2: Average Scores, General Education Outcomes (Global Skills)

	2011-12	2012-13	2013-14	2014-15	2015-16
Communication	--	2.6	--	--	--
Critical Thinking	3.3	--	--	--	3.1
Interpersonal Relations	--	--	--	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.

Lower Columbia College's Global Skills (General Education Outcomes)

Communication--Express ideas and information in writing and speaking in a manner that is clear and appropriate to the audience, and read and listen effectively.

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

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

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

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

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

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

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

⌚ Key Performance Indicator: 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 3: Students Achieving 45 College Level Credits in a Transfer Pathway within 2 Years
(Revised Student Achievement Initiative Metrics)**

	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of transfer students earning SAI point for 45 college level credits in transfer pathway within 2 years	23.7%	20.6%	21.7%	26.7%	26.0%

Source: SBCTC Student Achievement Database, SA Transfer Cohorts, SARevised_Points table (CohortYear, DW_Key, 45CrTransfer = 1).

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.

	2010-11 (Fall 2007 Cohort)	2011-12 (Fall 2008 Cohort)	2012-13 (Fall 2009 cohort)	2013-14 (Fall 2010 cohort)	2014-15 (Fall 2011 cohort)
Number of Students in Transfer Cohort	389	450	453	476	394
Earned Tipping Point (completed a credential)	99 25%	135 30%	88 19%	131 28%	92 23%
Transfer without Earned Degree	54 14%	67 15%	67 15%	58 12%	43 11%
Still Enrolled at LCC	38 10%	29 6%	34 8%	39 8%	37 9%
LCC: Total Completed, Transferred or Still Enrolled	191 49%	231 51%	189 42%	228 48%	172 44%

Source: SBCTC (Student Achievement Measures, Cohorts)

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

	2010-11 (Fall 2007 Cohort)	2011-12 (Fall 2008 Cohort)	2012-13 (Fall 2009 cohort)	2013-14 (Fall 2010 cohort)	2014-15 (Fall 2011 cohort)
LCC: Total Completed, Transferred or Still Enrolled	191 49%	231 51%	189 42%	228 48%	172 44%
System: Total Completed, Transferred or Still Enrolled	52%	52%	51%	52%	*

Source: SBCTC (Student Achievement Measures, Cohorts) *System average not yet available.

- This is the most recent data available.
- 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 2015-16 (all transfer students)

- Academy of Art University, CA (1)
- Arizona State University (3)
- Arkansas State University (1)
- Bellevue College* (3)
- Belhaven University, MS (1)
- Benedictine College, KS (1)
- Bethany College, KS (1)
- Boise State University (1)
- Brigham Young University, Idaho (1)
- Brigham Young University, Utah (1)
- California Baptist University (1)
- Central Washington University (14)
- Centralia College* (8)
- Charleston Southern University (1)
- City University of Seattle (4)
- College of Southern Nevada (1)
- Colorado Technical University (1)
- Concordia University (3)
- Eastern Oregon University (1)
- Eastern Washington University (29)
- Everest College, Tigard (1)
- George Fox University (1)
- Grand Canyon University, AZ (3)
- Grand Valley State University, MI (1)
- Humboldt State University, CA (1)
- Keck Graduate Institute, CA (1)
- Lewis-Clark State College, ID (1)
- Liberty University (1)
- Master's College, CA (1)
- Montana State University (4)
- Multnomah University (1)
- North Seattle College* (1)
- Northern Arizona University (1)
- Northwest Christian University, OR (1)
- Northwest University, WA (1)
- Olympic College* (1)
- Oregon Institute of Technology (7)
- Oregon State University (5)
- Pacific Lutheran University (2)
- Pacific University, OR (2)
- Portland State University (5)
- Saint Martin's University, WA (1)
- Seattle Pacific University (2)
- Skagit Valley College* (1)
- Southern New Hampshire (1)
- St Cloud State University, MN (1)
- Tennessee Technological University (2)
- The Evergreen State College (9)
- University of Illinois at Chicago (1)
- University of Nevada, Reno (1)
- University of Phoenix, AZ (2)
- University of Washington (24)
- Utah State University (1)
- Warner Pacific College (6)
- Washington State University (78)
- Western Governors University (12)
- Western Oregon University (1)
- Western Washington Univ. (18)
- Whitworth University (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

	2011-12	2012-13	2013-14	2014-15	2015-16
Unduplicated headcount, all funding sources	2366	2212	2103	2071	1946
Transfer student population as a percent of all students	26%	28%	28%	27%	27%
FTE by institutional intent (fall quarter, state funded)	1169	1047	969	1003	937
FTE as percent of institutional FTE (fall quarter, state funded)	41%	41%	37%	37%	37%
Transfer associate degrees granted	298	303	343	381	460

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 6.0% in 2015-16.
- The number of transfer associate degrees granted increased 20.7%.

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, Melinda Harbaugh, Mary Hebert, Louis LaPierre, Jacqueline Marr, Chad Meadors, Lucas Myers, Stefanie Neill, Jenny Smith, Maggie Stuart, Niki Walker, Annette Ward, Nikki Warthen.

1) Based on the data in this report, what are LCC's strengths in providing transfer education?

- The number of students graduating with an associate transfer degree was up considerably in 2015-16.
- Student performance in transfer courses has increased.
- We are meeting our institutional target for critical thinking.
- The average grade point average (GPA) received by LCC students after transfer is very strong.

2) Based on the data in this report, what are LCC's weaknesses in providing transfer education?

- The proportion of students that have transferred, completed or are still enrolled four years after start, while not substantially different from the state average, still means that less than half of our students are achieving this milestone. Ongoing Achieving the Dream initiatives, such as pre-college curriculum revision, and planned movement toward Guided Pathways should positively impact this metric.
- Only one of four transfer students are achieving the transfer ready milestone after two years. Although the milestone is complex (and involves things like completion of distribution credits and minimum grade requirements), we would like to see an improvement here. Establishing more clearly defined pathways for students should help.
- The fact that nine percent of our transfer students are still enrolled after four years is a concern. Although many may be attending part-time, this has potential implications for financial aid availability after transfer. Similar to the previous point, establishing more clearly defined pathways and reducing the number of choices available to students should lead to improvements in this area.
- The fact that we did not meet our mission in communication when it was last assessed (in 2012-13) is a concern. Curriculum reform in English is expected to have an impact on this area. Depending on the results of the 2017 summer assessment institute, however, we may need to revisit faculty discussion about writing across curriculum or something similar in the future.

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

- Quite a few students transfer without receiving a degree. Pursuing reverse transfer opportunities may lead to an increase in the number of degrees granted.
- Implementation of guided pathways should positively impact the number of students completing degrees. It may also lead to an improvement in transfer GPA as students take more courses that are directly related to their intended major. Guided pathways may also lead to improved tracking of transfer students (by meta major) and more effective use of financial aid benefits.
- An increase in the Hispanic population in our service district could lead to higher enrollments in transfer courses. However, documentation may present a challenge to some students seeking financial aid.
- The new associate degree in music is an opportunity to recruit and enroll more fine arts students. We also have an opportunity to create more pathways in transfer areas, such as with the proposed new articulation agreement with Marylhurst University in art.
- Ongoing efforts to strengthen the pipeline between Basic Skills and college level studies is an opportunity to earn more SAI points as well as increase enrollment in transfer courses.
- Improvements in testing, including implementation of Directed Self Placement and Smarter Balanced, has the potential to bolster student progress and success in a number of areas.
- Continuing to increase the number of international students could lead to an increase in transfer enrollment.

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

- Our overall decrease in enrollment is a threat to the financial stability of the institution. Strong enrollments in Running Start and CEO may help mitigate the threat.

Board Plus/Delta

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

+	Δ

College Outcomes: Access & Completion Monitoring Report

2012 – 2016

(Cycle 18)

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.

November 16th, 2016



Access, Support & 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:

- In fall 2016, began offering study tables for non-native English speakers in the Diversity & Equity Center several times per week.
- Implemented quarterly "Veteran Briefings," where new or returning Veterans or dependents can learn about Veteran benefits and campus resources (i.e., Financial Aid, Disability Support Services, etc.).
- Launched "Asistencia en Español" webpage on LCC website which provides information about the College in Spanish, and lists employees to contact for assistance in Spanish.
- Started internal quarterly retention marketing campaigns to alert students and advisors of upcoming registration dates and deadlines. The intention of the campaign is to maximize the number of students registering for the coming quarter by the last day of finals. Earlier registration increases the chance of students connecting directly with their assigned faculty advisor (although students can certainly register during quarter breaks, faculty are not on campus at that time).
- The newly formed Diversity & Equity Committee has taken on a number of projects, including drafting a Diversity & Equity Statement and participating in Safe Zone training.

⌚ 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
2011	6.40%	88 th
2012	6.16%	90 th
2014	6.76%	92 nd
2015	6.37%	91 st
2016	6.37%	95 th

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
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%
2015-16	24%	22%	16% (1.5 x service district)	16.8%

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>

- 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
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%
2015-16	7.8%	8.6%	5.8%

Source: Data Warehouse (Completions and Student Tables, DISABILITY = Y). Per the recommendation of LCC's Disability Support Services Office, the above table is students who self-identified as having a disability.

- 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 Students receiving Veterans' Benefits**

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

Year	Students receiving Veterans' Benefits as a proportion of all students	Students receiving Veterans' Benefits as a proportion of transfer & workforce populations only	Students receiving Veterans' Benefits 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%
2015-16	3.3%	4.7%	4.8%

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

- The proportion of Students receiving Veterans' Benefits students in the total student population has increased over the last 5 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)

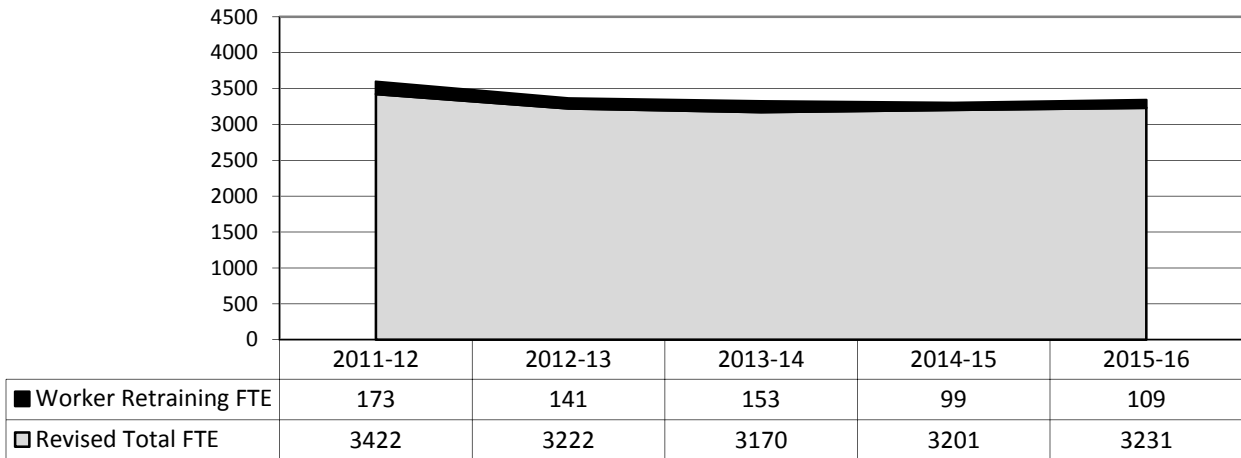
	2011-12	2012-13	2013-14	2014-15	2015-16
Percent of State Target	125%	115%	116%	115%	106%
State Allocated FTE	2,549	2,542	2,529	2,524	2,557
Actual State FTE accrued	3,184	2,932	2,937	2,905	2,712

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 2015-16 year 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 2011-12 to 2013-14 Worker Retraining FTE: DATAx KR-STWKFTE, Work Attend = "8*", QTR-CR-REG = "GE 1". For 2014-15 to 2015-16 Worker Retraining FTE: 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
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%
2015-16	1036 (38%)	977 (36%)	699 (26%)	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 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Castle Rock	11/93 = 12%	27/104 = 26%	17/78 = 22%	22/88 = 25%	11/59 = 19%
Kalama	10/70 = 14%	13/75 = 17%	13/67 = 19%	7/65 = 11%	15/64 = 23%
Kelso	68/308 = 22%	68/317 = 21%	74/270 = 27%	82/275 = 30%	62/296 = 21%
Mark Morris	56/226 = 25%	63/255 = 25%	44/187 = 24%	59/179 = 33%	48/179 = 27%
R.A. Long	34/164 = 21%	42/139 = 30%	52/170 = 31%	36/176 = 20%	23/184 = 13%
Toutle Lake	19/46 = 41%	14/38 = 37%	16/43 = 37%	15/46 = 33%	10/51 = 20%
Wahkiakum	4/36 = 11%	8/38 = 21%	12/32 = 38%	3/30 = 10%	4/27 = 15%
Woodland	5/133 = 4%	1/119 = 1%	8/133 = 6%	5/133 = 4%	7/131 = 5%
Total Dist.	207/1076 = 19%	236/1085 = 22%	236/980 = 24%	229/992 = 23%	180/991 = 18%

Source: LCC Registration Office (Fact Book)

- Fall 2016 dropped by 5% compared to fall 2015 in the percentage of high school graduates who enroll at LCC the subsequent fall. This change is statistically significant, and is the only statistically significant change during the five years of data depicted here.

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

	2010	2011	2012	2013	2014
Castle Rock	55-59%	50-59%	55-59%	55-59%	35-39%
Kalama	60-64%	45-49%	50-54%	35-39%	40-49%
Kelso	64%	55-59%	50-54%	55-59%	55-59%
Mark Morris	55-59%	60-64%	45-49%	50-54%	50-54%
R A Long	60-64%	50-54%	50-54%	60-64%	55-59%
Toutle Lake	60-69%	50-59%	70-79%	60-69%	50-59%
Wahkiakum	20-29%	0-20%	40-59%	40-59%	40-49%
Woodland	6-9%	0-5%	10-14%	0-5%	10-14%

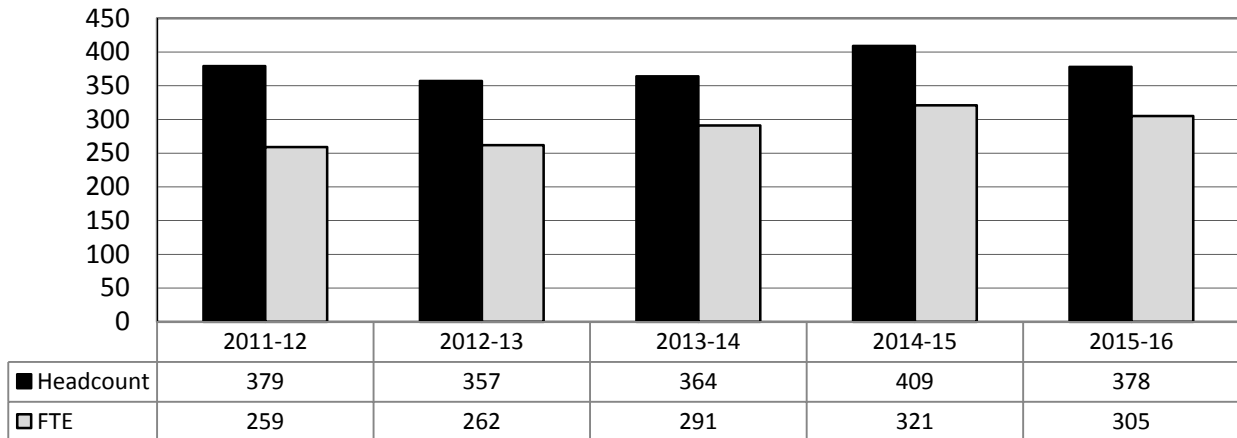
Source: Education Research and Data Center, <http://erdccdata.wa.gov/>

- 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 enrollment is trending up despite the small decline in 2015-16 (although not reported here, 2016-17 enrollment in Running Start is up from this time last year).

Financial Aid Data

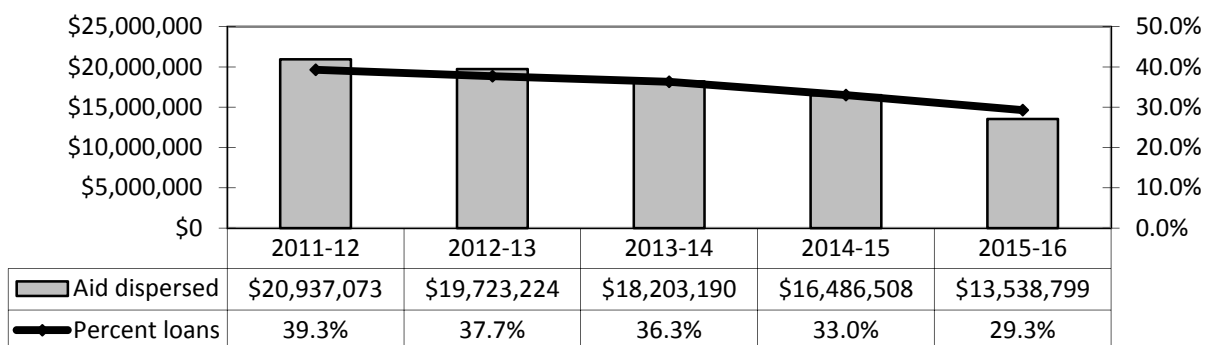
Table 11: Pell Grant Maximum and Cost of Tuition and Fees (Annual)

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)	Amount of need-based aid distributed	Number of need-based aid awards
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	\$5,730 (+1.5%)	\$4,275 (+0.0%)	\$9,884,759	3,505
2015-16	\$5,775 (+0.8%)	\$4,131 (-3.4%)	\$8,430,992	3,226

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.
- 2015-16 need-based figures not final.

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



Source: LCC Fact Book

- Financial aid disbursement, in total dollars, decreased 35.3% during the five year period depicted above.
- 2015-16 figures not final.

Table 13: 3-Year Cohort Default Rates: LCC vs. National

	FY 2011	FY 2012	FY 2013
Public 2-3 year colleges in the U.S.	20.6%	19.1%	18.5%
Lower Columbia College	27.7%	25.4%	23.1%

Source: Financial Aid Office.

- This is the most recent data available.

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 14: 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.

- 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.
- Please note: Per the State Board, this is the most recent data available.

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

	2011 (Fall 2007 cohort)	2012 (Fall 2008 cohort)	2013 (Fall 2009 cohort)	2014 (Fall 2010 cohort)	2015 (Fall 2011 cohort)
LCC	48% (n = 687)	45% (n = 831)	43% (n = 924)	46% (n = 862)	45% (n = 704)
System Average	47%	45%	47%	49%	*

Source: SBCTC – Student Achievement Cohort Tracking. *System average not yet available.

- 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.

🕒 Key Performance Indicator: Student Satisfaction with Support Services

**(Mission Fulfillment = mean score of 50 or higher)
(Stretch Goal = mean score of 52 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.

“Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. For example, the 60th decile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group” (source: CCSSE website).

Table 16a: Community College Survey of Student Engagement (CCSSE) – Support for Learners Benchmark Category (Decile)

2006-07	2009-10	2012-13	2015-16
50 th	50 th	70 th	40 th

Source: CCSSE website/Benchmark Report

Table 16b: Community College Survey of Student Engagement (CCSSE) – Support for Learners Benchmark Category (Mean Score)

	2006-07	2009-10	2012-13	2015-16
LCC	51.5	50.6	52.7	49.6
National Cohort	50.0	50.0	50.0	50.0

Source: CCSSE website/Benchmark Report

- LCC’s mean score and decile ranking declined substantially between 2012-13 and 2015-16.

⌚ 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 17: Success in Tutoring Program

2011-12	2012-13*	2013-14	2014-15	2015-16
84%	82%	84%	82%	83%

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 = mean score of 50 or higher)
(Stretch Goal = mean score of 55 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.

Table 18a: Community College Survey of Student Engagement (CCSSE) – Faculty-Student Engagement Benchmark Category (Decile)

2006-07	2009-10	2012-13	2015-16
80 th	50 th	90 th	70 th

Source: CCSSE website/Benchmark Report

Table 18b: Community College Survey of Student Engagement (CCSSE) – Faculty-Student Engagement Benchmark Category (Mean Score)

	2006-07	2009-10	2012-13	2015-16
LCC	56.8	50.7	56.0	52.5
National Cohort	50.0	50.0	50.0	50.0

Source: CCSSE website/Benchmark Report

- Although LCC’s mean score declined in this area, it is still considerably above mission fulfillment.

Access Monitoring Report

Analysis from the Review Team

Members include: Sue Orchard, chair, Brad Benjamin, Karen Boyle, Shani Dennick, Marisa Geier, Melinda Harbaugh, Betty Hayes, Crystal Heitz, Cliff Hicks, Michaela Jackson, Rosie Leno, Elissa Loren, Mary Kate Marthaller, Chad Meadors, Leah Moore, Sam Orth, Brian Sharp, Kathy Stafford, Rick Swee, Adam Wolfer.

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

- The increase in number of veterans attending LCC is notable, as is the completion rate.
- The participation rate from the service district—95th percentile—is very good.
- The fact that persistence rates for both full- and part-time students went up is a strength.
- We are trending up in participation rates of diverse student populations.
- The cohort default rate has gone down, which is a strength.
- The proportion of completers who are students of color has gone up substantially, as has the proportion of students with disabilities.
- We've met our enrollment target consistently every year.
- Running Start enrollment is trending up.

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

- Enrollment of high school students from Woodland is low, and has declined in some of the more rural areas of our service district. Increased recruitment and marketing efforts in those areas should help.
- Of the proportion of high school grads from the area going to college, the proportion choosing LCC has gone down in some cases. Increased recruitment and marketing efforts should help reverse that trend.
- Student satisfaction with support services has declined per CCSSE results. New Vice President Sue Orchard is leading efforts to conduct a more thorough analysis of the data to identify and address any problems or issues.

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

- Ongoing work with students to avoid loan defaults should lead to a continuing decline in the cohort default rate.
- Increased enrollment management efforts and more coordinated outreach should lead to an increase in the proportion of recent high school graduates who enroll at LCC.
- We should continue to increase enrollment in Basic Skills and I-BEST, particularly due to the enhanced FTE associated with those programs.
- Under the leadership of new Vice President Sue Orchard, we will be exploring a number of opportunities to increase equity and inclusion at the college.

- On a related note, college efforts to increase equity and inclusion should result in an increase in completion rates in our diverse student populations.
- We have an opportunity to develop strategies to increase student satisfaction with support services before the next CCSSE administration in 2018-19.

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

- Reduced funding support from the state threatens our ability to provide adequate support services for students.
- Childcare and transportation continue to be barriers for our students, particularly those who attend in the evening (when campus childcare is unavailable, and city buses are not running).
- The cost of tuition and fees compared to the Pell grant maximum continues to pose a threat to students attending community colleges. Having to rely on loans puts students at risk.
- Demographics in the service district indicate that the population of traditional college age students is declining.

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

2012 – 2016

(Cycle 18)

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.

October 19, 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:

- A new ticketing system for Rose Center performances has been purchased, which will assist with recordkeeping for our KPI related to attendance at cultural activities. As part of the conversion to the new system, a new flat rate of \$10 per ticket will be charged for performances of college groups (LCC students and employees with ID cards will still be able to attend at no charge).
- LCC has subscribed to a new program called National Theatre Live. The program consists of high definition recordings of eight performances per year (approximately two per quarter), featuring high profile actors such as Helen Mirren and Benedict Cumberbatch. The shows will be offered to community members, students and staff at a flat admission rate.
- Human Resources is in the process developing an exempt employee grievance/complaint process so that there is a clear and fair process for employees to file complaints.
- Major renovations are underway in the Main Building, which will greatly increase the available classroom space in that facility.

⌘ 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)

2011-12	2012-13	2013-14	2014-15	2015-16
7	9	13	8	8

Source: Human Resources

- 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.

**Table 2: 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

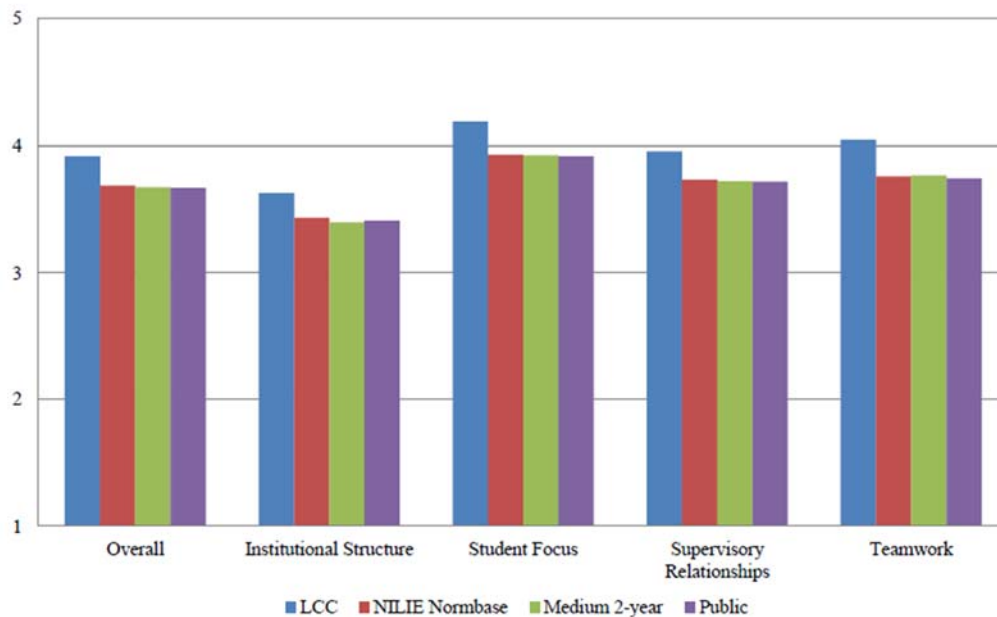
- The mean score for LCC is above average for four out of four questions listed above (questions selected by the LCC Board of Trustees for presentation in this Monitoring Report).
- The difference is statistically significant for all questions across all comparison groups except for one (question #4—comparison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

Table 3: 2016 Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)

	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 4: 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 5: 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.

	2012	2013	2014	2015	2016
Net Assets	\$12,938,842	\$13,586,120	\$14,850,197	\$14,227,411	\$13,984,139*
Net Assets Annual Growth (%)	8.89%	5.00%	9.30%	-4.20%	-1.71%*
Endowments	\$8,686,843	\$9,467,577	\$10,621,657	\$10,362,951	9,977,977*
Endowments as % of Net Assets	67.14%	69.96%	71.53%	72.84%	71.35%*

Source: LCC Foundation. *Figures not yet final (unaudited).

Table 6: Condition of Infrastructure (Foundation Support to the College)

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

Increase in Scholarship Support = 3%)

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

Increase in Scholarship Support = 7%)

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.

	2012	2013	2014	2015	2016
Program Support	\$581,571	\$746,573	\$969,626	\$1,090,864	\$933,107*
Program Support as % of Net Assets	4.49%	5.50%	6.53%	7.67%	6.67%*
Endowed Scholarships**	\$83,748	\$103,958	\$122,367	\$130,600	\$150,593*
Annual Scholarships**	\$117,002	\$133,857	\$148,608	\$132,173	\$131,582*
Total Awarded	\$200,750	\$237,815	\$270,975	\$262,773	\$282,175*
Change in Scholarship Support vs. prior year	20.68%	18.46%	13.94%	-3.03%	7.38%*

Source: LCC Foundation

*Figures not yet final (unaudited). **Awarded

Table 7: 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.

- The implementation of the High School 21+ program contributed to high enrollment in Basic Skills in 2015. Because Basic Skills students only pay \$25 in tuition per quarter, higher enrollments in that area contribute to lower overall tuition revenue per FTE.
- Per the State Board, data for 2016 is not yet available.

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

Table 8: 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 9: 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.

2011-12 (n = 167)	2012-13 (n = 264)	2013-14 (n = 299)	2014-15 (n = 247)	2015-16 (n = 260)
86%	90%	88%	89%	89%

- Satisfaction has remained relatively steady over the years.

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

Table 10: 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.

	2012	2013	2014	2015	2016
Cultural Activities Mission Fulfillment = 50th percentile or above Stretch Goal = 70th percentile or above	58%*	78%	68%	65%	76%
Sporting Events Mission Fulfillment = 50th percentile or above Stretch Goal = 90th percentile or above	97%	91%	58%**	85%	87%

*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, Hiedi Bauer, Marie Boisvert, Linda Clark, Robert Cochran, Nicole DiGerlando, Alex Emerson, Serina Graham, Jeanne Hamer, Richard Hamilton, Mary Leach, Nadine Lemmons, Jarad Miller, Brandon Ray, Leah Sanchez, Kendra Sprague, Tiffany Stewart, Rheannon Van Cleef, Tyler Wells, Kelley West.

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

- Cultural enrichment is an area of strength. The wide variety of programs offered at LCC, including Northwest Voices, the Salal Festival, and music and drama productions, help us connect with students and the community. Many opportunities are offered at no cost to students and at low or no cost to the public.
- Attendance at Athletic Events is strong. Over the past year we have continued to expand our audience by livestreaming events via *Devil Vision*.
- Faculty/staff satisfaction is high across all benchmark areas from the PACE survey, leading review team members to describe the results as “spectacular” and “amazing.”
- The “bottom up” aspects of our Professional Development offerings for faculty have worked well.
- Community and Graduate Satisfaction have been consistently high.
- The upward trend in our endowed scholarships is a strength.
- The condition of our facilities is consistently heading in the right direction.
- The level of program support from the LCC Foundation is a strength.

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

- In regard to faculty professional development, there has been an increase in compliance oriented trainings. Due to funding issues, there has been a corresponding decrease in “bottom up” offerings more geared toward the teaching and learning process. Unfavorable stock market conditions have contributed to declining Foundation support of faculty professional development. As market and other conditions allow, increased support for faculty-driven professional development would support institutional excellence in this area.
- Due to the overall decline in state support for higher education, low enrollments are negatively impacting the financial health of LCC.

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

- Over the past several years, LCC has had an opportunity to grow and improve from several construction and renovation projects. These projects often put pressure on students and employees, who have to accommodate the change

process in a variety of ways. An increase in communication—both from facilities staff in terms of timelines and other project details, and from faculty in terms of identifying specific issues related to the disruption of the instructional process—could potentially improve the overall process for all parties.

- On a related note, an ongoing focus on maintenance issues (in addition to new construction and renovation) is also of tremendous benefit to the campus community and should remain a priority.
- An upcoming promotional campaign featuring our professional-technical and basic skills programs has the potential to contribute to an increase in state FTE.
- We should continue our efforts to increase the number of Basic Skills students moving on to college level studies. There are multiple benefits of this, including the fact that students who start at that level earn double points in the Student Achievement Initiative for every gain after Basic Skills. Topics to consider include increasing the number of full-time faculty in Transitional Studies, and increasing the number of support staff assigned to assist students with navigating the transition process.
- We should continue to promote opportunities available through Corporate & Continuing Education to ensure that the community is aware of the array of programs and services available.

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

- Declining enrollment and state support continue to be a threat. Both dynamics have the potential to impact the long-term stability of the institution.
- Ongoing volatility of the stock market has the potential to threaten the LCC Foundation's ability to support the college. Wherever possible, alternative funds should be identified to support critical projects in years when Foundation support is limited or unavailable.

Board Plus/Delta

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

+	Δ