

Professional/Technical
& Customized Education
Monitoring Report

2013 – 2017
(Cycle 19)

CORE THEME I: Workforce and Economic Development

Objective 1: Provide quality professional/technical education for employment, skills enhancement, and career development.

Objective 2: Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.

January 17, 2018



Professional/Technical & Customized Education Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for Professional/Technical and Customized Education include:

- Student performance
- Demonstration of program competencies
- Licensure/certification rates
- Placement rate in the workforce
- Employer satisfaction
- Relevance of programs
- Client assessment of programs and services

Enrollment data is also included in the report.

Some of the actions that have come about as a result of reviewing data in this report include:

- The last graduates of the former nursing degree (AAS-T) and the first graduates of the Associate in Nursing DTA/MRP completed in December 2017. The AN DTA/MRP is now fully implemented.
- The Early Achievers state grant was renewed, benefiting Early Childhood pathway students with \$83,000 for services and assistance.
- An additional preparation course for the WABO exam was developed. WELD 060 provides focused studies in advanced welding techniques and is designed specifically for students who need additional time and practice before taking the exam.
- LCC is currently researching the possibility of offering an Applied Baccalaureate degree in Teaching (with a P-3 endorsement) in response to industry demand. This program has an elementary education focus and leads to licensure. This degree prepares graduates to teach children (K-8) with a specialized emphasis from birth through grade 3 for the endorsement.
- New recruiting and marketing materials have been developed for the Welding program with additional projects in the works for all of LCC's professional-technical programs.
- A new contextualized college success course, BUS 100 Foundations of Business Success, was developed as a pilot for the following programs: Accounting, Business Management, Business Technology, and Information Technology. This course integrates foundational issues for college success that correlate to success in business.
- Our Computer Science transfer pathways with WSU-V have been strengthened to encourage more students to take advantage of the regional University Center.
- A new Certificate of Proficiency was developed in Automotive Maintenance and Light Repair. This certificate aligns with accreditation standards set by National Automotive Technician Education Foundation (NATEF) and provides students with a strong combination of classroom theory and hands-on practice.

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.

	2012-13	2013-14	2014-15	2015-16	2016-17
2.0 or better	80.6%	83.9%	84.0%	84.3%	85.7%

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 is >=100, 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

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 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

	2012	2013	2014	2015	2016
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	90% (102/112)	88% (99/112)	92% (82/89)	89% (112/126)	89% (116/130)
WABO (Washington Association of Building Officials) – pass rate					
Welding (LCC students only)	100% (n = 20)	100% (n = 22)	100% (n = 16)	100% (n = 14)	100% (n=9)

Source: Nursing and Welding Departments

- Rates are by calendar year, so 2016 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)

	2012-13	2013-14	2014-15	2015-16	2016-17*
LCC	81%	69%	76%	77%	75%
System Average	78%	71%	74%	73%	74%

Source: SBCTC Academic Year Report; excludes those who are self-employed and work out of state. *Per State Board, 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

	2012-13	2013-14	2014-15	2015-16	2016-17
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)	97% (n = 140)

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.

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

	2012-13	2013-14	2014-15	2015-16	2016-17
“Good” or “Very Good” responses (and “Yes, Very” and “Yes” from Nursing Survey)	94% (n = 54)	89% (n = 120)	89% (n = 90)	88% (n = 104)	91% (n = 145)

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.

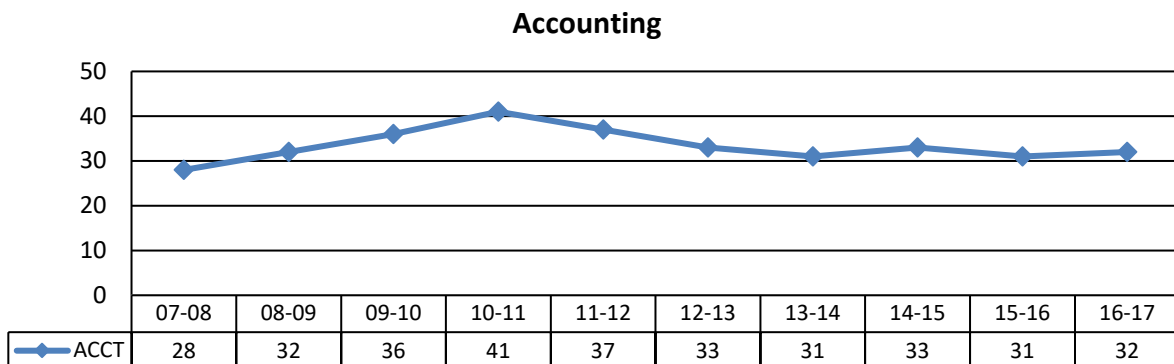
Table 6: Professional Technical Enrollment Summary (state funded only)

	Prof/Tech FTE	Worker Retraining FTE
2012-13	874	141
2013-14	872	153
2014-15	793	99
2015-16	699	109
2016-17	606	103
1 year change	-13%	-6%
5 year change	-31%	-27%

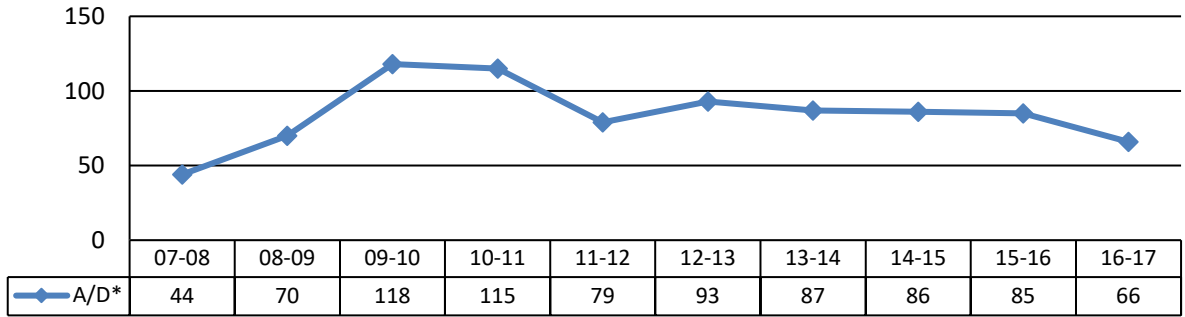
Source: Data Warehouse, Access Monitoring Report for Prof/Tech FTE and Worker Retraining FTE.

- Professional/Technical enrollment and Worker Retraining enrollment decreased in 2016-17.

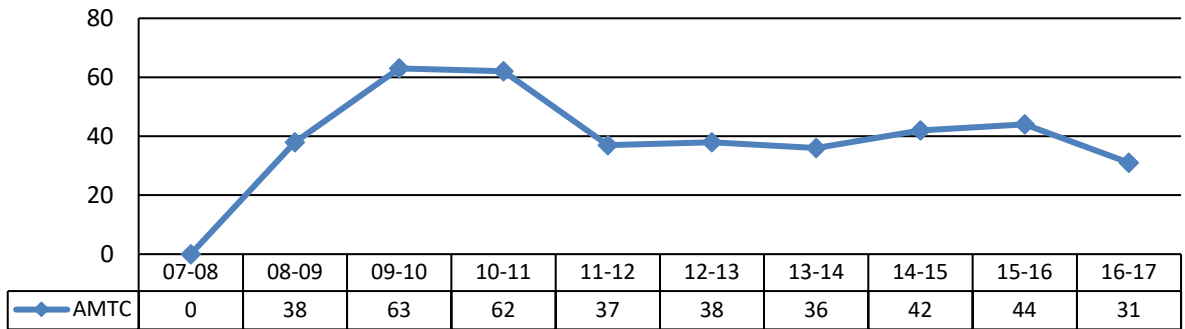
Figure 7: Professional Technical Enrollment by Discipline (annual state funded FTE)



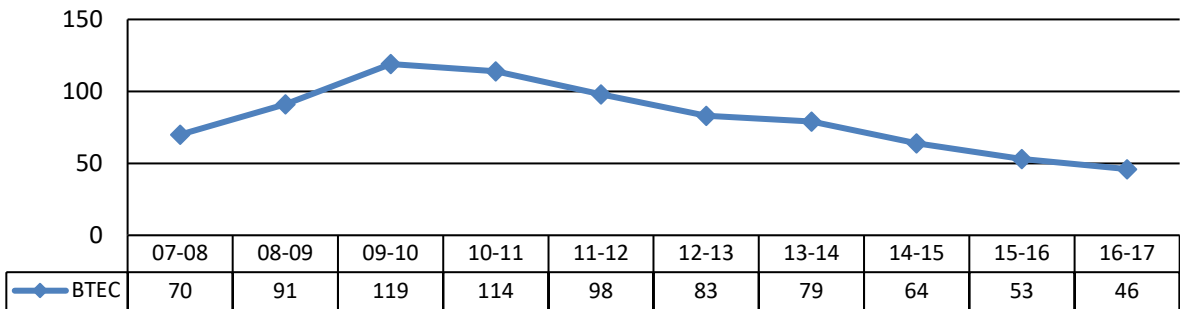
Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)



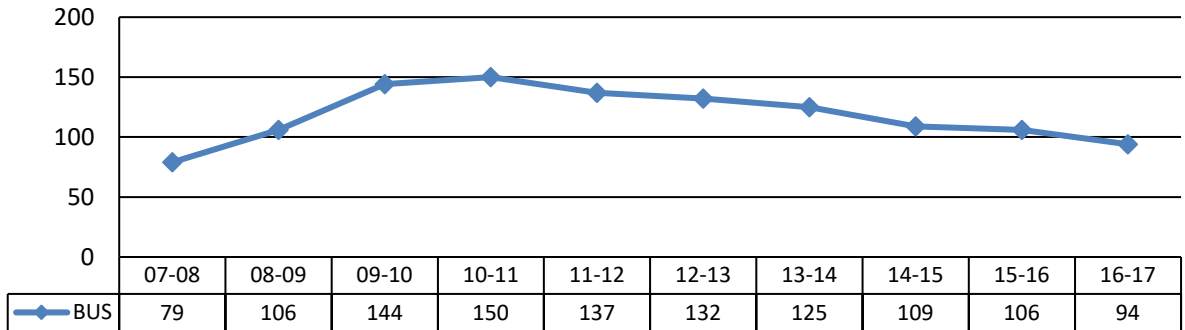
Automotive Technology (combined with Diesel until 2008-09)



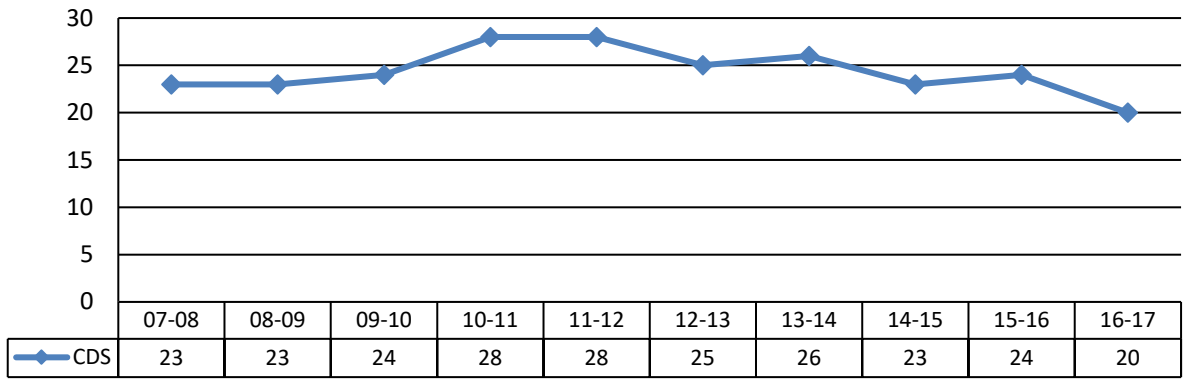
Business Technology



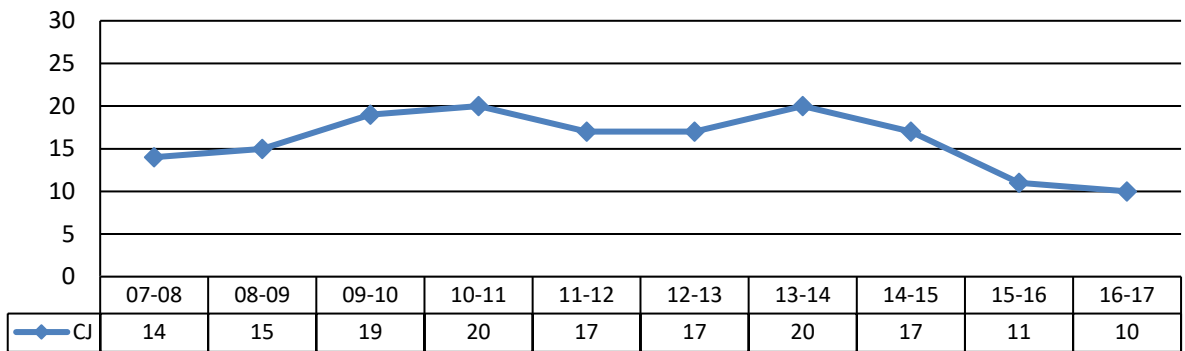
Business



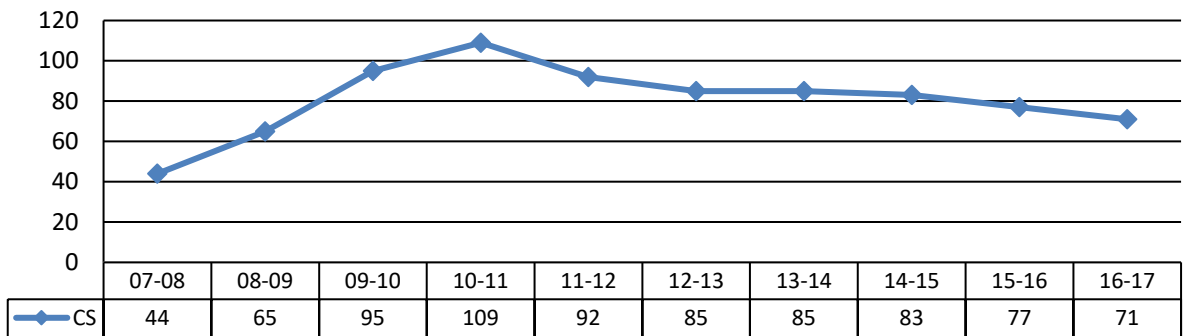
Chemical Dependency Studies



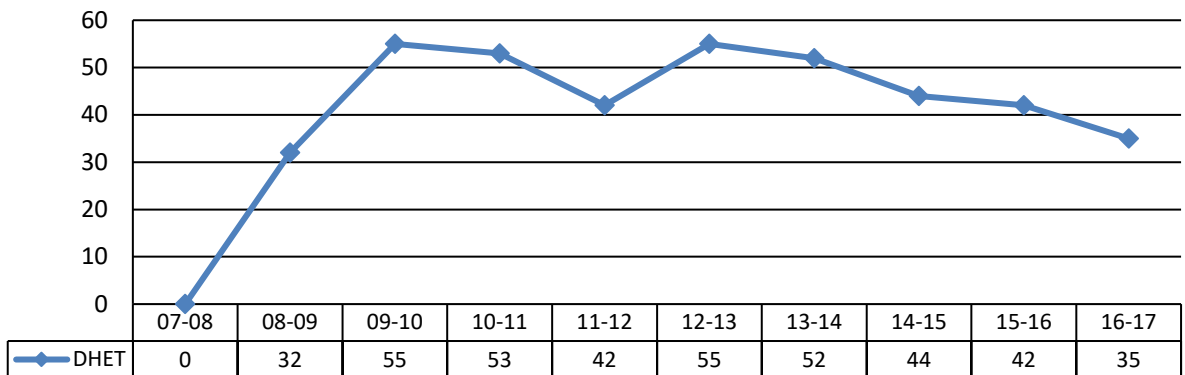
Criminal Justice



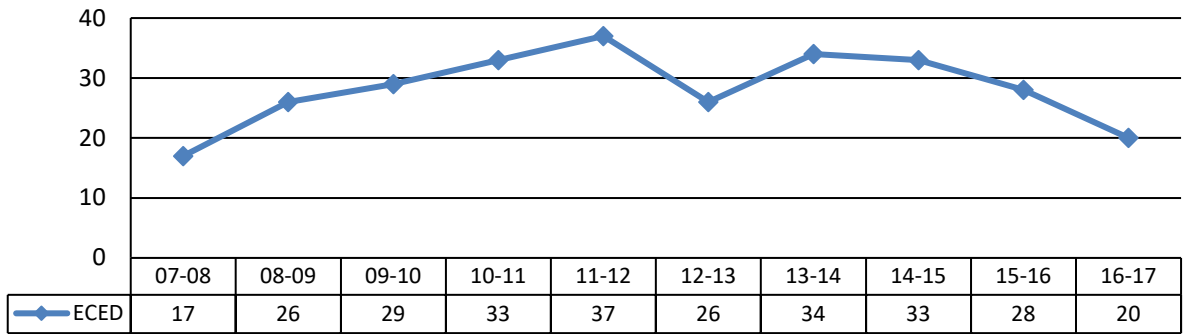
Computer Science



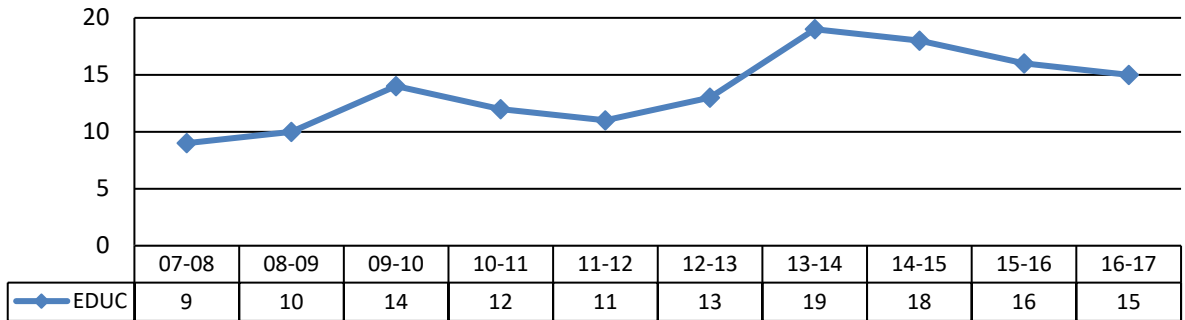
Diesel/Heavy Equipment Technology (combined with Auto until 2008-09)



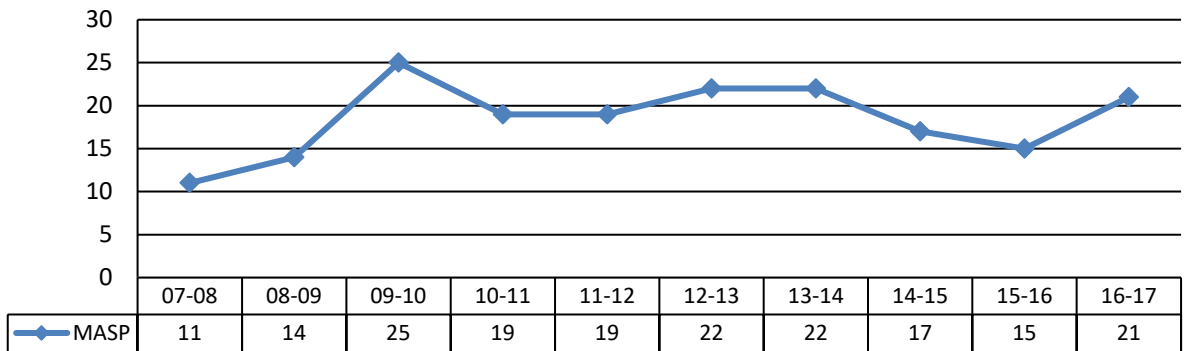
Early Childhood Education



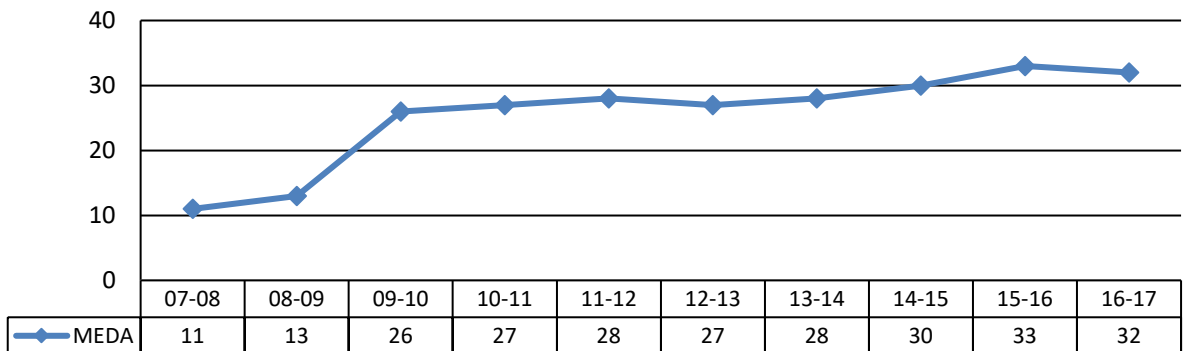
Education



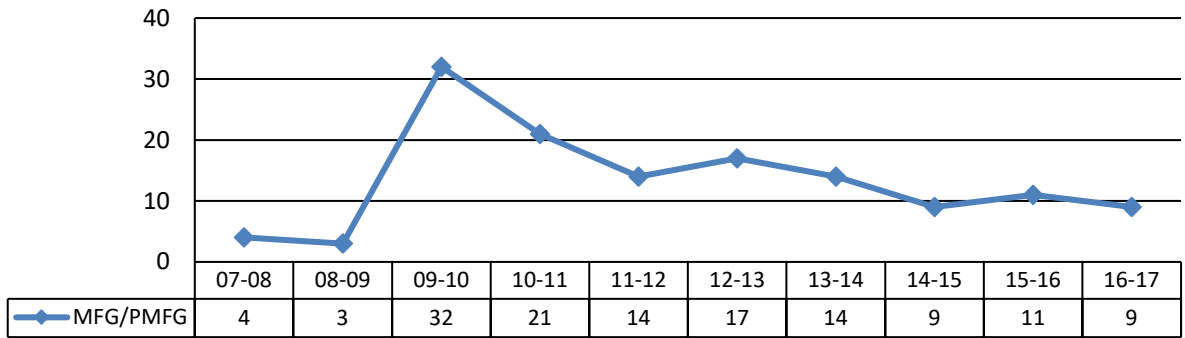
Machine Trades



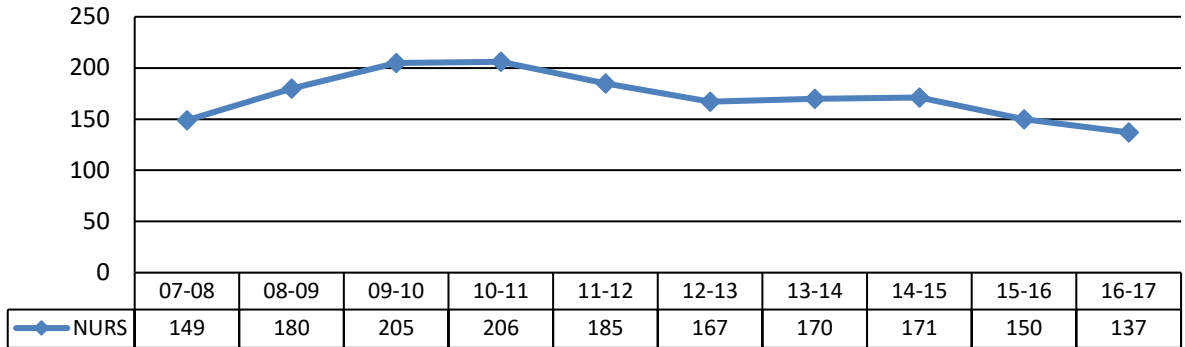
Medical Assisting



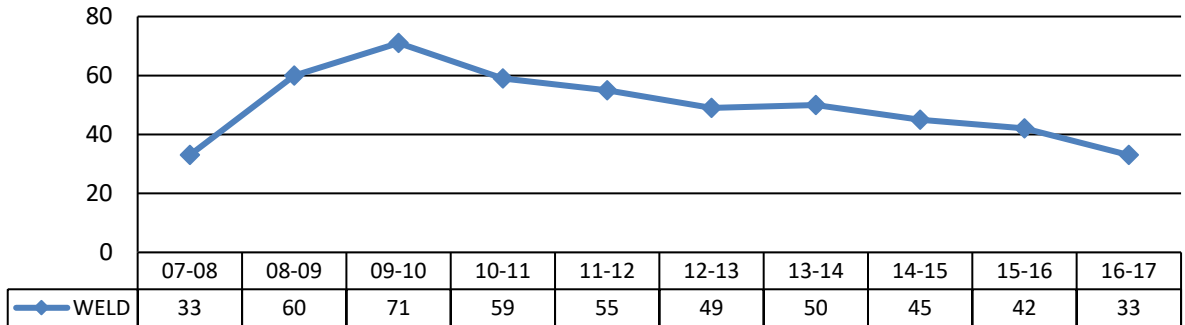
Manufacturing/Process Manufacturing (previously PULP)



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 2016-17 (including 344 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	2012-13	2013-14	2014-15	2015-16	2016-17
Percent indicating that overall expectations were met or exceeded.	99%	99%	99%	99%	98%

- Client satisfaction remains strong.

EDUCATION, TRAINING AND TESTING ACTIVITIES

Table 9: Continuing Education Enrollment: Duplicated Headcount

2012-13	2013-14	2014-15	2015-16	2016-17	1 yr Δ	5 yr Δ
2,762	2,428	2,260	2,131	2,018	-5%	-27%

Source: Fact Book/Continuing Education office

- Enrollment in Continuing Education activities is trending down.

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

2012-13	2013-14	2014-15	2015-16	2016-17	1 yr Δ	5 yr Δ
252	484	540	294	455	+55%	+81%

Source: Fact Book/Testing Office/Continuing Ed Office.

Table 11: Other Testing Exams: Duplicated Headcount

Exam	2013-14	2014-15	2015-16	2016-17
NREMT (EMT Test)	107	117	151	166
Educator Licensing Exams (NES, West-B, ORELA)	112	200	259	232
Automotive Service Excellence (ASE)	34	232	281	206
CLEP (Prior Learning Assessment)	8	45	25	25
Certiport (Microsoft Office Certification)	5	22	146	251
Pesticide Testing (Washington State Department of Agriculture)	*	70	241	327
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	**	**	43	41
ParaPro (certification exam for paraprofessional educators)	***	***	***	103
Castle Worldwide (ACE certification, BPS, certification, and others)	***	***	***	17

Source: Fact Book/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. ***Data not available because test newly offered in 2016-17.

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

Members include: Tamra Bell & Karen Joiner, co-chairs, Lynell Amundson, Stefanee Bunn, Randy Byrum, Leszek Cromwell, Dana Cummings, Liz Engel, Sarah Griffith, Heidi Hamer, Clinton Howard (student), Connie Ramos, Stefan Rijnhart, Hahli Rogers, David Rosi, Rebekah Rossetti, 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?

- Testing options and numbers have really increased, indicating that we are responding to the needs of employers in the region.
- Increase in the response rate to the employer survey may indicate an increased willingness to work with LCC.
- Given the demographics of our area, it is a real strength that our employment rate is higher than the system average. This speaks to the quality of “wrap-around” support provided to our students such as with I-BEST, etc.
- Student satisfaction with training in relation to job duties is strong in spite of enrollment declines in some areas.
- Student performance in workforce classes is trending up.

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

- Declining enrollment in Professional/Technical programs overall is a weakness; however, there is growth in some programs. We need to take a deeper look at the changes and continue to revise pathways and program mix as needed in order to increase enrollment.

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

- Criminal Justice and Chemical Dependency Studies are two areas where we have an opportunity to further develop programs and pathways. There is some movement in the state around common courses and development of transfer pathways in Criminal Justice in particular.
- Prospective expansion of I-BEST to include a second year (associate degree vs. certificate) is a potential opportunity.
- With Guided Pathways, we have an opportunity to explore efforts to increase retention in Professional/Technical programs.
- There is an opportunity for development of more applied baccalaureate degree pathways.

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

- Declining state funding is an ongoing threat.
- The improving economy is a threat, given the correlation between the unemployment rate and enrollment.
- Clinical placements are a threat, given that there is increasing competition for a limited number of spaces.
- For-profit institutions that market aggressively in our service district are a threat. We can't compete with the investment they make in student recruitment.

- **Board Plus/Delta**

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

+	Δ

Basic Skills & Pre-College Education Monitoring Report

2013 – 2017
(Cycle 19)

CORE THEME II: Transfer and Academic Preparation

Objective 1: Ensure that learners who are under prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.

April 18, 2018



Basic Skills & Pre-College Education: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for the Basic Skills & Pre-College Monitoring Report include:

- Basic skills achievement
- Academic performance of developmental education students

Enrollment data for Basic Skills and Pre-College is also included, as well as performance data for I-BEST, I-TRANS and CEO. Data on progression of basic skills students into college level courses is also presented.

- ABE English faculty have created a new prerequisite course for ENGL 101. Unlike many ABE English courses, which are contextualized in subjects required for a high school diploma, this ABE 091 uses a variety of contexts to focus solely on the learning outcomes for CCRS Level E aligned with ENG 98/99, thereby preparing students for a smooth transition to college level English.
- Articulation agreements between Transitional Studies and Pre-College Math and English have benefitted a number of students as they transitioned directly from Transitional Studies classes into college level English and Math courses.
- Integrated Basic Education and Skills Training (I-BEST) has expanded to include Machine Trades.
- Transitional Studies reinstated one-on-one High School 21+ orientations for Adult Basic Education (ABE) and English as a Second Language (ESL) students. Students continue to receive a clear outline of their academic pathway, but one-on-one appointments at the outset provide the time and privacy for individuals to receive clarification regarding their academic pathway as well as specific wrap-around support services needed for success in Basic Education for Adults and transition to college level studies
- Transitional Studies hired a new, bilingual Integrated English Literacy (IEL) Navigator. The new position supports current and former non-native English speaking students, as well as those coming from non-native English speaking backgrounds as they navigate their college and career pathway.
- COLL 074, the "rescue" course for students who have to drop a math class, has proven highly effective in helping students maintain their credit load. We served 71 students fall quarter.
- English faculty have undertaken a refinement of the Directed Self Placement (DSP) through improvements to the video and audio portions.
- Language and Literature faculty, with assistance from the library, developed a repository of activities to more effectively teach about documentation and plagiarism. This was a closing-the-loop exercise in response to an identified need.
- Language and Literature faculty continue their work to build relationships with Transitional Studies faculty. Their aim is to ensure alignment of standards and outcomes, and to ensure a smooth transition for students in Adult Basic Education (ABE) and English as a Second Language (ESL) into college level courses.

Key Performance Indicator: Basic Skills Achievement

(Mission Fulfillment = within 3% of System Average for 4 Year Gains Rate)

(Stretch Goal = Meet or Exceed System Average for 4 Year Gains 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 Gains* (# / %)
2009	LCC	296	220/74%	135/46%	57/19%	148/50%
cohort	System	13556	6977/51%	5013/37%	3069/23%	6505/48%
2010	LCC	248	152/61%	94/38%	77/31%	105/42%
cohort	System	13120	6494/49%	4681/36%	2893/22%	6175/47%
2011	LCC	244	143/59%	97/40%	58/24%	113/46%
cohort	System	11647	5658/49%	4171/36%	2595/22%	5470/47%
2012	LCC	171	105/61%	70/41%	54/32%	67/39%
cohort	System	11435	5749/50%	4173/36%	2621/23%	5306/46%
2013	LCC	183	127/69%	96/52%	72/39%	111/61%
cohort	System	10524	5116/49%	3833/36%	2525/24%	4728/45%
2014	LCC	188	125/66%	86/46%	66/35%	**
cohort	System	8922	4747/53%	3459/39%	2266/25%	**
2015	LCC	170	100/59%	71/42%	44/26%	**
cohort	System	9408	5119/54%	3725/40%	2475/26%	**
2016	LCC	100	74/74%	46/46%	**	**
cohort	System	9888	5167/52%	3855/39%	**	**

Source: SAI Progress Metrics Tableau Dashboard, SBCTC. *Student achieved some sort of SAI gain by the 4th 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 Gains* (# / %)
2009	LCC	250	184/74%	111/44%	44/18%	131/52%
cohort	System	6520	2941/45%	2062/32%	1298/20%	3437/53%
2010	LCC	200	116/58%	70/35%	57/29%	87/43%
cohort	System	6582	2763/42%	1962/30%	1247/19%	3328/51%
2011	LCC	214	126/59%	87/41%	51/24%	109/51%
cohort	System	6177	2579/42%	1882/30%	1141/18%	3049/49%
2012	LCC	148	86/58%	60/41%	47/32%	60/41%
cohort	System	6116	2713/44%	1960/32%	1222/20%	3131/51%
2013	LCC	157	108/69%	83/53%	62/39%	101/64%
cohort	System	5133	2117/41%	1648/32%	1115/22%	2645/52%
2014	LCC	151	95/63%	67/44%	48/32%	**
cohort	System	4046	1991/49%	1448/36%	966/24%	**
2015	LCC	142	81/57%	58/41%	37/26%	**
cohort	System	4227	2258/53%	1729/41%	1199/28%	**
2016	LCC	79	56/71%	35/44%	**	**
cohort	System	4127	2211/54%	1670/40%	**	**

Source: SAI Progress Metrics Tableau Dashboard, SBCTC. *Student achieved some sort of SAI gain by the 4th year. **Data not yet available (due to tracking period).

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

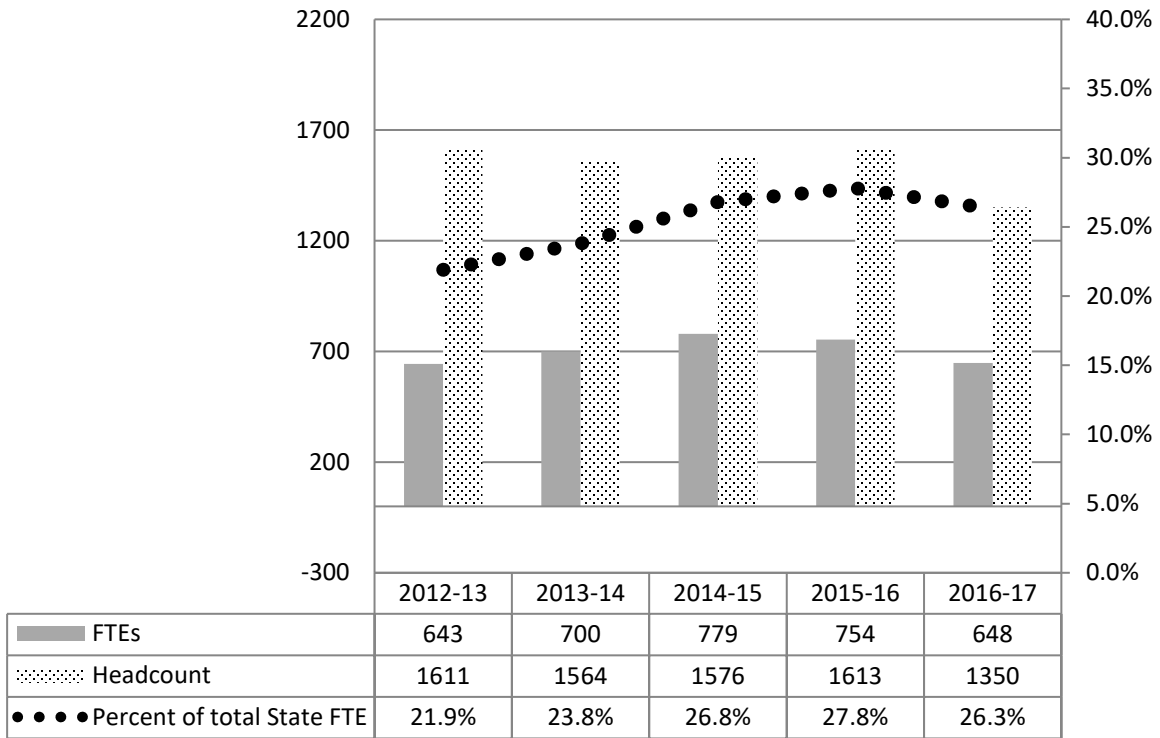
		Number	Fall to Winter Retention (# / %)	Fall to Spring Retention (# / %)	Fall to Fall Retention (# / %)	4 Year Gains* (# / %)
2009	LCC	46	36/78%	24/52%	13/28%	17/37%
cohort	System	7036	4036/57%	2951/42%	1771/25%	3068/44%
2010	LCC	48	36/75%	24/50%	20/42%	18/37%
cohort	System	6538	3731/57%	2719/42%	1646/25%	2847/44%
2011	LCC	30	17/57%	10/33%	7/23%	4/13%
cohort	System	5470	3079/56%	2289/42%	1454/27%	2421/44%
2012	LCC	23	19/83%	10/43%	7/30%	7/30%
cohort	System	5319	3036/57%	2213/42%	1399/26%	2175/41%
2013	LCC	26	19/73%	13/50%	10/38%	10/38%
cohort	System	5391	2999/56%	2185/41%	1410/26%	2083/39%
2014	LCC	37	30/81%	19/51%	18/49%	**
cohort	System	4876	2756/57%	2011/41%	1300/27%	**
2015	LCC	28	19/68%	13/46%	7/25%	**
cohort	System	5181	2861/55%	1996/39%	1276/25%	**
2016	LCC	21	18/86%	11/52%	**	**
cohort	System	5761	2956/51%	2185/38%	**	**

Source: SAI Progress Metrics Tableau Dashboard, SBCTC. *Student achieved some sort of SAI gain by the 4th 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 slightly decreased in 2016-17.

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)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CEO Students	220	205	210	230	238	291	245
HS Completions (6) within 3 years	87	67	63	74	90	**	**
GEDs (7) within 3 years	14	8	***	***	0	**	**
Total Completions within 3 years	101	75	63	74	90	**	**
% Completions within 3 years	46%	37%	30%	32%	38%	**	**

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)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
I-BEST Students	136	132	130	192	176	238	203
Total Completions within 3 years	87	82	81	93	107	**	**
% Completions within 3 years	64%	62%	62%	48%	61%	**	**

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 = 70%; Stretch Goal = 75% re: pass rate excluding students who withdrew)

	2012-13	2013-14	2014-15	2015-16	2016-17
Number of students who received a 2.0 or better (C or above)	2038	2166	1906	1766	1439
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	2038/3049 = 66.8%	2166/2886 = 75.1%	1906/2687 = 70.9%	1766/2370 = 74.5%	1439/1884 = 76.4%
Number/proportion of students who withdrew	302 (9.0%)	194 (6.3%)	139 (4.9%)	121 (4.9%)	84 (4.3%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	2038/3351 = 60.8%	2166/3080 = 70.3%	1906/2826 = 67.4%	1766/2491 = 70.9%	1439/1968 = 73.1%

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)

	2012-13	2013-14	2014-15	2015-16	2016-17
Number of students who received a 2.0 or better (C or above)	294	299	275	273	220
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	294/470 = 62.6%	299/423 = 70.7%	275/442 = 62.2%	273/401 = 68.1%	220/312 = 70.5%
Number/proportion of students who withdrew	59 (11.2%)	45 (9.6%)	42 (8.7%)	39 (8.9%)	18 (5.5%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	294/529 = 55.6%	299/468 = 63.9%	275/484 = 56.8%	273/440 = 62.0%	220/330 = 66.7%

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 12-13 Cohort	Fall 13-14 Cohort	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort
Total number of students who successfully completed a pre-college math class	477	484	467	456	459
Total number of those students who went on to a college level course listed above	151/477 = 31.7%	170/484 = 35.1%	151/467 = 32.3%	196/456 = 43.0%	170/459 = 37.0%
Total number of those students who withdrew from their college level course	10/151 = 6.6%	7/170 = 4.1%	13/151 = 8.6%	22/196 = 11.2%	10/170 = 5.9%
Total number of those students who passed their college level course with a 2.0 or better	120/151 = 79.5%	144/170 = 84.7%	121/151 = 80.1%	162/196 = 82.7%	143/170 = 84.1%

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%)**

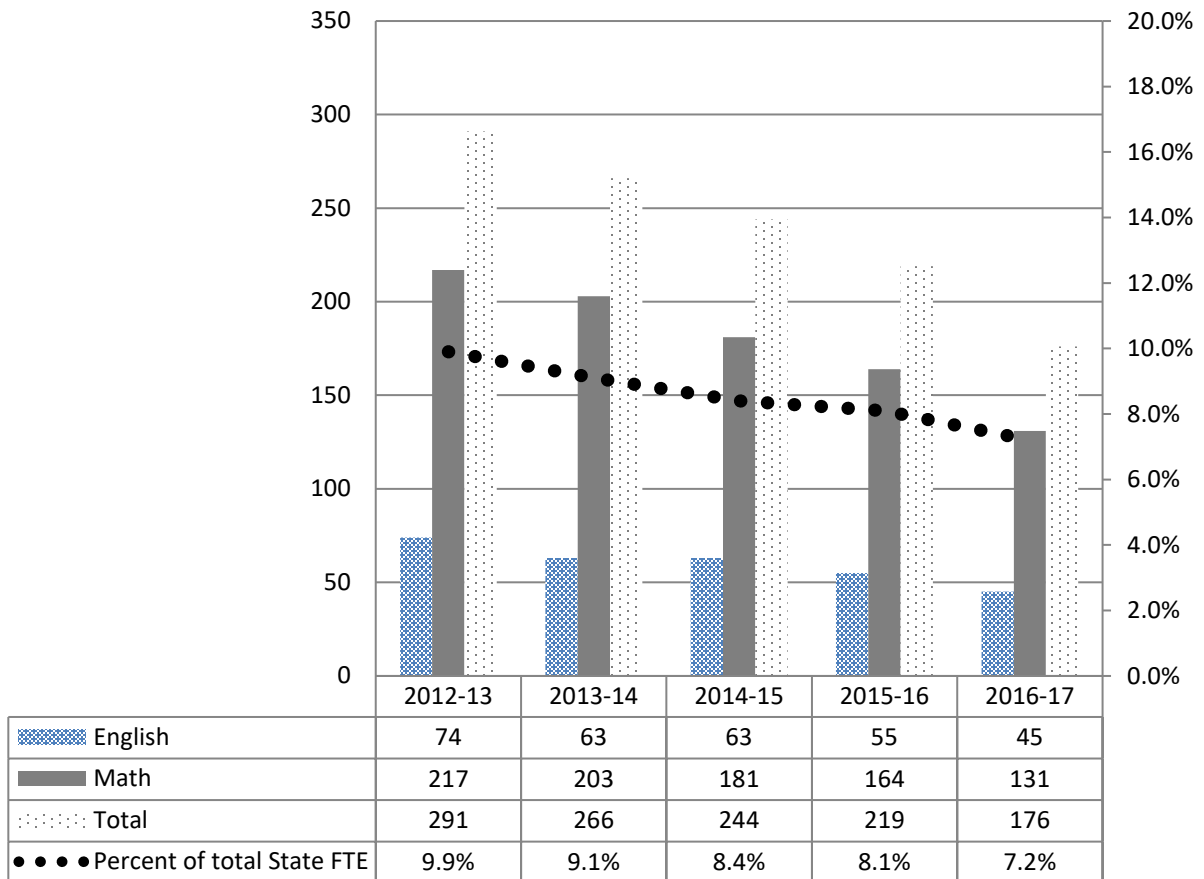
	Fall 12-13 Cohort	Fall 13-14 Cohort	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort
Total number of students who successfully completed a pre-college English class	138	145	134	127	114
Total number of those students who went on to a college level course listed above	90/138 = 65.2%	103/145 = 71.0%	83/134 = 61.9%	86/127 = 67.7%	73/114 = 64.0%
Total number of those students who withdrew from their college level course	11/90 = 12.2%	4/103 = 3.9%	5/83 = 6.0%	7/86 = 8.1%	4/73 = 5.5%
Total number of those students who passed their college level course with a 2.0 or better	61/90 = 67.8%	83/103 = 80.6%	59/83 = 71.1%	61/86 = 70.9%	53/73 = 72.6%

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.

Basic Skills/Pre-College Monitoring Report

Comments from the Review Team

Members include: Brendan Glaser, chair, Shiree Bent, Mindy Boucher, Steven Boyer, Becky Connolly, Dawn Draus, Catie Graham, Kyle Hammon, Janell Haynes-Hughes, Sue Homme, Anne-Marie Klein, Rachel Mystic, Natalie Richie, Karla Rivers, Angel Ruvalcaba, Terri Skeie, Theresa Stalick, Katie Sully, Michal-Ann Watts, 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?

- Declining enrollment in pre-college math was intentional and positive in that it indicates that more students are starting at college level.
- The proportion of pre-college students succeeding in college level math is strong. The addition of the non-STEM pathway (Math 087/097, which feeds into Math 107) contributed to the trend.
- Success in pre-college math continues to trend up.
- Success in pre-college English is starting to trend up.
- We are holding steady in terms of success of pre-college English students going on to college level. This is a strength given major revisions to the placement process.
- I-BEST students continue to do well.
- Enrollment in Basic Skills continues to be strong.
- Basic Skills achievement improved dramatically in the most recent year for which we have data. We are now doing much better than the system as a whole.

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

- We need to continue to look for ways to get more students who start in pre-college transitioning to college level math. This is a major focus of the Guided Pathways initiative.
- We need to continue to look for ways to decrease the withdrawal rate in pre-college English. The development of a professional/technical pathway (English 087, which feeds into English 110 and Business 119) should help to address this issue.

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

- Developing better tracking methodology for students starting in either Adult Basic Education or pre-college classes may help us identify how well different interventions are working.
- The new Math 074 course provides an opportunity to help keep students on track with their respective math pathway.
- We have an opportunity to continue to increase the proportion of students transitioning from Adult Basic Education (ABE) and English as a Second Language (ESL) to college level studies.

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

- Much lower pass rates in online sections of pre-college math and English is a threat to student success. It may be an advising issue, but we really need to address how to help students who may not be academically prepared to succeed in the online environment but opt to enroll to ease scheduling challenges.
- The requirement to enroll in College Success 101 and 102 when you place into pre-college English may threaten student success if students are opting in to college level English (through Directed Self Placement) just to avoid additional classes. We should maintain College Success, but we may need to analyze whether or not we should change the placement requirements.

Board Plus/Delta

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

+	Δ

Transfer Monitoring Report

2013 – 2017
(Cycle 19)

CORE THEME II: Transfer and Academic Preparation

Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

February 22, 2018



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:

- Conversations between instruction, advising, and other areas are helping to identify and address class scheduling needs and specific course offerings that support student transfer.
- The College Spark grant is moving us toward implementation of Guided Pathways, which will help streamline the transfer path for students.
- Second year music theory has been challenging for some of our students, and we are developing additional resources to better assist.
- Refinements of the DSP are underway. These include improved videography and audio portions of the assessment instrument and resource tools for students.
- Faculty and advisors are collaborating to develop the content needed for a College Success course contextualized for the STEM meta major.
- Additional student research projects have been developed in biology and chemistry.

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

	2012-13	2013-14	2014-15	2015-16	2016-17
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.	79.5%	81.5%	80.8%	83.4%	84.3%

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)

	2012-13	2013-14	2014-15	2015-16	2016-17
Communication	2.6	--	--	--	2.9
Critical Thinking	--	--	--	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)**

	2011-12	2012-13	2013-14	2014-15	2015-16
Percentage of transfer students earning SAI point for 45 college level credits in transfer pathway within 2 years	20.6%	21.7%	26.7%	26.0%	29.9%

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.

	2012-13 (Fall 2009 cohort)	2013-14 (Fall 2010 cohort)	2014-15 (Fall 2011 cohort)	2015-16 (Fall 2012 cohort)	2016-17 (Fall 2013 cohort)
Number of Students in Transfer Cohort	453	476	394	346	390
Earned Tipping Point (completed a credential)	88 19%	131 28%	92 23%	85 25%	136 35%
Transfer without Earned Degree	67 15%	58 12%	43 11%	33 10%	57 15%
Still Enrolled at LCC	34 8%	39 8%	37 9%	23 7%	22 6%
LCC: Total Completed, Transferred or Still Enrolled	189 42%	228 48%	172 44%	141 41%	215 55%

Source: SBCTC (Student Achievement Measures, Cohorts). Starting with Fall 2012 cohort, SBCTC SAI Progress Metrics Dashboard (transfer cohorts).

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

	2012-13 (Fall 2009 cohort)	2013-14 (Fall 2010 cohort)	2014-15 (Fall 2011 cohort)	2015-16 (Fall 2012 cohort)	2016-17 (Fall 2013 cohort)
LCC: Total Completed, Transferred or Still Enrolled	189 42%	228 48%	172 44%	141 41%	215 55%
System: Total Completed, Transferred or Still Enrolled	51%	52%	48%	51%	52%

Source: SBCTC (Student Achievement Measures, Cohorts). Starting with Fall 2012 cohort, SBCTC SAI Progress Metrics Dashboard (transfer cohorts). SAI Progress Metrics dashboard also used for Fall 2011 cohort system rate.

Table 5: Where Did They Go?

Transfer destinations of students enrolled in 2016-17 (all transfer students)

- American Public University System, WV (1)
- Arizona State University (2)
- Ashford University, CA (1)
- Boise State University (3)
- Brigham Young University, Idaho (1)
- Brigham Young University, Utah (2)
- California State University – Dominguez Hills (1)
- California State University–East Bay (1)
- California State University – Sacramento (1)
- Capella University, MN (1)
- Central Washington University (21)
- Centralia College* (2)
- City University of Seattle (5)
- Clover Park Technical College* (2)
- Colorado Technical University (1)
- Columbia Basin College* (1)
- Concordia University Portland (2)
- Cornish College of the Arts, WA (1)
- Crown College, MN (1)
- East Carolina University, NC (1)
- Eastern Kentucky University (1)
- Eastern Michigan University (1)
- Eastern Oregon University (2)
- Eastern Washington University (15)
- George Fox University (4)
- Gonzaga University (3)
- Grand Canyon University, AZ (4)
- Grantham University, KS (1)
- Heritage University, WA (1)
- Indiana State University (1)
- Kansas State University (2)
- Linfield College (2)
- Montana State University - Billings (1)
- Northern Arizona University (2)
- Northwest Nazarene University, ID (2)
- Northwest University, WA (2)
- Oregon Institute of Technology (1)
- Oregon State University (5)
- Pacific Lutheran University (1)
- Portland State University (11)
- Randolph College, VA (1)
- Rowan University NJ (1)
- Saint Martin’s University, WA (1)
- San Diego State University (1)
- Seattle Pacific University (1)
- Seattle University (1)
- South Seattle College* (1)
- The Evergreen State College (3)
- Trevecca Nazarene University, TN (1)
- University of Arkansas at Pine Bluff (1)
- University of Central Florida (1)
- University of Central Missouri (1)
- University of Hawaii at Hilo (2)
- University of Hawaii at Manoa (1)
- University of Maryland–University College (1)
- University of Montana (1)
- University of Montana – Western (1)
- University of Northern Colorado (1)
- University of Oklahoma (1)
- University of Oregon (1)
- University of Portland, OR (1)
- University of Providence, MT (1)
- University of San Francisco (1)
- University of South Dakota (1)
- University of Texas of the Permian Basin (1)
- University of Washington (21)
- Utah Valley University (1)
- Vanguard University of Southern California (1)
- Walla Walla University (1)
- Warner Pacific College (14)
- Washington State University (75)
- Weber State University, UT (1)
- Western Governors University (17)
- Western Oregon University (2)
- Western Washington University (18)
- Whitworth University (2)
- Willamette University (1)
- Wofford College, SC (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

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall Average GPA, all students	3.34	3.17	3.18	3.18	3.24

- 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

	2012-13	2013-14	2014-15	2015-16	2016-17
Unduplicated headcount, all funding sources	2212	2103	2071	1946	1980
Transfer student population as a percent of all students	28%	28%	27%	27%	30%
FTE by institutional intent (fall quarter, state funded)	1047	969	1003	937	917
FTE as percent of institutional FTE (fall quarter, state funded)	41%	37%	37%	37%	41%
Transfer associate degrees granted	303	343	381	460	455

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 increased 1.7% in 2016-17.
- The number of transfer associate degrees granted has increased by 50% over the last five years.

Transfer Monitoring Report

Analysis from the Review Team

Members include: Kyle Hammon & Melinda Harbaugh, co-chairs, Merry Bond, Dawn Draus, Jim Franz, Traci Fuller, Kristy Guitierrez, Mary Hebert, Vanessa Johnson, Lindsay Keevy, Louis LaPierre, Jacqueline Marr, Chad Meadors, Lucas Myers, Stefanie Neill, Jenny Smith, Jim Stanley, 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?**
 - Student performance in academic courses continues to trend up.
 - The proportion of students achieving 45 college level credits in a transfer pathway has increased over five years from 21% to 30%. The improvements we have made in our math and English pathways likely contributed to the increase.
 - The proportion of students who completed, transferred, or are still enrolled increased dramatically between 2015-16 and 2016-17.
 - We are starting to see transfer students enrolling in applied baccalaureate programs across the state.

- 2) Based on the data in this report, what are LCC's weaknesses in providing transfer education?**
 - We are slightly below mission fulfillment for our Communication (Global Skill) outcome. However, we have improved substantially since the previous assessment. Reform efforts underway in Language & Literature and elsewhere (such as through the library) in support of communication outcomes should continue to positively affect this metric.

- 3) Based on the data in this report, what are LCC's opportunities for providing students transfer education?**
 - Adding support to help identify students who are getting off track with their program is an opportunity. Our current processes are primarily manual and may not be as efficient or effective as more technology-rich options available today.

- 4) Based on the data in this report, what are LCC's threats for providing students transfer education?**
 - The proportion of students who transfer without a degree was previously trending down, but increased in 2016-17. National research indicates that students who complete an associate degree before transferring obtain baccalaureate degrees at higher rates. However, this metric may be affected by increasing enrollment in Running Start. Many universities count Running Start students as freshman rather than transfer students (even though they accept the students' transfer credits).

Board Plus/Delta

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

+	Δ

Access, Support & Completion Monitoring Report

2013 – 2017
(Cycle 19)

CORE THEME III: Student Access, Support & Completion

Objective 1: Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum Counties

Objective 2: Provide students with the support needed to pursue and achieve their educational goals.

December 13, 2017



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:

- A collaboration with English faculty and the testing office resulted in fully implementing Directed Self-Placement; an innovative assessment platform for reading and writing to assist students in placing into English 98 or 101.
- The advising staff developed an improved robust academic standards system called Positive Academic Student Success (PASS) for students who are on academic probation to assist with increased retention of students who are struggling academically.
- The Outreach & Enrollment Office standardized the calling campaigns that have been used for retention and enrollment over the past several years. In the 2016-17 school year, 1,952 retention calls, 1,624 senior calls, and 725 welcome calls were made for a total of 4,300 calls.
- This year, significant progress was made to integrate workforce and career services into a cohesive one-stop entry point for students. As part of this process, a common application was developed for all workforce programs including BFET, Opportunity Grant, Worker Retraining, and WorkFirst. This streamlined application process allows students to submit one application and be considered for financial assistance and other support services through grant funding.
- International Programs completely redesigned the admission procedures, designed brochures, admission packets, recruitment materials, and established new agency partnerships from 25+ partners from 13 countries and developed international and domestic MOUs with colleges and universities. These included developing guaranteed transfer articulation, scholarships and dual admission agreements for international students with University of Houston - Victoria, Texas Wesleyan University, Whitworth University, and Pacific Lutheran University, and developed guaranteed transfer articulation agreements with Pacific Lutheran University and Washington State University - Vancouver.

- Lower Columbia College reestablished its chapter of the international academic organization, Phi Theta Kappa. A recruitment effort saw 67 new members join the ranks of the honor society in winter 2017.
- The college developed a “DREAMers” workgroup to address needed support and resources for DACA students, including building a webpage with financial, community and contact information.
- To mitigate the effects of food insecurity on student persistence and retention and support the college commitment to equity and inclusion, LCC will start a food pantry winter quarter 2018 for students who experience food insecurity and hunger.

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
2012	6.16%	90 th
2014	6.76%	92 nd
2015	6.37%	91 st
2016	6.37%	95 th
2017	5.79%	93 rd

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% 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 completers*
2012-13	21%	17%	14% (1.5 x service district)	12.3%
2013-14	22%	20%	15% (1.5 x service district)	15.8%
2014-15	22%	20%	15% (1.5 x service district)	12.1%
2015-16	24%	22%	16% (1.5 x service district)	16.4%
2016-17	24%	22%	16% (1.5 x service district)	**

Source: LCC Fact Book & Data Warehouse/Student files for proportion of all students and transfer/workforce students, U.S. Census for population estimates, <https://www.census.gov/quickfacts/fact/table/cowlitzcountywashington,US/RHI825216>, SBCTC Academic Year Report for completions.

*In 2016-17 source for proportion of completers was updated to SBCTC Academic Year Report, and for 2012-13 to 2015-16 was updated from previous reports to match State Board's methodology. **Data not yet available.

- 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 = 7.0% or higher of transfer & workforce populations)
(Stretch Goal = 9.0% 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 completers*
2012-13	5.9%	7.1%	6.9%
2013-14	7.1%	7.4%	7.6%
2014-15	7.3%	8.0%	6.4%
2015-16	7.8%	8.6%	5.8%
2016-17	7.8%	8.9%	**

Source: Data Warehouse (Student Tables, DISABILITY = Y) for proportion of all students and transfer/workforce students. Per the recommendation of LCC’s Disability Support Services Office, the above table is students who self-identified as having a disability. Source for proportion of completers is SBCTC Academic Year Report.

*In 2016-17 source for proportion of completers was updated to SBCTC Academic Year Report, and for 2012-13 to 2015-16 was updated from previous reports to match State Board’s methodology. **Data not yet available.

The proportion of students with disabilities in the transfer and workforce student populations has continuously increased over the last 5 years.

**Table 4: LCC Participation and Graduation/Completion Rates
of Students receiving Veterans’ Benefits**

**(Mission Fulfillment = 3.0% or higher of transfer & workforce populations)
(Stretch Goal = 5.0% 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
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%
2016-17	3.5%	4.9%	5.1%

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

- The proportion of Students receiving Veterans’ Benefits has increased over the last five years for each of the listed areas.

Key Performance Indicator: Enrollment

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

Table 5: LCC Enrollment (Percent of goal, all funding sources)

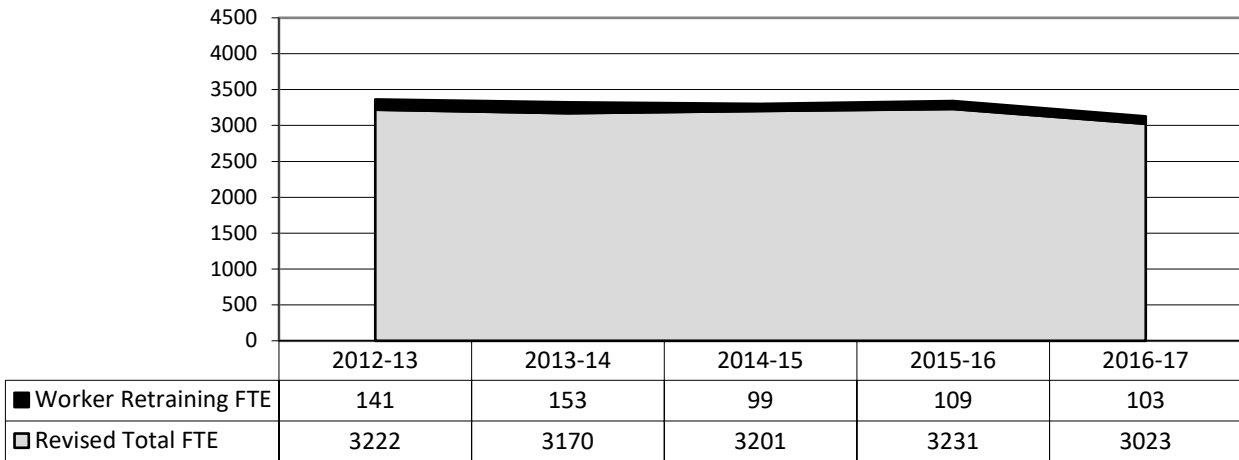
	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of Goal	116%	115%	112%	111%	97%
Goal: all funding sources	2,912	2,899	2,950	2,997	3,239
Actual FTE accrued	3,363	3,323	3,300	3,340	3,126

Source: SBCTC Enrollment Reports, Fact Book and LCC Weekly Enrollment Reports (for non-state FTE goals)

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

- LCC finished the 2016-17 year below the goal.
- State allocations are established by the State Board for Community and Technical Colleges based on previous performance (calculated on a three-year rolling average).
- Non-state FTE goals are set at previous year’s actual performance level.

Figure 6: Annual FTE excluding Worker Retraining FTEs (all funding sources)



Source: For 2012-13 to 2013-14 Worker Retraining FTE: DATAX KR-STWKFTE, Work Attend = “8*”, QTR-CR-REG = “GE 1”. Beginning 2014-15, 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
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%
2016-17	1031 (42%)	823 (33%)	606 (25%)	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 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Castle Rock	27/104 = 26%	17/78 = 22%	22/88 = 25%	11/59 = 19%	20/81 = 25%
Kalama	13/75 = 17%	13/67 = 19%	7/65 = 11%	15/64 = 23%	8/63 = 13%
Kelso	68/317 = 21%	74/270 = 27%	82/275 = 30%	62/296 = 21%	44/303 = 15%
Mark Morris	63/255 = 25%	44/187 = 24%	59/179 = 33%	48/179 = 27%	46/201 = 23%
R.A. Long	42/139 = 30%	52/170 = 31%	36/176 = 20%	23/184 = 13%	35/186 = 19%
Toutle Lake	14/38 = 37%	16/43 = 37%	15/46 = 33%	10/51 = 20%	21/54 = 39%
Wahkiakum	8/38 = 21%	12/32 = 38%	3/30 = 10%	4/27 = 15%	2/27 = 7%
Woodland	1/119 = 1%	8/133 = 6%	5/133 = 4%	7/131 = 5%	3/135 = 2%
Total Dist.	236/1085 = 22%	236/980 = 24%	229/992 = 23%	180/991 = 18%	179/1050 = 17%

Source: LCC Registration Office (KR-HISCHO3), (Fact Book).

- The percentage of high school graduates who enroll at LCC the subsequent fall has declined over the past five years. This decline is statistically significant.

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

	2011	2012	2013	2014	2015
Castle Rock	50-59%	55-59%	55-59%	35-39%	45-49%
Kalama	45-49%	50-54%	35-39%	40-49%	20-29%
Kelso	55-59%	50-54%	55-59%	55-59%	55-59%
Mark Morris	60-64%	45-49%	50-54%	50-54%	50-54%
R A Long	50-54%	50-54%	60-64%	55-59%	40-44%
Toutle Lake	50-59%	70-79%	60-69%	50-59%	50-59%
Wahkiakum	0-20%	40-59%	40-59%	40-49%	40-59%
Woodland	0-5%	10-14%	0-5%	10-14%	6-9%

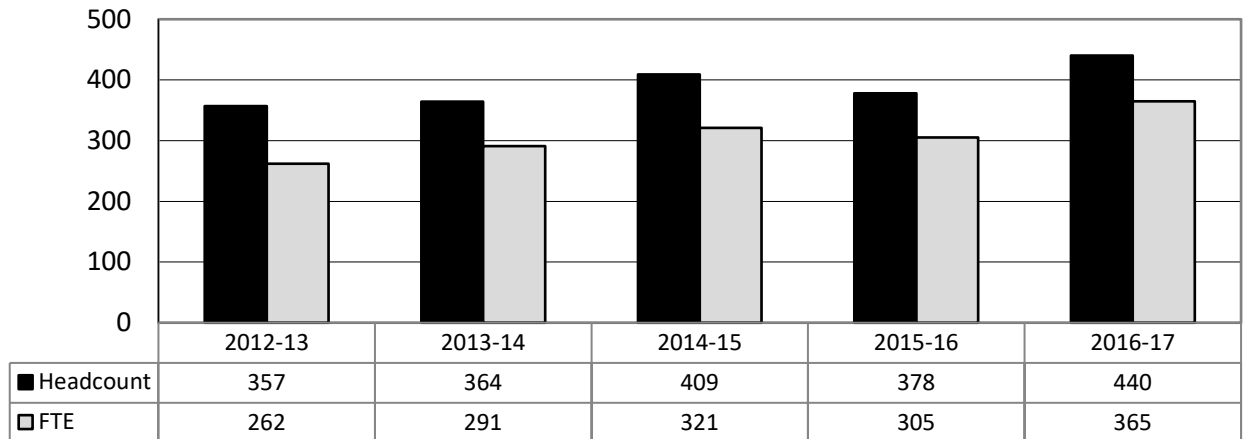
Source: Education Research and Data Center, <http://erdcdata.wa.gov/>

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

Running Start

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

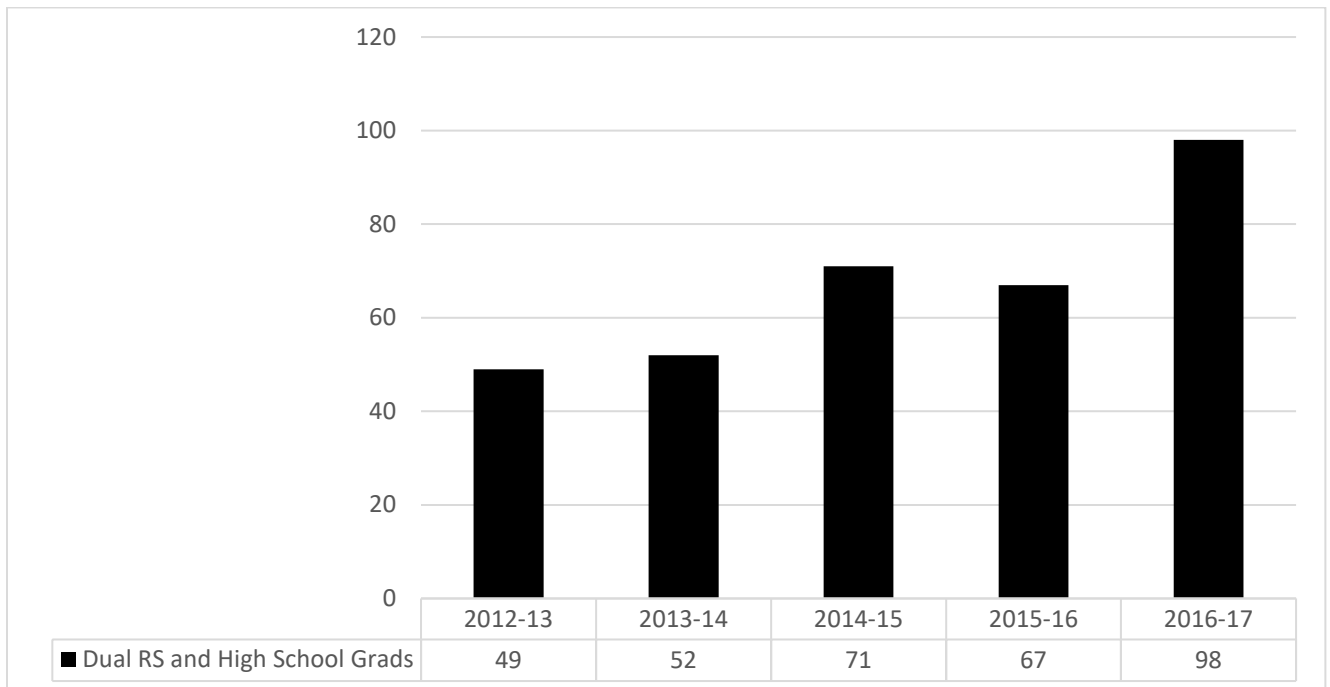
Figure 10: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book

- Running Start enrollment has increased over the last five years and is trending up.

Figure 11: Dual Associate Degree and High School Grads (Running Start Students)



Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma at the same time has doubled over the last five years.

Financial Aid Data

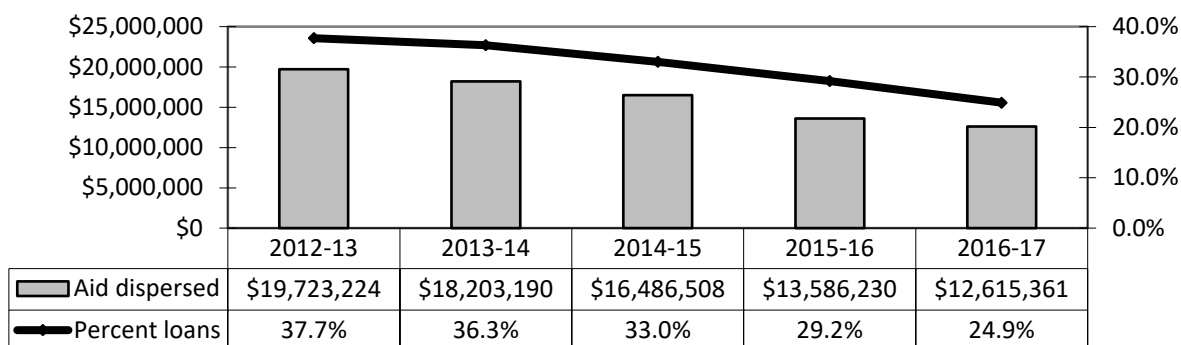
Table 12: Pell Grant Maximum and Cost of Tuition and Fees (Annual)

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)	Amount of need-based aid distributed	Number of need-based aid awards
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
2016-17	\$5,815 (+0.7%)	\$4,131 (+0.0%)	\$7,892,069	3,044

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.
- 2016-17 need-based figures not final.

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



Source: LCC Fact Book. Please note: 2015-16 numbers were updated from previous report; 2015-16 numbers now final.

- Financial aid disbursement, in total dollars, decreased 36.0% during the five year period depicted above.
- 2016-17 figures not final.

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

	FY 2012	FY 2013	FY 2014
Public 2-3 year colleges in the U.S.	19.1%	18.5%	18.3%
Lower Columbia College	25.4%	23.6%	20.6%

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

	Fall 2010- Fall 2011	Fall 2011- Fall 2012	Fall 2012- Fall 2013	Fall 2013- Fall 2014	Fall 2014- Fall 2015
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC Full-time Retention	51% (n = 620*)	52% (n = 528*)	48% (n = 487*)	54% (n = 483)	51% (n = 472)
LCC Part-time Retention	29% (n = 245*)	29% (n = 179)	32% (n = 199)	36% (n = 255)	37% (n = 268)

Source: In summer 2017 State Board updated data tools and new source for retention became SBCTC SA Cohort Tableau Workbook: SA Cohorts (Transfer and Workforce Cohorts). *State Board updated cohort size when they updated the data tool.

- Please note: full-time/part-time status is based on student’s first quarter of enrollment.
- Full-time students persist at substantially higher rates than part-time students.
- Per the State Board, this is the most recent data available.

Key Performance Indicator: Student Progress/Completion

(Mission Fulfillment = within 3% or higher of national median graduation rate)
(Stretch Goal = meet or exceed national median graduation rate)

The table below (based on the IPEDS cohorts) looks at the first-time degree seeking student populations, to see who completed or successfully transferred without obtaining a credential within 150% of completion time.

**Table 16: Students who Graduated or Transferred Out
 (Based on IPEDS Cohorts finishing within 150% of Completion Time)**

	2012 (2009 cohort)	2013 (2010 cohort)	2014 (2011 cohort)	2015 (2012 cohort)	2016 (2013 cohort)
LCC graduation rate	25%	30%	25%	27%	38%
National Comparison Group median graduation rate	21%	22%	24%	32%	*
LCC transfer-out rate	14%	15%	14%	11%	15%
National Comparison Group median transfer-out rate	18%	15%	16%	14%	*

Source: IPEDS Data Feedback Reports; College Navigator for most recent year of data. *National Comparison Group rate not yet available.

- LCC’s IPEDS graduation rate is trending up.

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 17a: 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 17b: 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 18: Success in Tutoring Program

2012-13*	2013-14	2014-15	2015-16	2016-17
82%	84%	82%	83%	82%

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

*does not include summer 2012 data

Key Performance Indicator: Faculty-Student Engagement

(Mission Fulfillment = 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 19a: 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 19b: 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, Support & Completion Monitoring Report

Analysis from the Review Team

Members include: Sue Orchard, chair, Brad Benjamin, Sheila Burgin, Shani Dennick, Marisa Geier, Melinda Harbaugh, Crystal Heitz, Cliff Hicks, Clinton Howard (student), Michaela Jackson, Rosie Leno, Elissa Loren, Allison McCrady, Chad Meadors, Leah Moore, Mary Kate Morgan, Sam Orth, Stacey Sowders, Kathy Stafford, Rick Swee, Adam Wolfer, Heather Wooldridge.

- 1) Based on the information in this report, what are LCC's strengths in providing access to students?**
 - Running Start stands out both in terms of enrollment growth and increase in the number of students graduating with both a high school diploma and associate degree (which has doubled over the last five years).
 - Enrollment of two groups—students with disabilities and veterans receiving benefits—are growing steadily.
 - LCC's participation rate, although it dipped slightly last year, is still well above national norms.
 - Both completion and transfer out rates are up, for a combined total of 53%. That means more than half of our students are meeting their goals within three years.
 - The proportion of financial aid distributed in the form of loans is steadily decreasing. The cohort default rate is also declining. Both of those trends are going in the right direction.

- 2) Based on the information in this report, what are LCC's weaknesses in providing access to students?**
 - The CCSSE benchmark category of "Support for Learners" is down considerably. This is somewhat contrary to the increase in graduation and transfer out rates. The year of the survey (2015-16) was quite transformative in Student Services, and several changes have occurred since that time including hiring a new Vice President of Student Services. This category is expected to increase during the next survey administration, scheduled for 2018-19.
 - Likewise, the CCSSE benchmark category of "Faculty-Student Engagement" declined in 2015-16. However, this area is still well above mission fulfillment.
 - The dip in enrollment in 2016-17 means that we fell below mission fulfillment for that year. However, 2017-18 enrollment to date is about three percent above our goal. A Strategic Enrollment Management Committee has convened, and several new and ongoing enrollment initiatives are underway.
 - Our high school yield is fairly low for Kalama, Woodland and Wahkiakum school districts, although the overall downward trend in high school enrollments is counterbalanced by dramatic increases in Running Start enrollment.

- 3) Based on the information in this report, what are LCC's opportunities for providing access to students?**
 - LCC has made significant strides in increasing access and support for veteran students, such as developing a Canvas space for advising and information sharing. There is an opportunity for additional enrollment increases given that

the federal government is lifting the ten-year time limit on using educational benefits accrued for military service.

- There is an ongoing opportunity to recruit more students from Woodland, however, Clark College is a strong competitor in the Southern portion of our service district.
- We have an opportunity to expand testing in the high schools to all districts. In 2016-17, only Castle Rock, Toutle Lake, Mark Morris and Kelso allowed LCC staff to conduct on-site placement testing.
- Given that federal rule changes have led to a decrease in the proportion of students qualifying for need-based aid, we have an opportunity to continue to increase alternative funding sources for students. Examples are scholarships and the Student Success Fund. On a related note, we should also strive to increase communication with students about existing alternatives (which in some cases may require students to engage in more long-term planning than is the current practice).
- Increasing the selection of inclusive and equity-oriented courses, in order to serve all student groups, is another opportunity that may contribute to higher enrollment and completion rates for students of color.

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

- The Pell grant maximum, set by the federal government, is a threat to students given the upward trend in tuition and fee costs across the state and nation.
- A lack of financial literacy in some student groups is an ongoing threat to our cohort default rate. It may be time to think about mandating financial literacy training for some, even though our cohort default rate is going down.
- The improving economy is a threat to enrollment, given that FTE tends to go up when unemployment rates are high. Because scheduling can be a significant issue for working adults, continuing to increase our online offerings may help alleviate this issue somewhat.
- In terms of equity and inclusion, we are not meeting all of the needs of all of our students, all of the time. Continuing to devote resources and attention to increasing the diversity within our faculty and staff, increasing cultural competency on campus, working to ensure that our course and other information is accessible to students with disabilities, etc., is critical.

Board Plus/Delta

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

+	Δ

Institutional Excellence & Community Enrichment Monitoring Report

2013 – 2017
(Cycle 19)

CORE THEME IV: Institutional Excellence

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

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

May 16, 2018



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:

- Our emphasis on improving the physical infrastructure on campus continues. This is important for student recruitment as well as instructional safety. In December, LCC submitted an application for a new Vocational Building. The project includes replacing the current Vocational Building, as well as Physical Science and Science. Those are currently the only buildings scoring above 330 on the Facilities Condition Survey.
- Renovation on Main continues. Although the Washington State Legislature failed to pass a capital budget during their 2017 session, LCC has continued the project through use of local funds.
- The Foundation dropped its administrative fee from two to one percent in order to increase the amount of scholarship support to students and the amount of program support to the college.
- The Foundation launched the Student Success (endowed) Fund. The Foundation subsequently formed a partnership with the local newspaper, The Daily News, to raise money annually for the fund. The annual yield from TDN's "Students in Need" campaign is approximately \$50,000. Because this covers the annual disbursement to students, all other funds raised go directly to the endowment.
- More recently, the Foundation launched the College Success Fund. The College Success Fund's purpose is to increase overall support for the college and to increase the amount of grants given to faculty and staff for creative and innovative teaching and learning projects.
- The Foundation also increased their focus on planned giving, including offering free seminars to the community. In addition, the Foundation Board has engaged in strategic planning that includes more targeted outreach to potential planned givers and marketing creative ways to make planned gifts (such as the 70 ½ birthday campaign).

Key Performance Indicator: Professional Development of Faculty and Staff

Table 1: Accrual of Professional Development Units by FT faculty (average units earned)
(Mission Fulfillment = 6 or higher)
(Stretch Goal = 10 or higher)

2012-13	2013-14	2014-15	2015-16	2016-17
9	13	8	8	6

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 dependent on funding. A lack of available funding can prove to be a disincentive for faculty to submit the requisite forms.
- In the future, it is expected that ctCLink will capture both faculty and staff participation in professional development activities.
- Human Resources arranged 10 "live" professional development opportunities on campus in 2016-17, including Leading Change, Understanding Change, Conflict Management, Generations in the Workplace, Providing Exceptional Feedback, Becoming Engaged to do Great Work Happily, & Truly Tapping your Strengths and the Strengths of Your Team. They customized some offerings specifically for classified staff and some for supervisors, in order to meet the needs of all employees. In addition, they continued the online training program facilitated through Canvas and LawRoom. Employees are asked to complete a minimum of one to two trainings per quarter.
- The Red Devil Wellness Committee offers frequent development opportunities for faculty and staff.
- The Diversity and Equity Committee has provided a number of professional development opportunities for faculty and staff, including Safe Zone training, and diversity awareness with Dr. Tonya Drake.
- LCC's Safety and Security Department also provides regular training opportunities related to workplace safety (including hazardous materials management, forklift training, fall prevention, lab safety, respirator training, etc.) as well as emergency preparedness (including training regarding lockdown drills, shelter in place procedures, active threat drills, situational awareness, and specialized training for emergency building coordinators).

**Table 2: 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 - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	3.606	3.397	3.293 ***	3.292 ***

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

	LCC - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	3.690	3.488	3.346 ***	3.324 ***

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

	LCC - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	3.785	3.564	3.394 ***	3.394 ***

Question 27: My supervisor seriously considers my ideas.

	LCC - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	4.124	4.000	3.849 ***	3.888 **

**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 the four questions listed above (specific 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.
- Two hundred and thirty-nine LCC employees completed the survey, compared to 295 in 2016. Over 79,000 community college employees across the nation are included in the NILIE normbase (all institutions).

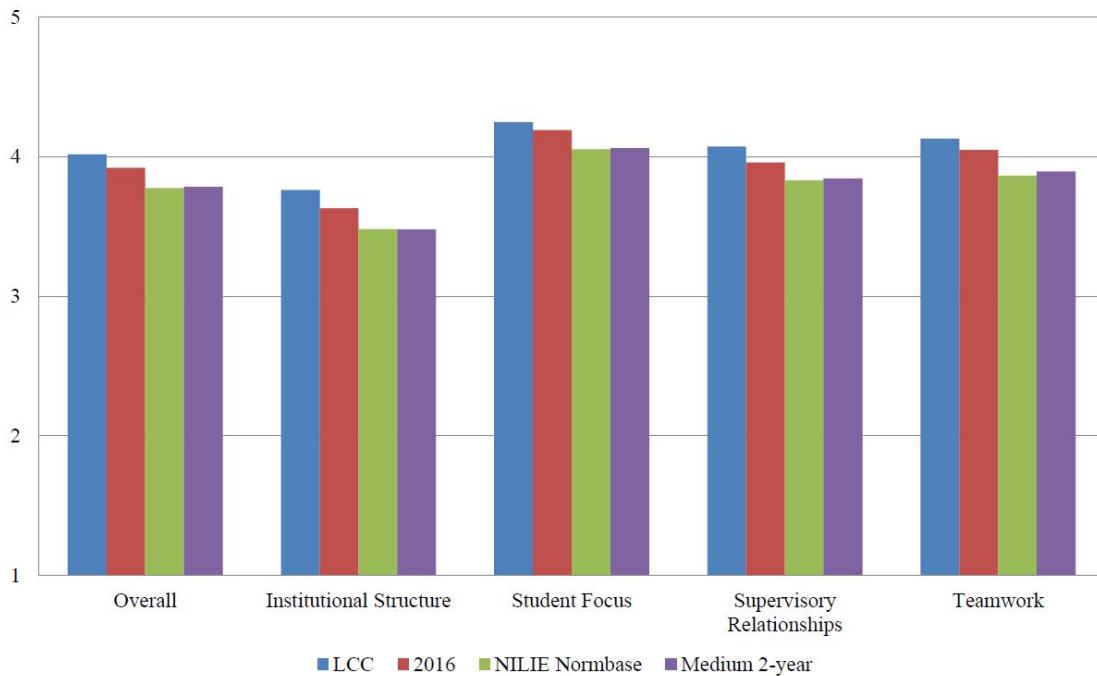
Table 3: Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)

	LCC - 2017		LCC - 2016		NILIE Norm base (all institutions)		Medium 2-year institutions	
	N	Mean	Mean	Sig	Mean	Sig	Mean	Sig
Overall	239	4.015	3.919		3.773	***	3.784	***
Institutional Structure	239	3.760	3.628		3.479	***	3.478	***
Student Focus	237	4.247	4.189		4.051	***	4.061	***
Supervisory Relationship	239	4.071	3.957		3.829	***	3.842	***
Teamwork	239	4.129	4.046		3.862	***	3.892	***

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

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

Figure 1. Means by Comparison Group and Climate Factor



Note: NILIE Norm base = all participating institutions.

Key Performance Indicator: Condition of Infrastructure

Table 4: Condition of Infrastructure (Physical Infrastructure)
(Facilities overall: mission fulfillment = 275 or below; stretch goal = 200 or below)
(Facilities by building: mission fulfillment = 70% or above, stretch goal = 100%)

Metrics for Physical Infrastructure come from 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.

	2009	2011	2013	2015	2017
Facilities overall	266	257	256	247	230
Facilities by building: proportion of buildings receiving scores of 350 or below	71%	71%	73%	81%	86%

Source: Campus Services

- New construction, renovation and demolition projects all positively affect the physical infrastructure indicators.
- Three buildings currently score over 350: the International Center, Physical Science, and Science.

Table 5: Condition of Infrastructure (Foundation: Assets/Financial Position)
(Net assets annual growth: mission fulfillment = 5%; stretch goal = 10%)
(Endowments as a proportion of net assets: mission fulfillment = 70%; stretch goal = 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 \$23 million by 2025 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, College Success Fund, and through additional endowed student scholarships.

	2013	2014	2015	2016	2017
Net assets	\$13,586,120	\$14,850,197	\$14,227,411	\$13,932,339	\$15,640,606
Net assets annual growth (%)	5.00%	9.30%	-4.19%	-2.07%	12.26%
Endowments	\$9,467,577	\$10,621,657	\$10,362,951	\$9,993,977	\$11,520,574
Endowments as proportion of net assets	69.96%	71.53%	72.84%	71.73%	73.66%

Source: LCC Foundation.

Table 6: Condition of Infrastructure (Foundation: Support to the College)
(Program Support as a proportion of net assets: mission fulfillment = 4%; stretch goal = 6%)
(Direct Student Support as a proportion of program support: mission fulfillment = 30%; stretch goal = 35%)

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 shows 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 proportion of net assets through endowment growth, and to provide direct student support through scholarships and grants each year at a level equaling at least thirty percent of total program support through donor cultivation and outreach efforts.

	2013	2014	2015	2016	2017
Program support	\$746,573	\$969,626	\$1,090,864	\$985,108	\$939,828
Program support as proportion of net assets	5.50%	6.53%	7.67%	7.07%	6.01%
Endowed Scholarships	\$103,958	\$122,367	\$130,600	\$150,593	\$90,859
Annual Scholarships*	\$133,857	\$148,608	\$132,173	\$131,582	\$162,999
Total scholarships disbursed & Student Success Program Support	\$280,182	\$323,463	\$299,859	\$333,566	\$312,317
Direct Student Support as a proportion of program support	37.53%	33.36%	27.49%	33.86%	33.23%

Source: LCC Foundation

*2017-2018 change in reporting: Athletic scholarships included in Annual Scholarships.

Table 7: Condition of Infrastructure (Financial Infrastructure)
(Cash & investments to operating expenditures: mission fulfillment = 30% or higher; stretch goal = 40% or higher)**

	2012	2013	2014	2015*	2016
Cash & Investments to Operating Expenditures					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	49.00%	48.00%	43.00%	32.00%	34.25%

Source: Finance Office

*Note: a \$3 million Certificate of Participation (COP) for the Fitness Center remodel was received after year-end, which affected results for 2015. **Goals revised from prior year because state comparison data is no longer available.

Key Performance Indicator: External Perceptions/Satisfaction with LCC

Table 8: Community Satisfaction with Core Themes
(Mission Fulfillment = 90% or higher)
(Stretch Goal = 95% or higher)

From the Community Perception Survey, administered every three years. In 2017-18, the survey was administered through paid advertising on The Daily News website, the Kelso-Longview Chamber of Commerce newsletter and social media. Figures represent the proportion that responded “agree” or “strongly agree” to statements beginning with “LCC does a good job of...”

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
I - Workforce & Economic Development			
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%
...helping employers in this community train their employees.	88%	84%	83%
II – Transfer & Academic Preparation			
...providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%
...providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%
...providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%
III – Access, Support & Completion			

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%
...making college accessible to the community by offering classes in convenient locations.	90%	99%	94%
...making college accessible to the community by offering a variety of online classes.	89%	95%	96%
...making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%
IV – Institutional Excellence			
...consistently providing high quality programs and services.	96%	97%	95%
...enriching the community with cultural events and opportunities.	NA	95%	94%
...enriching the community with athletic events and opportunities.	NA	96%	99%

- One question, related to helping employers in the community train their employees, fell below mission fulfillment in the 2017-18 survey administration.

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.

2012-13 (n = 264)	2013-14 (n = 299)	2014-15 (n = 247)	2015-16 (n = 260)	2016-17 (n = 249)
90%	88%	89%	89%	91%

- 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
(Cultural Activities: mission fulfillment = 50th percentile; stretch goal = 70th percentile)
(Sporting Events: mission fulfillment = 50th percentile; stretch goal = 90th percentile)

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.

	2013	2014	2015	2016	2017
Cultural Activities (50 th percentile = average for the nation)	78%	68%	65%	76%	66%
Sporting Events (50 th percentile = average for the nation)	91%	58%*	85%	87%	80%

*LCC's Fitness Center/Gymnasium was offline in 2013-14 and most of 2014-15 to accommodate

- LCC Athletics has added "[Devil Vision](#)" to its lineup, which facilitates online, live viewing of many sporting events.

Comments from the Internal Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs, Lynell Amundson, Hiedi Bauer, Marie Boisvert, Linda Clark, Robert Cochran, Kristina Dieter, Nicole DiGerlando, Alex Emerson, Serina Graham, Jeanne Hamer, Richard Hamilton, Mary Leach, Nadine Lemmons, Jarad Miller, Brandon Ray, Leah Sanchez, Tiffany Stewart, Rheannon Van Cleef, Shannon Wachob.

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

- Results of the PACE survey are excellent, and indicate a very healthy campus climate.
- The Foundation is doing an excellent job of supporting the needs of the college.
- The condition of our infrastructure continues to improve.
- External perception of the college continues to be incredibly strong.
- Even though it has gone down, we have done a good job of maintaining a robust reserve.
- Graduate satisfaction is very strong.
- LCC Athletics, both in terms of community perception and participation, is doing extremely well.

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

- We fell short of mission fulfillment in terms of community perception related to doing a good job of providing employers with training for their employees. Efforts currently underway to increase the number of contracts with private industry may help.

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

- Development of a pre-apprenticeship program could increase community perception around doing a good job of providing employers with training for their employees.
- There is room to increase community participation in cultural activities, perhaps through increasing promotional efforts.
- Streamlining the application process for Professional Development Units could encourage more faculty to complete paperwork.
- Infrastructure for our vocational programs will improve with the new building.
- Providing results of the PACE Survey to potential employees could assist with recruitment efforts, particularly around diversity.

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

- Market fluctuations are an ongoing threat to the LCC Foundation.
- Lack of full funding from the state is an ongoing threat to building healthy cash flows and reserves.
- Lack of certainty about timing of the new Vocational Building is a threat, given that other critical projects are dependent on that knowledge.

Board Plus/Delta

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

+	Δ