

# **Workforce & Economic Development Monitoring Report**

**2020 – 2024**

(Cycle 26)

***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.***

May 7, 2025





## Workforce & Economic Development Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

**Key Performance Indicators** for Workforce & Economic Development include:

- Student performance in workforce classes
- Demonstration of program competencies
- Licensure/certification rates
- Placement rate in the workplace
- Employer satisfaction
- College level English and math completion
- Demonstration of General Education Outcomes (Global Skills) in workforce classes
- 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:

- LCC's Automotive Program achieved ASE (Automotive Service Excellence) Training Program accreditation by the ASE Education Foundation for Master Automobile Service Technology—the highest level of program accreditation recognized by the National Institute for ASE.
- WSU's Small Business Development Center began partnering with LCC and the surrounding community by relocating to the LCC campus in the Business Achievement Center. With 34 SBDCs located across the state, the SBDC provides confidential one-to-one business advising, demand-driven training, and market research to both new and established small business owners at no cost to the client.
- The first BSN cohort launched in fall 2024 with 15 full-time students. Fourteen students are preparing to graduate in June. The site visit for national accreditation by the Commission for Collegiate Nursing Education (CCNE) occurred during the winter quarter. We expect a final accreditation decision by fall 2025.
- The BAS-OLTM program piloted an early admissions model by opening applications in December. Thirteen of the 15 early applicants were entirely or provisionally accepted to start upper-division coursework.
- LCC conducted a focus group and developed three new certificate-of-completion (COC) programs in Health Coaching, Personal Training, and Group Fitness which also offer pathways into the AA DTA Health & Fitness Focus degree.
- A focus group was conducted during Fall quarter, with industry partners, to explore the future direction for LCC's advanced manufacturing programs to expand into automation, instrumentation and robotics. Instruction leadership had an opportunity to tour Texas A&M's Multidisciplinary Engineering (MXET) program and meet with the lead faculty and program Coordinator who shared their expertise and experience in building robotics programs which included examples of curriculum, lab layout, equipment, and program



structure. This information will help inform the design of the new vocational building and influence the curriculum development.

- LCC's Professional and Continuing Education department offered an Entrepreneurship Action course/series offering participants hands-on training with local business experts, guiding them through essential steps to launch their dream business. Participants received personalized support and advice from small business experts and completed important milestones to operate their businesses.



## PART 1: Workforce

**Key Performance Indicator: Student Performance in Workforce Classes**  
(Mission Fulfillment = 80% for all categories)  
(Stretch Goal = 85% for all categories)

**Table 1: Proportion of workforce students receiving C grades or better in workforce classes numbered 100 and above.**

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
Overall	87.3%	90.1%	89.5%	90.8%	89.8%
Male	82.5%	86.7%	81.9%	85.6%	86.7%
Female	89.8%	91.2%	92.4%	92.3%	90.9%
Students of Color	83.1%	86.7%	85.1%	86.4%	87.3%
Economically Disadvantaged	84.6%	88.7%	88.3%	89.7%	89.0%
Traditional Age^	*	*	90.9%	89.3%	87.3%
Nontraditional Age^	*	*	89.0%	90.8%	90.7%

Source: Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X, NA, and \*; 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. Note: as of 2017-18, P grades included as successful grade. ^Traditional age is up to 24; nontraditional age is 25+. \*Data not available.

**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/Certification Rates

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. Medical Assisting completers must pass the Medical Assisting Education Review Board exam.

**Table 2a: Licensure Rates for Nursing, Welding, and Medical Assisting**  
(Mission Fulfillment NCLEX = exceed state benchmark of 80%; WABO = 80%; MAERB = 60%)  
(Stretch Goal NCLEX = 90%; WABO = 100%; MAERB = 70%)

Licensure Exam	2020	2021	2022	2023	2024
<b>Registered Nurse</b> NCLEX (National Council of State Boards of Nursing) – first time pass rate	90% (113/126)	86% (89/104)	90% (102/113)	95% (115/121)	88% (99/112)
<b>Welding (LCC students only)</b> WABO (Washington Association of Building Officials) – first time pass rate	81% (n=37)	93% (n=15)	83% (n=18)	80% (n=30)	83% (n = 46)
<b>Medical Assistant</b> MAERB (Medical Assisting Education Review Board) – pass rate**	70% (n=11)	100% (n=11)	88% (n=9)	100% (n=8)	*

Source: Nursing, Welding and Medical Assisting Departments. For NCLEX, using [WABON NCLEX® School Reports](https://nursing.wa.gov/sites/default/files/2024-02/NCLEX-pass-rates-2024-02.pdf) at <https://nursing.wa.gov/sites/default/files/2024-02/NCLEX-pass-rates-2024-02.pdf>. \*Data not yet available \*\*Per MEDA Director, students can take tests at any time after graduation so reported scores may change over time.

- NCLEX and WABO rates are by calendar year. MAERB rates are by graduation year.
- 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 affect students' decisions to test earlier rather than later in their program.

**Table 2b: Licensure Exam Rates Teacher Education**  
(Mission Fulfillment NES = 80%) (Stretch Goal NES = 90%)

NES (National Evaluation Series) – pass rate (by academic year)

Licensure Exam	2020	2021	2022	2023	2024
Early Childhood Education (101)	*	100% (9/9)	85% (11/13)	82% (14/17)	86% (**)
Elementary Education Subtest I (102)	*	81% (13/16)	82% (14/17)	81% (26/32)	62% (8/13)
Elementary Education Subtest II (103)	*	88% (14/16)	88% (15/17)	84% (26/31)	77% (10/13)

Source: Instruction (Director of BAS Programs). \*First cohort rates were in 2021. \*\*Redacted to protect student privacy due to low n size.

- Starting in 2023-24, LCC participates in Washington State's Case-by-Case Exception which allows educator preparation programs to recommend candidates for certification without a passing NES score based on evidence of content knowledge, such as coursework and GPA. This process reduces barriers and promotes equitable pathways into teaching grounded in a diversity, equity, and inclusion framework.



**Key Performance Indicator: Placement Rate in the Workplace**  
**(Mission Fulfillment = no more than 2% below system average for all categories)**  
**(Stretch Goal = exceed system average for all categories)**

The State Board for Community and Technical Colleges coordinates annually with Employment Security to match records of employed students to determine employment placement rates.

**Table 3: Employment Rates for Lower Columbia College**  
**(Indicates year students were employed—five years after starting at LCC)**  
**Percent of Completers Placed in Unemployment Insurance (UI)-Covered Jobs**

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC: Overall</b>	75%	75%	74%	73%	62%
Full-Time	83%	75%	74%	66%	65%
Part-Time	65%	75%	73%	80%	59%
Female	75%	75%	72%	75%	63%
Male	72%	71%	76%	68%	53%
Need-Based Aid	81%	77%	71%	73%	62%
Students of Color	80%	76%	76%	78%	64%
Traditional Age^	82%	84%	77%	79%	58%
Nontraditional Age^	72%	71%	72%	71%	64%
<b>System Average: Overall</b>	74%	71%	74%	72%	71%
Full-Time	74%	71%	73%	72%	70%
Part-Time	72%	70%	74%	72%	72%
Female	75%	70%	74%	74%	72%
Male	72%	71%	73%	70%	70%
Need-Based Aid	75%	71%	74%	73%	72%
Students of Color	75%	72%	75%	75%	71%
Traditional Age^	78%	76%	77%	76%	74%
Nontraditional Age^	71%	67%	71%	69%	69%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Post-College Employment View (All First-Time Students; Professional Technical students; summer/fall start; Highest CTC Credential includes Apprenticeship, Associate degree, Bachelor degree, Certificate; Year 5 - Earnings). See dashboard for “n” size, college access only. Excludes those who are self-employed and work out of state. ^Traditional age is up to 24; nontraditional age is 25+.

Please note: All rates for all years were updated from previous monitoring reports due to a change in State Board data source for employment rates. The employment rates from the new data source are slightly lower than the old data source because the old data source included students who continued education into the employment rates.



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

**Table 4: Employer ranking of LCC Graduates' professionalism**

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Professionalism is "Average" or "Above Average" ("Exceeds Expectations" or "Meets Standard" from Nursing survey; "Strongly Agree" or "Agree" from Medical Assisting survey)	100% (n = 69)	96% (n = 52)	100% (n = 50)	100% (n=83)	100% (n=54)

Source: Employer Feedback Survey, Medical Assisting Employer Survey, Nursing Graduate Employer Survey. Note: The Early Childhood Education (ECED) Employer Survey was included through 2020-21, after which the survey was no longer administered.

- Survey methodology includes surveying members of LCC's Professional/Technical Advisory Committees in addition to other employers including employers of Medical Assisting and Nursing graduates.

**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 5: Professional Technical Enrollment Summary (state funded only)**

Year	Prof/Tech FTE	Worker Retraining FTE
2019-20	569	187
2020-21	499	158
2021-22	466	108
2022-23	513	112
2023-24	556	127
1 year change	+8%	+13%
5 year change	-2%	-32%

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

- Professional/Technical and Worker Retraining enrollment increased the last two years.

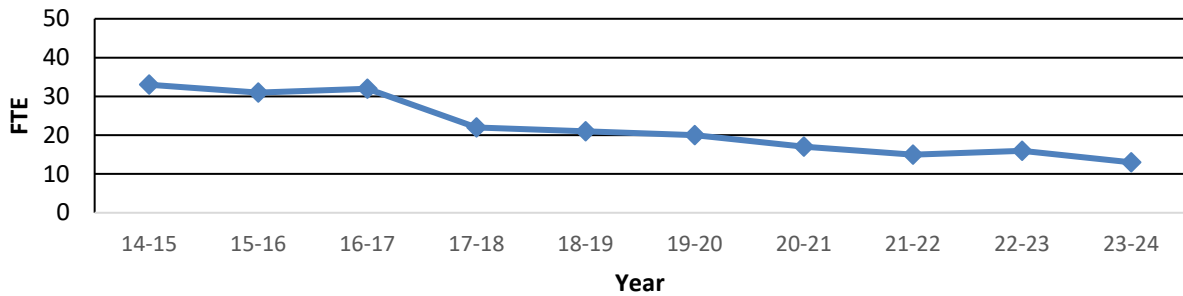


**Figure 6: Professional Technical Enrollment by Discipline (annual state funded FTE)**

(Note: All course levels represented including BAS/BS levels)

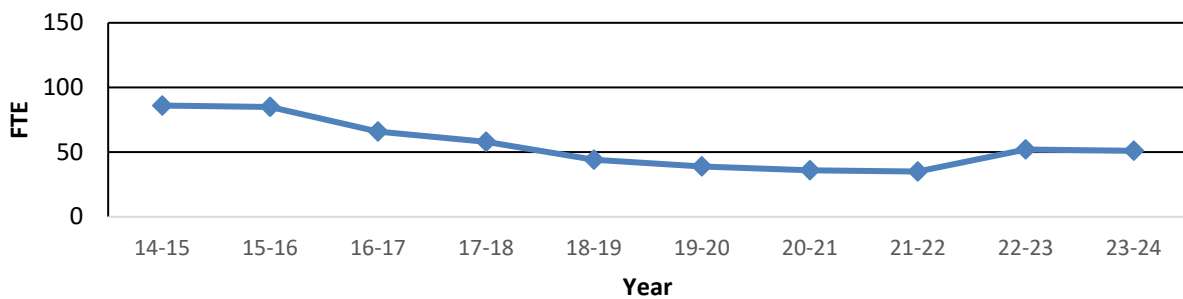
### Accounting

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
ACCT	33	31	32	22	21	20	17	15	16	13



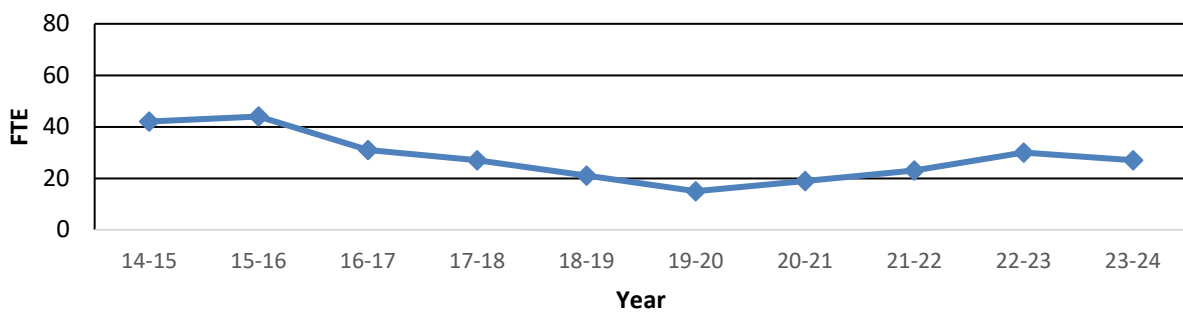
### Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
A/D*	86	85	66	58	44	39	36	35	52	51



### Automotive Technology

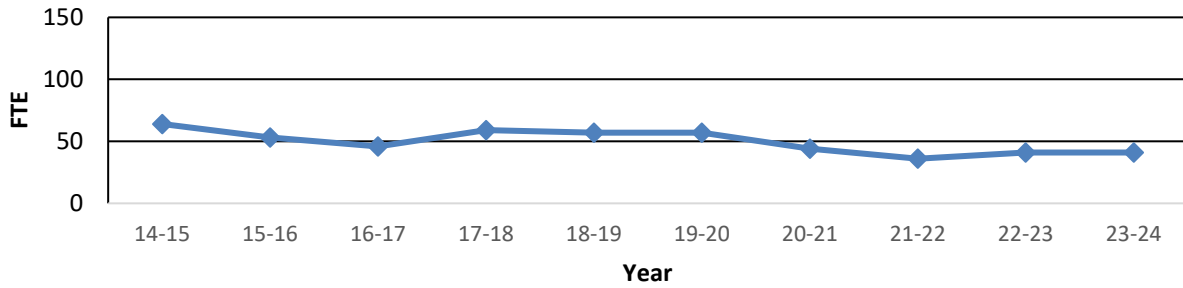
Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
AMTC	42	44	31	27	21	15	19	23	30	27





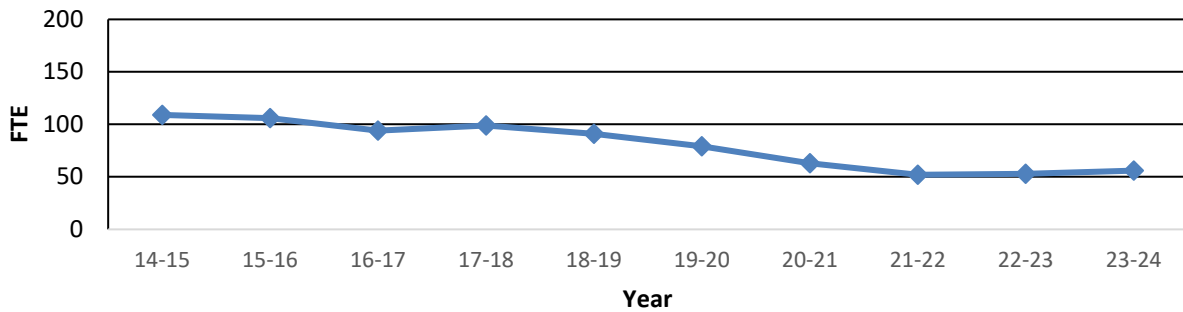
### Business Technology

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
BTEC	64	53	46	59	57	57	44	36	41	41



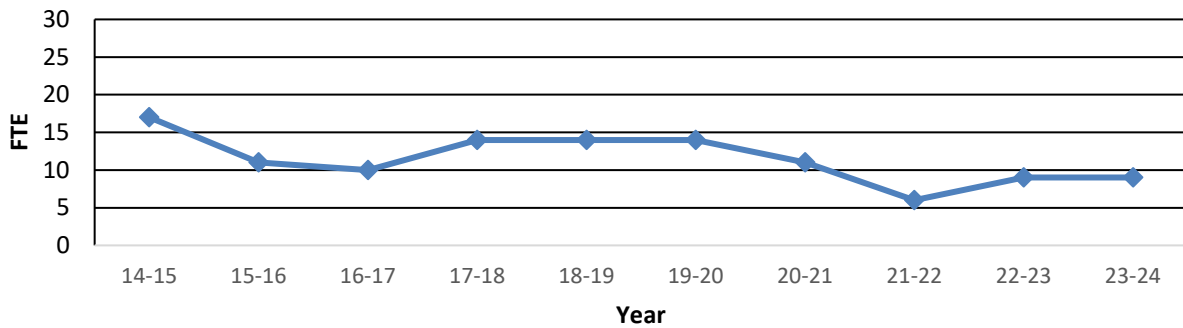
### Business

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
BUS	109	106	94	99	91	79	63	52	53	56



### Criminal Justice

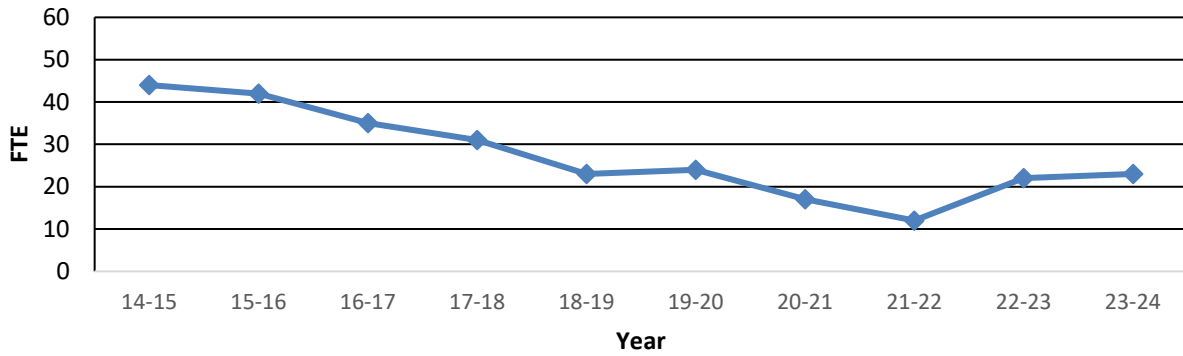
Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
CJ	17	11	10	14	14	14	11	6	9	9





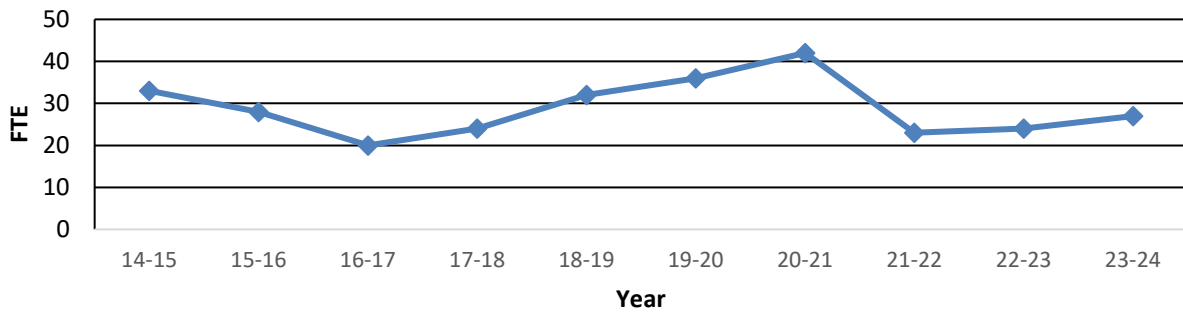
### Diesel/Heavy Equipment Technology

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
DHET	44	42	35	31	23	24	17	12	22	23



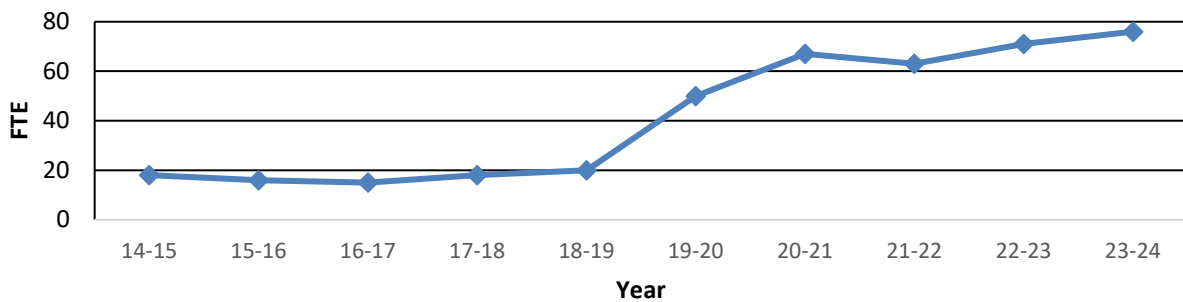
### Early Childhood Education

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
ECED	33	28	20	24	32	36	42	23	24	27



### Education

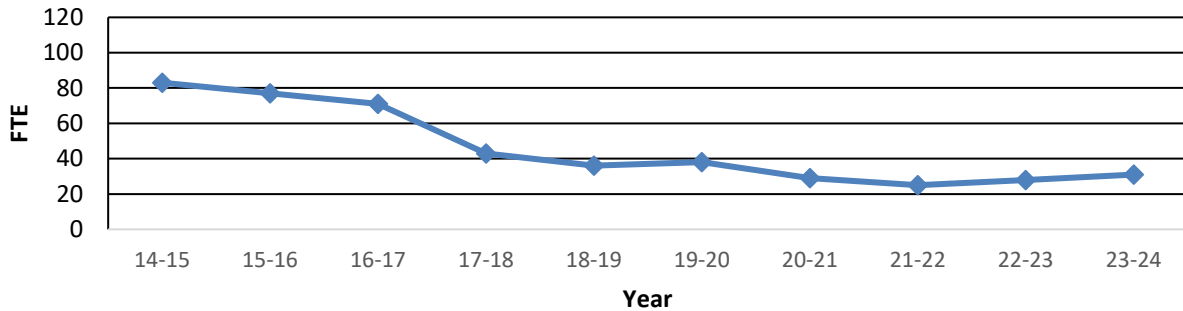
Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
EDUC	18	16	15	18	20	50	67	63	71	76





### Information Technology / Computer Science

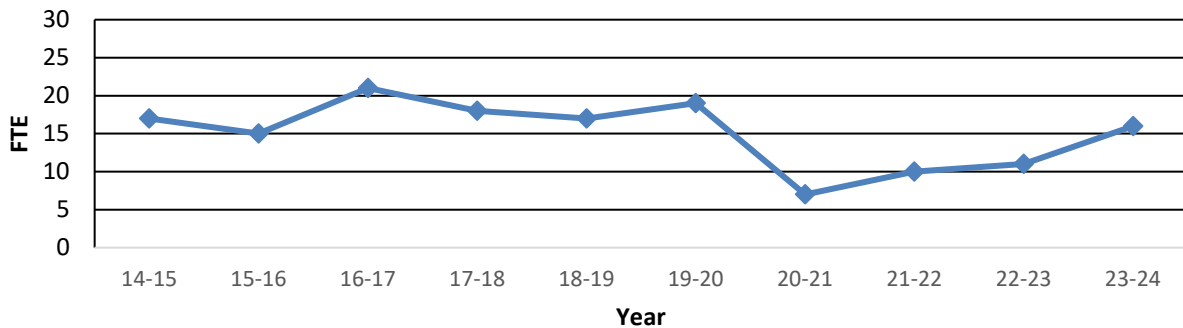
Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
CS/IT	83	77	71	43	36	38	29	25	28	31



Note: includes IT FTEs beginning 2017-18.

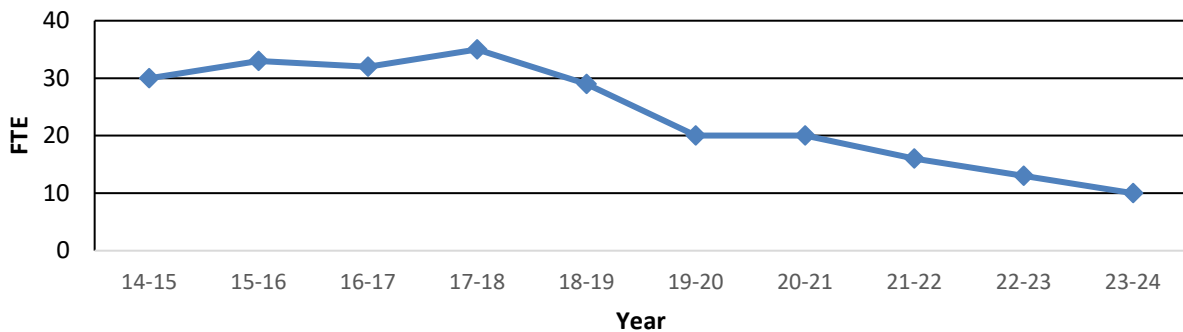
### Machine Trades

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
MASP	17	15	21	18	17	19	7	10	11	16



### Medical Assisting

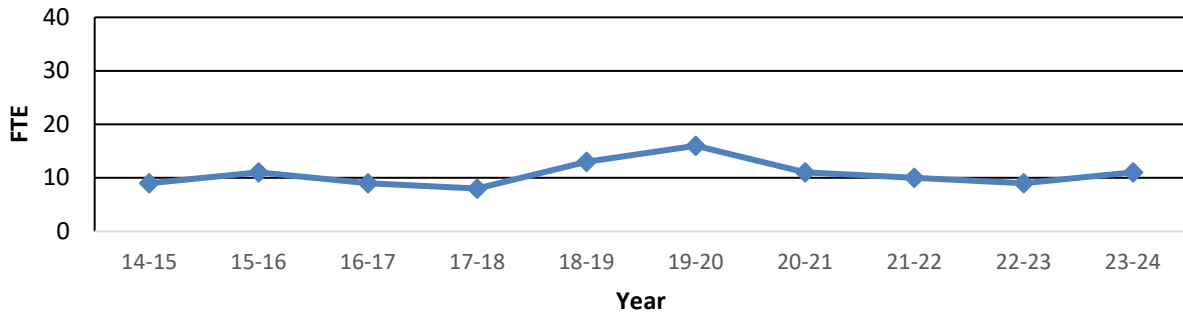
Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
MEDA	30	33	32	35	29	20	20	16	13	10





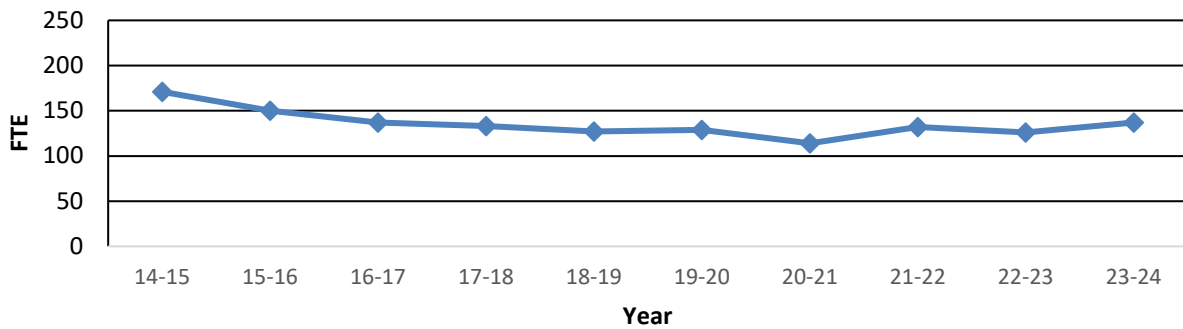
### Manufacturing/Process Manufacturing

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
MFG/PMFG	9	11	9	8	13	16	11	10	9	11



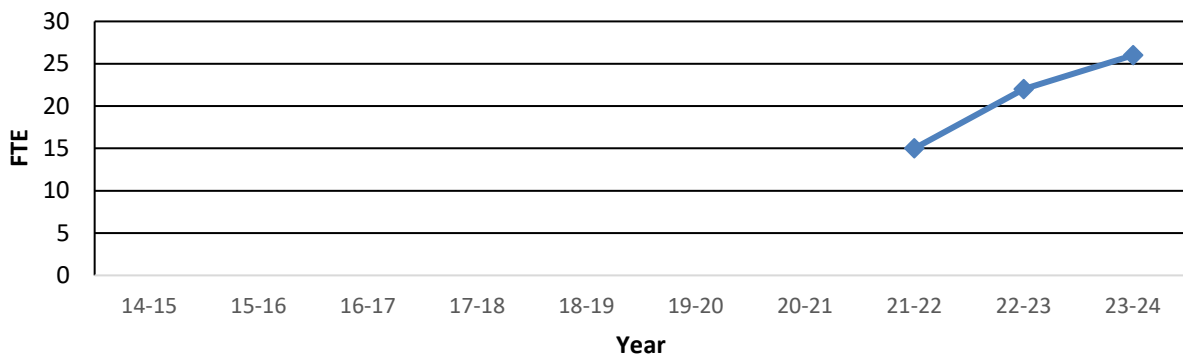
### Nursing (including RN, LPN and Nursing Assistant)

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
NURS	171	150	137	133	127	129	114	132	126	137



### Organizational Leadership & Technical Management

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
OLTM								15	22	26

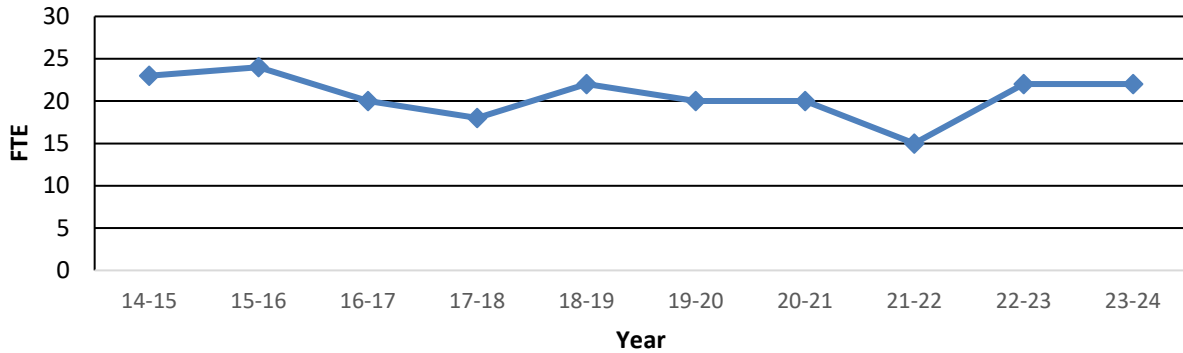


Note: Organizational Leadership & Technical Management (OLTM) was new to LCC in 2021-22.



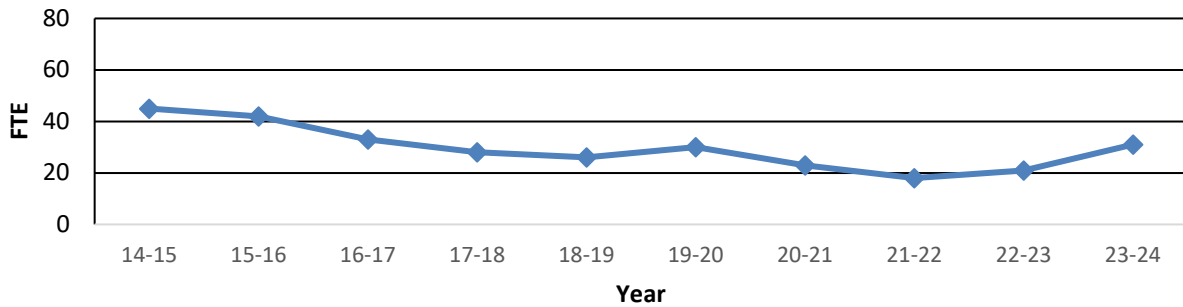
**Substance Use Disorder Studies**  
(formerly known as Chemical Dependency Studies)

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
CDS/SUDS	23	24	20	18	22	20	20	15	22	22



**Welding**

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
WELD	45	42	33	28	26	30	23	18	21	31



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



**Key Performance Indicator: College Level English & Math Completion**  
**(Mission Fulfillment = meet system rate across all demographic categories)**  
**(Stretch Goal = exceed system rate across all demographic categories)**

**Table 7a: College Level English Completion in First Year (Professional Technical Students only)**  
 (Students who take AND complete college level English in their first year of attendance)

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>34%</b>	<b>36%</b>	<b>29%</b>	<b>32%</b>	<b>26%</b>
Full-time	47%	48%	38%	40%	31%
Part-time	23%	24%	23%	23%	20%
Female	38%	35%	32%	33%	24%
Male	24%	32%	19%	25%	27%
Need-Based Aid*	33%	33%	30%	36%	24%
Traditional Age**	46%	46%	37%	39%	30%
Nontraditional Age**	28%	29%	26%	28%	23%
First Generation	-	-	30%	30%	22%
<b>System Rate^: Overall</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>26%</b>	<b>30%</b>
Full-time	35%	35%	33%	31%	36%
Part-time	20%	21%	20%	19%	20%
Female	30%	29%	29%	27%	29%
Male	28%	29%	27%	27%	30%
Need-Based Aid*	36%	34%	32%	33%	36%
Traditional Age**	38%	39%	37%	33%	38%
Nontraditional Age**	20%	21%	20%	19%	22%
First Generation	-	-	29%	29%	32%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts prior to 2023-24; "All First-Time Students & Running Start" cohorts beginning 2023-24; Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. BAS students who meet the cohort criteria are included in the cohorts. \*Students who received need-based aid. \*\*Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.



**Table 7b: College Level English Completion in First Year by Race/Ethnicity  
(Professional Technical Students Only)**  
(Students who take AND complete college level English in their first year of attendance)

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>34%</b>	<b>36%</b>	<b>29%</b>	<b>32%</b>	<b>26%</b>
American Indian or Alaska Native	46%	45%	*	18%	25%
Asian	30%	27%	41%	27%	*
Black or African American	33%	23%	*	42%	18%
Hispanic or Latino	30%	33%	39%	27%	28%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	37%	38%	31%	32%	26%
<b>System Rate^: Overall</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>26%</b>	<b>30%</b>
American Indian or Alaska Native	29%	25%	25%	26%	30%
Asian	29%	28%	28%	27%	29%
Black or African American	25%	27%	25%	27%	27%
Hispanic or Latino	32%	34%	31%	30%	30%
Native Hawaiian or Other Pacific Islander	31%	30%	30%	31%	29%
White	30%	30%	28%	27%	31%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts prior to 2023-24; “All First-Time Students & Running Start” cohorts beginning 2023-24; Professional Technical students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts. \*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.



**Key Performance Indicator: College Level English & Math Completion**  
**(Mission Fulfillment = meet system rate across all demographic categories)**  
**(Stretch Goal = exceed system rate across all demographic categories)**

**Table 8a: College Level Math Completion in First Year (Professional Technical Students Only)**  
 (Students who take AND complete college level math in their first year of attendance)

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>24%</b>	<b>13%</b>	<b>20%</b>	<b>27%</b>	<b>27%</b>
Full-time	31%	15%	19%	29%	29%
Part-time	18%	12%	21%	24%	25%
Female	26%	13%	22%	27%	28%
Male	20%	11%	17%	28%	27%
Need-Based Aid*	25%	11%	17%	29%	28%
Traditional Age**	28%	13%	22%	34%	25%
Nontraditional Age**	60%	57%	50%	23%	28%
First Generation	-	-	29%	28%	26%
<b>System Rate^: Overall</b>	<b>19%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>20%</b>
Full-time	23%	25%	24%	23%	24%
Part-time	13%	16%	14%	13%	14%
Female	19%	21%	19%	19%	20%
Male	20%	22%	21%	20%	22%
Need-Based Aid*	23%	25%	24%	24%	23%
Traditional Age**	24%	25%	24%	23%	24%
Nontraditional Age**	15%	18%	16%	15%	17%
First Generation	-	-	20%	20%	21%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts prior to 2023-24; "All First-Time Students & Running Start" cohorts beginning 2023-24; Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. BAS students who meet the cohort criteria are included in the cohorts. \*Students who received need-based aid. \*\*Traditional age is up to 24; nontraditional age is 25+ ^All Other Colleges.



**Table 8b: College Level Math Completion in First Year by Race/Ethnicity  
(Professional Technical Students Only)**  
(Students who take AND complete college level math in their first year of attendance)

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>24%</b>	<b>13%</b>	<b>20%</b>	<b>27%</b>	<b>27%</b>
American Indian or Alaska Native	23%	9%	14%	29%	20%
Asian	15%	36%	35%	27%	*
Black or African American	17%	8%	*	47%	18%
Hispanic or Latino	21%	10%	16%	23%	24%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	25%	14%	22%	25%	29%
<b>System Rate^: Overall</b>	<b>19%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>20%</b>
American Indian or Alaska Native	18%	17%	17%	19%	19%
Asian	22%	22%	19%	19%	21%
Black or African American	14%	18%	15%	16%	16%
Hispanic or Latino	18%	22%	20%	19%	19%
Native Hawaiian or Other Pacific Islander	20%	22%	17%	17%	19%
White	21%	22%	21%	21%	22%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts prior to 2023-24; “All First-Time Students & Running Start” cohorts beginning 2023-24; Professional Technical students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts. \*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.



**Key Performance Indicator:**  
**Demonstration of General Education Outcomes (Global Skills) in Workforce Classes**  
 (Mission Fulfillment = 3.0)  
 (Stretch Goal = 3.8)

**Table 9: Average Scores, General Education Outcomes (Global Skills) in Workforce Classes  
(Workforce Students)**

Global Skill	2019-20	2020-21	2021-22	2022-23	2023-24
Communication	--	--	--	3.4	--
Critical Thinking	*	3.4	--	--	--
Quantitative Literacy (Numeracy)	--	--	--	--	4.1
Teamwork	--	--	4.2	--	--

\*Canceled due to COVID-19 pandemic. Note: Prior to 2021-22, Academic Transfer and Workforce Global Skills scores were combined.

- Scores are based on rubrics ranging from one (low) to five (high).
- Global Skills for workforce programs are assessed by program.
- Critical Thinking will be assessed in 2024-25.
- Full reports available on LCC's [Global Skills Assessment webpage](#).



## PART 2: Economic Development

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

**Table 10: Evaluation of Corporate & Continuing Education**

The following evaluations were administered across a variety of Corporate & Continuing Education courses in 2023-24 (including 89 responders). Respondents indicated their satisfaction with the course by responding “Yes” or “No” to the question, “Overall, were you satisfied with the course?”

Year	2018-19	2019-20	2020-21	2022-23	2023-24
Percent responding “Yes” to overall satisfaction with the course.	99%	99%*	94%**	100%	98%

Source: Corporate & Continuing Education Office. \*In 2019-20, respondents were counted toward this metric if they answered “Yes” to “Overall, were you satisfied with the course?” or answered “Excellent” or “Good” to “Please indicate the rating that best reflects your overall evaluation of this session.” \*\*In 2020-21, respondents were counted toward this metric if they indicated the course met or exceeded their expectations.

- Evaluations were not given in 2021-22 due to staffing transition. Evaluations were reimplemented in Winter 2023 forward.
- Client satisfaction remains high.

### EDUCATION, TRAINING AND TESTING ACTIVITIES

**Table 11: Continuing Education Enrollment: Duplicated Headcount**

2019-20	2020-21	2021-22	2022-23	2023-24	1 yr Δ	5 yr Δ
892	341	477	591	693	+17%	-22%

Source: Fact Book/Continuing Education office. Winter 2019 – Unable to continue Better Bones and Balance due to loss of facility funding.

- Enrollment in Continuing Education activities increased the last three consecutive years.
- Due to COVID-19, most Spring 2020 classes were canceled and less classes were offered in the 2020-21 year.



**Table 12: Other Testing Exams: Duplicated Headcount**

<b>Exam</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Pre-Employment Testing</b> (PSI Assessment, Work Keys)	130	169	640	393	906
<b>NREMT</b> (EMT Test)	31	55	202	135	144
<b>Educator Licensing Exams</b> (NES, West-B, ORELA)	115	248	432	304	532
<b>Automotive Service Excellence</b> (ASE)	43	2	55	96	119
<b>ASE Student Entry-Level Certification</b>	11	21	66	29	60
<b>CLEP</b> (Prior Learning Assessment)	15	1	37	37	19
<b>Certiport</b> (Microsoft Office Certification)	93	2	33	51	264
<b>Pesticide Testing</b> (Washington State Department of Agriculture)	62	0	355	569	576
<b>IT Exams</b> (Compia, Cisco, Microsoft, Juniper Networks, VMware, Linnox)	24	12	59	50	113
<b>ParaPro</b> (certification exam for paraprofessional educators)	61	3	82	91	72
<b>MEASURE Learning*</b> (ACE certification, BPS, certification, and others)	10	2	56	54	79
<b>Medical Certification Exams</b> (Pharmacy Tech, ACSM, PTI)	4	173	161	46	41
<b>GED Passer Reports</b>	45	26	64	63	81
<b>Kryterion Testing</b>	**	**	**	**	25
<b>LCC Student Exams</b>	***	***	1426	1646	5812
<b>LCC Math Placement Exams</b>	***	788	655	591	602

Source: Fact Book/Testing Office. \*MEASURE Learning was formerly known as Castle Worldwide (effective 2022-23). \*\*New in 2023-24. \*\*\*Data not available.

- Numbers are lower for 2019-20 due to disruptions in testing caused by relocating the testing center, which also required recertification with Pearson and Castle, as well as Covid-19 interrupting testing beginning in March 2020.



Lower Columbia College  
**Workforce & Economic Development Monitoring Report**  
Analysis from the Review Team

Members include: Merry Bond & Tamra Gilchrist, co-chairs, Jennie Bergman, Liz Cattin (LCC Board of Trustees member), Leszek Cromwell, Dana Cummings, Heidi Hamer, Dara Hearold, Michaela Jackson, Stacie Johnson, Christina Mao (student), Samantha Orth, Anita Quirk, Connie Ramos, Stefan Rijnhart, Cassondra Rosebraugh (student), David Rosi, Seung-Hwan Shon (student), Vicky Soladey, Stefane Sengenfrei, Dani Trimble, Nonnie Weaver.

**1) Based on the data in this report, what are LCC's strengths in providing workforce preparation and economic development?**

- Rates for males and Students of Color have increased in student performance.
- We hit our stretch goals for all categories in student performance.
- Employer satisfaction, measured in terms of the professionalism of LCC graduates, is one of our great strengths.
- We increased enrollment by eight percent year-over-year overall for professional/technical courses and by 13% for worker retraining specifically (although we are still below pre-pandemic levels for the data presented in this report).
- Satisfaction with Continuing Education remains high.
- We continue to have strong pass rates for the professional exams (NCLEX, WABO, and MAERB). In particular, medical assisting and welding increased in the most recent year.
- LCC's completion of college level math in the first year is substantially higher than the system rate.
- Enrollment has increased in education and other areas where LCC has added bachelor's degrees (including the Organizational Leadership and Technical Management program).
- The testing center is being used more.
- Several seats were added to the associate degree nursing program, in addition to adding the BSN.

**2) Based on the data in this report, what are LCC's weaknesses in providing workforce preparation and economic development?**

- Placement rates for employment are trending down and are below the system average in the most recent year. Placement rates for males are particularly concerning.
- Male student performance in workforce classes has improved, but there is still a gap.
- Completion rates for college level English have declined.
- NES testing rates are below mission fulfillment for elementary education.
- The NCLEX first-time pass rate dropped, but is still above the benchmarked rate.

**3) Based on the data in this report, what are LCC's opportunities for providing workforce preparation and economic development?**

- First-time pass rates for English language learners on certification tests are frequently lower than other students, which creates an opportunity to provide more support for those students.



- Students who need both precollege math and English can find it challenging, as they don't always know what to focus on first. With the new math pre-requisite model, we will reduce the developmental math pathway by a quarter, creating opportunities for higher attainment rates. The new directed self-placement model for math testing should also help.
- Can we offer English through Academic I-BEST? Math has already been added.
- More engagement with employer partners to strengthen placement rates is an opportunity.
- We have an opportunity to better prepare our students who are seeking employment at graduation. Estimates are that community college graduates apply for an average of 1-3 jobs, compared to 50-70 for university students. Also, community college students are not routinely coached to have a presence on LinkedIn, which is where many employers look first when vetting applicants. We should ensure that all professional/technical students have an opportunity for work-based learning experiences before they graduate. This currently goes through COLL 289/BUS 294, but a few programs are without the requirement. Other career preparedness opportunities include mock interviews and resume help. Mock interviews create opportunities for employer partnerships, as some professional organizations allow the activity to be counted as community service. We should also promote the resources available through the Career Center.
- How can we better engage with external data and feedback (expand on what we already do within the advisory committee structure)? What is the community requesting, and can we meet those needs?
- Are there any additional bachelor's programs we can develop to meet the needs of our service district?

#### **4) Based on the data in this report, what are LCC's threats for providing workforce preparation and economic development?**

- Low completion rates in foundational skills (English and math) can threaten student progression through programs.
- Potential declines in state funding are a threat.
- The availability of employment is a societal strength but a threat to program completion at LCC. As soon as students get out into cooperative education opportunities, they often get hired, and some students drop out of our programs. Jobs are readily available right now, and many students are anxious to start earning an income.
- Declining high school populations are a threat to enrollment.
- Pay gaps between different programs contribute to low enrollment in some areas (those with lower comparative wages).
- The lack of availability of some prof/tech courses (not offered every quarter or provided in multiple modalities) can threaten enrollment.
- Pay equity between what industry professionals make vs. what LCC pays faculty poses a threat to maintaining a qualified faculty.
- Finding work-based learning opportunities to get our students into the field before they graduate is becoming increasingly difficult. Keeping industry involved, even in the advisory committees, is getting increasingly challenging.
- Declining birth rates pose a threat to college enrollments everywhere.