

Workforce & Economic Development Monitoring Report

2021 – 2025

(Cycle 27)

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 20, 2026



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) 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:

- The Bachelor of Science in Nursing (BSN) program was initially accredited by the Commission for Collegiate Nursing Education (CCNE) in October 2025, retroactive to March 10, 2025. The next on-site visit will be in spring 2030. Full approval from the Washington State Board of Nursing (WABON) was received in April 2026.
- Simplified Pathways to BAS degrees: LCC worked to streamline several AAS programs to strengthen alignment with the BAS in Organizational Leadership and Technical Management (BAS-OLTM) degree and create greater clarity for advising by eliminating duplicated AAS-T degrees in the following areas: Medical Assisting, Diesel Technology, Welding, Machine Trades, Substance Use Disorder Studies (SUDS), Automotive Technology, and Automation, Instrumentation and Robotics.
- LCC's Welding program successfully renewed its Washington Association of Building Officials (WABO) accreditation, maintaining industry-recognized standards of quality and training.
- LCC expanded industry-aligned training by integrating Snap-on certifications into its Automotive and Diesel programs, increasing opportunities for students to earn nationally recognized credentials. The College also convened a summit of high school and college Career and Technical Education (CTE) professionals to strengthen partnerships, align programs of study, and support seamless workforce pathways for students.
- LCC was approved by the Professional Educator Standards Board to expand the BAS-Teacher Education endorsement areas to include English Language Learner (ELL). LCC's ELL endorsement includes curriculum integration and candidate support structures to increase the number of ELL-endorsed graduates and better align preparation with documented regional workforce demand.
- LCC Continuing Education received 10 individual enrollments into career training programs across high-demand fields including Medical Billing and Coding, Project Management, and Veterinary Assisting. These flexible, short term training options help participants build new skills and transition into new careers.
- LCC Continuing Education certified over 60 individuals in First Aid/CPR/AED. These trainings supported five local businesses, including LCC, by providing life-saving skills and techniques.

PART 1: Workforce

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

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

Student Demographic	2020-21	2021-22	2022-23	2023-24	2024-25
Overall	90.1%	89.5%	90.8%	89.8%	90.0%
Male	86.7%	81.9%	85.6%	86.7%	85.3%
Female	91.2%	92.4%	92.3%	90.9%	92.0%
Students of Color	86.7%	85.1%	86.4%	87.3%	89.9%
Economically Disadvantaged	88.7%	88.3%	89.7%	89.0%	88.7%
Traditional Age^	*	90.9%	89.3%	87.3%	89.2%
Nontraditional Age^	*	89.0%	90.8%	90.7%	90.3%

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%)

Licensure Exam	2021	2022	2023	2024	2025
Registered Nurse NCLEX (National Council of State Boards of Nursing) – first-time pass rate	86% (89/104)	90% (102/113)	95% (115/121)	88% (99/112)	83% (108/130)
Welding (LCC students only) WABO (Washington Association of Building Officials) – first-time pass rate	93% (n=15)	83% (n=18)	80% (n=30)	83% (n=46)	74% (n=43)
Medical Assistant MAERB (Medical Assisting Education Review Board) – pass rate**	100% (n=11)	88% (n=9)	100% (n=8)	100% (n=12)	*

Source: Nursing, Welding, and Medical Assisting Departments. For NCLEX, using [WABON NCLEX® School Reports](https://nursing.wa.gov/sites/default/files/2026-02/NCLEX-pass-rates.pdf) at <https://nursing.wa.gov/sites/default/files/2026-02/NCLEX-pass-rates.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: Certification Rates for Teacher Education
(Mission Fulfillment = 80%)

OSPI Residency Teacher Certification – pass rate (by academic year)

Certification	2020-21	2021-22	2022-23	2023-24	2024-25
Residency Teacher Certification	83% (n = 18)	81% (n = 21)	95% (n = 22)	80% (n = 15)	92% (n = 26)

Source: Instruction, Education & Early Childhood.

- Note: all years of data were updated from previous monitoring reports due to a change in methodology. Methodology changed from using NES (National Evaluation Series) pass rates to Residency Teacher Certification rates which is more indicative of the program's success.
- Since 2023-24, LCC has participated 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)

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	2020-21	2021-22	2022-23	2023-24	2024-25
LCC: Overall	75%	74%	73%	62%	59%
Full-Time	75%	74%	66%	65%	48%
Part-Time	75%	73%	80%	59%	71%
Female	75%	72%	75%	63%	56%
Male	71%	76%	68%	53%	*
Need-Based Aid	77%	71%	73%	62%	59%
Students of Color	76%	76%	78%	64%	31%
Traditional Age^	84%	77%	79%	58%	65%
Nontraditional Age^	71%	72%	71%	64%	55%
System Average: Overall	71%	74%	72%	71%	72%
Full-Time	71%	73%	72%	70%	72%
Part-Time	70%	74%	72%	72%	72%
Female	70%	74%	74%	72%	73%
Male	71%	73%	70%	70%	71%
Need-Based Aid	71%	74%	73%	72%	75%
Students of Color	72%	75%	75%	71%	75%
Traditional Age^	76%	77%	76%	74%	73%
Nontraditional Age^	67%	71%	69%	69%	71%

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+. *Data not available due to small “n” size.

Please note: The 2024-25 rates are from students who started at LCC in summer or fall 2020 (during the COVID-19 pandemic). This may have impacted the number of completers and employment rates.

Key Performance Indicator: Employer Satisfaction
(Mission Fulfillment = 90%)

Table 4: Employer ranking of LCC Graduates’ professionalism

Year	2020-21	2021-22	2022-23	2023-24	2024-25
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 2021-22, after which the survey was no longer administered. Note: the Year headers were updated from the previous monitoring report to reflect the academic year the Employer Feedback Survey was administered.

- Survey methodology includes surveying members of LCC’s Professional/Technical Advisory Committees, as well as other employers, including employers of Medical Assisting and Nursing graduates.
- Starting in 2024-25 forward, the Employer Feedback Survey will be administered every two years. The next survey administration is scheduled for the 2026-27 academic year.

Professional/Technical Enrollment

The professional/technical enrollment summary presents the annualized FTE (Full-Time Equivalent) for 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
2020-21	499	158
2021-22	466	108
2022-23	513	112
2023-24	556	127
2024-25	692	140
1-year change	+24%	+10%
5-year change	+39%	-11%

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

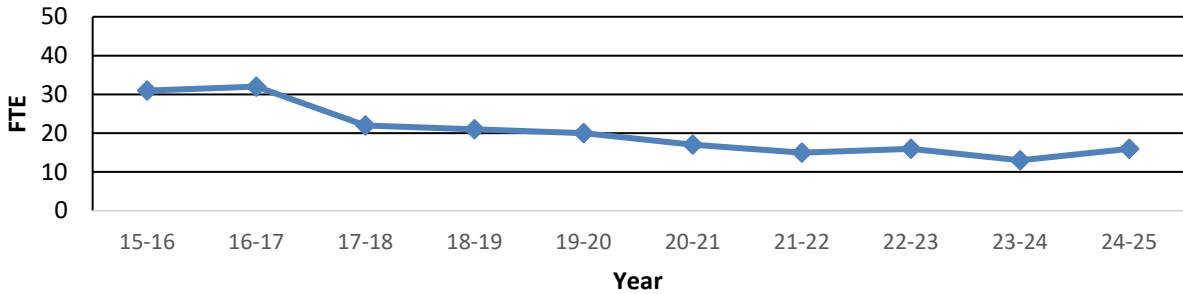
- Professional/Technical and Worker Retraining enrollment has increased over the last three years.
- Worker Retraining (WRT) FTE targets are established annually by the State Board for Community & Technical Colleges (SBCTC). While Worker Retraining enrollment has trended down the last five years, LCC has consistently exceeded its state-allocated enrollment target in that time period.

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

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

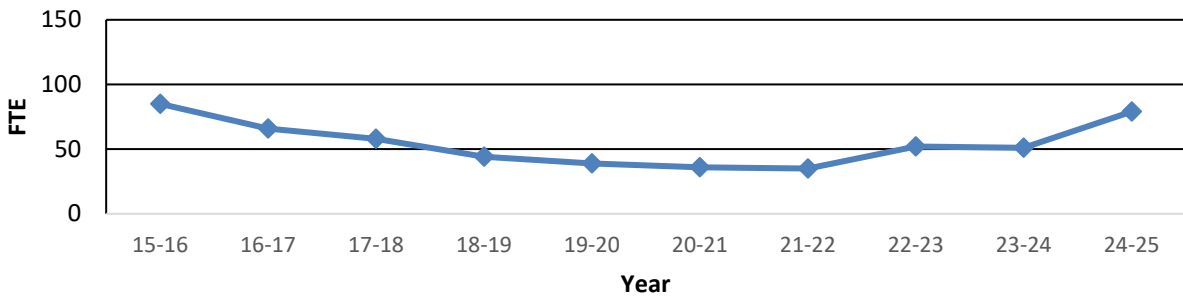
Accounting

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
ACCT	31	32	22	21	20	17	15	16	13	16



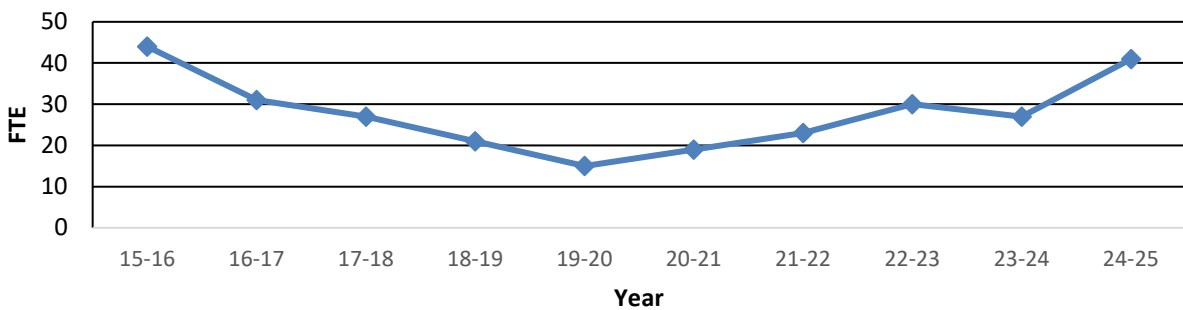
Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
A/D*	85	66	58	44	39	36	35	52	51	79



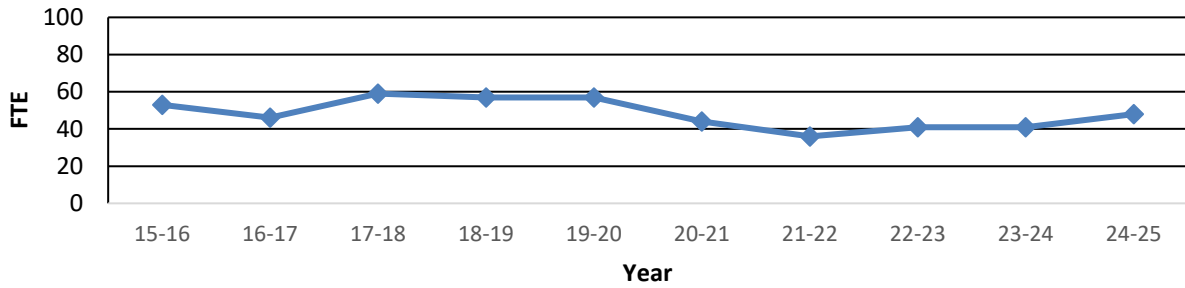
Automotive Technology

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
AMTC	44	31	27	21	15	19	23	30	27	41



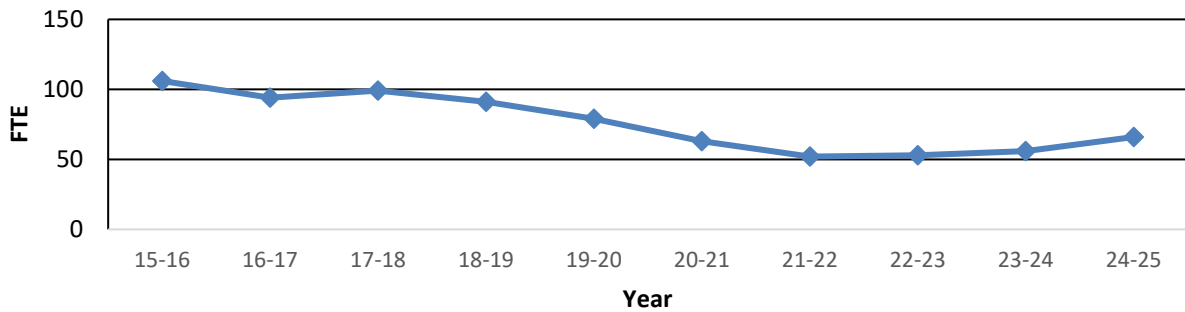
Business Technology

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
BTEC	53	46	59	57	57	44	36	41	41	48



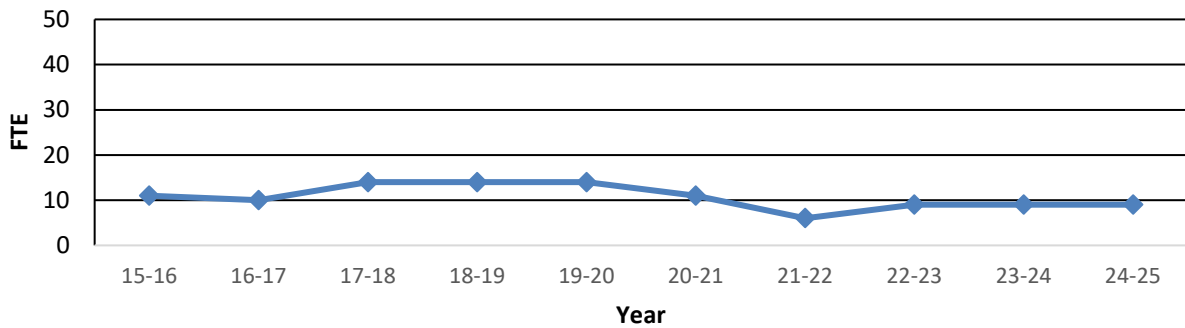
Business

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
BUS	106	94	99	91	79	63	52	53	56	66



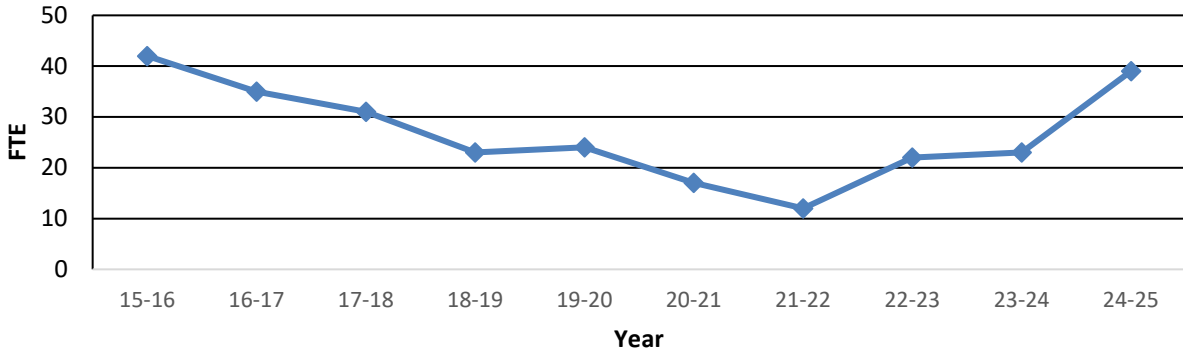
Criminal Justice

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
CJ	11	10	14	14	14	11	6	9	9	9



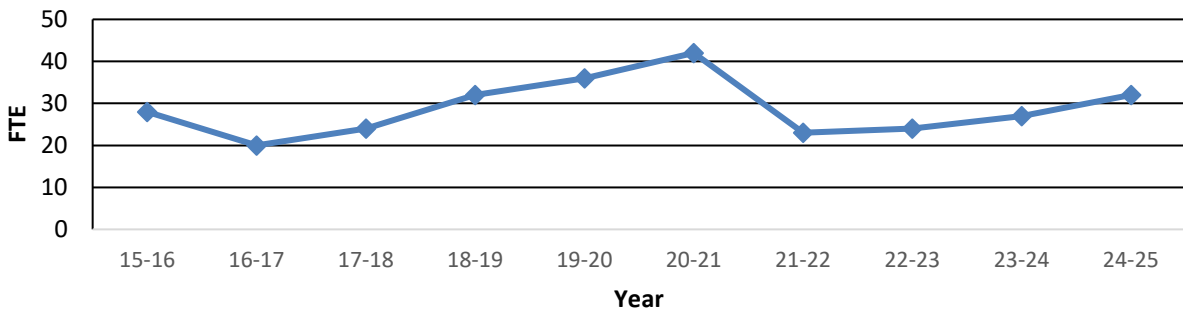
Diesel/Heavy Equipment Technology

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
DHET	42	35	31	23	24	17	12	22	23	39



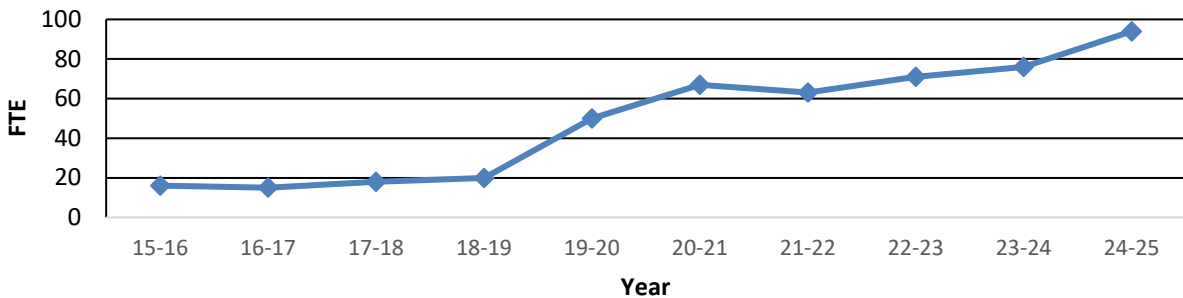
Early Childhood Education

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
ECED	28	20	24	32	36	42	23	24	27	32



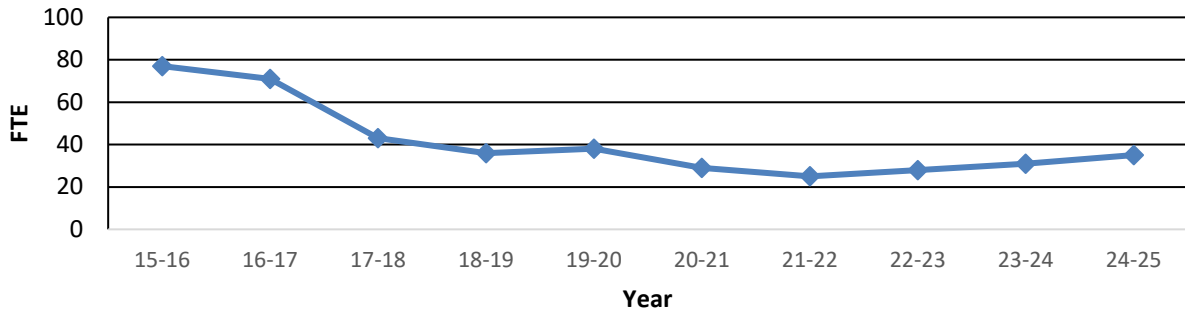
Education

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
EDUC	16	15	18	20	50	67	63	71	76	94



Information Technology / Computer Science

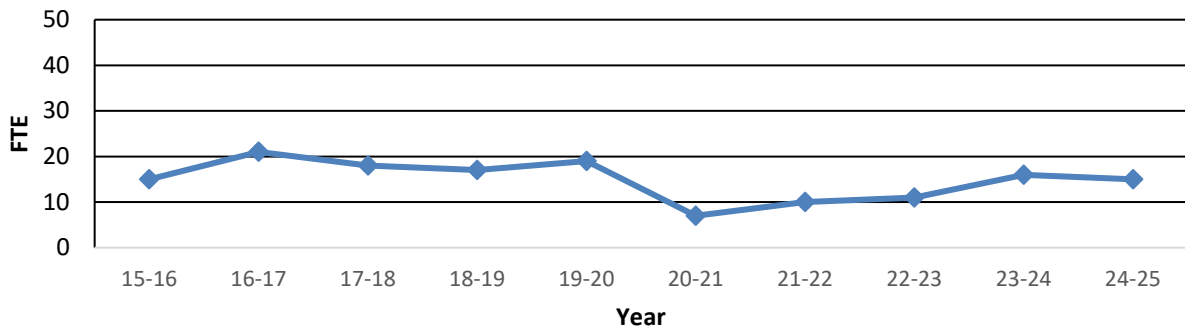
Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
CS/IT	77	71	43	36	38	29	25	28	31	35



Note: includes IT FTEs beginning 2017-18.

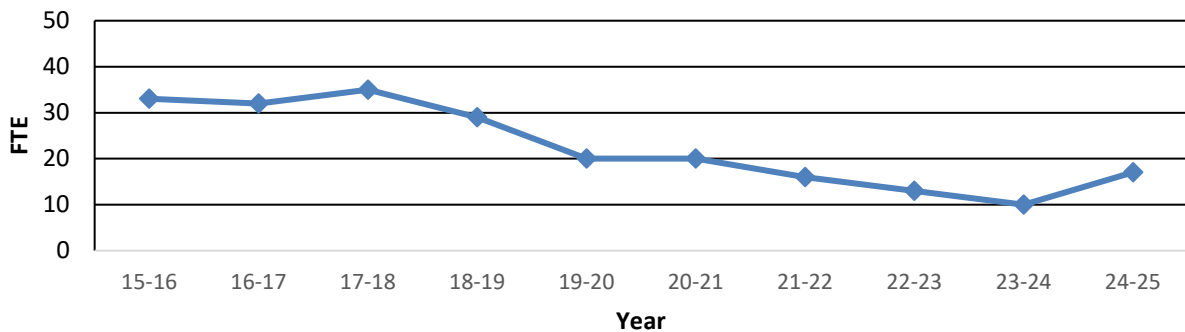
Machine Trades

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
MASP	15	21	18	17	19	7	10	11	16	15



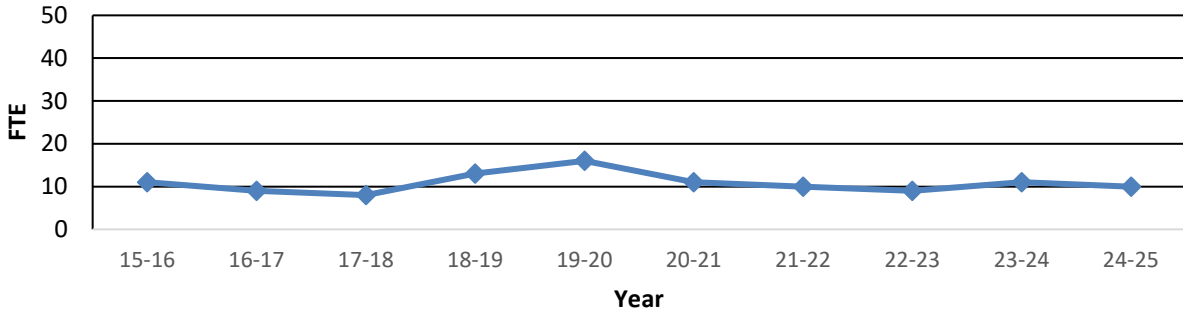
Medical Assisting

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
MEDA	33	32	35	29	20	20	16	13	10	17



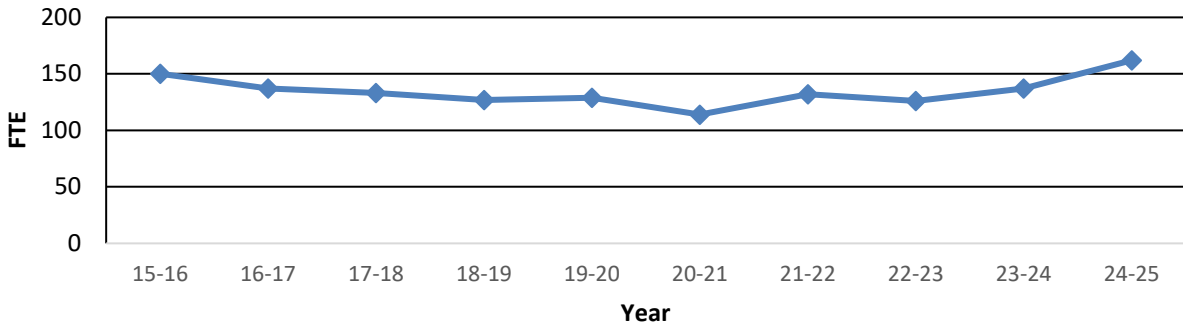
Manufacturing/Process Manufacturing

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
MFG/PMFG	11	9	8	13	16	11	10	9	11	10



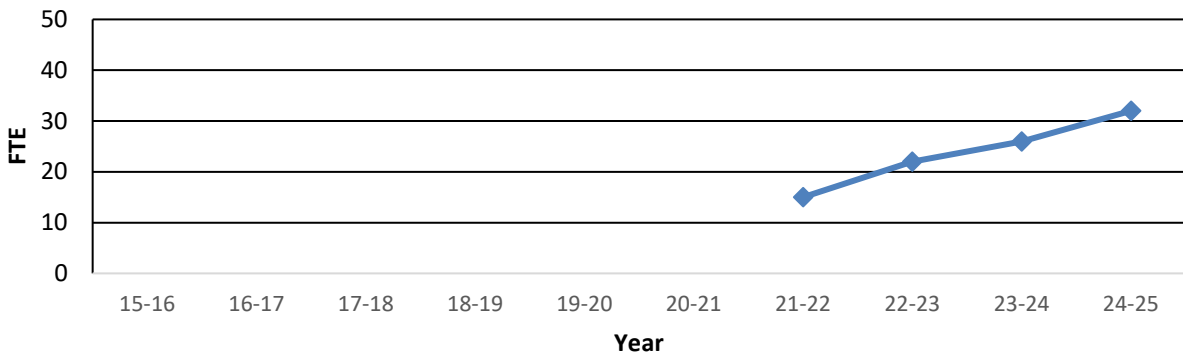
Nursing

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
NURS	150	137	133	127	129	114	132	126	137	162



Organizational Leadership & Technical Management

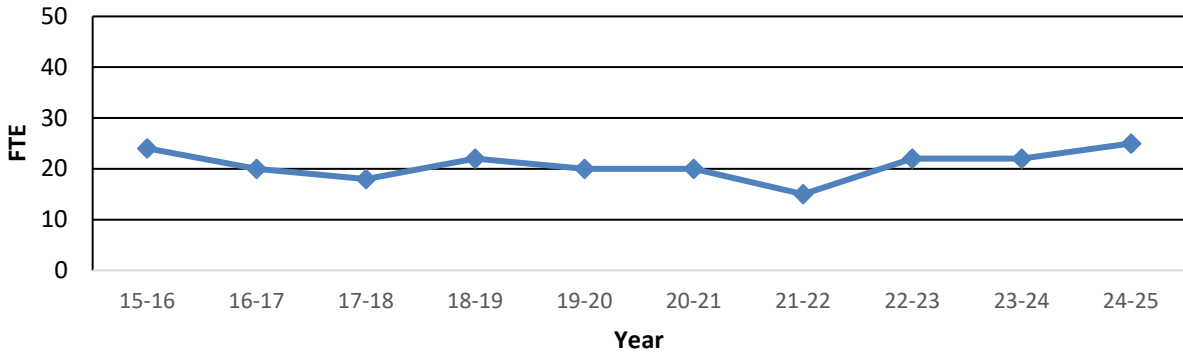
Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
OLTMT							15	22	26	32



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

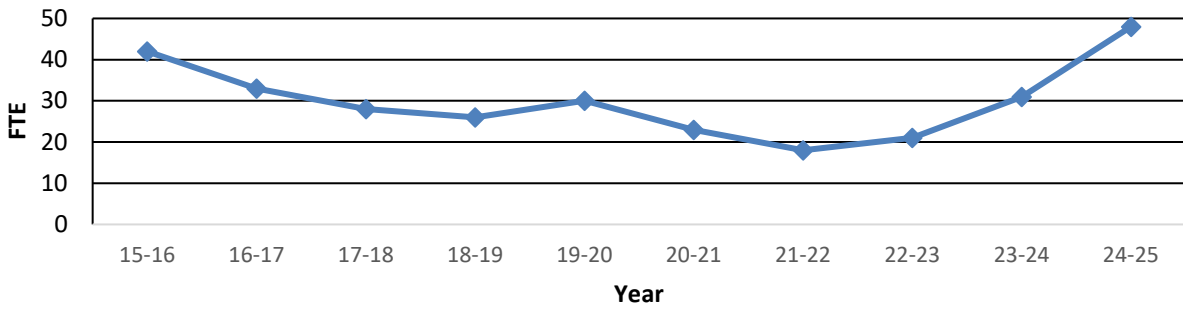
Substance Use Disorder Studies
(formerly known as Chemical Dependency Studies)

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
CDS/SUDS	24	20	18	22	20	20	15	22	22	25



Welding

Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
WELD	42	33	28	26	30	23	18	21	31	48



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)

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	2020-21	2021-22	2022-23	2023-24	2024-25
LCC Rate: Overall	36%	29%	32%	26%	28%
Full-time	48%	38%	40%	31%	36%
Part-time	24%	23%	23%	20%	17%
Female	35%	32%	33%	24%	28%
Male	32%	19%	25%	27%	31%
Need-Based Aid*	33%	30%	36%	24%	27%
Traditional Age**	46%	37%	39%	30%	35%
Nontraditional Age**	29%	26%	28%	23%	24%
First Generation	-	30%	30%	22%	26%
System Rate^: Overall	29%	28%	26%	30%	32%
Full-time	35%	33%	31%	36%	38%
Part-time	21%	20%	19%	20%	24%
Female	29%	29%	27%	29%	32%
Male	29%	27%	27%	30%	33%
Need-Based Aid*	34%	32%	33%	36%	38%
Traditional Age**	39%	37%	33%	38%	40%
Nontraditional Age**	21%	20%	19%	22%	24%
First Generation	-	29%	29%	32%	33%

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	2020-21	2021-22	2022-23	2023-24	2024-25
LCC Rate: Overall	36%	29%	32%	26%	28%
American Indian or Alaska Native	45%	*	18%	25%	43%
Asian	27%	41%	27%	*	10%
Black or African American	23%	*	42%	18%	33%
Hispanic or Latino	33%	39%	27%	28%	13%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	38%	31%	32%	26%	28%
System Rate^: Overall	29%	28%	26%	30%	32%
American Indian or Alaska Native	25%	25%	26%	30%	28%
Asian	28%	28%	27%	29%	33%
Black or African American	27%	25%	27%	27%	33%
Hispanic or Latino	34%	31%	30%	30%	32%
Native Hawaiian or Other Pacific Islander	30%	30%	31%	29%	34%
White	30%	28%	27%	31%	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. *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)

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	2020-21	2021-22	2022-23	2023-24	2024-25
LCC Rate: Overall	13%	20%	27%	27%	33%
Full-time	15%	19%	29%	29%	44%
Part-time	12%	21%	24%	25%	18%
Female	13%	22%	27%	28%	30%
Male	11%	17%	28%	27%	36%
Need-Based Aid*	11%	17%	29%	28%	37%
Traditional Age**	13%	22%	34%	25%	33%
Nontraditional Age**	57%	50%	23%	28%	34%
First Generation	-	29%	28%	26%	35%
System Rate^: Overall	21%	20%	19%	20%	24%
Full-time	25%	24%	23%	24%	28%
Part-time	16%	14%	13%	14%	17%
Female	21%	19%	19%	20%	22%
Male	22%	21%	20%	22%	25%
Need-Based Aid*	25%	24%	24%	23%	27%
Traditional Age**	25%	24%	23%	24%	28%
Nontraditional Age**	18%	16%	15%	17%	20%
First Generation	-	20%	20%	21%	24%

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	2020-21	2021-22	2022-23	2023-24	2024-25
LCC Rate: Overall	13%	20%	27%	27%	33%
American Indian or Alaska Native	9%	14%	29%	20%	36%
Asian	36%	35%	27%	*	30%
Black or African American	8%	*	47%	18%	27%
Hispanic or Latino	10%	16%	23%	24%	43%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	14%	22%	25%	29%	33%
System Rate^: Overall	21%	20%	19%	20%	24%
American Indian or Alaska Native	17%	17%	19%	19%	22%
Asian	22%	19%	19%	21%	24%
Black or African American	18%	15%	16%	16%	22%
Hispanic or Latino	22%	20%	19%	19%	22%
Native Hawaiian or Other Pacific Islander	22%	17%	17%	19%	23%
White	22%	21%	21%	22%	24%

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)

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

Global Skill	2020-21	2021-22	2022-23	2023-24	2024-25
Communication	--	--	3.4	--	--
Critical Thinking	3.4	--	--	--	4.1
Quantitative Literacy (Numeracy)	--	--	--	4.1	--
Teamwork	--	4.2	--	--	--

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.
- Teamwork will be assessed in 2025-26.
- 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%)**

Table 10: Evaluation of Professional & Continuing Education

The following evaluations were administered across a variety of Professional & Continuing Education courses in 2024-25 (including 67 responders). Respondents indicated their satisfaction with the course by responding “Yes” or “No” to the question, “Overall, were you satisfied with the course?”

Year	2019-20	2020-21	2022-23	2023-24	2024-25
Percent responding “Yes” to overall satisfaction with the course.	99%*	94%**	100%	98%	100%

Source: Professional & 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 starting in Winter 2023.
- Client satisfaction remains high.

EDUCATION, TRAINING, AND TESTING ACTIVITIES

Table 11: Professional & Continuing Education Enrollment: Duplicated Headcount

2020-21	2021-22	2022-23	2023-24	2024-25	1 yr Δ	5 yr Δ
341	477	591	693	822	+19%	+141%

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

- Enrollment in Professional & Continuing Education activities has increased over the last four consecutive years.
- Due to COVID-19, most Spring 2020 classes were canceled, and fewer classes were offered in the 2020-21 year.

Table 12: Other Testing Exams: Duplicated Headcount

Exam	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-Employment Testing (PSI Assessment, Work Keys)	169	640	393	906	885
NREMT (EMT Test)	55	202	135	144	155
Educator Licensing Exams (NES, West-B, ORELA)	248	432	304	532	374
Automotive Service Excellence (ASE)	2	55	96	119	269
ASE Student Entry-Level Certification	21	66	29	60	82
CLEP (Prior Learning Assessment)	1	37	37	19	31
Certiport (Microsoft Office Certification)	2	33	51	264	10
Pesticide Testing (Washington State Department of Agriculture)	0	355	569	576	233
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks, VMware, Linnox)	12	59	50	113	76
ParaPro (certification exam for paraprofessional educators)	3	82	91	72	83
MEASURE Learning* (ACE certification, BPS, certification, and others)	2	56	54	79	142
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	173	161	46	41	40
GED Passer Reports	26	64	63	81	63
Kryterion Testing	**	**	**	25	74
LCC Student Exams	***	1426	1646	5812	5868
LCC Math Placement Exams	788	655	591	602	693
Nursing Admissions Exam(s) (Kaplan, TEAS, AVANT Stamp4s)	***	***	***	***	447

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.
- In 2024-25, the number of Certiport and IT Exams declined due funding cuts of the State Library System which funded Certiport and IT Exam fees for students.

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

Members include: Merry Bond & Tamra Gilchrist, co-chairs, Jennie Bergman, Leszek Cromwell, Dana Cummings, Heidi Hamer, Dani Hart, Sherie Hockett, Stacie Johnson, Corrie Lopez, Anita Quirk, Connie Ramos, Stefan Rijnhart, David Rosi, Vicky Soladey, Stefanee Sorgenfrei, Destiny Taylor (student).

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

- College-level math completion in first year increased from previous years overall and for all demographics except for part-time students.
- Enrollment continues to go up in Prof Tech – we are at or above capacity for some programs like welding.
- Academic success of workforce students is strong and noteworthy.
- Employer satisfaction with our graduates is consistently high (100%).
- Licensure of the nursing program continues to be above mission fulfillment.
- Satisfaction with Professional and Continuing Education is back up to 100%.
- In most areas, we have not only recovered but exceeded enrollment levels compared to before the pandemic.
- We are also growing enrollments in new areas, such as the bachelor's programs.
- Pass rates in Medical Assisting have been steady.

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

- College-level English in the first year remains low. We've done a lot of work in advising and tend to prioritize math over English. We need to continue our Guided Pathways conversations in regard to English to explore the issue further. The math sequence is longer than the English sequence, which may explain why math rates are somewhat higher.
- Our WABO pass rate has fallen below mission fulfillment. Having only one full-time faculty member and six adjuncts may affect when students decide to test (faculty can make recommendations, but it's ultimately up to students, many of whom are anxious to enter the workforce).
- With the NCLEX pass rate, although it's still above mission fulfillment, it has trended down a bit in recent years. There are many confounding variables that affect when students decide to test. The department is looking at those, but it should be noted that NCLEX pass rates declined across the board.
- LCC's employment rate in the workforce has been declining, which is at least partially a reflection of the economy. Due to uncertainty in the current economy, it could be that people are staying in the workforce longer (delaying the entry of new workers).

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

- In the fields of Information Technology and Computer Science, Artificial Intelligence (AI) is a challenge, a threat, and an opportunity. It's a moving target.
- Increasing opportunities for cooperative education (work-based learning) would be helpful for our students.
- We should continue to invest in program development in high-demand fields for both credit and non-credit options.
- Workforce Pell may create opportunities to develop new programs that previously would not have qualified for financial aid.
- Although it's meeting mission fulfillment, we should look at college-math completion in first year for part-time students and consider scenarios in which part-time students are successful.

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

- Fraudulent job postings are a growing issue and may be skewing some of the available economic data.
- A lack of available childcare may be keeping some graduates out of the workforce.
- We are currently not meeting the state requirements for non-traditional gender enrollments (in specific programs that tend to be heavily skewed toward one gender or the other). This is a threat because we can potentially lose money if we don't meet our targets. These are federal targets, and they go up every year. We are currently applying for I-BEST support for the Substance Use Disorder Studies program, which may support enrollment of males in that program.
- We are at risk of not meeting our Worker Retraining target in the future (largely due to circumstances out of our control), which is a threat due to Worker Retraining being part of the allocation formula.
- The new Workforce Pell program is a threat as well as an opportunity since the overall federal allocation for Pell did not grow, and we may be competing with new programs and institutions for existing funds.