

Expected College Outcome: Access Monitoring Report

1995 – 1999

*We invite the community to participate in the full array of
programs, services, and activities at Lower Columbia
College.*

→ Lower Columbia College
Strategic Plan, 1999-2004

November 17, 1999



Lower Columbia College

Access: A Monitoring Report

The purpose of this monitoring report is to present data that support the progress the College has made in realizing the expected college outcome of student and community access to the institution's programs and services.

Access to affordable higher education is one of the philosophical hallmarks of the community college movement and is also one of the major system goals of the Washington State Community and Technical College System. In September 1999, the Lower Columbia College Board of Trustees adopted Access as the first of seven expected college outcomes by inviting "the community to participate in the full array of programs, services, and activities at Lower Columbia College."

This report is the first in a series of annual reports that measures the degree to which the institution makes its programs and services available to the public and, in turn, the degree to which the community participates in the programs and services offered by the College. The philosophy of the community college is that education is for everyone, so the institution features "open enrollment," through which students are admitted into the institution on a non-competitive basis. Of particular concern is participation rate within the community at large, as well as participation rates and success of diverse student populations.

During the recent strategic planning process, the Executive Planning Committee identified three key performance indicators (KPIs) that measure this important expected college outcome. These include general enrollment, participation rate, and participation rate/success of diverse student populations. Additional data pertinent to Access, such as financial aid disbursements and recipients, are also included to provide a more complete picture of the College's efforts to be as accessible as possible to the public.

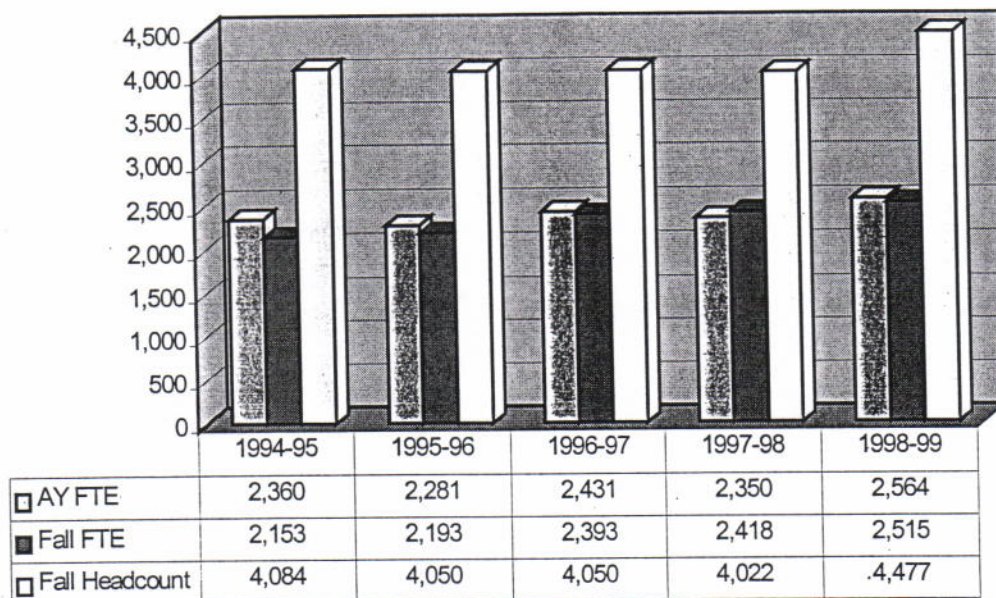
Five-year trend data are provided, unless otherwise specified. Important highlights that help in the interpretation of these data appear as bullet statements under each figure. This report has been reviewed internally by a select group of faculty and staff with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions can be found on the penultimate page of this report.

The Board is also being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will inform our planning for the next fiscal year.

Key Performance Indicator: Enrollment

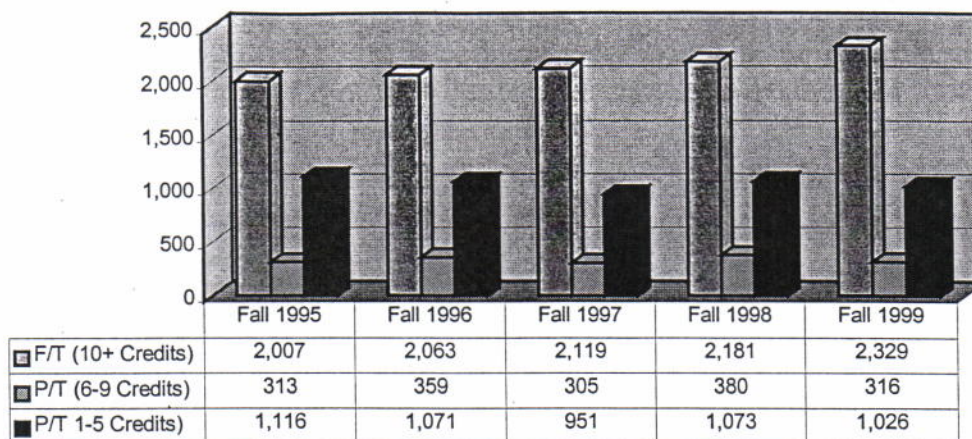
- A The total number of full-time equivalent (FTE) students enrolled at the college during an academic year (including contracted enrollments)
- B The total number of full-time equivalent (FTE) students enrolled at the college during the fall quarter (including contracted enrollments)
- C The total number of full- and part-time students enrolled at the college during the fall quarter (including contracted enrollments).

LCC General Enrollment 1995-1999



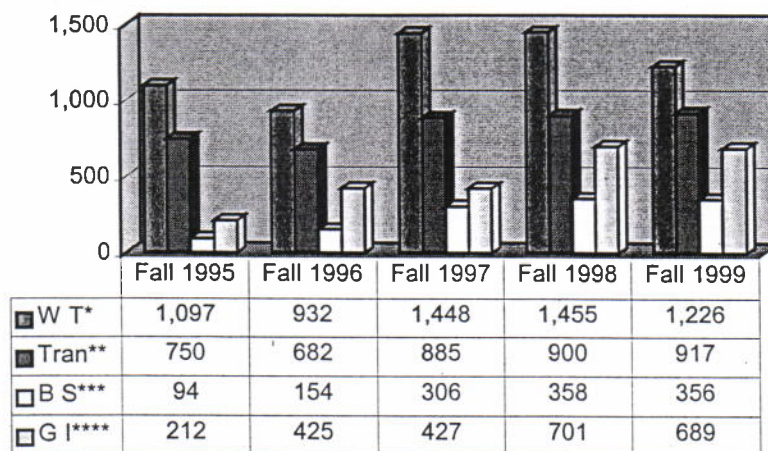
- Total headcount reflects both credit and non-credit enrollment.
- LCC general enrollment has steadily increased since 1997. Much of this enrollment increase is attributable to new programs, administrative outreach through community involvement, state-funded worker retraining, and non-credit enrollment.
- Fall headcount increased 16.2% between 1997 and 1999.

LCC Part-Time and Full-Time Headcount 1995-1999



- Part-time and full-time headcounts reflect credit enrollment only.
- Full-time enrollments have increased steadily between fall 1995 and fall 1999.
- Reflecting national enrollment trends, LCC's part-time enrollment suggests why FTEs have decreased slightly while headcount has increased.

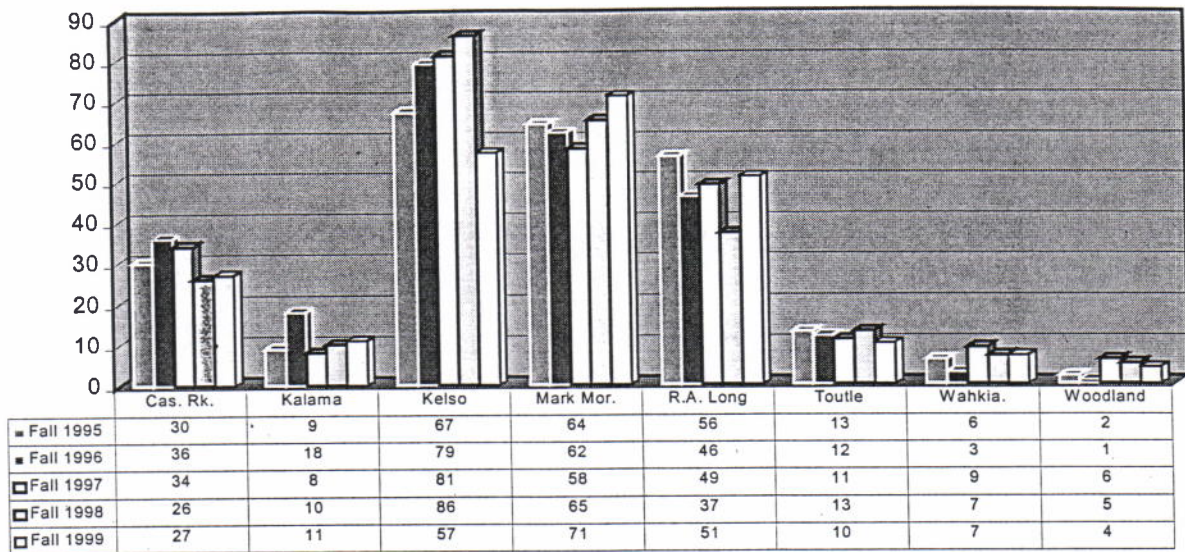
LCC Headcount by Purpose of Attendance 1995-1999



*= Workforce Training, ** = Transfer, *** = Basic Skills, **** = General Interest

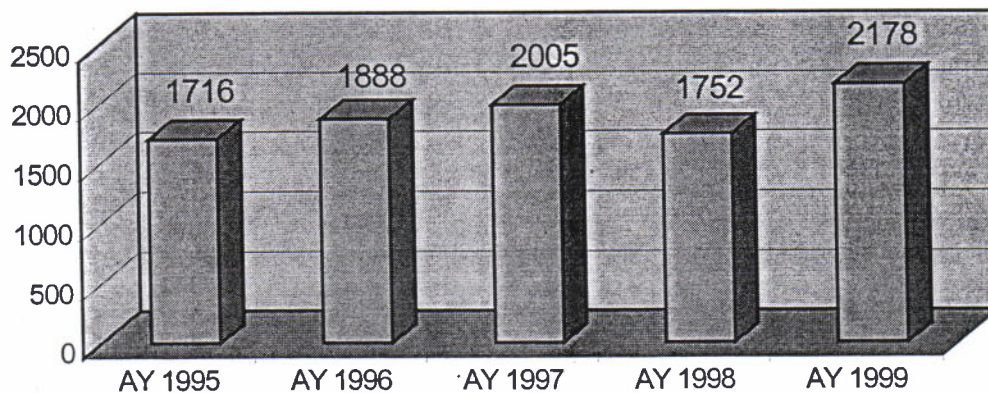
- The drop in workforce training enrollment between fall 1998 and fall 1999 reflects lower enrollments in accounting technology, office administration, and electronics.
- The steady increase in general interest enrollments from fall 1995 is attributable to senior studies and community education. Students are also taking more computer classes. Both basic skills and general interest enrollments have remained stable between fall 1998 and fall 1999.

LCC Headcount of Local High School Graduates Fall 1995-Fall 1999



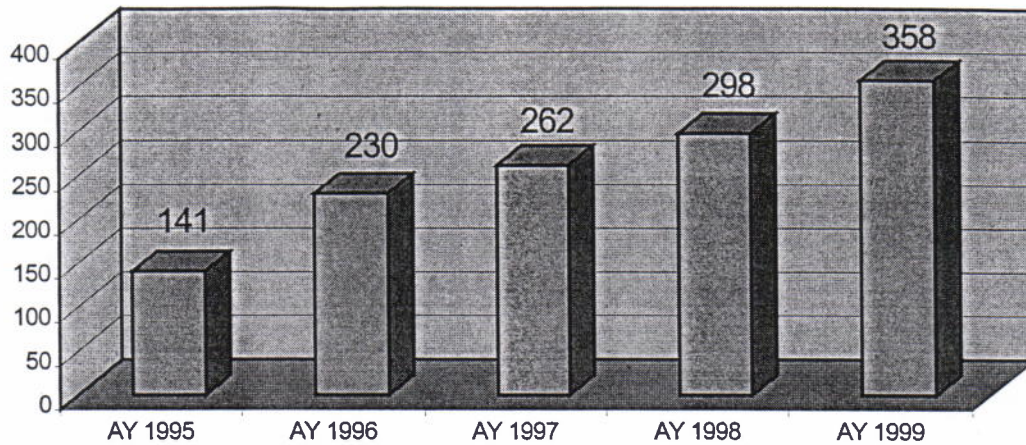
- Enrollment of graduates from Mark Morris and R.A. Long High Schools had the greatest increase from fall 1998 to fall 1999.
- The drop in enrollment of Kelso High School graduates may be due to local circumstances. Further research as to the reason for this drop in enrollment is warranted.

LCC Annual Headcount in Community Education 1995-1999



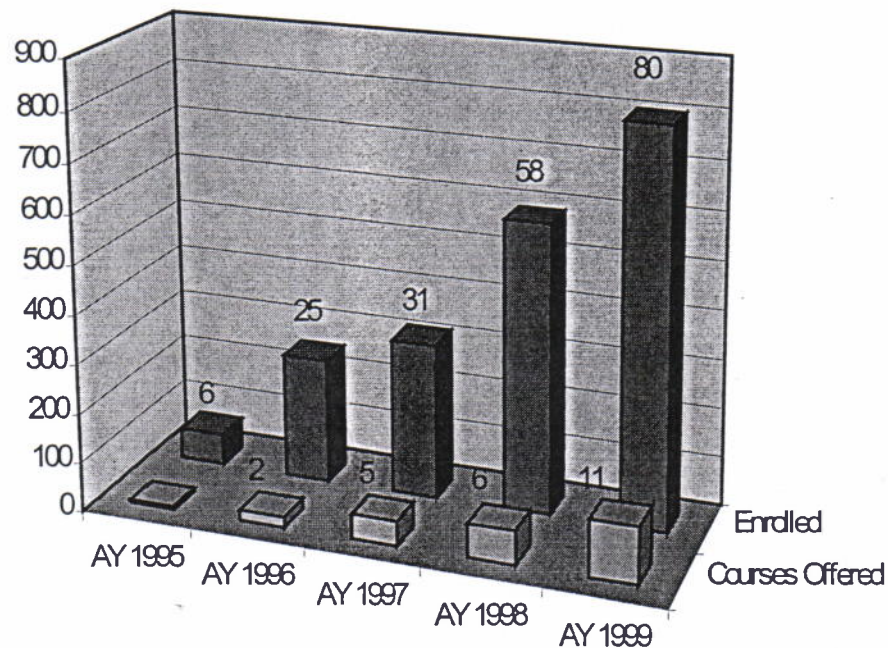
- The relatively steady increase in community education enrollment over the past five years is attributable mostly to the College's strong connection with the community as well as a significant increase in senior studies and computer class offerings.
- Community education enrollment increased 24.3% from 1998 to 1999.

LCC Annual Headcount in Running Start 1995-1999



- The Running Start program has become increasingly more popular over the past five years.
- Running Start enrollment increased 36.6% from 1997 to 1999.

LCC Distance Education Courses Offered and Student Headcount 1995-1999

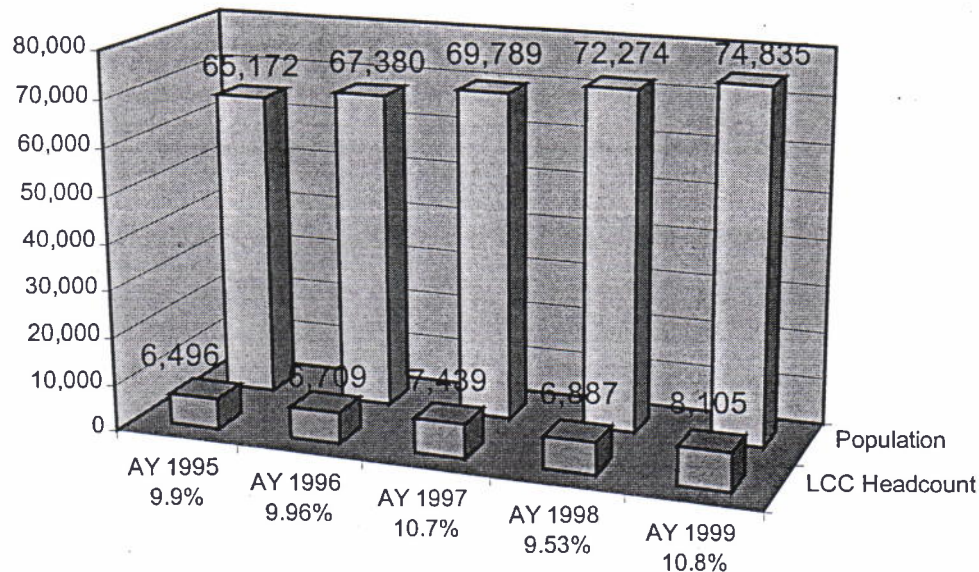


- Distance education enrollments increased more than 1,100% from 1995 to 1999.
- In 1995, distance education was offered in only one discipline and in 1999, 16 disciplines.

Key Performance Indicator: Participation Rate

The proportion of citizens in the LCC service district that attend the college on a full- or part-time basis.

LCC AY Headcount and Population Comparison 1995-1999



- The population figures reflect the number of residents age 16 and up.
- LCC's participation rate has steadily increased over the past five years – in keeping with the general population increase.
- The largest contributing factors to the College's increasing participation rate are part-time and non-credit enrollments.

Five College Comparison of AY Unduplicated Headcount and Service District Population Age 16+

	LCC	Grays Harbor	Whatcom	Wenatchee Valley	Peninsula
1997	10.7% (7,439/69,789)	8.8% (5,807/65,823)	8.3% (9,539/114,478)	8.4% (7,838/93,668)	10.2% (7,261/70,878)
1998	9.5% (6,887/72,274)	7.6% (5,083/67,230)	8.8% (10,416/118,423)	8.3% (8,001/96,744)	10.6% (7,745/72,725)
1999*	10.8% (8,105/74,835)	7.7% (5,274/68,865)	8.9% (10,738/120,893)	8.3% (8,196/98,835)	10.2% (7,642/74,963)

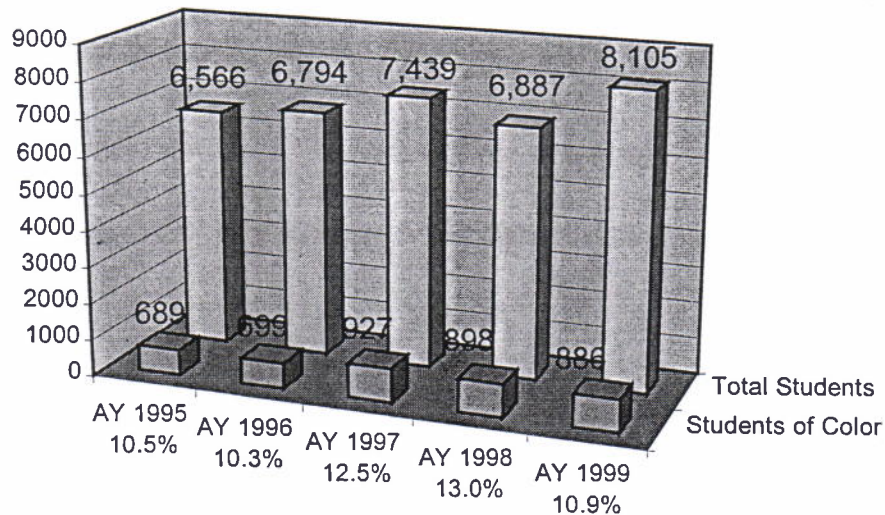
- *1999 population data is a projection based on OFM population data by county in the State of Washington from April 1, 1990 through April 1, 1998.
- LCC's participation rate is consistently competitive with the four comparison colleges' participation rate.
- LCC's participation rate increased 1.3% from 1998 to 1999.

Key Performance Indicator: Participation/Success of Diverse Student Populations

A The proportion of all LCC students who are of color and/or disabled.

- B The proportion of students of color and disabled students who achieve their originally stated goal for attendance
- C The proportion of all graduates that are of color and/or disabled

LCC Participation of Students of Color 1995-1999



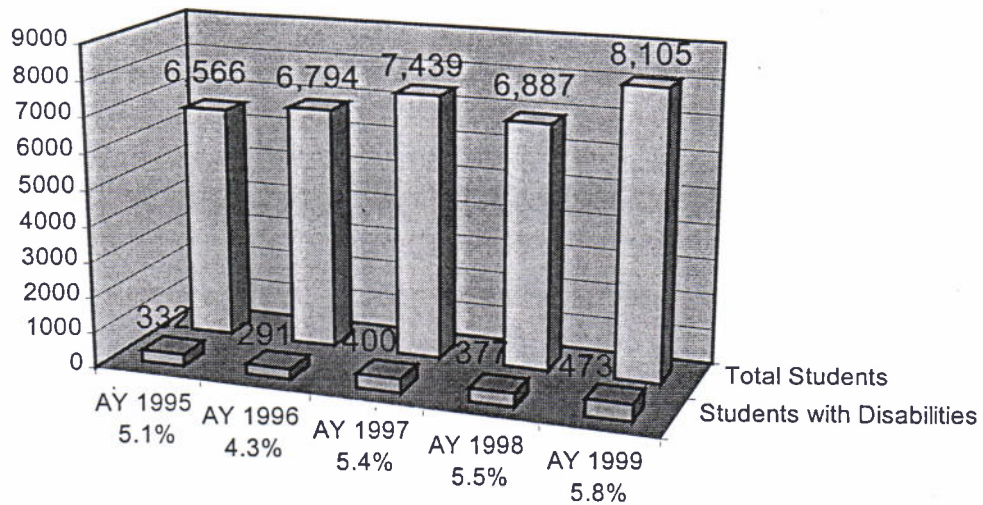
- The proportion of students of color at LCC has remained relatively consistent from 1995 to 1999 with a peak of enrollment in 1998.

Five College Comparison of Proportion of Students of Color and Proportion of People of Color in the Service District

	LCC (Stus./Serv. Dist.)	Grays Harbor (Stus./Serv. Dist.)	Whatcom (Stus./Serv. Dist.)	Wenatchee Valley (Stus./Serv. Dist.)	Peninsula (Stus./Serv. Dist.)	CTC system average for students of color
1997	12.5%/5.82%	15.6%/9.4%	18.4%/10.6%	33.9%/21.7%	10.7%/8.09%	24.9%
1998	13.0%/6.0%	17.4%/8.0%	18.8%/9.5%	33.5%/17.3%	11.1%/8.1%	25.9%

- Despite the fact that the proportion of students of color at LCC is below the system average, it has increased more than the proportion of people of color in the service district.

LCC Participation of Students with Disabilities 1995-1999



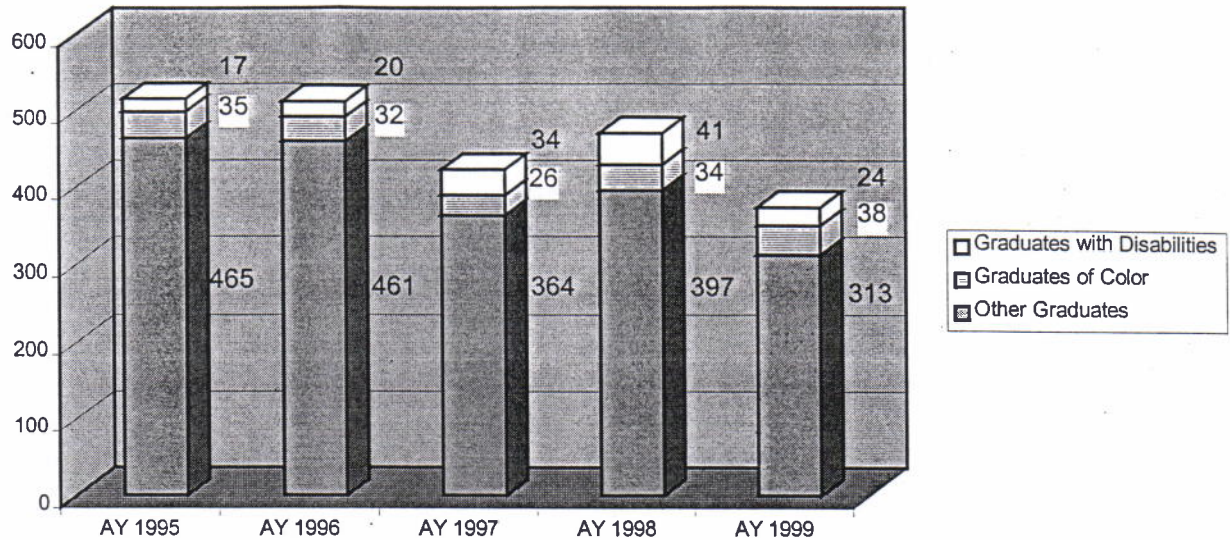
- The proportion of students with disabilities at LCC has steadily increased from 1996 to 1999.
- As part of a system-wide initiative, LCC is keeping better records of disabled students. The College is now able to better identify and track the progress of these students.
- LCC has purchased and is using “adaptive technology” to help students with disabilities be more successful in their coursework.

Five College Comparison of Proportion of Students with Disabilities

	LCC	Grays Harbor	Whatcom	Wenatchee Valley	Peninsula	CTC system average for disabled students
1997	5.4%	10.4%	5.0%	1.1%	4.2%	4.3%
1998	5.5%	9.1%	3.9%	0.8%	5.6%	4.7%

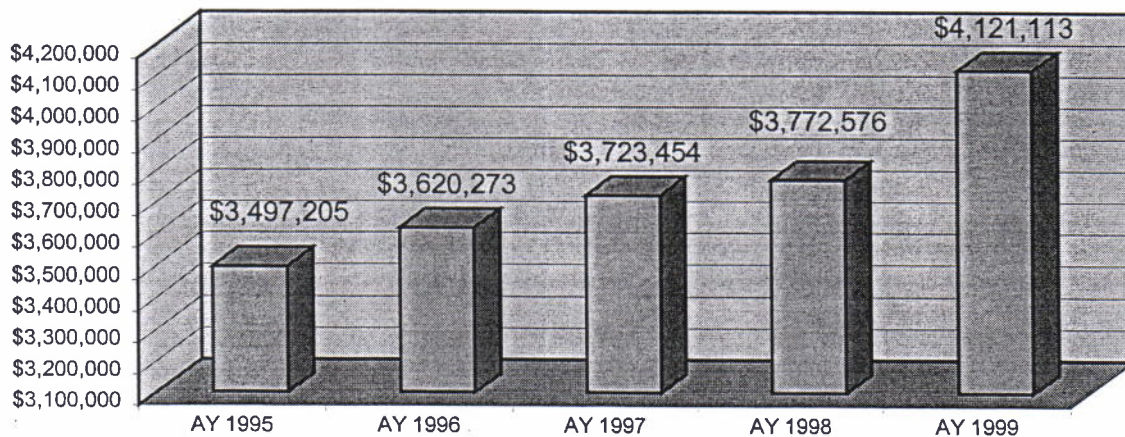
- Enrollment of students with disabilities at LCC compares favorably with the four other institutions.

LCC Students of Color and Students with Disabilities who Earned Degrees and Certificates 1995-1999



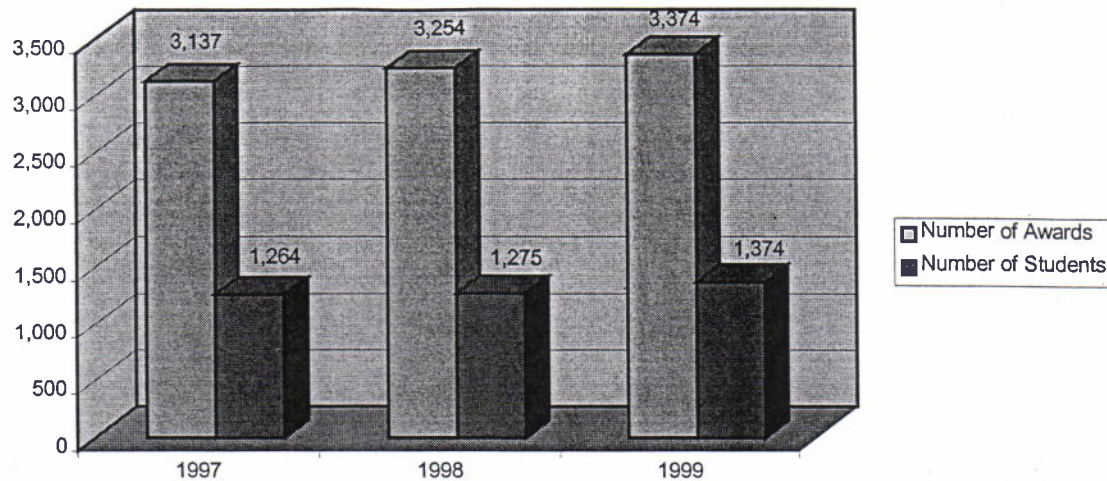
- Graduates of color from LCC have steadily increased from 1997 to 1999.
- In general, LCC has been graduating increasingly more students with disabilities.

Total Financial Assistance to LCC Students 1995-1999



- The consistent increase in total financial aid disbursements is a direct indicator of the College providing citizens more access to the institution.
- Total financial assistance to students at LCC increased 17.8% from 1995 to 1999.

Number of Financial Aid Awards and Recipients at LCC 1997-1999*



- *The data for number of awards and recipients from 1995 and 1996 is not dependable enough for reporting purposes.
- The number of financial aid awards increased 7.6% from 1997 to 1999.
- The number of students who received financial assistance increased 8.7% from 1997 to 1999.

Highlights of Accomplishments for Expected College Outcome: Access

- LCC features a "one-stop" admission center where students can apply for admission and financial aid, take a placement test, be advised, investigate career opportunities, get counseling, and register and pay for classes all in one building.
- The admission center maintains a computerized kiosk for students to gather transcript, class schedule, and financial aid information.
- By winter 2000, students will be able investigate class offerings and register for classes via the Internet.
- LCC has responded to community employment needs with new programs and degree and certificate offerings.
- LCC has responded to student interest in better articulating transfer programs.
- LCC was one of the top distributors of WBLTA money to students in the Washington Community and Technical College system during the 1998-99 academic year.
- LCC's off-campus Work-Study program places over 100 students with employers each year.
- Oregon residents in Washington, Multnomah, Clatsop, and Columbia counties now pay the same tuition as local residents.

Sources:

- Student Management System (SMS) files
- Office of Financial Management, State of Washington
- Financial Aid Information System (FAIS)
- Cowlitz-Wahkiakum Council of Governments

Summary of Faculty and Staff Reaction to Access Monitoring Report

What did you learn from this report?

- That we “lead in many areas of “access.”
- Any change is very incremental.
- High school rates of participation are quite variable.
- Lots of good data. It’s interesting to see trend lines and hard numbers on enrollment, etc.

What are your recommendations?

- Continue to monitor the data.
- Where possible, LCC trends need to be benchmarked against state and national trends.
- Comparison of students of color/with disabilities should be compared on a proportional basis.
- Increase marketing efforts to build part-time enrollment.
- Investigate sudden drop in Kelso High School graduate enrollment, as well as down turning trends from Castle Rock and R.A. Long High Schools.
- Compare high school graduate enrollments with high school graduation rates.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
November 1, 1999

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College Outcome: Basic Skills and Developmental Education Monitoring Report

1995 – 1999

We ensure that all learners who are under prepared for college level studies have the opportunity to receive basic skills instruction for literacy development, diploma completion, English as a Second Language, citizenship, and preparation for higher education.

→ Lower Columbia College
College Outcome

April 19, 2000



Lower Columbia College

Basic Skills: A Monitoring Report

The purpose of this monitoring report is to present data that support the progress the College has made in providing literacy development to people who have less than college level skills. This includes Adult Basic Education (ABE), high school diploma completion, English as a Second Language, and developmental education.

Basic skills instruction is a very important function of a comprehensive community college and is also one of the major system goals of the Washington State Community and Technical College System. As an "open door" institution in a country where 21-23% of adults read at or below the 5th grade level, basic skills, high school diploma completion, and developmental education provide avenues to careers for these learners, as well as to access higher education.

Adults who did not master basic reading, writing, and math skills in high school have a second chance in ABE to learn these skills. Adults who do not speak English as their first language have opportunities in ESL to gain basic reading, writing, listening, and speaking skills. Adults who are under-prepared for college level classes can review and upgrade their skills in developmental math and reading and writing classes. In September 1999, the Lower Columbia College Board of Trustees adopted basic skills/developmental education as one of the seven college outcomes.

This report presents data and information regarding the basic skills and developmental education functions at the college including enrollment, completion (including level completion for basic skills) rates, advancement rates, and student satisfaction. Colleges have long struggled to develop and maintain adequate tracking data for basic skills programs and Lower Columbia College is no exception. In preparing this report, numerous "data gaps" were encountered with pre-1998 reports. The college is now adopting statewide data reporting structures. Much of the information contained in this report is helping to establish a realistic baseline of expectations for basic skills performance at Lower Columbia College.

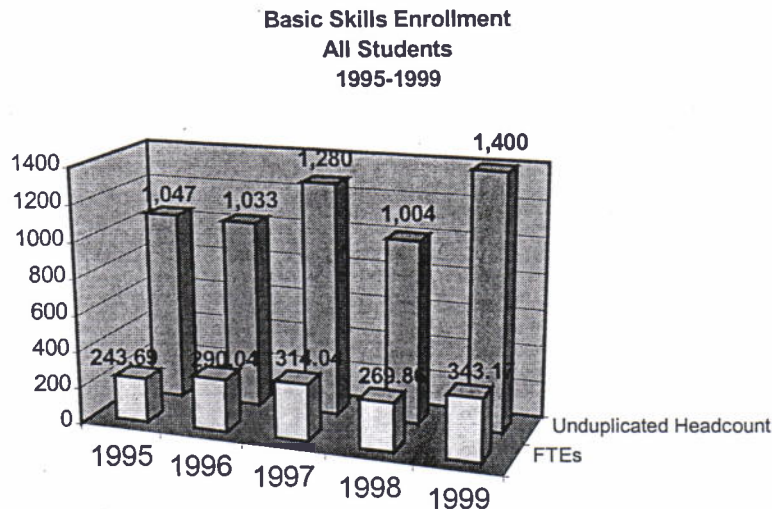
During the recent strategic planning process, the Executive Planning Committee identified two key performance indicators (KPIs) that measure this important college outcome. These include student/graduate satisfaction with basic skills instruction and basic skills achievement. When available, additional data pertinent to this college outcome are also included to provide a more complete picture of the College's efforts in preparing basic skills students for college level studies.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. This report has been reviewed internally by a select group of faculty and staff with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions can be found at the end of this report.

The Board is also being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will inform our planning for the next fiscal year.

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 GED.



- Both unduplicated headcount and FTEs of basic skills students overall have increased significantly over the past five years where headcount increased 33.7% and FTEs increased 40.8% between 1995 and 1999.
- For the 1998-99 academic year, the basic skills FTEs represented 13.4% (343.17/2,563.78) of the total college FTE.

Basic Skills Rate

(Academic Performance of Basic Skills Students)
(Key Performance Indicator)

The basic skills rate is a measure of students who demonstrate substantive skill gain as a result of their adult basic education (ABE), English as a Second Language (ESL), and GED instruction. Substantive gain is defined as student completion of all the required competencies in any subject area or for an entire level at any level as defined by the State Competencies.

Using an unduplicated headcount of students entered into WABERS who have studied 12 or more hours for the quarter being reported, the basic skills rate is calculated as follows:

$$\frac{\text{Students who complete at least one subject area}}{\text{Total students}}$$

As noted above, data are only available beginning with the 1998-1999 academic year.

**Lower Columbia College and Washington Community and Technical College
System Basic Skills Rate for Summer and Fall 1998 and 1999**

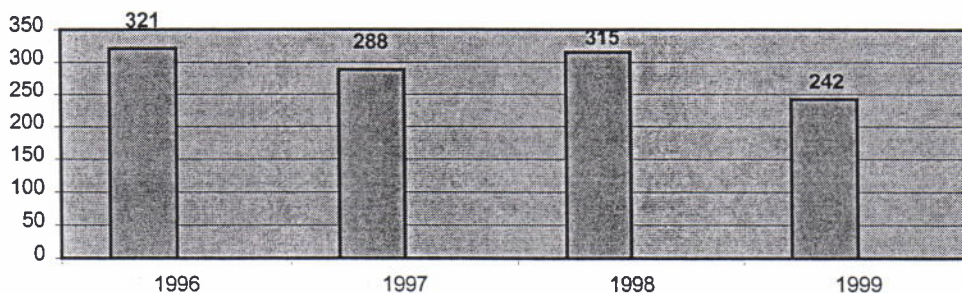
	Lower Columbia College		WA CTC System	
	Sum-Fall 98	Sum-Fall 99	Sum-Fall 98	Sum-Fall 99
Enrolled 12 or more hours	374	401	24,219	24,896
Completed Subject	112	143	6,737	7,831
Basic Skills Rate	29.9%	35.7%	27.8%	31.5%
Enrolled 80 or more hours	50	53	7,606	7,543
Completed Subject	28	30	2,998	3,509
Rate at 80+ hours	56.0%	56.6%	39.4%	46.5%

- LCC's basic skills rate for students enrolled 12 or more hours increased by 5.8% between 1998 and 1999.
- In both 1998 and 1999 for students enrolled 12 or more hours and 80 or more hours, LCC performed better than the system average.
- Both at LCC and statewide, there is a direct correlation between skill gain and the number of instructional hours invested by the student.
- Winter and spring 1998 and 1999 WABERS data has not yet been provided to the institutions by the State Board.

GEDs Awarded

The GED award recipients presented here reflect those students who took the GED test only, as well as those who enrolled in basic skills classes at the college to prepare for the GED. It should be noted that the number of students enrolled in GED classes is not an indicator of the number of students who pass the test in any given year.

**GEDs Awarded
1996-1999**

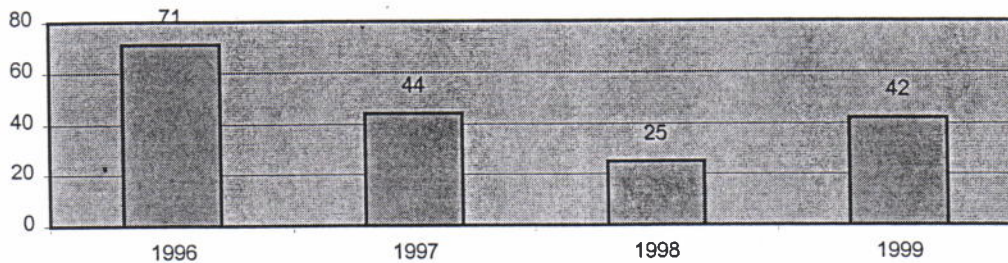


- The decrease in the number of GEDs awarded between 1998 and 1999 is believed to be related to local employment and the effects of Work First.

Adult High School Diploma Program

The counseling department does transcript evaluation, advising, and recommends students for the high school diploma program. Students who are 19 years of age or older and a Washington resident pay reduced tuition for the classes they need in order to earn their high school diploma.

**Adult High School Diplomas Awarded
1996-1999**



- The decline in the number of adult high school diplomas awarded between 1996 and 1997 may be due, in part, to the loss of the Woodland center in late 1996.
- The number of adult high school diplomas awarded is on the rise with a 68% increase between 1998 and 1999.

Student Satisfaction with Basic Skills Instruction

(Key Performance Indicator)

This measure is the proportion of basic skills students who report being satisfied with the instruction they received. The data presented here are from AACC's Faces of the Future survey administered to both credit and non-credit students at LCC in the fall 1999 quarter.

**ESL, GED, and High School Completion Students'
Responses to "Instruction is of High Quality"
on the Faces of the Future Survey
31 Total Students
Fall 1999**



- While the number of total students responding is small, the 58% satisfaction rate is consistent with satisfaction ratings received through instructor evaluations. In depth satisfaction data from basic skills students will be attained through focus groups this year and will be presented in next year's Basic Skills Monitoring Report.

**The Primary Reasons Why Basic Skills Students Leave the Program Before
Completing Their Educational Objectives**
573 Total Responses
1995-1999

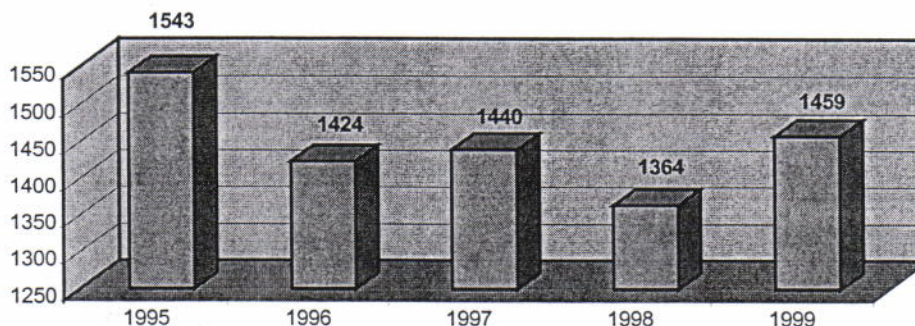
Reason for Separation	Number of Participants	Percentage of Those Reasons Reported
Changed address or left area	256	44.7%
Attained Employment	97	16.9%
Time/Location of Class was Inconvenient	60	10.5%
Health Problems	48	8.4%
Family Problems	36	6.3%

- It should be noted that nearly 70% of the participants who separated could not be located or contacted to assess their reasons for separation.
- Basic skills students who separate early because they attained employment is considered a "success."

Developmental Education

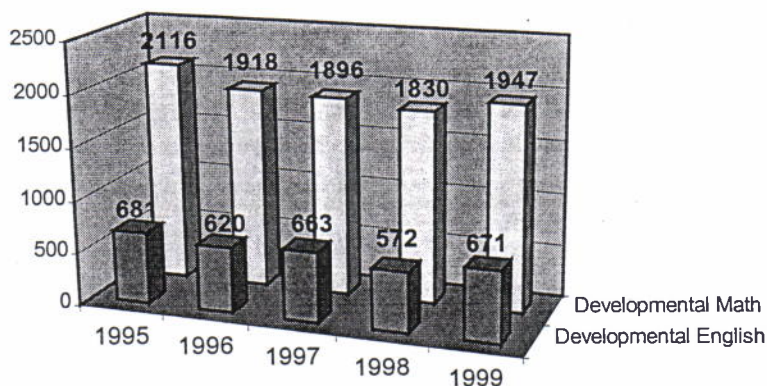
Developmental education includes pre-college level math, reading, writing, and study skills classes that are intended to prepare credit- and tuition-bearing students prepared for college level math and English composition classes.

Developmental Education Enrollment
Unduplicated Headcount
All Students
1995-1999



- Enrollment in developmental math, reading and writing presented in this report includes seven developmental math classes (Math 040, 070, 091, 092, 099, 100, 111) and 4 developmental reading, writing, and study skills classes (INDV 065, 075, 090, and English 100).
- Enrollment in developmental math and reading and writing reflect enrollment trends campus wide over the five-year period. While enrollment is down slightly over the past five years by 5.8%, enrollment has increased by 7.0% from 1998 to 1999.

Enrollment Trends in Developmental English and Mathematics
Duplicated Headcounts
All Students
1995-1999



- Enrollment in developmental math and English increased by 6.4% and 17.3% respectively between 1998 and 1999.

Academic Performance of Developmental Education Students

(Key Performance Indicator)

Credit- and tuition-bearing students who are enrolled in a developmental math class must pass it with a “C-” or better to be able to advance to the next class. In order to pass the developmental reading or writing classes, students must earn a “C” or better to be able to advance to the next class. However, students can pass English 101 with a “C-” or better to be able to advance to English 102. The academic performance of students in developmental classes is an important indication of these students’ eventual advancement to college level studies, as well as degree attainment.

Passing Rates of Students in Developmental Math
1995-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
Total number of students in developmental math classes	2,218	2,043	1,968	1,921	2,017
Total number of developmental math students who passed	1,479	1,323	1,300	1,157	1,214
Percentage of students who passed	66.7%	64.8%	66.1%	60.2%	60.2%

- The proportion of developmental math students passing the classes is showing a steady decrease – by 6.5% from 1995 to 1999.

**Passing Rates of Students in Developmental Reading and Writing Classes
1995-1999**

	1994-95	1995-96	1996-97	1997-98	1998-99
Total number of students in developmental English classes	711	659	687	587	704
Total number of developmental English students who passed	494	457	459	411	477
Percentage of students who passed	69.5%	69.3%	66.8%	70.0%	67.8%

- Over the past five years, the passing rates of students in developmental English classes have been fairly stable – at, or about, 70%.
- The success of students in INDV classes may be attributed, in part, to retention strategies employed by faculty since 1996 including; phone and personal contacts with students, special planning meetings with students, and personalized instruction through Learning Center lab assignments.

**Performance of Developmental Math and Reading and Writing Students in
Subsequent College Level Math and English Composition Classes**

The most important objective of developmental math and reading and writing classes is to help students advance to, and be successful in, college level math and English composition classes. The following data shows the performance of developmental math and reading and writing students who successfully completed their developmental work and, within one year, completed their first college level math or English composition class. This population is then compared to the success rate of students in college level classes who did not take pre-college math or reading or writing.

**Advancement, Withdraw, and Success Rates of Developmental Math Students in Math
112 (College Algebra)**

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Total number of students who successfully completed a developmental math class	577	468	494	482	449
Total number of those students who went on to take Math 112	138/577 = 23.9%	126/468 = 26.9%	162/494 = 32.8%	175/482 = 36.3%	131/449 = 29.2%
Total number of those students who withdrew from Math 112	17/138 = 12.3%	25/126 = 19.8%	28/162 = 17.3%	32/175 = 18.3%	18/131 = 13.7%
Total number of those students who passed Math 112	105/138 = 76.1%	88/126 = 69.8%	102/158 = 64.6%	105/175 = 60.0%	98/131 = 74.8%
Total number of students who withdrew from Math 112 who did not take developmental math	13/68 = 19.1%	10/73 = 13.7%	9/58 = 15.5%	8/65 = 12.3%	21/97 = 21.7%
Total number of students passing Math 112 who did not take developmental math	50/68 = 73.5%	49/73 = 67.1%	42/58 = 72.4%	47/65 = 72.3%	67/97 = 69.1%

- While the number of students who successfully complete a developmental class is steadily decreasing, these students are withdrawing from college level math at a lower rate (4.6% decrease between fall 1997 and fall 1998) and passing college level math at a higher rate (14.8% increase between fall 1997 and fall 1998).

**Advancement, Withdraw, and Success Rates of Developmental Reading and Writing
Students in English 101 (English Composition)**

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Total number of students who successfully completed a developmental English class	229	245	216	218	197
Total number of those students who went on to take English 101	123/229 = 53.7%	131/245 = 53.5%	117/216 = 54.2%	115/218 = 52.8%	116/197 = 58.9%
Total number of those students who withdrew from English 101	8/123 = 6.5%	8/131 = 6.1%	17/117 = 14.5%	9/115 = 7.8%	8/116 = 6.9%
Total number of those students who passed English 101	92/123 = 74.8%	96/131 = 73.3%	79/117 = 67.5%	88/115 = 76.5%	91/116 = 78.4%
Total number of students who withdrew from English 101 who did not take developmental English	16/285 = 5.6%	19/309 = 6.1%	12/317 = 3.8%	20/355 = 5.6%	19/379 = 5.0%
Total number of students passing English 101 who did not take developmental English	244/285 = 85.6%	250/309 = 80.9%	254/317 = 80.1%	287/355 = 80.8%	287/379 = 75.7%

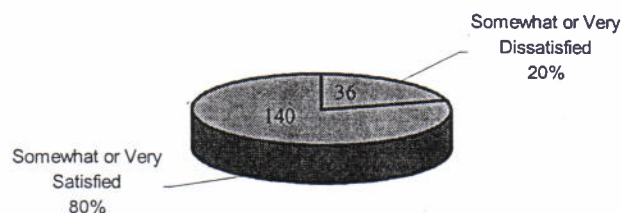
- Between fall 1994 and fall 1997, the number of developmental reading and writing students who went on to take college level English was steady, but had a 6.1% increase between fall 1997 and fall 1998
- From fall 1996 to fall 1998, the number of former developmental reading and writing students withdrawing from English 101 decreased by 7.6%.
- From fall 1996 to fall 1998, the number of former developmental reading and writing students passing English 101 increased by 10.9%.

Student Satisfaction with Developmental Math and English Instruction

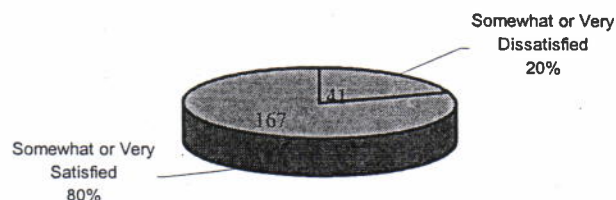
(Key Performance Indicator)

This measure is the proportion of students who report being "somewhat satisfied" or "very satisfied" with the developmental math and English instruction they received. The data presented here are from the Community College Student Experiences Questionnaire (CCSEQ) administered to both transfer and professional/technical students at LCC in the fall 1999 quarter.

**Developmental Math Students' Responses to "How Satisfied are You With the
Quality of Instruction at LCC" on the CCSEQ
176 Total Students
Fall 1999**



**Developmental Reading and Writing Students' Responses to "How Satisfied are
You With the Quality of Instruction at LCC" on the CCSEQ
208 Total Students
Fall 1999**



- Both developmental math and English students appear to be satisfied with the quality of instruction they have received at LCC.

**Highlights of Accomplishments for
Expected College Outcomes: Basic Skills
And Developmental Education**

- Both unduplicated headcount and FTEs of basic skills students overall have increased significantly over the past five years where headcount increased 33.7% and FTEs increased 40.8% between 1995 and 1999.
- In both 1998 and 1999 for students enrolled 12 or more hours and 80 or more hours in basic skills instruction, LCC performed better than the system average.
- The number of adult high school diplomas awarded is on the rise with a 68% increase between 1998 and 1999.
- Enrollment in developmental math and English has been consistent over the past five years, with the exception of 1998, which was the first year of the welfare reform impact.
- Retention strategies employed by INDV faculty, including phone and personal contacts with students, special planning meetings with students, and "congratulations" cards for students, have contributed to students' success.
- From fall 1996 to fall 1998, the number of former developmental English students passing English 101 increased by 10.0%.
- 80% of both developmental math and English students are satisfied with the quality of instruction they have received at LCC.

Summary of Faculty and Staff Reaction to Basic Skills Monitoring Report

What did you learn from this report?

- Low "pass" rates in developmental math.
- The number of GEDs awarded has declined considerably, but adult high school diploma is on the rise.
- Basic skills completion rates are quite low, both at LCC and statewide.
- Nice to know that students who stay with the program longer are more successful; it's what we would hope.
- Pass rates in developmental education have declined.
- Surprising to me that student satisfaction is not higher among these students.
- It was useful to include HS diploma and GED information in this report.
- The information showing success rates in subsequent courses is especially useful.
- I find this report interesting and useful to understand basic skills at LCC and statewide.
- It appears that LCC is enrolling more basic skills students each year and that those students are more successful than the state averages, but the number of high school diplomas awarded in 1998 and 1999 are less than in 1996 and 1997.
- Students who move onto college level math and English have comparable passing rates to students who began in college level math and English. Developmental education is doing well.
- Our performance has taken a dip over the past few years, but is on the rise again.
- Data in this report has reaffirmed what I thought about the performance of developmental math students.
- I found it interesting why people separate from basic skills.
- Nice to see that extra retention rates are working.
- The most interesting data to me were the developmental students' performance.

What are your recommendations?

- It would be interesting to see the developmental education data compared to other community colleges in the state.
- Resources and marketing efforts should be directed towards adult high school completion program because it's viewed more favorably than a GED and costs the student only \$12 a credit.
- Is Cowlitz County's percentage of students who drop out of high school increasing or decreasing? This will effect the number of people who will need basic skills or GED instruction.
- How do these passing rates in developmental education compare to other colleges?
- It would be nice to see how math lab students compared to traditional math class students.
- You should isolate those students who tested into college level math/English vs. those who didn't, but took them anyway.
- Look at other factors of class failure, such as employment and family situations.
- Shouldn't you be including enrollments in high school completion?
- What about the high school credit recovery program where high school students can earn their diploma at the same time as their classmates?

- Enrollment in developmental education courses is not a good indicator of program performance.
- You should have compared the performance of former developmental education students to students who should have taken developmental education, but didn't.

Board Plus/Delta

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

April 19, 2000

+	Δ

College Outcome:

Community Enrichment

We enrich the community through diverse cultural, artistic, athletic, and social activities and programs for personal enrichment.

Monitoring Report

1995 – 2000

September 20, 2000



Lower Columbia College

Community Enrichment: A Monitoring Report

The purpose of this monitoring report is to present data that support progress the institution has made on one of its College Outcomes – Community Enrichment. Part of the mission of Lower Columbia College is to enhance the local culture of our service district. In an atmosphere of openness and diversity, the College strives to enrich the local community by hosting a variety of cultural events, visiting lecturers, and political and educational forums. Lower Columbia College also enriches the local community by educating our students to be productive and responsible citizens.

The faculty, staff, and administration of Lower Columbia College recognize the critical role of the institution in promoting cultural awareness, as well as cultural appreciation, in our local community. To this end, College personnel have made concerted efforts to connect better with the community through art, theater, music, and athletic events, as well as political and educational forums.

During the recent strategic planning process, the Executive Planning Committee identified two key performance indicators (KPIs) that measure the outcomes of community enrichment. These include **citizenship** and **cultural enrichment of students and community**. Data for these KPIs are presented in this report. Additional data that are pertinent to the progress the College is making in this area have been included as well.

Important highlights that aid in the interpretation and support of these data appear as bullet statements under each figure. This report has been reviewed internally by a select group of faculty and staff with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions can be found at the conclusion of this report.

It should be noted that “community enrichment” is not an easy phenomenon to measure. A variety of data and information have been compiled in the effort to present as fair as possible a representation of the College’s efforts at enriching our students and local community. This monitoring report is our initial presentation of this material. Our intent is that the information presented in this report will ignite important discussions as to what constitutes community enrichment and what that means to Lower Columbia College. In addition, much of the data in this report is difficult to interpret. There are no easy answers to the questions this report raises. Again, the most important result is that the report stimulates quality discussions among faculty, staff, administrators, and the Board of Trustees.

The Board was also asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will assist with our planning for the next fiscal year.

Community Enrichment

Citizenship

(Key Performance Indicator)

Education is the most important vehicle through which the College promotes community enrichment. Our students learn more than just the subject matter taught in the classrooms. Students also learn what it is to be responsible, productive citizens in society. Our faculty realizes that exceptional citizenship skills are a necessity whether one is attending the college for the purpose of attaining employment, transferring to a baccalaureate institution, or upgrading basic competencies.

In fall 1999, LCC students participated in two student satisfaction inventories – The Faces of the Future (from ACT and AACC) and the Community College Student Experiences Questionnaire – CCSEQ (from University of Memphis). In the two inventories, students had the opportunity to respond to a variety of questions about the College, their experiences, and what gains they believe to have attained by attending.

Student Responses to College Experiences' Contribution to Growth*
Faces of the Future
Fall 1999
532 Total Responses

Category	Credit Students			Non-Credit Students		
	LCC average	National average	Difference	LCC average	National average	Difference
Learning how to work effectively as a team member	2.70	2.90	-0.20	2.86	3.01	-0.15
Communicating with others in the work setting	2.72	2.97	-0.25	3.34	3.13	0.21
Developing an openness to opinions other than my own	2.85	3.10	-0.25	3.08	3.07	0.01

*Contribution scale: 5=major contribution, 3=moderate contribution, 1=no contribution

- LCC credit students are only slightly behind the national average for the three categories, whereas LCC's non-credit students (basic skills, community education, etc.) are slightly ahead of the national average in communicating with others at work and developing an openness to others' opinions.
- It appears that a significant number of non-credit students believe that the College has helped them to better communicate with others at work.

Student Estimate of Gains - Citizenship*
Community College Student Experiences Questionnaire (CCSEQ)
Fall 1999

422 Total Responses

Category	LCC 1996	LCC 1999	Grays Harbor 1999	Yakima Valley 1999	Clark 1999	Whatcom 1999	Centralia 1999	System Total 1999
Becoming aware of different philosophies, cultures, and ways of life	31.0%	27.6%	31.0%	37.0%	35.0%	40.0%	36.0%	36.0%
Becoming clearer about my own values and ethical standards	35.8%	35.4%	38.0%	45.0%	38.0%	43.0%	38.0%	40.0%
Developing an interest in political and economic events	16.8%	13.7%	17.0%	20.0%	14.0	26.0%	22.0%	20.0%
Understanding other people and the ability to get along with different kinds of people	43.2%	38.8%	40.0%	45.0%	41.0%	42.0%	42.0%	40.0%
Developing the ability to get along with others in different kinds of situations	N/A	40.4%	44.0%	49.0%	45.0%	43.0%	46.0%	44.0%

*Proportion of students responding "Quite a bit" and "very much."

- LCC respondents in 1999 indicated that they have "gained" less in the five citizenship categories between LCC in 1996, the other selected comparison colleges, and the system total. The areas of greatest concern include becoming aware of different philosophies and developing an interest in political and economic events.

In addition, our faculty and staff are expected to conduct themselves ethically and promote good citizenship through their behavior and treatment of students. In spring 1999, the faculty and staff responded to a Faculty & Staff Satisfaction Survey. Several items in that survey asked faculty about their impressions of the ethical conduct of their colleagues and co-workers on campus. These results are also reported here.

Ethical Standards and Behavior of LCC Personnel*
Faculty & Staff Satisfaction Survey
Spring 1999

64 Total Responses

Category	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
LCC exemplifies and advocates high ethical standards (N=64)	5 (8%)	25 (39%)	17 (27%)	12 (19%)	5 (8%)
To the best of my knowledge, my colleagues and co-workers behave ethically here at LCC (N=64)	9 (14%)	30 (47%)	14 (22%)	6 (9%)	5 (8%)
I know how to respond if I witness a colleague, co-worker, or student behaving unethically (N=60)	8 (13%)	28 (47%)	13 (22%)	5 (8%)	6 (10%)
In general, I believe that faculty respect each other at LCC (N=63)	5 (8%)	31 (49%)	15 (24%)	4 (6%)	8 (13%)

*These items were responded to by full-time faculty only.

- While these data suggest that nearly one-third of the responding faculty do not agree that LCC exemplifies and advocates high ethical standards, it should be noted that this data set is missing the responses of nearly two-thirds of all full-time staff at the College. The Faculty and Staff Satisfaction Survey will be readjusted to accommodate more responses to these items when it is rerun in spring 2001. Please also see Standard 9 in LCC's 2000 Accreditation *Self Study* document.

Cultural Enrichment of Students and the Community

(Key Performance Indicator)

As the only institution of higher learning in Cowlitz and Wahkiakum counties, Lower Columbia College is responsible for promoting and advocating the cultural enrichment of our students, as well as the local community. Students' organized experiences on campus, both inside and outside of the classroom, are intended to enhance cultural awareness and acceptance of cultural differences. The College's cultural enrichment of the community is evidenced through a variety of fine arts productions, athletic events, and political and educational forums.

Student Estimate of Gains – Cultural Enrichment*
Community College Student Experiences Questionnaire (CCSEQ)
Fall 1999
422 Total Responses

Category	LCC 1996	LCC 1999	Grays Harbor 1999	Yakima Valley 1999	Clark 1999	Whatcom 1999	Centralia 1999	System Total 1999
Developing and understanding and enjoyment of art, music, and theater	17.9%	20.5%	18.0%	24.0%	19.0%	28.0%	17.0%	21.0%
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.)	24.2%	25.1%	25.0%	31.0%	26.0%	36.0%	25.0%	26.0%
Seeing the importance of history for understanding the present as well as the past	24.4%	22.5%	27.0%	29.0%	25.0%	42.0%	29.0%	30.0%
Learning more about other parts of the world and other people (Asia, Africa, South America, etc.)	15.1%	13.7%	18.0%	20.0%	24.0%	28.0%	17.0%	24.0%

*Proportion of students responding "Quite a bit" and "very much."

- LCC students indicated that they have developed and understanding and enjoyment of art/music/theater, as well as literature. The increase at LCC between 1996 and 1999 and the adequate comparison to the system total for these areas are indicators of this.
- The number of LCC students indicating that they see the importance of history or learned about other parts of the world is low. The proportion of LCC students indicating gains in these areas went down between 1996 and 1999. In addition, LCC does not compare favorably to the comparison colleges or the system total for these areas.

Athletics

Lower Columbia College features outstanding athletic programs. The Red Devil teams include cross country/track, soccer, volleyball, golf, and softball for women and baseball, basketball, and golf for men. In 1999-00, there were a total of 106 student athletes – 54 women and 52 men. In addition, LCC hosted 120 athletic contests for students, LCC staff, and members of the community to enjoy.

Athletic Team Victories 1998-99 and 1999-00

Team	1998-99	1999-00
Baseball	<ul style="list-style-type: none"> Western Division Champions (29-1) Overall Season Best Record – NWAACC (40-5) 	<ul style="list-style-type: none"> Western Division Champions (23-7) NWAACC Conference Second Place
Softball	<ul style="list-style-type: none"> Southwestern Division Champions (21-5) NWAACC Conference Champions (31-12) 	<ul style="list-style-type: none"> Southwestern Division Champions (27-3) NWAACC Conference Champions (35-5)
Men's Golf	<ul style="list-style-type: none"> Western Division Champions (12-0) 	<ul style="list-style-type: none"> Western Division Champions (12-0) NWAACC Conference Second Place
Women's Golf	<ul style="list-style-type: none"> Melissa Meads won ten consecutive tournaments. 	<ul style="list-style-type: none"> Western Division Champions (8-0) NWAACC Conference Second Place
Volleyball	<ul style="list-style-type: none"> NWAACC Conference Sixth place 	<ul style="list-style-type: none"> Western Division Second Place

Coaches' Recognition 1993-2000

Mickey Riley: Director of Athletics and men's and women's golf coach	<ul style="list-style-type: none"> NWAACC Coach of the Year – Golf - 2000
Tim Mackin: Women's softball coach	<ul style="list-style-type: none"> NWAACC Coach of the Year – Softball – 1999, 2000
Kelly Smith: Men's baseball coach	<ul style="list-style-type: none"> NWAACC Coach of the Year – Baseball – 1995, 1996, 1997, 1999 NWAACC Coach of the Year – All Sports - 1998
Jim Roffler: Men's basketball coach	<ul style="list-style-type: none"> NWAACC Coach of the Year – Basketball – 1993, 1994, 1995, 1997, 1998

Drama

LCC's Drama program is very active in the local community. Performances involve community members, as well as students. The Drama Department presents three productions each academic year. Auditions are open to students, as well as members of the community. In addition, members of the community direct, make costumes, build sets, serve on stage crew, work as ushers, and work in the box office.

Regular Season Performances

(Each show runs over three weekends for a total of ten performances.)

1998-99 Season: Tartuffe, A Cheever Evening, Six Characters in Search of an Author (1,574 total attendance)

1999-00 Season: Red Scare on Sunset, Our Town, Pride's Crossing (1,471 total attendance)

2000-01 Season: The Butler Did It, A Doll's House, The Servant of Two Masters

Talkback

The first Thursday performance of each production is followed by a discussion with the actors, designers, and technical staff about the play and how it was rehearsed and performed. This is open to all members of the community.

How to See a Play

This is offered as a one-credit course to anyone interested in knowing about the play that is presented for the quarter. Students register for the course, read the play and any additional information supplied by the director, see the play, and participate in the "talkback" discussion. This popular program continues to grow with increasing enrollment each quarter.

High School One-Act Play Festival

Each year the College hosts this annual festival of judged competition between high schools. Schools from all three counties participate. The festival is free and open to the public.

Evening of Winners

The top three shows from the Festival are presented in full production the weekend following the High School One-Act Festival. It is open to all members of the community.

Faustwork

Faustwork presented a workshop in masks in conjunction with the Columbia Theater for the Performing Arts in spring 2000. This was followed by a performance by Faustwork that evening.

Institute for Civic Responsibility

Inspired by a grant opportunity from the Washington Commission of the Humanities, several LCC faculty initiated the college's Institute for Civic Responsibility. The purpose of the Institute is to present an organized symposium once a quarter on a given topic of interest to the local community. A leading expert in the field of interest presents his/her position on the issue and then moderates brief presentations from a group of panelists who also have expertise on the given issue. Audience members have the opportunity to comment and ask questions after the presentations. The topics presented in 1999-00 were economic inequality, cultural diversity, and religion, respectively, for fall, winter, and spring quarters. Evaluation forms were distributed to audience members at each of the forums.

Institute for Civic Responsibility

Survey Results

Fall, Winter, and Spring Quarters

1999-00

119 Total Respondents

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
I found the topic to be interesting	84 (71%)	31 (26%)	1 (1%)	0 (0%)	0 (0%)	2 (2%)
I believe that different opinions were presented adequately	31 (26%)	51 (43%)	11 (9%)	16 (13%)	6 (5%)	3 (3%)
I learned something new that I didn't know before the forum	36 (30%)	56 (47%)	10 (8%)	8 (7%)	3 (3%)	6 (5%)
I'm interested in attending future forums	87 (73%)	27 (23%)	3 (3%)	0 (0%)	0 (0%)	2 (2%)

- The only areas of concern are the adequate representation of different opinions and learning something new from the forum. The Steering Committee for the Institute has adjusted the forums accordingly, based on these results.

Student Activities

The ASLCC was very active in providing a variety of educational, social, cultural, and recreational activities to the college community in 1999-2000. Students have emphasized a balanced array of co-curricular activities that appeal to a cross section of the campus population. These activities included a wide variety of events.

Educational	Concerts	Health Related	Variety	Clubs	Community Service Projects
Carl Mack: African American history presentation	Attila and Dave Project	Blood drives	Halloween Festival	Forensic Debate Team National Community College Champions 2000	Thanksgiving baskets: Provided for 25 families fall 1999
Robert Owens: Native American poet/actor	House of Hoi Poloi	Flu shots	John Bizarre: comedian	Drama Club "One Act" plays	Community House: Donated \$1,000 winter 2000
Dragon Dronet: Hollywood special effects/actor	Andy O	Health Fair	Family Movie Night	International Club food festival	Friends of Honduras: Donated \$957 spring 2000
Bill Wassmuth: Fighting Hate Groups lecture	Elvis Review	Aids testing	Star Trek-A-Thon	SLIP Club pottery exhibition	Multicultural Vietnamese New Year fund raiser (\$2,000) fall 1999
Dr. Virginia Whitehouse: Diversity lecture- Examining Differences	LCC Symphonic Band		Sidewalk chalk contest	Multicultural Club Vietnamese New Year Celebration	
Alex Montoya: Dia de Los Muertos lecture	LCC Jazz Band		Dating Game		
	LCC Honor Band		All-campus Bar-b-que		
	Battle of the Bands		Scavenger hunt		

Highlights of Accomplishments for College Outcome: Community Enrichment

- LCC students indicated that they have developed an **understanding and enjoyment of art/music/theater**, as well as literature. The 2.6% increase at LCC between 1996 and 1999 and the adequate comparison to the system total for these areas (20.5% for LCC and 21.0% for the System) are indicators of this.
- LCC's **baseball, softball, and women's and men's golf** have been Western Division and/or NWAACC champions during the 1998-99 and 1999-00 academic years.
- LCC's new **Institute for Civic Responsibility** had a very successful first year during 1999-00. More than 95% of responding attendees indicated that they would like to attend future forums.
- A significant number of non-credit students believe that the College has helped them to **better communicate with others in the workplace**.
- LCC's **student activities** sponsor a wide variety of entertainment and programs throughout the academic year including educational programs, concerts, club activities, health related activities, and community service projects.

Additional Accomplishments include the following:

- LCC's **Senior Studies** courses meet the special needs and interests of individuals 60 and older. Classes are offered at area churches, retirement centers, and other locations, including the LCC campus. Most of the offerings include computer, writing, and art courses. In 1999-00, the College held 89 Senior Studies courses with an enrollment in excess of 625 seniors.
- LCC's **Retired and Senior Volunteer Program (RSVP)** of Cowlitz-Wahkiakum counties donated over 100,000 hours of labor in 1999-2000. They are credited with saving the local communities nearly \$1.4 million.
- LCC's new **Community Health Education Center (CHEC)** has become an important local resource for information about wellness, injury and disease prevention, and safety. CHEC maintains an up-to-date Health Resource Library that is available to the public, and they are one of the resources in the community offering classes to help quit smoking.

- The **Lower Columbia Head Start/ECEAP program** is changing the future “one family at a time” by providing comprehensive services to low-income families with young children in Cowlitz County. The program served over 500 children and their families during the 1999-2000 academic year.
- Each year, LCC provides its facilities to **PEACE International** – a Tokyo-based organization dedicated to building a greater understanding between the Japanese and American people, as well as an enhanced appreciation of each other’s cultures.
- The **LCC Art Gallery** has been exhibiting works of art from around the region and the country since fall 1978. Many professional artists of the Pacific Northwest have displayed their work there and, as a teaching gallery, every spring the Art Gallery presents a student art show. More than 5,000 people visit LCC’s Art Gallery each year.
- **Connecting Waters** is a juried exhibition of art and craft from the six counties of Southwest Washington that is held in the LCC Art Gallery every other year. Connecting Waters exemplifies the diversity of art and celebrates the creative spirit of the region. The focus is on art inspired by our unique regional geography, climate, ethnic background, and traditions. Connecting Waters draws more than 1,500 people from our region to each show.
- LCC’s **Literature Alive Series** is a quarterly event in which regionally and nationally acclaimed literary artists come to campus to conduct workshops and readings. This event is free and open to the public. Beginning in 2000-01, the Literature Alive Series will combine efforts with the Longview Public Library for the **Northwest Voices Series**.
- LCC’s music program invites the campus and local communities to a variety of concerts throughout the year including the **LCC Community Choir, Honor Band, Jazz Band, and Symphonic Band**. Concerts are held in LCC’s Student Center and the Columbia Theater for the Performing Arts in Longview.

Summary of Faculty and Staff Reaction to Community Enrichment Monitoring Report

What did you learn from this report about LCC's efforts at enriching the community?

- I was not aware of the wide variety of student activities or the Senior Studies program. Before reading this report, I thought of "community enrichment" as job training and serving the needs of the employers.
- The numbers of LCC students that responded favorably to questions regarding citizenship seemed fairly low.
- The numbers from the ethical standards question from Faculty & Staff Satisfaction Survey were a bit of surprise. The negative responses seemed high.
- We should find out what Whatcom CC is doing to enrich their community.
- There should be more health and club related activities. But, there were a respectable number of student activities altogether last year.
- The athletic data was outstanding! I had heard that LCC athletics were good, but it was nice to see the specifics. Awesome coaches too!
- Data from the Institute for Civic Responsibility were very positive. Sounds like a good event!
- I was not at all aware of CHEC, ECEAP, or PEACE International. It was nice to see these in the report.
- The report is broad and covers a wide variety of topics across campus. We seem to be building a lot of awareness and little with knowledge, skills, and abilities (i.e. strategic plans and tools).
- What does "seeing the importance of history" have to do with community enrichment?
- LCC is doing a lot to enhance the community with all of the athletics, plays, concerts, etc.
- Looks like a good beginning. The category of "citizenship" does not seem to fit "community enrichment, however.
- The Institute for Civic Responsibility has made a positive impact.
- I think this report should clearly delineate each of the subcategories of the subtitle – citizenship is not community enrichment.
- You have faculty responses about each others' ethical behavior. Why not ask the students about faculty ethical behavior?
- We aren't doing enough to create an appreciation of cultural diversity in our students. It does appear that we're trying, though.
- We need to provide more to the community than just sporting events and comedians. Our community is hungering for more than just popular entertainment.
- We could be doing better in regards to ethical standards among faculty.
- The Institute for Civic Responsibility is a keeper!
- It was nice to see all of our activities in print. I didn't know that we were doing all of that.

What can LCC do to better enrich the community in the future?

- More extensive marketing of what LCC has to offer the community – billboards!
- I feel that many of the efforts that LCC makes in this area go largely unrecognized. Improve marketing and public information regarding the community enrichment stuff on campus.
- Do more publicizing and get the word out sooner regarding activities on campus.
- Do more to recognize "domestic minorities" (not so much understanding other parts of the world) and their needs and concerns.
- Our campus has approximately 85% white students. What about their culture and the development of the understanding of their own, unique culture?
- We need to do our own community follow-up with focus groups, perhaps, to find out what they think we should do to better enrich our community.
- Advertise our "big" cultural events ahead of time on the TV and radio, etc.
- I think we should do more events in the public health area. Perhaps student activities and CHEC can combine forces somehow.
- What about a community/college book club? Kind of a departure from the Civic Institute.
- Introduce a "campus walking tour" or "sit in a class for free" to the community.
- What about Coats for Tots (WEPA) and the Vest Lecture? These are also community enrichment, right?
- More emphasis on projects, essays, or assignments that deal with history, other cultures and ethics.

- It might be beneficial to talk with Whatcom and Yakima Valley about what they are doing to get their numbers so high.
- I suggest that we look at how college staff reach out through community serving as volunteers. This will "enrich" many corners of our local society.
- For our "educational" activities, we should try to be more varied than just multicultural programs. Remember to appeal to those people who actually make up your population – not just multicultural for the sake of doing multicultural.
- Change the curriculum. Offer more courses that focus on issues relevant to cultural pluralism. Hire faculty who have knowledge in this area.
- How about a course on ethics for the faculty? Morale boosters can affect change and perceptions. Staff sometimes feel undervalued.

Board Plus/Delta

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

September 20, 2000

+	Δ

Expected College Outcome: Customized Education Monitoring Report

1997 – 1999

*We are an enthusiastic partner with business and
community groups to create customized programs and
services.*

→ Lower Columbia College
Strategic Plan, 1999-2004

November 17, 1999



Lower Columbia College

Customized Education: A Monitoring Report

The purpose of this monitoring report is to present data that supports the progress the College has made in realizing the expected college outcome of customizing educational services and providing pre-employment testing for regional companies, organizations, and industries.

Customizing educational services has become an increasingly vital function of the community college in recent years. It is because of customized education that the community college can now boast that it truly is available to serve the community, and region, for whatever education or training is needed. In September 1999, the Lower Columbia College Board of Trustees adopted Customized Education as one of the seven expected college outcomes and established that the institution is "an enthusiastic partner with business and community groups to create customized programs and services."

This report is the second in a series of annual reports that measures the degree to which the institution has become flexible in offering customized educational services to businesses and industries in the service district and region. Part of the philosophy of the community college is serving the community's educational needs in whatever way it can. Lower Columbia College has demonstrated itself to be a higher education leader in the region through its development of an on-campus Business and Industry Center that is equipped to customize a wide variety of educational and pre-employment testing services for organizations throughout the region.

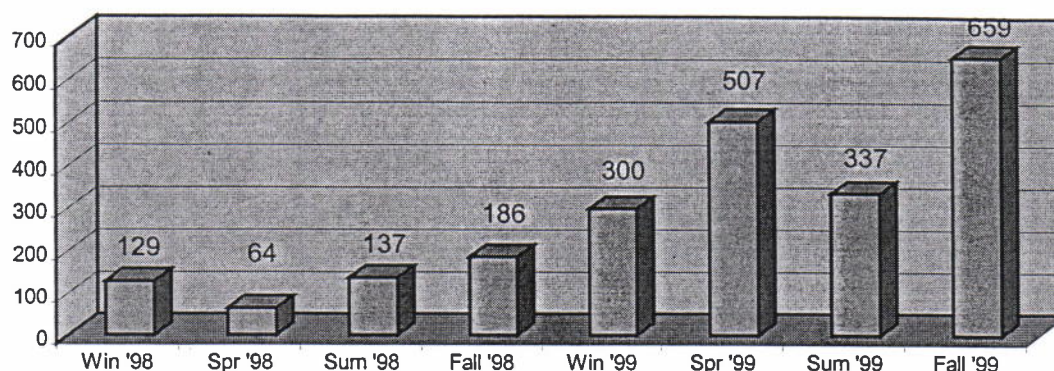
During the recent strategic planning process, the Executive Planning Committee identified one key performance indicator (KPI) that measures this important expected college outcome. The KPI is Client assessment of programs and services. It is defined as the proportion of clients who report that the customized education programs offered are viable and that they are satisfied with the services they received. Customized education is also measured by student satisfaction with the instruction they received through these programs. In this monitoring report, student satisfaction with the instruction received will be reported only. Both client and student satisfaction will be reported in 2000.

Important highlights of the data are provided as bullet statements under each figure. Faculty and staff reactions to this report can be found on the penultimate page. In addition, this report has been reviewed internally in the context of continuous improvement. Reviewers were asked to make comments and the Board is being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will inform our planning for the next fiscal year.

Part 1: Training/Class Enrollment

The LCC Business & Industry Center provides a variety of training classes for businesses, industries, and organizations throughout the region.

Total Headcount of Customized Education Students Winter 1998-Fall 1999



- These headcounts are for customized education students in non-credit classes only.
- Customized education enrollment has been steadily growing since winter 1998 with its greatest increase in fall 1999 – an increase which may be attributed to media marketing and the first Business & Industry class schedule in Fall '99
- Customized education enrollment has increased more than 400% from winter 1998 to fall 1999.
- Short-term, on-line distance education programs were introduced in Summer 1999.

Headcounts for Interactive Multimedia Classes (IMC) Fall 1997-Spring 1999

	VIED	IMEL	INTC	MAMT	Health	Math	Tech	CIS	OFAD
Fall 97	72	75	39	31	41	2	8	22	0
Win 98	102	132	43	110	0	6	11	1	2
Spr 98	42	42	20	25	0	1	7	0	2
Sum 98	14	13	29	23	0	0	4	0	1
Fall 98	67	80	25	58	31	1	1	1	0
Win 99	47	113	13	45	11	0	1	1	0
Spr 99	54	104	31	42	38	0	0	0	0
Total	398	559	200	334	121	10	32	25	5

VIED=Pre-Hire Safety, IMEL=Industrial Maintenance Electrician, INTC=Industrial Maintenance Instrumentation, MAMT=Mechanical Maintenance Technician, Tech=Technical Reading/Statistical Procedures, CIS=Computer Information Services, OFAD=Office Administration

- Pre-hire safety, industrial maintenance electrician, and mechanical maintenance technician classes have the most enrollment.
- Enrollment in the technical/mechanical classes is anticipated to grow as a result of the implementation of the new Power Utility Certification Program in 1998.
- Customized safety classes began with two new companies in the region and have become increasingly important to existing companies as well.
- Pre-hire safety has been tied to pre-employment certification for potential applicants and is tied to the labor market. The stability of the program is attributable to recent marketing efforts, specifically with Forklift certification and lead-based paint certification.

Wildland Fire Certification Courses Student Enrollment 1998-1999

Course	1997-98	1998-99
S130/190: Wildland Fire Behavior/Fire Shelter Certification	21	18
S290: Wildland Fire Behavior Instructor Level 1 Certification	0	19
S205: Fire Operations in the Urban Interface Certification	0	10
S230: Crew Boss (Single Resource) Certification	0	15
S330: Task Force/Strike Team Leader Certification	0	25
Total	21	87

- Wildland Fire Certification Courses are all non-credit bearing.
- The number of career and volunteer firefighters trained by LCC's Business & Industry Center increased more than 300% from 1998 to 1999.
- The Business & Industry's partnership with the Pacific Northwest Wildfire Coordination Group (PNWCG) has allowed for increased communication between the SW Washington Region 5 Training Council to offer the required training within the region.

Workplace Leadership Series 1998-99: 6 Sessions

Companies	Employees Enrolled
Reynolds Metals	29
JH Kelly	2
Columbia Analytical	8
Portco	1

- The new Workplace Leadership Program is a series of 18 customized training sessions with a mentor session designed to enhance the leadership skills of first-line worksite supervisors.

American Heart Association Classes 1997-1999

Year	Classes	Students
1997-98	49	292
1998-99	292	2,017

- Lower Columbia College has been designated the Southwest Washington community training center for the AHA and provides instructor certification, continuing education, and quality assurance for the national headquarters.

Transport Operator Training (Truck Driving) 1997-1999

	1997-98	1998-99
Enrollment	53	78

- The Transport Operator Training prepares individuals for commercial driver licensing (CDL) in partnership with Specialized Training Service.
- 100% of eligible graduates are placed in the industry.
- Nearly 45% of Transport Operator Training students are female.

Part 2: Pre-Employment Testing

The LCC Business & Industry Center provides a wide variety of pre-employment testing and certification services for companies that want to screen and hire potential employees.

Clients Served in Pre-Employment Services 1997-1999

Clients	1996-97	1997-98	1998-99
BHP	535	117	37
Work Keys	0	1	41
SRA/Flanagan	0	0	14
Reynolds	0	458	119
Reynolds-OR	0	2	981
PeaceHealth	8	133	0
Prudential	0	185	377
Weyerhaeuser	1	258	2
Cowlitz 2	0	8	0
LvSchDist	0	0	52
Oregon Steel	0	0	1
IECO	0	0	1
Drop-In	0	0	22
Totals	544	1,162	1,647

- Standardized assessments are used to assess a potential employee's skill level in math, reading, writing, computer, and mechanical abilities. Levels, instruments, and "cut scores" are determined by the respective companies and relate to the skills and tasks required in the entry-level jobs.

- Individuals passing the required tests receive a certificate of eligibility for hiring preference with the client company.
- Both BHP and Prudential Steel reported that the pre-employment testing and certification process was a key factor in hiring a skilled workforce, reducing start-up delays and increasing profit.
- Assessments increased nearly 200% from 1997 to 1999.

Part 3: Client Contracts

The LCC Business & Industry Center enters into training and testing contracts with a wide variety of companies and organizations in the Southwest region.

Number of Client Contracts 1998-1999

Company/Organization	1997-98	1998-99
BF Goodrich	0	2
BHP Coated Steel	3	8
Boise Cascade	2	4
Cathlamet Fire Department	0	1
Century Communications	0	1
Chelan PUD	1	1
City of Castle Rock EMS	0	1
Clark Regional Emergency	0	1
Columbia Analytical	0	1
Columbia River Carbonates	2	6
Community Home Health Hospice	0	1
Cowlitz County Economic Development Council	0	1
Cowlitz Fire District 3	0	1
Evergreen Community Development Agency	1	1
G. Loomis	0	2
JH Kelly	1	1
Kaiser Permanente	0	1
Kelso School District	0	1
Learning Point, Inc.	0	1
Local 970: International Brotherhood of Electrical Workers	0	2
Longview Fibre	2	2
Longview School District	1	2
Lower Columbia College	0	2
NCS	0	1
Oregon Health Department	1	1
Oregon Steel	6	3
Pacific Lamination	0	3

PeaceHealth St. John	1	2
Port of Kalama	0	1
Prudential Steel	2	3
Region 5 Training Association	1	3
Reynolds Metals-Longview	2	9
Reynolds Metals-Oregon	0	4
Stowe Woodward	1	1
Trus Joist McMillan	3	6
Wahkiakum West	0	1
Walstead Merching	0	1
Weld Industries-Wayron	1	4
Weyerhaeuser-Pulp & Paper	4	4
Wilcox & Flegel	1	0
YMCA SW Washington	0	1
Totals	36	92

- The number of LCC Business & Industry Center client contracts increased by more than 160% between 1998 and 1999.
- The LCC Business & Industry Center retained 54.5% of clients from 1998 to 1999 and experienced a 73.7% increase in new clients.

Multi-Year Partnerships, Agreements, and Memberships 1998-1999

	1997-98	1998-99
ITC Learning Corporation	*	*
American heart	*	*
Partnership for Environmental Training & Efficiency (PETE)	-	*
Small Business Development Center (SBDC)	-	*
Pacific Northwest Wildfire Coordinating Group (PNWCG)	*	*
Specialized Training Services	*	*
American College Testing (ACT) and Work KEYS	*	*
Learning Point	-	*
Association for Quality & Participation	*	*
Local 970 – International Brotherhood of Electrical Workers	-	*
Kelso School District	-	*

Longview School District	-	*
Longview/Cowlitz 2 Fire & Rescue	*	*
Lower Columbia Contractors Association	-	*
Region 5 Training Council	-	*
Longview Chamber of Commerce	*	*
Cowlitz County Economic Development Council	*	*
Fort James Corporation – Preferred Applicant Program	*	*

- The LCC Business & Industry Center had an 80% increase in the number of formal partnerships from 1998 to 1999.

SUMMARY of Facts and Findings

Expected College Outcome: Customized Education

- The market for customized education is increasing for Lower Columbia College. Effective planning and marketing are critical to its success. Radio advertising began in March 1999 and the first formal publication was released in August 1999.
- The LCC Business & Industry Center amended the ITC contract to continue to act as a regional distributor of software and services to other colleges in the Northwest Region.
- The Business & Industry Center has been recognized as an “Authorized Work Keys Service Center.”
- In 1997-98, LCC’s “Testing and Certification Process” was selected as one of Washington State’s Best Practices.
- The Business & Industry Center staff, along with student services staff, participated in a Network conference in San Francisco in August 1999 as a best practice in serving Welfare-to-Work clients.
- In 1998-99, the LCC Business & Industry Center acquired a total of \$316,321 in grant funding for job skills and Work First training.
- The Workplace Leadership Program is the first of its kind to be delivered locally and has received continuing enrollments from existing clients.
- The Business & Industry Center has developed a comprehensive web page. The web page includes a day-to-day calendar of events, on-line registration, and a breakdown of programs and services offered by the center.
- Program and service changes have also attributed to staffing growth within the Business & Industry Center. The Center has growth from two (2) full-time and one (1) half-time staff in 1997-98 to five (5) full-time and five (5) half-time staff in 1998-99 and 1999-2000.
- During the 1998-99 academic year, the LCC Business & Industry Center achieved a level of financial self-sufficiency as planned.

Preliminary Summary of Faculty and Staff Reaction to Access Monitoring Report

What did you learn from this report?

- The LCC Business & Industry Center reaches clients beyond the service district into remote parts of the region.
- I'm impressed by the broad range of varied services offered by the B&I Center, as well as the extensive number of client contracts and partnerships.

What are your recommendations?

- Include both FTE generated courses, as well as non-credit enrollment.
- Need to track the number of classes offered.
- Track client dollar (\$) volume.
- Show headcounts on an annual basis.
- Volume by mode of delivery is needed.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
November 1, 1999

+	Δ

College Outcome:

Institutional Excellence

We are committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.

Monitoring Report

1995 – 2000

September 20, 2000



Lower Columbia College

Institutional Excellence

The purpose of this monitoring report is to present data that support progress the institution has made on one of its College Outcomes – Institutional Excellence. Lower Columbia College's vision, mission, and values embrace an environment of integrity and excellence. In fact, the health of the institution depends on how college personnel "go about the business of higher education." Our campus community expects that the College operates on the basis of integrity, collaboration, and diversity that foster personal growth and academic excellence.

Lower Columbia College offers relevant programs that are continually maintained to best accommodate students' needs for employment, transfer, or skill development. The College is also an excellent place to work where faculty and staff morale is high and students are satisfied with support services. Finally, the College stays in touch with its alumni and the community in order to gather continually the information we need to make the right changes.

During the recent strategic planning process, the Executive Planning Committee identified six key performance indicators (KPIs) that measure the outcomes of institutional excellence. These include **student progress, relevance of programs, faculty/staff satisfaction and morale, external perceptions/satisfaction with LCC, student satisfaction with support services, and student persistence and performance**. Data for these KPIs are presented in this report. Additional data that are pertinent to the progress the College is making in this area have been included as well.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. This report has been reviewed internally by a select group of faculty and staff with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions can be found at the end of this report.

The Board of Trustees was also asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will assist with our planning for the next fiscal year.

Institutional Excellence

Student Progress (Key Performance Indicator)

Student progress is a measure used by our State Community and Technical College System (SBCTC) to account for "drop out" and "stop out" patterns among degree-seeking students. In essence, this is a look at retention rates of degree-seeking students. SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two-year period.

Category	Definition
Substantial Progress	Students with degree plans graduating or attending four or more quarters over the two-year period.
Some Progress	Students with degree plans attending two or three quarters over the two-year period.
Early Leavers	Students with degree plans attending only the first quarter and not returning in two years time.

	LCC		Grays Harbor		Whatcom		Wenatchee Valley		Centralia		System Total	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Students entering fall 1996												
Substantial Progress	52%	35%	52%	25%	55%	31%	59%	22%	60%	24%	56%	31%
Some Progress	33%	23%	31%	25%	29%	37%	29%	38%	24%	33%	28%	30%
Early Leavers	15%	43%	17%	50%	16%	32%	12%	41%	16%	43%	16%	39%
Students entering fall 1997												
Substantial Progress	55%	34%	55%	24%	62%	40%	57%	13%	62%	30%	57%	29%
Some Progress	30%	29%	31%	41%	26%	30%	28%	29%	28%	30%	27%	31%
Early Leavers	14%	37%	14%	35%	12%	30%	15%	58%	10%	41%	15%	40%
Students entering fall 1998												
Substantial Progress	52%	35%	55%	24%	57%	33%	58%	21%	63%	27%	55%	31%
Some Progress	28%	31%	31%	41%	33%	36%	28%	34%	25%	27%	28%	31%
Early Leavers	20%	34%	14%	35%	9%	30%	14%	45%	12%	47%	17%	38%

- Over this three-year observation, it appears that LCC does a better job at retaining part-time students than the comparison colleges. In addition, LCC does consistently better in this area than that which is reflected for the System average.
- While LCC has been relatively consistent in retaining full-time students (between 52% and 55%), more work will be needed to meet the comparison colleges and System average.

**Relevance of Programs
(Key Performance Indicator)**

LCC strives to offer to students the most relevant and viable programs possible. Given the fact that all of the offerings in the transfer area are support in nature and provide students with the initial two years of general undergraduate requirements, they are not included in this observation of program relevance. In other words, LCC does not offer any "majors" in the transfer area, only courses. However, this will change soon with the introduction of the new A.S. degree option. Relevance of professional/technical programs are based on enrollment, alumni and employer appraisals, and employment rate data.

**Relevance of Programs
Legend**

Enrollment	1 = Steady decline over 5-year period. 2 = Steady decline over 3-year period. 3 = Consistent over 5-year period. 4 = Steady incline over 3-year period. 5 = Steady incline over 5-year period.
Median Hourly Wage	1 = Below \$6.50/hr. 2 = \$6.51/hr. - \$8.00/hr. 3 = \$8.01/hr. - \$10.00/hr. 4 = \$10.01/hr. - \$13.00/hr. 5 = \$13.01/hr. →
Est. Employment Rate	1 = 50% - 59% 2 = 60% - 65% 3 = 66% - 72% 4 = 73% - 82% 5 = 83% →
Usefulness of Training (Proportion of students responding "Very good" or "Good.")	1 = 0% - 25% 2 = 26% - 45% 3 = 46% - 65% 4 = 66% - 85% 5 = 86% →

Professional/Technical Program Relevance Matrix

Discipline	Enrollment	Median Hourly Wage	Estimated Employment Rate	Usefulness of Training for the Job	Total (Out of 20)
Accounting Tech	1	\$9.15 (3)	83.6% (5)	74% (4)	13
Administration of Justice	4	\$11.97 (4)	87.1%* (5)	33% (2)	15
Automotive Tech	4	\$10.27 (4)	80.9% (4)	100% (5)	17
Business Management	4	\$9.09 (3)	85.6% (5)	87% (5)	17
Chemical Dependency	3	\$11.36 (4)	79.4%* (4)	100% (5)	16
Computer Information Systems	4	\$10.22 (4)	76.6% (4)	67% (4)	16
Diesel/Heavy Equipment	4	\$13.68 (5)	82.3% (4)	100% (5)	18
Early Childhood Education	5	\$8.94 (3)	70.6% (3)	88% (5)	16
Electronics Tech	4	\$14.97 (5)	73.2% (4)	70% (4)	17
Fire Science Tech	5	\$11.71 (4)	81.4%* (4)	33% (2)	15
Industrial Maintenance	4	\$22.20 (5)	82.8%* (5)	-	-
Instrumentation Tech	2	--	48.3%* (1)	-	-
Machine Trades	1	\$12.37 (4)	83.4% (5)	67% (4)	14
Mechanical Engineering Tech	3	\$13.35 (5)	76.7%* (4)	-	-
Medical Assisting	2	\$8.91 (3)	78.9% (4)	82% (4)	13
Nursing Assistant	1	\$6.59 (2)	75.4% (4)	94% (5)	12

Practical Nurse	1	\$11.40 (4)	86.2% (5)	94% (5)	15
Registered Nurse	1	\$15.70 (5)	87.5% (5)	94% (5)	16
Administrative Assistant	2	\$9.27 (3)	67.1% (3)	50% (3)	11
Legal Admin. Support	2	\$8.38 (3)	57.9% (1)	50% (3)	9
Medical Admin. Support	2	\$8.08 (3)	72.4% (3)	50% (3)	11
Paper & Pulp Tech	2	\$23.70 (5)	73.8%* (4)	-	-
Welding	4	\$13.14 (5)	79.4% (4)	100% (5)	18

- Based on the total "index scores," LCC's professional/technical programs range from a low of "9" (legal administrative support) to a high of "18" (Diesel/heavy equipment and welding). Programs that scored a "16" or higher are considered to be performing adequately. Programs that scored less than "16" require additional review.

Faculty and Staff Satisfaction and Morale (Key Performance Indicator)

The LCC administration understands the importance of maintaining a positive and productive work environment on campus. In fact, one of the four strategic issues articulated through the college's recent strategic planning process is the improvement the institution's campus climate. Many steps have been taken to improve communication and collaboration between all college personnel. LCC's Faculty and Staff Satisfaction Survey was modeled closely after one produced by Bates Technical College and was distributed to LCC personnel in spring 1999. It should be noted that the data reported here was 18 months old at the time this report was assembled. There were 180 responses.

I am satisfied with my job at the college.

Institution	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
LCC	26.3%	42.9%	18.9%	9.7%	2.3%
Bates	35.1%	46.6%	10.8%	6%	1.6%

- Overall, LCC faculty and staff, in 1999, did not express the same degree of satisfaction as their counterparts at Bates Technical College.

My job gives me a sense of personal accomplishment.

Institution	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
LCC	44.9%	38.2%	12.4%	4.5%	0%
Bates	46.2%	41.5%	8.7%	2.4%	1.2%

- Almost all of LCC's faculty and staff indicate a sense of personal accomplishment in their jobs.

The college is better place at which to work today than in the past.

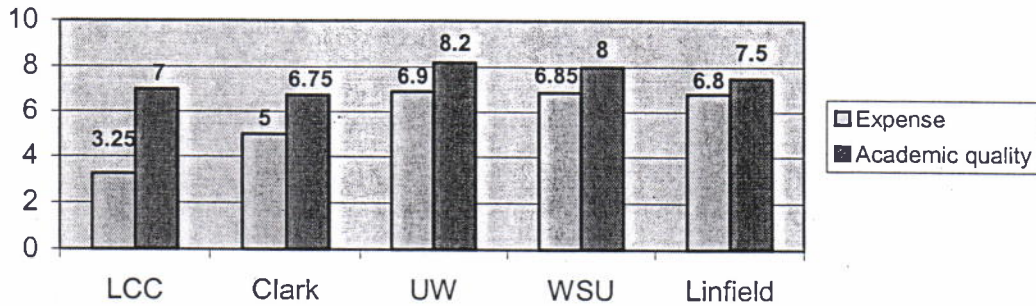
Institution	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
LCC	16.6%	27.4%	41.1%	12%	2.9%
Bates	27.9%	31.9%	27.1%	7.6%	5.6%

- 44.0% of LCC faculty and staff agreed with this statement. It also appears that many faculty and staff withheld judgment at that time (41.1% responded "neutral").

External Perceptions of Lower Columbia College (Key Performance Indicator)

As a community college, it is of great importance that LCC maintain excellent rapport with the local community. Again, one of the strategic issues articulated through the college's recent strategic planning process is to create and maintain links between LCC and the community. The data reported here are from a community inquiry provided by a private research organization (Stamats Communications, Inc.) in May 1998.

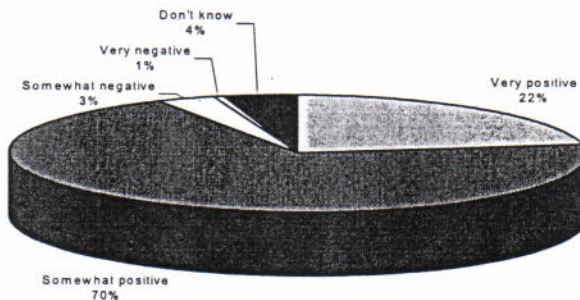
Five Institution Comparison Between Expense and Academic Quality*
May 1998
148 Total Responses



*Academic quality (1=low, 10=high), Expense (1=inexpensive, 10=expensive)

- These data indicate that local community residents and business leaders view LCC as offering good academic quality at a lower cost than the competitor institutions.

Local Community Members' and Business Leaders' Responses to "What is your general Impression of Lower Columbia College?"
May 1998
148 Total Responses



- A significant proportion of responding community members and business leaders indicated a favorable impression of LCC. More than 90% have a very positive or somewhat positive impression of the College.

**Student Satisfaction with Support Services
(Key Performance Indicator)**

Lower Columbia College faculty and staff understand that students have many of their college experiences on campus outside of the classroom. LCC is proud of its updated and streamlined Admission Center where students can be advised, take a placement test, register, and pay tuition and fees all in one building. The following satisfaction data regarding the college's support services are from the 1999 Community College Student Experiences Questionnaire, the 1999 Faces of the Future Survey, and "How did we do?" forms that students complete either at the counter at the time of service or at home.

**Student Responses to Satisfaction with Support Services*
Faces of the Future
Fall 1999
532 Total Responses**

Category	Credit Students			Non-Credit Students		
	LCC average	National average	Difference	LCC average	National average	Difference
Academic advising is of high quality	3.37	3.46	-0.09	3.97	3.53	0.44
I received all the help I needed from the Financial Aid personnel to make my applications for financial aid	3.51	3.54	-0.03	3.88	3.41	0.48

*5=strongly agree, 1=strongly disagree

- According to these results, our non-credit students are more satisfied with advising and the Financial Aid Office than our credit students. Despite this, a less than 1% difference for the credit students is negligible. Based on these data, it is safe to conclude that both credit and non-credit students are satisfied with advising and the Financial Aid Office.
- Results from the 1996 and 1999 CCSEQ support the Faces of the Future data above. 18% more students indicated that they were very satisfied with advising in 1999 than in 1996. In addition, in 1999, more than 66% of responding students indicated that they were appropriately advised into the classes they needed to accomplish their goals.

Student Responses to "Did we do a good job serving you this quarter?"

**Registration Counter
How Did We Do?
Lower Columbia College
196 Total Responses**

Excellent	Good	Fair	Below average	Unsatisfactory
103 (52.6%)	62 (31.6%)	18 (9.2%)	7 (3.6%)	6 (3.1%)

- 84.2% of student respondents indicated that the service they received from the registration counter was excellent or good. Service by the registration area has improved with the introduction of a computerized kiosk for students to receive their personal, as well as course information. The LCC Registration Office now has the capability of printing students' official transcripts on campus.

Student Persistence and Performance
(Key Performance Indicator)

One of the ways to check the health of the institution is to observe how many first-time, new students are retained from their first fall quarter to the following year's fall quarter. Retention has a great effect on overall enrollment, and LCC has implemented various retention strategies. The following tables present data on fall-to-fall retention over a three-year period for both purpose for attending and gender/ethnicity. Additional data from LCC's special retention program are also included.

Fall-to-Fall Retention Rates for First-Time New Students by Purpose for Attending
Fall 1996 – Fall 1999

	Fall 1996 to Fall 1997			Fall 1997 to Fall 1998			Fall 1998 to Fall 1999		
	Students	Retained	%	Students	Retained	%	Students	Retained	%
First-time new students	1,234	388	31%	1,151	393	34%	1,353	410	30%
First-time new students taking courses related to current or future work	313	84	27%	241	67	28%	273	59	22%
First-time new students transferring to a 4-year college	221	118	53%	178	89	50%	110	61	55%
First-time new students seeking high school diploma or GED certificate	113	19	17%	87	11	13%	74	9	12%
First-time new students exploring career direction	57	20	35%	31	11	35%	16	3	19%
First-time new students enrolled for personal enrichment	73	10	14%	95	17	18%	119	19	16%
"Other" first-time new students	34	3	9%	36	8	22%	34	5	15%
First-time new students no response	423	134	32%	483	190	39%	727	254	35%

- These data show that LCC does a good job in retaining transfer students (between 50% to 55%), but not as well in retaining professional/technical students (22% to 28%). Part of the reason for this is that many professional/technical students come to the College to take courses related to their employment and do not intend to get a degree. In addition, many professional/technical students actually attain employment before completing their courses of study.

Fall-to-Fall Retention Rates for First-Time New Students by Gender and Ethnicity
Fall 1996 – Fall 1999

	Fall 1996 to Fall 1997			Fall 1997 to Fall 1998			Fall 1998 to Fall 1999		
	First-time new students	First-time new students retained	%	First-time new students	First-time new students retained	%	First-time new students	First-time new students retained	%
All students	1,234	388	31%	1,151	393	34%	1,353	410	30%
Male	570	176	31%	521	179	34%	617	187	30%
Female	652	211	32%	615	213	35%	585	202	35%
Asian	37	16	43%	32	11	34%	28	10	36%
African American	7	2	29%	5	1	20%	10	2	20%
Native American	39	7	18%	34	15	44%	34	8	24%
Hispanic	85	25	29%	98	17	17%	91	16	18%
Caucasian	907	312	34%	903	325	36%	1,022	347	34%

- LCC has a similar retention pattern to many other community colleges in that the College retains slightly more females than males. While the overall numbers of minorities are small, attention should go to retention efforts towards African American, Native American, and Hispanic students.

Student Services
Retention Program

As of fall 1996, the student services area has been maintaining an active student retention program. The program entails the making of telephone contacts with new degree- and certificate-seeking students enrolled for at least five credits. The primary focus of the retention program has been to provide new students with information about services available with the intent of encouraging continued enrollment. Referrals to advisors, counselors, or faculty are also made when warranted. The following table details the success of the college's retention program.

Retention Results
Student Services Retention Program
Fall 1996 – Spring 2000

	Fall 1996 to Winter 1997	Fall 1997 to Winter 1998	Fall 1998 to Winter 1999	Winter 1999 to Spring 1999	Spring 1999 to Fall 1999	Fall 1999 to Winter 2000	Winter 2000 to Spring 2000
Degree/certificate seeking students enrolled in 10 or more credits	81%	82%	75%	75%	43%	87%	78%
Degree/certificate seeking students enrolled in 1-9 credits	N/A	N/A	48%	39%	34%	63%	45%
All Degree/certificate students combined	N/A	N/A	69%	64%	41%	82%	67%

- In general, these results reflect the common retention pattern at community colleges where full-time students are retained more readily than part-time students.

Highlights of Accomplishments for
College Outcome: **Institutional Excellence**

- Over a three-year observation, it appears that LCC does a better job at **retaining part-time students** than comparable colleges. In addition, LCC does consistently better in this area than that which is reflected for the Washington Community and Technical College System average.
- Nine of **LCC's professional/technical programs** scored very well (at least a "16" out of "20") on an assessment matrix that includes individual scores for enrollment, hourly wage, estimated employment rate, and alumni responses regarding the effectiveness of training.
- Many of **LCC's faculty and staff** indicate a **sense of personal accomplishment in their jobs**. Despite being slightly lower than a comparison college (83.1% vs. 87.7%, for agree or strongly agree), LCC's results are encouraging.
- Data indicate that **local community residents and business leaders** view LCC as offering good academic quality at a lower cost than competitor institutions. A significant proportion of responding community members and business leaders indicated a favorable impression of LCC. More than 90% have a very positive or somewhat positive impression of the College.
- Both **credit and non-credit students** are **satisfied with advising** and the **Financial Aid Office**.
- 18% more students at LCC indicated that they were **very satisfied with advising** in 1999 than in 1996. In addition, in 1999, more than 66% of responding students indicated that they were appropriately advised into the classes they needed to accomplish their goals.
- 84.2% of student respondents indicated that the service they received from the **registration counter** was excellent or good.
- LCC does a good job in **retaining transfer students** (between 50% to 55%), but not as well in retaining professional/technical students (22% to 28%).
- LCC has a similar **retention pattern** to many other community colleges in the Washington Community and Technical College System in that the College retains slightly more females than males.

Summary of Faculty and Staff Reaction to Institutional Excellence Monitoring Report

What did you learn from this report about LCC's efforts at being an excellent institution?

- I was disappointed in some of the retention numbers and especially disappointed in the faculty/staff survey results. This information needs to be disseminated to the college community in a careful manner.
- I got some insights into the professional/technical programs, although there is a "surface" quality about the data.
- The index presented for the analysis of the professional/technical programs is a great start, but it needs to be explained better and perhaps even adjusted.
- What are the professional/technical rating indices based on? Are these established measures?
- If we're going to use the student outcomes questions to classify students, we need to improve data collection.
- I'm surprised at the low "usefulness" rating of Fire Science.
- I'd rather compare LCC with another CC, rather than a technical college.
- From this report I can clearly see that the people at LCC go the extra mile. They are continually looking for ways to improve many areas of the college. The phone calling of the retention program is a good example.
- Even though nursing has extremely high demand, our enrollment is low in that area.
- Bates is not a good comparison college for LCC.
- More must be done to retain minorities. Are the numbers of minorities reported here representative of those populations? We should compare these numbers with the minority students in the Student Support Services area.
- The "relevance of programs" section is, perhaps, more appropriate for the Professional/Technical Monitoring Report.
- This is an exciting time to be at LCC! We seem to be moving so quickly in good directions – I can hardly keep up. But, you guys "keep it up!"
- I think we need to revisit the concept of "institutional excellence." Some of your "key performance indicators" seem to be reaching a bit.

What can LCC do, or do better, to be recognized as an excellent institution?

- Increase student retention.
- Increase faculty/staff morale.
- Get better comparison rates with system and other colleges.
- We really need some focused efforts to address the issues raised in this report.
- Talk to our satisfied customers and determine why they are satisfied. Then we can build better marketing and image messages around what we've learned.
- I'd like to see satisfaction data from more service areas like cashiering, security, library, etc.
- Keep in contact with new businesses that are moving into the area and supply classes to them through the Business & Industry Center.
- All staff meetings are helpful, but we need to better utilize the First Connection newsletter.
- Use some good comparative data to show that LCC is often "leading the way."

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

October 18, 2000

+	Δ

College Outcome: Professional/Technical Monitoring Report

1995 – 1999

*We provide opportunities for students to receive quality
professional/technical training for employment, skills
enhancement, and career development*

→ Lower Columbia College
Expected College Outcome

July 26, 2000



Lower Columbia College

Professional/Technical: A Monitoring Report

The purpose of this monitoring report is to present data that support progress the College has made in preparing professional/technical students for gainful employment or a position upgrade.

Professional/technical preparation is a very important function of a comprehensive community college and is also one of the major system goals of the Washington State Community and Technical College System. In September 1999, the Lower Columbia College Board of Trustees adopted professional/technical as one of the seven college outcomes.

Lower Columbia College offers professional/technical students the Associate in Applied Science degree, as well as a number of specialized certificate programs. A certificate of proficiency is awarded for occupational training equaling 45 credits or more, and generally takes approximately one year to complete. A certificate of completion is awarded for specialized training totaling at least 15 credits, but fewer than 45 credits. Currently, the College offers more than 50 professional/technical degree and certificate options; included under business, industrial technology, and health and human services.

During the recent strategic planning process, the Executive Planning Committee identified three key performance indicators (KPIs) that measure professional/technical outcomes. These include **student/graduate satisfaction with instruction, employer satisfaction, placement rate in the workforce, and licensure rates**. Data for these KPIs are presented in this report. Additional data that is pertinent to the progress the College is making in this area has been included as well.

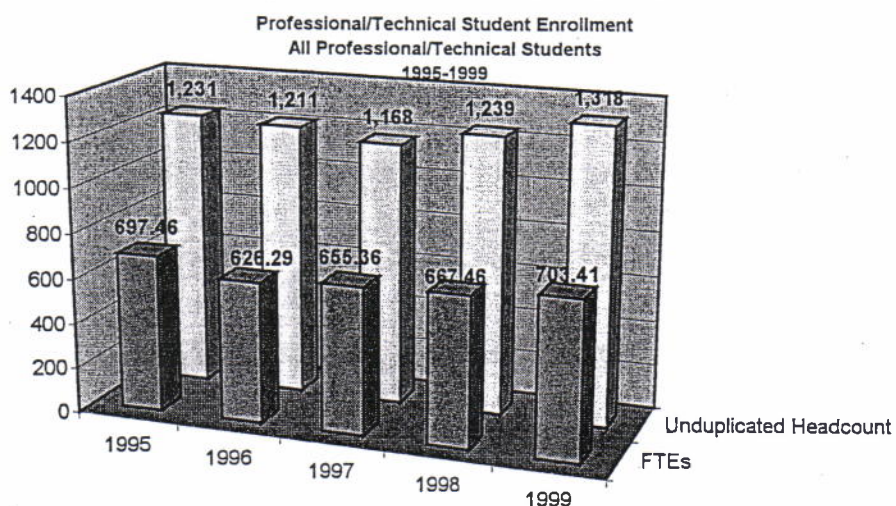
This report also includes data and information regarding professional/technical enrollment, perceptions of the campus climate, graduation rates, low-to-high wages earned by graduates and leavers, and estimated employment rates.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. This report has been reviewed internally by a select group of faculty and staff with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions can be found on the end of this report.

The Board was also asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will assist with our planning for the next fiscal year.

Professional/Technical Student Enrollment Summary

The professional/technical student enrollment summary presents the unduplicated headcount and FTEs of all professional/technical students enrolled at LCC regardless of funding source.



- The unduplicated headcount of professional/technical students saw a decrease between 1995 and 1997, but has increased by 12.8% between 1997 and 1999.
- Overall, professional/technical FTEs have increased by 12.3% between 1996 and 1999.

Professional/Technical Enrollment and Staffing Summary by Individual Program

The following summary presents duplicated headcounts, program majors, FTEs, FTEF, and student/faculty ratios for each of the professional/technical areas at the College. The programs are displayed alphabetically. The following legend details specifically what each of these categories represent:

Category	Description
Duplicated Headcount	This is the total number of seats occupied in all of the core classes of a given program.
Majors	This is the total number of students who have declared a given program as their major, whether or not they are taking courses in the program.
FTE	This is the annualized "full-time equivalent student." One annual FTE is the equivalent of one student enrolled for 45 credit hours.
FTEF	This is the annualized "full-time equivalent faculty." One FTEF teaching faculty is equal to one instructional employee assigned to teach a full-time load of courses for nine months.
S/F Ratio	This is the "student/faculty ratio." It is FTE divided by FTEF, which gives the ratio of how many FTEs per FTEF.

Accounting

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	514	70	54.6	2.87	18.99
1995-96	514	71	55.9	2.94	18.99
1996-97	488	63	52.6	2.81	18.76
1997-98	453	59	46.2	2.47	18.75
1998-99	424	54	43.6	2.52	17.33

Administration of Justice

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
143	66	14.7	0.52	28.39
158	69	16.5	0.67	24.64
141	51	15.4	0.63	24.41
142	53	15.2	0.63	24.01
162	71	17.3	0.70	24.61

- Enrollment in the **Accounting Technician** program appears to be steadily decreasing. There has been a 17.5% decrease in the duplicated headcount, a 22.9% decrease in the number of declared majors, and a 12.2% decrease in total FTEs from 1995 to 1999.
- Enrollment in **Administration of Justice** is on the rise. There has been a 13.3% increase in the duplicated headcount and a 7.6% increase in the number of declared majors.

Automotive/Diesel Technology

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	433	75	91.3	6.55	13.95
1995-96	254	67	49.3	6.02	8.19
1996-97	328	86	49.9	3.65	13.67
1997-98	342	95	49.2	4.53	10.86
1998-99	397	101	57.3	4.50	12.72

Business Management

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1,094	132	112.8	5.02	22.46
974	112	99.3	4.90	20.24
1,040	146	108.1	5.23	20.68
1,068	151	108.4	4.94	21.92
1,109	211	113.2	5.06	22.36

- Enrollment in **Automotive/Diesel Technology** is on the rise with a 21.0% increase in duplicated headcount and a 17.4% increase in the number of declared majors between 1997 and 1999.
- Enrollment in **Business Management** is on the rise with a 1.4% increase in duplicated headcount and a 59.8% increase in the number of declared majors between 1995 and 1999.

Business Technology (was OFAD)

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	1,545	231	112.9	4.16	27.13
1995-96	1,342	235	94.3	4.07	22.18
1996-97	1,581	184	102.6	4.69	21.69
1997-98	1,348	173	87.4	4.06	21.52
1998-99	1,293	159	84.1	3.95	21.32

Chemical Dependency Studies

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
203	34	11.8	0.71	16.67
269	48	16.5	0.89	18.45
235	49	14.5	0.94	15.37
264	39	15.9	0.97	16.36
220	38	13.5	0.99	13.62

- Enrollment in **Business Technology** is on the decline with a 16.3% decrease in duplicated headcount, a 31.2% decrease in the number of declared majors, and a 25.5% decrease in total FTEs between 1995 and 1999.
- Enrollment in **Chemical Dependency Studies** remains fairly stable. The duplicated headcount went down 16.7% after being at a peak in 1997.

Computer Information Services

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	1,713	100	88.5	5.03	17.59
1995-96	1,554	85	95.5	5.69	16.79
1996-97	1,801	128	100.1	6.35	15.76
1997-98	2,016	119	109.8	5.77	19.04
1998-99	2,187	159	123.0	6.53	18.83

Early Childhood Education

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
278	101	18.5	1.28	14.05
292	93	19.6	1.35	14.18
306	69	20.4	1.40	14.56
316	89	16.9	1.44	11.67
402	104	21.1	1.46	14.33

- Enrollment in **CIS** is on the rise with a 27.7% increase in duplicated headcount, a 59% increase in the number of declared majors, and a 38.9% increase in total FTEs between 1995 and 1999.
- Enrollment in **Early Childhood Education** is on the rise with a 44.6% increase in duplicated headcount, but only a modest 3.0% increase in the number of declared majors.

Electronics Technology

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	230	61	25.6	1.57	16.33
1995-96	261	72	25.3	1.45	17.44
1996-97	188	68	20.4	1.55	13.13
1997-98	173	65	19.2	1.53	12.55
1998-99	184	73	20.8	1.53	13.65

Fire Science Technology

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
112	24	11.1	0.52	21.27
180	39	15.2	0.72	18.48
227	70	15.4	0.68	22.67
233	52	15.2	0.78	18.23
300	69	21.1	0.90	23.46

- Enrollment in **Electronics Technology** is on the decline with at 20.0% decrease in duplicated headcount, yet with a 19.7% increase in the number of declared majors.

- Enrollment in **Fire Science Technology** is on the rise with a 168% increase in duplicated headcount and a 188% increase in the number of declared majors.

HVAC

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	-	-	-	-	-
1995-96	-	-	-	-	-
1996-97	-	-	-	-	-
1997-98	-	-	-	-	-
1998-99	38	19	4.0	0.17	23.53

Industrial Maintenance

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
123	60	6.8	0.49	13.74
139	59	7.2	0.41	14.6
1,178	257	49.5	2.10	23.51
557	149	24.3	1.45	16.74
715	195	29.5	1.94	15.18

- HVAC** is a new program that began in 1999. Enrollment is strong for such a new program.
- Enrollment in **Industrial Maintenance** reflects an influx of students through the Business & Industry Center in 1997. Enrollment fluctuates due to the specific training demands of local businesses.

Instrumentation Technology

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	46	20	4.4	0.38	11.46
1995-96	44	11	4.0	0.35	11.45
1996-97	297	11	15.7	0.81	19.50
1997-98	116	20	5.9	0.35	16.83
1998-99	32	32	4.3	0.44	9.62

Machine Trades

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
176	47	20.9	2.04	10.26
156	44	17.6	2.24	7.85
179	60	20.5	2.40	8.53
201	57	26.1	2.34	11.15
211	62	28.7	2.35	12.23

- Enrollment in **Instrumentation Technology** had its peak in 1997 and has declined significantly since that time.
- Enrollment in **Machine Trades** is on the rise with a 19.9% increase in duplicated headcount and a 31.9% increase in the number of declared majors.

Mechanical Engineering Technology

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	75	36	12.1	1.10	9.71
1995-96	36	28	9.1	0.96	5.67
1996-97	54	26	12.3	1.15	7.82
1997-98	62	25	10.2	1.17	6.79
1998-99	30	29	9.4	1.01	5.85

Medical Assisting

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
105	32	8.9	0.52	17.09
294	62	24.9	1.77	14.07
272	79	21.3	1.29	16.55
221	85	18.2	0.81	22.52
212	69	17.4	0.87	19.87

- Enrollment in **Mechanical Engineering Technology** is on the decline with a 60.0% decrease in duplicated headcount and a 19.4% decrease in the number of declared majors from 1995 to 1999.
- Enrollment in **Medical Assisting** is on the rise with a 102% increase in duplicated headcount and a 116% increase in the number of declared majors from 1995 to 1999.

Nursing

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1994-95	1,325	481	107.3	10.51	10.12
1995-96	1,271	398	103.8	10.72	9.66
1996-97	1,199	432	94.4	10.00	9.38
1997-98	1,175	452	93.4	9.70	9.63
1998-99	915	402	78.5	9.19	8.54

Pulp & Paper Manufacturing Technology

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
65	16	4.6	0.12	37.66
73	31	5.5	0.08	68.34
79	45	5.6	0.10	56.45
57	31	4.3	0.09	47.90
44	19	3.0	0.15	20.15

- Enrollment in **Nursing** is on the decline with a 30.9% decrease in duplicated headcount, a 16.4% decrease in the number of declared majors, and a 12.6% decrease in total FTEs from 1995 to 1999.
- In 1998-99, due to lower demand, LCC converted **Pulp & Paper Manufacturing Technology** from an Associate in Applied Science degree to a certificate of completion program.

Welding

Year	Duplicated Headcount	Majors	FTE	FTEF	Student/Faculty Ratio
1994-95	306	52	30.1	2.91	10.34
1995-96	370	59	32.0	2.96	10.82
1996-97	396	89	35.6	2.84	12.56
1997-98	433	90	41.9	3.04	13.77
1998-99	390	86	36.8	2.80	13.13

- Enrollment in **Welding** is on the rise with a 27.5% increase in duplicated headcount, a 65.4% increase in the number of declared majors, and a 22.3% increase in total FTEs from 1995 to 1999.

Employment and Earnings

The State Board for Community and Technical Colleges coordinated with Employment Security for a data set called Data Linking for Outcomes Assessment (DLOA). Queries match student social security numbers with information in the Unemployment Insurance database. Only students working in UI covered jobs in Washington and Oregon show up in the data set. The DLOA data set does not capture former students who are self-employed. The wage information is based only on salaries earned whether or not one is working in the field in which they were trained. This data set includes graduates from 1995-96, 1996-97, and 1997-98.

Professional/Technical Wage and Employment Rate Summary 1996-1998

Discipline	Low-to-High Hourly Wages	Median Hourly Wage	Estimated Employment Rate
Accounting Tech	\$5.12 - \$22.34	\$9.15	83.6%
Administration of Justice	\$5.40 - \$23.77	\$11.97	87.1%*
Automotive Tech	\$5.40 - \$22.39	\$10.27	80.9%
Business Management	\$5.55 - \$23.74	\$9.09	85.6%
Chemical Dependency	\$5.27 - \$15.04	\$11.36	79.4%*
Computer Information Systems	\$6.64 - \$44.13	\$10.22	76.6%
Diesel/Heavy Equipment	\$9.00 - \$21.01	\$13.68	82.3%
Early Childhood Education	\$4.90 - \$17.42	\$8.94	70.6%
Electronics Tech	\$5.71 - \$31.38	\$14.97	73.2%
Fire Science Tech	\$7.97 - \$25.31	\$11.71	81.4%*
Industrial Maintenance	\$16.56 - \$28.57	\$22.20	82.8%*
Instrumentation Tech	\$8.32 (One wage only)	--	48.3%*
Machine Trades	\$6.11 - \$24.74	\$12.37	83.4%
Mechanical Engineering Tech	\$6.22 - \$16.32	\$13.35	76.7%*
Medical Assisting	\$6.11 - \$11.80	\$8.91	78.9%
Nursing Assistant	\$5.04 - \$14.87	\$6.59	75.4%
Practical Nurse	\$10.31 - \$13.39	\$11.40	86.2%
Registered Nurse	\$5.77 - \$42.13	\$15.70	87.5%
Administrative Assistant	\$5.14 - \$19.50	\$9.27	67.1%
Legal Admin. Support	\$6.17 - \$21.43	\$8.38	57.9%
Medical Admin. Support	\$5.16 - \$13.92	\$8.08	72.4%
Paper & Pulp Tech	\$19.28 - \$26.70	\$23.70	73.8%*
Welding	\$7.71 - \$27.63	\$13.14	79.4%

*Fewer than 20 students total were calculated.

- The field with the lowest employment rate is Administrative Support (57.9%) and the field with the highest employment rate is Nursing (87.5%).
- It should be noted that most of the students in the Paper & Pulp Technology program were already working in the field when enrolled.

Overall Estimated Employment Rate
Graduates
 Five College Comparison
 1995-1999

	1995	1996	1997	1998	1999
LCC	227/266 = 85%	243/308 = 79%	211/281 = 75%	155/193 = 80%	227/268 = 85%
Peninsula	104/132 = 79%	100/113 = 88%	89/114 = 78%	114/141 = 81%	166/215 = 77%
Grays Harbor	177/211 = 84%	107/143 = 75%	127/159 = 80%	152/185 = 82%	204/243 = 84%
Wenatchee Val.	181/209 = 87%	161/183 = 88%	156/184 = 85%	147/173 = 85%	189/223 = 85%
Whatcom	44/51 = 86%	77/94 = 82%	111/126 = 88%	79/95 = 83%	115/132 = 87%
System Total	10,306/12,131=85%	10,215/12,241=83%	9,218/11,044=83%	9,467/11,211=84%	11,515/13,636=84%

- While 1997 was a "valley" for employment of graduates (also called "completers"), professional/technical graduates from LCC are attaining employment at about the same rate as the other colleges and compare favorably with the system average.

Overall Estimated Employment Rate
Leavers
 Five College Comparison
 1995-1999

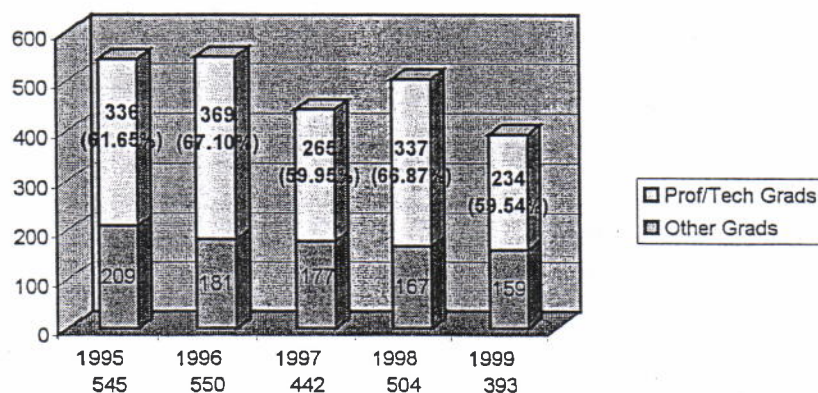
	1996	1997	1998	1999
LCC	172/217 = 79%	176/236 = 75%	190/238 = 80%	143/185 = 77%
Peninsula	218/292 = 75%	154/229 = 67%	257/356 = 72%	171/240 = 71%
Grays Harbor	133/187 = 71%	140/206 = 68%	232/313 = 74%	136/181 = 75%
Wenatchee Val.	121/160 = 76%	156/192 = 81%	160/204 = 79%	112/139 = 80%
Whatcom	70/88 = 79%	66/85 = 78%	154/212 = 73%	150/184 = 82%
System Total	8,893/11,283=79%	9,218/11,044=83%	10,029/13,065=77%	6,861/8,846=78%

- With some variability, LCC's professional/technical leavers attain employment at a respectable rate. In general, LCC compares favorably to the other colleges, as well as the system on the whole.

Professional/Technical Student Graduation Rate

The professional/technical student graduation rate presents the proportion of all graduating students who indicated that they were at LCC to be trained for a specific field.

Professional/Technical and Other Graduates
 1995-1999



- The number of professional/technical degree and certificate earners has gone down over the past five years. The proportion of professional/technical graduates is stable between 59% and 67%.

Professional/Technical Degrees and Certificates
1995-1999

	1994-95	1995-96	1996-97	1997-98	1998-99
AAS Degrees	146	166	134	157	124
Certificates (45-89 credits)	80	94	67	99	63
Certificates (<45 credits)	110	109	64	81	47
Apprentice Completions	22	16	16	13	12
Grand Total	358	385	281	350	246

- The number of professional/technical degrees and certificates awarded has been in decline since 1996 – a 56.5% drop between 1996 and 1999.

Licensure Rates for Nursing and Welding

(Key Performance Indicator)

Nursing graduates must be licensed in order to attain work in that field. Nursing completers must pass the NCLEX - a national, standardized nursing test. Similarly, welding completers must pass the WABO test to earn their degree. LCC is also a WABO testing site, so data on non-students' pass rates is also available.

Nursing: NCLEX Pass Rates (1995-1999)		Welding: WABO Pass Rates (1993-1999)
Practical Nurse:	Registered Nurse:	Between 1993 and 1999, 93/98 (94.9%) of students passed the WABO test the first time.
1995 = 100%	1995 = 94%	
1996 = 100%	1996 = 100%	---
1997 = 100%	1997 = 95%	Between 1993 and 1999, 85/92 (92.4%) of non-students passed the WABO test the first time.
1998 = 100%	1998 = 93%	
1999 = 97%	1999 = 90%	

- Nursing is the only professional/technical program that requires licensure to work in the field. Most Welding students acquire the WABO certification for better employment opportunities. The pass rate for Registered Nurses is in decline.

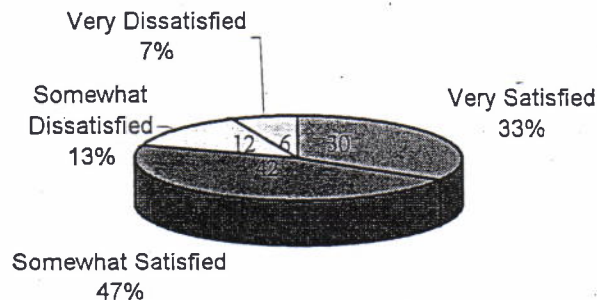
Student/Graduate Satisfaction with Professional/Technical Instruction

(Key Performance Indicator)

This indicator is the proportion of professional/technical students and graduates who report being satisfied with the instruction they received at LCC. Student satisfaction data is provided by the results of the fall 1999 Community College Student Experiences Questionnaire (CCSEQ). Graduate satisfaction is provided by the results of LCC's professional/technical alumni study.

Professional/Technical Student Responses to "How satisfied are you with the quality of instruction at LCC?"

Fall 1999 CCSEQ
90 Total Respondents



(The numbers inside the pie are headcounts.)

- Of all the professional/technical student respondents, 80% indicated that they were somewhat or very satisfied with the instruction they received at LCC.

Program Category Legend*

Program Category	Disciplines
Business	<ul style="list-style-type: none">• Accounting• Data Processing• Business Technology
Health	<ul style="list-style-type: none">• Nursing• Medical Assisting• Chemical Dependency Studies
Technical & Communications	<ul style="list-style-type: none">• Computer Information Services (CIS)• Electronic technology• Mechanical Engineering Technology
Trade & Industrial	<ul style="list-style-type: none">• Machine trades• HVAC• Automotive/Diesel Technology• Welding

*This is the category list from the CCSEQ. LCC has only three categories of professional/technical programs.

Professional/Technical Student Satisfaction with Instruction by Program Category
Fall 1999 CCSEQ
120 Total Respondents

Program Category	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Business	7 (22.6%)	14 (45.2%)	6 (19.4%)	4 (12.9%)
Health	19 (46.3%)	18 (43.9%)	3 (7.3%)	1 (2.4%)
Technical & Communications	9 (29.0%)	16 (51.6%)	4 (12.9%)	2 (6.5%)
Trade & Industrial	6 (35.3%)	7 (41.2%)	2 (11.8%)	2 (11.8%)

- Students in the health fields are most satisfied with 90.2% indicating that they are somewhat or very satisfied with the instruction they received. Technical & Communications is second with 80.6%, Trade & Industrial is third with 76.5%, and business is fourth with 67.8%.

Graduate Satisfaction with Professional/Technical Instruction

(Key Performance Indicator)

In spring 2000, the Office of Institutional Research conducted a follow-up study of Professional/Technical alumni who graduated between 1996 and 1999. In the survey, professional/technical alumni were asked to indicate their satisfaction with the technical preparation they received at LCC.

Responses to LCC's Professional/Technical Alumni Study

1999-2000

(The percentages represent the proportion of respondents who indicated "good" or "very good.")

Program	Number of respondents	Usefulness of your program in relation to your job performance	Technical knowledge of occupational specialty	Application of technical knowledge to occupational specialty
Accounting	19	74%	68%	68%
Business Administration	15	87%	87%	80%
Early Childhood Education	8	88%	100%	88%
Electronics Technology	9	70%	70%	60%
Machine Trades	8	67%	78%	67%
Medical Assisting	10	100%	80%	80%
Nursing	32	94%	100%	91%
Business Technology	22	50%	77%	73%

- The number of respondents for **Administration of Justice, Chemical Dependency Studies, Fire Science Technology, Auto/Diesel Technology, Mechanical Engineering Technology, Industrial Maintenance, Instrumentation, Machine Trades, Paper & Pulp Technology, and Welding** were insufficient for reporting purposes.
- According to written comments, **Electronics Technology** graduates were satisfied with the technical preparation they received if they are working in the field.
- It appears that there is greater satisfaction in the programs that have their own accreditation, such as **Nursing, Medical Assisting, and Early Childhood Education**.

LCC Campus Climate According to Professional/Technical Students 1996 and 1999

In both fall 1996 and fall 1999, LCC participated in the Community College Student Experiences Questionnaire (CCSEQ) on campus. More than just a student satisfaction inventory, the CCSEQ has been described as a "campus climate barometer." Students respond to questions regarding their interactions and activities on campus outside of the classroom, as well as the growth they attained by studying at LCC. The profile of students who participated in the CCSEQ in 1996 and 1999 is as follows:

Profile of CCSEQ Participants
1996 and 1999

	1996	1999
Enrolled in a Vocational Program	133	92
Plan to Transfer to a 4-Year School	219	257

Professional/Technical Student Gains

The following table presents all professional/technical student responses to questions regarding intellectual and practical gains for having studied at LCC. The numbers (and percents) reflect the individuals responding with "quite a bit" and "very much."

	1996	1999
Acquiring skills for a specific job	91 (70.0%)	66 (72.5%)
Gaining information about career opportunities	70 (53.0%)	45 (49.5%)
Developing clearer career goals	82 (63.1%)	52 (57.1%)
Developing ability to learn on one's own	82 (62.1%)	57 (62.6%)

- The decline in gains reported for information about career opportunities and developing clearer career goals may be a reflection on LCC's lack of career and employment services during those years. LCC's Career and Employment Services Center was initiated in fall 1999.

Highlights of Accomplishments for College Outcome: Professional/Technical

- The unduplicated headcount of professional/technical students saw a decrease between 1995 and 1997, but has increased by 12.8% between 1997 and 1999.
- Overall, professional/technical FTEs have increased by 12.3% between 1996 and 1999.
- **Automotive/Diesel Technology, Computer Information Systems, Fire Science Technology, Machine Trades, Medical Assisting, and Welding** all have enrollments that are significantly on the rise.
- The field with the lowest employment rate is Legal Administrative Support (57.9%) and the field with the highest employment rate is Nursing (87.5%).
- Of all the professional/technical student respondents, 80% indicated that they were somewhat or very satisfied with the instruction they received at LCC.
- Overall, graduates in **Early Childhood Education, Medical Assisting, and Nursing** are the most satisfied while graduates in **Accounting, Electronics Technology, Machine Trades, and Business Technology** are the least satisfied.

Summary of Faculty and Staff Reaction to Professional/Technical Monitoring Report

What did you learn from this report about LCC's professional/technical programs?

- The programs appear to be healthy.
- More work needs to be done in the area of career education for these students.
- Faculty should spend more time in the classroom on career-related issues.
- This report confirms anecdotal evidence regarding local wages and declining enrollment for the accounting technician program. The wages in the accounting field are alarming – only 23 cents higher than early childhood education grads.
- The low satisfaction of accounting students perhaps explains why enrollment is on the decline.
- There appears to be miscommunication regarding what students who complete the accounting technician program should be earning. Some students believe that successful completion of the program means that they became an accountant (like a CPA).
- The rise and fall in enrollment in all professional/technical programs reflects the local business and economy scene.
- Degree completion rates are down across the board. Does this mean that students are getting work completing their program of study?
- We have increased enrollment, yet we have a decrease in the number of degrees and certificates awarded.
- Student/faculty ratio is low in some areas. What is this ratio campus-wide? Where does the College break even?
- Employment rates are okay, but we should shoot for 90% and above.
- Lots of information – perhaps even too much!
- Some of the supporting narrative doesn't really match the data.
- Some of the figures are very helpful, while others are confusing – such as the initial enrollment bar chart.
- It appears that seven programs are on the decline. I have to question this given that one of those programs is nursing.
- The only surprise for me was the satisfaction rates!
- I would like to have seen data for 1999-2000.
- Each program coordinator should provide insights in order to explain these trends.
- There are a variety of reactions to program satisfaction in the professional/technical fields.
- Employment rates for graduates look pretty good.
- The business areas have surprisingly low median wages.
- There is a serious decline in enrollment in a few of the programs.

What are your recommendations for the improvement of professional/technical programs for students?

- Increase students' awareness of career opportunities and the importance of goal clarification.
- It would be interesting to survey employers of LCC grads to see what they think of their skill levels.
- The accounting technician program has to be marketed more clearly. Even though the correct information can be found in the brochures advertising the program, students still don't seem to realize that the jobs they will get locally pay about \$7-\$9/hour.
- Emphasis should be placed on the one-year bookkeeping certificate of proficiency for those looking for entry level accounting positions. Unfortunately, people are hired as bookkeepers without any education at all.
- Increase advertising for viable programs that have low enrollment such as electronics and machine trades.
- Low enrollment/low satisfaction programs need to be reviewed for possible revamping or elimination – especially if the market just isn't there (e.g. accounting and legal secretary).
- Alumni satisfaction in business technology, accounting, electronics and machine trades indicates a need for further inquiry. Is it an instructional issue, job placement issue, wage issue, etc.?
- Focus more on student satisfaction.
- Incorporate classroom assessment techniques (CATs) which help students to become more engaged in learning.
- The salary range appears broad – I suspect it's because so many folks are not employed in the field in which they were trained. Can we address this?
- Students need better career advising.

- Need more evening and weekend classes – as well as skill up-grading classes.
- We need to be in better contact with the needs of the community.
- Consider combining programs – such as machine trades and HVAC.
- All of these programs need a “program review.”
- Low satisfaction rates indicate to me that there needs to be a better link between the program and what’s going on industry.
- We need increased representation of administrators and faculty at local high schools.
- Whenever satisfaction rates are low, programs should look at why it is and how to increase satisfaction.
- Why not look at the percentage of people working in the field in which they were trained?
- We need further study of programs with low student satisfaction – Why, what changes are needed, etc.?

Board Plus/Delta

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

July 26, 2000

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Expected College Outcome: Transfer Monitoring Report

1995 – 1999

We offer courses and support for students to meet the requirements for transfer from Lower Columbia College and to pursue successfully upper division college and university programs.

→ Lower Columbia College
Expected College Outcome

February 16, 2000



Lower Columbia College

Transfer: A Monitoring Report

The purpose of this monitoring report is to present data that support the progress the College has made in preparing transfer students for success at baccalaureate institutions.

Transfer preparation is a very important function of a comprehensive community college and is also one of the major system goals of the Washington State Community and Technical College System. In September 1999, the Lower Columbia College Board of Trustees adopted transfer as one of the seven expected college outcomes.

Lower Columbia College offers transfer students the Program-Specific Transfer Degree (Plan A) that is designed for students who are sure of the specific four-year program to which they will transfer. The College also offers the Direct Transfer Degree (Plan B) that is accepted as the first two years of study towards a Bachelor's degree by public institutions in Washington State, as well as some in Oregon and most Washington private colleges and universities.

This report presents data and information regarding the College's transfer function including the performance of transfer students at LCC, transfer students' satisfaction with academic instruction, how many transfer students graduate from LCC, what baccalaureate institutions in Washington LCC's transfer students continue their studies, and how well they perform there academically.

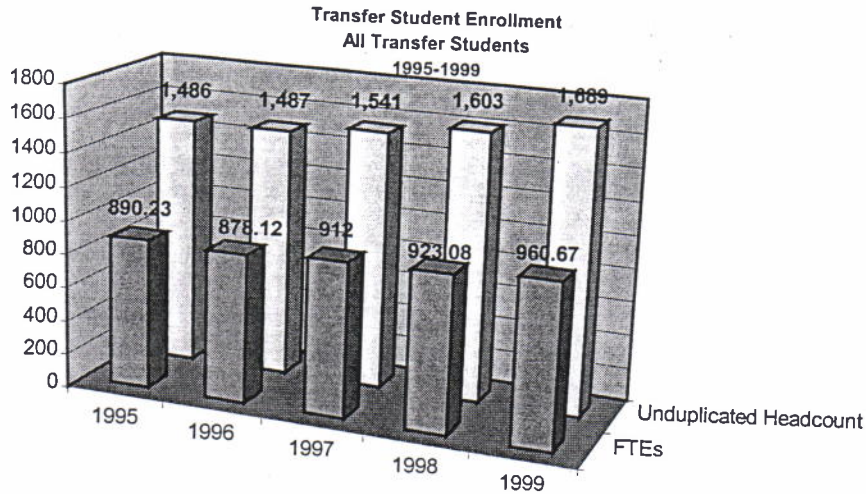
During the recent strategic planning process, the Executive Planning Committee identified three key performance indicators (KPIs) that measure this important expected college outcome. These include student/graduate satisfaction with academic instruction, the academic transfer rate, and how well LCC transfer students perform academically at the 4-year institutions. Additional data pertinent to this expected college outcome are also included to provide a more complete picture of the College's efforts in preparing academic students for successful transfer to baccalaureate institutions.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. This report has been reviewed internally by a select group of faculty and staff with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions can be found on the penultimate page of this report.

The Board is also being asked to review this report and provide input. If you find any discrepancies in the data presented in this report, let us know and we will make adjustments. The results of this report will inform our planning for the next fiscal year.

Transfer Student Enrollment Summary

The transfer student enrollment summary presents the unduplicated headcount and FTEs of all transfer (Plan A and B) students enrolled at LCC regardless of funding source.

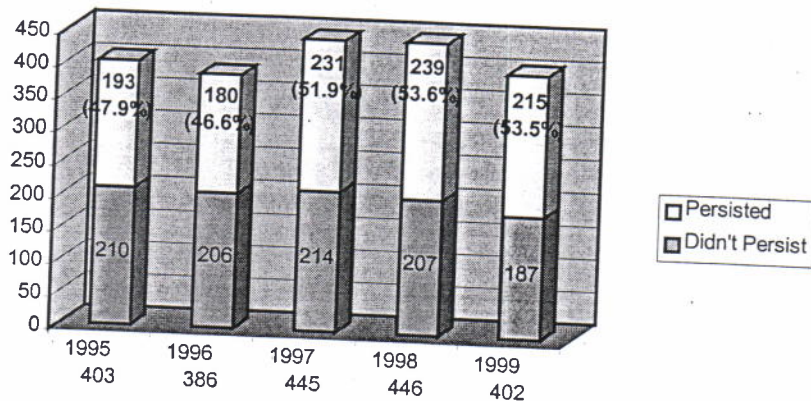


- Both unduplicated headcount and FTEs of transfer students overall have increased significantly over the past five years where headcount increased 13.7% and FTEs increased 7.9% between 1995 and 1999.

Retention and Persistence of Transfer Students

Student persistence in academic study is one of the core indicators of effectiveness identified by the American Association of Community Colleges (AACC). Of the cohort of transfer students who registered for their first credits in a given fall quarter, what is the proportion that is still enrolled for at least one credit the following fall quarter without having completed a degree?

**Fall-to-Fall Persistence of Transfer Students
1995-1999**

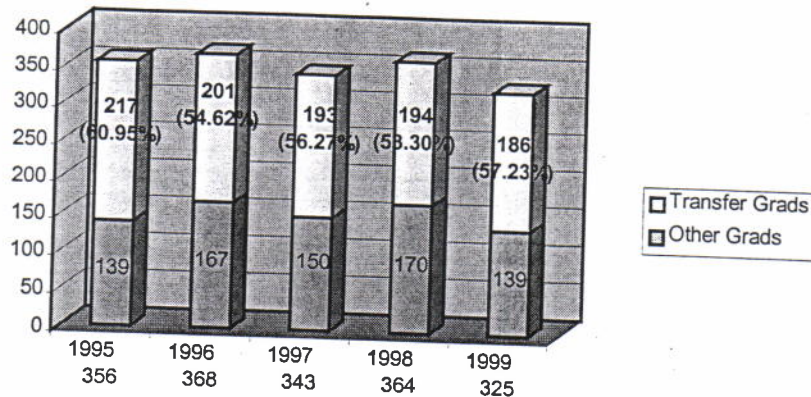


- The figures below the years are the total number of first-year transfer students enrolled during that period of time.
- There is a steady increase in the fall-to-fall retention of first-year transfer students. There is a 5.6% increase between 1995 and 1999.

Transfer Student Graduation Rate

The transfer student graduation rate presents the proportion of all graduating students who indicated the intent to transfer.

**Transfer and Other Graduates
1995-1999**



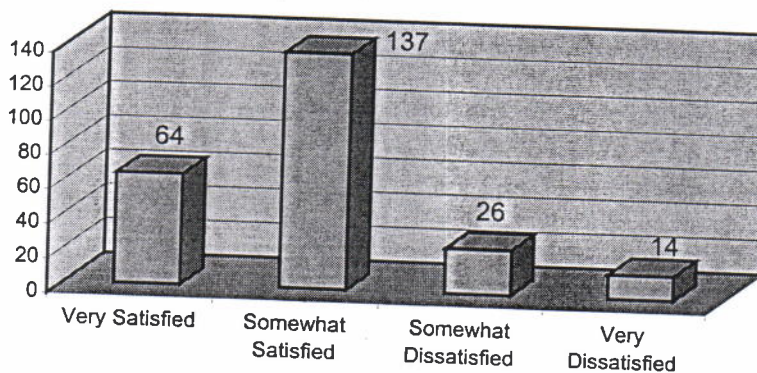
- Although the overall number of graduates dipped in 1999, the proportion of transfer graduates has remained fairly consistent over the five-year period.

Student/Graduate Satisfaction with Academic Instruction

(Key Performance Indicator)

The proportion of students and graduates who report being somewhat or very satisfied with the academic instruction they received at LCC.

**Transfer Students' Satisfaction with Instruction
Fall 1999**



- These results reflect the responses of 241 transfer students to the question "I am satisfied with the instruction I received at LCC" on the Community College Student Experiences Questionnaire (CCSEQ) in fall 1999. A random sample of all students enrolled at LCC in fall 1999 was selected to participate in this survey. The total number of students that participated was 422, which means 57% (241/422) of the respondents were transfer students.
- 83.4% (201 out of 241) of transfer students indicated that they were somewhat or very satisfied with the instruction they received at LCC.
- Data for graduate satisfaction with academic instruction were not available this year.

Academic Transfer Rate

(Key Performance Indicator)

The proportion of Plan A and B students who successfully transfer to a 4-year postsecondary institution after completing a course of academic study.

	LCC	Peninsula	Centralia	Grays Harbor	Wenatchee V.	Whatcom
1995-96 transfer student	979	659	1,105	531	1,359	2,523
1996-97 transfers	156	131	148	127	234	435
1996-97 transfer rate	15.9%	19.9%	13.4%	23.9%	17.2%	17.2%
1996-97 transfer student	1,217	668	1,057	1,036	1,346	2,609
1997-98 transfers	167	125	172	121	205	311
1997-98 transfer rate	13.7%	18.7%	16.3%	11.7%	15.2%	11.9%
1997-98 transfer student	1,266	746	999	977	1,364	2,815
1998-99 transfers	179	108	144	119	230	319
1998-99 transfer rate	14.1%	14.5%	14.4%	12.2%	16.9%	11.3%

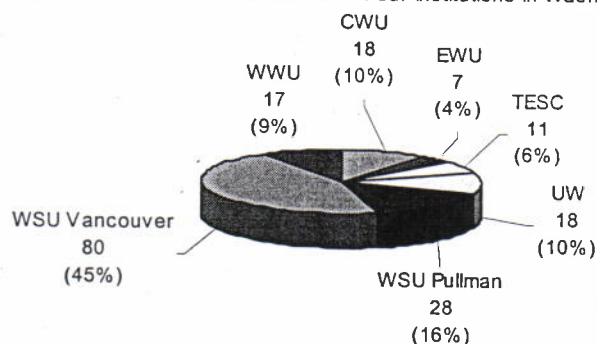
- LCC's transfer rate has deviated slightly from 1997 to 1999 and the College appears to compare favorably with the most similar institutions in the system.
- According to data collected through the Transfer By Majors program, the five most popular majors LCC transfer students select are: *business, education, social sciences, health fields, and arts and letters/humanities.*

Transfer to Washington Baccalaureate Campuses

4-Year Institutions in WA	1995-96 Transfers	1996-97 Transfers	1997-98 Transfers	1998-99 Transfers
Central W U	20 (13%)	18 (12%)	31 (19%)	18 (10%)
Eastern W U	5 (3%)	8 (5%)	5 (3%)	7 (4%)
Western W U	19 (12%)	21 (14%)	13 (8%)	17 (9%)
Evergreen State	13 (8%)	9 (6%)	11 (7%)	11 (6%)
U W	16 (10%)	13 (9%)	15 (9%)	18 (10%)
WSU Pullman	36 (24%)	31 (21%)	28 (17%)	28 (16%)
WSU Vancouver	44 (30%)	50 (33%)	64 (38%)	80 (45%)
Total	153 (100%)	150 (100%)	167 (100%)	179 (100%)

- The most popular destination for LCC transfer students is Washington State University, Vancouver campus. From 1996 to 1999, the number of our transfer students going there has increased 82%.

1998-99 Transfers from LCC to 4-Year Institutions in Washington



Academic Success of Transfer Students

(Key Performance Indicator)

The proportion of former LCC students who are earning a "C" or better (2.0 or higher) overall at the 4-year postsecondary institution they transferred to. In the absence of that information, the average GPA of all LCC transfers at the given institution is used.

	WSU	UW	Western	Eastern	Central
Spring 1996	-	-	-	LCC: 100% (14/14) LCC avg. GPA: 3.17 WA CC avg. GPA: 3.07	-
Spring 1997	LCC: 93% (80/86) LCC avg. GPA: 2.73 WA CC avg. GPA: 2.72	LCC: 93.8% (30/32) LCC avg. GPA: 3.10 WA CC avg. GPA: 3.11	LCC: 98.5% (67/68) LCC avg. GPA: 3.05 WA CC avg. GPA: 2.99	-	-
Spring 1998	2.95 (75 students)	-	-	-	-
Fall 1998	-	-	-	-	91.1% (51/56)
Winter 1999	-	LCC: 3.15 (46 students) LCC avg. GPA: 3.15 WA CC avg. GPA: 3.11	LCC: 2.92 (68 students) LCC avg. GPA: 2.92 WA CC avg. GPA: 2.99	-	-
Spring 1999	2.85 (80 students)	LCC: 3.21 (41 students) LCC avg. GPA: 3.21 WA CC avg. GPA: 3.13	-	-	83% (44/53)

- Due to increased student privacy concerns, some of the 4-year institutions do not report back to the community colleges the progress of individual students.
- Where data is available, the average term GPA of all LCC transfers is compared to the average term GPA of all Washington community college transfers at that institution.
- Five out of the seven (71%) comparisons shown above indicate that, on average, LCC transfer students are performing better academically than transfers from all Washington community colleges.

Highlights of Accomplishments for Expected College Outcome: Transfer

- Lower Columbia College features a **Transfer by Majors** program where students indicate their intended major and Washington college/university of choice at the time of registration so they can receive correspondence and early application materials as well as specified advising and mentoring while at LCC. 356 students have participated in this program between fall 1998 and fall 1999.

- Lower Columbia College has hosted **Linfield College** on campus for more than 13 years. Currently, Linfield College offers six different Bachelor degree and four certificate programs on the LCC campus. More than 200 LCC students, including LCC staff members, have graduated from the Linfield program.
- Lower Columbia College has hosted the **WSU Cowlitz Learning Center** on campus since 1996. The Cowlitz Learning Center provides students access to WSU's bachelor degree programs, advising, and an avenue to complete a bachelor's degree locally.
- LCC and WSU have recently established the **Cooperative Teacher Education Program** in which students can earn a bachelor's degree in Education along with a Washington K-8 teaching credential.
- LCC and WSU, Vancouver campus, have a **Cooperative Agreement for Transfer (CAT)** in which students receive information about attending WSU in Vancouver, financial aid information, early advising, and other services.
- As part of the Washington Community and Technical College system, LCC is participating in a **performance measures project**. Part of this project entails efforts to increase the number of students who transfer to 4-year campuses. LCC will implement various strategies to increase the number of transfer students who make it to 4-year institutions. These results will be reported in the next Transfer Monitoring Report.
- At this time, enrollment and academic performance data of former LCC students at **Oregon colleges and universities** are not available.

Summary of Faculty and Staff Reaction to Transfer Monitoring Report

What did you learn from this report?

The report looks great. Good job!
It appears that we're meeting the expected outcome.
Where our students are attending after leaving LCC.
I would have thought that UW would be more popular than WSU for our graduates.
I'm pleased to see the GPA of LCC graduates at the 4-year schools.
I was surprised that only 64 students were very satisfied with academic instruction.
It's readable and informative as far as statistics goes.

What are your recommendations?

I would like to see data for how long it takes transfer students to complete their degree.
How many changed degree choices students made before actually graduating.
We need to show HOW this information can be used to help future transfer students.
We need to know why it is that some students indicate a transfer intent and don't actually transfer.
I would like to see comparisons to Clark College.
Clarification is needed for the "Academic Transfer Rate" table.
Separate the stacked columns for "Fall-to-Fall Persistence" to make it more clear.
"Highlights of Accomplishments" are really "support features" of the transfer program – break this section into two parts for each.
How many of our students transfer prior to completion of the associate degree?
How many of our transfers are attending WSU and Linfield locally?
Next version of this report will need to address new state performance measures.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
February 16, 2000

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