

College Outcome: Access Monitoring Report

1997 – 2001
(Cycle III)

***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

October 17, 2001



Lower Columbia College

Access: A Monitoring Report

Welcome to "Cycle III" of Lower Columbia College's *Access Monitoring Report*!

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. 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.

The purpose of this monitoring report is to present data that support the progress the College has made in realizing student and community access to the institution's programs and services. In most cases, the report has been updated to include fall and academic year (AY) 2001 data. As in the previous editions of the *Access Monitoring Report*, the data are presented according to key performance indicators (KPIs) as articulated by LCC's Executive Planning Committee.

The KPIs for access 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.

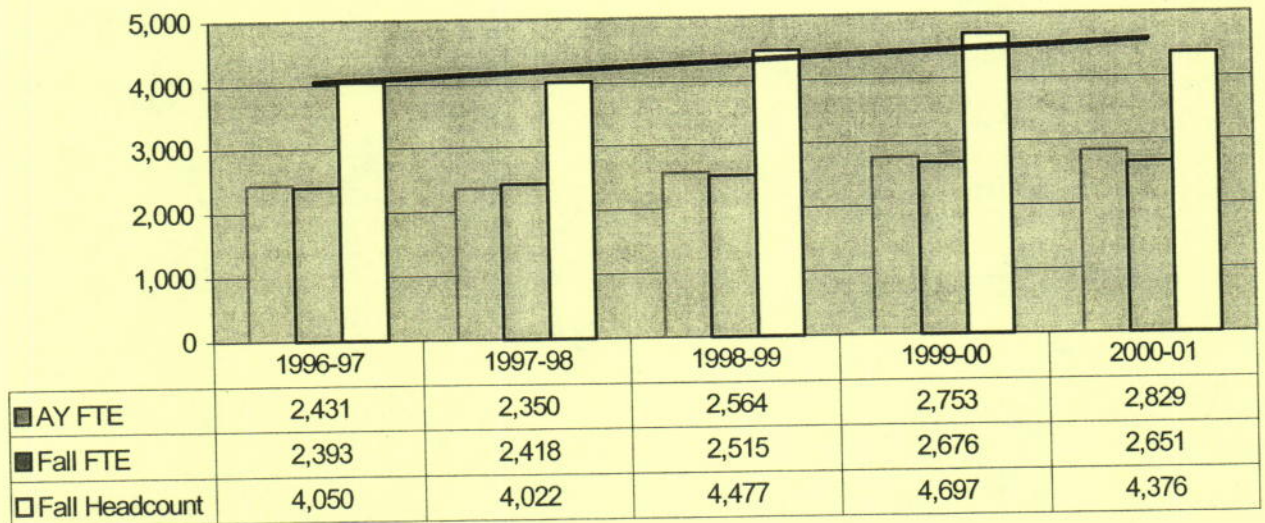
Five-year trend data are provided, unless otherwise specified. Important highlights that help in the interpretation of these data appear as bullet statements under each figure. This report marks the beginning of the third cycle of LCC's monitoring reports and was the first to be analyzed by an internal "review team" made up of faculty and staff. The review team comments are included 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.

Key Performance Indicator: Enrollment

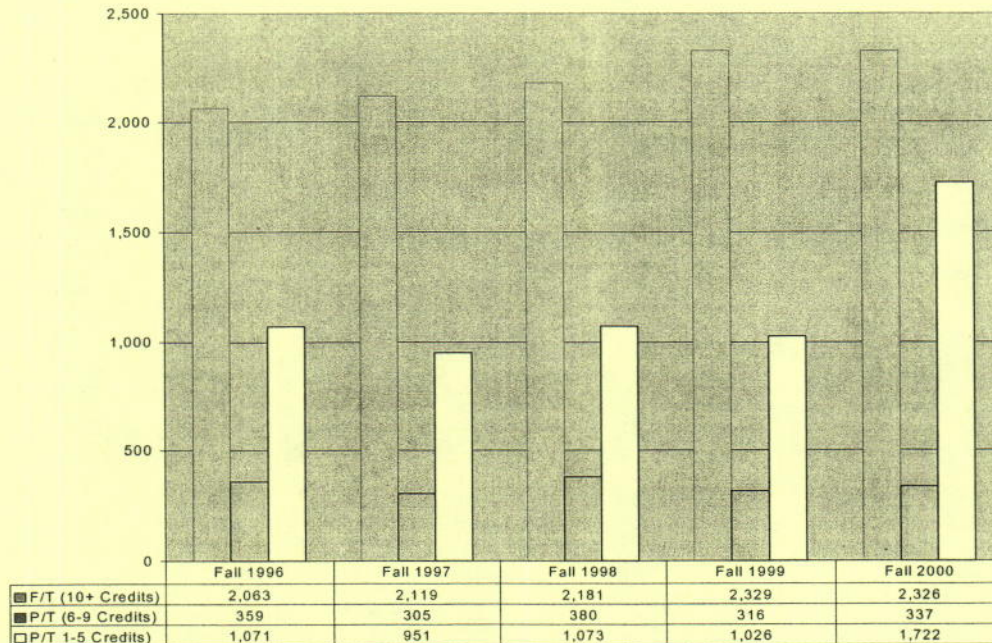
Enrollment includes the total full-time equivalent (FTE) students for both fall quarter and academic year. One annual FTE is the equivalent of one student enrolled for 45 community college credit hours in a year. One quarterly FTE is 15 credit hours. Fall headcounts of all (not just "state supported") students enrolled are also included.

Lower Columbia College
General Enrollment
1996-2000
(credit and non-credit enrollment)



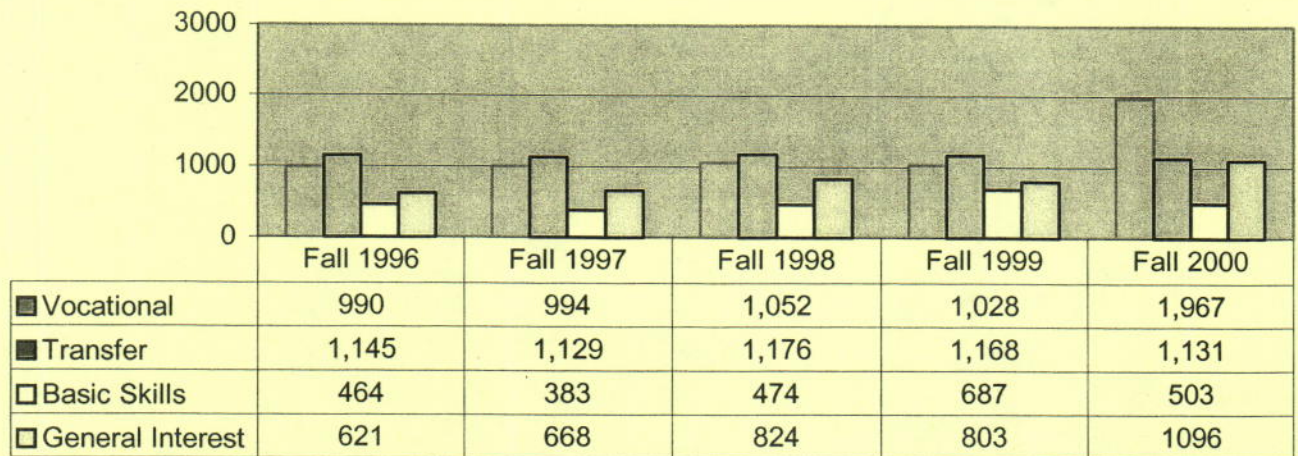
- The 2,829 AY FTE for 2001 (all students) is the highest FTE in the history of the college.
- Academic year FTE has been on the steady increase since 1998. The college saw a 20.4% increase in total student AY FTE between 1998 and 2001.
- Despite the slight dip between 2000 and 2001, the college has seen a steady increase in fall FTE between 1997 and 2001 (10.8%).
- Fall headcount shot up in 1999 and again in 2000. However, from fall 2000 to fall 2001, headcount went down by 6.8%. This decline is attributed mostly to lower enrollment in the basic skills area.
- Collectively, these results indicate that there are fewer students attending LCC who are enrolled for more credits.

**Lower Columbia College
Part-Time and Full-Time Headcounts
1996-2000**



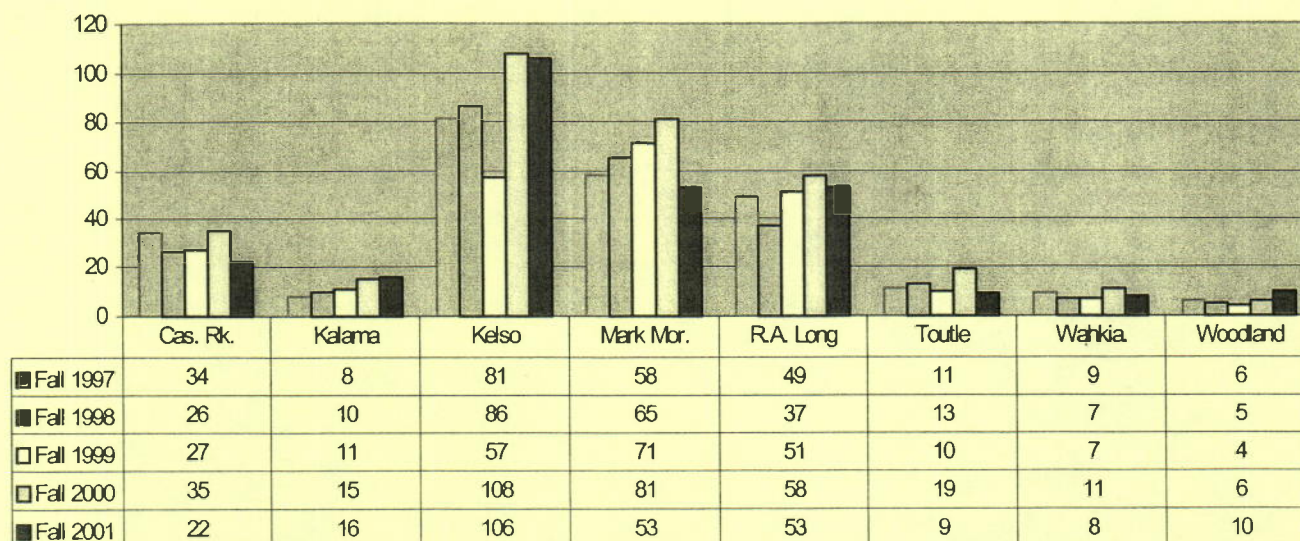
- Part-time and full-time headcounts reflect credit enrollment only. These figures do not include enrollment in non-credit classes (such as Adult Basic Education), or self-supported students.
- Full-time enrollment in the fall has been on the incline since fall 1996, with only a slight dip between fall 1999 and fall 2000 (by less than 1%).
- Part-time enrollment (at 6-9 credits) has remained fairly steady over the five-year period. This student population increased by 6.6% between fall 1999 and fall 2000.
- Part-time enrollment (at 1-5 credits) was fairly steady between fall 1996 and fall 1999. However, this student population increased by 67.8% between fall 1999 and fall 2000. Workforce students make up the majority of this part-time student increase.

**Lower Columbia College
Headcount by Purpose of Attendance
1996 - 2000**



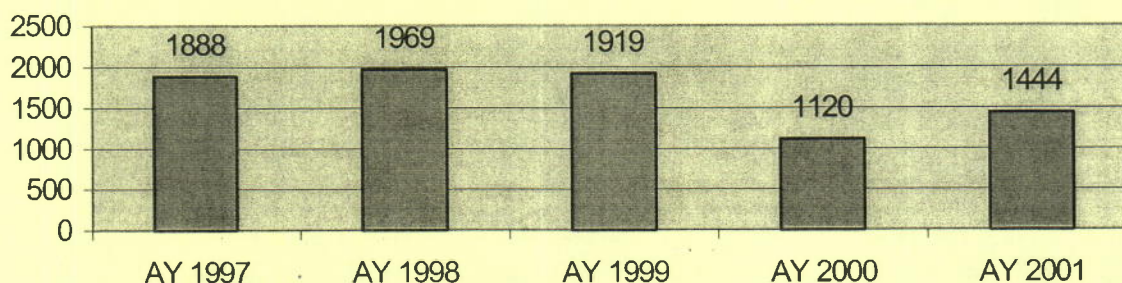
- From fall 1996 to fall 2000, the enrollment of professional/technical students went up by 98.7%. This student population increased by 91.3% between fall 1999 and fall 2000, alone. The influx of worker retraining students due to local layoffs has been attributed to this enrollment increase.
- Transfer enrollment has remained fairly steady - going down by only 1.2% over the five-year period (by 3.8% between fall 1998 and fall 2000).
- Basic skills enrollment has also remained fairly steady over the five-year period. There was an enrollment spike in fall 1999 – seeing a 44.9% increase from fall 1998, but then going down again by 26.8% in fall 2000.
- General interest enrollment has been on the steady incline over the five-year period – a 76.5% increase. This enrollment went up by 36.5% between fall 1999 and fall 2000, alone.

Lower Columbia College
Headcount of Local High School Graduates
Fall 1996 - Fall 2000



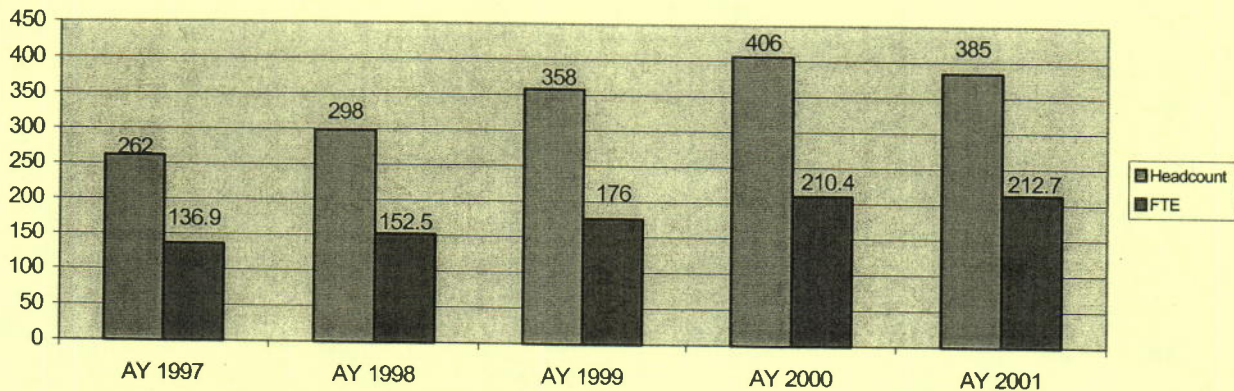
- Only two high schools are sending LCC more students than in fall 2000. Both Kalama and Woodland saw modest increases.
- Kelso and R.A. Long had only modest decreases, but Mark Morris is down by 34.6% from fall 2000.
- Additional data shows that in fall 2000, LCC enrolled 23% of all local high school graduates. That figure was 20% in fall 2001.

Lower Columbia College
Annual Headcount in Community Education
1997 - 2001



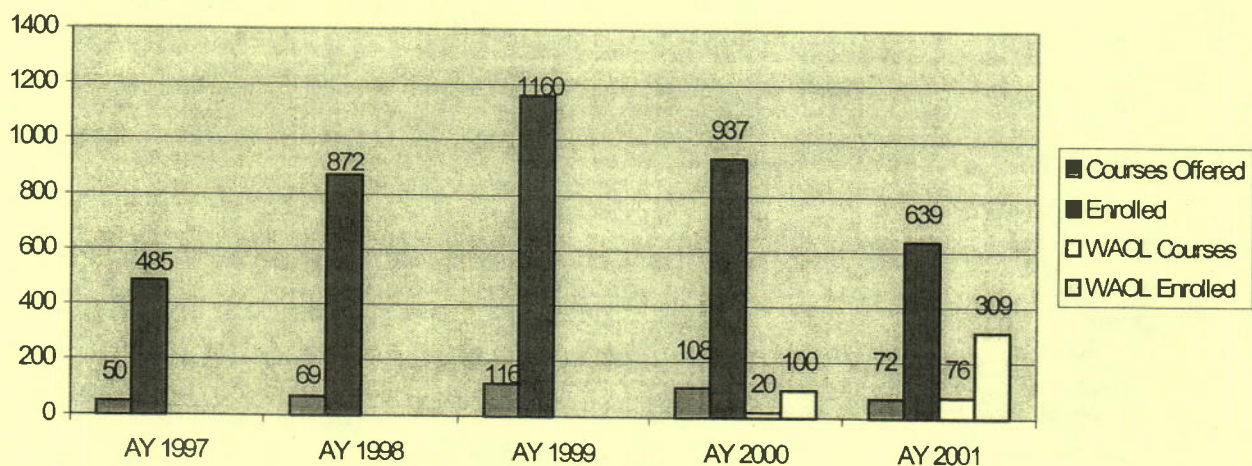
- The dip in community education enrollment in AY 2000 was due to realignment in that area.
- Overall, enrollment in community education is back on the incline with a 28.9% increase from AY 2000 to AY 2001.

Lower Columbia College
Annual Headcount and FTE in Running Start
1997 - 2001



- While enrollment in the Running Start program dipped slightly from AY 2000 to AY 2001 (by 3.8%), this enrollment has grown by 46.9% from AY 1997 to AY 2001.
- Running Start FTE does show an increase over the five-year period, however, by only a percent between AY 2000 and AY 2001. Increases in Running Start annual FTE were usually between 15% and 20%.
- The lower enrollment in the Running Start program at LCC reflects, in part, a system-wide “slow down” in Running Start enrollment. The year-to-year percent increase went from nearly 6% (from 1999 to 2000) to 2.5% (from 2000 to 2001).

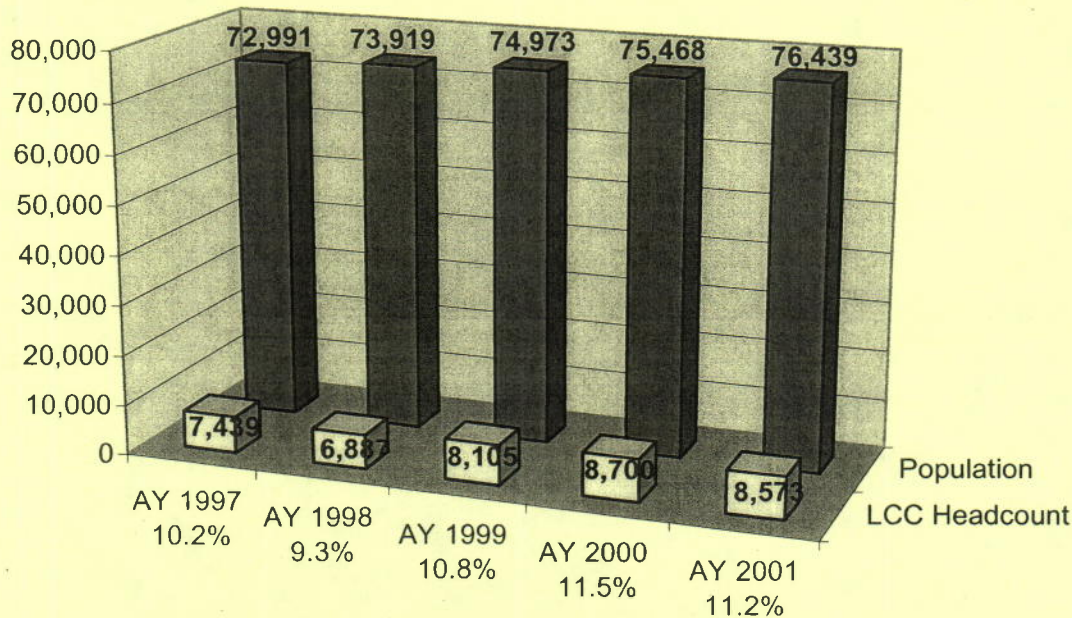
Lower Columbia College
Distance Education Courses Offered and Headcount
1997 - 2001



- Washington Online classes began mid-year in AY 1999. It appears that WAOL “competes” with LCC distance education.
- Overall, distance education (with WAOL) enrollment has slipped slightly from AY 1999.

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.



- The population figures reflect the number of residents age 16 and up.
- The dip in participation rate in AY 1998 reflects the lower enrollment for that year.
- Since AY 1998, LCC's participation rate has been on a steady rise.
- From AY 1997, LCC's participation rate went up by 1%.

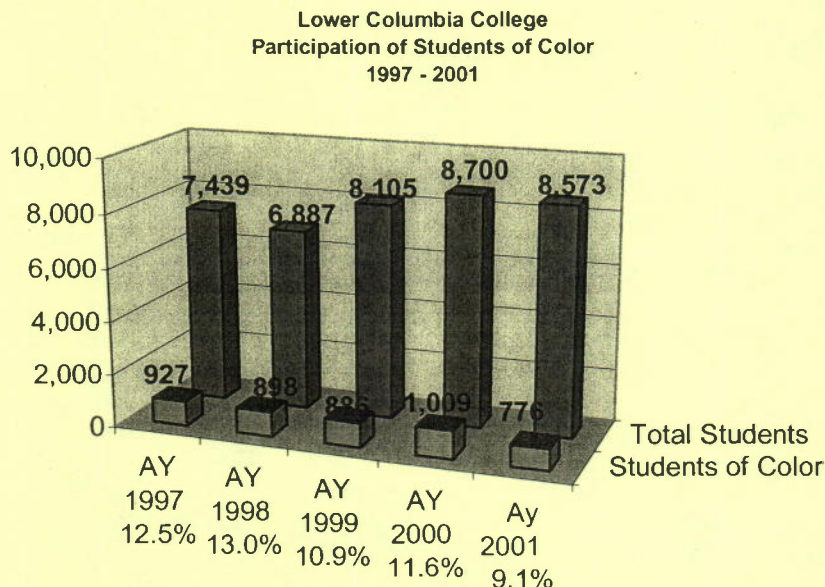
Lower Columbia College
Five College Comparison of AY Unduplicated Headcount and Service District Population
(Age 16+)

| | LCC | Grays Harbor | Whatcom | Wenatchee Valley | Peninsula |
|------|-------------------------|------------------------|--------------------------|-------------------------|-------------------------|
| 1997 | 10.3% (7,439/71,992) | 8.3% (5,807/70,195) | 7.7% (9,539/124,556) | 7.5% (7,838/104,599) | 10.1% (7,261/71,681) |
| 1998 | 9.3% (6,887/73,918) | 7.3% (5,083/70,180) | 8.2% (10,416/127,213) | 7.6% (8,001/105,217) | 10.6% (7,745/72,828) |
| 1999 | 10.8% (8,105/74,948) | 7.5% (5,274/70,357) | 8.2% (10,738/130,887) | 7.7% (8,196/106,231) | 10.3% (7,642/74,155) |
| 2000 | 11.5% (8,700/75,468) | 7.6% (5,351/70,659) | 9.0% (12,046/133,585) | 7.4% (7,883/106,557) | 12.4% (9,307/75,011) |
| 2001 | 11.2% (8,573/76,439) | 8.5% (6,130/71,920) | 9.1% (12,431/137,030) | 7.3% (7,819/107,589) | 12.9% (9,749/75,566) |

- LCC compares very favorably to the four other colleges in participation rate. Peninsula College achieved a higher participation rate than LCC in 2000 and 2001.

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



- This observation includes all students (not just state supported).
- While there was a substantial increase in this student population between AY 1999 and AY 2000, there was a 2.5% decrease between AY 2000 and AY 2001.

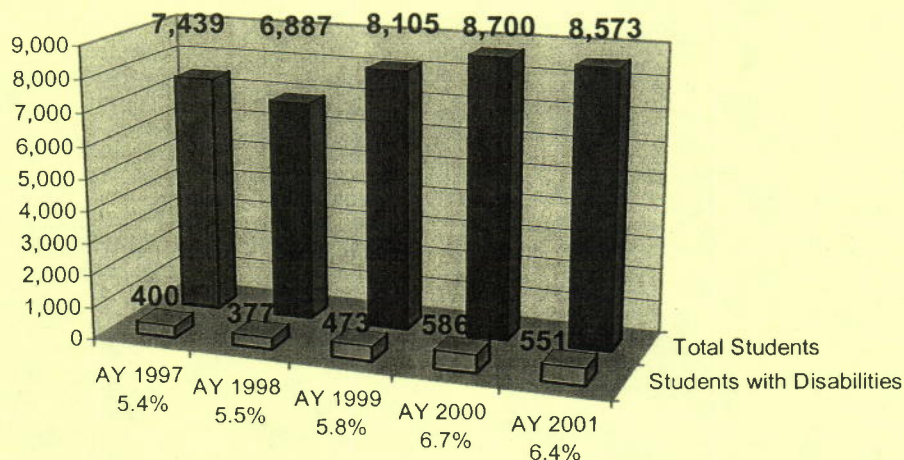
**Lower Columbia College
Five College Comparison of Proportion of Students of Color and
Proportion of People of Color in the Service District
1997 - 1999**

(State supported students only)

| | LCC | | Grays Harbor | | Whatcom | | Wenatchee Valley | | Peninsula | | CTC system average for students of color |
|------|---------|----------|--------------|----------|---------|----------|------------------|----------|-----------|----------|--|
| | Student | District | Student | District | Student | District | Student | District | Student | District | |
| 1997 | 12.5% | 7.2% | 15.6% | 10.0% | 18.4% | 11.0% | 33.9% | 22.2% | 10.7% | 9.5% | 24.9% |
| 1998 | 13.0% | 7.0% | 17.4% | 9.8% | 18.8% | 11.0% | 33.5% | 19.0% | 11.1% | 9.5% | 25.9% |
| 1999 | 14.1% | 7.3% | 18.5% | 9.7% | 17.3% | 11.1% | 40.9% | 22.8% | 14.0% | 9.6% | 26.5% |
| 2000 | 14.4% | 7.3% | 18.1% | 10.2% | 18.3% | 11.3% | 40.0% | 20.8% | 15.9% | 9.5% | 27.3% |
| 2001 | 12.3% | 7.4% | 18.4% | 10.6% | 18.6% | 11.6% | 38.1% | 18.8% | 16.2% | 9.4% | 28.4% |

- LCC continues to maintain a very respectable proportion of students of color vis-à-vis the proportion of people of color in the service district.
- The proportion of students of color at LCC has declined slightly by 2.1% between AY 2000 and AY 2001.

**Lower Columbia College
Participation of Students with Disabilities
1997 - 2001**



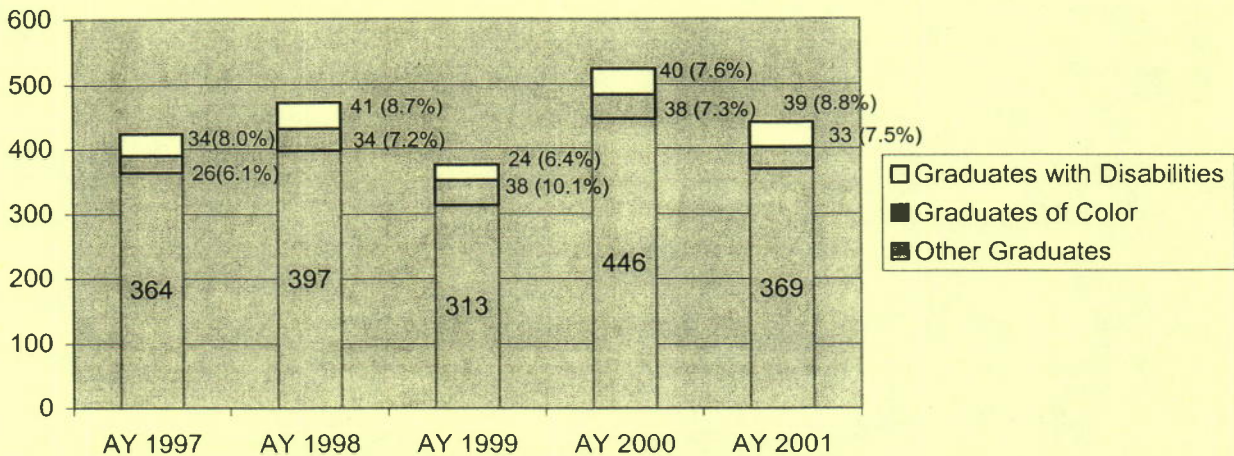
- The participation rate of students with disabilities has been steady over the five-year period. Overall, their participation rate has increased by 1% between AY 1997 and AY 2001.
- The small drop in enrollment of this student population between AY 2000 and AY 2001 is attributed, in part, to a realignment of funding for students with disabilities through the Adult Basic Education program.

**Five College Comparison of Proportion of Students with Disabilities
(State supported students only)**

| | 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% |
| 1999 | 7.1% | 9.8% | 3.5% | 2.3% | 4.4% | 4.5% |
| 2000 | 8.3% | 9.4% | 4.9% | 2.3% | 4.7% | 4.6% |
| 2001 | 7.8% | 10.0% | 5.3% | 3.3% | 6.5% | 4.8% |

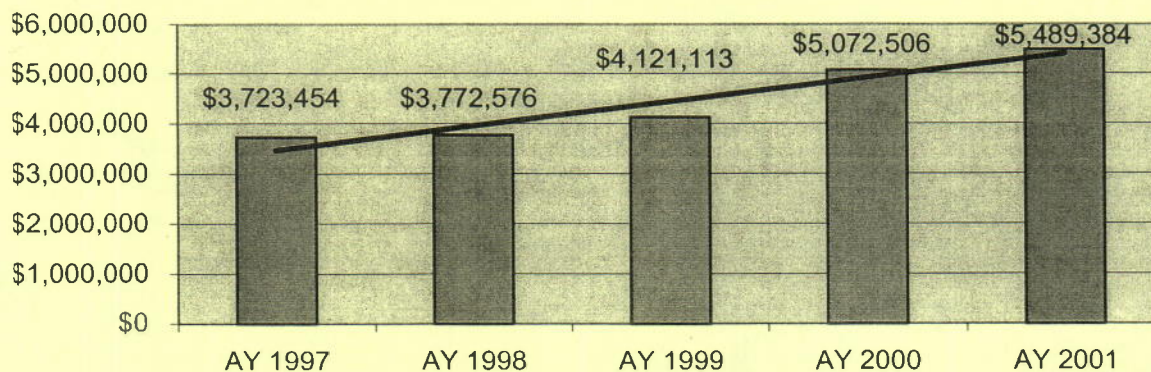
- Note that the percentages for students with disabilities are higher in this table than in the previous figure. Only state supported students are reported in this table so the five-college comparison could be made.
- For the exception of Grays Harbor Community College, LCC maintains more students with disabilities than the comparison colleges and is consistently higher than the system average.

**Lower Columbia College
Students of Color and Students with Disabilities
who Earned Degrees and Certificates
1997 - 2001**



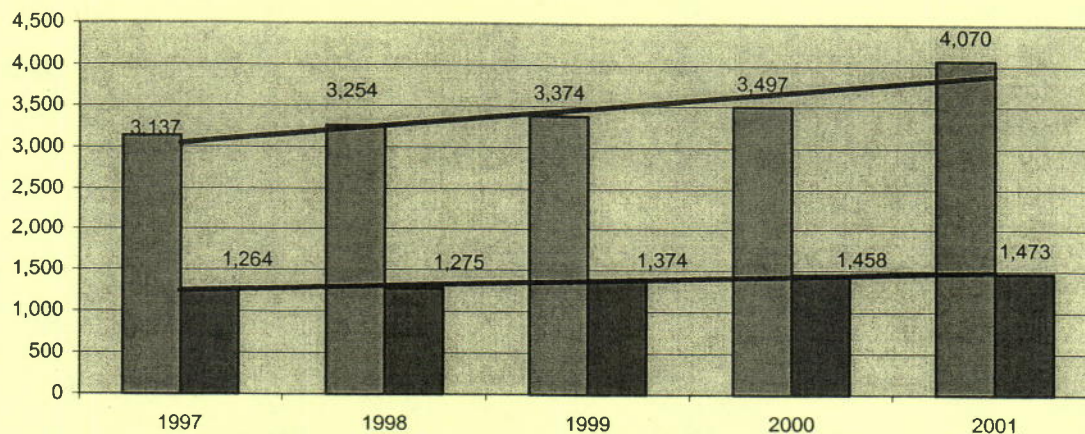
- The proportion of graduates with disabilities has remained steady from AY 2000 through AY 2001. Both years show a substantial recovery from the low in AY 1999.
- The proportion of graduates of color has remained relatively steady over the five-year period. It appears that this proportion should be between 7% and 10% in any given year.

**Lower Columbia College
Total Assistance to Students
1997 - 2001**



- Financial aid distributed to students has been increasing every year from AY 1997 through AY 2001. The disbursements have increased by 47.4% between AY 1997 and AY 2001. A good portion of this assistance is in the form of work study for students – both on and off campus.

Lower Columbia College
Number of Financial Aid Awards and Recipients
1997 - 2000



- The number of financial aid awards (blue bars) and recipients (maroon bars) have increased steadily over the five-year period – by 29.7% and 16.5%, respectively, from AY 1997 to AY 2001.

Highlights of Accomplishments for Expected College Outcome: Access

- Academic year FTE has been on the steady increase since 1998. The college saw a 20.4% increase in total student AY FTE between 1998 and 2001.
- The college has seen a steady increase in fall FTE between 1997 and 2001 (10.8%).
- Fall headcount shot up in 1999 and again in 2000. However, from fall 2000 to fall 2001, headcount went down by 6.8%.
- Part-time enrollment (at 6-9 credits) has remained fairly steady over the five-year period. This student population increased by 6.6% between fall 1999 and fall 2000.
- Part-time enrollment (at 1-5 credits) was fairly steady between fall 1996 and fall 1999. However, this student population increased by 67.8% between fall 1999 and fall 2000. Workforce students make up the majority of this part-time student increase.
- From fall 1996 to fall 2000, the enrollment of professional/technical students went up by 98.7%. This student population increased by 91.3% between fall 1999 and fall 2000, alone. The influx of worker retraining students due to local layoffs has been attributed to this enrollment increase.
- Transfer enrollment has remained fairly steady - going down by only 1.2% over the five-year period (by 3.8% between fall 1998 and fall 2000).
- Only two high schools are sending LCC more students than in fall 2000. Both Kalama and Woodland saw modest increases. Kelso and R.A. Long had only modest decreases, but Mark Morris is down by 34.6% from fall 2000.
- Overall, enrollment in community education is back on the incline with a 28.9% increase from AY 2000 to AY 2001.
- Consistent with a Running Start enrollment “slow down” statewide, enrollment in the Running Start program at LCC dipped slightly from AY 2000 to AY 2001 (by 3.8%). However, Running Start enrollment did grow by 46.9% from AY 1997 to AY 2001.
- Overall, distance education (with WAOL) enrollment has slipped from AY 1999.

- Since AY 1998, LCC's participation rate has been on a steady rise. LCC's participation rate compares very favorably against four other colleges in the system.
- There was a 2.5% decrease in the participation rate of students of color between AY 2000 and AY 2001.
- The participation rate of students with disabilities has been steady over the five-year period. Overall, their participation rate has increased by 1% between AY 1997 and AY 2001.
- The proportion of graduates with disabilities has remained steady from AY 2000 through AY 2001. Both years show a substantial recovery from the low in AY 1999.
- The proportion of graduates of color has remained relatively steady over the five-year period. It appears that this proportion should be between 7% and 10% in any given year.
- Financial aid distributed to students has been increasing every year from AY 1997 through AY 2001. The disbursements have increased by 47.4% between AY 1997 and AY 2001. A good portion of this assistance is in the form of work study for students – both on and off campus.

Board Plus/Delta

"What is good about this report and what would you like to see changed?"
December 20, 2000

| + | Δ |
|---|----------|
| | |

**College Outcome: Basic Skills and
Developmental Education
Monitoring Report
(Cycle III)**

1997 – 2001

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, and preparation for higher education.

→ Lower Columbia College
College Outcome

January 16, 2002



Lower Columbia College

Basic Skills: A Monitoring Report

Welcome to "Cycle III" of Lower Columbia College's Basic Skills/Developmental Education 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), English as a Second Language (ESL), and developmental education in math and reading/writing.

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 and developmental education provide avenues to careers for these learners, as well as to access higher education.

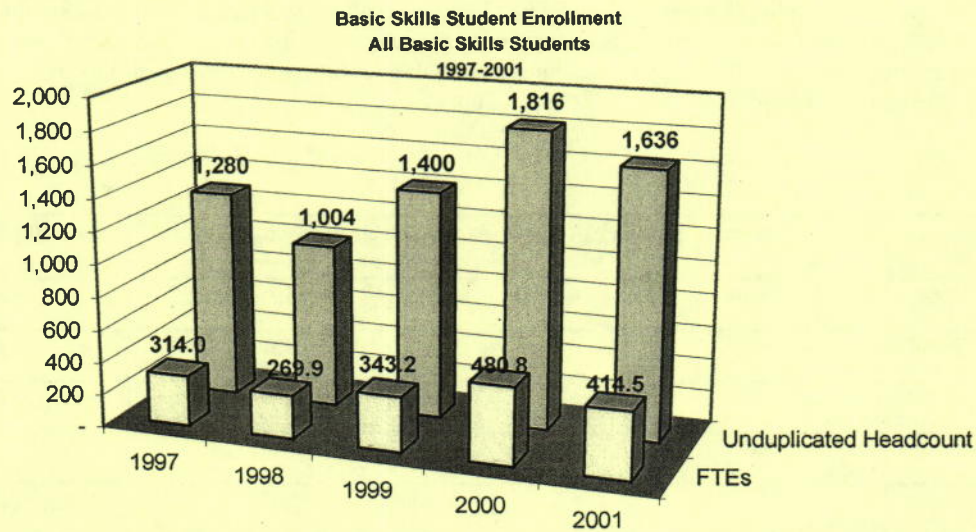
Adults who did not master basic reading, writing, and math skills in high school have a second chance in ABE to learn these skills. Adults who do not speak English as their first language have opportunities in ESL to gain basic reading, writing, listening, and speaking skills. Adults who are under-prepared for college level classes can review and upgrade their skills in developmental math and reading/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 the third iteration of data regarding the basic skills and developmental education functions at the college including enrollment, completion rates (including level completion for basic skills), and advancement rates. New to the Cycle III report is a section that shows the outcome assessment results from developmental education. Data for math courses do not include math lab classes. English 100, which was treated as a developmental course in the initial cycle, is treated as a college-level English class here. Sections for the new Career Education Options (CEO) and Families That Work programs have also been added.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. This report was reviewed internally by the Basic Skills Monitoring Report Review Team. Reviewers were asked to make comments and recommendations as to interpretation. These reactions are included. The Board is also being asked to review this report and provide input. The results of this report will be used by the faculty to improve education and services delivered to students, as well as for general planning purposes.

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.



- The unduplicated headcount went down by 9.9% between AY 2000 and AY 2001 and the FTEs for this student population went down by 13.8%. This enrollment decrease in basic skills classes is as a result of planned budget reductions.
- Basic skills students made up 16.6% of all FTEs at LCC in AY 2001.

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. The basic skills rate is calculated as follows for students who studied both 12 or more hours and 80 or more hours:

Students who complete at least one subject area ÷ Total students

Basic Skills Rate for LCC, Clark, and Centralia Academic Year 2001

| | LCC 2000-01 | Clark 2000-01 | Centralia 2000-01 |
|-----------------------------|----------------|------------------|----------------------|
| Participated 12 or more hrs | 891 | 2,401 | 1,032 |
| Completed subject | 372 | 1,052 | 348 |
| Basic Skills Rate | 41.8% | 43.8% | 33.7% |
| Participated 80 or more hrs | 196 | 1,086 | 263 |
| Completed subject | 115 | 700 | 147 |
| Basic Skills Rate | 58.7% | 64.5% | 55.9% |

- For AY 2001, LCC compares favorably to Clark (only 2% less) and Centralia (8.1% higher) in the 12 or more hours category. In the 80 or more hours category, LCC is still performing well, but is 5.8% lower than Clark.

Families That Work

“Families That Work” is a family literacy effort that provides services to both parents and children. These services include basic skills instruction, parenting skills instruction, work readiness preparation (i.e. time management, family management, and job searching/interviewing skills), and work experience (the work component of the program).

Families That Work Outcomes: Goals and Achievements AY 2001

| Outcomes | Number of Participants | Number Achieving Outcomes | Percentage Achieving Outcome |
|---|------------------------|---------------------------|------------------------------|
| Using literacy activities with a child | 67 | 59 | 88.1% |
| Demonstrates involvement with child's school | 67 | 33 | 49.3% |
| Demonstrates child development knowledge | 67 | 60 | 89.6% |
| Demonstrates knowledge of community resources | 67 | N/A | N/A |
| Demonstrates family management skills | 67 | 54 | 80.6% |
| Child's teacher reports improved performance | 67 | N/A | N/A |
| Employability | 67 | 59 | 88.1 |
| Level completion in one or more subjects | 67 | 29 | 43.3% |

- In general, the figures above reflect a program that is working well to serve the educational and family skills needs of these students. The only areas that appear to require some attention are the involvement with the child's school, teacher report of improved performance, and level completion.
- It should be noted that for the level completion, only 59/67 (88.1%) students were federally reportable in that they completed at least 12 hours of study.

Career Education Options (CEO)

A Drop Out Recovery Program

Career Education Options (CEO) began fall 2000 in response to growing numbers of high school aged students in Adult Basic Education (ABE). The program targets high school dropouts who have been out of school for at least 60 days. They are re-enrolled in high school, but they attend all of their classes on the LCC campus and can take college level classes while working towards a high school diploma. Only the Longview School District is participating at this time. Some of the features of the program include:

- First quarter curriculum includes study skills, time management, career exploration, goal setting, and life skills.
- Students are co-enrolled in basic skills and are encouraged to earn a GED as soon as they can. Students who already have a GED work on high school completion modules.
- Continuing students take regular LCC courses to earn credits toward a high school diploma.
- Credits also count towards a 2-year degree or one-year certificate.
- Students are enrolled for a minimum of 18 hours per week, 25 whenever possible.

| Quarterly Cohorts | New | Continuing Winter 2001 | Continuing Spring 2001 | Continuing Fall 2001 |
|-------------------|-----|------------------------|------------------------|----------------------|
| Fall 2000 | 21 | 12 (57.1%) | 13 (61.9%) | 6 (28.6%) |
| Winter 2001 | 24 | ~ | 12 (50.0%) | 7 (29.2%) |
| Spring 2001 | 24 | ~ | ~ | 11 (45.8%) |
| Fall 2001 | 28 | ~ | ~ | ~ |

- The CEO program has proven to be popular with a 33.3% increase in enrollment between fall 2000 and fall 2001.
- Retention in the CEO program is excellent. On average, quarter-to-quarter retention is better than 50%.
- 44 new students have registered for the winter 2002 cohort.

GEDs Awarded

This chart reflects the number of students who took and passed the GED test at LCC. Some took GED preparation classes and others only took the test.

| Calendar Year | Total tested | Total passed | % passed |
|---------------|--------------|--------------|----------|
| 1997 | 432 | 316 | 73% |
| 1998 | 363 | 293 | 80% |
| 1999 | 293 | 238 | 81% |
| 2000 | 357 | 275 | 77% |
| 2001 | 398 | 298 | 75% |

- Since 1999, the number of people who took the GED test at LCC went up by 35.8%.
- Since 1999, the proportion of GED testers who passed went down by 6%. The increase in the number of GED testers coupled with the decline in success is due, in part, to the switch from the 1987 version GED test to the 2000 version beginning in January 2002. Many people attempted to complete the 1987 version before January 2002, thus did not take preparation classes.

Outcomes Assessment Results and Action Plans for the Learning Center

The faculty in all academic disciplines is required to engage in outcomes assessment activities in order to make adjustments to what it is they teach or how they teach in order to improve the education they deliver. The following table presents the 1999-00 outcomes assessment results for LCC's Learning Center. (A more complete summary of the Learning Center outcomes is available upon request.)

| Intended Student Outcome | Measurable Criteria | Results | Action Plans |
|---|---|--|---|
| Students enrolled in INDV 065/075 will complete the class and perform well in subsequent English classes. | 70% of students enrolled in INDV 065/075 will pass the class. | 70% (80/114) enrolled in INDV 065/075 passed the class. | Instructors will call students who do not show during the first week of class. |
| | 80% of students who pass INDV 065/075 will receive a 2.0 or better in their subsequent English class. | 75% (45/60) who passed INDV 065/075 received a 2.0 or higher in their subsequent English class. | Instructors will reinforce with students the importance of basic reading/writing skills and will require at least one visit to the Tutoring Center. |
| Students who receive learning assistance through the Tutoring Center will succeed in the class in which they received tutoring. | 70% of students who are tutored in the Tutoring Center will complete the course in which they received tutoring with a 2.0 or better. | 77% (480/623) of the students tutored completed the course for which they were tutored with a 2.0 or better. | Tutors will continue to teach students how to learn material and make journal entries. Journals will be evaluated regularly. |
| Students who receive study skills training will persist and be successful in their successive quarter. | 85% of students who complete INDV 090 with a 2.0 will maintain a 2.0 cumulative GPA in their successive quarter. | 74% (32/43) of students who completed INDV 090 with a 2.0 maintained a 2.0 or better in the following quarter. | Instructors will have INDV 090 students visit the Tutoring Center early in the quarter. Instructors will also promote collaborative assignments for students. |

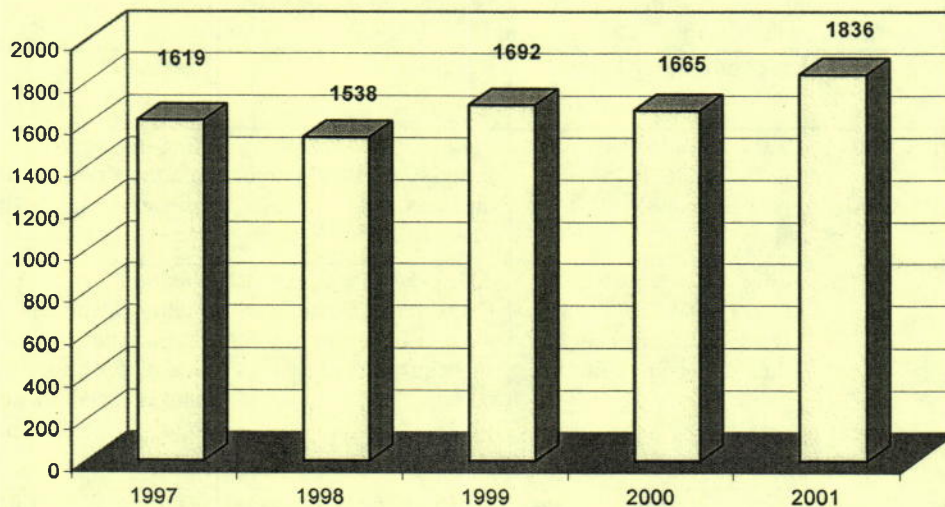
| Intended Student Outcome | Measurable Criteria | Results | Action Plans |
|---|--|---|---|
| Students enrolled in the Learning Center will demonstrate a high level of success. | 85% of students enrolled in Learning Center modules will successfully complete them by the end of the quarter. | 78% (146/186) of students who completed INDV modules received a successful grade. | Instructors will call students who do not attend a module in five consecutive days. |
| Students enrolled in high school completion instruction will demonstrate a high level of success in completing their classes. | 80% of students who enroll in high school completion classes will successfully complete the course in which they enroll. | 48% (48/100) of students enrolled in HSC modules successfully completed their module. | Instructors will call students on the first day of non-attendance. |

- This cycle of outcomes assessment for the Learning Center demonstrates that the faculty is proactive in helping these students succeed.

Developmental Education

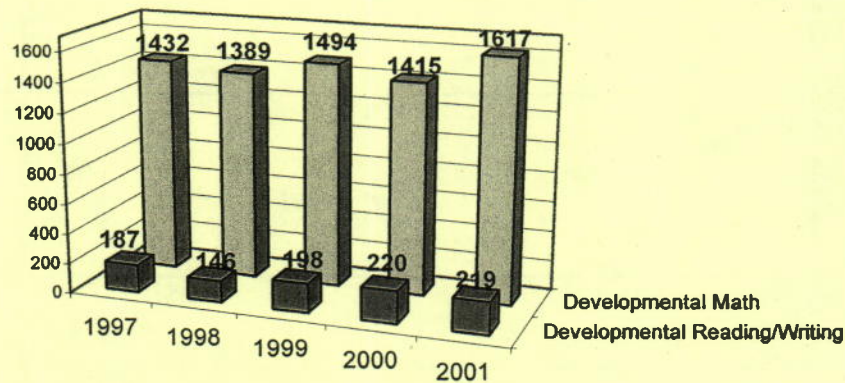
Developmental education includes pre-college level math and reading/writing classes that are intended to prepare credit- and tuition-bearing students prepared for college level math and English composition classes.

**Developmental Education Enrollment
Duplicated Headcount
All Students
1997-2001**



- Enrollment in developmental math presented in this report includes math fundamentals, pre-algebra, elementary algebra, and intermediate algebra. For reading/writing, those classes include reading and writing basics and reading and writing improvement.
- Overall enrollment in developmental education classes increased by 10.3% between AY 2000 and AY 2001.

**Enrollment Trends in Developmental English and Mathematics
Duplicated Headcounts
All Students
1997-2001**



- Enrollment in developmental math increased by 14.3% between AY 2000 and AY 2001. Enrollment in developmental reading and writing basically stayed the same over that time period.

Academic Performance of Developmental Education Students

(Key Performance Indicator)

Credit- and tuition-bearing students who are enrolled in a developmental class must pass it with a "C" or better to be able to advance to the next class. 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
(Duplicated Headcount)
1997-2001**

| | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|--|---------|---------|---------|---------|---------|
| Total number of students in developmental math classes | 1,432 | 1,389 | 1,494 | 1,445 | 1,617 |
| Total number of developmental math students who passed | 889 | 813 | 878 | 852 | 1,039 |
| Percentage of students who passed developmental math | 62% | 59% | 59% | 59% | 64% |

- The passing rate for developmental math students increased by 5% between AY 2000 and AY 2001.

**Passing Rates of Students in INDV 065/075 Classes
(Duplicated Headcount)
1997-2001**

| | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---|---------|---------|---------|---------|---------|
| Total number of students in developmental English classes | 189 | 146 | 208 | 221 | 195 |
| Total number of developmental English students who passed | 140 | 98 | 128 | 140 | 153 |
| Percentage of students who passed dev.Eng | 74% | 67% | 62% | 63% | 78% |

- There is no discernable trend in the passing rates of INDV 065/075 students. However, passing rates did increase by 16% between AY 1999 and AY 2001.
- 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, personalized instruction through Learning Center lab assignments, use of tutors in the instructional process, and reassessment in classrooms to ensure proper placement.

**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/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/writing.

**Advancement, Withdraw, and Success Rates of Developmental Math Students in
Math 112 (College Algebra), Math 121 and 122 (Elementary Teachers),
Math 130 (Practical), Math 210(Statistics)**

| | Fall 1996 | Fall 1997 | Fall 1998 | Fall 1999 | Fall 2000 |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| Total number of students who successfully completed a developmental math class | 368 | 358 | 345 | 303 | 379 |
| Total number of those students who went on to take college level Math* | 138/368 = 37.5% | 146/358 = 40.8% | 120/345 = 34.8% | 104/345 = 30.1% | 101/379 = 26.7% |
| Total number of those students who withdrew from college level Math* | 23/138 = 16.7% | 30/146 = 20.5% | 15/120 = 12.5% | 16/104 = 15.4% | 11/101 = 10.9% |
| Total number of those students who passed college level Math | 87/138 = 63% | 76/146 = 52% | 85/120 = 70.8% | 70/104 = 67.3% | 81/101 = 80.2% |

| Total number of students who withdrew from college level Math who did not take developmental math | 22/58= 38% | 17/55 = 31% | 32/64 = 50% | 15/67 = 22% | 24/49 = 49% |
|---|----------------|----------------|----------------|----------------|------------------|
| Total number of students passing college level Math who did not take developmental math | 44/70 = 63% | 35/56 = 63% | 54/91 = 59% | 17/88 = 19% | 110/270 = 41% |

- The number of former developmental math students going on to take college level math went down by 3.4% between fall 1999 and fall 2000. The number of those students passing college level math went up by 12.9%.
- It appears that developmental math is preparing students for college level math. Former developmental math students passed college level math at a rate 39.2% higher than those students who did not take developmental math in fall 2000.

**Advancement, Withdraw, and Success Rates of INDV 065/075 Students in
English 100 (English Fundamentals)**

| | Fall 1996 | Fall 1997 | Fall 1998 | Fall 1999 | Fall 2000 |
|---|-------------------|--------------------|------------------|-------------------|-------------------|
| Total number of students who successfully completed a developmental English class | 64 | 56 | 48 | 65 | 59 |
| Total number of those students who went on to take English 100 | 40/64= 62.5% | 33/56 = 58.9% | 33/48 = 68.8% | 42/65 = 64.6% | 44/59 = 74.6% |
| Total number of those students who withdrew from English 100 | 5/40 = 12.5% | 2/33 = 6.1% | 3/33 = 9.1% | 5/42 = 11.9% | 3/44 = 6.8% |
| Total number of those students who passed English 100 | 26/40 = 65% | 22/33 = 66.7% | 27/33 = 81.8% | 29/42 = 69% | 35/44 = 79.5% |
| Total number of students who withdrew from English 100 who did not take developmental English | 12/130= 9.2% | 6/140 = 4.3% | 13/150 = 8.6% | 7/128 = 5.5% | 14/156 = 9% |
| Total number of students passing English 100 who did not take developmental English | 86/130 = 66.2% | 101/140 = 72.1% | 99/150 = 66% | 93/128 = 72.7% | 113/156= 72.4% |

- It appears that developmental reading/writing classes are preparing students for college level English. Success is 7.1% higher for those students and withdraw rates are 2.2% lower.

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

- For basic skills enrollment, the unduplicated headcount went down by 9.9% between AY 2000 and AY 2001 and the FTEs for this student population went down by 13.8%. This enrollment decrease is as a result of planned budget reductions.
- For the basic skills rate, in AY 2001, LCC compares favorably to Clark (only 2% less) and Centralia (8.1% higher) in the 12 or more hours category. In the 80 or more hours category, LCC is still performing well, but is 5.8% lower than Clark.
- In general, the figures for Families that Work reflect a program that is working well to serve the educational and family skills needs of these students. The only areas that appear to require some attention are the involvement with the child's school, teacher report of improved performance, and level completion.
- The Career Education Options (CEO) program has proven to be popular with a 33.3% increase in enrollment between fall 2000 and fall 2001. On average, quarter-to-quarter retention is better than 50%.
- Since 1999, the number of people who took the GED test at LCC went up by 35.8%. Since 1999, the proportion of GED testers who passed went down by 6%. The increase in the number of GED testers coupled with the decline in success is due, in part, to the switch from the 1987 version GED test to the 2000 version beginning in January 2002. Many people attempted to complete the 1987 version before January 2002, thus did not take preparation classes.
- The Learning Center has successfully engaged in the outcomes assessment process. The results presented in this report demonstrate that the faculty is proactive in helping these students succeed.
- Enrollment in developmental math and reading/writing increased by 35.9% and 17.7%, respectively between AY 2000 and AY 2001.
- The passing rate for developmental math students increased by 5% between AY 2000 and AY 2001.
- Passing rates for students in developmental reading and writing classes has been on the rise since AY 1999. Passing rates increased by 15% between AY 2000 and AY 2001, alone.
- It appears that developmental math is preparing students for college level math. Former developmental math students passed college level math at a rate 39.2% higher than those students who did not take developmental math in fall 2000.
- It appears that developmental reading/writing classes are preparing students for college level English. Success is 7.1% higher for those students and withdraw rates are 2.2% lower.

Board Plus/Delta

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

January 16, 2002

| + | Δ |
|---|----------|
| | |

Lower Columbia College
Basic Skills/Developmental Education Monitoring Report (Cycle III)
Comments from the Review Team
January 16, 2002

In what areas has LCC done a good job in providing students basic skills/developmental preparation?

- LCC appears to be doing well in getting basic skills students to complete a subject – for both 12 and 80 hours of study. Centralia and, perhaps, Grays Harbor, are better comparison colleges than Clark due to size and the “urban vs. rural” difference.
- In general, Families That Work does a very good job in getting this difficult student population to achieve the various outcomes.
- Career Education Options (CEO) is a great program and evidently warranted for our local service district.
- The outcomes assessment project in the Learning Center appears to be very good practice that yields excellent results for both faculty and students, alike. Other disciplines on campus can learn from the Learning Center how to go about doing outcomes assessment.
- Looks like there has been some improvement in successfully moving developmental math students into college level math. Part of the success can be attributed to improved strategies at placing students at the proper level, as well as improved instructional practices.
- Developmental reading/writing does a good job of moving students from that level to college level English. Sensitivity to students as individuals, as well as the use of outcomes assessment has been attributed to this success.

What are some of the things that the college can do to improve basic skills/developmental preparation?

- This report shows evidence that students should be taking the developmental math/reading/writing that they are recommended to take. The data support that students are more likely to pass college level studies after successfully completing developmental studies.
- Provide more work opportunities for basic skills students on campus (e.g. Families That Work students).
- Encourage former ABE students to take at least one class while working.
- Explore the possibility of offering five-week modules vs. ten-week modules for INDV classes. Shorter time frame may be more appealing to this student population.
- A sense of student “community” is critical to basic skills students. They help and encourage each other. The recommendation is to adjust classes/instruction accordingly.
- Basic skills faculty need to have a closer connection and better working relationship with DSHS and ES case workers. Caseworkers have pulled students out of class in the middle of a quarter because of administrative/bureaucratic reasons.
- The basic skills program needs some sort of infrastructure to deal with students who have mental illnesses. Perhaps a more comprehensive “life skills” or “wellness” module that can address these issues more adequately than just basic skills instruction.

College Outcome:

Community Enrichment

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

Monitoring Report

1999-2002

(Cycle III)

April 17, 2002



Lower Columbia College

Community Enrichment: A Monitoring Report

Welcome to "Cycle III" of the Community Enrichment 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 provide to the community such programs as art, theater, music, and athletic events, and educational forums.

Through the college's strategic planning process, the Executive Planning Committee identified two key performance indicators (KPIs) that are intended to measure the outcome of community enrichment. These include **cultural enrichment of students and community** and **citizenship**. This report presents the material in four sections which are "extra-curricular opportunities/student activities," "enriching the community through the classroom," "citizenship," and "additional accomplishments."

Important highlights that aid in the interpretation and support of these data appear as bullet statements under each figure. 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 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 assist with our planning for the next fiscal year.

Section 1

Extra-Curricular Opportunities/Student Activities

This section of the report delineates all of the data that is pertinent to how the College is enriching the community outside of the classroom, as well as on the stage. These areas include athletics, drama, music, art, and student activities.

Athletics

Lower Columbia College features outstanding athletic programs. The Red Devil teams include soccer, volleyball, and softball for women and baseball and basketball for men. In 2001-02, there were a total of 102 student-athletes – 50 men and 52 women. In addition, LCC hosted 75 athletic contests for students, LCC staff, and members of the community to enjoy.

Athletic Team Victories 1999-2002

| Team | 1999-00 | 2000-01 | 2001-02 |
|--------------------|--|--|---|
| Baseball | <ul style="list-style-type: none"> Western Division Champions (23-7) NWAACC Conference Second Place | <ul style="list-style-type: none"> Western Division Champions (23-7) NWAACC Conference Second Place | <ul style="list-style-type: none"> Not available (spring sport) |
| Softball | <ul style="list-style-type: none"> Southwestern Division Champions (27-3) NWAACC Conference Champions (35-5) | <ul style="list-style-type: none"> Southwestern Division Champions (27-5) NWAACC Conference Champions (41-7) | <ul style="list-style-type: none"> Not available (spring sport) |
| Volleyball | <ul style="list-style-type: none"> Western Division Second Place | <ul style="list-style-type: none"> Western Division Third Place | <ul style="list-style-type: none"> Western Division Champions (14-7) |
| Women's Basketball | <ul style="list-style-type: none"> Western Division Sixth Place | <ul style="list-style-type: none"> Western Division Sixth Place | <ul style="list-style-type: none"> Western Division Sixth Place |
| Men's Basketball | <ul style="list-style-type: none"> Western Division Fourth Place | <ul style="list-style-type: none"> Western Division Second Place NWAACC Conference Fifth Place | <ul style="list-style-type: none"> Western Division Third Place |

Coaches' Recognition 1999-2001

| | |
|--|--|
| Tim Mackin: Women's softball coach | <ul style="list-style-type: none"> NWAACC Coach of the Year – Softball – 1999, 2000, 2001 |
| Kelly Smith: Men's baseball coach | <ul style="list-style-type: none"> NWAACC Coach of the Year – Baseball – 1995, 1996, 1997, 1999, 2001 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, 2001 |
| Jocelyn Price: Women's volleyball coach | <ul style="list-style-type: none"> NWAACC Coach of the Year- 2001 |
| Bud Gilbert: Women's soccer coach | <ul style="list-style-type: none"> NWAACC Coach of the Year- 2001 |

Drama

LCC's Drama program is very active in the local community. Performances involve community members, as well as students. The Drama program 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 production runs over three weekends for a total of ten performances)

| Attendance | | | |
|--------------|-------------|--------------|------------|
| Fall 2000 | 729 | Fall 2001 | 552 |
| Winter 2001 | 490 | Winter 2002 | 500* |
| Spring 2001 | 487 | Spring 2002 | n/a |
| Total | 1706 | Total | n/a |

*estimated

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

2001-02 Season: Picasso at Lapin Agile, Two Gentlemen of Verona, Spring Comedy

Drama Program also Features . . .

| | |
|-----------------------------------|--------------------|
| Talkback | How to See a Play |
| High School One-Act Play Festival | Evening of Winners |

- **Talkback** is the first Thursday performance of each production which 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** is offered as a one-credit course to anyone interested in knowing about the play that is presented for the quarter. This program continues to grow with increasing enrollment each quarter. Enrollment totaled 85 for 2000-01 and is projected to be about 15% higher in 2001-02.
- Each year the college hosts the **High School One-Act Play Festival** which is a judged competition between high schools. Schools from three counties participate and it's free and open to the public.
- **Evening of Winners** features the top three shows from the festival presented in full production the weekend following the High School One-Act Festival. It is open to all members of the community.

Music

LCC's music program invites the campus and local communities to a variety of concerts throughout the year including

| | |
|---------------------|----------------|
| LCC Community Choir | Honor Band |
| Jazz Band | Symphonic Band |

Concerts are held in LCC's Student Center and the Columbia Theater for the Performing Arts in Longview. Each performance draws from 300 to 500 community members.

LCC Art Gallery

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 it has been used as a teaching gallery. The Art Gallery has been used by a variety of classes and programs to provide subject matter for discussion and writing. Every spring, the Art Gallery presents a student art show.

Rosemary Powelson-Bailey: "Light Project"

From December 1999- December 2000, LCC sponsored the Light Project, conducted by LCC art instructor Rosemary Powelson-Bailey, who worked with fifth grade students at St. Helen's School. The students explored the importance of light in art and science through observation of bird migration and seasonal light changes. In addition to the project, Mrs. Powelson-Bailey had an exhibit of 366 drawings that record the seasonal changes in the light at dawn and dusk that was displayed throughout the West coast.

The Columbian Artists

The Art Gallery hosted the 25th Annual Columbian Artists' Show in the spring of 2001. The Columbian Artists provided all the personnel and organization for this exhibit. An ongoing partnership between LCC and this local artists' organization has been a positive collaboration for both LCC and the community.

Art by Discovery

"Art by Discovery" is the work of Longview area seniors who range in age from 55 to 90. They include artists that are both beginners and advanced level.

| Exhibit | Attendance |
|---|-------------------|
| Retrospective work of Mary Lewis, a sculptor from Rainer, Oregon. | 1065 |
| "Patterns of Seduction" by Alfredo Arreguin, Seattle, Washington. | 848 |
| Seattle Photographer, Phil Borges | 1160 |
| Paintings and sculptors exhibited by Michael Daily, UW Professor Emeritus of Painting and Chris Gander, faculty at both PSU and Northwest College of Art. | 370 |
| Exhibit of LCC's Senior Studies painting class | 599 |
| LCC Student Art Show | 570 |
| "Connecting Waters" | 1610 |
| "DAWN and DUSK" by Rosemary Powelson-Bailey | 544 |
| Total | 6766 |

*Response for this exhibit was so great that additional viewing times were added.

Student Activities

The ASLCC, Multicultural Student Services, and Community Health Education Center (CHEC) combined their efforts to provide a variety of educational, social, cultural, health related and recreational activities for the college community this year. The emphasis continues to be placed on balancing educational co-curricular activities with the other areas of co-curricular programming.

| Educational | Concerts | Health Related | Variety | Clubs | Community Service Projects |
|--|---------------------|--------------------------------|------------------------------|--|------------------------------------|
| Jackson Katz- Gender Violence | Battle of the Bands | Blood Drives | Harvest fest Family Night | Forensics Club- National Debate Participants | Thanksgiving Baskets |
| Ray Cooper- Art Exhibit | Jaz Band Concerts | Drug/Alcohol Awareness | Gongaroke/Karaoke | Drama Club- Productions and One Act Plays | Community House Food Contributions |
| Dale Horchner- Art Exhibit | Rhythm Culture | Domestic Violence Forum | Kermit Apio- Comedian | Multicultural Club- Pow-Wow and Dances | Community Easter Egg Hunt |
| Connecting Waters- Art Exhibit | Honor Band Concerts | Flu Shots | Family Spaghetti Feed/Movie | International Club- International Food Festival | |
| Faces of America- Diversity Program | Cris Cunningham | Massage Therapy | Casino Night | International Festival | |
| Carl Mack- African American History Presentation | Gordon Painter | Aids Testing | Gender Games | SLIP Club- Pottery Exhibition and Pottery Sale | |
| Dialogue on Diversity- Diversity Program | Andy O | Breast Cancer Awareness | Back to School Week | Student Nurses Organization- Blood Pressure/ Health Screening | |
| Albert Mesah- Motivational Speaker | Variety Sounds | Planned Parenthood Information | Winter Festival | Photo Club- Photo Exhibition | |
| Rueben and Ash Fast Horse- Native American Presentation | | | Red Devil Days | Literature Alive- Salal Arts Festival | |
| Dragon Dronet- Special Effects/ Props Master | | | Comedy Night | Poets and Writers Club- Poets Competition | |
| Bill Vest Lecture | | | Pool/ Ping Pong Tournaments | | |
| | | | Caricaturist | | |

- The **Student Center** continues to serve as the largest multi-purpose venue for any large event sponsored by various campus entities, or the local community. Although the Student Center is free of charge to college-sponsored events, community organizations are required to remit a fee in order to reserve the facility. Revenue generated from these fees assist in the maintenance and operation of the Student Center.
- An **ATM machine** and **Daily Newsstand** became available in the Student Center during 2000-01.
- The **Recreation Center** experienced a growth in participation this year through increased promotional and marketing efforts.
- **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.

Section 2

Enriching the Community Through the Classroom

This section of the report delineates all of the data that is pertinent to how the College is enriching the community from within the classroom – or via instruction. These areas include the Community Health Education Center (CHEC), Kids' College, Senior Studies, Head Start/ECEAP, and community education.

Community Health Education Center (CHEC)

The Community Health Education Center (CHEC) provides the community access to information on many wellness issues relevant to our region. Their mission is to educate the public in the areas of disease prevention and wellness through collaboration, cooperation, and enhancement of resources. Since opening in September 1999, CHEC has served over 10,000 local community members.

Top Three Priorities of Prevention Activities for 2000-01

| Priority | Events | Attendance |
|--------------------|-----------|-------------|
| Tobacco | 14 | 1154 |
| Domestic Violence | 13 | 679 |
| Suicide Prevention | 8 | 466 |
| Total | 35 | 2299 |

Lectures, Series and Other Events

| Discipline | Events | Attendance |
|-------------------------------|-----------|-------------|
| Check into Wellness Lectures | 9 | 276 |
| Healthy Family Lectures | 7 | 195 |
| Injury Prevention* | 5 | 215 |
| Substance Abuse Prevention | 4 | 1892 |
| Violence Prevention | 4 | 1625 |
| Community Health Fairs | 5 | 247 |
| Teleconferences | 3 | 98 |
| General Wellness & Prevention | 4 | 242 |
| Industry & Business | 2 | 60 |
| Non-Profit Staff Trainings | 2 | 112 |
| Total | 46 | 4962 |

* 250 bike helmets were distributed

Community Education

LCC's community education program includes a variety of short-term courses, special classes, and workshops designed for personal enrichment or recreational interests. Data regarding general enrollment in community education classes, Kids' College, and Senior Studies are detailed.

| Kids' College | |
|----------------------|-----|
| Summer 1999 | 43 |
| Summer 2000 | 108 |
| Summer 2001 | 170 |

- **Kids' College** is a summer enrichment program for children that introduces to them such activities as computers, bread baking, sign language, and storytelling. The classes are

open to kids 8-15 years old. Enrollment in Kids' College increased by nearly 300% between summer 1999 and summer 2001.

| Senior Studies | |
|----------------|------|
| AY 1998 | 504 |
| AY 1999 | 1219 |
| AY 2000 | 1198 |
| AY 2001 | 1245 |

- LCC's **Senior Studies** courses meet the special needs and interests of our community seniors. From 1998 to 2001, enrollment increased by nearly 150%.
- Classes are offered at area churches, retirement centers, and other locations, including the LCC campus. Most of the offerings include beginning computers, writing, and art courses. Several new classes have been offered which are gaining popularity, such as Swim Fitness and Yoga.

**Enrollment in Community Education
Fall 2000 – Winter 2002**

| | Fall 2000 | Winter 2001 | Spring 2001 | Summer 2001 | Fall 2001 | Winter 2002 |
|--------------------|------------|-------------|-------------|-------------|------------|-------------|
| CIS | 70 | 50 | 88 | 36 | 86 | 116 |
| Community Service | 43 | 3 | 0 | 0 | 0 | 25 |
| Finance/Management | 51 | 25 | 43 | 10 | 32 | 22 |
| Food | 0 | 0 | 0 | 0 | 15 | 0 |
| Gardening | 0 | 0 | 0 | 0 | 49 | 10 |
| Human Dev. | 9 | 8 | 3 | 0 | 0 | 0 |
| Health | 3 | 0 | 33 | 7 | 23 | 25 |
| Home | 0 | 0 | 0 | 0 | 51 | 0 |
| Music | 47 | 42 | 38 | 0 | 52 | 42 |
| P.E. | 34 | 41 | 77 | 39 | 72 | 77 |
| Speech | 10 | 8 | 23 | 0 | 19 | 0 |
| Spanish | 0 | 0 | 0 | 0 | 0 | 33 |
| Total | 266 | 172 | 305 | 92 | 399 | 375 |

- In spring 2000, the Business and Industry Center acquired a portion of community education. The data presented above reflects enrollment in community education not included under the Business and Industry Center.
- Enrollment in community education is on the rise. From fall 2000 to fall 2001, enrollment increased by 50% and from winter 2001 to winter 2002, enrollment increased by 118%.
- Community education's CIS classes have become popular. From winter 2001 to winter 2002, that enrollment increased by 132%.

Head Start/ ECEAP

Head Start/ECEAP (Early Childhood Education and Assistance Program) is a federally- and state-funded comprehensive child and family development program that includes preschool, home visits, health and development screening, social service referrals, and parent involvement opportunities.

Head Start/ECEAP Enrollment AY 1998 – AY 2002

| | AY 1998 | AY 1999 | AY 2000 | AY 2001 | AY 2002 (to date) |
|--------------|------------|------------|------------|------------|-------------------|
| Head Start | 212 | 230 | 232 | 245 | 277 |
| ECEAP | 163 | 163 | 164 | 145 | 119 |
| TCD | 23 | 19 | 22 | 24 | 0 |
| Total | 398 | 412 | 418 | 414 | 396 |

- Head Start enrollment has been steady with over 400 children served each academic year. Head Start/ECEAP are still enrolling children for AY 2002.
- “TCD” is “therapeutic child development” which was a referral service from Child Protection Services. This service was discontinued in AY 2002.
- Head Start also features a Home Intervention Program (HIP) and childcare. In AY 2001, 24 families were served in HIP and 122 children in childcare.

Section 3 *Citizenship*

This section of the report delineates the data that is pertinent to students' acquisition of citizenship qualities. The following citizenship data come from the transfer alumni study conducted during 2001-02. The study was a mail survey sent out to all transfer graduates and qualified leavers from 1998-2001.

Citizenship

Lower Columbia College enriches the community by instilling the values of citizenship in each and every one of our students. No matter what the students' course of study, faculty and staff work together to ensure that they develop socially and become responsible citizens.

| Citizenship Indicators | Yes | Percent (%) |
|--|---------|-------------|
| Did you vote in the last presidential election? | 320/387 | 82.7% |
| Do you subscribe to a newspaper or news magazine? | 270/387 | 69.8% |
| Have you donated anything to any charitable organization in the past year? | 327/387 | 84.5% |
| Have you attended any cultural or sporting events in the past year? | 309/387 | 79.8% |
| Are you a member of any honorary or service club? | 81/387 | 20.9% |

- For the most part, LCC's former transfer students donate to charities, vote, and attend cultural/sporting events. Substantially fewer subscribe to a news publication or maintain membership in an honorary or service club.

Section 4

Additional Accomplishments

This section of the report delineates the College's additional areas of accomplishment in the area of community enrichment.

- **The LCC Career and Employment Services**, located in the admission building, is available to students as well as the community to provide assistance in career planning and job searching. Trained staff, working together with Work Source, is on hand to help with job searches, job market availability, self-assessments, and resume preparation. Videotapes, magazines, books, college catalogs, software,

Internet access, and other office and computer equipment are available to assist career planning and job search.

- LCC hosts a **Job Fair** every spring for college students and the community. In 2001, over 45 companies and 20 LCC departments participated.
- The **Retired Senior Volunteer Program (RSVP)**, sponsored by LCC, the National Senior Service Corp, Points of Light Foundation, and United Way of Cowlitz County, serves both Cowlitz and Wahkiakum counties. From July 30, 2000 to June 30, 2001, over 570 active volunteers donated over 103,000 hours of service at 135 stations. An estimated value of these hours is approximately \$1,490,371.
- The **Northwest Voices** series has brought a wide variety of prominent Northwest authors to the local area. These authors, whose works were often studied in classes at the college, offered workshops as well as public readings both on LCC campus and at the Longview Public Library. The readings and workshops are open to the public. Attendance for these events has been very strong and due to this positive response, this series has been continued.
- The **Salal Review** is a published journal of Northwest authors and artists, sponsored by LCC. This magazine won an honorable mention award for best new magazine from the Community College Humanities Association.
- The **Salal Spring Arts Festival** celebrates the contributions and creativity of writers, musicians, artists and thespians of the Lower Columbia region. Workshops occur throughout the day for literature, visual arts, music and dramatic arts for both children and adults. A featured event is the launch of the *Salal Review* and open readings from the writers featured in the publication. This event is free and open to the public.
- The **Alan Thompson Library** is available to all members of the community. Currently, the library has issued more than 1600 cards to community users. Community user privileges include books, paperbacks, college catalogs, "reserve collections", videos and movies to borrow.
- **Future Business Leaders of America (FBLA)** is hosted at LCC each winter. Approximately 400 high school students from around the county attend the daylong conference. The conference includes workshops and contests with winners advancing to state competitions.
- The **Steelhead Classic** high school speech tournament is held on LCC campus each fall. Students from around the county compete in speech competitions with winners advancing to state tournaments.

Expected College Outcome: Customized Education Monitoring Report

1998 – 2001

(Cycle III)

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

→ Lower Columbia College
Strategic Plan, 1999-2004

March 20, 2002



Lower Columbia College

Customized Education: A Monitoring Report

Welcome to "Cycle III" of Lower Columbia College's *Customized Education Monitoring Report*!

In September 1999, the Lower Columbia College Board of Trustees adopted seven college outcomes – including customized education. Customized education is a very important function of a comprehensive community college and positions LCC as "an enthusiastic partner with business and community groups to create customized programs and services." This report presents data and information about LCC's Business and Industry Center and shows the degree to which the institution has become flexible in offering customized educational services to businesses and industries in the service district and region. The Business and Industry Center is equipped to customize a wide variety of educational and pre-employment testing/training services for organizations throughout the region.

This report presents data relevant to LCC's Business & Industry Center including **general enrollment, high tech and workforce training, customized training, pre-employment testing and skill assessment**. The Customized Education Monitoring Report (Cycle III) also features data for **Spanish education in the workplace and corporate certification contracts**. Data for client satisfaction, the only key performance indicator (KPI) for customized education, was not sufficient enough to be included in this report.

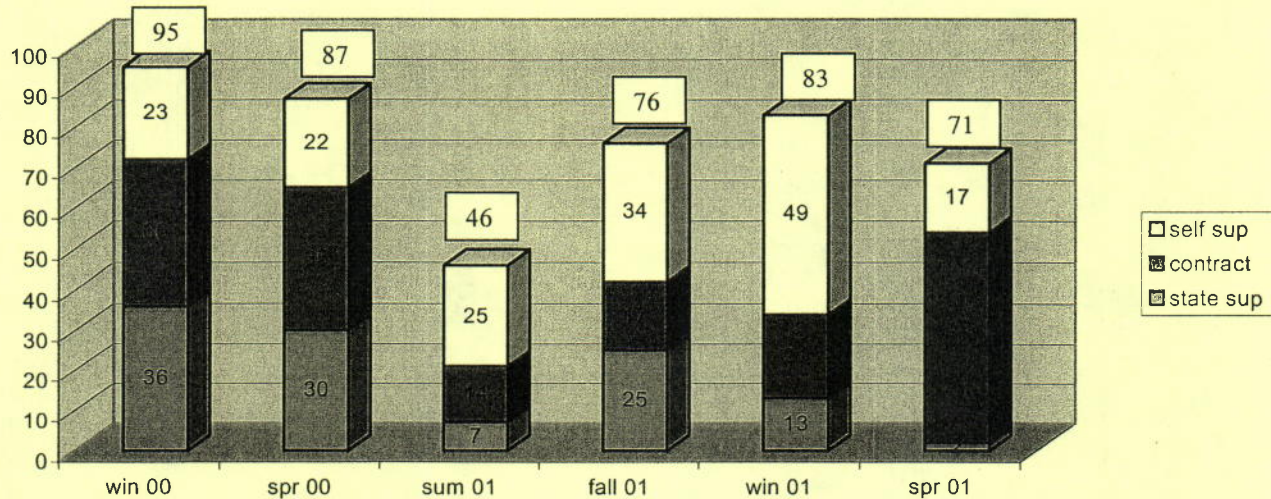
Important highlights that help in the interpretation of these data appear as bullet statements under each figure. This report has been reviewed internally by a select group of faculty and staff with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to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

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.

Part 1: Training/Class Enrollment

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

Business and Industry Center Overall FTEs
Winter 2000-Spring 2001



- Total enrollment (FTEs) in LCC's Business and Industry Center includes classes offered via Interactive Multimedia, distance education (on-line, video, interactive CD Rom), on-site customized training, and one-day seminars.
- General enrollment has gone down between 2000 and 2001. While self-supported FTEs went down by 50% and state-supported FTEs by 92% between fall and spring of 2001, the number of contract FTEs went up by 206%.

Wildland Fire Certification Courses

Non-credit firefighter training courses that are sanctioned by the National Wildfire Coordinating Group and offered in cooperation with the Department of Natural Resources and Region 5 Fire Training

Student Enrollment
1999-2001

| Course | 1998-99 | 1999-00 | 2000-01 |
|---|-----------|------------|-----------|
| S130/190: Wildland Fire Behavior/Fire Shelter Certification | 18 | 23 | 63 |
| S290: Wildland Fire Behavior Instructor Level 1 Certification | 19 | 22 | 0 |
| S205: Fire Operations in the Urban Interface Certification | 10 | 0 | 0 |
| S230: Crew Boss (Single Resource) Certification | 15 | 20 | 33 |
| S330: Task Force/Strike Team Leader Certification | 25 | 7 | 0 |
| Wildland FireFighter 2 | 0 | 47 | 0 |
| Fire Brigade | 0 | 191 | 21 |
| Total | 87 | 310 | 96 |

- Enrollment in Wildland Certification courses, overall, has gone down by 69% between 2000 and 2001.

Workplace Leadership Series

A series of 18 customized training sessions that provide a hands-on approach to building supervisory and leadership skills of first-line worksite supervisors

Employee Enrollment

1999-2001

| | 1998-99 | 1999-00 | 2000-01 |
|------------|---------|---------|---------|
| Enrollment | 60 | 220 | 276 |

- Enrollment in the Workplace Leadership Series went up by 267% between 1999 and 2000 and then again by 25% between 2000 and 2001.

American Heart Association Classes

Designated as the Southwest Washington community training center for the AHA, the LCC Business & Industry Center provides instructor certification, continuing education, and quality assurance for the national headquarters

Classes Offered and Student Enrollment

1999-2001

| | 1998-99 | 1999-00 | 2000-01 |
|------------|---------|---------|---------|
| Enrollment | 2,017 | 2,785 | 2,399 |

- Enrollment in the American Heart Association classes increased by 38% between 1999 and 2000. Enrollment went down by 14% between 2000 and 2001.

Transport Operator Training (Truck-Driving)

A training program that prepares individuals for commercial driver licensing (CDL)

Student Enrollment

1999-2001

| | 1998-99 | 1999-00 | 2000-01 |
|------------|---------|---------|---------|
| Enrollment | 78 | 69 | 55 |

- Since 2000, the LCC Business & Industry Center manages its own truck-driving program.
- Enrollment in the truck-driving program has been declining – by 11% between 1999 and 2000 and by 20% between 2000 and 2001.
- 100% of the students became employed in the field within 30 days of completing the program.

Spanish in the Workplace

On-site Spanish instruction that is occupationally specific

2000-2001

| | 1999-00 | 2000-01 |
|-------------|---------|---------|
| Spanish 104 | 26 | 0 |
| Spanish 050 | 14 | 0 |

- In 2000, Spanish 104 and 050 were requested specifically by Steelscape. The Business and Industry Center is currently developing occupationally specific Spanish classes for organizations such as Peace Health and the Kelso School District.

High Tech Training

The Business and Industry Center responds to a changing environment by providing the training demanded by our local community.

2000-2001

| | 1999-2000 | 2000-01 |
|------------------|-----------|---------|
| A+ Certification | 0 | 6 |
| MCSE | 0 | 25 |

- As a new function for the Business and Industry Center, enrollment in high tech training is off to a good start.

Certificate Training

Based on community demand, the Business and Industry Center offers certificate training for people who are already employed. This training enhances their education and provides focus on skill development.

1998-2001

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|-----------------------|------------|------------|--------------|--------------|
| Flagging | 208 | 139 | 114 | 53 |
| NEC Code | 0 | 40 | 68 | 31 |
| Grounding | 0 | 69 | 133 | 66 |
| MACRO | 0 | 2 | 69 | 319 |
| Full Fundamentals | 121 | 130 | 179 | 139 |
| Modified Fundamentals | 137 | 69 | 86 | 75 |
| Continuing Education | 275 | 417 | 596 | 708 |
| Nurse Delegation | 29 | 35 | 38 | 44 |
| Totals | 770 | 901 | 1,283 | 1,435 |

- The Business and Industry Center has seen increased enrollment in certificate training. From 1998 to 2001, enrollment increased by 86% (12% between 2000 and 2001, alone.).

Real Estate Training

Based on community need, the Business and industry Center offers real estate training via the Internet, as well as CD Rom.

1998-2001

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|------------|---------|---------|---------|---------|
| Enrollment | 8 | 4 | 6 | 18 |

- Enrollment in real estate training has been on the rise since 1999. Enrollment has increased by 350% between 1999 and 2001.

Online Classes

These non-credit online courses are offered through the Business and Industry Center as a result of local community demand.

2000-2001

| | 1999-00 | 2000-01 |
|---------------------|------------|------------|
| PC Skills | 184 | 211 |
| Business Management | 22 | 27 |
| Paralegal | 13 | 13 |
| Exam Preparation | 0 | 2 |
| Total | 219 | 253 |

- Enrollment in online classes offered through the Business and Industry Center has increased by 16% between 2000 and 2001.

Interactive Multimedia Classes

CD-Rom based training designated mostly for people working in the industrial sector

1998-2001

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---|------------|------------|------------|------------|
| Safety | 230 | 184 | 303 | 157 |
| Industrial Maintenance - Electrical | 262 | 317 | 276 | 234 |
| Industrial Maintenance -- Instrumentation | 131 | 75 | 35 | 50 |
| Maintenance Multicraft | 189 | 165 | 104 | 131 |
| Totals | 812 | 741 | 718 | 572 |

- Enrollment in Interactive Multimedia classes has been on the decline since 1998. Between 1998 and 2001, enrollment went down by 30%.

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 Testing

Work Keys, ASSET, and SRA Flanigan

1998-2001

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---------|---------|---------|---------|---------|
| Clients | 1,162 | 1,647 | 481 | 422 |

- The number of clients served in pre-employment testing went down by 71% between 1999 and 2000 and by 12% between 2000 and 2001.

Part 3: Client Contracts

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

Contract Training – New Client Agreements 1998-2001

| | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|------------|---------|---------|---------|---------|
| Agreements | 31 | 53 | 50 | 34 |

- The number of new client agreements went down by 36% between 1999 and 2001.

Total Client Contracts 1998-2001

| Company/Organization | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---|---------|---------|---------|---------|
| Advanced Electrical Signs | 0 | 0 | 1 | 2 |
| BF Goodrich | 0 | 2 | 2 | 2 |
| BHP Coated Steel | 3 | 8 | 6 | 5 |
| Birchwood (Nursing) | 0 | 0 | 1 | 1 |
| Boise Cascade | 2 | 4 | 1 | 1 |
| Cathlamet Fire Department | 0 | 1 | 0 | 0 |
| Century Communications | 0 | 1 | 1 | 0 |
| Chelan PUD | 1 | 1 | 0 | 0 |
| City of Castle Rock EMS | 0 | 1 | 0 | 1 |
| City of Longview | 0 | 0 | 1 | 1 |
| Clark County Training Association | 0 | 0 | 2 | 3 |
| Clark Regional Emergency | 0 | 1 | 0 | 0 |
| Columbia Analytical | 0 | 1 | 1 | 0 |
| Columbia River Carbonates | 2 | 6 | 5 | 4 |
| Community Home Health Hospice | 0 | 1 | 0 | 1 |
| Cowlitz County Economic Development Council | 0 | 1 | 0 | 0 |
| C Ted | 0 | 0 | 1 | 0 |
| Cowlitz Care (Nursing) | 0 | 0 | 1 | 0 |
| Cowlitz County Central Services | 0 | 0 | 0 | 1 |
| Cowlitz PUD | 0 | 0 | 0 | 1 |
| Fire District 3 | 0 | 1 | 0 | 1 |
| Daily News | 0 | 0 | 1 | 0 |
| Denny's Machine | 0 | 0 | 1 | 1 |
| DNR | 0 | 0 | 2 | 1 |
| EMS Council | 0 | 0 | 1 | 0 |
| ESD 112 | 0 | 0 | 1 | 0 |
| Evergreen Community Development Agency | 1 | 1 | 0 | 0 |

| Company/Organization | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|--|---------|---------|---------|---------|
| Foster Farms | 0 | 0 | 1 | 2 |
| G. Loomis | 0 | 2 | 0 | 0 |
| Golden Sands | 0 | 0 | 0 | 0 |
| Kelly Group LLC | 0 | 0 | 0 | 1 |
| JH Kelly | 1 | 1 | 1 | 0 |
| Kaiser Permanente | 0 | 1 | 0 | 0 |
| Kelso School District | 0 | 1 | 0 | 0 |
| Kirkpatrick | 0 | 0 | 1 | 0 |
| LCC Headstart | 0 | 0 | 3 | 4 |
| Learning Point, Inc. | 0 | 1 | 1 | 2 |
| Lower Columbia Contractors | 0 | 0 | 0 | 1 |
| Local 970; International Brotherhood of Electrical Workers | 0 | 2 | 1 | 0 |
| Longview Fibre | 2 | 2 | 2 | 3 |
| Longview School District | 1 | 2 | 1 | 1 |
| Lower Columbia College | 0 | 2 | 0 | 1 |
| MACRO | 0 | 0 | 1 | 1 |
| NCS | 0 | 1 | 0 | 0 |
| Norpac | 0 | 0 | 1 | 1 |
| Northwest Continuum (Nursing) | 0 | 0 | 1 | 0 |
| Oregon Health Department | 1 | 1 | 0 | 0 |
| Oregon Steel | 6 | 3 | 4 | 2 |
| Pacific Lamination | 0 | 3 | 1 | 1 |
| Park Royal(Nursing) | 0 | 0 | 1 | 0 |
| PeaceHealth St. John | 1 | 2 | 0 | 1 |
| Port of Kalama | 0 | 1 | 0 | 0 |
| Portco | 0 | 0 | 1 | 0 |
| Prudential Steel | 2 | 3 | 2 | 1 |
| Rawhide Electric | 0 | 0 | 2 | 0 |
| Region 5 Training Association | 1 | 3 | 0 | 0 |
| Reynolds Metals-Longview | 2 | 9 | 14 | 4 |
| Reynolds Metals-Oregon | 0 | 4 | 0 | 0 |
| Ross Simmmons Hardwood | 0 | 0 | 2 | 2 |
| S & R Sheetmetal | 0 | 0 | 1 | 0 |
| SS Flegel | 0 | 0 | 1 | 0 |
| Stowe Woodward | 1 | 1 | 0 | 0 |
| SWMC | 0 | 0 | 1 | 0 |
| Twin City Glass | 0 | 0 | 1 | 0 |
| Trust Joist McMillan | 3 | 6 | 1 | 0 |
| Wahkiakum West | 0 | 1 | 0 | 0 |
| Walstead Merching | 0 | 1 | 1 | 0 |
| WCR | 0 | 0 | 1 | 0 |
| Weld Industries-Wayron | 1 | 4 | 0 | 0 |
| Weyerhaeuser-Pulp & Paper | 4 | 4 | 0 | 0 |
| Wilcox & Flegel | 1 | 0 | 0 | 0 |

| Company/Organization | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|----------------------|-----------|-----------|-----------|-----------|
| YMCA SW Washington | 0 | 1 | 0 | 0 |
| Totals | 36 | 92 | 74 | 54 |

- The total number of client contracts has been in decline since 1999. These losses have been attributed to a statewide/local economic downturn, as well as reorganization within the Business and Industry Center.

SUMMARY of Facts and Findings

Expected College Outcome:

Customized Education

- **General enrollment** has gone down between 2000 and 2001. While self-supported FTEs went down by 50% and state-supported FTEs by 92% between fall and spring of 2001, the number of contract FTEs went up by 206%.
- Enrollment in **Wildland Certification courses**, overall, has gone down by 69% between 2000 and 2001.
- Enrollment in the **Workplace Leadership Series** went up by 267% between 1999 and 2000 and then again by 25% between 2000 and 2001.
- Enrollment in the **American Heart Association classes** increased by 38% between 1999 and 2000. Enrollment went down by 14% between 2000 and 2001.
- Enrollment in the **truck-driving program** has been declining – by 11% between 1999 and 2000 and by 20% between 2000 and 2001.
- The Business & Industry Center began offering **Spanish in the Workplace** instruction in Fall 2000 to local businesses. This instruction has not been offered since that time.
- As a new function for the Business and Industry Center, enrollment in **high tech training** is off to a good start.
- The Business and Industry Center has seen increased enrollment in **certificate training**. From 1998 to 2001, enrollment increased by 86% (12% between 2000 and 2001, alone.).
- Enrollment in **real estate training** has been on the rise since 1999. Enrollment has increased by 350% between 1999 and 2001.
- Enrollment in **online classes** offered through the Business and Industry Center has increased by 16% between 2000 and 2001.
- Enrollment in **Interactive Multimedia classes** has been on the decline since 1998. Between 1998 and 2001, enrollment went down by 30%.
- The number of clients served in **pre-employment testing** went down by 71% between 1999 and 2000 and by 12% between 2000 and 2001.
- The number of **new client agreements** went down by 36% between 1999 and 2001.

Lower Columbia College
Customized Education Monitoring Report (Cycle III)
Comments from the Review Team
March 20, 2002

In what areas has LCC done a good job in providing students customized education?

- It appears that the Business and Industry Center provides a good diversity of offerings.
- The data reflect a program (Business and Industry Center) that is committed to addressing community needs.
- The methods of instructional delivery are multifaceted with an adequate level of variation.
- Placing computers at the work sites of where industrial maintenance is taught has worked very well.
- The total number of volunteer fire fighters in the local area is substantially up due to B&I's Wildland Fire Certification program.
- Jeff Greig's outreach for the multi-craft offerings has been very good.
- The Business and Industry Center is flexible in that they can respond to any kind of training needs out there (as long as we can find the right people to teach them).
- The idea of having a mobile computer lab to take to places that don't have computers is excellent.

What are some of the things that the College can do to improve customized education?

- Vary the times that the Workplace Leadership Series classes are available. Evening is the best time for those of us who work.
- The Business and Industry Center should consider expanding more into the service areas, such as restaurants. There are more and more of these businesses becoming established in our local community every year.
- There seems to be a lack of common purpose and leadership in the Business and Industry Center at this time. This is an opportunity to refocus and regroup.
- The College needs to provide more support to the Business and Industry Center – "The track is in place, now all they need are runners that are the best fit for the track.
- The Business and Industry Center does not have enough publicity/press at this time. This operation needs more public exposure and image building.
- There should be more information about the Business and Industry Center in the College catalog.
- The Business and Industry Center could use a business outreach person who gets out into the community, sells the services, and establishes new contracts.
- The community, as well as businesses, needs to be able to better connect with the Business and Industry Center catalog. People need to become aware that their catalog is online and that it's different from the College's regular catalog.

Board Plus/Delta

"What is good about this report and what would you like to see changed?"
March 20, 2002

| + | 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 (Cycle III)

1997 – 2002

July 17, 2002



Lower Columbia College

Institutional Excellence

Welcome to Cycle III of the Institutional Excellence Monitoring Report!

This report documents progress on the "Institutional Excellence" outcome. The values upheld by the faculty and staff at Lower Columbia College reflect the environment – one of integrity and excellence. Our community expects that the college will operate on the basis of collaboration and diversity that foster personal growth and academic excellence.

"Institutional excellence" is not an easy concept to define or measure. The key performance indicators for this outcome were carefully determined so they would not duplicate other aspects of "excellence," such as transfer students' performance at universities and the estimated employment rate of professional/technical program completers. The purpose of this report is to present general, campus-wide data not presented in the other monitoring reports that highlight the successes of the college. These include **degree attainment of students of color, students with disabilities, and female students, student satisfaction – including student feedback about online registration, student persistence and performance, retention program results, employee survey results, as well as results from the Community Inquiry.** In addition, this report also presents the progress that has been made on the four strategic issues of the college's **Strategic Plan.**

Because the second iteration of this report was done in September 2001, the **student progress** section is not included in this report. This section will be included in cycle IV with 2001-02 data. The same holds true for a portion of the **Running Start** section. Performance of Running Start students by discipline will be included in cycle IV with 2001-02 data.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. This report has been reviewed by an internal review team. Team members were asked to examine this report and provide input and ideas as to how the college can better serve students and improve on its excellence.

The Board of Trustees 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 assist with our planning for the next fiscal year.

Institutional Excellence

Student Degree and Certificate Attainment

Student success is the most important goal of the community college. A number of campus resources help students to succeed academically. The following table shows student degree and certificate attainment by special characteristics and across several campuses. System totals are included for each year, as well.

| | LCC | | | | System Averages | | | |
|---------|----------|---------|------------|----------|-----------------|---------|------------|----------|
| | Deg+Cert | % Color | % Disabled | % Female | Deg+Cert | % Color | % Disabled | % Female |
| 2000-01 | 643 | 9.2% | 7.6% | 63.1% | 836 | 21.1% | 5.4% | 56.5% |
| 1999-00 | 447 | 7.8% | 8.7% | 64.8% | 618 | 20.5% | 6.1% | 59.3% |
| 1998-99 | 349 | 10.6% | 6.0% | 72.2% | 639 | 18.7% | 6.1% | 60.5% |
| 1997-98 | 458 | 7.9% | 8.3% | 73.8% | 653 | 17.5% | 5.5% | 61.0% |
| 1996-97 | 424 | 6.4% | 6.4% | 63.9% | 701 | 16.4% | 5.4% | 60.3% |

- The number of students earning a degree or certificate from LCC increased by 44% between 2000 and 2001. The system average went up by only 35.3% over the same time period.
- Between 1997 and 2001, LCC consistently graduated a higher proportion of students with disabilities and female students than the system average.
- While the proportion of graduating students of color from LCC has increased by 1.4% between 2000 and 2001, the data suggest that more attention should be given to the success of students of this population.

Student Satisfaction (Key Performance Indicator)

The **Faces of the Future Survey** is a joint product of AACC and ACT. This student satisfaction survey distinguishes credit from non-credit students and presents the results accordingly. The surveys were sent out to faculty who distributed them to students in class. The following are highlights of the fall 2001 Faces of the Future Survey.

- Both credit and non-credit students indicated greater satisfaction with instruction that involves active learning techniques.
- Credit students are 37% more likely to be working part-time than full-time. Non-credit students are just as likely to be working part-time as full-time.
- Credit students are 45% more likely to have a high school diploma than non-credit students.
- Both credit and non-credit students gave LCC high marks for "increasing academic competence."
- Both faculty and non-teaching staff received high marks from both credit and non-credit students for being sensitive to diversity (racial and gender). However, both credit and non-credit students gave lower marks for "concern is shown for students as individuals" and "the registration process is student friendly."
- Compared to their national averages, credit students don't feel that courses are available at the times they can take them. However, non-credit students feel that their courses are available at the times they can take them.
- Overall, credit students are more satisfied with LCC than non-credit students. While non-credit students are nearly 10% less satisfied than their national counterparts, credit students are nearly identically satisfied as their national counterparts.
- 97.5% of all survey respondents indicated they feel that LCC is a comfortable environment for all students, free of harassment of any kind.

Service Evaluations from the Fall 2001 Faces of the Future Survey

| Services | Satisfaction | Dissatisfaction |
|---|--------------|-----------------|
| Usefulness of advising | 88.8% | 11.2% |
| Academic advising is of high quality | 43.1% | 15.3% |
| *Tutoring services were helpful | 88.5% | 11.5% |
| **Career and Employment Services Center was helpful | 74.4% | 25.6% |
| Registration process is student friendly | 63.8% | 13.1% |
| Could not have attended LCC without financial aid | 63.8% | 23.2% |
| Received the help I needed from financial aid | 54.1% | 23.8% |
| ***Experience with a counselor on campus | 44.7% | 10.6% |

"Satisfaction" = Index of all possible positive responses (e.g. "agree" and "strongly agree") ["neutral" is not included.]

"Dissatisfaction" = Index of all possible negative responses (e.g. "disagree" and "strongly disagree") ["neutral" is not included.]

(*64.7% of respondents had not been to the Tutoring Center.)

(**80.5% of respondents had not made use of the Career and Employment Services Center.)

(***78.5% of respondents had not seen a counselor.)

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

In fall 2001, LCC introduced online registration for students, which resulted in a substantial change in how students attain classes and access the institution. The following data summarize student opinions about online registration.

**Student Responses to
Online Registration**

| Registration worked: | Freq. | % | Getting assistance: | Freq. | % | Paying online: | Freq. | % |
|------------------------|------------|----------|---------------------|-------|-------|---------------------|-------|-------|
| Very well | 253 | 88.5% | Very good | 88 | 30.8% | Very good | 32 | 11.1% |
| Had some difficulty | 108 | 37.8% | Had some difficulty | 11 | 3.9% | Had some difficulty | 7 | 2.5% |
| Total Responses | 286 | - | Didn't require | 168 | 58.7% | Wasn't aware | 103 | 36.0% |

(Students were given the option to mark multiple responses for the "registration worked" item. Some of the respondents did not answer all of the remaining questions.)

Where Students Registered

| | Freq. | % |
|-------------------|-------|--------|
| At home | 134 | 46.85% |
| Admissions Center | 91 | 31.82% |
| Other | 56 | 18.58% |

- These data suggest that online registration was successful. A majority of the respondents indicated that online registration went well and only a few indicated difficulties in getting assistance.
- A clear majority of the respondents were not aware that they could pay their tuition online.
- Nearly half of the respondents registered from home, indicating that online registration is warranted.

**Student Responses to
New Student Orientation Evaluation
2001-02**

| | Average Rating with "0" as Low and "5" as High | |
|---------------------|--|--------------|
| Orientation Overall | September 2001 | January 2002 |
| A good use of time | 3.9 | 4.2 |
| Informative | 4.2 | 4.3 |
| Complete | 4.2 | 4.3 |
| Useful | 4.1 | 4.3 |

- Students' ratings improved in all four areas from September 2001 to January 2002.

**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. These data include degree-seeking transfer and professional/technical students only. The repeat figures have been adjusted from the last cycle to include degree-seeking students only – making this observation more consistent with AACC's core indicators of effectiveness. 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 1998 – Fall 2001**

| | Fall 1998 to Fall 1999 | | | Fall 1999 to Fall 2000 | | | Fall 2000 to Fall 2001 | | |
|--|------------------------|----------|--------|------------------------|----------|-------|------------------------|----------|--------|
| | Students | Retained | % | Students | Retained | % | Students | Retained | % |
| First-time new students | 527 | 272 | 51.6% | 459 | 241 | 52.5% | 456 | 301 | 66.0% |
| First-time new students taking courses related to current or future work | 66 | 30 | 45.5% | 52 | 28 | 53.9% | 91 | 60 | 66.0% |
| First-time new students transferring to a 4-year college | 92 | 44 | 47.8% | 51 | 23 | 45.1% | 135 | 89 | 66.0% |
| First-time new students seeking high school diploma or GED certificate | 0 | 0 | 0.0% | 2 | 1 | 50.0% | 2 | 0 | 0.0% |
| First-time new students exploring career direction | 1 | 1 | 100.0% | 4 | 2 | 50.0% | 14 | 8 | 57.1% |
| First-time new students enrolled for personal enrichment | 4 | 1 | 25.0% | 0 | 0 | 0.0% | 1 | 1 | 100.0% |
| "Other" first-time new students | 2 | 1 | 50.0% | 2 | 0 | 0.0% | 4 | 2 | 50.0% |
| First-time new students no response | 362 | 195 | 53.9% | 348 | 187 | 53.7% | 209 | 141 | 67.5% |

- LCC's retention of first-time new students is astounding. The retention rate for this student population increased by 13.5% between 2000 and 2001.
- One very positive turn-around is the retention of the segment of this student population planning transfer to a 4-year college. While the retention rate was going down by about 3% each year prior to 2001, the retention rate increased by 20.9% between 2000 and 2001.

**Fall-to-Fall Retention Rates for First-Time New Students by Gender and Ethnicity
Fall 1998 – Fall 2001**

| | Fall 1998 to Fall 1999 | | | Fall 1999 to Fall 2000 | | | Fall 2000 to Fall 2001 | | |
|------------------|-------------------------|----------------------------------|-------|-------------------------|----------------------------------|-------|-------------------------|----------------------------------|-------|
| | 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 | 527 | 272 | 51.6% | 459 | 241 | 52.5% | 456 | 301 | 66.0% |
| Male | 258 | 137 | 53.1% | 228 | 126 | 55.3% | 215 | 131 | 61.0% |
| Female | 261 | 135 | 51.7% | 231 | 115 | 49.8% | 222 | 165 | 74.3% |
| Asian | 19 | 11 | 57.9% | 17 | 9 | 52.9% | 12 | 10 | 83.3% |
| African American | 4 | 1 | 25.0% | 5 | 1 | 20.0% | 4 | 1 | 25.0% |
| Native American | 13 | 6 | 46.2% | 7 | 3 | 42.9% | 14 | 10 | 71.4% |
| Hispanic | 8 | 2 | 25.0% | 6 | 3 | 50.0% | 3 | 1 | 33.3% |
| Caucasian | 465 | 247 | 53.1% | 417 | 221 | 53.0% | 400 | 273 | 68.3% |

- The retention rates of first-time new students by gender and ethnicity echoes the success presented in the table above. The retention of females increased by 24.5% between 2000 and 2001.
- The only concern is the retention of Hispanic students (decrease of 16.7% between 2000 and 2001). However, this is an observation of only three students (for fall 2000 to fall 2001).

**Lower Columbia College
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 1999 – Winter 2002**

| | Fall 1999 to Winter 2000 | Winter 2000 to Spring 2000 | Spring 2000 to Fall 2000 | Fall 2000 to Winter 2001 | Winter 2001 to Spring 2001 | Spring 2001 to Fall 2001 | Fall 2001 to Winter 2002 |
|--|--------------------------|----------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| Degree/certificate seeking students enrolled in 10 or more credits | 87% | 78% | 54% | 91% | 79% | 66% | 85% |
| Degree/certificate seeking students enrolled in 1-9 credits | 63% | 45% | 28% | 57% | 40% | 28% | 59% |
| All Degree/certificate students combined | 82% | 67% | 44% | 84% | 67% | 54% | 81% |

- While fall-to-winter retention went down by 6% between 2001 and 2002, mid-80's retention rates are still quite strong.
- Winter-to-spring retention rates, while lower than fall-to-winter, are very respectable at 78% and 79%.
- Spring-to-fall retention rates increased by 12% between 2001 and 2002. This is a substantial and important increase given the amount of time between these two quarters.

Faculty and Staff Satisfaction Survey
(Key Performance Indicator)
November 2001
Generalized Results

Faculty, staff, and administrators completed a satisfaction survey in November 2001. A good proportion of classified staff, exempt staff and administrators participated. While a good number participated, the responses from full-time and part-time faculty were noticeably low. The following tables summarize the results of the quantitative portion of the survey. In most cases, each table presents data that is a composite of more than one question.

| My job gives me a sense of accomplishment/recognition | Composite of two questions | | | | | |
|---|----------------------------|-------------------|-------------------|--------------|------------------|----------------|
| | All Respondents | Full-time Faculty | Part-time Faculty | Exempt Staff | Classified Staff | Administrators |
| Agree | 65% | 60% | 62% | 71% | 64% | 88% |
| Neutral | 13% | 13% | 10% | 14% | 13% | 6% |
| Disagree | 23% | 27% | 28% | 15% | 22% | 6% |

| Morale at the college has been high this past year | One question only | | | | | |
|--|-------------------|-------------------|-------------------|--------------|------------------|----------------|
| | All Respondents | Full-time Faculty | Part-time Faculty | Exempt Staff | Classified Staff | Administrators |
| Agree | 43% | 13% | 38% | 51% | 52% | 91% |
| Neutral | 18% | 8% | 42% | 24% | 15% | 9% |
| Disagree | 38% | 79% | 19% | 24% | 33% | 0% |

| LCC communicates effectively/openly | Composite of four questions | | | | | |
|-------------------------------------|-----------------------------|-------------------|-------------------|--------------|------------------|----------------|
| | All Respondents | Full-time Faculty | Part-time Faculty | Exempt Staff | Classified Staff | Administrators |
| Agree | 58% | 49% | 65% | 64% | 55% | 98% |
| Neutral | 16% | 13% | 20% | 17% | 19% | 2% |
| Disagree | 27% | 38% | 16% | 29% | 26% | 0% |

| LCC encourages collaboration | Composite of two questions | | | | | |
|------------------------------|----------------------------|-------------------|-------------------|--------------|------------------|----------------|
| | All Respondents | Full-time Faculty | Part-time Faculty | Exempt Staff | Classified Staff | Administrators |
| Agree | 54% | 32% | 44% | 70% | 56% | 100% |
| Neutral | 18% | 25% | 35% | 11% | 15% | 0% |
| Disagree | 27% | 43% | 21% | 19% | 29% | 0% |

| I feel that LCC provides adequate programs and activities that promote diversity. | Composite of five questions | | | | | |
|---|-----------------------------|-------------------|-------------------|--------------|------------------|----------------|
| | All Respondents | Full-time Faculty | Part-time Faculty | Exempt Staff | Classified Staff | Administrators |
| Agree | 56% | 45% | 51% | 60% | 61% | 81% |
| Neutral | 27% | 38% | 34% | 21% | 23% | 12% |
| Disagree | 16% | 17% | 15% | 19% | 16% | 6% |

- LCC employees, in general, indicate that their job gives them a sense of accomplishment and recognition and that the College provides adequate programs and activities that promote diversity.
- A majority of faculty and staff agree that LCC maintains good, effective communication.
- Many full-time faculty do not agree that morale at LCC has been high this past year.

**Community Inquiry
(Key Performance Indicator)**

May 2002

Generalized Results

In spring 2002, the research office mailed out 3,900 surveys to community leaders, senior citizens, parents of local tenth and eleventh graders, and participants of various LCC events. Only 162 (4.1%) people from the sample responded to the Inquiry. The tables that follow present the general results of the inventory.

| General category (Statements have been modified to reflect an overall weighted value by general category.) | Average weighted value | Low-High 1 2 3 4 5 |
|---|------------------------|-----------------------|
| Lower Columbia College serves the public well by providing various educational opportunities for people in the service district. | 4.00 | |
| The College plays a significant role in the community by getting involved in community activities and developing relationships. | 3.68 | |
| It is important for the College to provide opportunities for immigrants, career counseling, and cultural events. | 3.97 | |
| I find college employees to be friendly, helpful and informed. | 4.04 | |
| The college's programs and courses are of high quality and scheduled at convenient times. | 3.75 | |
| The College does a good job in providing timely education and services relevant to the community in an environment that supports diversity. | 4.00 | |
| Overall, the College maintains good quality and responds to the needs of the community. | 3.86 | |

- In general, community members are pleased with LCC. The data indicate that they are satisfied with the friendliness of college employees, educational opportunities provided, and the college's position on diversity.
- According to these results, LCC should consider getting more involved in community activities and developing relationships. However, evidence presented in this report shows that the College is doing just that (See page 9 of this report).
- Data collected in another portion of the Community Inquiry show that people get information about the College mostly from LCC publications and the newspaper, in that order. The college catalog and class schedule come in third and fourth place, respectively.

Strategic Plan

In 1999, the President convened an Executive Planning Committee to undertake a year long process of articulating the college's strategic, or long-term, plan. Through environmental scanning and data analyses, this committee established the four strategic issues that make up LCC's three-to-five year Strategic Plan. These include becoming a learning college, service integration between instruction and student services, forming critical linkages with the local community, and maintaining a positive campus climate. The purpose of this section of the report is to present the annual accomplishments the college has made in realizing this Strategic Plan.

Strategic Plan Annual Accomplishments 2001-02

Becoming a Learning College

- The curriculum committee approved a Fire Service Officer transfer degree to serve students throughout Southwest Washington and Northwest Oregon. The degree articulates with Eastern Oregon College and Western Oregon University.
- The Proctoring Center served 3,331 students during winter quarter – an increase over the fall quarter by 1,082 students.
- LCC now recognizes the part-time faculty member of the year and division faculty member of the year.
- The mandatory orientation for financial aid recipients has been very successful.
- The Diversity Committee has been hosting a film and reading series that includes informal discussions on campus.
- All of LCC's academic departments have been holding discussion groups about learning throughout the year.
- LCC's Tutoring Center was re-certified for three years in fall 2001. 56% of the students on the 2001 fall quarter deficiency list received a "C," or better. Clark College will use LCC's tutoring handbook in training sessions.
- Instructional and student services staff partnered to do a series of college success workshops for students.
- One student attributes the ICP program for attaining a position with the City of Longview Water & Sewer Department. He was selected from among 500 applicants.
- The grant-funded computer lab in Wahkiakum County is moving forward.
- LCC is working with KLTV to offer three joint classes in broadcasting.
- Transfer students in math, CIS, and engineering can apply for the National Science Foundation scholarship. This scholarship pays students \$3,125 a year toward college-related expenses.
- The College approved block scheduling in spring 2002. It will be implemented fall 2002.
- The Alan Thompson Library recorded heavy use in 2001-02 with 84,580 visits made and 22,745 books checked out.

Improve Service Integration

- The student services retention program continues to go strong. Students have responded well to the phone calls and the quarter-to-quarter retention rate is higher than it's ever been.
- The Athletic Department will be selling clothing at the Bookstore during home games.
- Together, the Diversity Committee and Curriculum Committee implemented a stronger diversity requirement for graduation.
- Instructional and student services staff have collaborated on the new mandatory orientation for financial aid recipients.
- Both student services and instruction served a record number of worker retraining students in 2001-02.

Maintain a Positive Campus Climate

- LCC maintains a periodic and informal "Coffee with the President" for faculty and staff to meet with Dr. McLaughlin and discuss timely issues.
- The Faculty and Staff Satisfaction Survey was conducted in November 2001. Please refer to the section earlier in this report that briefly summarizes those results.
- LCC promotes many social and employee recognition events such as the Spring Reception, Welcome Back Reception, Classified Employee of the Year, and the Exceptional Faculty Award.
- The College purchased a Nortel phone system in fall 2001.

Building Collaborative and Strategic Partnerships

- The Collaborative Teacher Education Program (CTEP) – a joint venture of LCC and WSU – continues to be very successful.
- LCC and WSU Vancouver initiated a co-application program to streamline the transfer process for students.
- CAD classes have been offered at Kelso High School in 2001-02.
- LCC firmed up the agreement with Kelso School District for the Career Education Options (CEO) program in February 2002.
- Tech Prep has been very successful in 2002. The number of new students has increased by nearly 140% between 2001 and 2002 and the number of students taking advantage of “direct transcription” has increased by nearly 35% over the same time period.
- In October 2002, LCC will hold a joint in-service day with the local school districts.
- The second LCC and Clark College sponsored Allied Health Education Forum was held in March 2002.
- LCC Community Education is offering computer training for WorkFirst Clients.
- LCC anticipates approximately \$60,000 from a new grant for Worker Retraining services.
- LCC has been awarded \$447,000 grant from the U.S. Department of Commerce’s “Technology Opportunities Program.” The grant will make it possible for the college to utilize digital network technologies in broad-based community access centers located in Woodland and Cathlamet.

Highlights of Accomplishments for College Outcome: Institutional Excellence

- The number of students earning a degree or certificate from LCC increased by 44% between 2000 and 2001. The system average went up by only 35.3% over the same time period.
- Between 1997 and 2001, LCC has consistently graduated a higher proportion of students with disabilities and female students than the system average.
- Both credit and non-credit students indicated greater satisfaction with instruction that involves active learning techniques.
- Both credit and non-credit students gave LCC high marks for “increasing academic competence.”
- Both faculty and non-teaching staff received high marks from both credit and non-credit students for being sensitive to diversity (racial and gender). However, both credit and non-credit students gave lower marks for “concern is shown for students as individuals” and “the registration process is student friendly.”
- Compared to their national averages, credit students don’t feel that courses are available at the times they can take them. However, non-credit students feel that their courses are available at the times they can take them.
- 97.5% of all survey respondents indicated they feel that LCC is a comfortable environment for all students, free of harassment of any kind.
- Students indicated the greatest level of satisfaction with the usefulness of academic advising and tutoring services available.
- Data suggest that online registration was successful, overall. A majority of the respondents indicated that the online registration process went well and only a few indicated difficulties in getting assistance.
- Students’ overall, average, rating of the New Student Orientation improved in all areas from September 2001 to January 2002.
- LCC’s retention of first-time new students is astounding. The retention rate for this student population increased by 13.5% between 2000 and 2001.
- Spring-to-fall retention rates increased by 12% between 2001 and 2002. This is a substantial and important increase given the amount of time between these two quarters.
- LCC employees, in general, indicate that their job gives them a sense of accomplishment and recognition and that the College provides adequate programs and activities that promote diversity.
- A majority of faculty and staff agree that LCC maintains good, effective communication.
- Many full-time faculty do not agree that morale at LCC has been high this past year.
- In general, community members are pleased with LCC. The data indicate that they are satisfied with the friendliness of college employees, educational opportunities provided, and the college’s position on diversity.

Institutional Excellence Monitoring Report (Cycle III)

Comments from the Review Team

July 17, 2002

In what areas has LCC done a good job in exemplifying institutional excellence?

- Online registration was a great move. It looks like a lot of students prefer to register for classes at home.
- Our efforts in the area of student retention have paid off! The increased retention rate of new, first-time students is excellent! The retention program is a good thing.
- LCC's alliance with WSU-V is great for students!
- This report made me aware of how much LCC is involved in the community. We seem to be quick to respond to the needs of the community.
- There are a high proportion of students who like advising on this campus.
- It is good to see how much LCC serves the educational needs of students of color and students with disabilities. Women also do well at LCC.
- According to the employee survey results, LCC staff is sensitive to diversity.
- Members of our community seem to like LCC and support what we're doing here.
- It was good to see that a clear majority of our students feel that LCC maintains a friendly environment, free of harassment.
- There has been an increase in the number of students earning degrees and certificates.
- The New Student Orientation was very successful this year.

In what areas can LCC do a better job of exemplifying institutional excellence?

- Faculty morale – The perception is that shared governance is not working on this campus as it should.
- A lot of students didn't know about paying their tuition online.
- Even though the numbers are small, LCC should try to do a better job of retaining and assuring the success of students of color.
- We should build our international student program. We can do better than six students.
- Even though the student orientation received high marks, students also need to be informed of their responsibilities and rights, including grievance procedures.
- Better publicize cultural and community events held on campus.

What are some of the things that the College can do to improve our outcomes in the areas addressed in the report?

- Reorganize the Governance Council into a smaller group to consist of the president, instructional VP, finance VP, faculty and classified association representatives, and an exempt staff representative. Publicize the committee's activities and decisions.
- Make counseling and tutoring services more visible for students. It appears that not enough of our students are taking advantage of these services.
- The grievance procedure for students needs to be revamped.
- Offer core classes (e.g. essential math and English courses) every quarter so we don't lose students to Clark College.
- The Community Inquiry should have been done online.
- Do more creative faculty and staff recognitions.
- Encourage faculty to keep the appointments they make with students.

Board Plus/Delta
“What is good about this report and what would you like to see changed?”
July 17, 2002

| + | Δ |
|---|---|
| | |

College Outcome: Professional/Technical Monitoring Report

1997 –2001
(Cycle III)

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

→ Lower Columbia College
Expected College Outcome

February 13, 2002



Lower Columbia College

Professional/Technical: A Monitoring Report

Welcome to "Cycle III" of Lower Columbia College's *Professional/Technical Monitoring Report*!

In September 1999, the Lower Columbia College Board of Trustees adopted seven college outcomes – including professional/technical. Professional/technical preparation is a very important function of a comprehensive community college and is one of the major system goals of the Washington State Community and Technical College System. Lower Columbia College offers twenty professional/technical programs in the areas of business, industrial technology, and health and human services. Students can earn the Associate of Applied Science (AAS) degree, or earn one of the many certificates (mostly one-year) available. There are also apprenticeship opportunities and an Individualized Certificate Program (ICP) for students in the professional/technical area.

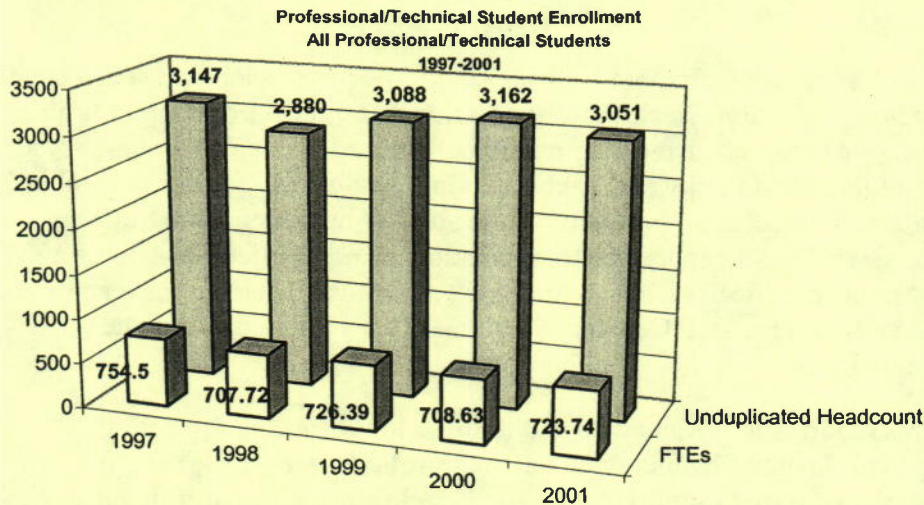
The purpose of this report is to present data and information regarding the college's professional/technical function, including an **enrollment history by program, employment and earnings summary, estimated employment rates, graduation rates, and licensure rates**. An additional feature of the Cycle III report is the inclusion of outcomes assessment results from selected professional/technical programs. In most cases, the report has been updated to include academic year (AY) 2001 data. As in previous editions of the *Professional/Technical Monitoring Report*, the data are presented according to key performance indicators (KPIs) as articulated by LCC's Executive Planning Committee.

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 by LCC's Professional/Technical Monitoring Report Review Team with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions are included in the 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 assist faculty in improving professional/technical education for our students, as well as inform our planning for the next fiscal year.

Professional/Technical Student Enrollment Summary

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



- The headcount dropped by 3.5% and the FTEs increased by 2.1% between AY 2000 and AY 2001. This suggests that there are fewer students taking more credits in professional/technical programs.
- The enrollment figures from AY 1997 through AY 1999 are different from what appeared in previous years' *Professional/Technical Monitoring Report*. The bar chart above reflects a more accurate enrollment of all professional/technical students.

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 |
|---------|----------------------|--------|------|------|-----------|
| 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 |
| 1999-00 | 365 | 48 | 38.5 | 2.62 | 14.69 |
| 2000-01 | 427 | 69 | 45.4 | 2.43 | 18.68 |

Administration of Justice

| Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|----------------------|--------|------|------|-----------|
| 141 | 51 | 15.4 | 0.63 | 24.41 |
| 142 | 53 | 15.2 | 0.63 | 24.01 |
| 162 | 71 | 17.3 | 0.70 | 24.61 |
| 165 | 62 | 15.8 | 0.64 | 24.69 |
| 163 | 60 | 17.0 | 0.59 | 28.81 |

- Enrollment in the **Accounting Technician** program increased between AY 2000 and AY 2001. Duplicated headcount went up by 17% and the FTEs by 18%. The number of declared majors went up by 44%.
- Enrollment in the **Administration of Justice** program has remained fairly steady with a duplicated headcount that is slightly down and FTEs that are slightly up between AY 2000 and AY 2001. This is a similar pattern to professional/technical enrollment, in general.

Automotive/Diesel Technology

| Year | Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|---------|----------------------|--------|------|------|-----------|
| 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 |
| 1999-00 | 424 | 96 | 64.5 | 4.23 | 15.25 |
| 2000-01 | 417 | 91 | 63.2 | 4.22 | 14.98 |

Business Management

| Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|----------------------|--------|-------|------|-----------|
| 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 |
| 1,091 | 210 | 106.4 | 4.80 | 22.17 |
| 842 | 165 | 87.5 | 4.58 | 19.10 |

- Enrollment in the **Automotive/Diesel Technology** program saw a steady increase between AY 1997 and AY 2000. However, enrollment declined slightly between AY 2000 and AY 2001.
- Enrollment in the **Business Management** program was steady between AY 1997 and AY 2000. However, enrollment declined between AY 2000 and AY 2001, by 23% for duplicated headcount, 21% for majors, and 17% for FTEs.

Business Technology (was OFAD)

| Year | Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|---------|----------------------|--------|-------|------|-----------|
| 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 |
| 1999-00 | 1,309 | 189 | 84.5 | 4.07 | 20.76 |
| 2000-01 | 1,271 | 140 | 83.1 | 3.74 | 22.22 |

Chemical Dependency Studies

| Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|----------------------|--------|------|------|-----------|
| 235 | 49 | 14.5 | 0.94 | 15.37 |
| 264 | 39 | 15.9 | 0.97 | 16.36 |
| 220 | 38 | 13.5 | 0.99 | 13.62 |
| 277 | 76 | 17.1 | 1.02 | 16.76 |
| 278 | 57 | 17.3 | 0.96 | 18.02 |

- Enrollment in the **Business Technology** program declined slightly between AY 2000 and AY 2001 with 3% less duplicated heads and 26% fewer majors.
- Enrollment in the **Chemical Dependency Studies** program remains stable from AY 2000. The only notable change between AY 2000 and AY 2001 is 25% fewer majors.

Computer Information Services

| Year | Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|---------|----------------------|--------|-------|------|-----------|
| 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 |
| 1999-00 | 1,908 | 198 | 112.9 | 6.03 | 18.72 |
| 2000-01 | 1,765 | 211 | 108.0 | 6.25 | 17.28 |

Early Childhood Education

| Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|----------------------|--------|------|------|-----------|
| 306 | 69 | 20.4 | 1.40 | 14.56 |
| 316 | 89 | 16.9 | 1.44 | 11.67 |
| 402 | 104 | 21.1 | 1.46 | 14.33 |
| 300 | 106 | 17.5 | 1.38 | 12.68 |
| 349 | 127 | 19.9 | 1.95 | 10.21 |

- Enrollment in the **CIS** program shows an increase in majors (by 7%) between AY 2000 and AY 2001, but a decline in duplicated headcount (by 8%).
- Enrollment in the **Early Childhood Education** program is up from AY 2000. Duplicated headcount increased by 16%, majors increased by 20%, and FTEs increased by 14%.

Electronics Technology

| Year | Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|---------|----------------------|--------|------|------|-----------|
| 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 |
| 1999-00 | 127 | 59 | 17.5 | 1.52 | 11.18 |
| 2000-01 | 143 | 73 | 16.3 | 1.41 | 11.56 |

Fire Science Technology

| Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|----------------------|--------|------|------|-----------|
| 227 | 70 | 15.4 | 0.68 | 22.67 |
| 233 | 52 | 15.2 | 0.78 | 18.23 |
| 300 | 69 | 21.1 | 0.90 | 23.46 |
| 531 | N/A | 32.0 | 1.13 | 28.32 |
| 369 | N/A | 25.9 | 1.09 | 23.76 |

- Enrollment in the **Electronics Technology** program has increased between AY 2000 and AY 2001. Duplicated headcount went up by 13% and majors went up by 24%. However, FTEs slipped by 7%.
- The duplicated headcount inflation in the **Fire Science Technology** program in AY 2000 is attributed, in part, to the Wildland Fire Certification course offered through the Business & Industry Center. Due to data coding problems, majors' data is not available for AY 2000 and AY 2001. The duplicated headcount went down by 31%, and FTEs by 19%, between AY 2000 and AY 2001.

HVAC

| Year | Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|---------|----------------------|--------|------|------|-----------|
| 1996-97 | - | - | - | - | - |
| 1997-98 | - | - | - | - | - |
| 1998-99 | 38 | 19 | 4.0 | 0.17 | 23.53 |
| 1999-00 | 59 | 23 | 5.22 | 0.39 | 13.38 |
| 2000-01 | 53 | 16 | 5.8 | 0.29 | 20.00 |

Industrial Maintenance

| Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|----------------------|--------|------|------|-----------|
| 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 |
| 597 | 171 | 20.2 | 1.36 | 14.90 |
| 490 | 191 | 21.7 | 1.23 | 17.64 |

- HVAC is actually just a class. While the duplicated headcount slipped by 10%, the FTEs have increased by 11% between AY 2000 and AY 2001.
- Enrollment in the **Industrial Maintenance** program shows a decline in duplicated headcount by 18%, but an increase in majors by 12%, and an increase in FTEs by 7% between AY 2000 and AY 2001.

Instrumentation Technology

| Year | Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|---------|----------------------|--------|------|------|-----------|
| 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 |
| 1999-00 | 45 | 6 | 6.0 | 0.46 | 13.04 |
| 2000-01 | 40 | 14 | 5.3 | 0.34 | 15.59 |

Machine Trades

| Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|----------------------|--------|------|------|-----------|
| 179 | 60 | 20.5 | 2.40 | 8.53 |
| 201 | 57 | 26.1 | 2.34 | 11.15 |
| 211 | 62 | 28.7 | 2.35 | 12.23 |
| 176 | 51 | 20.1 | 2.40 | 8.38 |
| 176 | 58 | 20.1 | 2.13 | 9.44 |

- Enrollment in the **Instrumentation Technology** program has declined some between AY 2000 and AY 2001 with a decrease in duplicated headcount by 11% and a decrease in FTEs by 12%. Interestingly, the majors increased by 133%.
- Enrollment in the **Machine Trades** program remained virtually the same from AY 2000 to AY 2001. Majors did increase by 14% over the same time period.

Mechanical Engineering Technology

| Year | Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|---------|----------------------|--------|------|------|-----------|
| 1996-97 | 168 | 26 | 12.3 | 1.15 | 7.82 |
| 1997-98 | 157 | 25 | 10.2 | 1.17 | 6.79 |
| 1998-99 | 141 | 29 | 9.4 | 1.01 | 5.85 |
| 1999-00 | 151 | 32 | 11.5 | 1.05 | 10.95 |
| 2000-01 | 132 | 34 | 10.3 | 1.23 | 8.37 |

Medical Assisting

| Duplicated Headcount | Majors | FTE | FTEF | S/F Ratio |
|----------------------|--------|------|------|-----------|
| 272 | 79 | 21.3 | 1.29 | 16.55 |
| 221 | 85 | 18.2 | 0.81 | 22.52 |
| 212 | 69 | 17.4 | 0.87 | 19.87 |
| 202 | 73 | 15.7 | 1.00 | 15.70 |
| 121 | 79 | 9.5 | 0.80 | 11.88 |

- Enrollment in the **Mechanical Engineering Technology** program has declined some between AY 2000 and AY 2001. This program has undergone several changes since AY 2000, including the loss of the full-time MET faculty member.
- Enrollment in the **Medical Assisting** program continues to go down. While the number of majors has remained stable over the five-year period, duplicated headcount has gone down by 56% (40% since AY 2000) and FTEs have gone down by 55% (39% since AY 2000).

- The three programs that showed the most increase in estimated employment rate include Early Childhood Education (+8.71%), Welding (+7.83%), and Industrial Maintenance (5.94%).

**Overall Estimated Employment Rate
Graduates
Five College Comparison
1997-2001**

| | 1997 | 1998 | 1999 | 2000 | 2001 |
|------------------|------------------|------------------|-------------------|-------------------|-------------------|
| LCC | 211/281 = 75% | 155/193 = 80% | 227/268 = 85% | 246/275=89% | 275/320 = 86% |
| Peninsula | 89/114 = 78% | 114/141 = 81% | 166/215 = 77% | 222/300=74% | 172/229 = 75% |
| Grays Harbor | 127/159 = 80% | 152/185 = 82% | 204/243 = 84% | 198/232=86% | 323/402 = 80% |
| Wenatchee Valley | 156/184 = 85% | 147/173 = 85% | 189/223 = 85% | 194/222=87% | 307/356 = 86% |
| Whatcom | 111/126 = 88% | 79/95 = 83% | 115/132 = 87% | 114/129=88% | 151/172 = 88% |
| System Total | 9,218/11,044=83% | 9,467/11,211=84% | 11,515/13,636=84% | 12,860/15,260=84% | 15,331/18,336=84% |

- In general, the graduates from LCC's professional/technical programs are getting employed. Only having slipped 3% in overall estimated employment rate between AY 2000 and AY 2001, LCC is still 2% higher than the system total.

**Overall Estimated Employment Rate
Leavers*
Five College Comparison
1997-2001**

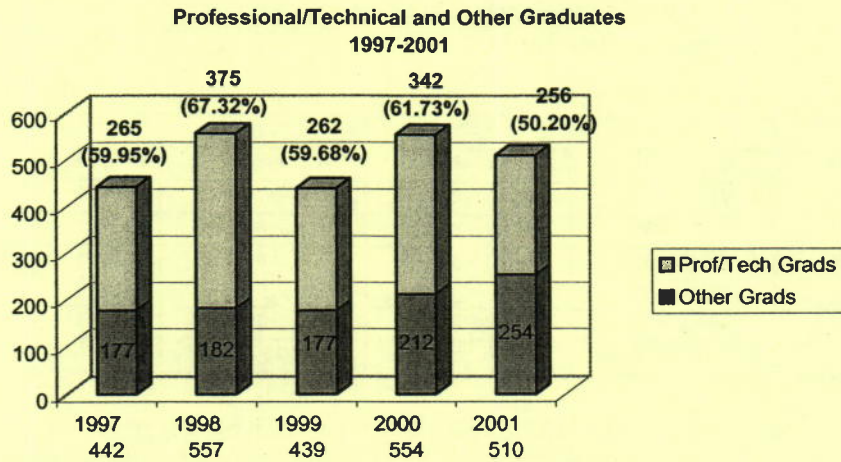
| | 1997 | 1998 | 1999 | 2000 | 2001 |
|----------------|------------------|-------------------|-----------------|------------------|-------------------|
| LCC | 176/236 = 75% | 190/238 = 80% | 143/185 = 77% | 213/281=76% | 255/339=75% |
| Peninsula | 154/229 = 67% | 257/356 = 72% | 171/240 = 71% | 105/163=65% | 406/478=85% |
| Grays Harbor | 140/206 = 68% | 232/313 = 74% | 136/181 = 75% | 157/209=75% | 166/230=72% |
| Wenatchee Val. | 156/192 = 81% | 160/204 = 79% | 112/139 = 80% | 150/193=78% | 164/204=81% |
| Whatcom | 66/85 = 78% | 154/212 = 73% | 150/184 = 82% | 220/285=77% | 257/331=78% |
| System Total | 9,218/11,044=83% | 10,029/13,065=77% | 6,861/8,846=78% | 8,728/11,353=77% | 10,882/14,014=78% |

*Leavers are defined as those students leaving the College without a degree/certificate with at least 45 completed credits and a 2.0 GPA.

- The overall estimated employment rate for LCC's leavers has been on the steady decline since AY 1998. Since then, it has slipped by 5%. In AY 2001, LCC's leaver estimated employment rate was 3% lower than the system average.

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.



- Both the total number of graduates and the proportion of professional/technical graduates went down between AY 2000 and AY 2001. These figures possibly reflect the trend of professional/technical students who come to the college for special training and work-related upgrades – not necessarily for a degree or certificate.
- The enrollment figures from AY 1997 through AY 2000 are different from what appeared in previous years' *Professional/Technical Monitoring Report*. The bar chart above reflects a more accurate enrollment of all professional/technical students.

Professional/Technical Degrees and Certificates 1997-2001

| | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|------------------------------|---------|---------|---------|---------|---------|
| AAS Degrees | 134 | 178 | 142 | 171 | 118 |
| Certificates (45-89 credits) | 67 | 127 | 80 | 103 | 75 |
| Certificates (<45 credits) | 64 | 83 | 48 | 80 | 86 |
| Apprentice Completions | 16 | 13 | 12 | 26 | 2 |
| Grand Total | 281 | 401 | 282 | 380 | 281 |

- The Pattern of professional/technical degree and certificate earners is interesting. The total figures for AY 1997, 1999, and 2001 are nearly identical. The total figures for AY 1998 and 2000 are 100, or more, higher than those of the other years.
- It appears from the data above that a review of the apprenticeship program is warranted.

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.

| Nursing: NCLEX Pass Rates (1995-1999) | | Welding: WABO Pass Rates (1993-2001) |
|--|-------------------|---|
| Practical Nurse: | Registered Nurse: | Between 1993 and 2001, 117/124 (94.4%) of students passed the WABO test the first time. |
| 1996 = 100% | 1996 = 100% | |
| 1997 = 100% | 1997 = 95% | |
| 1998 = 100% | 1998 = 93% | |
| 1999 = 97% | 1999 = 90% | |
| 2000 = 100% | 2000 = 92% | |
| 2001 = 100% | 2001 = 97% | |

- 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 back on the rise.

Highlights of Accomplishments for College Outcome: Professional/Technical

- The headcount of all professional/technical students dropped by 3.5% and the FTEs increased by 2.1% between AY 2000 and AY 2001. This suggests that there are fewer students taking more credits in professional/technical programs.
- The programs that show the most substantial enrollment increases include **Accounting Technology, Early Childhood Education, Electronics, Nursing, Paper & Pulp, and Welding.**
- The programs that show the most substantial enrollment decreases include **Automotive/Diesel, Business Management, instrumentation, mechanical engineering, and medical assisting.**
- The field with the lowest employment rate is **Accounting Technician (74.7%)** and the field with the highest employment rate is **Industrial Maintenance (94.2%)**.
- The three programs that showed the most increase in estimated employment rate include **Early Childhood Education (+8.71%), Welding (+7.83%), and Industrial Maintenance (5.94%).**
- In general, the graduates from LCC's professional/technical programs are getting employed. Only having slipped 3% in overall estimated employment rate between AY 2000 and AY 2001, LCC is still 2% higher than the system total.
- The overall estimated employment rate for LCC's leavers has been on the steady decline since AY 1998. Since then, it has slipped by 5%. In AY 2001, LCC's leaver estimated employment rate was 3% lower than the system average.
- Both the total number of graduates and the proportion of professional/technical graduates went down between AY 2000 and AY 2001. These figures possibly reflect the trend of professional/technical students who come to the college for special training and work-related upgrades – not necessarily for a degree or certificate.
- The Pattern of professional/technical degree and certificate earners is interesting. The total figures for AY 1997, 1999, and 2001 are nearly identical. The total figures for AY 1998 and 2000 are 100, or more, higher than those of the other years.
- The pass rate for **Registered Nursing** students on the NCLEX is back on the rise.

Lower Columbia College
Professional/Technical Monitoring Report (Cycle III)
Comments from the Review Team
February 13, 2002

In what areas has LCC done a good job in providing students professional/technical preparation?

- Overall enrollment in professional/technical programs is good, with increased FTEs.
- Enrollment in **Accounting Technology, Early Childhood Education, Electronics, Nursing, and Welding** show remarkable growth.
- **Early Childhood Education, Welding, and Industrial Maintenance** all show substantial growth in estimated employment rate.
- In general, the overall estimated employment rate for professional/technical program graduates appears to be strong – and even better than some of the comparison colleges.
- It appears that the **Nursing** program prepares those students well for the NCLEX.

What are some of the things that the College can do to improve professional/technical preparation?

- The College should consider expanding the Retention Achievement Project (RAP) from the **Nursing** program to all other professional/technical programs on the campus. This program has demonstrated success in helping students to stay on track.
- Some of the college's professional/technical programs might benefit from doing a similar version of the "upside down degree," where students initially take major-level classes before taking general undergraduate requirements.
- As part of the new student orientation, professional/technical students should be connected with the faculty in their field of study. These students should realize that the faculty is there to help them to succeed.
- The College should take steps to bring local high school teachers and counselors to the campus for lunch and educate them about professional/technical programs. Sometimes simple awareness is powerful.
- In some cases, issuing credit for prior learning is an advantage that students can benefit from.
- The **CIS** program would benefit greatly by having an additional faculty position.
- Increase the participation of advisory committees for some of the college's professional/technical programs.
- Student intent codes for most programs need to be ironed out.
- Many of the professional/technical programs should increase internship/clinical opportunities for students.
- For programs like **CIS** and **BTEC**, faculty should be given some release time every three, or so, quarters to keep up-to-date on technology advances/changes.
- Students in the industrial technology programs would benefit by having math taught in an applied manner in their labs.
- Many of the professional/technical programs would greatly benefit if the College maintained an ample equipment upgrade budget (perhaps a team effort with the Foundation.)

Board Plus/Delta

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

February 13, 2002

| + | Δ |
|---|---|
| | |

Expected College Outcome: Transfer Monitoring Report

1997-2001

(Cycle III)

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

November 14, 2001



Lower Columbia College

Transfer: A Monitoring Report

Welcome to "Cycle III" of Lower Columbia College's *Transfer Monitoring Report* !

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

The purpose of this report is to present data and information regarding the college's transfer function, including the performance of transfer students at LCC, how many transfer students graduate from LCC, what baccalaureate institutions in Washington and Oregon LCC's transfer students continue their studies, and how well they perform there academically. In addition, Cycle III of the Transfer Monitoring Report presents academic performance data of former LCC students at the University of Washington (Mutual Research Transcript Enterprise - MRTE), as well as detailed destination data (National Student Clearinghouse). Due to the timing of this report, updated transfer students' satisfaction with academic instruction data was not available. In most cases, the report has been updated to include academic year (AY) 2001 data. As in previous editions of the *Transfer Monitoring Report*, the data are presented according to key performance indicators (KPIs) as articulated by LCC's Executive Planning Committee.

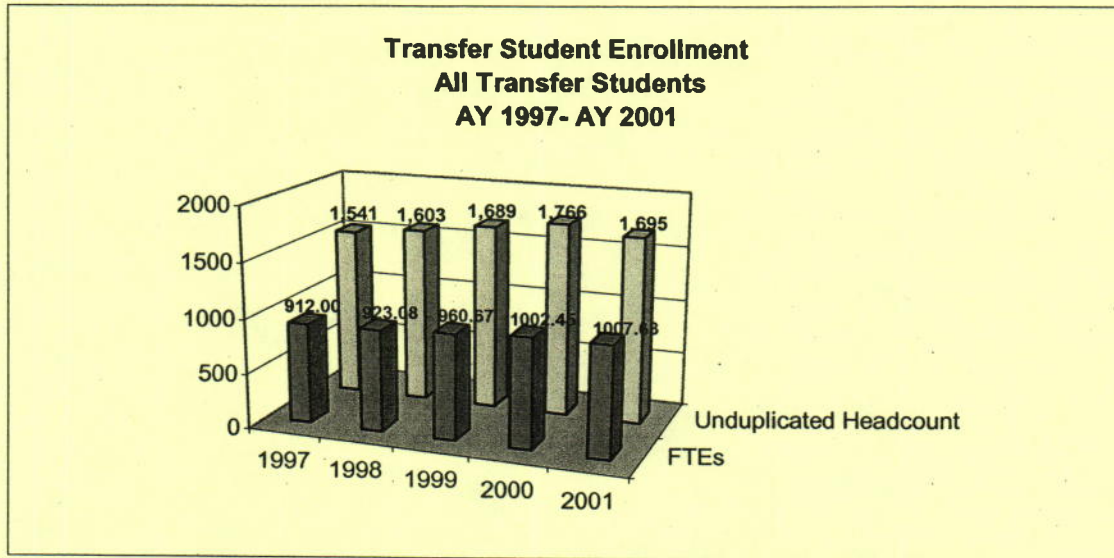
Five-year trend data are provided, unless otherwise specified. Important highlights that help in the interpretation of these data appear as bullet statements under each figure.

This report has been reviewed internally by the Transfer Monitoring Report Review Team with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions will be included with the final report in the Board packet.

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.

Transfer Student Enrollment Summary

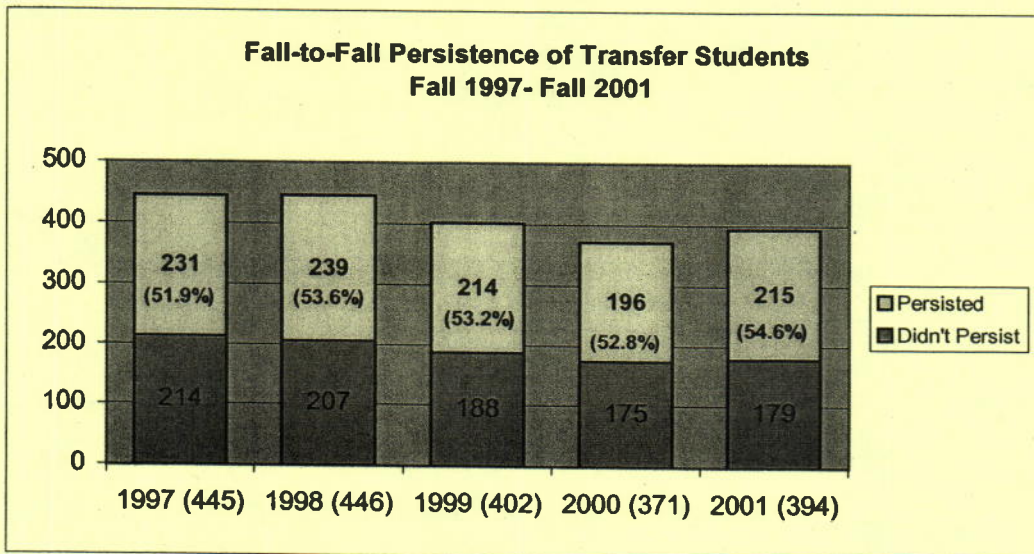
The transfer student enrollment summary presents the unduplicated headcount and FTEs of all transfer (Plan A and B) students enrolled at LCC regardless of funding source.



- While transfer student headcount saw a steady increase of about 4.5% each year between 1997 and 2000, it went down only slightly (by 4%) between 2000 and 2001.

Retention and Persistence of Transfer Students

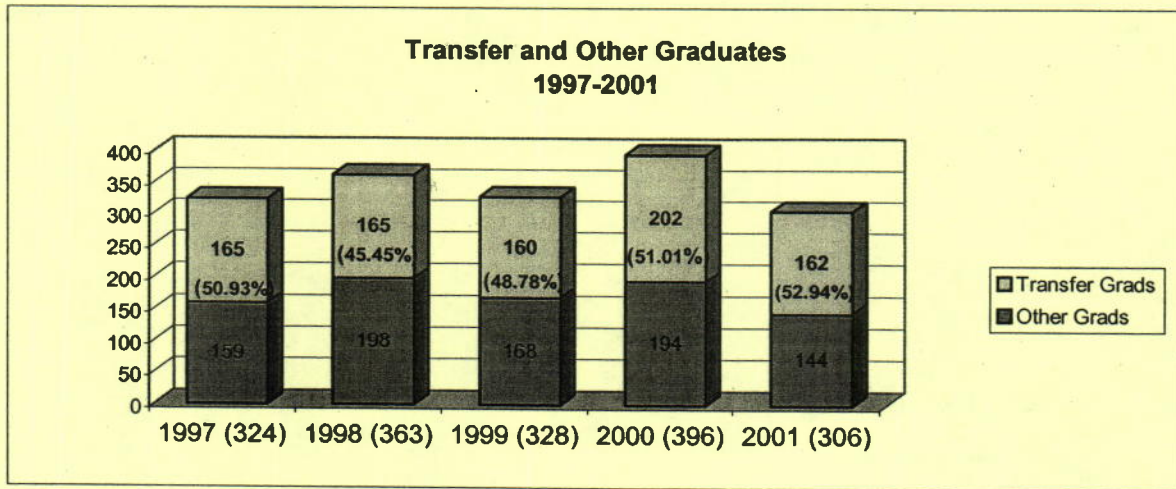
Student persistence in academic study is one of the core indicators of effectiveness identified by the American Association of Community Colleges (AACC). Of the cohort of transfer students who registered for their first credits in a given fall quarter, what is the proportion that is still enrolled for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



- Transfer student persistence has been consistent between 52% and 55% over the five-year period.
- (The figures in the parentheses next to the years are the total number of first-year transfer students enrolled during that time. The "persisted" number and percent for each year indicates that portion of the all first-year transfer students who were enrolled for at least one credit the following year.)

Transfer Student Graduation Rate

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



- While the total number of graduates went down by 22.7% between 2000 and 2001, the proportion that was transfer increased by nearly 2%.
- These data show that about half of all graduates in any given year had indicated a transfer intent.

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 Valley | Whatcom | System Total |
|---------------------------|--------|-----------|-----------|--------------|------------------|---------|--------------|
| 1997-98 transfer students | 1,266 | 746 | 999 | 977 | 1,364 | 2,815 | 86,932 |
| 1998-99 transfers | 179 | 108 | 144 | 119 | 230 | 319 | 11,099 |
| 1998-99 transfer rate | 14.14% | 14.48% | 14.41% | 12.18% | 16.86% | 11.33% | 12.77% |
| 1998-99 transfer students | 1,321 | 814 | 931 | 923 | 1,504 | 3,009 | 87,547 |
| 1999-00 transfers | 119 | 96 | 135 | 122 | 201 | 389 | 11,231 |
| 1999-00 transfer rate | 9.01% | 11.79% | 14.50% | 13.22% | 13.36% | 12.93% | 12.83% |
| 1999-00 transfer students | 1,440 | 959 | 1,022 | 867 | 1,592 | 3,200 | 92,153 |
| 2000-01 transfers | 145 | 118 | 162 | 113 | 241 | 312 | N/A |
| 2000-01 transfer rate | 10.07% | 12.30% | 15.85% | 13.03% | 15.14% | 9.75% | N/A |

- While LCC did see a substantial downturn in transfer rate (by 5.13%) from 1999 to 2000, the transfer rate went up by more than 1% from 2000 to 2001.
- LCC's 1999-00 downturn is believed to be related, in part, to an elevated employment rate in the region. Both Peninsula College and Wenatchee Valley College experienced similar downturns - both regions of which also experienced an elevated employment rate.

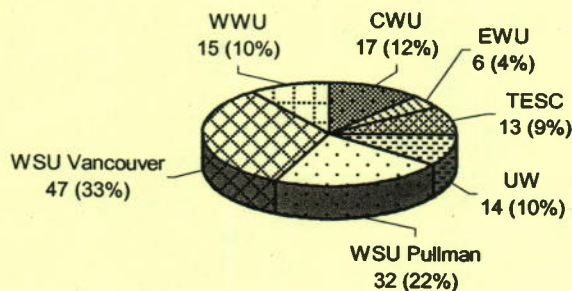
Transfer to Washington Baccalaureate Campuses

1997 - 2001

| 4-Year Institutions in WA | 1996-97 Transfers | 1997-98 Transfers | 1998-99 Transfers | 1999-00 Transfers | 2000-01 Transfers |
|---------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Central W U | 18 (12%) | 31 (19%) | 18 (10%) | 14 (13%) | 17 (12%) |
| Eastern W U | 8 (5%) | 5 (3%) | 7 (4%) | 6 (5%) | 6 (4%) |
| Western W U | 21 (14%) | 13 (8%) | 17 (9%) | 14 (13%) | 15 (10%) |
| Evergreen State | 9 (6%) | 11 (7%) | 11 (6%) | 11 (10%) | 13 (9%) |
| U W | 13 (9%) | 15 (9%) | 18 (10%) | 10 (9%) | 14 (10%) |
| WSU Pullman | 31 (21%) | 28 (17%) | 28 (16%) | 24 (22%) | 32 (22%) |
| WSU Vancouver | 50 (33%) | 64 (38%) | 80 (45%) | 32 (29%) | 47 (33%) |
| Total | 150 (100%) | 167 (100%) | 179 (100%) | 111 (100%) | 144 (100%) |

- Overall, former LCC students going to Washington baccalaureate campuses increased by 29.7% between 2000 and 2001. The campus that felt this increase the most was WSU-Vancouver (which saw a 46.9% increase, alone).
- Transfers to WSU-Pullman increased by 33.3% between 2000 and 2001.
- CWU, EWU, WWU, and TESC saw little-to-no increase between 2000 and 2001.

**Transfers from LCC to 4-Year Institutions in Washington
2000-01**



- Over half of LCC transfer students who attend school in Washington are on a WSU campus.

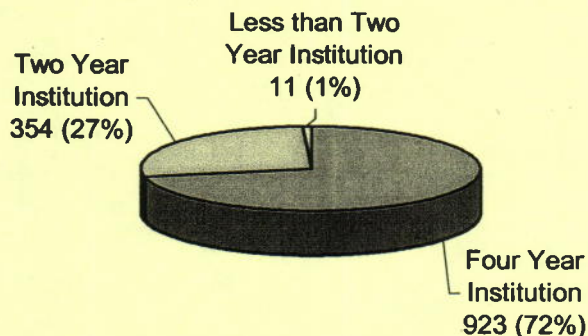
**The Ten Institutions LCC Students Transfer to the Most
AY 1997 - AY 2001**

831 Total (for the ten colleges shown only)

| Transfer Institution | Number of LCC Transfers |
|-----------------------------------|-------------------------|
| Washington State University | 307 |
| Clark College | 106 |
| Western Washington University | 98 |
| University of Washington, Seattle | 86 |
| Portland State University | 60 |
| Central Washington University | 59 |
| Portland Community College | 31 |
| Centralia College | 30 |
| Eastern Washington University | 28 |
| Linfield College | 26 |

- A fifth (20%) of the former LCC students represented in the ten most popular transfer institutions went to community colleges.
- 14% of the former LCC students represented in the ten most popular transfer institutions were in the State of Oregon.
- Since AY 1997, LCC students have transferred to 168 different institutions around the country.

**Institutions LCC Students Transferred to
AY 1997 - AY 2001**



- Nearly a third of all LCC students who transferred went to a two-year institution.

**Transfer to Local Oregon Baccalaureate Campuses
1997 - 2001**

| | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---------------------------|---------|---------|---------|---------|---------|
| Portland State University | 10 | 15 | 19 | 18 | 16 |
| Linfield College | 48 | 46 | 29 | 25 | 25 |
| University of Portland | 4 | 0 | 0 | 5 | 2 |

- The University of Portland has not attracted many of LCC's former students over the past five years. This may be due, in part, to the fact that it's a private university and does not have the relationship with LCC that Linfield College does.

Academic Success of Transfer Students

(Key Performance Indicator)

Adequate student performance data from the baccalaureate institutions is often difficult to attain. For the exception of the Mutual Research Transcript Enterprise (MRTE - UW only), only very general data is available from the universities. All available information is presented.

| | WSU | Western | Eastern | Central | UW |
|-------------|---|---|--|---------------------------------------|---|
| Winter 1999 | - | LCC: 2.92 avg. GPA (68 students) WA CC avg. GPA: 2.99 | - | - | LCC: 3.15 (46 students) LCC avg. GPA: 3.15 WA CC avg. GPA: 3.11 |
| Spring 1999 | LCC: 2.85 avg. GPA (80 students) | - | - | 83% (44/53) | LCC: 3.21 avg. GPA (41 students) WA CC avg. GPA: 3.13 |
| Winter 2000 | - | - | LCC avg. GPA: 2.396 WA CC avg GPA: 2.95 | - | LCC: 3.11 avg GPA (41 students) WA CC avg. GPA: 3.10 |
| Spring 2000 | - | - | - | - | LCC: 3.14 avg. GPA (38 students) WA CC avg. GPA: 3.12 |
| Fall 2000 | LCC: 2.99 avg. GPA (5 new students) | - | - | LCC: 2.9 avg. GPA (43 students) | LCC: 3.17 avg. GPA (33 students) WA CC avg. GPA: 3.10 |
| Winter 2001 | - | - | - | LCC: 2.9 avg. GPA (42 students) | - |
| Spring 2001 | - | - | - | LCC: 2.9 avg. GPA (39 students) | LCC: 3.24 avg. GPA (29 students) WA CC avg. GPA: 3.18 |

- Based on the above, insufficient, data, it appears that former LCC students are performing better academically at UW than the regional universities, as well as WSU.

**Performance of Former LCC Students at the University of Washington
Summer 1997 - Summer 2001**

| Term | Number of New Transfers | Average Grade Point Attained by LCC Transfers | WA Community College Transfer Average GPA |
|-------------|-------------------------|---|---|
| Summer 1997 | 1 | 3.23 | n/a |
| Fall 1997 | 26 | 3.19 | n/a |
| Winter 1998 | 2 | 3.20 | n/a |
| Spring 1998 | 2 | 3.25 | n/a |
| Summer 1998 | 3 | 3.16 | n/a |
| Fall 1998 | 21 | 3.20 | 3.09 |
| Winter 1999 | 1 | 3.17 | 3.10 |
| Spring 1999 | 1 | 3.27 | 3.11 |
| Summer 1999 | 2 | 3.38 | n/a |
| Fall 1999 | 15 | 3.16 | 3.09 |
| Winter 2000 | 5 | 3.16 | 3.10 |
| Spring 2000 | 0 | 3.24 | 3.12 |
| Summer 2000 | 1 | 3.27 | n/a |
| Fall 2000 | 23 | 3.17 | 3.12 |
| Winter 2001 | 2 | 3.15 | n/a |
| Spring 2001 | 3 | 3.24 | 3.18 |
| Summer 2001 | n/a | 3.32 | n/a |

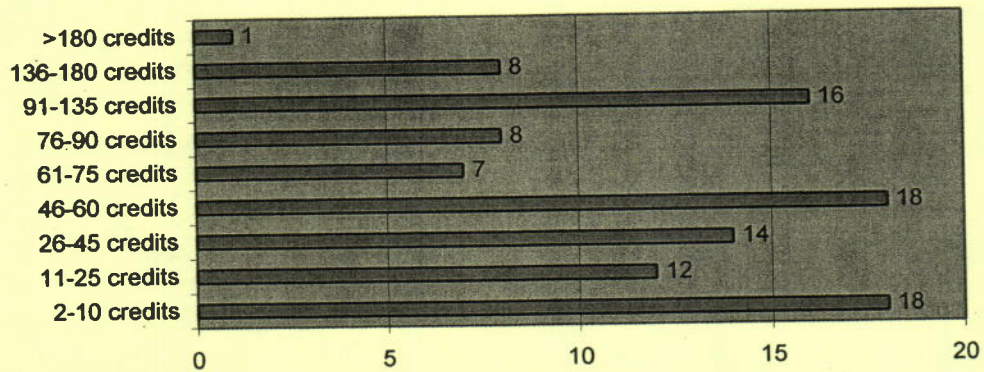
- In each quarter in which data is available, former LCC students outperform the average for all Washington community college transfers.

**Student Credit/Award Status at the Time of Transfer to
Washington State University
1997 - 2001 (307 Total Transfers)**

| |
|---|
| 204 awarded associate degree |
| 1 awarded a certificate for 45-89 credits |
| 2 awarded a certificate for <45 credits |
| 1 completed an apprenticeship |
| 1 awarded a GED certificate |

- 66.5% of the students who have transferred to WSU over the past five years had an associate degree.

**Credit Attainment of LCC Students Transferring to WSU Without
Receiving a Degree or a Certificate
1997 - 2001**



- A student is almost as likely to have two credits as 60 credits from LCC upon transfer to WSU.
- Any given student is 20% more likely to transfer to WSU with 60, or fewer, credits, than with 60, or more, credits.

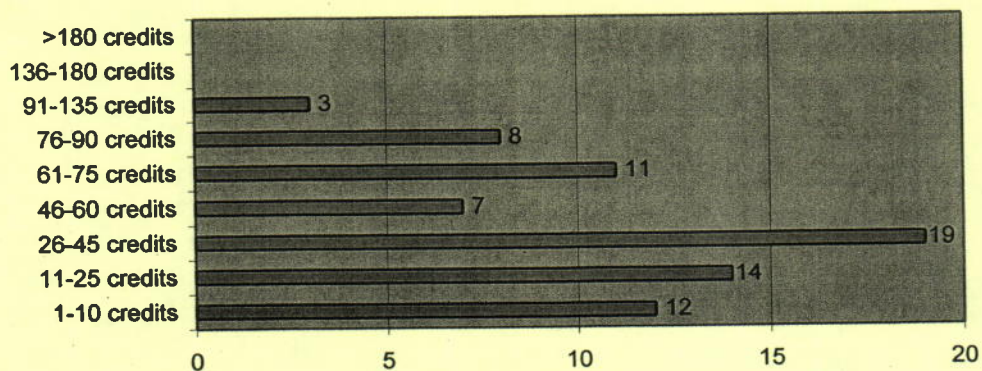
**Student Credit/Award Status at the Time of Transfer to
Clark College**

1997 - 2001 (106 Total Transfers)

| |
|--|
| 13 awarded associate degree |
| 1 awarded a certificate for 45-89 credits |
| 3 awarded a certificate for <45 credits |
| 1 awarded a High School Completion Certificate |

- 12.3% of former LCC students who have transferred to Clark College had an associate degree.

**Credit Attainment of LCC Students Who Transferred to Clark College
Without Receiving a Degree or Certificate
1997 - 2001**



- LCC students are about 40% more likely to transfer to Clark College with 60, or fewer, credits, than with 60, or more credits.

Highlights of Accomplishments for Transfer

- Transfer student persistence has been consistent between 52% and 55% over the five-year period.
- While the total number of graduates went down by 22.7% between 2000 and 2001, the proportion that was transfer increased by 2%.
- While LCC did see a substantial downturn in transfer rate (by 5.13%) from 1999 to 2000, the transfer rate went up by more than 1% from 2000 to 2001.
- Overall, former LCC students going to Washington baccalaureate campuses increased by 29.7% between 2000 and 2001. The campus that felt this increase the most was WSU-Vancouver (which saw a 46.9% increase, alone).
- A fifth (20%) of the former LCC students represented in the ten most popular transfer institutions went to community colleges.
- LCC students are competitive academically at UW compared to other Washington community college students.
- 66.5% of the students who have transferred to WSU over the past five years had an associate degree.
- 12.3% of former LCC students who have transferred to Clark College had an associate degree.