

College Outcome: Access Monitoring Report

1998 – 2002
(Cycle IV)

***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 16, 2002



Lower Columbia College

Access: A Monitoring Report

Welcome to "Cycle IV" 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) 2002 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 in 1999. In addition, this report has undergone three years of concentrated review by faculty and staff at Lower Columbia College. The fourth edition reflects these influences, as well.

Some of the actions plans that have come about as a result of past reviews of the Access Monitoring Report include:

- A sharpened focus on high school student recruitment since 2000.
- Enhanced recruitment of students of color.
- Revisions to financial aid presentations from being regulatory to more information based.
- Improvements in new student orientation to make them more interactive.

The KPIs for access include general enrollment, the participation rate of persons age 16 and above who live within the college's service district, and participation rate/success of diverse student populations. Cycle IV also presents enrollment comparisons with relevant, nearby colleges; local high school student enrollment; enrollment in community education; Running Start and distance education. Additionally, college-to-college mobility data and financial aid data are included.

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.

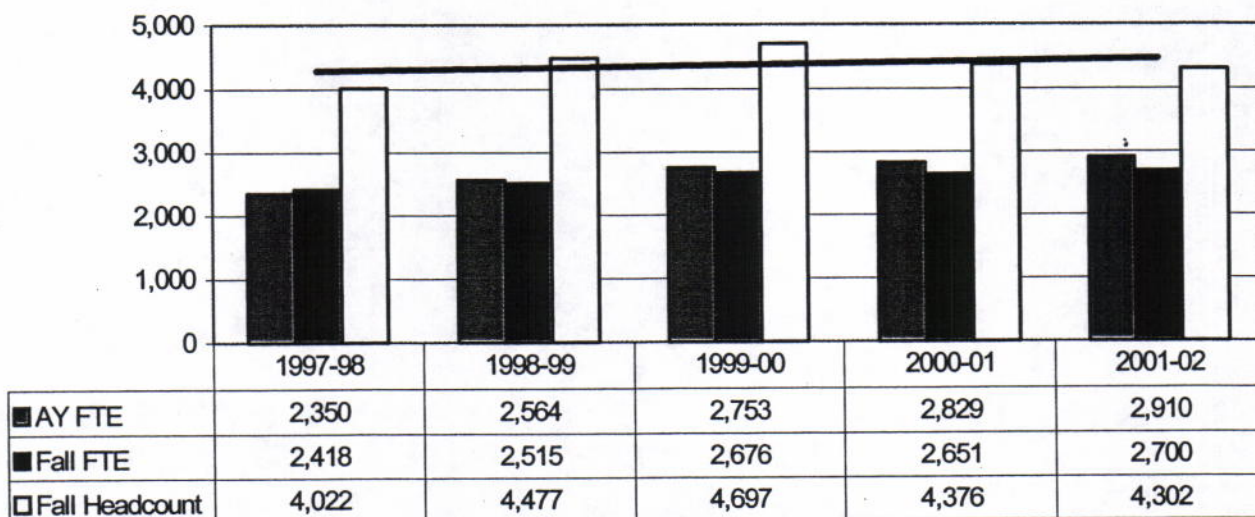
This report marks the beginning of the fourth cycle of LCC's monitoring reports and was the first to be analyzed by an internal "review team" made up of faculty and staff. The Cycle IV review team comments are included at the end of this report.

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

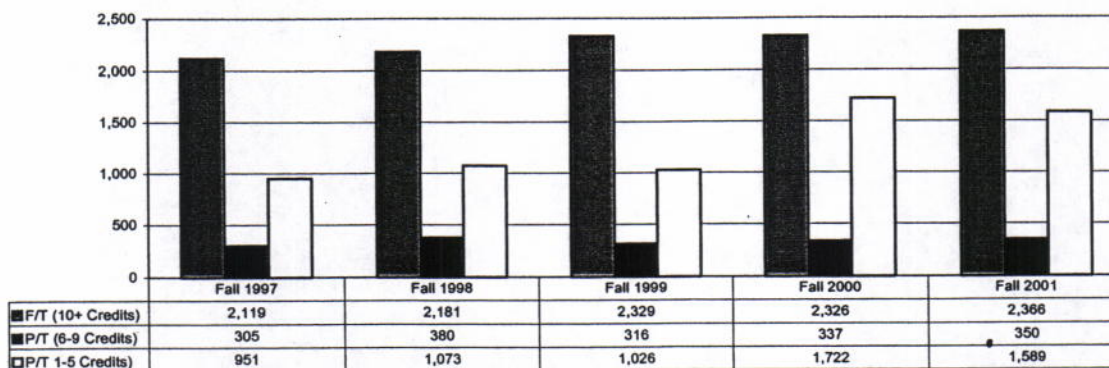
Enrollment includes the total full-time equivalent (FTE) students for both fall quarter and academic year. One annual FTE is the equivalent of one student enrolled for 45 community college credit hours in a year. One quarterly FTE is 15 credit hours. Fall headcounts of all (not just "state supported")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

Lower Columbia College
General Enrollment
1998 - 2002
(credit and non-credit enrollment)



- Over the five-year period between 1998 and 2002, academic year and fall FTEs have both been on a steady incline.
- The drop in the fall headcount of 8.4% between fall 1999 and fall 2001 has been attributed to fewer ABE, ESL and Business and Industry sections offered due to planned budget reductions. Effects of the recent economic downturn and budgetary cutbacks passed by the legislature can be seen in numerous data points in this report.
- Despite the slight drop between fall 2000 and fall 2001, fall headcount has increased by 7% over the five-year period.

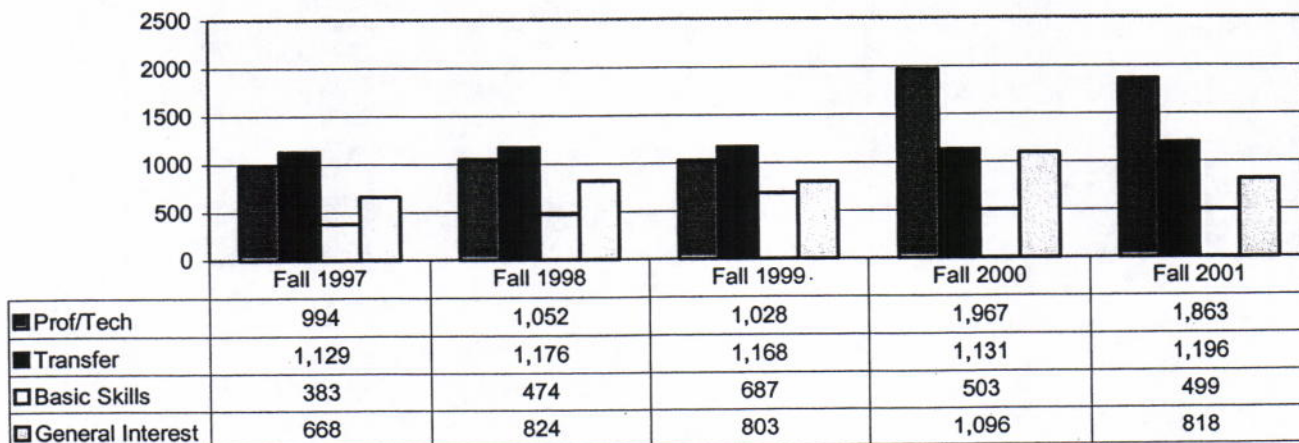
**Lower Columbia College
Part-Time and Full-Time Headcounts
Fall 1997 - Fall 2001**



- Between fall 2000 and fall 2001, both full-time and part-time (6-9 credits) headcounts increased. In the same time period, part-time headcounts (1-5 credits) went down by 7.7%.
- This drop may be attributed to fewer Running Start students enrolling on a part-time basis, managed decreases in ABE and ESL, and reduced employer demand for customized training through the Business and Industry Center.

The following enrollment figure should be considered a general guide only. Students declare their intent of study upon initial enrollment and state mandates restrict them from switching their intent in subsequent quarters. Student intent coding is currently under review by the Washington Association of Research and Planning.

**Lower Columbia College
Headcount by Purpose of Attendance
Fall 1997 - Fall 2001**



- Transfer enrollment continues to increase – by over 2% between fall 1999 and fall 2001.
- While there was a decline in professional/technical enrollment between fall 2000 and fall 2001, enrollment is still 81% higher in fall 2001 than it was in fall 1999. In the past several years, more resources and state attention has been directed to professional/technical programs.

- The decline in basic skills enrollment between fall 2000 and fall 2001 is negligible, however this enrollment is still 27% higher than it was in fall 1999. This has been attributed to fewer basic skills sections offered due to planned budget reductions.
- General interest enrollment went down by 25% between fall 2000 and fall 2001. This drop may be related to the recent economic downturn, significant tuition increases, and less disposable income to spend for leisure.

The following table is new to the Access Monitoring Report. The reason for the table is to present enrollment by purpose of attendance within the context of what our neighboring colleges are experiencing and to detect regional trends. (%~ = percent change)

Enrollment by Purpose of Attendance
LCC, Clark College and Centralia College
1998 – 2002

Intent	College	1998		1999		2000		2001		2002	
		Enr.	% ~	Enr.	% ~	Enr.	% ~	Enr.	% ~	Enr.	% ~
Vocational	LCC	2,236	-17.2%	2,402	7.4%	2,724	13.4%	2,517	-7.6%	2,593	3.1%
	Clark	5,284	-4.9%	5,313	1.0%	5,569	4.8%	5,514	-1.0%	5,955	8.0%
	Centralia	1,344	-14.8%	1,397	3.9%	1,310	-6.2%	1,210	-7.6%	1,097	-9.3%
Transfer	LCC	1,266	4.0%	1,321	4.3%	1,366	3.4%	1,440	5.4%	1,458	1.3%
	Clark	4,928	3.6%	5,002	1.5%	5,159	3.1%	5,561	7.8%	5,827	4.8%
	Centralia	999	-5.5%	931	-6.8%	924	-1.0%	1,022	10.6%	1,182	15.7%
Basic Skills	LCC	719	-14.4%	1,006	39.9%	1,276	26.8%	1,297	1.6%	859	-33.8%
	Clark	2,556	1.0%	2,617	2.4%	2,632	1.0%	2,686	2.1%	2,890	7.6%
	Centralia	1,140	15.3%	1,216	6.7%	1,408	15.8%	1,262	-10.4%	1,539	21.9%
Home and Family Life / Other	LCC	831	-16.6%	1,403	68.8%	1,179	-16.0%	1,210	2.6%	1,182	-2.3%
	Clark	2,029	-10.3%	2,042	1.0%	1,932	-5.4%	2,042	5.7%	1,906	-6.7%
	Centralia	1,734	6.3%	2,453	41.5%	2,538	3.5%	2,267	-10.7%	2,409	6.3%

- From 1999 to 2001, LCC's basic skills enrollment increased by more than 80%, but then receded nearly 34% in 2002, due to budget reductions.
- Both Clark College and LCC have seen a consistent increase in transfer enrollment over the five-year period.
- Over the five-year period, LCC saw a 42% increase in "Home and Family Life / Other" enrollment. The general increase of enrollment in this category for LCC has been attributed to extended hours in the Home and Family Life program.

Proportion of Local High School Seniors who Enroll at LCC
Fall 1996 – Fall 2002

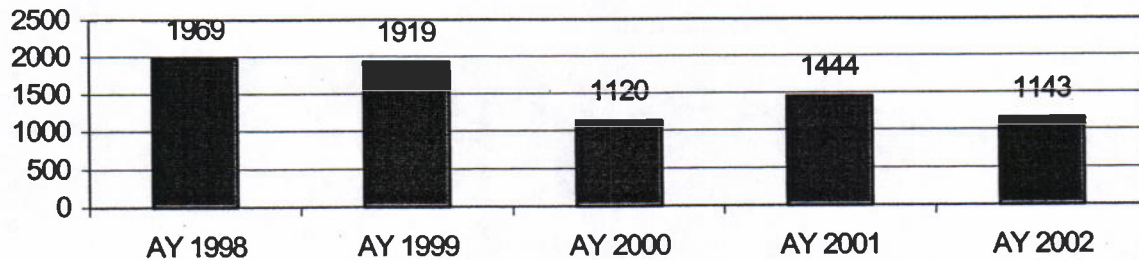
	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Castle Rock	36/89=40%	34/92=37%	26/88=30%	27/98=28%	31/90=34%	22/92=24%	18/83=22%
Kalama	18/34=53%	8/43=19%	10/37=27%	11/62=18%	13/59=22%	16/42=38%	14/50=28%
Kelso	79/340=23%	81/355=23%	86/307=28%	57/286=20%	97/313=31%	106/285=37%	74/272=27%
Mark Morris	62/197=31%	58/244=24%	65/228=29%	71/229=31%	86/240=36%	53/213=25%	62/209=30%
R.A. Long	46/155=30%	49/152=32%	37/155=24%	51/147=35%	56/155=36%	53/155=34%	53/141=38%
Toutle	12/50=24%	11/51=22%	13/46=28%	10/50=20%	14/52=27%	9/39=23%	13/38=34%
Wahkiakum	3/35=9%	9/34=26%	7/35=20%	7/43=16%	5/42=12%	8/39=21%	12/40=30%
Woodland	1/89=1%	6/79=8%	5/87=6%	4/102=4%	6/103=6%	10/107=9%	7/105=7%
Total Dist.	257/989=26%	256/978=26%	249/983=25%	238/1,017=23%	308/1,054=29%	277/972=29%	253/938=27%

- While the capture rate of graduating seniors from high schools in our service district is down by 2% between fall 2001 and fall 2002, it is still 4% above the capture rate from fall 1999. It should

also be noted that the total number of graduating seniors fell by 7.8% between fall 1999 and fall 2002. In addition, the total number of graduating seniors from the class of 2002 is the lowest of the seven years presented.

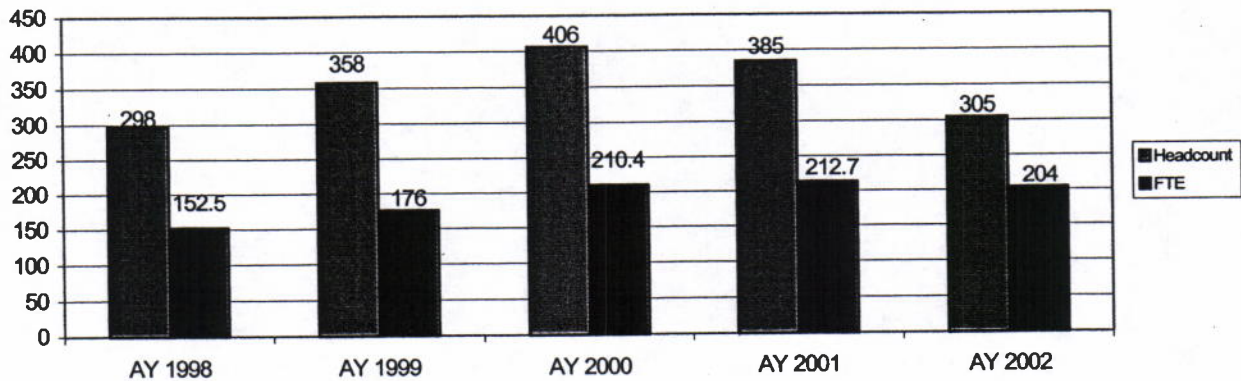
- Enrollments from Mark Morris and R.A. Long High Schools are up in fall 2002. Enrollment from Kelso High School is down by 10% in fall 2002.

Lower Columbia College
Annual Headcount in Community Education
1998 - 2002



- Community education was realigned in 2000 and saw a 28.9% increase between 2000 and 2001. However, enrollment went down again by 20.8% between 2001 and 2002.
- The drop in community education enrollment may be related to the recent economic downturn. Many people have less disposable income to spend for leisure.

Lower Columbia College
Annual Headcount and FTE in Running Start
1998 - 2002



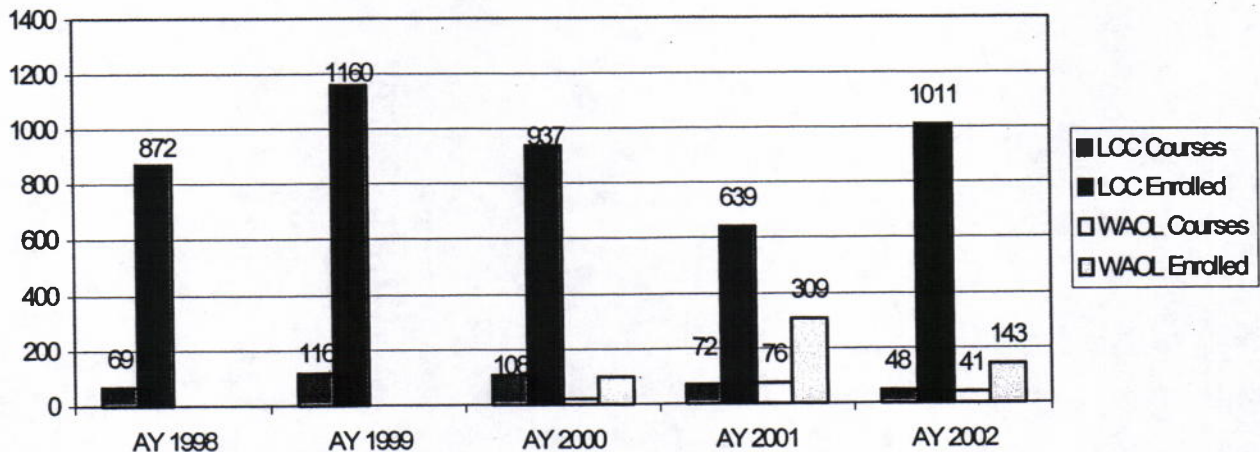
- Running Start headcount declined since 2000. The headcount decline is more pronounced at 24.9%, while the FTE decline was only 3.0% between 2001 and 2002. This change suggests that more Running Start students are enrolling on a full-time basis.
- Despite high academic achievement of Running Start students, as well as satisfaction of both the students and their parents, documentation indicates at least a perceived lack of support by the high schools for the program.

**Proportion of Longview and Kelso High School Juniors and Seniors
Enrolled in Running Start at LCC
1998 - 2002**

	AY 1998	AY 1999	AY 2000	AY 2001	AY 2002
High school juniors and seniors in Longview	131/942=13.9%	150/971=15.4%	163/880=18.5%	130/898=14.5%	133/917=14.5%
High school juniors and seniors in Kelso	75/774=9.7%	79/792=10.0%	115/750=15.3%	94/754=12.5%	72/790=9.1%

- Both Longview and Kelso had the greatest proportion of juniors and seniors involved in Running Start in AY 2000. Between 2000 and 2002, the rate of participation of students from Longview went down by 4.0% and from Kelso, 6.2%.
- The changes in rates of participation presented here merit further investigation.

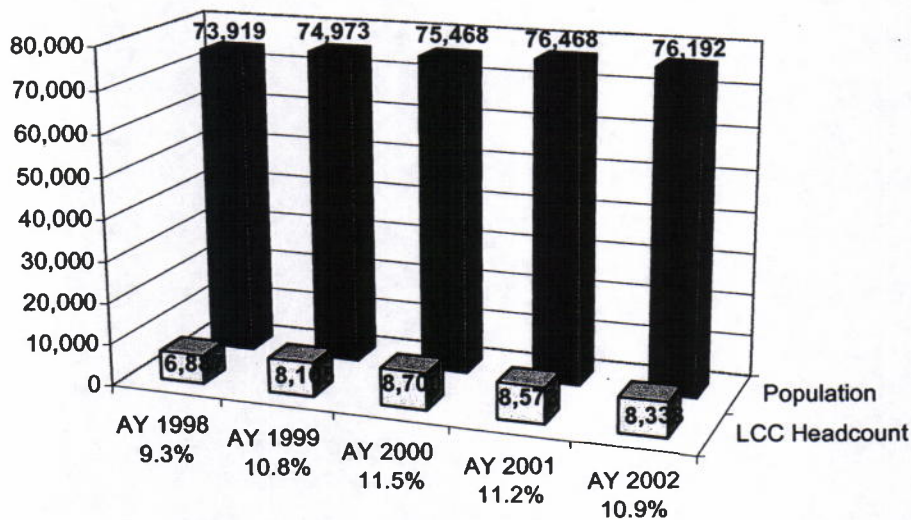
**Lower Columbia College
Distance Education Courses Offered and Headcount
1998 -2002**



- Despite the fact that the number of LCC distance education courses dropped by 33.3% between 2001 and 2002, enrollment went up by 58.2%. This suggests a strong demand for distance education courses.
- The reduced number of distance education classes offered can be attributed to the elimination of "Late Start" CIS classes due to fewer people seeking pre-employment skills, a reduced need for Health 100 online and a sabbatical of a faculty member who usually offers online courses.
- WAOL course offerings dropped 46.1% and enrollment dropped 53.7% between 2001 and 2002. This drop is attributed to an increased student fee as a result of the college's necessity to purchase this access, as well as fewer offerings. The WAOL consortium is currently addressing this issue.

Key Performance Indicator: Participation Rate

The proportion of citizens, age 16 and up, in the LCC service district (Cowlitz and Wahkiakum Counties) that attend the college on a full- or part-time basis.



- The slight drop in overall participation rate (0.3%) is negligible. LCC continues to maintain 11% of the total service district in enrollment.

Five College Comparison of AY Unduplicated Headcount and Service District Population 1998 - 2002 (Age 16+)

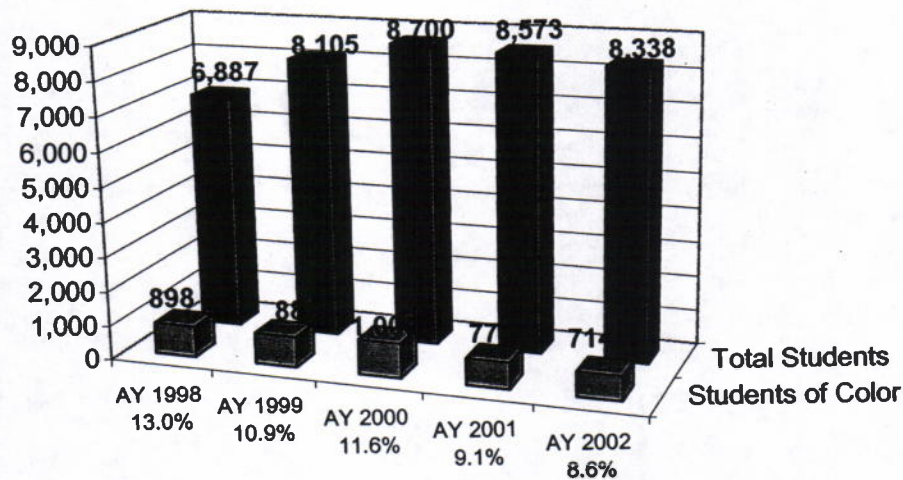
	LCC	Grays Harbor	Whatcom	Wenatchee Valley	Peninsula
1998	9.3% (6,781/73,918)	7.3% (5,083/70,180)	8.2% (10,416/127,213)	7.6% (8,001/105,217)	10.6% (7,745/72,828)
1999	10.8% (8,017/74,948)	7.5% (5,439/70,357)	8.2% (10,738/130,887)	7.7% (8,196/106,231)	10.3% (7,642/74,155)
2000	11.5% (8,626/75,468)	7.6% (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% (8,245/76,439)	8.5% (6,130/71,920)	9.1% (12,431/137,030)	7.3% (7,819/107,589)	12.9% (9,749/75,566)
2002	10.9% (8,086/76,192)	9.1% (6,530/71,435)	8.6% (12,190/141,218)	7.1% (7,738/109,127)	12.8% (9,767/76,191)

- LCC's participation rate pattern compares favorably to that of Grays Harbor, Whatcom and Wenatchee Valley.
- LCC's participation rate pattern is close to that of Peninsula's, and even exceeded theirs in 1999.

Key Performance Indicator: Participation/Success of Diverse Student Populations

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

Lower Columbia College
Participation of Students of Color
1998 - 2002



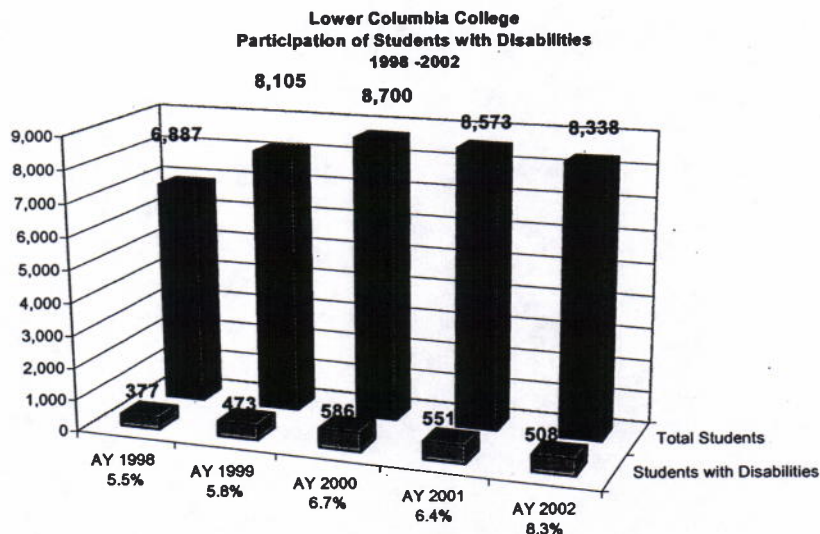
- This observation includes all students (not just state supported).
- The participation rate of students of color at LCC is down by 3% from 2000. The decline is attributed to fewer class sections of ESL offered due to planned budget reductions.
- Additional evidence supports the fact that many potential ESL students are having to work additional hours due to the recent economic downturn.

Lower Columbia College
Five College Comparison of Proportion of Students of Color and
Proportion of People of Color in the Service District
1998 - 2002

(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	
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%
2002	11.9%	7.4%	21.5%	10.5%	19.6%	11.6%	36.3%	19.2%	15.3%	9.5%	27.4%

- LCC maintains nearly double the proportion of students of color as there are people of color in the service district.



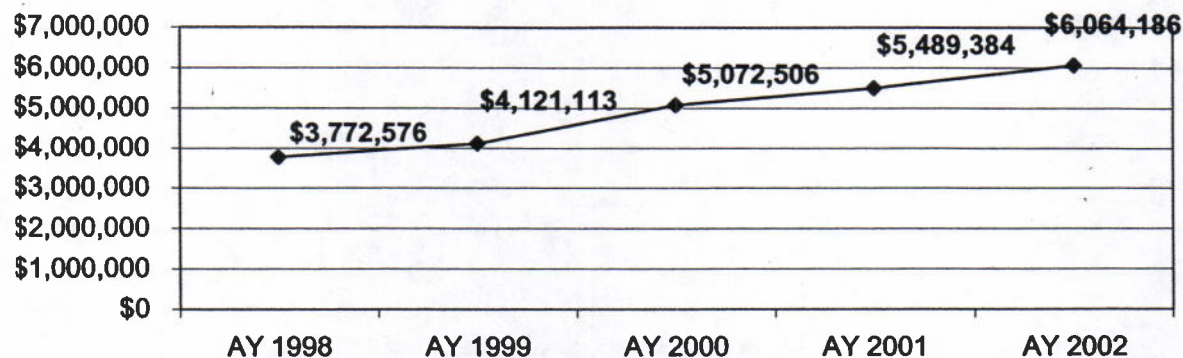
- While there are fewer students with disabilities at LCC from 2001 to 2002, the proportion is still nearly 2% higher due to the small drop in enrollment over that time period. LCC maintains a 2.8% higher proportion of students with disabilities in 2002 than it did in 1998.

**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
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%
2002	8.3%	11.5%	5.1%	4.3%	6.5%	4.4%

- LCC compares favorably to Whatcom, Wenatchee Valley, Peninsula and the CTC system average for service to students with disabilities.

**Lower Columbia College
Total Financial Aid Disbursements
1998 - 2002**



- Financial aid disbursement, in total dollars, has increased by nearly 61% between 1998 and 2002.

**Pell Grant Maximum and Cost of Attending College
1998 - 2002**

	Pell Grant Max. (% ~)	Cost of Attending (% ~)
1998	\$2,700	\$9,843
1999	\$3,000 (11.1%)	\$10,182 (3.4%)
2000	\$3,125 (4.2%)	\$10,470 (2.8%)
2001	\$3,300 (5.6%)	\$10,701 (2.2%)
2002	\$3,750 (13.6%)	\$11,100 (3.7%)

- The Pell Grant figures reflect the maximum a student was able to get in the given year. The cost of attending is an expected total annual cost of a student not living with their parents.
- Using the maximum Pell Grant as an indicator of access via financial assistance, it appears that the percent increases exceed the percent increases of cost of attendance over the five-year period.

Highlights of Accomplishments for Expected College Outcome: Access

- Over the five-year period between 1998 and 2002, academic year and fall FTEs have both been on a steady incline. Since 1998, the College has seen a 23.8% and 11.7% increase in academic year and fall FTE, respectively.
- Fall headcount has seen only a modest increase over the same five-year period – only 7.0% - despite the fact that it dropped slightly between 2001 and 2002.
- Between fall 2000 and fall 2001, both full-time and part-time (6-9 credits) headcounts increased. In the same time period, part-time headcounts (1-5 credits) went down by 7.7%.
- While there was a decline in professional/technical enrollment between fall 2000 and fall 2001, enrollment is still 81% higher in fall 2001 than it was in fall 1999.
- The decline in basic skills enrollment between fall 2000 and fall 2001 is negligible, however this enrollment is still 27% higher than it was in fall 1999. This has been attributed to fewer basic skills sections offered due to planned budget reductions.
- Both Clark College and LCC have seen a consistent increase in transfer enrollment over the five-year period.
- Over the five-year period, LCC saw a 42% increase in "Home and Family Life / Other" enrollment.
- Enrollments from Mark Morris and R.A. Long High Schools are up in fall 2002. Enrollment from Kelso High School is down by 10% in fall 2002.
- Community education was realigned in 2000 and saw a 28.9% increase in 2001. However, enrollment went down again by 20.8% between 2001 and 2002.
- Running Start headcount declined since 2000. The headcount decline is more pronounced at 24.9%, while the FTE decline was only 3.0% between 2001 and 2002. This change suggests that more Running Start students are enrolling on a full-time basis.
- Both Longview and Kelso had the greatest proportion of juniors and seniors involved in Running Start in AY 2000. Between 2000 and 2002, the rate of participation of students from Longview went down by 4.0% and from Kelso, 6.2%.
- Despite the fact that the number of LCC distance education courses dropped by 33.3% between 2001 and 2002, enrollment went up by 58.2%. This suggests a strong demand for distance education courses.
- The slight drop in overall participation rate for LCC (0.3%) is negligible. The College continues to maintain 11% of the total service district in enrollment.
- LCC maintains nearly double the proportion of students of color as there are people of color in the service district.
- LCC compares favorably to Whatcom, Wenatchee Valley, Peninsula and the CTC system average for service to students with disabilities.
- Financial aid disbursement, in total dollars, has increased by nearly 61% between 1998 and 2002.
- Using the maximum Pell Grant as an indicator of access via financial assistance, it appears that the percent increases exceed the percent increases of cost of attendance between 1998 and 2002.

Board Plus/Delta

“What is good about this report and what would you like to see changed?”
October 16, 2002

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Access Monitoring Report (Cycle IV)
Comments from the Review Team

- 1) **In what areas has LCC done a good job in providing access to students?**
 - Financial aid keeps going up. It's good to know that the aid is keeping up with the costs of attending college.
 - Distance education enrollment is very good. This has become an important feature of higher education.
 - We are getting more students from R.A. Long and Mark Morris High Schools.
 - Enrollment appears to be good, in general.
 - LCC is doing a good job by way of service to students of color and with disabilities.
 - The Home and Family Life program is doing well and providing a great service to our community.

- 2) **In what areas can LCC do a better job in providing access to students and what are some of the things the College can do to improve access?**
 - We seem to be losing ground with Kelso High School graduates.
 - The Running Start participation from Kelso High School is going down steadily. We need to make sure that those students are getting information about the program.
 - Perhaps we need to by-pass the high school officials in getting Running Start information to students.
 - Do we need to review the new "cap" on Running Start students in classes? Perhaps potential Running Start students are getting discouraged by this.
 - It's too bad that basic skills classes are being cut due to budget reductions. It appears that there's a demand for these classes.
 - We should be offering more distance education classes. Perhaps we should offer faculty incentives for doing online classes.
 - We should find out what other colleges are doing to attract so many students of color.
 - We should investigate getting more special equipment for disabled students.
 - Perhaps there's something we can do with the College web site and online catalog to enhance student access.
 - We should look into increasing the number of evening and weekend hours for student services.

College Outcome: Basic Skills and Developmental Education Monitoring Report

(Cycle V)

1999 – 2003

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 2, 2004



Lower Columbia College

Basic Skills: A Monitoring Report

Welcome to “Cycle V” 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. As with the other reports, the Basic Skills and Developmental Education Monitoring Report is subject to concentrated review by a team of faculty and staff members.

Some of the action plans that have come about as a result of past reviews of the Basic Skills/Developmental Education Monitoring Report include:

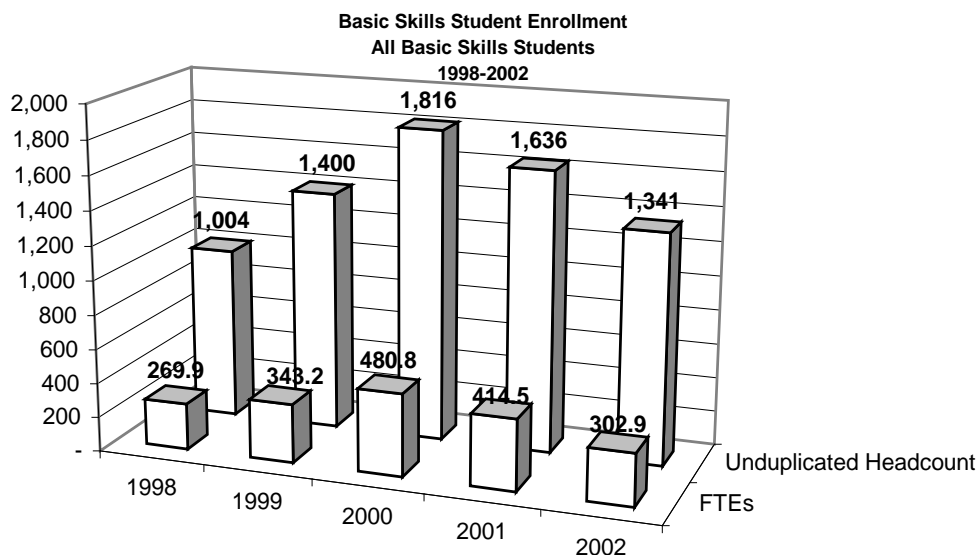
- Improved and expanded tutoring in the Tutoring Center.
- Proactive steps by faculty in developmental education to retain students.
- The formation of the pre-college department to enhance faculty coordination.

This report presents the fifth 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. This report includes a section that shows the outcome assessment results from developmental education (INDV, specifically). 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 in the current report. This report also presents updates for the Career Education Options (CEO) and GED sections.

Important highlights that help in the interpretation and support of these data appear as bullet statements under each figure. Comments from the internal review team are included at the end of the report. The Board is also being asked to review this report and provide input. The results of this report will inform our planning for the next fiscal year.

Basic Skills Enrollment Summary

The basic skills enrollment summary presents the unduplicated headcount and FTEs of all basic skills students enrolled at LCC. Specifically, these are enrollments in adult basic education (ABE), English as a Second Language (ESL), and GED.



- Enrollment in basic skills classes has been on a steady decline since 2000. Between 2000 and 2001, enrollment dropped 9.9% and between 2001 and 2002, enrollment dropped by an additional 18%.
- This decrease in basic skills enrollment is attributed to a reduction of class offerings as a result of planned budget cutbacks.

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:

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

Basic Skills Rate for LCC, Clark, and Big Bend Academic Year 2002

	LCC 2001-02	Clark 2001-02	Big Bend 2001-02
Participated 12 or more hrs	928	2,926	1,189
Completed subject	407	1,461	507
Basic Skills Rate	43.9%	49.9%	42.7%
Participated 80 or more hrs	207	1,347	272
Completed subject	131	918	214
Basic Skills Rate	63.3%	68.2%	78.7%

- The data for all three institutions indicate that the more hours of study these students put in, the more likely they are to complete. (WABERS data from Centralia College was not available for this report. Data from Big Bend College is used instead. Consistent system-wide WABERS data is not yet available.)
- LCC compares better to the other colleges for students who participated 12 or more hours than for students who participated 80 or more hours. However, since 1998, LCC is passing 14% more students in the 12 or more hours category and 7.5% more students in the 80 or more hours category.

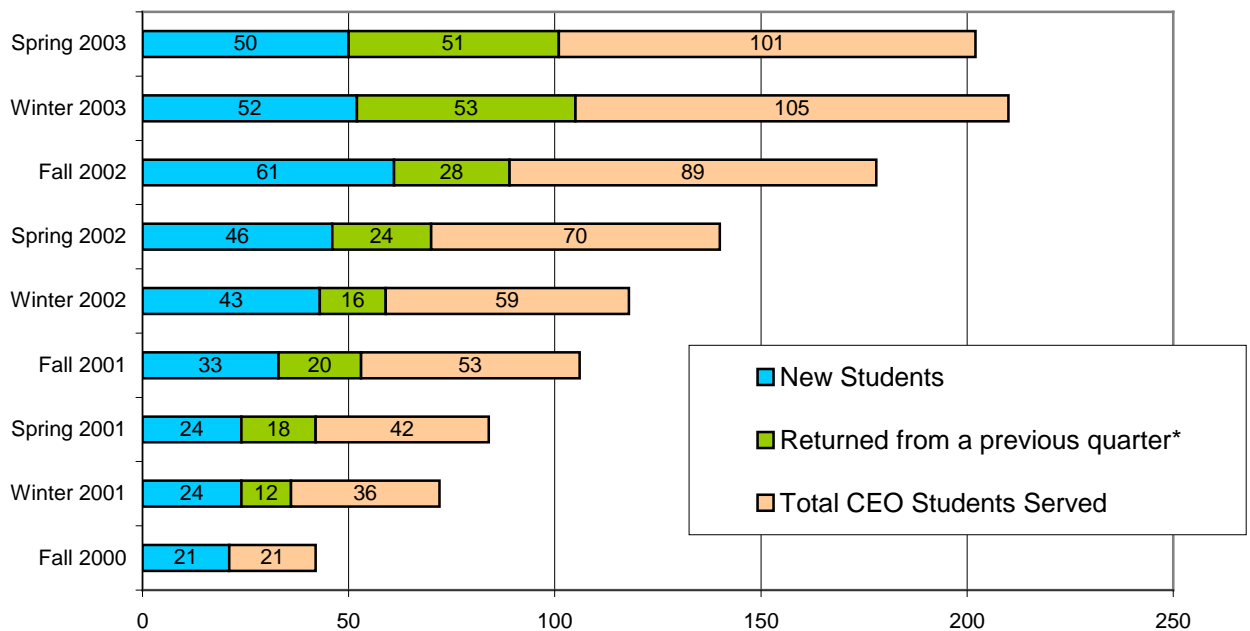
Career Education Options (CEO)

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 co-enrolled in high school, but they attend all of their classes on the LCC campus and can take college level classes while working towards a high school diploma. Both the Longview and Kelso School Districts are participating in the program. 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.

LCC CEO Program: Fall 2000 - Spring 2003



* Returning CEO students who enrolled in at least one credit-bearing class.

- The number of students participating in the CEO program has steadily increased since the program's inception in 2000.
- Since fall 2000, 76 students have earned a GED, and 48 students are enrolled in a variety of professional/technical, developmental, and general education classes.

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	National Comparison *
1998	363	293	80%	70.9%
1999	293	238	81%	70.2%
2000	357	275	77%	69.5%
2001	398	298	75%	69.8%
2002	321	204	64%	
2003				

* Data from American Council on Education – Center for Adult Learning.

** GED testing for 2002 is still in progress.

- The pass rates for GED testers at LCC compare favorably to those nationally.
- The number who tested in 2001 was unusually high. The reason for this is students rushed to take the 1987 version of the test before the cut-off date of January 1, 2002.

Outcomes Assessment Results and Action Plans for Pre-College Programs and Services

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 2001-02 outcomes assessment results for LCC's pre-college programs and services.

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.	80% (110/138) 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.	62% (47/76) who passed INDV 065/075 received a 2.0 or higher in their subsequent English class.	Instructors will work more closely with advisors and more closely monitor which English classes they migrate to.
Students who receive learning assistance through the Tutoring Center will succeed in the class in which they received tutoring.	80% of students who are tutored in the Tutoring Center will complete the course in which they received tutoring with a 2.0 or better.	80% (819/1,020) 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. Students will be encouraged to sign in and out via the Stamp program.
Students who receive study skills training will persist and be successful in their successive quarter.	80% of students who complete COLL 100 with a 2.0 will maintain a 2.0 cumulative GPA in their successive quarter.	63% (52/83) of students who completed COLL 100 with a 2.0 maintained a 2.0 or better in the following quarter.	Instructors will reduce the number of students in COLL 100 who receive non-successful grades and assign them to the Tutoring Center.
Students enrolled in the Learning Center will demonstrate a high level of success.	80% of students enrolled in Learning Center modules will successfully complete them by the end of the quarter.	78% (223/287) 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 in the SSS program who stop attending will be

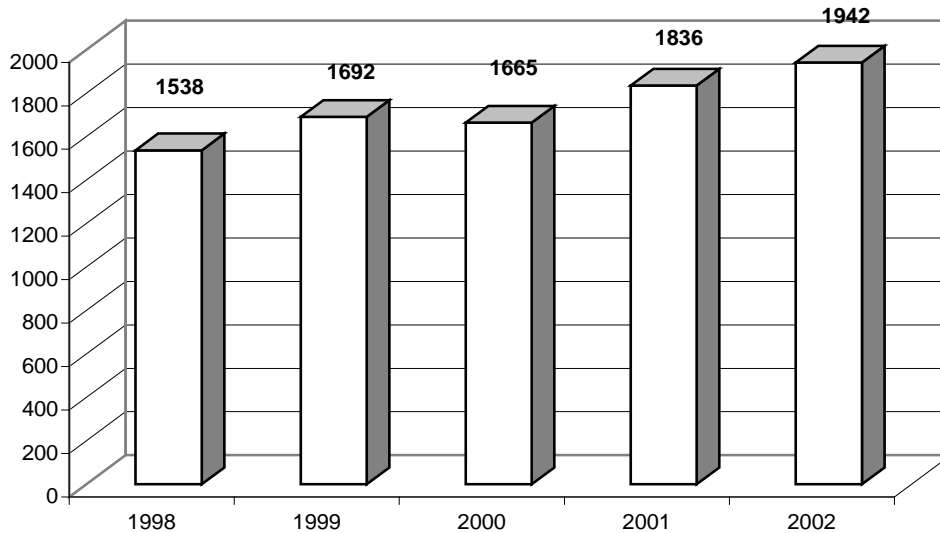
			referred to those advisors.
Students enrolled in high school completion instruction will demonstrate a high level of success in completing their classes.	80% of students who enroll in high school completion classes will successfully complete the course in which they enroll.	70% (60/87) of students enrolled in HSC modules successfully completed their module.	Instructors will call students on the first day of non-attendance. Also, points will be taken off their weekly assignments for those who don't meet the deadline.

- These results for the Learning Center show that faculty who are proactive in using outcomes assessment will be better equipped to help their students succeed.

Developmental Education

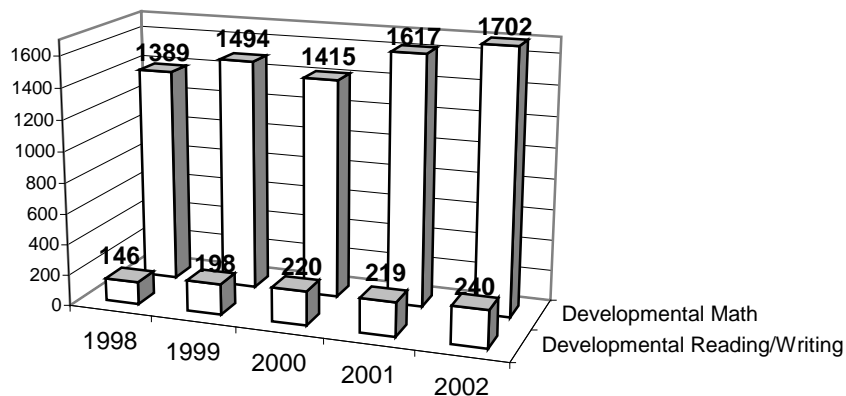
Developmental education includes pre-college level math and reading/writing classes that are intended to prepare credit- and tuition-bearing students prepared for college level math and English composition classes.

Developmental Education Enrollment
Duplicated Headcount
All Students
1998-2002



- 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 5.8% between AY 2001 and AY 2002.

Enrollment Trends in Developmental English and Mathematics
Duplicated Headcounts
All Students
1998-2002



- Enrollment in developmental math and developmental reading/writing increased by 5.3% and 9.6%, respectively, between 2001 and 2002.

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) 1998-2002

	1997-98	1998-99	1999-00	2000-01	2001-02
Total number of students in developmental math classes	1,389	1,494	1,415	1,617	1,702
Total number of developmental math students who passed	813	878	852	1,039	1,051
Percentage of students who passed developmental math	59%	59%	60%	64%	62%

- The passing rate for developmental math students has been consistent over the five-year time period. The College served an appreciable number of worker retraining students over the past year - people who had not studied math for some time. This may help to explain the slight decrease in overall success of these students.

Passing Rates of Students in INDV 065/075 Classes (Duplicated Headcount) 1998-2002

	1997-98	1998-99	1999-00	2000-01	2001-02
Total number of students in developmental English classes	146	198	220	219	240
Total number of developmental English students who passed	98	128	140	153	228
Percentage of students who passed dev.Eng	67%	65%	64%	70%	95%

- These data indicate remarkable success of developmental reading/writing students. The faculty in this area attributes this success to closely monitoring student performance and the use of outcomes assessment.

**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 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Total number of students who successfully completed a developmental math class	358	345	304	379	408
Total number of those students who went on to take college level Math*	$146/358 =$ 40.8%	$120/345 =$ 34.8%	$80/304 =$ 26.4%	$101/379 =$ 26.7%	$95/408$ 23.2%
Total number of those students who withdrew from college level Math*	$30/146 =$ 20.5%	$15/120 =$ 12.5%	$11/80 =$ 13.8%	$11/101 =$ 10.9%	$7/94 =$ 7.36%
Total number of those students who passed college level Math	$76/146 =$ 52%	$85/120 =$ 70.8%	$60/80 =$ 75.0%	$81/101 =$ 80.2%	$80/94 =$ 84.2%
Total number of students who withdrew from college level Math who did not take developmental math	$17/55 =$ 31%	$32/64 =$ 50%	$23/61 =$ 38%	$24/49 =$ 49%	$34/54 =$ 63%
Total number of students passing college level Math who did not take developmental math	$35/56 =$ 63%	$54/91 =$ 59%	$44/109 =$ 40%	$110/270 =$ 41%	$170/201 =$ 85%

- These data indicate that developmental math is doing a good job of preparing students for college level math. It also appears that college level math students who didn't take developmental math are performing better.
- (The figures for fall 1999 in the table above have been adjusted from what was reflected in previous editions of this report.)

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

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Total number of students who successfully completed a developmental English class	56	48	65	59	62
Total number of those students who went on to take English 100	33/56 = 58.9%	33/48 = 68.8%	42/65 = 64.6%	44/59 = 74.6%	37/62 = 59.7%
Total number of those students who withdrew from English 100	2/33 = 6.1%	3/33 = 9.1%	5/42 = 11.9%	3/44 = 6.8%	2/37 = 5.4%
Total number of those students who passed English 100	22/33 = 66.7%	27/33 = 81.8%	29/42 = 69%	35/44 = 79.5%	26/37 = 70.3%
Total number of students who withdrew from English 100 who did not take developmental English	6/140 = 4.3%	13/150 = 8.6%	7/128 = 5.5%	14/156 = 9%	16/146 = 11%
Total number of students passing English 100 who did not take developmental English	101/140 = 72.1%	99/150 = 66%	93/128 = 72.7%	113/156= 72.4%	102/146 = 69.9%

- The performance of former developmental reading/writing students in English 100 has slipped by 9.2% from fall 2000 to fall 2001. Part of the reason for this is that the College served a substantial number of new worker retraining students beginning in fall 2001. In addition, this may be the effect of three new instructors teaching this course in fall 2001.

Satisfaction with Instruction

(Key Performance Indicator)

ABE and ESL Students

Fall 2002

Basic skills faculty were asked to distribute a brief satisfaction inventory to their students in class. A total of 28 ABE students and 17 ESL students responded. The results for fall 2002 appear in the following tables.

How satisfied are you with the instruction you've received so far at LCC?

	ABE Students	ESL Students
Very Satisfied	13 (46.4%)	17 (100%)
Satisfied	15 (53.6%)	0 (0.0%)
Dissatisfied	0 (0.0%)	0 (0.0%)
Strongly dissatisfied	0 (0.0%)	0 (0.0%)

My instructors at LCC seem interested in whether or not students are learning.

	ABE Students	ESL Students
Strongly agree	11 (39.3%)	13 (76.5%)
Agree	17 (60.7%)	4 (23.5%)
Disagree	0 (0.0%)	0 (0.0%)
Strongly disagree	0 (0.0%)	0 (0.0%)

My instructors create a positive learning environment in the classroom.

	ABE Students	ESL Students
Strongly agree	15 (53.6%)	14 (82.4%)
Agree	12 (42.9%)	2 (11.8%)
Disagree	1 (3.6%)	0 (0.0%)
Strongly disagree	0 (0.0%)	1 (5.9%)

The classroom we use for this class is a good space for learning.

	ABE Students	ESL Students
Strongly agree	6 (21.4%)	2 (11.8%)
Agree	7 (25.0%)	0 (0.0%)
Disagree	3 (10.7%)	6 (35.3%)
Strongly disagree	12 (42.9%)	7 (41.2%)

- Both ABE and ESL students are happy with the instruction they receive at LCC and it appears that the faculty is creative and innovative in the classroom with them.
- The classroom facility in which these students receive instruction is a point of concern.

Findings for Expected College Outcome: Basic Skills And Developmental Education

- Enrollment in basic skills classes has been on a steady decline since 2000. Between 2000 and 2001, enrollment dropped 9.9% and between 2001 and 2002, enrollment dropped by an additional 18%.
- LCC compares better to the other colleges for basic skills students who participated 12 or more hours than for students who participated 80 or more hours. However, since 1998, LCC is passing 14% more students in the 12 or more hours category and 7.5% more students in the 80 or more hours category.
- The growing number of students participating in the CEO program (319% from fall 2000 to fall 2002) suggests a strong need for it in our community. Since fall 2000, 53 CEO students have earned a GED, three have earned a high school diploma and one earned a certificate of completion in pharmacy technology.
- The pass rates for GED testers at LCC compare favorably to those nationally.
- The Learning Center faculty is proactive in using outcomes assessment making them better equipped to help their students succeed.
- Enrollment in developmental math and developmental reading/writing increased by 5.3% and 9.6%, respectively, between 2001 and 2002.
- The passing rate for developmental math students has remained consistent over the time period observed.
- In 2002, 95% of developmental reading/writing students completed those classes successfully.

- Data indicate that developmental math faculty is doing a good job of preparing students for college level math. It also appears that college level math students who didn't take developmental math are performing better.
- The performance of former developmental reading/writing students in English 100 has slipped by 37.4% from 2001 to 2002.
- Both ABE and ESL students are happy with the instruction they receive at LCC and it appears that the faculty is creative and innovative in the classroom with them. However, the classroom facility in which these students receive instruction is a point of concern.

Board Plus/Delta

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

December 18, 2002

+	Δ

Basic Skills/Developmental Education Monitoring Report (Cycle IV)

Comments from the Review Team

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

- The enhanced Learning Center has made a great contribution to student success.
- The data suggest that monitoring proper placement of students has helped to increase student success.
- The pass rates of developmental math students have been consistently good.
- The outcomes assessment efforts of faculty in the Learning Center demonstrate that that process works well.
- Our GED pass rates are good and compare very well nationally.
- Our Tutoring Center appears to be doing a very good job with developmental English and math students. Faculty teaching developmental math have been more proactive in referring their students to the Tutoring Center.
- Enrollment in developmental education is up, which is an indicator of good advising.
- Our CEO program is excellent and the increased enrollment there indicates how important that program is to our community.
- The completion rates for INDV students are excellent! Great job!
- Our basic skills program is performance-based while many others are not.
- INDV faculty has shifted their focus on getting those students to be successful in subsequent, college level English. INDV faculty is having more conversations with the English faculty.

In what areas can LCC do a better job in providing students basic skills/developmental preparation and what can we do to address those?

- The size and quality of the learning space for basic skills students needs attention. The lack of bathrooms in those facilities has been a problem. Equipment storage in the vocational classrooms where some of this instruction takes place has also been an issue.
- In fall 1999 and fall 2000, the pass rates of students in college level math who didn't take developmental math were quite low. Perhaps this was an advising issue?
- It looks like the number of students taking college level math who had passed developmental math is going down. It would be good to explore why this is happening.
- Other colleges have had success with tying their basic skills students to vocational programs on campus. We might consider "institutionalizing" this.
- Is it possible to establish evening tutoring for students who are only able to access it at that time?
- LCC might want to consider establishing a "Basic Skills Center" on the main campus to help these students get better integrated into the college community.

College Outcome:

Community Enrichment

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

Monitoring Report

1998-2002

(Cycle IV)

April 16, 2003



Lower Columbia College

Community Enrichment: A Monitoring Report

Welcome to “Cycle IV” 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 connect better with the community through art, theater, music, and athletic events, as well as political 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 **citizenship** and **cultural enrichment of students and community**. Citizenship has proved to be a difficult concept to measure. In the 1999 version of this report, citizenship was measured using national standard student satisfaction inventories. In the 2001 version, data from a transfer alumni study were presented. The current version of this report does not contain any data for citizenship. In 2002, many of the system’s colleges partnered with a consultant group to produce a study showing the economic impact of the institutions on their local communities and LCC was among them. This report presents some of those findings. Additional data that are pertinent to the progress the College is making in this area have been included, such as Tech Prep and the college’s Career Center.

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.

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 95 student-athletes (43 men and 52 women). LCC hosted 90 athletic contests for students, LCC staff, and members of the community to enjoy. The LCC Athletic Booster Club membership is 200. Since January 2002, LCC athletics has raised a total of \$27,000.

Athletic Team Victories 1999-2002

Team	1999-00	2000-01	2001-02	2002-03
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"> Western Division Champions (27-3) NWAACC Conference Second Place 	(Current season has not begun.)
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"> Southwestern Division Champions (30-0) NWAACC Conference Champions (41-1) 	(Current season has not begun.)
Soccer	<ul style="list-style-type: none"> (Did not place) 	<ul style="list-style-type: none"> (Did not place) 	<ul style="list-style-type: none"> (Did not place) 	<ul style="list-style-type: none"> SW Division Third Place (10-3-3)
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) 	<ul style="list-style-type: none"> Western Division Second Place (11-3)
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 	<ul style="list-style-type: none"> Western Division Second Place (13-3)
Men's Basketball	<ul style="list-style-type: none"> Western Division Fourth Place 	<ul style="list-style-type: none"> Western Division Second Place NWAAC Conference Fifth Place 	<ul style="list-style-type: none"> Western Division Third Place 	<ul style="list-style-type: none"> Western Division Fifth Place (8-8)

- LCC's athletic teams are competitive. All teams that have played in the 2002-03 season placed in the Western Division.

Student Athletes' Academic Performance

Academic Year GPAs (Team Averages)

AY 2000-AY2002

	1999-00	2000-01	2001-02
Volleyball	2.86	2.97	2.74
Soccer	2.74	2.99	2.90
Women's Basketball	2.56	2.95	2.80
Men's Basketball	2.23	2.45	2.51
Softball	2.86	2.86	2.55
Baseball	2.79	2.74	2.80
All athletes	2.72	2.81	2.73
All transfer students	2.95	2.98	2.98

- In general, student athletes are performing well academically. While team GPA averages are slightly below GPA averages for all transfer students, student athletes maintain good academic standing at LCC.

Coaches' Recognition

1998-2002

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 has played an integral role in the local community. Performances involve community members, as well as students. The Drama Department presents three productions each 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 program runs over three weekends for a total of ten performances)

2000-01		2001-02	
Fall 2000	729	Fall 2001	552
Winter 2001	490	Winter 2002	475
Spring 2001	487	Spring 2002	573
Total	1,706	Total	1,600

Performances included:

- 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, At this Evening's Performance

Talkback

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

“How to See a Play”

This is offered as a one-credit course to anyone interested in knowing about the play that is presented for the quarter. Students register for the course, read the play and any additional information supplied by the director, see the play, and participate in the “talkback” discussion.

Unduplicated Headcount in “How to See a Play”			
2000-01		2001-02	
Fall 2000	24	Fall 2001	36
Winter 2001	28	Winter 2002	33
Spring 2001	33	Spring 2002	34
Total	85	Total	103

- This program continues to grow with increasing enrollment each quarter.

High School One-Act Play Festival

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

Evening of Winners

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

Arts Community

The college continues to work with local community and high school theatre programs to provide services and assistance to their productions. This assistance may include the loaning of equipment or technical assistance.

Former Drama Students

Former drama students who remain in the area are quite active in theatre on the community level, as well as continuing to be involved in LCC drama. The president of the Cascade Players, a local community theatre group, is an LCC drama alumnus. In addition, many of the actors, directors and technical personnel attended LCC. The current treasurer is an LCC faculty member. Former LCC drama students are also involved with Longview Stageworks and the Mainstage Theatre.

Music

LCC’s music program invites the campus and local communities to a variety of concerts throughout the year including the LCC Community Choir, Honor Band, Jazz Band, and Symphonic Band. Participants are both students and community members. Concerts are held in LCC’s Student Center and the Columbia Theater for the Performing Arts in Longview. Each performance has an estimated attendance of 500.

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 hosted 75 4th-graders from Barnes school, and 50 students from Castle Rock Middle School for a short talk about the exhibit being installed (Dailey/Gander) and a tour of the Art Department facilities. Every spring, the Art Gallery presents a student art show.

Connecting Waters

The academic year began with the third production of ***Connecting Waters***, a juried exhibit of works by artists in the six counties of Southwest Washington, in collaboration with the LCC Foundation. There were 50% more entries than the two previous productions. Students, staff and community members (total of 173) attended the Gala Opening. The exhibit was viewed from September 28 through October 26, 2002.

Dawn and Dusk: A Year's Sketchbook of Drawings

LCC art instructor Rosemary Powelson presented 366 drawings and nine paintings she produced during her 2001 sabbatical leave. Highlights of the exhibit included an opening reception, a public walk-through discussion by the artist, and a computer terminal set up in the Gallery for public interaction with Powelson's website for the project.

The Columbian Artists

The Annual Columbian Artists' Show still continues to be a success after 25 years. 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 are beginners to advanced skill level.

Attendance at Art Exhibits in 2002	
"Connecting Waters"*	1,610
"DAWN and DUSK" by Rosemary Powelson	544
Total	2,154

Student/Community Activities at LCC

The ASLCC, Multicultural Student Services, and Community Health Education Center combined their efforts to provide a variety of educational, social, cultural, health related and recreational activities for the college community this past 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
Ralph Nader- Presidential Candidate/Consumer Activist	Battle of the Bands	Blood Drives	Harvest fest Family Night	Forensics Club- National Debate Participants	Thanksgiving Food Baskets
Steve Naccarato-Art Exhibit	Heather Alexander	Drug/Alcohol Awareness	Karaoke	Drama Club- Productions and One Act Plays	Community House Food Contributions
Cultural Edge II- Art exhibit	Jazz Band Concerts	Domestic Violence Forum	Huck Flynn- Comedian	Multicultural Club- Pow-Wow and Dances	Community Easter Egg Hunt
Connecting Waters- Art Exhibit	Rhythm Culture	Flu Shots	Family Spaghetti Feed/Movie	International Club- International Food Festival	Community Outreach/Community Impact- James Hersch
Tribute to Dr. King- Diversity Program	Honor Band Concerts	Massage Therapy	Dating Game	International Festival	
Carl Mack- African American History Presentation	Kat Parsons	Aids Testing	Game Show	SLIP Club- Pottery Exhibition and Pottery Sale	
Dialogue on Diversity- Diversity Program	Paradigm	Breast Cancer Awareness	Back to School Week	Student Nurses Organization- Health Fair	
Voices of Africa- Diversity Program	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	
General Chris Campbell-Women's History Month			Comedy Night	Poets and Writers Club- Poets Competition	
Eyewitness Bloody Sunday-Don Mullan Diversity Program			Pool/ Ping Pong Tournaments		
Eat Right/ Feel Great- Deanna Latson Health Speaker			Parents Night Out Diner and Movie		
The "J" Spot- Jay Friedman Safe Sex Lecture			Spring Arts Festival		
Bill Vest Lecture- Dr. Ruth Seidel			Multicultural Club Film Series		

- The **Student Center** continues to serve as the largest multi-purpose venue for any large event sponsored by various campus entities, or the surrounding community. Public and private community organizations regularly reserve the center for activities ranging from proms to weddings.
- **LCC's student activities** sponsor a wide variety of entertainment and programs throughout the academic year including educational programs, concerts, club activities, and health related activities, and community service projects.

Community Health Education Center

The Community Health Education Center (CHEC) is a grant funded educational outreach program for the community to access information on wellness. Its mission is to educate the public in the areas of disease prevention and wellness. Resources are available through:

Public Access to:	
• Videos	• Free public lectures
• Books	• Classes
• Periodicals	• Events
• Pamphlets	• CHECK newsletter & web pages
• Brochures	• Newspaper archives

CHEC's Top Three Priorities of Prevention Activities				
	2000-01		2001-02	
Priority	Events	Attendance	Events	Attendance
Tobacco	14	1,154	11	5,596
Domestic Violence	13	679	9	631
Suicide Prevention	8	466	6	498
Total	35	2,299	26	6,725

- While there were nine fewer events offered between 2001 and 2002, overall attendance increased by 193%.

CHEC's Lectures, Series and Other Events				
	2000-01		2001-02	
Discipline	Events	Attendance	Events	Attendance
Check into Wellness Lectures	9	276	10	410
Healthy Family Lectures	7	195	10	564
Injury Prevention	5	215	3	180
Substance Abuse Prevention	4	1,892	1	35
Violence Prevention	4	1,625	-	-
Community Health Fairs	5	247	7	5,456
Teleconferences	3	98	2	44
General Wellness & Prevention	4	242	-	-
Industry & Business	2	60	2	312
Non-Profit Staff Trainings	2	112	3	622
Total	46	4,962	38	7,623

- While there were eight fewer events offered between 2001 and 2002, overall attendance increased by 53.6%.

Community Education

LCC offers a variety of leisure classes and programs for community members. These classes are generally recreational and non-credit bearing.

Kids' College is a summer enrichment program that introduces children to computers, cooking, sign language, and age-appropriate literature. The classes are open to children ages 8-15.

Kids' College	
Summer 1999	43
Summer 2000	108
Summer 2001	170
Summer 2002	219

- Enrollment in Kids' College increased by 409% between summer 1999 and summer 2002.

Senior Studies courses meet the special needs and interests of our community seniors – individuals age 55 and over. Most of the offerings include beginning computers, writing, and art courses. Computer classes continue to be very popular. Several new classes have been offered which are gaining popularity, such as Swim Fitness and Yoga. A new section of "Write Your Life Story" was opened in Castle Rock and has been very successful.

Duplicated Headcount in Senior Studies Classes		
	2000-01	2001-02
Summer	86	92
Fall	330	387
Winter	472	466
Spring	359	382
Total	1,247	1,327

- Overall enrollment in Senior Studies classes increased by 6.4% between AY 2001 and AY 2002.

The **Community Education** program includes a variety of short-term courses, workshops, and special classes for personal enrichment or recreational interests.

Duplicated Headcount in Community Education Classes								
	2000-01				2001-02			
Classes	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
CIS	70	50	88	36	86	116	45	7
Comm. Serv.	43	3	-	-	-	63	33	22
Finance/Man.	51	25	43	10	32	25	38	12
Food	-	-	-	-	15	-	-	-
Gardening	-	-	-	-	49	10	13	-
Human Dev.	9	8	3	-	-	-	-	-
Health	3	-	33	7	23	25	41	-
Home	-	-	-	-	51	-	-	-
Music	47	42	38	-	52	42	45	-
Ph. Ed.	34	41	77	39	72	64	95	11
Speech	10	8	23	-	19	-	-	-
Spanish	-	-	-	-	-	33	19	19
Totals	266	172	305	92	399	378	329	71

- Most community education classes are offered in accordance with demand. The dashes (-) in the matrix above indicate that those classes were not offered in that quarter.
- Overall enrollment in community education classes increased by 41% between AY 2001 and AY 2002.

Head Start/ECEAP

Head Start is a federally funded early childhood education program that offers subsidized childcare for low-income families, whose income is at or below the federal/state poverty guidelines. Educational and care services are free to eligible families. Locally, the Head Start program is administered through Lower Columbia College. Qualified three-to-four year olds receive:

- Daily meals and snacks
- Complete medical examination, including a check of their vision, teeth, hearing and speech.
- Immunizations are also provided, as well as mental health services.

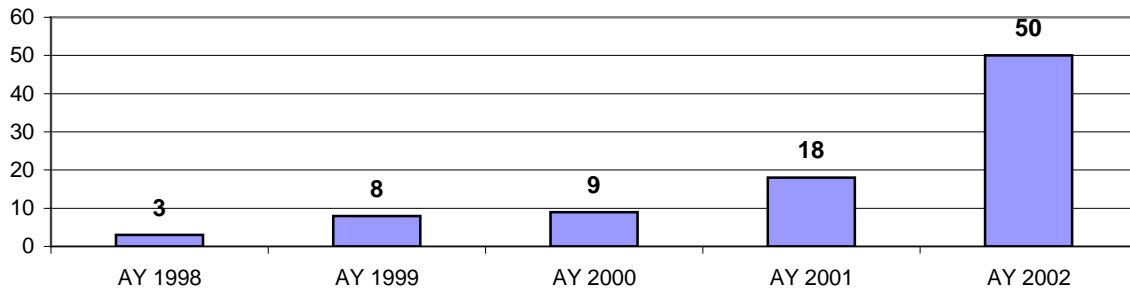
Unduplicated Headcount in Head Start/ECEAP					
AY 1998 – AY 2002					
	AY 1998	AY 1999	AY 2000	AY 2001	AY 2002
Head Start	212	230	232	245	295
ECEAP	163	163	164	145	119
TCD	23	19	22	24	-
HIP	-	-	-	39 children 35 families	24 children 21 families
Total	398	412	418	414	414

- Head Start enrollment remains steady with over 400 children enrolled each year since AY 1999.
- As of AY 2002, Head Start no longer offers “therapeutic child development” (TCD).
- Head Start’s Home Intervention Program (HIP) began in 2001. A liaison from Head Start visits families in their homes and refers them to appropriate social services.

Tech Prep

Tech Prep provides high school students with a coordinated and seamless series of learning experiences leading to professional/technical programs at Lower Columbia College. Articulation agreements developed through our partnership with regional high schools enable students to earn college credits for courses taken while in high school.

Total Number of New Tech Prep Students Entering LCC
1998-2002



- The direct credit articulation option has become increasingly popular with students who take advantage of Tech Prep. Between 1998 and 2002, the number of new Tech Prep students entering LCC has increased by 1,566% (178% between 2001 and 2002, alone).
- In addition, the total number of Tech Prep students who have earned articulated credit at LCC went from 72 in AY 2001 to 103 in AY 2002 (a 43% increase).

Tech Prep Counselor/Teacher Inquiry

Spring 2002

35 Total Respondents

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Tech Prep is a worthwhile program for many of our community's high school students.	24 (68.6%)	9 (25.7%)	1 (2.9%)	0 (0.0%)	1 (2.9%)
Personally, I encourage students to apply for Tech Prep credit at LCC.	20 (57.1%)	11 (31.4%)	3 (8.6%)	1 (2.9%)	0 (0.0%)
I believe that I can successfully advise students about the Tech Prep program.	17 (48.6%)	16 (45.7%)	0 (0.0%)	2 (5.7%)	0 (0.0%)

- These data indicate that our local high school counselors and teachers support Tech Prep and are prepared to give students the assistance/information they need.

Career and Employment Services

Career and Employment Services offers comprehensive career related services to students at LCC and to people in the community. Resources are available for resume writing, interviewing skills, career exploration, and Internet/Web research. Services are also available to employers. Career and Employment Services is a WorkSource affiliate.

Career and Employment Services (WorkSource) Survey

Fall 2002 and Winter 2003

125 Total Respondents

	Fall 2002			Winter 2003		
	Yes	No	No Response	Yes	No	No Response
Was the facility open at convenient times?	63 (96.9%)	1 (1.5%)	1 (1.5%)	59(98.3%)	1 (1.7%)	0 (0.0%)
Were you satisfied with the overall quality of our services and resources?	63 (96.9%)	0 (0.0%)	2 (3.1%)	60 (100%)	0 (0.0%)	0 (0.0%)
Was the staff helpful?	65 (100%)	0 (0.0%)	0 (0.0%)	60 (100%)	0 (0.0%)	0 (0.0%)

- These data indicate that students and community members believe that the services are easily accessible and that the staff is helpful. Comments from respondents also indicate that it's a "very resourceful service to have on campus."

The Socioeconomic Benefits Generated by Lower Columbia College

In 2003 LCC joined several other colleges in the Washington Community and Technical College system in contracting with a research consultant group – CCBenefits – to come up with data to establish the economic impact of the institutions on their local communities. With the use of student and fiscal data provided by the colleges, the consultant applied economic formulas to come up with data illustrating the institutions' economic impact on the local community, as well as benefits from a regional, taxpayer and student perspectives. Highlights of these findings for LCC follow.

Regional Perspective

- LCC accounts for \$133.5 million of all annual earnings in the district served by Lower Columbia College. These earnings are roughly equal to that of 4,334 jobs.
 - LCC's operating and capital expenditures generate \$20.5 million annually in the district's economy (equal to that of 963 jobs).
 - The accumulated contribution of past LCC instruction adds some \$113.0 million annually in the district's economy (equal to that of 3,372 jobs).

Student Perspective

- For every credit completed LCC students will, on average, earn \$104 more per year every year they are in the workforce. For every full-time year they attend they will earn an additional \$4,642 per year.
- From an investment standpoint, LCC students enjoy a 22% rate of return on their investments of time and money. For every \$1 the student invests in LCC education, he/she will get back a cumulative of \$6.32 in higher future earnings over a 30-year period.

Taxpayer Perspective

- Persons who are educated at LCC are less likely to smoke or abuse alcohol, draw welfare or unemployment benefits, or commit crimes. The avoided costs associated with lower rates of substance abuse, unemployment and crime amount to \$37 per credit per year, counted as an indirect benefit of LCC education.
 - *Improved health* ⇒ The LCC district will see health-related absenteeism decline by 5,009 days per year, with a corresponding annual dollar savings of \$0.6 million.
 - *Reduced crime* ⇒ Incarceration drops with each year of higher education. In the LCC district, 36 fewer individuals will be incarcerated per year resulting in annual savings of \$367,661 (combined savings from reduced arrest, prosecution, jail, and reform costs). Reductions in victim costs (e.g. property damage, legal expenses, lost workdays) result in savings of \$404,923.
 - *Reduced Welfare/Unemployment* ⇒ There will be 105 fewer people on welfare, and 42 fewer drawing unemployment benefits per year, respectively, saving some \$432,416 and \$356,084 per year.

Additional Areas in Which LCC Enriched the Community:

- LCC hosts a **Job Fair** every spring for students and community members. In 2002, 48 companies participated and approximately 5,000 people attended.
- LCC hosts a **Career Fair** each year that brings many of our local high school sophomores to campus to meet with experienced professionals representing a variety of careers.
- **The Northwest Voices** series brings a wide variety of prominent Northwest authors to the local area each quarter to provide workshops and public readings both on campus and at the Longview Public Library. The workshops and readings are open to the public.
- **Salal Review** is a publicized journal of Northwest authors and artists that is sponsored by LCC. Writing from community members, students and LCC staff are included in the Salal Review.
- **FBLA** is hosted on LCC campus each winter. Approximately 400 high school students from the county attend the daylong conference. The conference includes workshops and contests with winners advancing to state competitions.
- **Steelhead Classic** High School Speech Tournament is held on LCC campus each fall. Students from the county compete in speech competitions with winners advancing to state tournaments.

Community Enrichment Monitoring Report (Cycle IV)

Comments from the Review Team

April 16, 2003

In what areas has LCC done a good job in enriching the local community?

- LCC's athletic teams are performing very well.
- So many of our coaches have been recognized as "NWAACC Coach of the Year" – multiple times.
- Our drama program is very good. "Talkback" and "How to see a play" are great ways to turn a cultural event into an educational experience.
- LCC's Art Gallery keeps busy! It's impressive to see how many people get in there.
- CHEC has been an outstanding program. Even though there were fewer events this year, they were much better attended.
- Kids' College is really growing! This is a great way for LCC to connect with children in our community.
- Tech Prep is a good marketing tool for the College. The data shows that it's growing in popularity with students and counselor/teachers support it.
- The "socioeconomic benefits" data is excellent! It's amazing to see how much of an impact the College has on the community.
- I was not aware that this college offers such a wide variety of cultural and educational activities.
- LCC is providing needed services to our community, such as Head Start and the Career Center.
- LCC has taken on a substantial role in the arts in this community.

In what areas does LCC need to improve its enrichment of the community?

- Consider study tables, or some incentive, for student athletes to improve their academic performance.
- LCC should advertise our "cultural events" to the community at large more aggressively.
- ASLCC should work more closely with outside agencies and bring more community members on campus for their functions.
- The "socioeconomic benefits" data would be good to use as a marketing tool.

Board Plus/Delta

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

April 16, 2003

+	Δ

Expected College Outcome: Customized Education Monitoring Report

1999 – 2002
(Cycle IV)

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

→ Lower Columbia College
Strategic Plan, 1999-2004

February 19, 2003



Lower Columbia College

Customized Education: A Monitoring Report

Welcome to “Cycle IV” of Lower Columbia College’s *Customized Education Monitoring Report*!

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 the Business and Industry Center at Lower Columbia College 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.

This report presents data relevant to LCC’s Business & Industry Center including **general enrollment, interactive multimedia classes, the Workplace Leadership Series, truck driving, Spanish education in the workplace, food handling training, high tech training, online classes, American Heart Association classes, real estate training and Wildland fire certification.** In addition, this report presents data on **pre-employment testing** and **total client contracts.** Data for client satisfaction, the only key performance indicator (KPI) for customized education, was not sufficient enough to be included in this report.

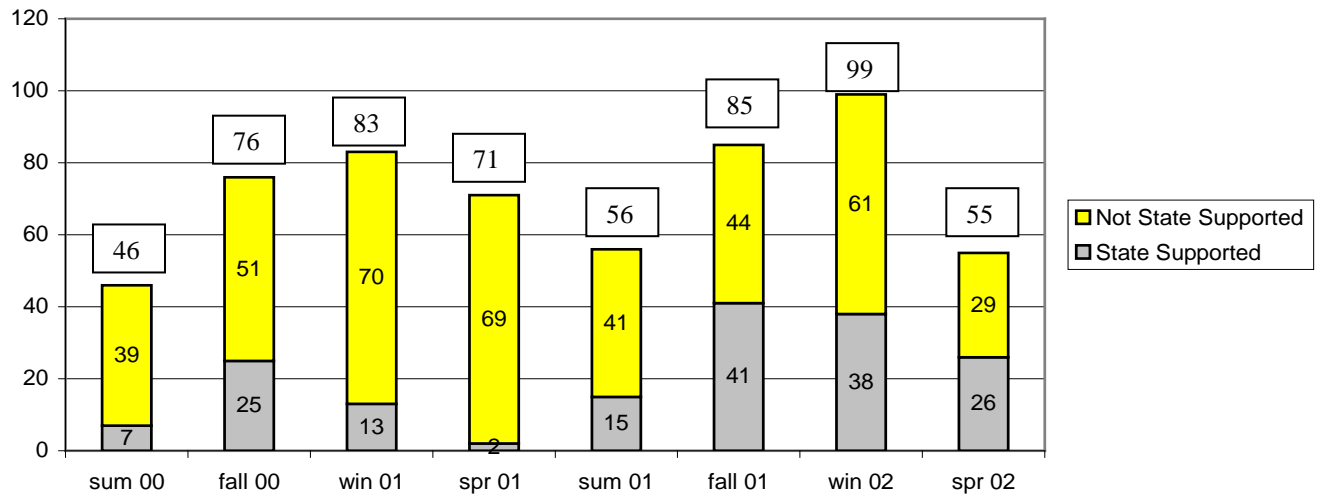
Important highlights that help in the interpretation of these data appear as bullet statements under each figure. This report has been reviewed internally by a select group of faculty and staff with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions are included at the end of 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 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
Summer 2000 - Spring 2002**



(*"Not State Supported" is a combined category for contract and self-supported FTEs.)

- Between summer 2000 and fall 2001, the majority of the students served through the Business and Industry Center were contract and self-support in nature.
- Since fall 2001, the Business and Industry Center has been serving an increased number of students in state supported industrial maintenance classes.

Interactive Multimedia Classes

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

Enrollment (Headcount) 1998-2002

	1998-99	1999-00	2000-01	2001-02
Safety	184	303	157	46
Industrial Maintenance - Electrical	317	276	234	226
Industrial Maintenance – Instrumentation	75	35	50	63
Maintenance Multicraft	165	104	131	260
PC Skills	N/A	N/A	N/A	146
Totals	741	718	572	741

- The loss of two major employers (Reynolds Aluminum and Prudential Steel) resulted in a lower demand for multi-media safety training. Both were heavy users of this service.

Workplace Leadership Series

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

Enrollment

(Headcount)

1999-2002

	1999-00	2000-01	2001-02
Enrollment	220	276	187

- Demand has declined due to general economic conditions along with increased competition from other training sources.
- Although the Business and Industry Center share of this market is smaller, it continues to have a competitive offering with reasonably good demand.

Transport Operator Training (Truck-Driving)

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

Enrollment

(Headcount)

1999-2002

	1999-00	2000-01	2001-02
Enrollment	69	55	59

- Since 2000, the Business & Industry Center has managed its own truck-driving program.
- The truck-driving program has faced several factors recently, including aggressive competitors and restrictive worker retraining “demand list” rules that affect students’ ability to receive financial aid.
- The program has been restructured to be open entry and marketing efforts have been increased.
- The truck-driving program has been consistent in featuring 100% job placement for successful completers.

Spanish in the Workplace

On-site Spanish instruction that is occupationally specific.

Enrollment

(Headcount)

1999-2002

	1999-00	2000-01	2001-02
Spanish	40	0	20

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

Food Handler Cards

Training and testing carried out under contract with the Cowlitz County Health Department that provides basic instruction on safe food handling practices.

	2001-02
Cards Issued	1,066

- This activity began in December 2001. Community demand continues to be high.

High Tech Training

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

Enrollment

(Headcount)

2000 - 2002

	2000-01	2001-02
A+ Certification	6	20
MCSE	25	53

- Even though the initial demand for this activity during the first two years was growing, the high cost of equipment and staffing make it not cost effective.
- The recent downturn in the high tech sector has substantially reduced the current demand for this service. It has been suspended indefinitely.

Certificate Training

Based on community demand, the Business and Industry Center offers a wide variety of special, short-term certificates that are required for specific employment. This training enhances their education and provides focus on skill development.

Enrollment

(Headcount)

1998-2002

	1998-99	1999-00	2000-01	2001-02
Flagging	139	114	53	123
NEC Code	40	68	31	5
Grounding	69	133	66	2
MACRO (HVAC Cont. Ed.)	2	69	319	256
Care Giving Full Fundamentals	130	179	139	135
Care Giving Modified Fundamentals	69	86	75	41
Care Giving Continuing Education	417	596	708	576
Nurse Delegation	35	38	44	26
Totals	901	1,283	1,435	1,164

- The drop in NEC Code and Grounding enrollment has been attributed to their incorporation into a regular LCC course (IMEL 103). The demand for these activities is captured in the state support category.

Real Estate Training

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

Enrollment

(Headcount)

1998-2002

	1998-99	1999-00	2000-01	2001-02
Enrollment	4	6	18	13

- The real estate training program continues to have modest, but regular, demand. In addition, the staffing and cost demands are relatively low for the Business and Industry Center.

Online Classes

These non-credit online courses are offered through the Business and Industry Center and are open to anyone wanting to upgrade skills.

Enrollment

(Headcount)

2000-2001

	1999-00	2000-01	2001-02
PC Skills	184	211	85
Business Management	22	27	44
Paralegal	13	13	11
Exam Preparation	0	2	0
Total	219	253	140

- A substantial decrease in demand for PC training has been attributed to the sharp downturn in the economy's high tech sector.

American Heart Association Classes

The Southwest Washington community training center for the AHA provides instructor certification, continuing education, and quality assurance for the national headquarters.

Enrollment

(Headcount)

2000-2002

	1999-00	2000-01	2001-02
Enrollment	2,785	2,399	1,921

- The training center was relocated to the Castle Rock Pediatric and Family Wellness Center in 2002.
- This type of training was not a good fit with the mission and staff capabilities of the Business and Industry Center.

- The Business and Industry Center is still able to arrange CPR and first aid training on a contract basis for local businesses and industries.

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.

Enrollment

(Headcount)

2000-2002

Course	1999-00	2000-01	2001-02
S130/190: Wildland Fire Behavior/Fire Shelter Certification	23	63	71
S290: Wildland Fire Behavior Instructor Level 1 Certification	22	0	0
S230: Crew Boss (Single Resource) Certification	20	33	0
S330: Task Force/Strike Team Leader Certification	7	0	0
Wildland FireFighter 2	47	0	0
Fire Brigade	191	21	0
Fire Instructor 1	0	0	21
Total	310	96	98

- The surge in enrollment in 1999-00 has been attributed to the increased need for additional training at that time.
- A “train the trainer” effort was implemented in 2000. The result is that much of this training is now being done “in house” by the various firefighting units.
- The Business and Industry Center continues to support firefighting training that supplements these in-house efforts.

Part 2: Pre-Employment Testing

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

Clients Served in Pre-Employment Testing

Work Keys, ASSET, and SRA Flanigan

1999-2002

	1998-99	1999-00	2000-01	2001-02
Clients	1,647	481	422	339

- The number of clients served has been influenced greatly by local hiring trends. As the economy declines, the hiring rate of regional firms declines, as well.
- The high demand for pre-employment testing in 1998-99 has been attributed to the opening of the Prudential Steel plant. The plant has since closed.
- As of January 2003, all testing – including that for the Business and Industry Center - has been relocated to the testing office in the Admissions Center.

Part 3: Client Contracts

The Business & Industry Center enters into testing and training contracts with a wide variety of companies, government agencies, and organizations in the Southwest region. Contract training may be arranged for any activities regularly provided by the Center, as well as for custom training either designed and provided by the Center or arranged through third party vendors.

Contract Training – Client Agreements 1998-2002

	1998-99	1999-00	2000-01	2001-02
Agreements	92	74	54	45

- The declining number of client agreements has been attributed to the region's recent economic downturn.

Total Client Contracts 1998-2002

Company/Organization	1998-99	1999-00	2000-01	2001-02
Advanced Electrical Signs	0	1	2	0
BF Goodrich (Noveon)	2	2	2	4
BHP Coated Steel (Steelscape)	8	6	5	4
Birchwood (Nursing)	0	1	1	0
Boise Cascade	4	1	1	1
C Ted	0	1	0	0
Cathlamet Fire Department	1	0	0	0
Century Communications	1	1	0	0
Chelan PUD	1	0	0	0
City of Castle Rock EMS	1	0	1	0
City of Longview	0	1	1	0
Clark County Training Association	0	2	3	1
Clark Regional Emergency	1	0	0	0
Columbia Analytical	1	1	0	0
Columbia River Carbonates	6	5	4	3
Community Home Health Hospice	1	0	1	0
Cowlitz 2 Fire	0	0	0	1
Cowlitz Care (Nursing)	0	1	0	0
Cowlitz County Central Services	0	0	1	2
Cowlitz Economic Development Council	1	0	0	0
Cowlitz PUD	0	0	1	2
Daily News	0	1	0	0
Denny's Machine	0	1	1	0
DNR	0	2	1	0
EMS Council	0	1	0	0
ESD 112	0	1	0	2
Fire District 3	1	0	1	0
Foster Farms	0	1	2	4
Frontier Americana	0	0	0	1
G. Loomis	2	0	0	0

Company/Organization	1998-99	1999-00	2000-01	2001-02
Goodwill Industries	0	0	0	1
JH Kelly	1	1	0	0
Kaiser Permanente	1	0	0	0
Kelly Group LLC	0	0	1	0
Kelso School District	1	0	0	0
Kirkpatrick	0	1	0	0
LCC Headstart	0	3	4	2
Learning Point, Inc.	1	1	2	4
Local 970: International Brotherhood of Electrical Workers	2	1	0	0
Longview Fibre	2	2	3	3
Longview School District	2	1	1	1
Lower Columbia College	2	0	1	1
Lower Columbia Contractors	0	0	1	0
MACRO	0	1	1	1
NCS	1	0	0	0
Norpac	0	1	1	1
Northwest Continuum (Nursing)	0	1	0	0
Oregon Health Department	1	0	0	0
Oregon Steel	3	4	2	2
Pacific Lamination	3	1	1	0
Park Royal(Nursing)	0	1	0	0
PeaceHealth St. John	2	0	1	2
Port of Kalama	1	0	0	0
Portco	0	1	0	0
Prudential Steel	3	2	1	0
Rawhide Electric	0	2	0	0
Region 5 Training Association	3	0	0	0
Reynolds Metals-Longview (Longview Aluminum)	9	14	4	1
Reynolds Metals-Oregon	4	0	0	0
Ross Simmonds Hardwood	0	2	2	0
S & R Sheetmetal	0	1	0	0
SS Flegel	0	1	0	0
Stowe Woodward	1	0	0	0
SWMC	0	1	0	0
Trust Joist McMillan	6	1	0	0
Twin City Glass	0	1	0	0
Wahkiakum West	1	0	0	0
Walstead Merching	1	1	0	0
WCR	0	1	0	0
Weld Industries-Wayron	4	0	0	0
Weyerhaeuser-Pulp & Paper	4	0	0	1
YMCA SW Washington	1	0	0	0
Totals	92	74	54	45

SUMMARY of Facts and Findings
Expected College Outcome:
Customized Education

- Between summer 2000 and fall 2001, the majority of the **students served through the Business and Industry Center** were contract and self-support in nature.
- The loss of two major employers (Reynolds Aluminum and Prudential Steel) resulted in a lower demand for **multi-media safety training**.
- Demand for the **Workplace Leadership Series** has declined due to general economic conditions along with increased competition from other training sources.
- **Truck driving** has been affected by several factors, including aggressive competitors and restrictive worker retraining “demand list” rules that affect students’ ability to receive financial aid. The program continues to be viable, has been restructured to be open entry and marketing efforts have been increased.
- **Spanish in the Workplace** is an important offering of the Business and Industry Center in this region and will continue to be a key activity for them in the future.
- The **food handlers’ training** began in December 2001. Community demand continues to be high.
- Even though the initial demand for **high tech training** during the first two years was growing, the high cost of equipment and staffing make it not cost effective. The recent downturn in the high tech sector has substantially reduced the current demand for this service. It has been suspended indefinitely.
- A substantial decrease in demand for PC training (**online classes**) has been attributed to the sharp downturn in the economy’s high tech sector.
- The Business and Industry Center’s **Wildland Fire Certification** program is an example where the College assisted a government service sector to establish its own, in-house, employee training. The Center still partners with them and continues to support firefighting training.
- The number of clients served in **pre-employment testing** has been influenced greatly by local hiring trends. As the economy declines, the hiring rate of regional firms declines, as well.
- The declining number of **client agreements** overall has been attributed to the region’s recent economic downturn.

Lower Columbia College
Customized Education Monitoring Report (Cycle IV)
Comments from the Review Team
February 19, 2003

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

- B+I has evidently done a good job of providing customized training in most of the areas of service – especially considering the difficult economic times that have beset our region as of recent.
- B+I does a good job in offering a variety of “delivery methods”: Online, CD-Rom, off-campus, etc.
- B+I maintains an impressive scope of offerings, including pre-employment testing, new job training, skill enhancements, etc. They’re willing to offer any program or service that the community needs.
- A good, qualified staff has been proactive in maintaining business for B+I.

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

- Improve and increase marketing efforts for B+I.
- Stable leadership has been an issue for B+I over the past three years. What is needed is a good director with the right vision. This will help get the Center back to the level of productivity it had in the past.
- Take a look at what the Center is currently offering and decide what is – and is not – economically productive. Due to its for-profit nature, there is a “bottom line” to consider here.
- B+I needs to be better equipped to respond to economic downturns. Perhaps seeking funds from state sources for identified training needs would be helpful.
- In order to increase financial aid availability for students, the truck-driving program should be credit bearing.
- The College needs to provide more marketing/advertising support for B+I offerings.
- Begin collecting client and employer satisfaction feedback. This information will be important for planning purposes.
- Perhaps B+I should find a way to make more agreements with “community groups,” such as they did with the Command Spanish.
- Do we know if clients are completing classes/programs? Have we surveyed clients some months later to find if they got what they intended to get by taking a B+I class? Do we have any way of knowing that offerings have been effective for employment purposes?
- Employment testing is expensive for the individual (\$45). Some people cannot afford this and view it as a “rip off.”
- Medical billing and paralegal aren’t worth much. It’s difficult for these certificate holders to get a job.
- B+I should get more creative with partnerships and keep customized education visible in the public eye.

Board Plus/Delta

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

February 19, 2003

+	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 IV)

1998 – 2002

May 21 2003



Lower Columbia College

Institutional Excellence

Welcome to Cycle IV 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 reflects 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 **student degree and certificate attainment, student persistence, graduate feedback** and **service area evaluations** from the **Financial Aid Office, Career Center, Registration Office, student activities, academic advising and New Student Orientation**. This report also presents data from the **student services retention** program and the **Running Start** program. In addition, this report also presents the progress that has been made on the four strategic issues of the college’s **Strategic Plan**.

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
1997-98	458	7.9%	8.3%	73.8%	653	17.5%	5.5%	61.0%
1998-99	349	10.6%	6.0%	72.2%	639	18.7%	6.1%	60.5%
1999-00	447	7.8%	8.7%	64.8%	618	20.5%	6.1%	59.3%
2000-01	643	9.2%	7.6%	63.1%	836	21.1%	5.4%	56.5%
2001-02	714	8.8%	7.9%	66.4%	854	22.8%	5.4%	58.4%

- LCC continues to do a good job of getting students to earn degrees and certificates. Between 1998 and 2002, the number of degrees and certificates earned at LCC increased by 55.9%. The college's ongoing commitment to student success, as well as new certificate options, have been attributed to this increase.
- LCC continues to graduate a higher proportion of students with disabilities and female students than the system average.

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. 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.

Fall-to-Fall Retention Rates for First-Time New Students by Purpose for Attending
Fall 1999 – Fall 2002

	Fall 1999 to Fall 2000			Fall 2000 to Fall 2001			Fall 2001 to Fall 2002		
	Students	Retained	%	Students	Retained	%	Students	Retained	%
First-time new students	459	241	52.5%	456	301	66.0%	428	234	54.7%
First-time new students taking courses related to current or future work	52	28	53.9%	91	60	66.0%	101	51	50.5%
First-time new students transferring to a 4-year college	51	23	45.1%	135	89	66.0%	128	74	57.8%
First-time new students seeking high school diploma or GED certificate	2	1	50.0%	2	0	0.0%	1	0	0.0%
First-time new students exploring career direction	4	2	50.0%	14	8	57.1%	7	4	57.1%
First-time new students enrolled for personal enrichment	0	0	0.0%	1	1	100.0%	2	0	0.0%
"Other" first-time new students	2	0	0.0%	4	2	50.0%	1	0	0.0%
First-time new students no response	348	187	53.7%	209	141	67.5%	188	105	56.8%

- For first-time new students, overall, fall-to-fall retention went down by 11.3% between fall 2001 and fall 2002. Additional research found that a clear majority (65%) of those new students who didn't return were employed or actively seeking employment. Also, the new class scheduling arrangement may have had an impact on their retention, as well.
- While down some from fall 2001, the fall-to-fall retention rates of first-time students planning to transfer, as well as exploring a career direction, are still strong (given that the average fall-to-fall retention rate system-wide is about 50%, or less).

Fall-to-Fall Retention Rates for First-Time New Students by Gender and Ethnicity
Fall 1999 – Fall 2002

	Fall 1999 to Fall 2000			Fall 2000 to Fall 2001			Fall 2001 to Fall 2002		
	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	459	241	52.5%	456	301	66.0%	428	234	54.7%
Male	228	126	55.3%	215	131	61.0%	203	99	48.8%
Female	231	115	49.8%	222	165	74.3%	225	135	60.0%
Asian	17	9	52.9%	12	10	83.3%	15	7	46.7%
African American	5	1	20.0%	4	1	25.0%	7	2	28.6%
Native American	7	3	42.9%	14	10	71.4%	14	8	57.1%
Hispanic	6	3	50.0%	3	1	33.3%	8	3	38.6%
Caucasian	417	221	53.0%	400	273	68.3%	366	204	55.7%

- Fall-to-fall retention rates are down for both males (by 12.2%) and females (by 14.3%) between the last two iterations.
- While the numbers are small, the retention rates for African American and Hispanic students increased between the last two iterations, by 3.6% and 5.3%, respectively. However, the retention rate for Asian, Native American and Caucasian students went down over the same time period, by 36.6%, 14.3% and 12.6%, respectively.

Graduate Survey
1998-2002

The Graduate Survey is distributed to all graduating students at the graduation rehearsal in June. The data from this survey provide good information to the College from the perspective of students who were successful. The following three items are the best representation of the kind of information attained from the Graduate Survey.

LCC prepared me well for my next step continuing my education, work or both.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1998	31 (22.1%)	78 (55.7%)	24 (17.1%)	2 (1.4%)	5 (3.6%)
1999	29 (28.4%)	50 (49.0%)	16 (15.7%)	2 (3.9%)	3 (2.9%)
2000	24 (18.6%)	74 (57.4%)	24 (18.6%)	4 (3.1%)	3 (2.3%)
2001	36 (28.8%)	75 (60.0%)	15 (12.0%)	2 (1.6%)	2 (1.6%)
2002	58 (35.4%)	80 (48.8%)	20 (12.2%)	5 (3.1%)	1 (0.6%)

- Between 2000 and 2001, satisfaction in this area increased by 12.8% and has remained relatively steady in 2002. Adjustments that have been made to *advising services*, as well as the introduction of the college's new *Career and Employment Services Center* have been attributed to these high satisfaction ratings.

I participated in meaningful learning experiences at LCC.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1998	41 (29.3%)	70 (50.0%)	19 (13.6%)	6 (4.3%)	4 (2.9%)
1999	33 (32.7%)	49 (48.5%)	12 (11.9%)	4 (4.0%)	3 (3.0%)
2000	44 (33.1%)	65 (50.4%)	11 (8.5%)	5 (3.9%)	3 (2.3%)
2001	46 (36.8%)	56 (44.8%)	18 (14.4%)	3 (2.4%)	2 (1.6%)
2002	64 (39.0%)	74 (45.1%)	22 (13.4%)	4 (2.4%)	0 (0.0%)

- In 2002, nearly 85% of responding graduates indicated that they had meaningful learning experiences while at LCC. This is up by 2.5% from the previous year. “Helpful instructors,” as well as integrative studies classes, were cited by some of the graduates as to reasons why.

I was treated with respect as a learner.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1998	41 (29.3%)	65 (46.4%)	24 (17.1%)	4 (2.9%)	6 (4.3%)
1999	39 (38.6%)	42 (41.6%)	11 (10.9%)	4 (4.0%)	5 (5.0%)
2000	51 (39.5%)	61 (46.3%)	10 (7.8%)	4 (3.1%)	3 (2.3%)
2001	48 (38.4%)	57 (45.6%)	14 (11.2%)	5 (4.0%)	1 (1.0%)
2002	70 (42.9%)	68 (41.7%)	19 (11.7%)	3 (1.8%)	3 (1.8%)

- Over the past five years, between 75% and 85% of responding graduates indicated that they were treated with respect as learners. LCC faculty and staff have been committed to becoming a “learning college” in recent years and the increase in graduate satisfaction in this area since 2000 reflect changes that have come about from this initiative.

Evaluation of Service Areas at LCC

“Institutional Excellence” includes the evaluation of services that students receive outside of the classroom. In fact, research shows that student retention is as much a factor of how they are treated by service areas, as they are satisfied with classroom instruction. The following tables present recent student evaluations of the Financial Aid Office, the Registration Office, student activities, academic advising, the Career Center and new student orientation.

Financial Aid Office Student Satisfaction Survey Spring 2002

Questions	Average
1. I was treated with courtesy and respect at the financial aid office.	4.03
2. The service I received from the financial aid staff was efficient.	3.77
3. The service I received from the financial aid office was prompt.	3.45
4. The instructions I received from the financial aid staff for completing the forms and providing personal information were clear.	3.77
5. The instructions on the financial aid forms themselves were clear.	4.05
6. I received my financial aid reward letter in a timely manner.	3.50
7. I received my financial aid check in a timely manner	3.82

(5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree)

- The areas of service that received the most praise from students were being treated with courtesy and respect and the instructions on the forms themselves.
- Promptness, overall, received the lowest appraisals from students, including service at the counter and reception of the award letter. As of fall 2002, the Financial Aid Office has addressed this through the restructuring of the flow of student information into a centralized filing process. Information in both electronic and hardcopy formats are more easily accessible.

Work Source Satisfaction Survey
(LCC Career Center)
 Winter and Spring 2002

How satisfied were you with:

Questions	Winter 2002 Mean Score	Spring 2002 Mean Score
Hours of operation	1.60	1.54
Promptness of staff assistance	1.60	1.58
Staff helpfulness	1.42	1.65
Friendliness	1.36	1.73
Office pleasing and inviting to conduct business	1.63	1.31
Availability of printed information/handouts	1.63	1.42
Availability of computers	1.30	1.20
Availability of other equipment	1.60	1.17
To what degree of satisfaction were your needs met	1.53	1.42

(1-Very satisfied, 2-Somewhat satisfied, 3-Neither satisfied nor dissatisfied, 4-Somewhat dissatisfied, 5-Completely dissatisfied)

- Seven of the nine areas measured (77.8%) showed a satisfaction increase between winter and spring 2002.
- The areas that went down over the period specified were staff helpfulness and friendliness. Currently, plans are under way for customer service training of front office/counter staff in the Career Center.

Registration

“In general, I had good experiences registering for classes at LCC.”

2002 Graduate Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2000	35 (26.9%)	58 (44.6%)	19 (14.6%)	10 (7.7%)	2 (1.5%)
2001	41 (34.2%)	51 (42.5%)	15 (12.5%)	11 (9.2%)	2 (1.7%)
2002	58 (35.8%)	68 (42.0%)	24 (14.8%)	9 (5.6%)	3 (1.9%)

- Overall satisfaction of the registration process increased by 6.3% between 2000 and 2002. The introduction of on-line registration in 2002 has been attributed, in part, to this satisfaction increase.

Student Activities

“Getting involved in activities outside of class is easy to do at LCC.”

2002 Graduate Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2000	11 (9.1%)	34 (28.3%)	64 (53.3%)	8 (6.7%)	3 (2.5%)
2001	17 (14.2%)	40 (33.3%)	51 (42.5%)	11 (9.2%)	1 (0.8%)
2002	28 (17.8%)	56 (35.7%)	64 (40.8%)	7 (4.5%)	2 (1.3%)

- Overall agreement regarding the ease of getting involved in student activities increased by 16.1% between 2000 and 2002. In addition, there was a 12.5% decrease in the number of graduates indicating “neutral” and a 3.4% decrease in disagreement over the same time period, which suggests that more students are getting involved in student activities.

Academic Advising

“The advising process was efficient in getting me into the right classes.”

2002 Graduate Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2000	29 (23.8%)	46 (38.3%)	24 (19.7%)	17 (13.9%)	6 (4.9%)
2001	34 (28.1%)	50 (41.3%)	18 (14.9%)	10 (8.3%)	9 (7.4%)
2002	53 (33.8%)	59 (37.6%)	31 (19.8%)	13 (8.3%)	1 (0.6%)

- Graduates' satisfaction with the advising process increased by 9.3% between 2000 and 2002 – and dissatisfaction went down by 9.9% over the same time period. Adjustments to the advising process, specifically entry advising, have been attributed to this increase in satisfaction.

New Student Orientation Evaluation

September 2002 and January 2003

	Average Rating with “0” as Low and “5” as High	
Orientation Overall	September 2002	January 2003
A good use of time	3.8	4.4
Informative	4.1	4.5
Complete	4.2	4.5
Useful	4.0	4.5

- Students' ratings in all four areas improved over the period specified. This is a relatively new arrangement that has already been adjusted for increased student satisfaction.

Lower Columbia College

Student Services

Retention Program

Since 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

Winter 2000 – Spring 2002

	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	Winter 2002 to Spring 2002
Degree/certificate seeking students enrolled in 10 or more credits	78%	54%	91%	79%	66%	85%	79%
Degree/certificate seeking students enrolled in 1-9 credits	45%	28%	57%	40%	28%	59%	37%
All Degree/certificate students combined	67%	44%	84%	67%	54%	81%	70%

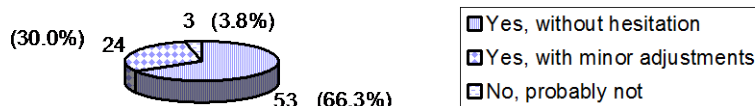
- These data indicate that the student services retention program continues to be beneficial. The most recent winter-to-spring (2002) “all student” retention rate of 70% is the highest of the past three years.

Running Start Program

LCC enrolls qualified high school juniors and seniors through the Running Start program. These students co-attend their high school and LCC, which gives them good exposure to college level classes and provides many of these students the opportunity to earn their associate degree at the same time they earn their high school diploma. The following tables present data from the spring 2002 Running Start survey, as well as their academic performance by discipline.

Running Start Student Satisfaction Survey Spring 2002

"If you had to do it over again, would you participate in the Running Start program?"



- Better than 96% of all Running Start students indicated that they would “do it over again.”
- Additional data from the spring 2002 Running Start Survey showed that over 57% of all Running Start respondents developed a better opinion of LCC than they had prior to beginning the program. Nearly 70% of all Running Start respondents indicated that they had, or were close to, meeting all of their objectives for having attended LCC.

Running Start Program Student Performance by Discipline 2000-01 and 2001-02

Disciplines	Academic Year 2000-01						Academic Year 2001-02					
	Running Start			All Other Students			Running Start			All Other Students		
	Total Enrolled	Passed C- and Above	% Passed	Total Enrolled	Passed C- and Above	% Passed	Total Enrolled	Passed C- and Above	% Passed	Total Enrolled	Passed C- and Above	% Passed
Art	98	89	91%	685	501	73%	91	85	93%	670	502	75%
Biology	49	44	90%	626	521	83%	46	41	89%	604	514	85%
Business Admin.	56	54	96%	802	685	85%	52	51	98%	785	642	82%
Chemistry	75	70	93%	603	519	86%	72	68	94%	600	499	83%
CIS	98	76	78%	1,445	1,140	79%	95	77	81%	1392	1089	78%
Economics	80	69	86%	285	248	87%	72	65	90%	273	234	86%
English	330	292	88%	1,974	1,662	84%	284	252	89%	1824	1604	88%
French	19	18	95%	73	68	93%	16	15	94%	65	58	89%
History	93	79	85%	316	262	83%	87	78	90%	301	237	79%
Math	177	151	85%	2,751	2,068	75%	163	141	87%	2638	2021	77%
Music	52	49	94%	365	323	88%	47	44	94%	339	297	88%
BTEC	42	34	81%	1,115	910	82%	39	32	82%	1004	821	82%
PE	141	134	95%	1,065	944	89%	135	129	96%	982	847	86%
Political Science	82	76	93%	189	177	94%	80	74	93%	171	159	93%
Psychology	116	112	97%	800	744	93%	106	101	95%	774	720	93%
Sociology	45	35	78%	354	297	84%	40	32	80%	341	288	84%
Spanish	72	65	90%	414	322	78%	63	57	90%	391	306	78%
Speech	68	63	93%	450	418	93%	56	51	91%	413	387	94%
Total	1,693	1,510	89%	14,312	11,809	83%	1,544	1,393	90%	13,507	11,225	83%

- Out of the 18 disciplines presented in the table above, Running Start students outperformed all other students in 15 (83.3%) of them in 2002.
- Running Start students improved their academic performance in 11/18 (61.1%) of the disciplines indicated above between 2001 and 2002.

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, the committee established four strategic issues that make up LCC's 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 2002-03

Make Learning Our Focus

- The LCC Library recently acquired E-Global Library - an electronic service that is a combination of research opportunities for students, including tutorials, research guides, life & leisure resources, government documents, and Internet information.
- To assist with the retention in the Math and INDV labs and High School Completion, staff in each area call students who have not been attending and send them post cards.
- WorkFirst's Family Literacy Grant was approved, which allows the Basic Skills and WorkFirst departments to provide Family literacy enrichment activities in basic skills classes.
- The Instructional Support Services Committee initiated the 2002-03 "Mini-Grant Fund," a grant from the LCC Foundation of \$4,000 which makes it possible for faculty to buy library books and videos in order to create resource materials for new classes or to revise curriculum for existing courses.
- Test proctoring is administering record numbers of tests. In the month of November, 1,481 tests were proctored, compared with 957 in November of last year. Rapid increases appear to be related to the change to block scheduling. Instructors are using the services to gain more time in their classrooms.
- STAR, a new student retention-tracking program, was developed in January. The program will efficiently track and report the Retention Program's new student contacts.
- The Tutoring Center served 394 students during fall quarter, a slight (4%) increase over fall 2001. The majority of the students received help in mathematics (225) followed by English (65), Chemistry (38), Biology (34) and CIS (21).
- LCC received two Best Practices grants. The first will produce a professional/technical advising manual for use by all advisors. The second will produce self-paced materials for computer application courses. They will enable the College to deliver these courses with greater flexibility, especially to our Woodland and Cathlamet centers, as well as make distance delivery of these courses possible.
- The Financial Aid Office acquired an additional \$50,000 Work Study allocation.
- Weekly training sessions for the Entry Center's student staff have been implemented to ensure quality service at both the Entry Center and the Testing Office.

Improve Service Integration

- LCC received \$42,675 in a WorkFirst set aside grant. The funds will be used to create an Individualized Certificate model for WorkFirst clients. Instructional and student services staff are working together to create the program.
- The New Student Orientation was modified to include interactive sessions in which faculty participate.
- Monthly "coordination issues" meetings with representatives from advising, cashiering, financial aid and registration are targeting service issues. The committee is developing procedures to assure accurate and timely services for our students.
- Entry Center staff responded to an average of 70 monthly requests for fall information and has begun implementing centralized scheduling for Student Support Services, as well as advising and testing staff. The student services web link is posted on the LCC home page
- High school students are actively rolling over their Tech Prep credits to the college. It appears our end-of-the year visits have helped, as the number of requests is considerably higher than it was one year ago at this time.

- Business and Industry Center food handlers and pre-employment testing activities have been integrated with Admissions Center testing operations. This will increase these clients' exposure to LCC admissions services and make more efficient use of staff resources.
- Customized Job Skills Training (CJST) is undergoing some reorganization. Staff members from instruction and student services have been meeting to accomplish a restructuring that will more closely tie student services activities to instruction. Included is the implementation of the WorkFirst setaside grant, which will provide on-the-job training for students similar to that of the Individualized Certificate Program.
- Career & Employment Services provided faculty members with a short overview of services offered and encouraged faculty to bring their classes to the Career Center for an orientation and/or arrange for career planning activities to be conducted in their classrooms.

Maintain a Positive Campus Climate

- The ASLCC conducted a very successful week of Back to School activities, including a barbeque and music events.
- The College provided special Outlook training for faculty and staff so everyone will be able to use technology to improve campus-wide communication.
- The Finance Office provided on-line training classes for staff in the fall. Staff members are able to access their updated budgeted financial information on a daily basis.
- The College held the first Faculty-to-Faculty In-service Workshop on campus for high school and college educators. Faculty conversation agendas were co-developed between high school and college faculty. Dr. Yvonne Terrell-Powell, Director of Multicultural/Diversity Education Center and Student Development at Shoreline Community College, spoke on the topic, "Curriculum Transformation: An Internal Affair."
- The Workforce Education Task Force completed an analysis of LCC programs related to workforce education. This Task Force has proved to be a useful mechanism to coordinate workforce education programs.
- Student services established a social committee and events are being held every quarter.
- LCC conducted web page and Power Point training for faculty and staff during 2002-03.
- Since spring 2002, LCC presents the "Multi-Cultural Film Series" every quarter. This event is always free and open to the public.
- The President's Office continues to feature "All Staff" meetings every month in which important college information is shared with members of the campus community.
- LCC continues to recognize the contributions of classified staff every year through the "RA" award, "Extra Mile" award and "Red and White" award. In addition, College employees select the "Classified Staff of the Year" on an annual basis.
- The Office of Instruction continues to host the spring reception for all faculty and staff members every year.
- The College continues to hold the annual Christmas Party for all faculty and staff.
- LCC students continue to recognize the "faculty of the Year" in the spring.

Create and Maintain Effective Partnerships in our Community

- Classes for WorkFirst clients began in July with educational interviews at the Employment Security Office. Nineteen students began studying on campus. This is the first cohort to be served under the new block grant.
- The annual American Cancer Society Relay for Life was a big success at Lake Sacajawea in July. CHEC co-sponsored the educational resource tent and chaired publicity for the event.
- The Business and Industry Center has contracted with the Longview School District to present 12 clock hours of Spanish for Educators.
- Steelscape donated \$2,000 to the LCC Foundation to aid the Business & Industry Center in an effort to offer women and minorities "Work Keys" assessments and follow-up "Key Training."
- CHEC assisted in the second Hispanic Family Health Fair hosted by St. Rose Catholic Church. CHEC assisted with planning and interpreters and will feature the Susan G. Komen Breast Cancer Foundation project, "El Proyecto para la Prevencion de Cancer del Seno."
- CHEC co-sponsored the annual Candlelight Vigil at Martin's Dock in recognition of National Domestic Violence month.
- Head Start is developing agreements with the LCC Nursing Department and Washington State University to be a practicum site for nursing students. This will give students experience in community health and provide health education to children and their parents.

- ABE/ESL entered a display in the “Diversity in the Workplace” fair at the Employment Security Office and handed out information about these programs, as well as Career Education Options (CEO).
- Information about Career Education Options (CEO) program was presented at a secondary principals’ meeting in Kelso. This gave principals the opportunity to hear about the program and return to their buildings to share with other staff. LCC’s CEO program partners with Longview, Kelso, and Woodland school districts in this effort.
- LCC is partnering with Employment Security to offer a class as part of “Job Club,” a required activity for WorkFirst clients. It will become a part of the intake process for Customized Job Skills Training.
- The International Student Club accepted an invitation from Americorps to provide a cultural information booth at its Martin Luther King Day celebration in January.
- LCC Administrators continue to meet with staff from Clark College and Washington State University - Vancouver to develop “The Institute” which will blend coursework for a degree in Manufacturing Engineering between the three colleges.
- The LCC Woodland Center organized an introductory course for Spanish speakers designed to prepare them for entry into an ESL program. The Woodland Center is now being used for many of the Community Education courses formerly taught at Woodland High School, thereby alleviating overcrowding in that facility.
- The LCC Cathlamet Center has been working with the Business & Industry Center to identify teachers for a variety of new classes to benefit Wahkiakum County residents. This activity is a collaborative effort involving the county Health & Human Services Department, the Economic Development Council, and LCC.
- LCC co-hosted a meeting with SW Medical Center that focused on the issue of increasing nursing school capacity throughout SW Washington. This is an important step in providing a coordinated and collaborative effort in helping to address a serious nursing shortage in our region.
- Adult Basic Education classes at the jail and DAPC are in session. Corrections staff are encouraging these students to transfer to the LCC campus when they are released, thus continuing their education.
- With the help of WSU extension, DSHS family planning, CHEC, and “Mz. Manners,” Barbara Hunter will be offering special interest classes for Customized Job Skills Training (CJST) students from the end of fall quarter until December 20th. This additional time helps our students fulfill their DSHS requirements.
- Many LCC faculty members maintain direct links with our community by serving on advisory committees and doing work for local organizations.

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

- LCC continues to do a good job of getting students to **earn degrees and certificates**. Between 1999 and 2002, the number of degrees and certificates earned at LCC increased by 105%. The college’s ongoing commitment to student success, as well as new certificate options, have been attributed to this increase.
- For first-time new students, **overall, fall-to-fall retention** went down by 11.3% between fall 2001 and fall 2002. Additional research found that a clear majority (65%) of those new students who didn’t return were employed or actively seeking employment. Also, the new class scheduling arrangement may have had an impact on their retention, as well.
- In 2002, nearly 85% of responding graduates indicated that they had **meaningful learning experiences** while at LCC. This is up by 2.5% from the previous year. “Helpful instructors,” as well as integrative studies classes, were cited by some of the graduates as to reasons why.
- Over the past five years, between 75% and 85% of responding graduates indicated that they were **treated with respect as learners**. LCC faculty and staff have been committed to becoming a “learning college” in recent years and the increase in graduate satisfaction in this area since 2000 reflect changes that have come about from this initiative.
- For the **Financial Aid Office**, the areas of service that received the most praise from students were being treated with courtesy and respect and the instructions on the forms themselves.
- Overall satisfaction of the **registration** process increased by 6.3% between 2000 and 2002. The introduction of on-line registration in 2002 has been attributed, in part, to this satisfaction increase.
- Overall agreement regarding the ease of getting involved in **student activities** increased by 16.1% between 2000 and 2002. In addition, there was a 12.5% decrease in the number of graduates indicating “neutral” and a 3.4% decrease in disagreement over the same time period, which suggests that more students are getting involved in student activities.
- Graduates’ satisfaction with the **advising** process increased by 9.3% between 2000 and 2002 – and dissatisfaction went down by 9.9% over the same time period. Adjustments to the advising process, specifically entry advising, have been attributed to this increase in satisfaction.
- Students’ ratings in all four areas of **New Student Orientation** improved over the period specified. This is a relatively new arrangement that has already been adjusted for increased student satisfaction.

- These data indicate that the **student services retention program** continues to be beneficial. The most recent winter-to-spring (2002) “all student” retention rate of 70% is the highest of the past three years.
- Over 57% of all **Running Start** respondents developed a better opinion of LCC than they had prior to beginning the program. Nearly 70% of all Running Start respondents indicated that they had, or were close to, meeting all of their objectives for having attended LCC.
- Documented evidence supports the fact that LCC’s **Strategic Plan** is alive and viable for the College.

Institutional Excellence Monitoring Report (Cycle IV)

Comments from the Review Team

May 21, 2003

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

- The College is doing an excellent job in the area of student degree and certificate attainment.
- It is good to see the increase in the number of male degree/certificate earners over the past few years.
- LCC is doing a good job in serving students with disabilities.
- The Registration Office is serving students well. This is good and very important for the College.
- It is very nice to see that more of our students are getting involved in student activities.
- New Student Orientation is very good for students. There is using assessment to improve the program each time it's done.
- Running Start students are performing very well academically. This is evidence that the program works and is benefiting many of our local high school students.
- It was very heartening to see so many of our graduates indicate that they engaged in meaningful learning here at LCC and that they were treated with respect as learners.
- Those are important changes taking place in the Financial Aid Office. Keep up the great work.
- Our Career Center is doing a very good job of serving students.
- Academic advising is strong. This is so important for our students.
- LCC folks are doing an outstanding job of creating linkages with our community.

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

- Retention of first-year, new students went down a bit this past iteration. A 12% drop is worthy of some investigation.
- While Running Start students perform well academically, many faculty members still struggle with classroom management issues that involve these students.
- It appears from the report that we have been addressing the issue of campus climate, but a lot more work needs to be done in this area. There is still low morale on campus.
- "Learning College" is still just a buzzword. It doesn't really mean anything unless we're given an idea what it is and we actually implement something.
- More work needs to be done on service integration. There is still a disconnect between several offices on campus.

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

- Increase efforts in retaining more students of color.
- Provide more education about and examples of a "learning college."
- Continue to work on service integration. Come up with ways to get instruction, student services and the Finance Office to better coordinate.
- Such areas as Financial Aid and Career and Employment Services will do well to begin customer service training.
- The Graduate Survey is a great idea, but make sure to get responses from those graduates who don't make it to the graduation rehearsal.

Board Plus/Delta
“What is good about this report and what would you like to see changed?”
May 21, 2003

+	Δ

College Outcome: Professional/Technical Monitoring Report

1998 –2002
(Cycle IV)

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

→ Lower Columbia College
Expected College Outcome

March 19, 2003



Lower Columbia College

Professional/Technical: A Monitoring Report

Welcome to “Cycle IV” 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, satisfaction with instruction, and licensure rates**. In most cases, the report has been updated to include academic year (AY) 2002 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.

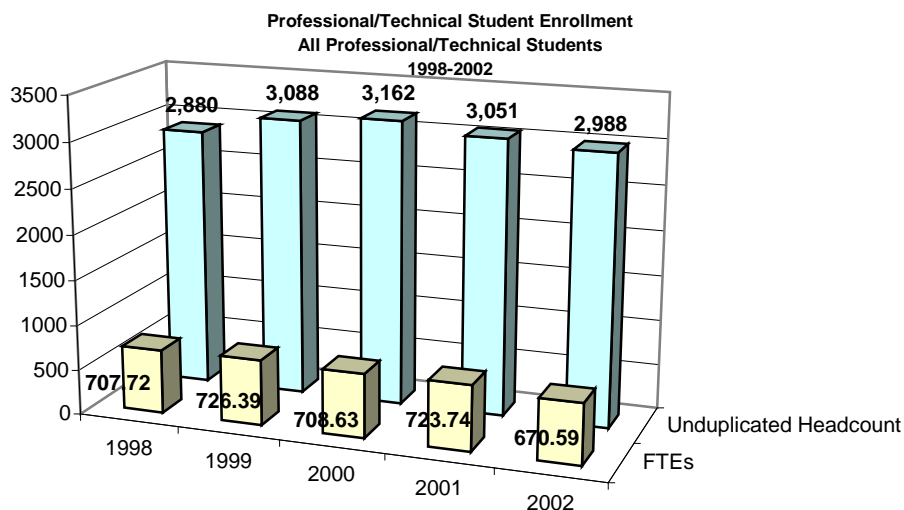
This report has been reviewed by LCC’s Professional/Technical Monitoring Report Review Team with the view toward continuous improvement. Reviewers were asked to make comments and recommendations as to interpretation. These reactions are included in the report. Some of the changes that have come about from previous versions of this report include:

- Increased student capacity in the nursing program due to high demand.
- A new professional/technical overview class for Career Education Options (CEO) students.
- Additional and new equipment in the diesel and welding labs.

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 unduplicated headcount dropped by only 2.1% between 2001 and 2002. Enrollment drops in accounting and mechanical engineering account for this overall enrollment decrease.

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 represents.

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
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
2001-02	383	64	40.3	1.35	29.85

Administration of Justice

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
159	73	16.8	0.65	25.85

- Enrollment in the **Accounting Technician** program declined between AY 2001 and AY 2002. Duplicated headcount went down by 10.3% and the FTEs by 11.2%. The number of declared majors went down by 7.2%. This program has been undergoing readjustment since 2000 after the loss of a full-time faculty position.
- Enrollment in the **Administration of Justice** program has remained fairly steady with a duplicated headcount and FTEs that are slightly down between AY 2001 and AY 2002. However, the number of declared majors increased by 21.7%.

Automotive/Diesel Technology

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2001-02	404	85	57.6	4.35	14.05

Business Management

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
901	141	97.3	4.86	20.07

- Enrollment in the **Automotive/Diesel Technology** program saw a steady increase between AY 1998 and AY 2000. However, enrollment has been declining between AY 2000 and AY 2002 – by 4.7% in headcount and .by 8.9% in FTEs.
- Enrollment in the **Business Management** program went up between AY 2001 and AY 2002 – by 7.0% in headcount and 11.2% in FTEs.

Business Technology (was OFAD)

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2001-02	1,484	174	99.8	3.52	28.31

Chemical Dependency Studies

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
276	51	16.9	1.05	16.10

- Enrollment in the **Business Technology** program went up between AY 2001 and AY 2002 – by 16.8% in headcount and by 20.1% in FTEs. The number of declared majors went up by 24.3% over the same time period.
- Enrollment in the **Chemical Dependency Studies** program has remained steady between AY 2001 and AY 2002.

Computer Information Services

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2001-02	1,840	190	118.8	4.68	25.38

Early Childhood Education

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
488	150	29.7	1.76	16.88

- Enrollment in the **CIS** program went up between AY 2001 and AY 2002 – by 4.2% in headcount and by 10.0% in FTEs. However, the number of declared majors went down by 10% over the same time period.
- Enrollment in the **Early Childhood Education** program went up between AY 2001 and AY 2002 – by 39.8% in headcount and by 49.2% in FTEs. The number of declared majors went up by 18.1% over the same time period. The enrollment increase has been attributed to proactive faculty making contacts in our community.

Electronics Technology

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2001-02	217	92	26.3	1.42	18.52

Fire Science Technology

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
416	98	28.8	0.93	30.97

- Enrollment in the **Electronics Technology** program has increased between AY 2001 and AY 2002 – by 51.7% in headcount and by 61.3% in FTEs. The number of declared majors went up by 19 students over the same time period. The enrollment increase between AY 2001 and AY 2002 has been attributed to an increased number of worker retraining students.
- Enrollment in the **Fire Science Technology** program went up between AY 2001 and AY 2002 – by 12.7% in headcount and by 11.2% in FTEs.

HVAC

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2001-02	24	6	2.7	0.28	9.64

Industrial Maintenance

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
515	158	21.1	1.54	13.65

- Enrollment in the **HVAC** program went down between AY 2001 and AY 2002 – by 54.7% in headcount and by 53.4% in FTEs. The number of declared majors went down by 62.5% over the same time period.
- Enrollment in the **Industrial Maintenance** program went up in headcount by 5.1% between AY 2001 and AY 2002, however FTEs went down by 2.8%. The number of declared majors went down by 17.3% over the same time period. The enrollment increase between AY 2001 and AY 2002 has been attributed to an increased number of worker retraining students.

Instrumentation Technology

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2001-02	53	22	7.1	0.60	11.83

Machine Trades

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
243	68	30.7	2.39	12.85

- Enrollment in the **Instrumentation Technology** program went up between AY 2001 and AY 2002 – by 32.5% in headcount and by 34.0% in FTEs. The number of declared majors went up by 57.1% over the same time period.
- Enrollment in the **Machine Trades** program went up between AY 2001 and AY 2002 – by 38.1% in headcount and by 52.7% in FTEs. The number of declared majors went up by 17.2% over the same time period. The enrollment increase between AY 2001 and AY 2002 has been attributed to an increased number of worker retraining students.

Mechanical Engineering Technology

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
2001-02	105	29	8.6	1.37	6.28

Medical Assisting

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
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
164	63	11.3	0.72	15.69

- Enrollment in the **Mechanical Engineering Technology** program has declined between AY 2001 and AY 2002 – by 20.5% in headcount and by 16.5 % in FTEs. However, there were only 14.7% fewer declared majors over the same time period. This program is still undergoing adjustment after the loss of the full-time faculty position in 2000.
- Enrollment in the **Medical Assisting** program went up between AY 2001 and AY 2002 – by 35.5% in headcount and by 18.9% in FTEs.

Nursing

Year	Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
1997-98	1,175	452	93.4	9.70	9.63
1998-99	915	402	78.5	9.19	8.54
1999-00	1,057	448	91.7	9.58	9.57
2000-01	1,240	484	106.2	9.92	10.71
2001-02	1,172	570	100.5	9.53	10.55

Pulp & Paper Manufacturing Technology

Duplicated Headcount	Majors	FTE	FTEF	S/F Ratio
57	31	4.3	0.09	47.90
44	19	3.0	0.15	20.15
41	17	2.7	0.14	19.50
52	17	3.5	0.16	21.88
99	24	4.5	0.18	25.00

- The enrollment data for the **Nursing Program** reflect students enrolled in all available nursing classes. The number of students actually enrolled in the formal nursing program (LPN and RN) has been on the rise since AY 1999. The data above reflect fewer students in cooperative education courses for nursing students and independent study skills review between AY 2001 and AY 2002.
- In 1998-99, due to lower demand, LCC converted the **Pulp & Paper Manufacturing Technology** program from an Associate in Applied Science degree to a certificate of completion program. The enrollment increase between AY 2001 and AY 2002 is attributed to the industry's promotion of the program and encouraging employees to get additional training.

Welding

Year	Duplicated Headcount	Majors	FTE	FTEF	Student/Faculty Ratio
1997-98	433	90	41.9	3.04	13.77
1998-99	390	86	36.8	2.80	13.13
1999-00	347	92	29.3	3.08	9.51
2000-01	451	140	38.8	2.73	14.21
2001-02	587	125	55.6	3.04	18.29

- Enrollment in the **Welding** program has increased by 69.2% in duplicated headcount and by 89.8% in FTES between AY 2000 and AY 2002. The enrollment increase between AY 2001 and AY 2002 has been attributed to an increased number of worker retraining students.

Employment and Earnings

The State Board for Community and Technical Colleges coordinated with Employment Security for a data set called “Data Linking for Outcomes Assessment” (DLOA). Queries match student social security numbers with information in the Unemployment Insurance database. Only students working in UI covered jobs in Washington and Oregon show up in the data set. The DLOA data set does not capture former students who are self-employed. The wage information is based only on salaries earned whether or not one is working in the field in which they were trained. This data set includes two separate, but overlapping, cohort groups for 1997-2000 and 1998-2002. Both are presented for comparison purposes.

Professional/Technical Wage and Employment Rate Summary 1997-2002

	1997- 2000	1998- 2002	1997- 2000	1998- 2002	1997- 2000	1998- 2002	Percentage change 2000-2002
Discipline	Low-to-High Hourly Wages	Low-to-High Hourly Wages	Median Hourly Wage	Median Hourly Wage	Estimated Employment Rate	Estimated Employment Rate	Estimated Employment Rate Change
Accounting Tech	\$6.20 - \$23.66	\$6.20- \$20.22	\$10.70	\$9.58	74.73%	74.67%	-.06%
Automotive Tech	\$6.62 - \$62.58	\$6.62- \$62.58	\$12.98	\$10.84	78.10%	77.69%	-.41%
Business Management	\$6.34 - \$35.81	\$6.34- \$35.81	\$9.75	\$11.21	84.49%	83.20%	-1.29%
Chemical Dependency	\$5.60 - \$20.86	\$5.60- \$28.55	\$10.35	\$10.02	87.79%	81.75%	-6.04%
Computer Information Systems	\$6.88 - \$37.66	\$6.88- \$53.81	\$11.57	\$13.33	82.38%	82.69%	+.31%
Diesel/Heavy Equipment	\$7.09 - \$23.46	\$7.09- \$23.46	\$14.10	\$13.31	90.64%	83.98%	-6.66%
Early Childhood Education	\$6.69 - \$22.43	\$6.77- \$22.43	\$10.01	\$10.72	80.41%	77.69%	-2.72%
Electronics Tech	\$6.74 - \$35.53	\$6.74- \$31.74	\$18.33	\$18.33	83.61%	82.82%	-.79%
Fire Science Tech	\$6.80 - \$27.49	\$6.80- \$94.49	\$12.19	\$12.19	88.59%	83.27%	-5.32%
Industrial Maintenance	\$8.97 - \$30.26	\$8.03- \$37.71	\$15.62	\$19.88	94.24%	89.90%	-4.34%
Machine Trades	\$6.41 - \$31.22	\$6.41- \$32.83	\$14.00	\$14.54	92.55%	85.91%	-6.64%
Medical Assisting	\$6.33 - \$20.16	\$6.33- \$20.16	\$10.11	\$10.46	83.52%	79.60%	-3.92%
Nursing Assistant	\$5.62 - \$21.11	\$5.62- \$13.31	\$7.52	\$7.53	84.97%	80.20%	-4.77%
Practical Nurse	\$10.97 - \$28.58	\$10.97- \$28.58	\$13.03	\$14.14	89.57%	92.45%	+2.88%
Registered Nurse	\$6.74 - \$44.63	\$6.74- \$32.08	\$18.88	\$19.15	92.61%	94.75%	+2.14%
Administrative Assistant	\$6.03 - \$21.44	\$6.03- \$21.44	\$9.99	\$10.03	78.10%	72.38%	-5.72%
Medical Admin. Support	\$6.21 - \$16.25	\$6.43- \$13.34	\$9.76	\$9.82	86.10%	84.36%	-1.74%
Welding	\$7.73 - \$100.86	\$7.73- \$100.86	\$13.91	\$14.02	87.83%	88.27%	+.44%

Note: Due to changes in State and Federal privacy laws, as well as too few completers from LCC to enable an aggregate report, the following programs were not reported on:

Administration of Justice, Financial Technician, HVAC, Instrumentation Technology, Mechanical Engineering Technology, Legal Administrative Support, and Paper & Pulp Technology. (Minimum wage in Washington is \$7.01/hour. Minimum wage in Oregon is \$6.90/hour. Federal Minimum wage is \$5.15/hour – as of January 2003.)

- These data reflect the fallout of an ailing local economy. Of the 18 programs presented in the table above, 14 (77.8%) of them show a decrease in estimated employment rate.
- Industrial technology (machine trades and diesel/heavy equipment) and health and human services (chemical dependency, fire science, and nursing assistant) all show a substantial decrease in estimated employment rate. Registered and practical nursing show the highest increase in estimated employment rate.

Overall Estimated Employment Rate

Graduates

Five College Comparison 1998-2002

	1998	1999	2000	2001	2002
LCC	155/193 = 80%	227/268 = 85%	246/275 = 89%	275/320 = 86%	524/646 = 81%
Peninsula	114/141 = 81%	166/215 = 77%	222/300 = 74%	172/229 = 75%	230/283 = 81%
Grays Harbor	152/185 = 82%	204/243 = 84%	198/232 = 86%	323/402 = 80%	176/217 = 81%
Wenatchee Valley	147/173 = 85%	189/223 = 85%	194/222 = 87%	307/356 = 86%	350/400 = 87%
Whatcom	79/95 = 83%	115/132 = 87%	114/129 = 88%	151/172 = 88%	156/184 = 85%
System Total	9,467/11,211=84%	11,515/13,636=84%	12,860/15,260=84%	15,331/18,336=84%	16,215/19,776=82%

- LCC's overall estimated employment rate for graduates went down by 5% between AY 2001 and AY 2002. This is consistent with the data presented in the DLOA table above.
- The fact that LCC, Peninsula, and Grays Harbor are all at 81% suggests that our employment rates are indicative of the region's general employment landscape.

Overall Estimated Employment Rate

Leavers*

Five College Comparison 1998-2002

	1998	1999	2000	2001	2002
LCC	190/238 = 80%	143/185 = 77%	213/281= 76%	255/339= 75%	248/331= 75%
Peninsula	257/356 = 72%	171/240 = 71%	105/163=65%	406/478=85%	757/830=91%
Grays Harbor	232/313 = 74%	136/181 = 75%	157/209=75%	166/230=72%	165/242=68%
Wenatchee Val.	160/204 = 79%	112/139 = 80%	150/193=78%	164/204=81%	150/196=77%
Whatcom	154/212 = 73%	150/184 = 82%	220/285=77%	257/331=78%	276/342=81%
System Total	10,029/13,065=77%	6,861/8,846=78%	8,728/11,353=77%	10,882/14,014=78%	11,589/15,106=77%

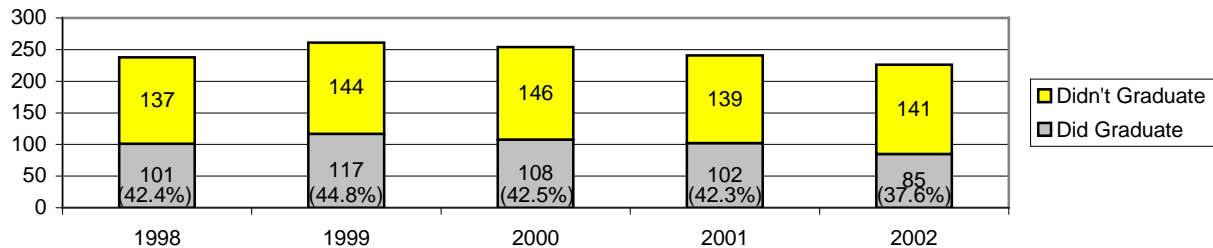
*Leavers are defined as those students leaving the College without a degree/certificate with at least 45 completed credits and a 2.0 GPA.

- The overall estimated employment rate for LCC's leavers has remained steady for the past three years. The fact that the overall estimated employment rate for leavers is 6% lower than that for the graduates suggests that it is more advantageous for students to leave the College with an Associate degree in-hand.

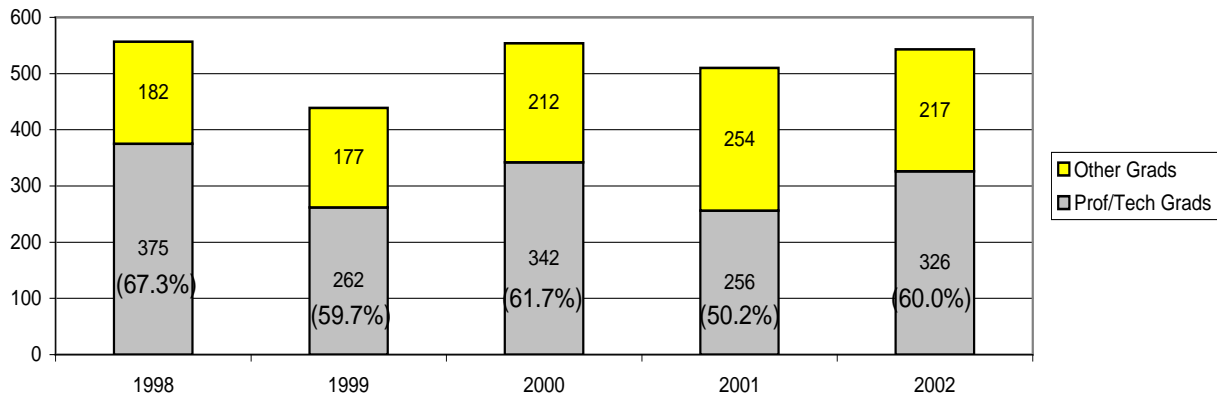
Professional/Technical Student Graduation Rate

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.

Proportion of "Work Eligible" Students who Graduated
1998-2002



Professional/Technical and Other Graduates
1998-2002



(Students are considered "work eligible" if they are still enrolled with a minimum of 45 credits with a 2.0, or higher, cumulative GPA.)

- LCC typically graduates between 42% and 45% of all "work eligible" students in a given academic year. The 4.7% drop between AY 2001 and AY 2002 has been attributed to an increased number of skills upgrade students who come to LCC for coursework, but not for a degree.
- Professional/technical graduates make up a substantial proportion of all graduates at LCC. Between AY 2001 and AY 2002, the overall proportion of professional/technical graduates went up by nearly 10%.

**Professional/Technical Degrees and Certificates
1998-2002**

	1997-98	1998-99	1999-00	2000-01	2001-02
AAS Degrees	178	142	171	118	164
Certificates (45-89 credits)	127	80	103	75	87
Certificates (<45 credits)	83	48	80	86	133
Apprentice Completions	13	12	26	7	18
Grand Total	401	282	380	286	402

- Overall, professional/technical graduates increased by 36.7% between AY 1998 and AY 2002. The increase in the number of AAS degrees earned was 39% alone (<45 credit certificate earners increased by 54.7%).
- The apprenticeship program has been in a period of readjustment since the loss of the part-time faculty coordinator in 2001. In AY 1999, Area 1 Inside Electricians began using LCC's apprenticeship program.

Many apprenticeship students will either attain new work or upgrade their current work prior to completing the apprenticeship program.

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.

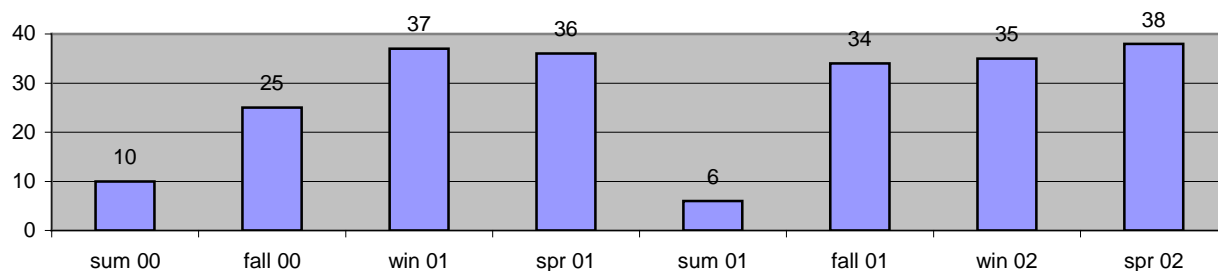
Nursing: NCLEX Pass Rates (1995-1999)		Welding: WABO Pass Rates (AY 2002)
Practical Nurse:	Registered Nurse:	During AY 2002, a total of 65 students took the WABO test and 63 (96.9%) passed it the first time.
1997 = 100%	1997 = 95%	
1998 = 100%	1998 = 93%	
1999 = 97%	1999 = 90%	
2000 = 100%	2000 = 92%	
2001 = 100%	2001 = 97%	
2002 = 100%	2002 = 90%	

- Both the nursing and welding programs do a very good job of getting their students to pass licensure exams. In 2002, only two registered nursing students didn't pass the NCLEX the first time, but both did the second time.

Individualized Certificate Program (ICP)

The Individualized Certificate Program (ICP) provides an option for students wishing to pursue a field of study in which LCC does not offer a degree or certificate program. ICP is an innovative learning alternative that provides students with a practical work-based learning experience in addition to classroom work. Working with the ICP Coordinator and the Job Developer, students build a specialized curriculum from LCC courses and gain valuable work-based learning experience from area employers in their chosen field of study. Students may earn a Certificate of Completion (15-45 credits) or a Certificate of Proficiency (45+ credits) by completing all credit requirements established for their specialized program.

**ICP Enrollment
Summer2000-Spring 2002**



- Enrollment in the ICP program includes students taking the ICP seminar, as well as students in the work-based learning experience. The seminar is not offered during the summer.
- During the 2001-02 academic year a total of 77 students participated in the ICP program. Credits awarded for the year total 368 for 21 different fields of study.
- 70% (7/10) of responding students on a 2001 ICP follow-up survey indicated that they were working in the field in which they were trained. That figure was 87.5% (7/8) in 2002.
- In 2001-02, 32% of all ICP students were hired directly by the employers who had them in the work-based learning experience.

Student Satisfaction with Professional/Technical Instruction

(Key Performance Indicator)

A “student satisfaction with instruction” instrument was distributed to business, health and human services, and industrial technology classes during the winter 2003 quarter. Highlights of those results follow:

Q. The instruction in the classroom has been creative and has helped me to learn the material.

	Business (85)	Health & Human Services (83)	Industrial Tech (49)	Total Freq. (217)	Total %
Strongly agree	27 (31.76%)	37 (44.58%)	26 (53.06%)	90	41.47%
Agree	41 (48.24%)	39 (46.99%)	21 (42.86%)	101	46.54%
No Opinion	11 (12.94%)	6 (7.23%)	2 (4.08%)	19	8.76%
Disagree	4 (4.71%)	1 (1.20%)	0 (0.00%)	5	2.30%
Strongly Disagree	0 (0.00%)	0 (0.00%)	0 (0.00%)	0	0.00%
Did not answer	2 (2.35%)	0 (0.00%)	0 (0.00%)	2	0.92%

Q. Classes at LCC provide positive interaction between the instructors and students.

	Business (85)	Health & Human Services (83)	Industrial Tech (49)	Total Freq. (217)	Total %
Strongly agree	38 (44.71%)	37 (44.58%)	37 (75.51%)	112	51.61%
Agree	41 (48.24%)	41 (49.40%)	10 (20.41%)	92	42.40%
No Opinion	3 (3.53%)	3 (3.61%)	1 (2.04%)	7	3.23%
Disagree	3 (3.53%)	1 (1.20%)	1 (2.04%)	5	2.30%
Strongly Disagree	0 (0.00%)	0 (0.00%)	0 (0.00%)	0	0.00%
Did not answer	0 (0.00%)	1 (1.20%)	0 (0.00%)	1	0.46%

Q. The space, equipment and supplies we use in the campus laboratory are adequate and up-to-date.

	Business (85)	Health & Human Services (83)	Industrial Tech (49)	Total Freq. (217)	Total %
Strongly agree	27 (31.76%)	8 (9.64%)	18 (36.73%)	53	24.42%
Agree	45 (52.94%)	35 (42.17%)	22 (44.90%)	102	47.00%
No Opinion	6 (7.06%)	9 (10.84%)	4 (8.16%)	19	8.76%
Disagree	7 (8.24%)	21 (25.30%)	2 (4.08%)	30	13.82%
Strongly Disagree	0 (0.00%)	4 (4.82%)	2 (4.08%)	6	2.76%
Does not apply	0 (0.00%)	5 (6.02%)	0 (0.00%)	5	2.30%
Did not answer	0 (0.00%)	1 (1.20%)	1 (2.04%)	2	0.92%

Q. I believe that I'm being well prepared for the work for which I'm being educated.

	Business (85)	Health & Human Services (83)	Industrial Tech (49)	Total Freq. (217)	Total %
Strongly agree	21 (24.71%)	34 (40.96%)	20 (40.82%)	75	34.56%
Agree	48 (56.47%)	42 (50.60%)	26 (53.06%)	116	53.46%
No Opinion	10 (11.76%)	4 (4.82%)	2 (4.08%)	16	7.37%
Disagree	4 (4.71%)	3 (3.61%)	0 (0.00%)	7	3.23%
Strongly Disagree	2 (2.35%)	0 (0.00%)	0 (0.00%)	2	0.92%
Does not apply	0 (0.00%)	0 (0.00%)	0 (0.00%)	0	0.00%
Did not answer	0 (0.00%)	0 (0.00%)	1 (2.04%)	1	0.46%

- Most students in all three departments believe that there is positive interaction between instructors and students.
- Students in the health and human services are the least satisfied with the space, equipment, and supplies in the labs.

Summary of Findings for College Outcome: Professional/Technical

- The overall unduplicated headcount for professional/technical students dropped by 2.1% between 2001 and 2002. Enrollment drops in accounting and mechanical engineering account for this overall enrollment decrease.
- The programs that had the largest growth in student enrollment between AY 2001 and AY 2002 include business technology, early childhood education, electronics, instrumentation, machine trades, medical assisting, paper & pulp, and welding.
- The employment data reflect the fallout of an ailing local economy. Of the 18 programs presented, 14 (77.8%) of them show a decrease in estimated employment rate.
- Industrial technology (machine trades and diesel/heavy equipment) and health and human services (chemical dependency, fire science, and nursing assistant) all show a substantial decrease in estimated employment rate. Registered and practical nursing show the highest increase in estimated employment rate.
- LCC's overall estimated employment rate for graduates went down by 5% between AY 2001 and AY 2002.
- The overall estimated employment rate for LCC's leavers has remained steady for the past three years. The fact that the overall estimated employment rate for leavers is 6% lower than that for the graduates suggests that it is more advantageous for students to leave the College with an Associate degree in-hand.
- Professional/technical graduates make up a substantial proportion of all graduates at LCC. Between AY 2001 and AY 2002, the overall proportion of professional/technical graduates went up by nearly 10%. LCC typically graduates between 42% and 45% of all "work eligible" students in a given academic year.
- Overall, professional/technical graduates increased by 36.7% between AY 1998 and AY 2002. The increase in the number of AAS degrees earned was 39% alone (<45 credit certificate earners increased by 54.7%).
- Both the nursing and welding programs do a very good job of getting their students to pass licensure exams.
- In AY 2002, a total of 77 students participated in the ICP program. Credits awarded for the year total 368 for 21 different fields of study.
- In general, professional/technical students are happy with the instruction they receive at LCC. However, health and human services students were least satisfied with labs, including equipment and supplies.

Lower Columbia College
Professional/Technical Monitoring Report (Cycle IV)
Comments from the Review Team
March 19, 2003

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

- ICP is a strong program! It appears that students are being served well by that program. Given the cost of establishing new professional/technical programs on campus, expanding ICP may be a realistic option.
- Student satisfaction with professional/technical education is high, in general. It's good to know that students like the instruction they're receiving from that side of the house.
- Licensure rates for nursing and welding are very good.
- The enrollment increase in professional/technical programs, in general, is positive.
- LCC appears to be doing a good job of getting professional/technical students to graduate.
- Despite the fact that our economy has been in a slump, our overall estimated employment rates are pretty good. Students are still getting jobs when they leave LCC.
- LCC appears to be responding very well to the demand of worker retraining students.

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

- Health and human services and industrial technology are in need of more, better, and up-to-date equipment/facilities.
- There is a serious need for better – and more focused - recruitment and marketing for professional/technical programs.
- Daycare is a concern. A lot of the students in professional/technical programs require this service. This is an access to education issue.
- Increase the use of multimedia aids in the classrooms for CIS and business, in particular.
- Mechanical engineering technology looks like its losing viability. This program could be serving a large number of students. We should take steps to save this program.
- Retention work for transfer students has been successful. Perhaps we can do similar for students in professional/technical students. Plus, we should encourage industrial technology faculty to encourage their students to earn the degree, not just upgrade skills.
- There should be a closer tie between professional/technical programs and the Career and Employment Services Center on campus.
- Is HVAC a viable program? Data suggests that it may not be. More research is warranted here.
- Do more employer surveys and even consider bringing employers onto campus for focus groups.
- Keep track of requests for professional/technical programs that we don't offer (e.g. through the Entry Center, advisors, etc.).
- The data for the individual programs should include leaver/graduate information, as well as the number of full-time and part-time faculty teaching in that discipline.

Board Plus/Delta

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

March 19, 2003

+	Δ

Expected College Outcome: Transfer Monitoring Report

1998 – 2002
(Cycle IV)

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 20, 2002



Lower Columbia College

Transfer: A Monitoring Report

Welcome to “Cycle IV” 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 a variety of options that are generally 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 relevant 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. Due to availability and cost issues 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) are not presented in this report. However, this report does feature results from the 2001 transfer alumni study.

In most cases, the report has been updated to include academic year (AY) 2002 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. In addition, this report has undergone three years of concentrated review by faculty and staff at Lower Columbia College. The fourth edition reflects these influences, as well.

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. Some of the action plans that have come about as a result of past reviews of the Transfer Monitoring Report include:

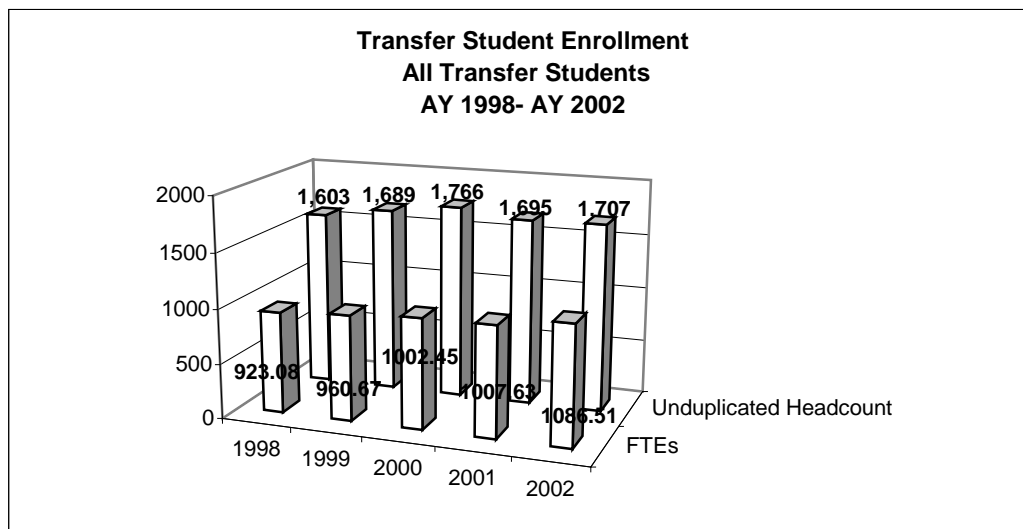
- An expanded transfer center with the assistance of an additional staff member.
- The addition of a new transfer degree – the Associate in Sciences.

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)

Transfer Student Enrollment Summary

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



Data Source: SBCTC Data Warehouse

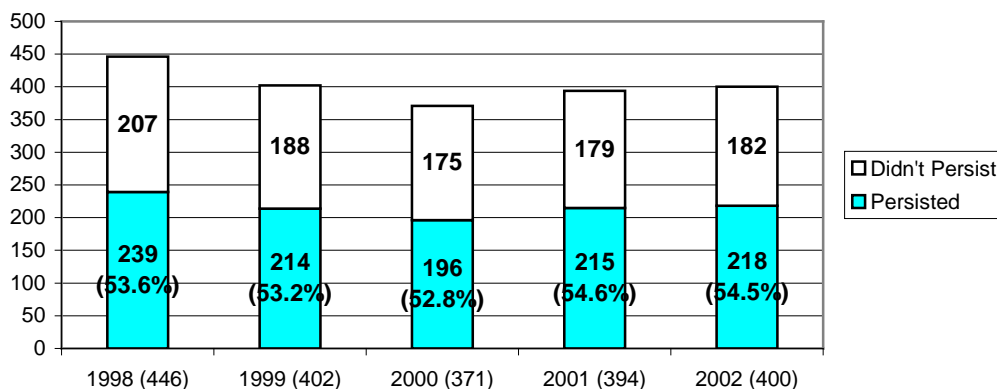
- The unduplicated headcount of transfer students increased slightly between 2001 and 2002. However, FTEs went up by nearly 8% during that time which suggests that individual transfer students were enrolling for more credits in 2002 than in 2001.

(Key Performance Indicator)

Retention and Persistence of Transfer Students

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

Fall-to-Fall Persistence of Transfer Students
Fall 1997 - Fall 2001



Data Source: SBCTC Data Warehouse

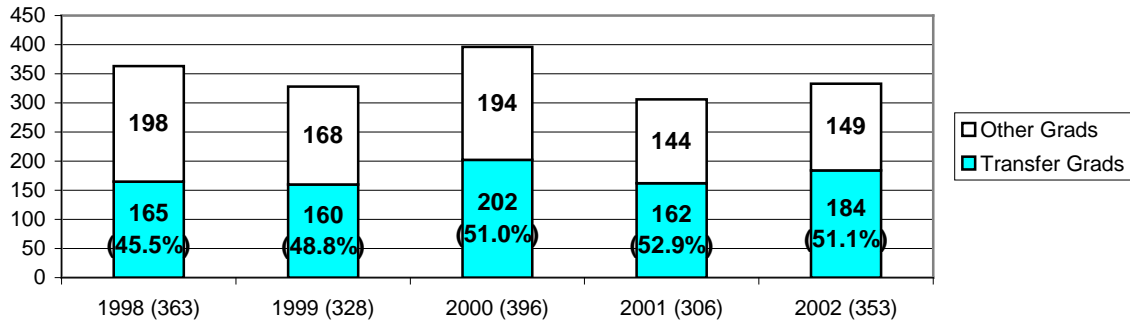
- There was virtually no change in the persistence rate of transfer students from 2001 to 2002. Over the past five years, LCC has been consistent in getting more than half of qualifying transfer students to persist.
- (The figures in the parentheses next to the years are the total number of first-year 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.)

(Key Performance Indicator)
Transfer Student Graduation Rate

The transfer student graduation rate is presented two ways in this report. The first figure shows how many of all graduating students had indicated a transfer intent. The second figure shows how many “transfer eligible” students actually graduated in the given year.

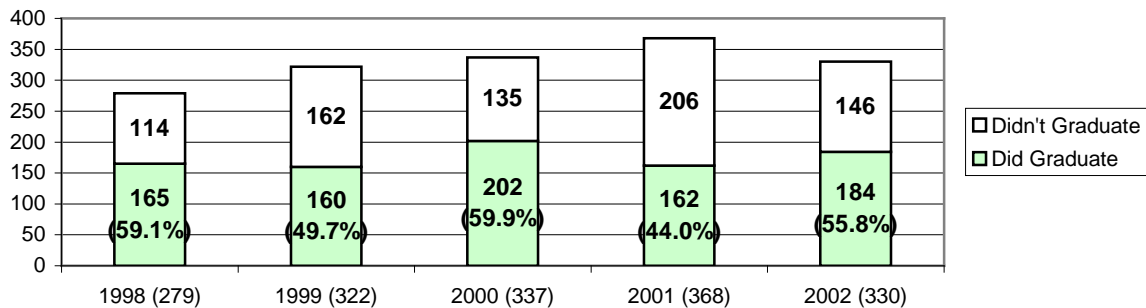
**Transfer and Other Graduates
1998 - 2002**



Data Source: SBCTC Data Warehouse

- Since 2000, a little more than half of all graduating students each year had indicated an intent to transfer.

**Proportion of "Transfer Eligible"
Students who Graduated
1998 - 2002**



Data Source: SBCTC Data Warehouse

- LCC does a good job of getting transfer students to graduate. 2002 was only 4% lower than the high of 60% in 2000, over the five-year period.
- (Students are considered “transfer eligible” if they are still enrolled with a minimum of 45 credits with a 2.0, or higher, cumulative GPA.)

(Key Performance Indicator)

Academic Transfer Rate

The proportion of all students who successfully transfer to a four-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	12,640
2000-01 transfer rate	10.07%	12.30%	15.85%	13.03%	15.14%	9.75%	13.71%
2000-01 transfer students	1,458	1,031	1,182	892	1,701	3,261	102,808
2001-02 transfers	134	95	136	105	212	351	12,821
2001-02 transfer rate	9.19%	9.21%	11.51%	11.77%	12.46%	10.76%	12.47%

Data Source: SBCTC Academic Year Report

- LCC transferred eleven fewer students in 2002 than in 2001. Except for Whatcom Community College, all of the comparison colleges show a similar decrease in the number of students transferring to a four-year college/university in 2002.
- LCC has been consistently transferring fewer students than the comparison colleges and the system average for the past several years. This warrants further research.

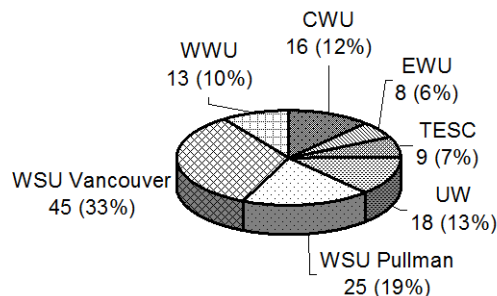
(Key Performance Indicator)
Transfer to Washington Baccalaureate Campuses
1998 – 2002

Four-Year Institutions in WA	1997-98 Transfers	1998-99 Transfers	1999-00 Transfers	2000-01 Transfers	2001-02 Transfers
Central W U	31 (19%)	18 (10%)	14 (13%)	17 (12%)	16 (12%)
Eastern W U	5 (3%)	7 (4%)	6 (5%)	6 (4%)	8 (6%)
Western W U	13 (8%)	17 (9%)	14 (13%)	15 (10%)	13 (10%)
Evergreen State	11 (7%)	11 (6%)	11 (10%)	13 (9%)	9 (7%)
U W	15 (9%)	18 (10%)	10 (9%)	14 (10%)	18 (13%)
WSU Pullman	28 (17%)	28 (16%)	24 (22%)	32 (22%)	25 (19%)
WSU Vancouver	64 (38%)	80 (45%)	32 (29%)	47 (33%)	45 (34%)
Total	167 (100%)	179 (100%)	111 (100%)	144 (100%)	134 (100%)

Data Source: SBCTC web site

- There was a slight increase in the number of transfer students going to Eastern Washington University and the University of Washington between 2001 and 2002.
- The Evergreen State University and WSU-Pullman saw the largest transfer drop-off between 2001 and 2002.

**Transfers from LCC to Four-Year
Institutions in Washington
2001-02**



Data Source: SBCTC web site

- In 2002, WSU-Vancouver campus is still the most popular destination for LCC transfer students. More than half (52%) of all LCC transfer students end up at either WSU-Vancouver or WSU-Pullman.

Transfer to Local Oregon Baccalaureate Campuses

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Portland State University	10	15	19	18	16	9
Linfield College	48	46	29	25	25	N/A
University of Portland	4	0	0	5	2	1

Data Source: Office of Institutional Research

- It appears that, in general, fewer LCC students are transferring to Oregon colleges/universities.

(Key Performance Indicator)

Academic Success of Transfer Students

Adequate student performance data from the baccalaureate institutions is often difficult to attain. All available information is presented.

	WSU	Western	Eastern	Central	UW
Winter 2000	-	-LCC avg. GPA: 3.12 WA CC avg. GPA: 3.04	LCC avg. GPA: 2.39 WA CC avg GPA: 2.95		LCC: 3.11 avg GPA (41 students) WA CC avg. GPA:3.10
Spring 2000	-	- LCC avg. GPA: 3.10 WA CC avg. GPA: 3.04			LCC: 3.14 avg. GPA (38 students) WA CC avg. GPA:3.12
Fall 2000	LCC: 2.99 avg. GPA (5 new students)	- LCC avg. GPA: 3.01 WA CC avg. GPA: 3.03		LCC: 2.9 avg. GPA (43 students)	LCC: 3.17 avg. GPA (33 students) WA CC avg. GPA:3.10
Winter 2001		- LCC avg. GPA: 3.05 WA CC avg. GPA: 3.04		LCC: 2.9 avg. GPA (42 students)	
Spring 2001	LCC: 3.10 avg. GPA (102 students)	- LCC avg. GPA: 3.00 WA CC avg. GPA: 3.05		LCC: 2.9 avg. GPA (39 students)	LCC: 3.24 avg. GPA (29 students) WA CC avg. GPA: 3.18
Fall 2001	LCC: 3.10 avg. GPA (172 students)	-	LCC avg. GPA: 2.96 WA CC avg GPA: 2.94	LCC: 2.8 avg. GPA (38 students)	LCC: 3.10 avg. GPA (35 students) WA CC avg. GPA: 3.13
Winter 2002		- LCC avg. GPA: 3.07 WA CC avg. GPA: 3.03		LCC: 2.8 avg. GPA (37 students)	LCC: 3.15 avg. GPA (35 students) WA CC avg. GPA: 3.14
Spring 2002	LCC: 3.20 avg. GPA (237 students)	- LCC avg. GPA: 2.99 WA CC avg. GPA: 3.03		LCC: 2.8 avg. GPA (33 students)	LCC: 3.12 avg. GPA (30 students) WA CC avg. GPA: 3.15

Data Source: Academic Performance Summaries from the universities

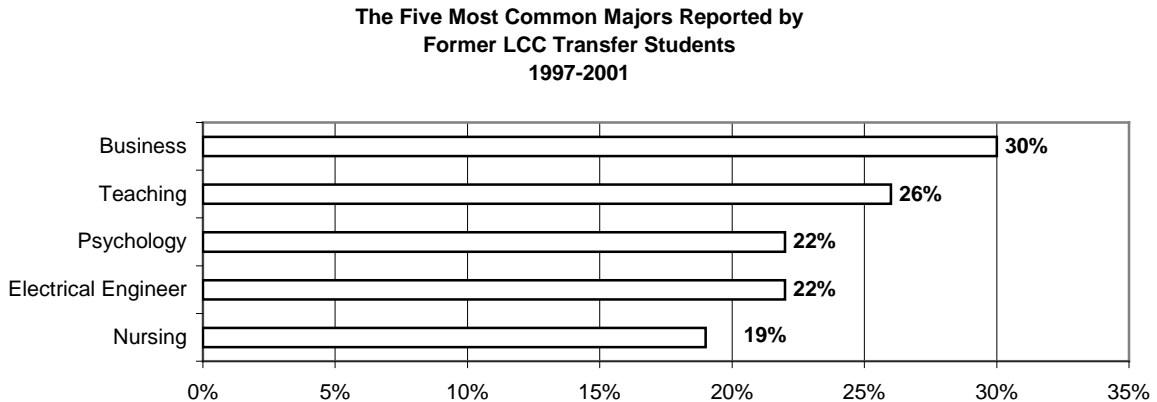
- Where comparison data is available, for the most part, former LCC students perform better academically than other Washington community college transfers.

- (The data from WSU for fall 2000 is new students only. The total student figures for recent terms at WSU also reflect former LCC students enrolled in their distance degree program.)

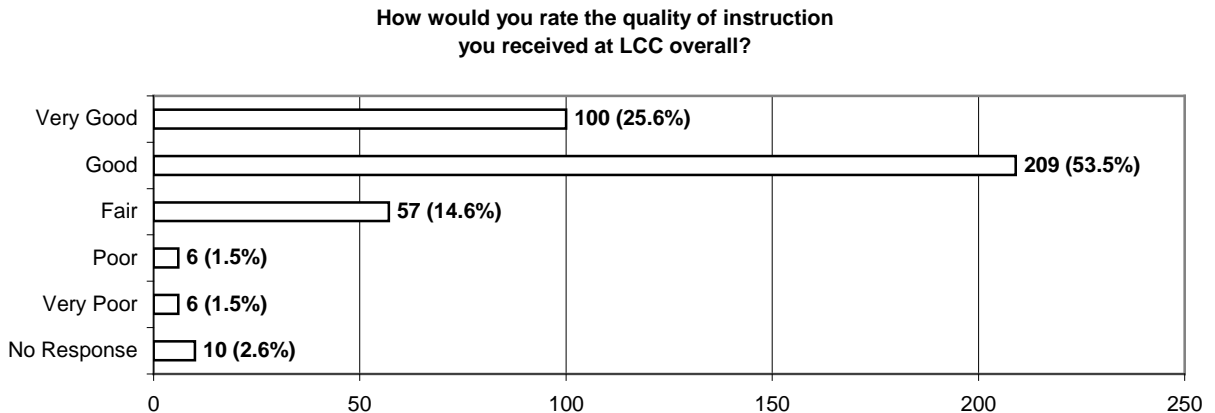
(Key Performance Indicator)

Satisfaction of Former LCC Transfer Students

In fall 2001, the Office of Institutional Research, Assessment and Planning conducted a transfer alumni study. Surveys were mailed out to 2,600 former transfer students who left LCC between 1997 and 2001. 391 (15%) surveys were returned. The following figures present the findings from that survey.



- Business and education are popular majors. The excellent enrollment in LCC and WSU's Collaborative Teacher Education Program (CTEP) is another indicator of the popularity of the teaching field among LCC students.
- These data may indicate a need for a local option for students to pursue a baccalaureate degree in nursing.



- 79% of all responding former transfer students indicated that they thought the overall quality of instruction was “good” or “very good.”

Highlights of Accomplishments for Transfer

- The unduplicated headcount of transfer students increased slightly between 2001 and 2002. However, FTEs went up by nearly 8% during that time which suggests that individual transfer students were enrolling for more credits in 2002 than in 2001.
- Over the past five years, LCC has been consistent in getting more than half of qualifying transfer students to persist.
- Since 2000, a little more than half of all graduating students each year had indicated an intent to transfer.
- LCC does a good job of getting transfer students to graduate. 2002 was only 4% lower than the high of 60% in 2000, over the five-year period.
- LCC has been consistently transferring fewer students than the comparison colleges and the system average for the past several years. This warrants further research.
- There was a slight increase in the number of transfer students going to Eastern Washington University and the University of Washington between 2001 and 2002.
- More than half (52%) of all LCC transfer students end up at either WSU-Vancouver or WSU-Pullman.
- Where comparison data is available, for the most part, former LCC students perform better academically than other Washington community college transfers.
- Business and education are popular majors. Additional data suggests a need for a local option for students to pursue a baccalaureate degree in nursing.
- 79% of all responding former transfer students indicated that they thought the overall quality of instruction was “good” or “very good.”

Transfer Monitoring Report (Cycle IV)
~Comments from the Review Team~
November 20, 2002

- 1) **How has LCC done a good job in providing students transfer education?**
 - Our transfer alumni reported, in general, that instruction at LCC was good.
 - We appear to have a good persistence rate among transfer students.
 - LCC does a very respectable job of graduating transfer students.
 - Our new and improved transfer center is just what our students need in order to get information about transfer, etc.
 - LCC still has a lot of students going to WSU – especially the Vancouver campus. This suggests that there are a lot of people who are tied to the community and don't want to leave.
 - Our students perform very well academically at the universities they transfer to – including UW.
 - It was interesting to see how many former LCC students are studying engineering and nursing at the baccalaureate level.

- 2) **What can LCC do to improve transfer education?**
 - We should survey students or put them into focus groups to find out from them what the barriers are to transferring to a university.
 - We need to better promote the transfer center. Perhaps students' initial exposure to the transfer center could be during new student orientation.
 - Transferring to nearly any university has become very competitive and many community college students now need something akin to a portfolio to be able to. This means that our capstone classes are more important to our students than ever before.
 - Many of our students don't know much about what it takes to successfully transfer to a university. We have to introduce the concept to our students early and provide them with key information as soon as we're able to.
 - Goal clarification is important for transfer students. We need to establish a method or opportunity to get students to clarify their educational goals as early as possible.
 - Advising is still a big transfer issue. Our academic advisors need to know what classes transfer and where.
 - Students should be taught how to self-advise when it comes to transfer. Students need to be taught how to find out what classes transfer to the university of their choice.
 - LCC should have a program where students are formally introduced to the university they intend to transfer to. This early contact can make a big difference for many students.
 - Perhaps LCC should offer a one credit "How to Transfer" seminar for all first-year transfer students.
 - It would be good if we can educate students about transfer issues while they are still in high school.
 - We can make the class schedule more clear by identifying which classes will transfer and which ones won't.
 - LCC should have students take more advantage of electronic transfer equivalency charts.
 - We need to help students dispel the myth of direct transfer agreements (DTAs). They don't work the way they were intended to.
 - It would be great if we could provide more options for place-bound students to "transfer" (such as CTEP).
 - Provide time/funding for faculty who advise transfer students to keep current with transfer issues/requirements.
 - Even though we've made good progress in retention, formal mentoring programs may enhance persistence at LCC.