Professional/Technical & Customized Education Monitoring Report

2014 – 2018

(Cycle 20)

CORE THEME I: Workforce and Economic Development

Objective 1: Provide quality professional/technical education for employment, skills enhancement, and career development.

Objective 2: Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.

May 15, 2019

LOWER COLUMBIA COLLEGE

Professional/Technical & Customized Education Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for Professional/Technical and Customized Education include:
- Student performance
- Demonstration of program competencies
- Licensure/exam rates
- Placement rate in the workforce
- Employer satisfaction
- Relevance of programs
- Client assessment of programs and services

Enrollment data is also included in the report.

Some of the actions that have come about as a result of reviewing data in this report include:

- LCC continued development of an Bachelor's in Applied Science in Teacher Education (BAS-TE), with the first cohort beginning fall quarter 2019. The program was established in close partnership with local school districts and includes tracks for teacher certification and early childhood education.
- LCC established a new fully online degree option for students pursuing the Business DTA/MRP.
- New recruiting and marketing materials have been developed for select career and technical education (CTE) programs (Accounting/Business, Information Technology and Industrial Trades), including the creation of individual webpages for each program. Efforts are currently underway to expand this work to include all CTE programs.
- A new contextualized college success course, MFG 100 Foundational Skills for the Trades, was developed to address specific foundational skill requirements for industrial professions while providing students with strategies for college success.
- Several new Certificates of Proficiency were developed in the Advanced Manufacturing pathway in response to industry demand, including Multicraft Trades. The new programs will help address current labor shortages in skilled trades and apprenticeship.
- The Automotive Program implemented Automotive Service Excellence (ASE) testing as a requirement for students in the program.
- Courses required before eligibility for entry into the medical assisting program were reviewed and revised.
- The nursing program is offering a two-day face-to-face licensing exam review for graduating students. This is a service available as part of the educational resources (Kaplan) that students purchase through course fees.

PART 1: PROFESSIONAL/TECHNICAL

Key Performance Indicator: <u>Student Performance</u>
(Mission Fulfillment = 80%)
(Stretch Goal = 85%)

Table 1: Proportion of students receiving C grades or better in workforce classes numbered 100 and above. Grades excluded: I, N, R, NA, X and V.

	2013-14	2014-15	2015-16	2016-17	2017-18
C or better	83.9%	84.0%	84.3%	85.7%	86.4%

Source: Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X or NA; select dept_div, course num is >=100, gr, gr_dec, item and yrq; link to Class table using item and yrq to select INSTIT_INTENT_RECAT = "V" (Workforce Courses) from Class table.
Note: as of 2017-18, P grades included as successful grade.

Key Performance Indicator: <u>Demonstration of Program Competencies</u>
(GOALS SET BY INDIVIDUAL PROGRAMS)

Attainment of Competencies for Individual Programs

As part of the college's established Curriculum & Program Review process, all programs are required to collect and analyze data for the purpose of improving student learning outcomes. Each program review plan is unique, and addresses competencies relevant for the specific discipline. Some plans, such as Nursing and Medical Assisting, are related to external accreditation and/or industry standards. Faculty perform quarterly activities for Curriculum & Program Review according to a schedule set by the Instructional Assessment Committee. A full Curriculum & Program Review cycle lasts two years, at which point the cycle starts again.

Nursing graduates must be licensed in order to work in the field. Nursing completers must pass the NCLEX – a national, standardized nursing test. Similarly, welding completers must pass the WABO test to earn their degree. Medical Assisting completers must pass the Medical Assisting Education Review Board exam. Rates are based on the calendar year.

Table 2: Licensure Rates for Nursing, Welding, and Medical Assisting

	2014	2015	2016	2017	2018
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	97%* (92/95)	89%* (109/122)	88%* (99/113)	82% (94/115)	88% (70/80)
WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018					
Welding (LCC students only)	100% (n = 16)	100% (n = 14)	100% (n=9)	100% (n=11)	96% (n=25)
MAERB (Medical Assisting Education Review Board) – pass rate					
Medical Assistant	93% (n = 19)	100% (n = 19)	100% (n = 13)	89% (n = 16)	**

Source: Nursing and Welding Departments. *Numbers updated from previous monitoring report, per Nursing Department.
**data not yet available

- NCLEX rates are by cohort graduation year.
- WABO rates are by calendar year.
- The number of welding students taking the WABO fluctuates for several reasons, including the fact that students decide when they want to test (whether or not their instructor thinks they are ready). Some people who are only able to be in the program for a short time opt to test sooner than others, sometimes before they're ready. Also, some student testers are only enrolled for a short refresher course (rather than a degree or certificate program) but appear in the student data nevertheless. Hiring trends can also affect students' decisions to test earlier rather than later in their program.
- Medical Assisting exam pass rates are new this year (mission fulfillment and stretch goal TBD).

<p align="center">**Key Performance Indicator: <u>Placement Rate in the Workplace</u>**
(Mission Fulfillment = no more than 2% below system average)
(Stretch Goal = Exceed System Average)</p>

The State Board for Community and Technical Colleges coordinates annually with Employment Security to match records of employed students to determine employment placement rates. Students who continue their education in the Washington system are excluded from totals.

<p align="center">**Table 3: Employment Rates for Lower Columbia College**
(Indicates year students were employed—having completed studies the prior year)
Percent of Completers Placed in UI-Covered Jobs or Continuing Education</p>

	2013-14	2014-15	2015-16	2016-17	2017-18
LCC	75%	77%	79%	80%	74%
System Average	76%	77%	77%	77%	76%

Source: SBCTC After College Outcomes Dashboard, Prof/Tech Placement View, located at sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx. Excludes those who are self-employed and work out of state.
Rates updated from previous reports due to change in State Board methodology and source.

<p align="center">**Key Performance Indicator: <u>Employer Satisfaction</u>**
(Mission Fulfillment = 90%)
(Stretch Goal = 100%)</p>

<p align="center">**Table 4: Employer ranking of LCC Graduates' professionalism**</p>

	2013-14	2014-15	2015-16	2016-17	2017-18
Professionalism is "Average" or "Above Average" (and "Exceeds Expectations" and "Meets Standard" from Nursing Employer Survey)	95% (n = 28)	90% (n = 52)	98% (n = 93)	97% (n = 140)	99% (n=77)

Source: Employer Feedback Survey; starting 2014-15, also included Early Childhood Education (ECED) Employer Survey. Starting in 2015-16, sources are Employer Feedback Survey, ECED Employer Survey, and Nursing Graduate Employer Survey.

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

**Table 5: Proportion of LCC graduates who are satisfied with training at LCC
in relation to their job duties**

	2013-14	2014-15	2015-16	2016-17	2017-18
"Good" or "Very Good" responses (and "Yes, Very" and "Yes" from Nursing Survey)	89% (n = 120)	89% (n = 90)	88% (n = 104)	91% (n = 145)	96% (n=113)

Source: Prof/Tech Alumni Survey. Starting in 2015-16, sources are Prof/Tech Alumni Survey and Nursing Graduate Survey.

<u>Professional/Technical Enrollment</u>

The professional/technical enrollment summary presents the annualized FTE (Full Time Equivalent) of all state-funded professional/technical enrollments by Institutional Intent. Enrollment of Worker Retraining students has a major impact on Professional/Technical programs.
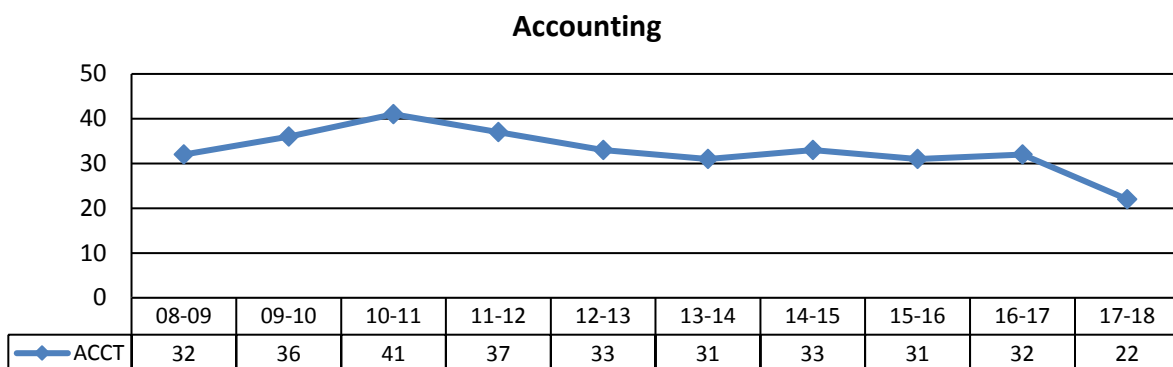
Table 6: Professional Technical Enrollment Summary (state funded only)

	Prof/Tech FTE	Worker Retraining FTE
2013-14	872	153
2014-15	793	99
2015-16	699	109
2016-17	606	103
2017-18	574	110
1 year change	-5%	+7%
5 year change	-34%	-28%

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

- In 2017-18, Professional/Technical enrollment decreased and Worker Retraining enrollment increased.

Figure 7: Professional Technical Enrollment by Discipline (annual state funded FTE)

Accounting

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
ACCT	32	36	41	37	33	31	33	31	32	22

Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)
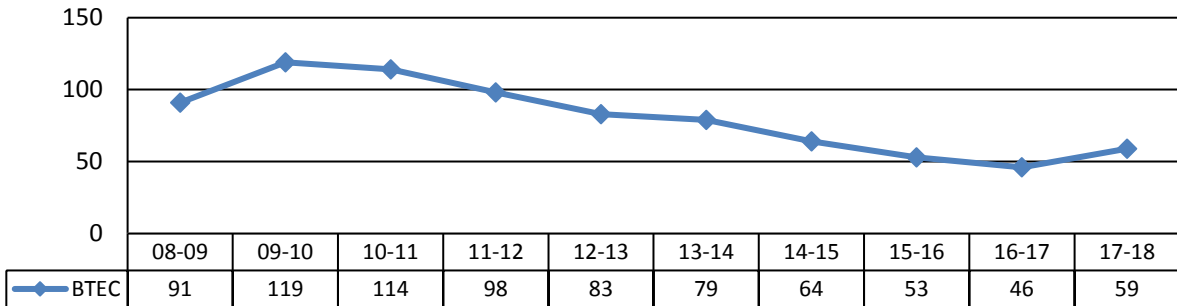
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
A/D*	70	118	115	79	93	87	86	85	66	58
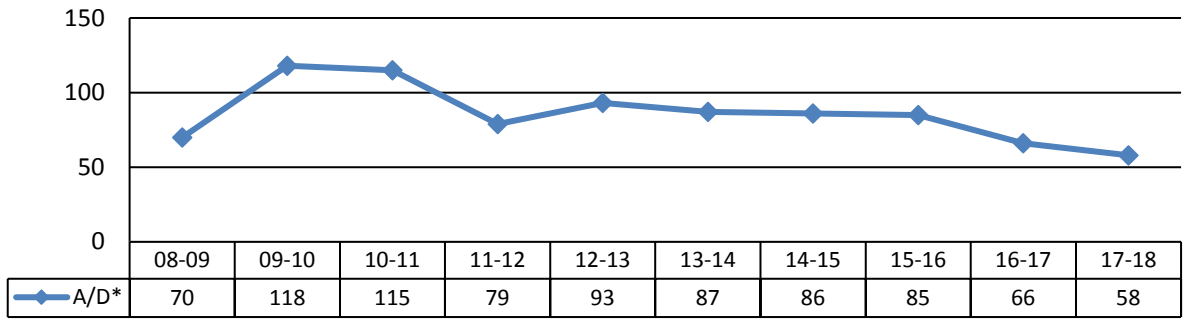
Automotive Technology (combined with Diesel until 2008-09)
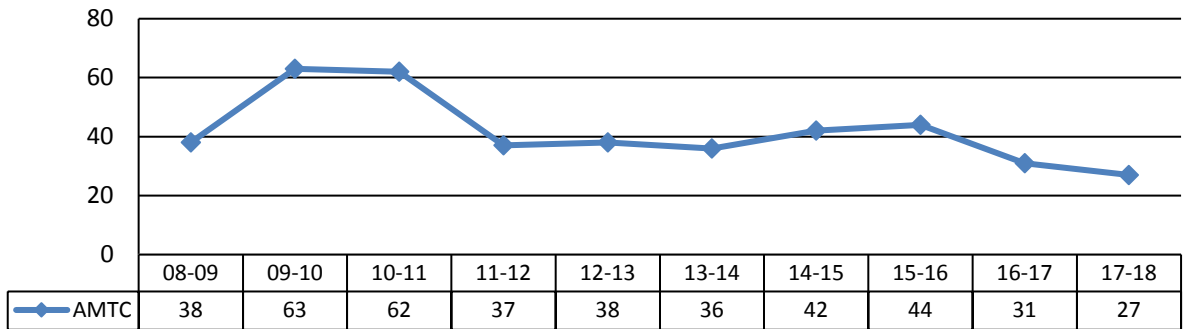
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
AMTC	38	63	62	37	38	36	42	44	31	27

Business Technology

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
BTEC	91	119	114	98	83	79	64	53	46	59

Business

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
BUS	106	144	150	137	132	125	109	106	94	99

Chemical Dependency Studies

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
CDS	23	24	28	28	25	26	23	24	20	18

Criminal Justice

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
CJ	15	19	20	17	17	20	17	11	10	14
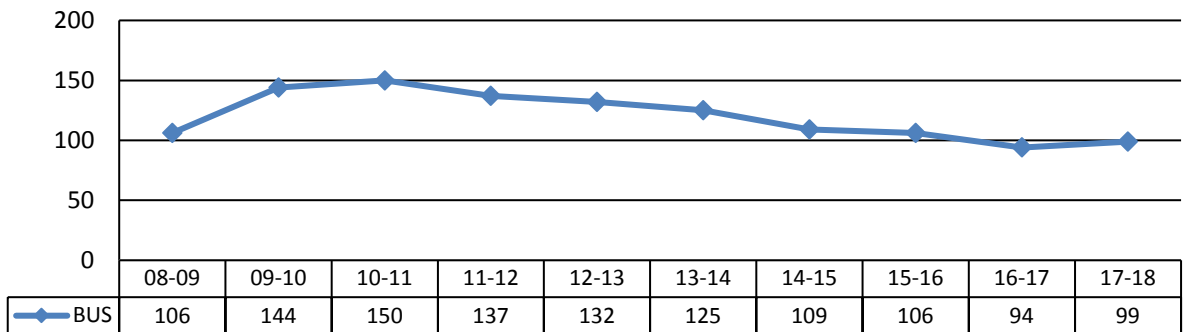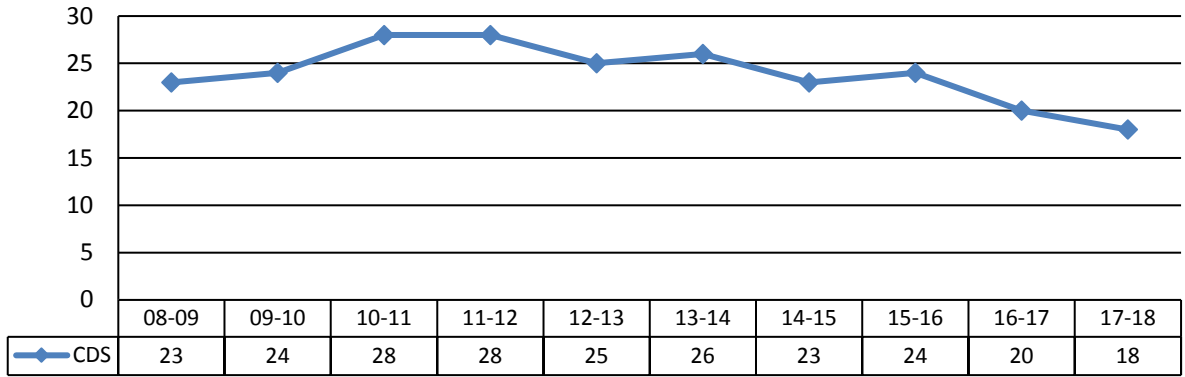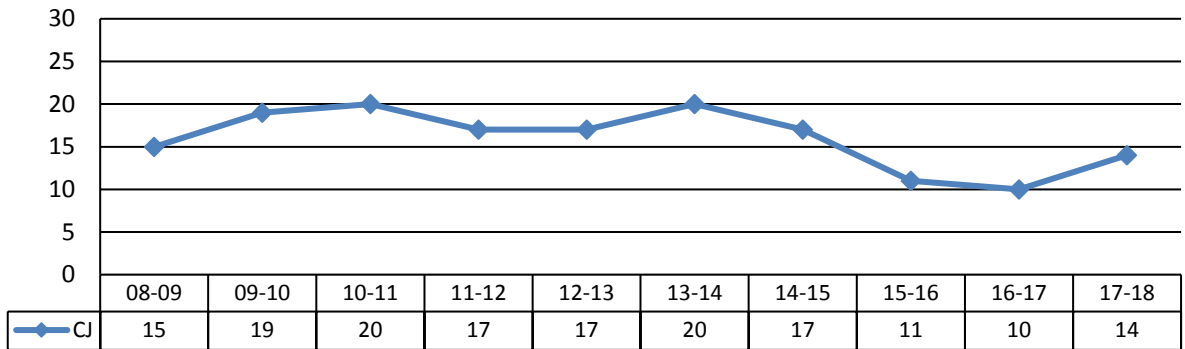
Diesel/Heavy Equipment Technology (combined with Auto until 2008-09)

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
DHET	32	55	53	42	55	52	44	42	35	31

Early Childhood Education

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
ECED	26	29	33	37	26	34	33	28	20	24

Education

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
EDUC	10	14	12	11	13	19	18	16	15	18
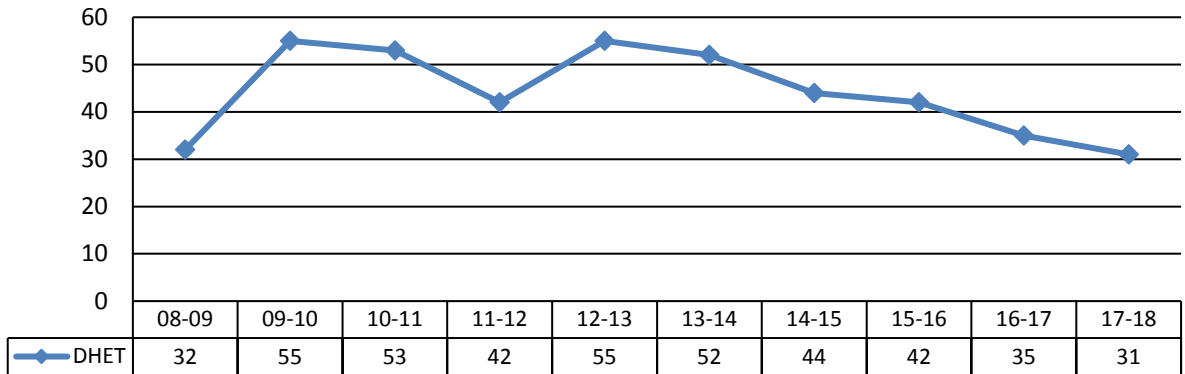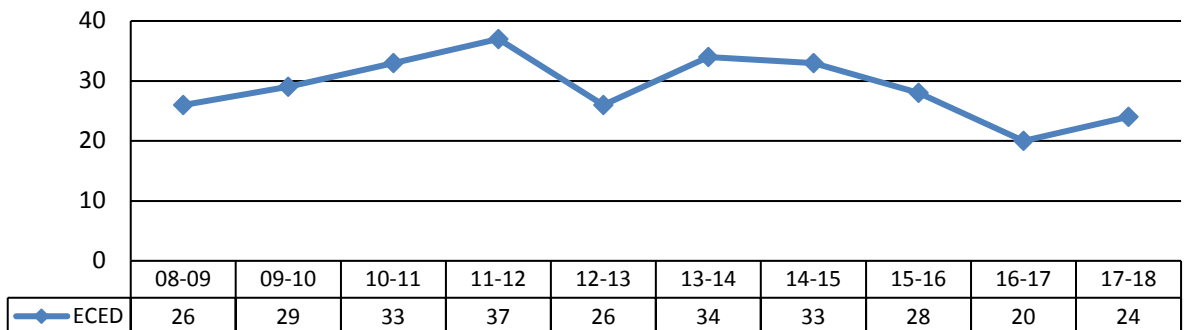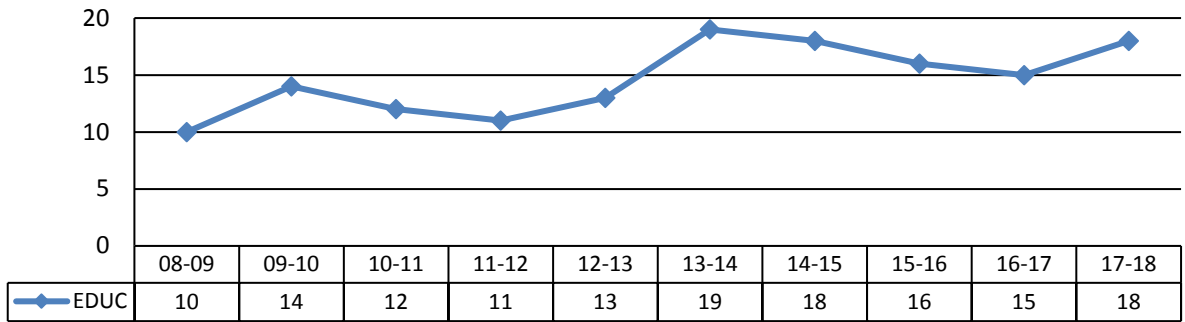
Information Technology / Computer Science

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
CS/IT	65	95	109	92	85	85	83	77	71	43
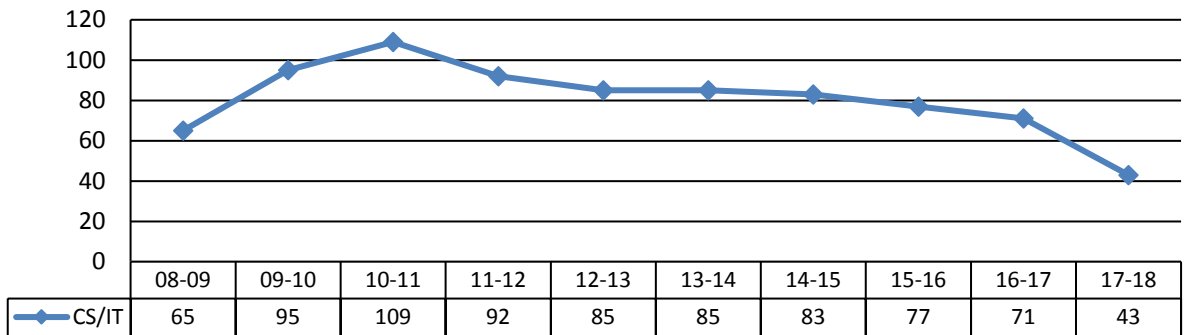
Note: includes IT FTEs beginning 2017-18.

Machine Trades

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
MASP	14	25	19	19	22	22	17	15	21	18

Medical Assisting

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
MEDA	13	26	27	28	27	28	30	33	32	35
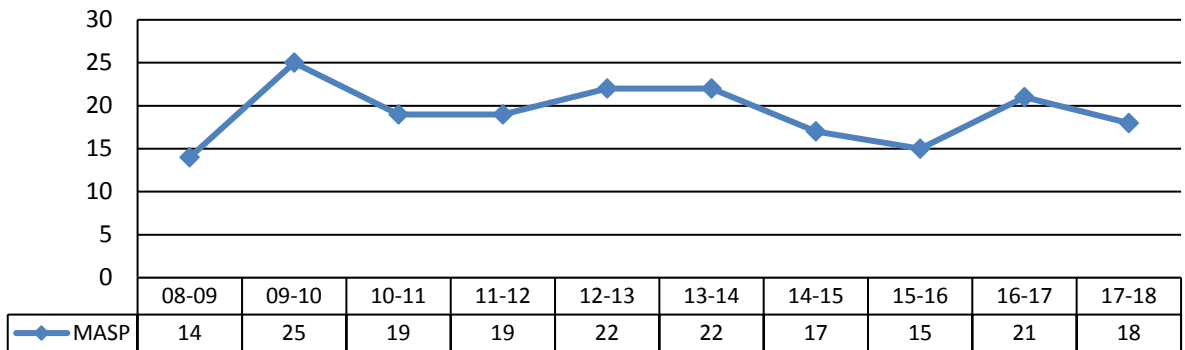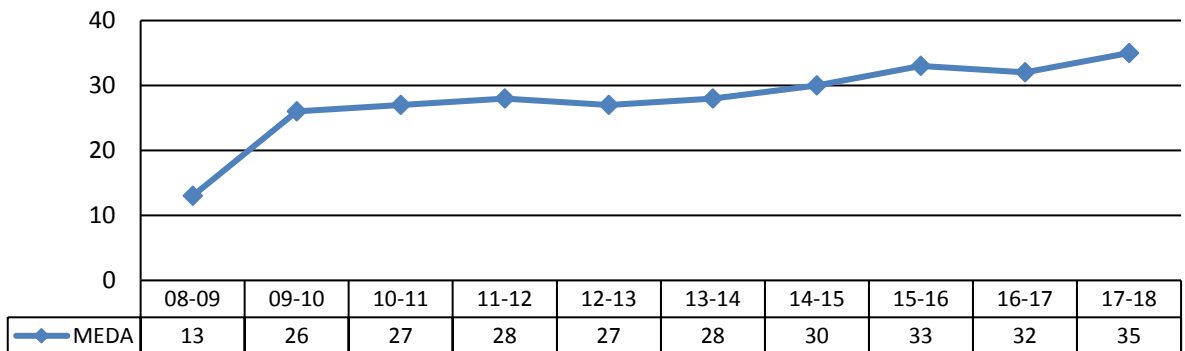
Manufacturing/Process Manufacturing (previously PULP)

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
MFG/PMFG	3	32	21	14	17	14	9	11	9	8
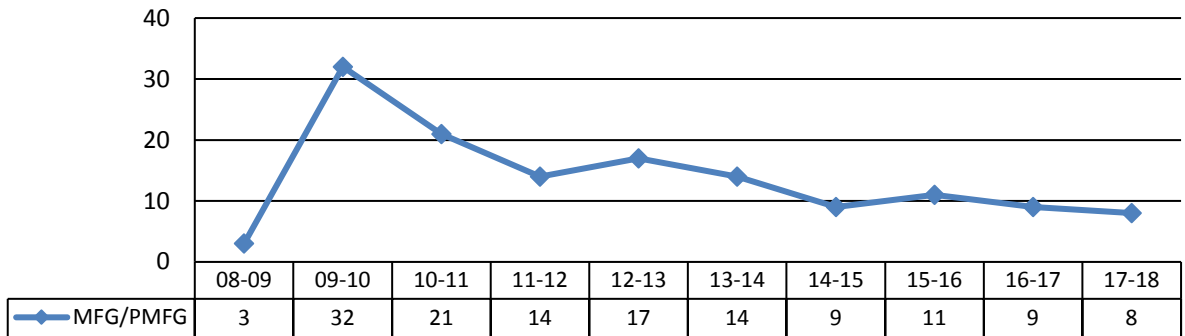
Nursing (including RN, LPN and Nursing Assistant)

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
NURS	180	205	206	185	167	170	171	150	137	133

Welding

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
WELD	60	71	59	55	49	50	45	42	33	28
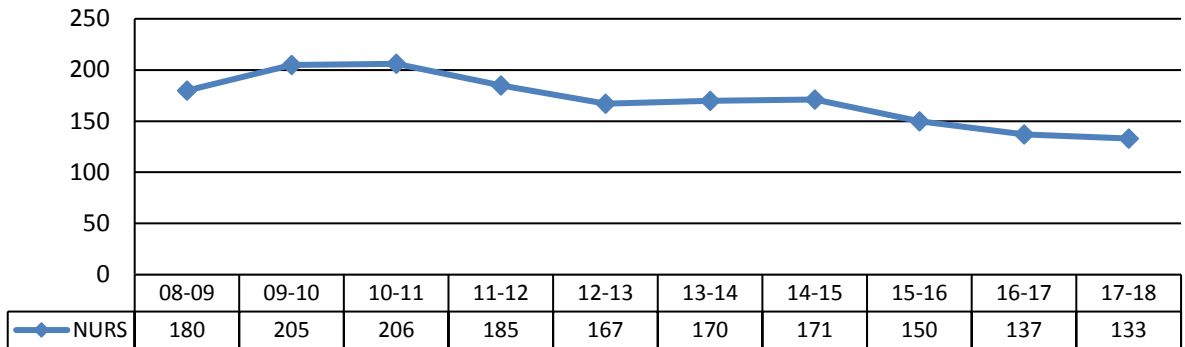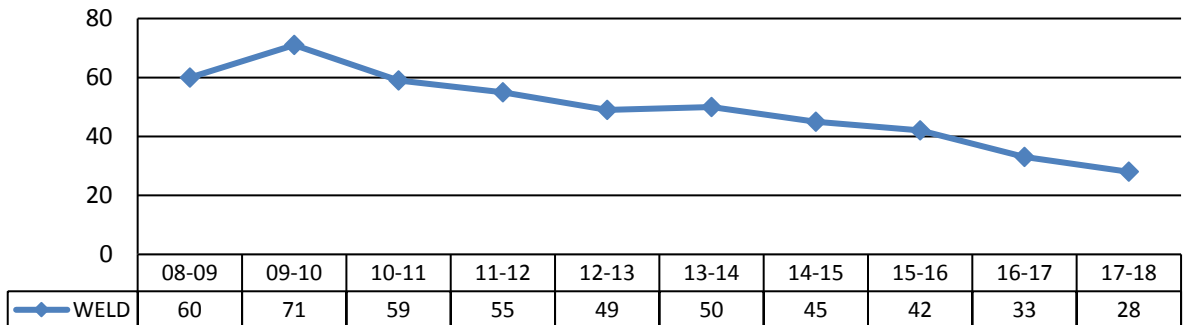
Source: Data Warehouse, Class Table (DEPT_DIV, COURSE_NUM, ITEM, YRQ, FTES_STATE/3).

PART 2: CUSTOMIZED EDUCATION

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

Table 8: Evaluation of Corporate & Continuing Education

The following evaluations were administered across a variety of Corporate & Continuing Education courses in 2017-18 (including 359 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	2013-14	2014-15	2015-16	2016-17	2017-18
Percent indicating that overall expectations were met or exceeded.	99%	99%	99%	98%	98%

Source: Corporate & Continuing Education Office

- Client satisfaction remains strong.

EDUCATION, TRAINING AND TESTING ACTIVITIES

Table 9: Continuing Education Enrollment: Duplicated Headcount

2013-14	2014-15	2015-16	2016-17	2017-18	1 yr Δ	5 yr Δ
2,428	2,260	2,131	2,018	2,109	+5%	-13%

Source: Fact Book/Continuing Education office

- Enrollment in Continuing Education activities increased in 2017-18 from the previous year but is still lower than five years ago.

Table 10: Pre-Employment Testing (Work Keys, etc.) Unduplicated Headcount

2013-14	2014-15	2015-16	2016-17	2017-18	1 yr Δ	5 yr Δ
484	540	294	455	332	-27%	-31%

Source: Fact Book/Testing Office/Continuing Ed Office.

- Pre-Employment Testing is trending down.

Table 11: Other Testing Exams: Duplicated Headcount

Exam	2013-14	2014-15	2015-16	2016-17	2017-18
NREMT (EMT Test)	107	117	151	166	165
Educator Licensing Exams (NES, West-B, ORELA)	112	200	259	232	289
Automotive Service Excellence (ASE)	34	232	281	206	125
CLEP (Prior Learning Assessment)	8	45	25	25	45
Certiport (Microsoft Office Certification)	5	22	146	251	200
Pesticide Testing (Washington State Department of Agriculture)	*	70	241	327	379
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	**	**	43	41	41
ParaPro (certification exam for paraprofessional educators)	***	***	***	103	91
Castle Worldwide (ACE certification, BPS, certification, and others	***	***	***	17	17

Source: Fact Book/Testing Office. *Data not available because test newly offered in 2014-15. **Data not available because test newly offered in 2015-16. ***Data not available because test newly offered in 2016-17.

Lower Columbia College
Professional/Technical Monitoring Report
Analysis from the Review Team

Members include: Tamra Bell & Karen Joiner, co-chairs, Lynell Amundson, Stefanee Bunn, Randy Byrum, Leszek Cromwell, Dana Cummings, Liz Engel, Sarah Griffith, Heidi Hamer, Elissa Loren, Anita Quirk, Connie Ramos, Stefan Rijnhart, Hahli Rogers, David Rosi, Rebekah Rossetti, Dani Trimble, Nonnie Weaver, Ann Williamson, Jill Yates.

1) **Based on the data in this report, what are LCC's strengths in providing professional/technical preparation and customized education?**
   - Both employers and graduates express a high level of satisfaction with our professional/technical programs.
   - We exceeded our stretch goal for student performance (for the second year).
   - Given the economic situation in Cowlitz and Wahkiakum Counties, our employment rate (even though it declined) is comparable to the system.
   - Enrollment increased in several areas in 2017-18 compared to the prior year, including business technology, business, criminal justice, early childhood education, education, and medical assisting.
   - Worker Retraining enrollment is strong, particularly given the area's historically low unemployment figures. LCC has worked hard to provide opportunities in this area to people beyond dislocated workers (which not all colleges have done).
   - The variety of tests offered at LCC is a strength.

2) **Based on the data in this report, what are LCC's weaknesses in providing professional/technical preparation and customized education?**
   - Although our employment rates are noted above as a strength, there is room for growth. Working with our professional/technical advisory committees to strengthen relationships with employers could lead to more graduates finding jobs in the area.
   - Although NCLEX pass rates increased between 2018 and the prior year, they could be higher. LCC is in the process of implementing an on-campus Nursing review course (at no additional cost) to help students prepare for the exam. Analytics from previous testers are also being used to identify potential learning gaps in the program.
   - Declining enrollment in some areas is a concern. Targeted marketing campaigns, such as for industrial trades, may help.

3) **Based on the data in this report, what are LCC's opportunities for providing professional/technical preparation and customized education?**
   - Employers in the area sometimes request programming that is financial aid eligible for their employees, even when the objective is not program completion. Because being on a certificate or degree path is a requirement for financial aid, working with the employers to find middle ground is an opportunity in terms of increasing enrollment.

- Finding a way to offer pipe and aluminum welding, although the industry demand tends to ebb and flow, is another opportunity that could lead to increased enrollment.
- LCC now has an online business program option, but there may be opportunities for other fully online programs as well. Possibilities include criminal justice, business technology, accounting, early childhood education, chemical dependency studies, information technology, and medical assisting.

4) **Based on the data in this report, what are LCC's threats for providing professional/technical preparation and customized education?**
   - The budget is an ongoing threat. Due to college-wide reductions, a number of course sections for next year have been eliminated. This could lead to a reduction in state and Worker Retraining FTE. This is particularly an issue for I-BEST supports, which boost student success as well as enrollment.
   - The addition of WGU to the University Center, with their student-friendly and cost effective delivery model, could be a threat. Their bachelor degree program in teaching directly competes with LCC's new BAS in teacher education.

Board Plus/Delta

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

+	Δ

Basic Skills & Pre-College Education Monitoring Report

2014 – 2018
(Cycle 20)

CORE THEME II: Transfer and Academic Preparation

Objective 1: Ensure that learners who are under prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.

April 17, 2019

Basic Skills & Pre-College Education: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for the Basic Skills & Pre-College Monitoring Report include:
- Basic skills achievement
- Academic performance of developmental education students

Enrollment data for Basic Skills and Pre-College is also included, as well as performance data for I-BEST and CEO.

Some of the actions that have come about as a result of past reviews of the Basic Skills & Pre-College Monitoring Report include:

- Language and literature faculty are developing a pilot co-requisite for ENGL 101 that is designed to get students through college level English in one quarter.
- Math faculty have begun development of a more streamlined precollege sequence that includes several components.
  - Placement test cutoff scores increased for Math 078/079;
  - Elimination of Math 050 (with students who place at that level redirected to Adult Basic Education);
  - Curriculum and pedagogy redesign for Math 078/079 to emphasize a problem-based approach;
  - Submission of a grant to College Spark to support redesign of Math 088/089 and 098/099 with the aim of creating a co-requisite support class for Math 125 and 141;
  - The intended outcomes of these modifications include increasing student success and getting students to and through college level math in three quarters or less.
- With the elimination of Math 050, ABE (Adult Basic Education) faculty redesigned ABE-Math 052-072 to better serve the increased number of students entering the Transitional Studies department.
- With the increase in placement test cutoff scores for Math 078/079, ABE faculty increased the number of ABE-Math 062 offerings to accommodate the influx of students.
- Mid-year grant revision allowed the bilingual Integrated English Literacy and Civics Education (IELCE) Navigator to expand services to eligible students including non-native English speakers and those from non-native English speaking backgrounds.
- Evening English as a Second Language (ESL) classes were condensed to two evenings per week while retaining intensity.

Key Performance Indicator: Basic Skills Achievement

(Mission Fulfillment = within 3% of System Average for 4 Year Gains Rate)
(Stretch Goal = Meet or Exceed System Average for 4 Year Gains Rate)

The revised Student Achievement Initiative framework adopted on July 1, 2013 emphasizes cohort tracking for tracking student success, and replaces previously used federally reporting methodology.

Table 1: Combined Basic Skills (ABE and ESL) Student Retention and Success

		Number	Fall to Winter Retention (# / %)	Fall to Spring Retention (# / %)	Fall to Fall Retention (# / %)	4 Year Gains* (# / %)
2010	LCC	248	152/61%	94/38%	77/31%	105/42%
cohort	System	13120	6494/49%	4681/36%	2893/22%	6175/47%
2011	LCC	244	143/59%	97/40%	58/24%	113/46%
cohort	System	11647	5658/49%	4171/36%	2595/22%	5470/47%
2012	LCC	171	105/61%	70/41%	54/32%	67/39%
cohort	System	11435	5749/50%	4173/36%	2621/23%	5306/46%
2013	LCC	183	127/69%	96/52%	72/39%	111/61%
cohort	System	10524	5116/49%	3833/36%	2525/24%	4728/45%
2014	LCC	188	125/66%	86/46%	66/35%	79/42%
cohort	System	8922	4747/53%	3459/39%	2266/25%	3951/44%
2015	LCC	170	100/59%	71/42%	44/26%	**
cohort	System	9408	5119/54%	3725/40%	2475/26%	**
2016	LCC	100	74/74%	46/46%	38/38%	**
cohort	System	9888	5167/52%	3855/39%	2543/26%	**
2017	LCC	139	93/67%	73/53%	**	**
cohort	System	9398	5167/55%	3917/42%	**	**

Source: SBCTC SAI Progress Metrics Tableau Dashboard located at sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx. *Student achieved some sort of SAI gain by the 4th year. **Data not yet available (due to tracking period).

Table 2: ABE BREAKOUT - Student Retention and Success (included in Table 1)

		Number	Fall to Winter Retention (# / %)	Fall to Spring Retention (# / %)	Fall to Fall Retention (# / %)	4 Year Gains* (# / %)
2010	LCC	200	116/58%	70/35%	57/29%	87/43%
cohort	System	6582	2763/42%	1962/30%	1247/19%	3328/51%
2011	LCC	214	126/59%	87/41%	51/24%	109/51%
cohort	System	6177	2579/42%	1882/30%	1141/18%	3049/49%
2012	LCC	148	86/58%	60/41%	47/32%	60/41%
cohort	System	6116	2713/44%	1960/32%	1222/20%	3131/51%
2013	LCC	157	108/69%	83/53%	62/39%	101/64%
cohort	System	5133	2117/41%	1648/32%	1115/22%	2645/52%
2014	LCC	151	95/63%	67/44%	48/32%	69/46%
cohort	System	4046	1991/49%	1448/36%	966/24%	1998/49%
2015	LCC	142	81/57%	58/41%	37/26%	**
cohort	System	4227	2258/53%	1729/41%	1199/28%	**
2016	LCC	79	56/71%	35/44%	29/37%	**
cohort	System	4127	2211/54%	1670/40%	1141/28%	**
2017	LCC	106	77/73%	63/59%	**	**
cohort	System	4008	2282/57%	1756/44%	**	**

Source: SBCTC SAI Progress Metrics Tableau Dashboard located at sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx. *Student achieved some sort of SAI gain by the 4th year.
**Data not yet available (due to tracking period).

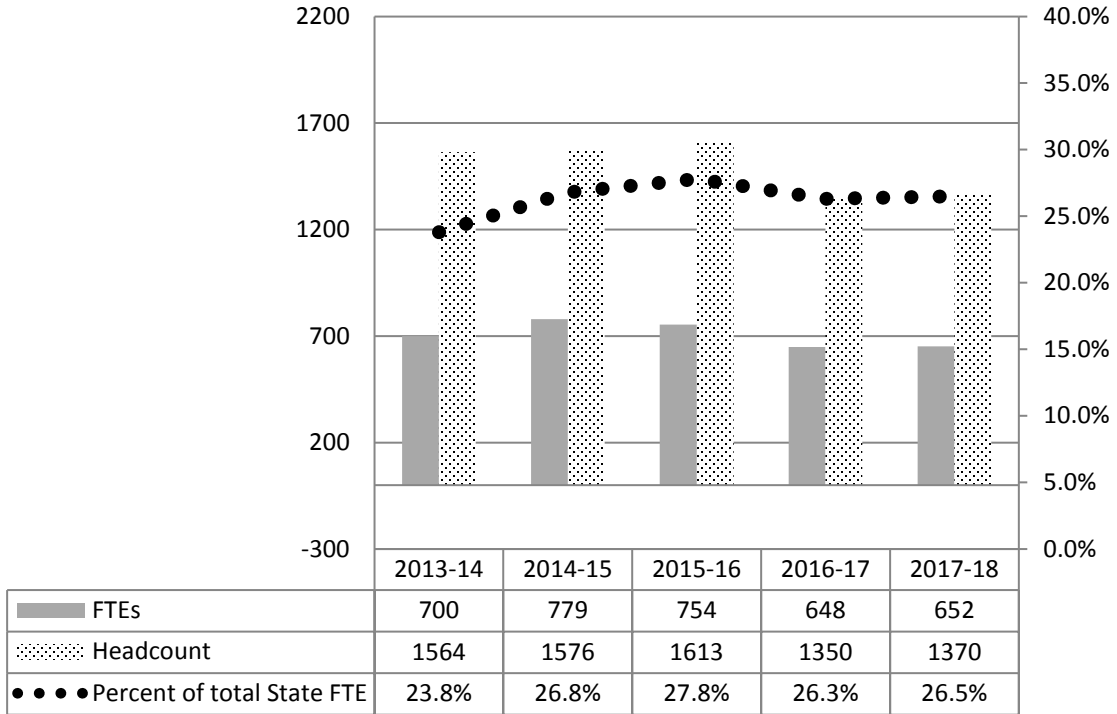## Table 3: ESL BREAKOUT - Student Retention and Success (included in Table 1)

		Number	Fall to Winter Retention (# / %)	Fall to Spring Retention (# / %)	Fall to Fall Retention (# / %)	4 Year Gains* (# / %)
2010	LCC	48	36/75%	24/50%	20/42%	18/37%
cohort	System	6538	3731/57%	2719/42%	1646/25%	2847/44%
2011	LCC	30	17/57%	10/33%	7/23%	4/13%
cohort	System	5470	3079/56%	2289/42%	1454/27%	2421/44%
2012	LCC	23	19/83%	10/43%	7/30%	7/30%
cohort	System	5319	3036/57%	2213/42%	1399/26%	2175/41%
2013	LCC	26	19/73%	13/50%	10/38%	10/38%
cohort	System	5391	2999/56%	2185/41%	1410/26%	2083/39%
2014	LCC	37	30/81%	19/51%	18/49%	10/27%
cohort	System	4876	2756/57%	2011/41%	1300/27%	1953/40%
2015	LCC	28	19/68%	13/46%	7/25%	**
cohort	System	5181	2861/55%	1996/39%	1276/25%	**
2016	LCC	21	18/86%	11/52%	9/43%	**
cohort	System	5761	2956/51%	2185/38%	1402/24%	**
2017	LCC	33	16/48%	10/30%	**	**
cohort	System	5390	2885/54%	2161/40%	**	**

Source: SBCTC SAI Progress Metrics Tableau Dashboard located at sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx. *Student achieved some sort of SAI gain by the 4th year.
**Data not yet available (due to tracking period).

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), and English as a Second Language (ESL).

**Figure 4: Basic Skills Enrollment
Annualized FTE – State Funded**

	2013-14	2014-15	2015-16	2016-17	2017-18
FTEs	700	779	754	648	652
Headcount	1564	1576	1613	1350	1370
Percent of total State FTE	23.8%	26.8%	27.8%	26.3%	26.5%

Source: Fact Book

- The proportion of State FTE attributed to Basic Skills remained relatively flat between 2016-17 and 2017-18.

Special Programs within Basic Skills

CEO: Career Education Options (CEO) began fall 2000. The program targets high school dropouts under 21 years of age. 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. Participating school districts include Longview, Kelso, Toutle Lake, Kalama, Wahkiakum, Woodland, and Castle Rock.

Table 5: Annual CEO Enrollment* and Three Year Completion Rate (HS or equivalent)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CEO Students	205	210	230	238	291	245	238
HS Completions (6) within 3 years	67	63	74	90	115	**	**
GEDs (7) within 3 years	8	***	***	0	5	**	**
Total Completions within 3 years	75	63	74	90	120	**	**
% Completions within 3 years	37%	30%	32%	38%	41%	**	**

Source: Data Warehouse, COMPLETIONS Table.
*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).
**Data not yet available (due to cohort tracking period).
***Less than 5 students; redacted to protect student privacy.

I-BEST: Integrated Basic Education and Skills Training (I-BEST) pairs basic skills instructors with professional/technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. LCC offered its first I-BEST courses in 2006-07 and now offers several program pathways.

Table 6: Annual I-BEST Enrollment* and Three Year Completion Rate (Degree or Certificate)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
I-BEST Students	132	130	192	176	238	203	225
Total Completions within 3 years	82	81	93	108^	145	**	**
% Completions within 3 years	62%	62%	48%	61%	61%	**	**

Source: Fact Book; Data Warehouse, COMPLETIONS Table.
^Note: 2014-15 number updated from previous monitoring report.
*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).
**Data not yet available (due to cohort tracking period).

Key Performance Indicator: <u>Academic Performance of Developmental Education Students</u>

Credit- and tuition-bearing students who are enrolled in a pre-college class must pass it with a "C" or better to be able to advance to the next class.

Table 7: Passing Rates of Students in Pre-college Math
(MATH & TECH 078/079, 087/097, 088/089, 098/099) --
Duplicated Headcount (includes self-paced math courses; excludes summer)
(Mission Fulfillment = 65%; Stretch Goal = 75% re: pass rate excluding students who withdrew)

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of students who received a 2.0 or better (C or above)	2166	1906	1766	1439	1190
Proportion of students who received a 2.0 or better (C or above) *excluding students receiving grades of W, I, N, NA, R, P, or V**	2166/2886 = **75.1%**	1906/2687 = **70.9%**	1766/2370 = **74.5%**	1439/1884 = **76.4%**	1190/1632 = **72.9%**
Number/proportion of students who withdrew	194 **(6.3%)**	139 **(4.9%)**	121 **(4.9%)**	84 **(4.3%)**	91 **(5.3%)**
Proportion of students who received a 2.0 or better (C or above) *including students who withdrew*	2166/3080 = **70.3%**	1906/2826 = **67.4%**	1766/2491 = **70.9%**	1439/1968 = **73.1%**	1190/1723 = **69.1%**

Source: Data Warehouse, TRANSCRIPTS Table.
*The KPI is based on this metric. W=withdraw, I=incomplete, N=audit, NA = no attendance; P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

Table 8: Passing Rates of Students in Pre-college English
(ENGL 098, 099/100) -- Duplicated Headcount (excludes summer)
(Mission Fulfillment = 65%**; Stretch Goal = 75% re: pass rate excluding students who withdrew)

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of students who received a 2.0 or better (C or above)	299	275	273	220	168
Proportion of students who received a 2.0 or better (C or above) *excluding students receiving grades of W, I, N, NA, R, P, or V**	299/423 = **70.7%**	275/442 = **62.2%**	273/401 = **68.1%**	220/312 = **70.5%**	168/262 = **64.1%**
Number/proportion of students who withdrew	45 **(9.6%)**	42 **(8.7%)**	39 **(8.9%)**	18 **(5.5%)**	26 **(9.0%)**
Proportion of students who received a 2.0 or better (C or above) *including students who withdrew*	299/468 = **63.9%**	275/484 = **56.8%**	273/440 = **62.0%**	220/330 = **66.7%**	168/288 = **58.3%**

Source: Data Warehouse, TRANSCRIPTS Table.
*The KPI is based on this metric. W=withdraw, I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal). **Adjusted from 70% to correspond with math target and accommodate switch to Directed Self Placement.

- In winter 2017, LCC adopted Directed Self Placement for English. This resulted in more students beginning in English 101 and an overall drop in skill-level for students enrolled in pre-college.

Key Performance Indicator: <u>Performance of Pre-college Math and English Students in Subsequent College Level Math and English Composition Classes</u>

The following tables show the performance of pre-college students who successfully completed their pre-college work and, by the subsequent fall quarter, completed their first college level math or English composition class.

Table 9: Developmental Math (MATH/TECH 078/079, 087/097, 088/089, 098/099) Students That Moved on to the Next Level (MATH or MATH& 105, 106, 112/141, 121/131, 122/132, 125, 130/107, 210, or BUS 104, 206) by the subsequent fall (includes self-paced courses)
(Mission Fulfillment = 80%; Stretch Goal = 85%)

	Fall 13-14 Cohort	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort	Fall 17-18 Cohort
Total number of students who successfully completed a pre-college math class	484	467	456	373*	298
Total number of those students who went on to a college level course listed above	208/484 = **43.0%**	188/467 = **40.3%**	231/456 = **50.7%**	191/373 = **51.2%**	144/298 = **48.3%**
Total number of those students who withdrew from their college level course	9/208 = **4.3%**	15/188 = **8.0%**	28/231 = **12.1%**	15/191 = **7.9%**	7/144 = **4.9%**
Total number of those students who passed their college level course with a 2.0 or better	177/208 = **85.1%**	154/188 = **82.0%**	189/231 = **81.8%**	159/191 = **83.2%**	119/144 = **82.6%**

Source: Data Warehouse, TRANSCRIPTS Table. Please note: all data in table was update from previous reports to include Math 105, 106 and BUS 104.
*Fall16-17 Cohort headcount was updated from previous report to remove duplicate headcounts.

Table 10: Developmental English (ENGL 098, 099/100) Students That Moved on to the Next Level (ENGL& 101 or ENGL 110 or BUS 119) by the subsequent fall
(Mission Fulfillment = 70%; Stretch Goal = 75%)

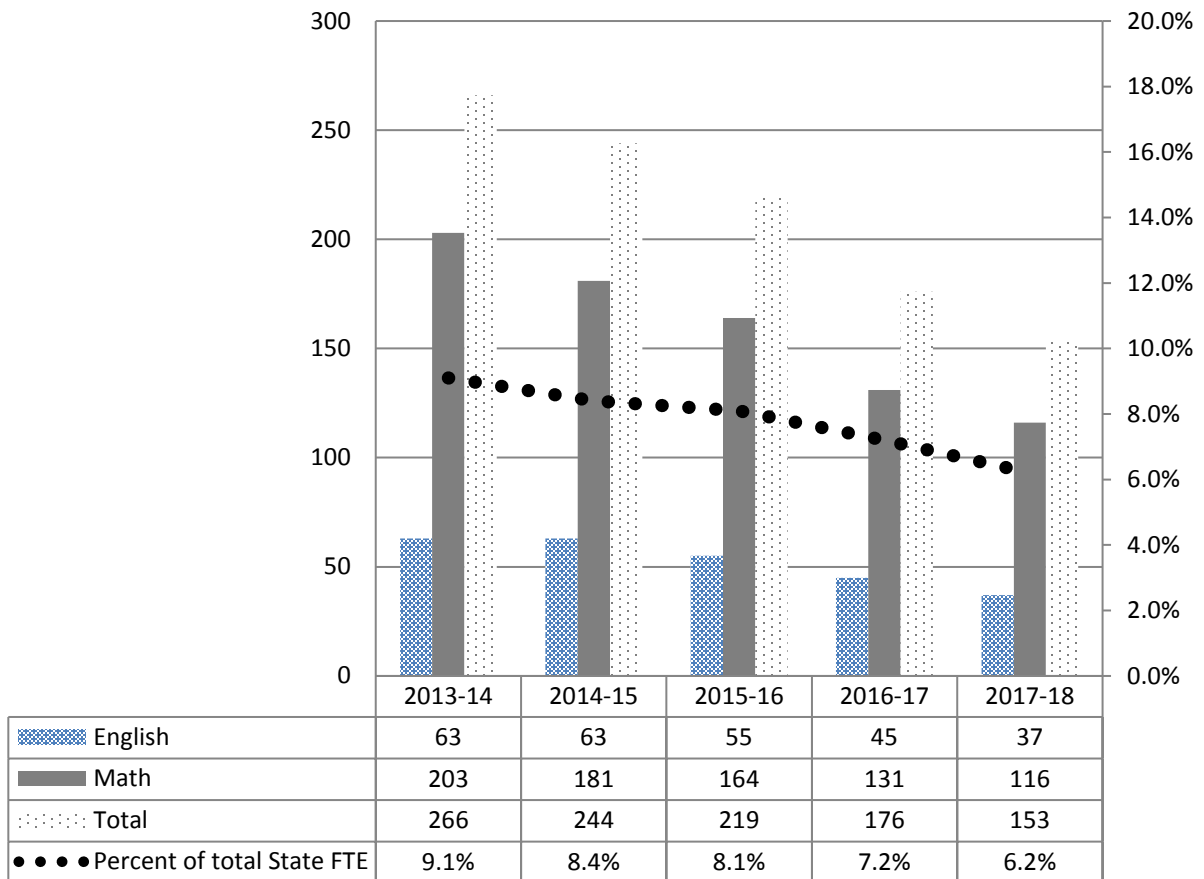|	Fall 13-14 Cohort	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort	Fall 17-18 Cohort
Total number of students who successfully completed a pre-college English class	145	134	127	115*	68
Total number of those students who went on to a college level course listed above	108/145 = **74.5%**	84/134 = **62.7%**	92/127 = **72.4%**	75/115 = **65.2%**	42/68 = **61.8%**
Total number of those students who withdrew from their college level course	5/108 = **4.6%**	4/84 = **4.8%**	8/92 = **8.7%**	5/75 = **6.7%**	6/42 = **14.3%**
Total number of those students who passed their college level course with a 2.0 or better	86/108 = **79.6%**	60/84 = **71.4%**	63/92 = **68.5%**	57/75 = **76.0%**	32/42 = **76.2%**

Source: Data Warehouse, TRANSCRIPTS Table. Please note: all data in table was update from previous reports to include BUS 119.
*Fall16-17 Cohort headcount was updated from previous report to account for one more student.

Pre-College Enrollment

Pre-college includes math and reading/writing classes that are intended to prepare credit (tuition-bearing) students for college level math and English composition classes.

Figure 11: Pre-College Math and English* Enrollment
Annualized FTE – State Funded (includes math lab)

	2013-14	2014-15	2015-16	2016-17	2017-18
English	63	63	55	45	37
Math	203	181	164	131	116
Total	266	244	219	176	153
Percent of total State FTE	9.1%	8.4%	8.1%	7.2%	6.2%

Data Source: Fact Book, DW Class Table.
  *English 100 is included for 2013-14 because it was considered a pre-college course during that year.

Basic Skills/Pre-College Monitoring Report
Comments from the Review Team

Members include: Kyle Hammon & Theresa Stalick, co-chairs, Sue Bennett, Shiree Bent, Julie Bohannon, Steven Boyer, Becky Connolly, Dawn Draus, Catie Graham, Janell Haynes-Hughes, Maryanne Hirning, Anne-Marie Klein, Rachel Mistic, Natalie Richie, Angel Ruvalcaba, Terri Skeie, Katie Sully, Barry Walther, Michal-Ann Watts, Jill Yates.

1) **Based on the data in this report, what are LCC's strengths in providing students with basic skills and pre-college preparation?**
   - IBEST is doing phenomenally well, with completion rates that are double the college rate. Enrollment in IBEST has also increased substantially.
   - Success rates for pre-college math and English students who have moved on to college level courses have remained consistent, even though we are moving students through the pre-college pipeline more quickly.
   - Although the individual course success rates do not appear in this Monitoring Report, effectiveness of the active learning curriculum in Math 087/097 has had a positive impact on pre-college math success.
   - Enrollment in Basic Skills has been consistent, even though overall enrollment has gone down. This is due at least in part to implementation of the High School 21+ program.
   - Completion rates for the CEO program have increased.

2) **Based on the data in this report, what are LCC's weaknesses in providing students with basic skills and pre-college preparation?**
   - Although the total number of students has remained consistent, the withdrawal rate for pre-college English has increased due to lower overall enrollment numbers. Pass rates for pre-college English have also declined somewhat. This is primarily due to Direct Self Placement, which has resulted in more students going directly into English 101. English faculty plan to pilot a co-requisite model in fall 2019, with students concurrently enrolled in college level and pre-college English. It is anticipated that this new approach will have a positive impact on course success rates at both the pre-college and college level.

3) **Based on the data in this report, what are LCC's opportunities for providing students with basic skills and pre-college preparation?**
   - The work we are doing through Guided Pathways provides an opportunity to improve our effectiveness in terms of preparing students for college level studies.
   - Students who withdraw from pre-college math and/or English could be referred to Transitional Studies to continue their preparation for college level work, assuming that life circumstances are not preventing them from attending at all.
   - Explore the 'Open Doors' Program.
   - With appropriate funding, adding Academic IBEST programs could provide additional support for students.
   - Receipt of the extra College Spark grant is an opportunity to more fully support development of the math co-requisite model.

4) **Based on the data in this report, what are LCC's threats for providing students with basic skills and pre-college preparation?**
   - The budget is a threat. More specifically, planned budget reductions will result in fewer class sections in both Transitional Studies and pre-college, possibly resulting in the loss of trained adjunct faculty. Support staff reductions are also planned, including in the IBEST program, which could negatively impact student success.

Board Plus/Delta

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

+	Δ

Transfer Monitoring Report

2014 – 2018

(Cycle 20)

CORE THEME II: Transfer and Academic Preparation

Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

February 20, 2019

Transfer Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for the Transfer Monitoring Report include:
- Student performance
- Transfer readiness
- Demonstration of General Education Outcomes
- Academic transfer rate
- Academic success of transfer students after transfer
- Relevance of programs

Transfer enrollment data is also included in this report.

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

- Guided Pathways work is ongoing and will aim to increase transfer student success though improvements to career pathways and better alignment of meta-majors and the AA-DTA. Some of the specific activities underway with Guided Pathways include:
    - A workgroup is developing a recommendation on the template for development of program maps for students.
    - Program outcomes are under review to ensure that all courses required for the certificate or degree are relevant. Integration of Global Skills (Communication, Critical Thinking, Interpersonal Relations and Numeracy) and Related Instruction are components of this project.
    - The Instructional Assessment Committee is updating the Curriculum and Program Review template to ensure alignment with the principles of Guided Pathways and program needs.
    - The general College Success course implemented under Achieving the Dream will sunset this year. A new model is under development.

- Art faculty are reviewing and updating art course plans, curriculum, and course offerings to better support transfer to bachelor's degree programs in the region.

- As of winter 2019, second year music theory courses are being offered at LCC to support student completion of the Associate in Music degree.

- Class enrollments and waitlists in all modes of instruction (face-to-face, hybrid, fully online) are closely monitored by deans. Strategic changes are made in course modalities and number of sections offered in order to maximize

enrollment and course availability. Fully online courses often have high fill rates. Ensuring that online sections are offered in addition to face-to-face sections in as many courses as possible has resulted in increased enrollments for some courses and disciplines. Waitlists may warrant additional sections, and online class sections can be added as needed, increasing opportunities for students to access the courses they need.

- Students are now able to complete the Associate in Business DTA/MRP fully online, opening up opportunities for students who may be unable to attend face-to-face classes due to full-time employment, childcare, distance, or other obligations.

- An applied bachelor's degree in teacher education, LCC's first degree at the baccalaureate level, has been developed and is awaiting final approval from the Northwest Commission on Colleges and Universities.

- The Math Department has added a new statistics course to satisfy the University of Washington's business transfer requirements.

- LCC received a commendation for the summer assessment institute process during our recent Year Seven visit. Continuous improvement activities include:
  - Pilot the American Association of Colleges and Universities 'Quantitative Literacy' rubric in 2019 as potential replacement for Numeracy.
  - Focus fall faculty in-service Global Skills event on artifact production for the coming institute, rather than reflecting on previous year.
  - Separate assessment of 'Related Instruction' from summer institute process, reverting to original intent of assessing transfer programs only.

- A new set of webpages are under development that will provide more detailed and timely information to students who are interested in transferring to a four-year university.

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Key Performance Indicator: <u>Student Performance</u>
(Mission Fulfillment = 78%)
(Stretch Goal = 85%)

</div>

Table 1: Proportion of transfer students achieving satisfactory academic performance in academic transfer courses

	2013-14	2014-15	2015-16	2016-17	2017-18
Proportion of students receiving grades of C or better in Academic classes numbered 100 and above. Grades excluded: I, N, R, NA, V and X.	81.5%	80.8%	83.4%	84.3%	82.6%

Source: Fact book; Select Kind of Student = T from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X or NA; select dept_div, course num, gr, item and yrq; link to Class table using item and yrq to select INSTIT_INTENT_RECAT = "A" (Academic Courses) from Class table. Note: as of 2017-18, P grades included as successful grade.

- The proportion of students successfully completing academic transfer courses declined in 2017-18, but still met mission fulfillment.

<div align="center">

Key Performance Indicator:
<u>Demonstration of General Education Outcomes (Global Skills)</u>
(Mission Fulfillment = 3.0)
(Stretch Goal = 3.8)

</div>

Table 2: Average Scores, General Education Outcomes (Global Skills)

	2013-14	2014-15	2015-16	2016-17	2017-18
Communication	--	--	--	2.9	--
Critical Thinking	--	--	3.1	--	--
Interpersonal Relations	--	2.9	--	--	--
Numeracy	3.4	--	--	--	3.1

- Artifacts are collected throughout each academic year in preparation for the annual summer assessment institute. Artifacts are assessed using rubrics developed by LCC faculty on a scale of 1 (low) to 5 (high). LCC faculty readers for the institute are selected through a competitive application process.

Lower Columbia College's Global Skills (General Education Outcomes)

Communication*--Express ideas and information in writing and speaking in a manner that is clear and appropriate to the audience, and read and listen effectively.*
  A. *Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.*
  B. *Students will develop and express their ideas clearly and reasonably for a unified purpose.*
  C. *Students will demonstrate comprehension of a wide variety of materials.*
  D. *Students will use credible evidence to support arguments and conclusions.*
  E. *Students will document source information.*
  F. *Students will use a style of delivery that is effective in communicating their message.*

Critical Thinking*--Apply various techniques and processes using information, data, situations, or other forms of artistic expression, to draw logical, rational, ethical, and coherent conclusions.*
  A. *Students will identify and define primary problems or issues.*
  B. *Students will gather relevant and accurate information and draw valid inferences from that information.*
  C. *Students will be able to analyze and make judgments in response to problems, issues, and artistic expression using technique or processes appropriate to subject.*
  D. *Students will propose and/or evaluate solutions based on the criteria of logic, ethical principles, and coherence.*

Interpersonal Skills*--Interact effectively with individuals and/or within groups.*
  A. *Students will participate actively, demonstrating commitment to shared tasks.*
  B. *Students will cooperate with others.*
  C. *Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.*

Numeracy*--Achieve competency with numbers and graphical skills to interpret and communicate quantifiable information, and apply mathematical and statistical skills in practical and abstract contexts.*
  A. *Students will analyze, interpret and draw valid inferences from graphical and numerical data.*
  B. *Students will use quantitative skills to arrive at a solution/conclusion.*
  C. *Students will use quantitative skills to assess the validity of a proposed solution/conclusion.*
  D. *Students will communicate numerical and mathematical processes using appropriate symbols, language and terminology.*

<p style="text-align:center">Key Performance Indicator: <u>Transfer Readiness</u>
(Mission Fulfillment = 25%)
(Stretch Goal = 30%)</p>

In 2006, the Student Achievement Initiative (SAI) replaced a previous performance funding model in the Washington Community and Technical College system that included a "transfer ready" definition. The Student Achievement Initiative measures "momentum points" that help propel students to completion. In 2013, the SAI model was revised to include a point for achieving 45 college level credits in a workforce or transfer pathway (this report only looks at the transfer pathway). Students earn the point the first time they earn 45 credits within the transfer pathway when at least five of the credits are earned in the current academic year. Students must earn college level credit in each of the distribution areas—math, English, science, social science and humanities—and have a cumulative GPA of at least 2.0 in college level classes.

<p style="text-align:center">Table 3: Students Achieving 45 College Level Credits in a Transfer Pathway
within 2 Years
(Revised Student Achievement Initiative Metrics)</p>

	2012-13	2013-14	2014-15	2015-16	2016-17
Percentage of transfer students earning SAI point for 45 college level credits in transfer pathway within 2 years	21.7%	26.7%	26.0%	29.9%	29.5%

Source: SBCTC Student Achievement Database, SA Transfer Cohorts, SARevised_Points table (CohortYear, DW_Key, 45CrTransfer = 1).

(Mission Fulfillment = achieve a rate within 5% of the system average)
(Stretch Goal = exceed system average)

**Table 4a: Student Achievement Measures – Transfer Student Cohort
(Four Years after Start)**

The Student Achievement Initiative (SAI) is the accountability system for the Washington State Community and Technical College System. The purpose of the SAI is to accurately describe what students achieve from enrolling in our college on an annual basis. The cohort tracking methodology established by the State Board for Community and Technical Colleges (SBCTC) looks at groups of students entering in a particular year (fall cohorts are based on students enrolling in the first time in college in the summer or fall). The table below looks at achievement of transfer students only.

	2013-14 (Fall 2010 cohort)	2014-15 (Fall 2011 cohort)	2015-16 (Fall 2012 cohort)	2016-17 (Fall 2013 cohort)	2017-18 (Fall 2014 cohort)
Number of Students in Transfer Cohort	476	394	346	390	430
Earned Tipping Point (completed a credential)	131 28%	92 23%	85 25%	136 35%	111 26%
Transfer without Earned Degree	58 12%	43 11%	33 10%	57 15%	61 14%
Still Enrolled at LCC	39 8%	37 9%	23 7%	22 6%	33 8%
LCC: Total Completed, Transferred or Still Enrolled	228 48%	172 44%	141 41%	215 55%	205 48%

Source: SBCTC (Student Achievement Measures, Transfer Cohorts). Starting with Fall 2012 cohort, <u>SBCTC SAI Progress Metrics Dashboard</u>, Highest Achievement Year 4 view located at sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx.

**Table 4b: Student Achievement Measures – Transfer Student Cohort
(Four Years after Start) – System Comparison**

	2013-14 (Fall 2010 cohort)	2014-15 (Fall 2011 cohort)	2015-16 (Fall 2012 cohort)	2016-17 (Fall 2013 cohort)	2017-18 (Fall 2014 cohort)
LCC: Total Completed, Transferred or Still Enrolled	228 48%	172 44%	141 41%	215 55%	205 48%
System: Total Completed, Transferred or Still Enrolled	52%	48%	51%	52%	52%

Source: SBCTC (Student Achievement Measures, Transfer Cohorts). Starting with Fall 2012 cohort, <u>SBCTC SAI Progress Metrics Dashboard</u>, Highest Achievement Year 4 view located at sbctc.edu/colleges-staff/collegeaccess/research-data/student-achievement-initiative-progress-metrics-dashboard.aspx. SAI Progress Metrics dashboard also used for Fall 2011 cohort system rate.

Table 5: Where Did They Go?
Transfer destinations of students enrolled in 2017-18 (all transfer students)

- American Intercontinental University, IL (1)
- Arizona State University (3)
- Boise State University (8)
- Brigham Young University, UT (1)
- Brigham Young University - Hawaii (1)
- Brigham Young University - Idaho (1)
- California Baptist University (1)
- California Polytechnic State University (1)
- California State University - Sacramento (1)
- Central Washington University (23)
- Centralia College* (9)
- City University Of Seattle (2)
- Colorado Technical University (1)
- Columbia Basin College* (1)
- Concordia University Portland (5)
- Crown College, MN (1)
- Dixie State University, UT (1)
- Eastern Oregon University (3)
- Eastern Washington University (21)
- George Fox University (2)
- Gonzaga University (3)
- Grand Canyon University, AZ (1)
- Grand Canyon University-Traditional, AZ (2)
- Green River Community College* (1)
- Hawaii Pacific University (2)
- Lake Superior State University, MI (1)
- Lewis-Clark State College, ID (1)
- Linfield College (2)
- Louisiana State University at Alexandria (1)
- Missouri University of Science and Technology (1)
- Montana State University - Bozeman (2)
- Montana State University - Northern (1)
- Montana Tech of The University of Montana (1)
- Moody Bible Institute, IL (1)
- Mount Mercy University, IA (1)
- Multnomah University (2)
- Northern Arizona University (1)
- Norwich University, VT (1)
- Old Dominion University, VA (1)

- Olympic College* (1)
- Oregon Institute of Technology (1)
- Oregon State University (9)
- Pacific Lutheran University (1)
- Pacific University, OR (2)
- Peninsula College* (2)
- Portland State University (4)
- Purdue University Global, IA (1)
- Saint Martin's University, WA (2)
- Seattle Pacific University (2)
- Sonoma State University, CA (1)
- Southern Adventist University, TN (3)
- The Evergreen State College (6)
- Union College, NE (1)
- University of Alaska - Fairbanks (2)
- University of Alaska Anchorage (1)
- University of California - Merced (1)
- University of Hawaii at Manoa (1)
- University of Massachusetts Lowell (1)
- University of Montana (1)
- University of Nevada Las Vegas (1)
- University of Oregon (1)
- University of Pennsylvania (1)
- University of Portland (1)
- University of Providence, MT (1)
- University of San Francisco (1)
- University of Southern California (1)
- University of Washington - Seattle (30)
- Utah State University (1)
- Warner Pacific College (7)
- Washington State University (125)
- Western Governors University, UT (11)
- Western Oregon University (2)
- Western Washington University (15)
- Whitworth University, WA (4)
- Willamette University, OR (1)
- Yakima Valley Community College* (2)

*Baccalaureate program

Table 6: Average GPA of LCC students at Washington Public Baccalaureate Institutions

	2011-12	2012-13	2013-14	2014-15	2015-16
Overall Average GPA, all students	3.17	3.18	3.18	3.24	3.19

- A collaborative data venture (called MRTE+) has greatly enhanced LCC's access to transcript information from four-year institutions. Information reported above includes all LCC transfer students attending Washington State University, the University of Washington, Eastern Washington University, Western Washington University, and Central Washington University. Due to the complexity of the data submission process, there is significant lag time before data is released to college researchers.

Transfer Enrollment Data

Table 7: Enrollment and Graduation Data

	2013-14	2014-15	2015-16	2016-17	2017-18
Unduplicated headcount, all funding sources	2103	2071	1946	1980	1997
Transfer student population as a percent of all students	28%	27%	27%	30%	29%
FTE by institutional intent (fall quarter, state funded)	969	1003	937	917	989
FTE as percent of institutional FTE (fall quarter, state funded)	37%	37%	37%	41%	43%
Transfer associate degrees granted	343	381	460	455	437

Data Source: FACT BOOK, Data Warehouse, Registration Office for degrees granted; FTE – Class Table (FTES_State, YRQ, Dept_Div, Course_Num, Item, Instit_Intent_Recat = A)

- Headcount of transfer students increased 0.9% in 2017-18.
- The number of transfer associate degrees granted has increased by 27% over the last five years.

Transfer Monitoring Report
Analysis from the Review Team

Members include: Kyle Hammon & Melinda Harbaugh, co-chairs, Merry Bond, Dawn Draus, Jim Franz, Traci Fuller, Kristy Guiterrez, Mary Hebert, Vanessa Johnson, Lindsay Keevy, Amber Kiker, Louis LaPierre, Joanna Mosser, Lucas Myers, Stefanie Neill, Rachel Purcell, Mavourneen Rister, Jenny Smith, Jim Stanley, Maggie Stuart, Niki Walker, Annette Ward.

1) **Based on the data in this report, what are LCC's strengths in providing transfer education?**
    - The average GPA after transfer reflects that our students are well prepared to be successful after they leave LCC.
    - We exceed mission fulfillment in terms of satisfactory academic performance of our transfer students.
    - In terms of the proportion of students achieving 45 college level credits in a transfer pathway, the data has been trending up. We are close to achieving our stretch goal in this area.

2) **Based on the data in this report, what are LCC's weaknesses in providing transfer education?**
    - Although we are close to our stretch goal in terms of the proportion of students achieving 45 college level credits in a transfer pathway within two years, that still means that 70% of our students aren't reaching this milestone. Reform efforts related to Guided Pathways should help. This applies to the 'completed, transferred or still enrolled' milestone as well.
    - The proportion of students transferring without completing a degree is trending up, another area that should be addressed by our Guided Pathways (GP) work. For example, a GP workgroup is currently developing a recommendation about LCC's graduation requirement that mandates three disciplines for every distribution area (which exceeds the state requirement of two disciplines).

3) **Based on the data in this report, what are LCC's opportunities for providing students transfer education?**
    - As online enrollment continues to increase, we have an opportunity to ensure that we are taking appropriate steps to support the change. For example, ensuring that online tutoring services are robust and that faculty are developing their online advising efforts.
    - Grant support we're receiving from College Spark to support our Guided Pathways work provides an opportunity to make improvements in most (if not all) metrics related to transfer students.
    - Examining any potential barriers to graduation is an opportunity. This includes looking at graduation requirements at LCC that exceed state regulations, including the number of disciplines needed per distribution

area (noted above) and the diversity course requirement. The latter is potentially an issue for transfer students since many transfer institutions don't recognize LCC's designation as diversity credit (although the credits count for other purposes).

4) **Based on the data in this report, what are LCC's threats for providing students transfer education?**

- The upward trend of more students transferring without completing at LCC is a threat in terms of FTE generation and Student Achievement Initiative points. We need to ensure that we make graduation as "low barrier" as possible for our transfer students in terms of restrictions, requirements, and communication about key dates and deadlines.
- The increasing cost of tuition at transfer institutions is a threat for students who may not be able to afford to complete a bachelor's degree.

Board Plus/Delta

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

+	Δ

Access, Support & Completion
Monitoring Report

2014 – 2018
(Cycle 20)

CORE THEME III: Student Access, Support & Completion

Objective 1: Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum Counties

Objective 2: Provide students with the support needed to pursue and achieve their educational goals.

December 19, 2018

Access, Support & Completion Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for the Access & Completion Monitoring Report include:
- Participation rate of persons who live within the College's service district
- Participation and success rates of diverse student populations
- Enrollment
- Student persistence
- Student progress/completion
- Student satisfaction with support services
- Success of academic support programs

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

- LCC opened a campus food pantry, *Food for Thought*, which serves to address food insecurity by offering weekly bags of groceries for students and their families, daily 'grab & go' snack items, and hygiene products, in addition to referring students to campus and community resources. Generous donations to support the pantry have come from ASLCC, the LCC faculty association, staff and community organizations, and general food drives.

- Under the leadership of Outreach & Enrollment and Retention, a new **Student Ambassador Program** started in the fall with eight student leaders at the forefront of the student experience by fostering opportunities and new methods for student engagement and success. Student Ambassadors oversee a comprehensive set of responsibilities, including building relationships with current and potential students, promoting and conducting campus tours, supporting potential students through the application and onboarding process, planning campus events, assisting with New Student Orientation, and connecting new and returning students to resources. The first year of the project is funded primarily by an LCC Foundation Grant and ASLCC student fees.

- The **Veterans Resource Center** opened its doors to a new dedicated space in the Student Center, thus creating a quiet and confidential environment for veterans to access advising, peer-to-peer counseling and support, tutoring, study groups and referrals to college and community resources.

- LCC hosted its first **Multicultural Graduation Night** in June 2018, with the goal of acknowledging the value and uniqueness of underrepresented student experiences and highlighting student accomplishments. The event provided an opportunity for students, family, friends and LCC staff to honor the graduates in a cultural and familial context. Twenty-one students were honored, with over 100 guests attending.

- LCC purchased **Navigate (EAB),** a student success management system designed to link students with advisors, faculty and resources and provide a curated guidance from application to graduation. Implementation began in summer 2018 with a planned launch of the onboarding tool by spring 2019. Navigate will replace the academic early warning (AEW) and Advisor Pro (ADP Pro) systems, and allow students to select programs of study, plan their degrees, and schedule appointments. Navigate will allow faculty and staff to better communicate with students, track their progress and run reports to gain better insight on how students are progressing.

- The Financial Aid Office continues to take proactive steps to increase **student financial literacy**, which has resulted in a steady decrease in the percentage of student loan borrowing. In October 2018, the SALT platform (implemented in 2013) was replaced with iGrad. The new platform offers more robust financial literacy training than SALT. Within a month, the iGrad program had become so popular with students that LCC rose to second place for the rate of participation in Washington.

**Key Performance Indicator: Participation Rate of persons
who live within the College's service district**

(Mission Fulfillment = 80TH percentile or higher)
(Stretch Goal = 90TH percentile or higher)

Table 1: Service District Participation Rate in Credit Courses (Headcount/Population) x 100

	% of Service District in Credit Courses	National Percentile Rank
2014	6.76%	92nd
2015	6.37%	91st
2016	6.37%	95th
2017	5.79%	93rd
2018	5.38%	92nd

Source: National Community College Benchmark Project (NCCBP) reports, located at nccbp.org

- Hundreds of institutions around the United States belong to the National Community College Benchmarking Project.
- LCC has consistently been in the top 10% for participation rates using this metric, which compares student headcount to population figures.

Key Performance Indicator: Participation and Success of Diverse Student Populations

Table 2: LCC Participation and Completion Rates of Students of Color (SOC)
(Count only includes students who have a race/ethnic code in the student database)

(Mission Fulfillment = 1.0 x service district or higher)
(Stretch Goal = 1.5 x service district or higher)

Year	SOC (as a proportion of all students)	SOC (as a proportion of transfer and workforce students)	Proportion of People of Color in Service District and ratio of LCC times Service District	SOC as proportion of degree/certificate completers*
2013-14	22%	20%	15% (**1.5 x service district**)	14.9%
2014-15	22%	20%	15% (**1.5 x service district**)	12.5%
2015-16	24%	22%	16% (**1.5 x service district**)	14.9%
2016-17	24%	22%	16% (**1.5 x service district**)	17.3%
2017-18	27%	23%	16% (**1.7 x service district**)	*

Source: LCC Fact Book & Data Warehouse/Student files for proportion of all students and transfer/workforce students, U.S. Census for population estimates, located at census.gov/quickfacts/fact/table/cowlitzcountywashington,US/RHI825216.
*In 2017-18 source for proportion of completers was updated to SBCTC Credentials Awarded Dashboard (Compare Colleges view) located at sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard.aspx, and 2013-14 to 2015-16 completion data was updated from previous reports due to SBCTC methodology change. **Data not yet available.

- LCC is consistently meeting the stretch goal for overall participation.

Table 3: LCC Participation and Graduation/Completion Rates of Students with Disabilities
(All Students)

(Mission Fulfillment = 7.0% or higher of transfer & workforce populations)
(Stretch Goal = 9.0% or higher of transfer & workforce populations)

Year	Students with disabilities as a proportion of all students	Students with disabilities as a proportion of transfer & workforce populations only	Students with disabilities as a proportion of degree/certificate completers*
2013-14	7.1%	7.4%	8.0%
2014-15	7.3%	8.0%	9.9%
2015-16	7.8%	8.6%	8.4%
2016-17	7.8%	8.9%	11.6%
2017-18	7.8%	8.6%	**

Source: Data Warehouse (Student Tables, DISABILITY = Y) for proportion of all students and transfer/workforce students. Per the recommendation of LCC's Disability Support Services Office, students with disabilities as a proportion of all students and transfer/workforce populations are students who self-identified as having a disability.
*In 2017-18 source for proportion of completers was updated to SBCTC Credentials Awarded Dashboard (Compare Colleges view) located at sbctc.edu/colleges-staff/research/data-public/credentials-awarded-dashboard.aspx, and 2013-14 to 2015-16 completion data was updated from previous reports due to SBCTC methodology change. Percent of completers based on transfer and workforce students include students who self-identified as a having a disability or students who filed paperwork of hearing, visual, motor or other health limitation.
**Data not yet available.

The proportion of students with disabilities in the transfer and workforce student populations has remained trended up over the last five years.

Table 4: LCC Participation and Graduation/Completion Rates
of Students receiving Veterans' Benefits

(Mission Fulfillment = 3.0% or higher of transfer & workforce populations)
(Stretch Goal = 5.0% or higher of transfer & workforce populations)

Year	Students receiving Veterans' Benefits as a proportion of all students	Students receiving Veterans' Benefits as a proportion of transfer & workforce populations only	Students receiving Veterans' Benefits as a proportion of degree/certificate (one year plus) completers
2013-14	2.6%	3.4%	4.5%
2014-15	2.8%	3.6%	3.3%
2015-16	3.3%	4.7%	4.8%
2016-17	3.5%	4.9%	5.1%
2017-18	3.0%	4.1%	3.9%

Source: Data Warehouse (Completions and Student Tables). (VET_BENEFITS is not "0"; as of 2017-18, "N" in VET_BENEFITS is included as a student receiving Veteran benefits).

- The proportion of Students receiving Veterans' Benefits decreased in 2017-18.

(Mission Fulfillment = 100% of Goal or higher)
(Stretch Goal = 115% of Goal or higher)

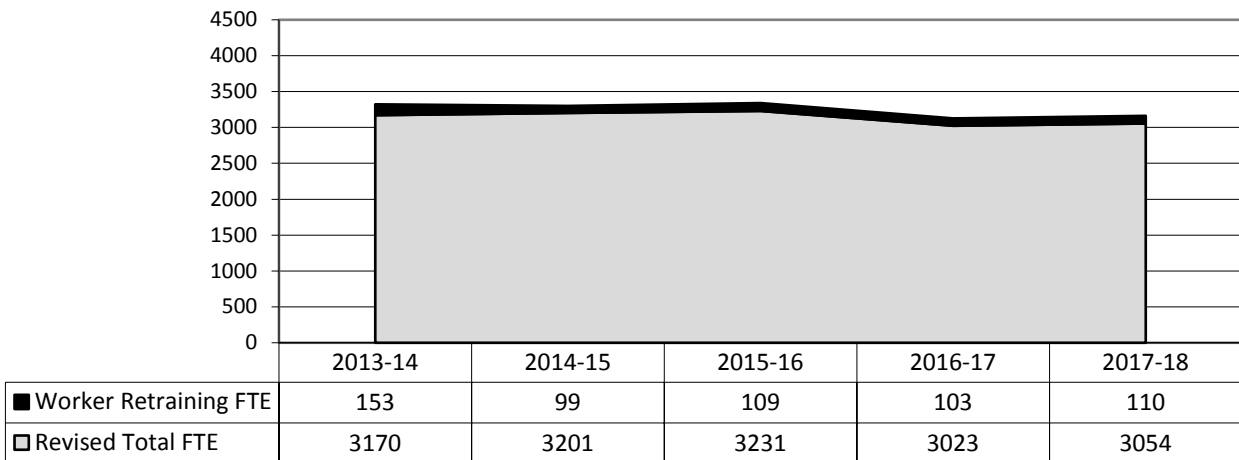**Table 5: LCC Enrollment (Percent of goal, all funding sources)**

	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of Goal	**115%**	**112%**	**111%**	**97%**	**94%**
Goal: all funding sources	2,899	2,950	2,997	3,239	3,381
Actual FTE accrued	3,323	3,300	3,340	3,126	3,164

Source: SBCTC Enrollment Reports, Fact Book and LCC Weekly Enrollment Reports (for non-state FTE goals). Goal for all funding sources = LCC State Internal Goal + Running Start goal + CEO goal.
Note: One annual FTE is the equivalent of one student enrolled for 45 community college credit hours in a year.

- LCC's enrollment has been trending down.
- State allocations are established by the State Board for Community and Technical Colleges based on previous performance (calculated on a three-year rolling average).
- Non-state FTE goals are set at previous year's actual performance level.

Figure 6: Annual FTE excluding Worker Retraining FTEs (all funding sources)

	2013-14	2014-15	2015-16	2016-17	2017-18
■ Worker Retraining FTE	153	99	109	103	110
□ Revised Total FTE	3170	3201	3231	3023	3054

Source: For 2013-14 Worker Retraining FTE: DATAX KR-STWKFTE, Work Attend = "8*", QTR-CR-REG = "GE 1". Beginning 2014-15, Worker Retaining FTE: SBCTC Allocation Monitoring Report.

- Worker Retraining enrollment is related to the economic conditions of the region.

Table 7: Annual FTE by Institutional Intent (state funding only)
Percent of State Funded Students who are Full-time*

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
2013-14	1097 (37%)	968 (33%)	872 (30%)	46%
2014-15	1083 (37%)	1029 (35%)	793 (27%)	47%
2015-16	1036 (38%)	977 (36%)	699 (26%)	47%
2016-17	1031 (42%)	823 (33%)	606 (25%)	47%
2017-18	1078 (44%)	804 (33%)	574 (23%)	48%

Source for Enrollment Data: Data Warehouse, Class Table, Institutional Intent Recat (*Full-time = 12 or more credits). Fact Book.

Table 8: Percent of High School Graduates attending a Post-Secondary Institution

	2012	2013	2014	2015	2016
Castle Rock	35-39%	55-59%	40-44%	45-49%	30-34%
Kalama	50-54%	60-64%	40-44%	50-54%	55-59%
Kelso	51%	53%	50%	53%	48%
Mark Morris	57%	61%	60-64%	60-64%	55-59%
R A Long	50-54%	50-54%	60-64%	60-64%	55-59%
Toutle Lake	55-59%	50-59%	55-59%	40-44%	60-64%
Wahkiakum	50-59%	60-69%	80-89%	40-49%	50-59%
Woodland	45-49%	40-44%	45-49%	45-49%	50-54%

Source: Education Research and Data Center, located at erdcdata.wa.gov/hsfb.aspx. High School Feedback Reports, Table 1.

Table 9: Percent of High School Graduates attending Lower Columbia College
(of students attending Post-Secondary Institutions)

	2012	2013	2014	2015	2016
Castle Rock	55-59%	55-59%	35-39%	45-49%	50-59%
Kalama	50-54%	35-39%	40-49%	20-29%	40-44%
Kelso	50-54%	55-59%	55-59%	55-59%	50-54%
Mark Morris	45-49%	50-54%	50-54%	50-54%	50-54%
R A Long	50-54%	60-64%	55-59%	40-44%	40-44%
Toutle Lake	70-79%	60-69%	50-59%	50-59%	40-49%
Wahkiakum	40-59%	40-59%	40-49%	40-59%	40-59%
Woodland	10-14%	0-5%	10-14%	6-9%	6-9%

Source: Education Research and Data Center, located at erdcdata.wa.gov. High School Feedback Reports, Table 1.

- This is the most recent data available. Ranges, determined by the reporting entity, are designed to protect student privacy.

Table 10: Proportion of High School Graduates Who Enroll at LCC in Subsequent Fall

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Castle Rock	17/78 = 22%	22/88 = 25%	11/59 = 19%	20/81 = 25%	16/88=18%
Kalama	13/67 = 19%	7/65 = 11%	15/64 = 23%	8/63 = 13%	11/69=16%
Kelso	74/270 = 27%	82/275 = 30%	62/296 = 21%	44/303 = 15%	44/360=12%
Mark Morris	44/187 = 24%	59/179 = 33%	48/179 = 27%	46/201 = 23%	38/199=19%
R.A. Long	52/170 = 31%	36/176 = 20%	23/184 = 13%	35/186 = 19%	26/182=14%
Toutle Lake	16/43 = 37%	15/46 = 33%	10/51 = 20%	21/54 = 39%	9/41=22%
Wahkiakum	12/32 = 38%	3/30 = 10%	4/27 = 15%	2/27 = 7%	4/23=17%
Woodland	8/133 = 6%	5/133 = 4%	7/131 = 5%	3/135 = 2%	9/154=6%
Total Dist.	**236/980 = 24%**	**229/992 = 23%**	**180/991 = 18%**	**179/1050 = 17%**	**157/1116=14%**

Source: LCC Registration Office (KR-HISCHO3), (Fact Book).

- Increases in Running Start participation have negatively affected this rate.
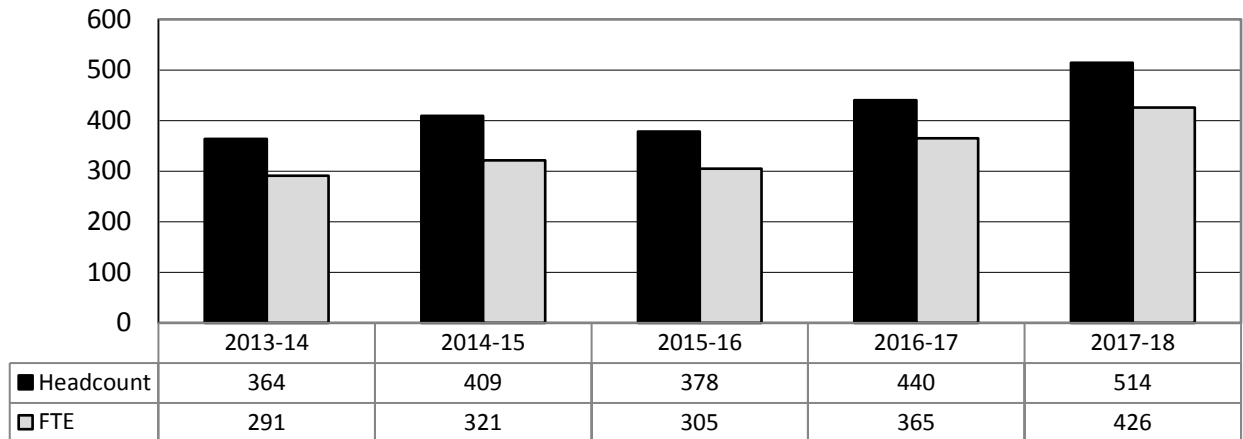
Running Start

Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC, or can take classes at both the College and their respective high school.

Table 11: Running Start Enrollment at LCC by High School as a Proportion of Junior/Senior High School Enrollment

High School	2013-14	2014-15	2015-16	2016-17	2017-18
Castle Rock	45/229 = 20%	48/198 = 24%	28/203 = 14%	34/220 = 15%	32/222 = 14%
Kalama	31/156 = 20%	39/143 = 27%	33/141 = 23%	42/154 = 27%	59/163 = 36%
Kelso	97/754 = 13%	119/752 = 16%	114/761 = 15%	131/817 = 16%	174/856 = 20%
R.A. Long	53/472 = 11%	57/430 = 13%	56/433 = 13%	55/464 = 12%	54/438 = 12%
Mark Morris	99/466 = 21%	88/431 = 20%	86/471 = 18%	100/480 = 21%	113/493 = 23%
Toutle Lake	11/100 = 11%	23/106 = 22%	20/114 = 18%	28/105 = 27%	22/81 = 27%
Wahkiakum	7/81 = 9%	9/90 = 10%	9/66 = 14%	9/61 = 15%	8/71 = 11%
Woodland	10/318 = 3%	13/319 = 4%	13/330 = 4%	13/354 = 4%	15/354 = 4%
Grand Total	**353/2576 = 14%**	**396/2469 = 16%**	**359/2519 = 14%**	**412/2655 = 16%**	**477/2678 = 18%**

Source: Fact Book.

Figure 12: LCC Annual Headcount and FTE in Running Start

	2013-14	2014-15	2015-16	2016-17	2017-18
■ Headcount	364	409	378	440	514
□ FTE	291	321	305	365	426

Source: LCC Fact Book

- Running Start enrollment has increased over the last five years and is trending up.
- Between 2013-14 and 2017-18, Running Start FTE increased 46%.

Figure 13: Dual Associate Degree and High School Grads (Running Start Students)

	2013-14	2014-15	2015-16	2016-17	2017-18
■ Dual RS and High School Grads	52	71	67	98	130
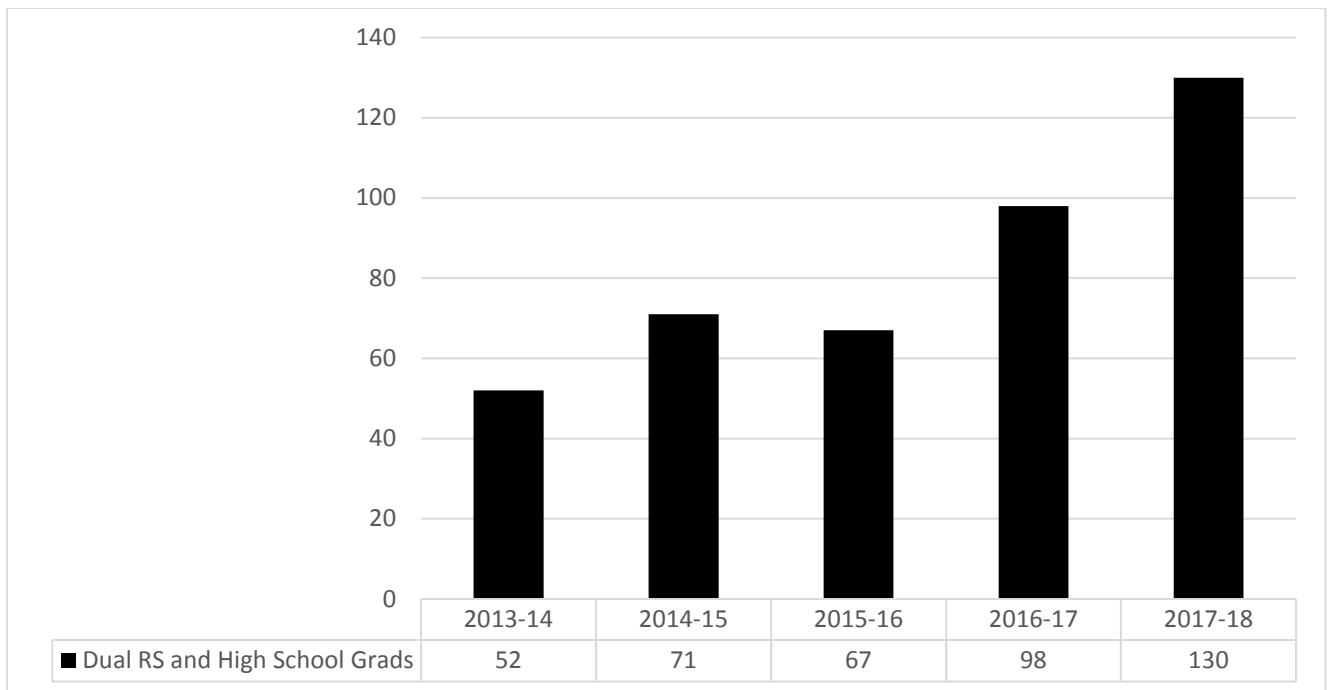
Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma at the same time has more than doubled over the last five years.
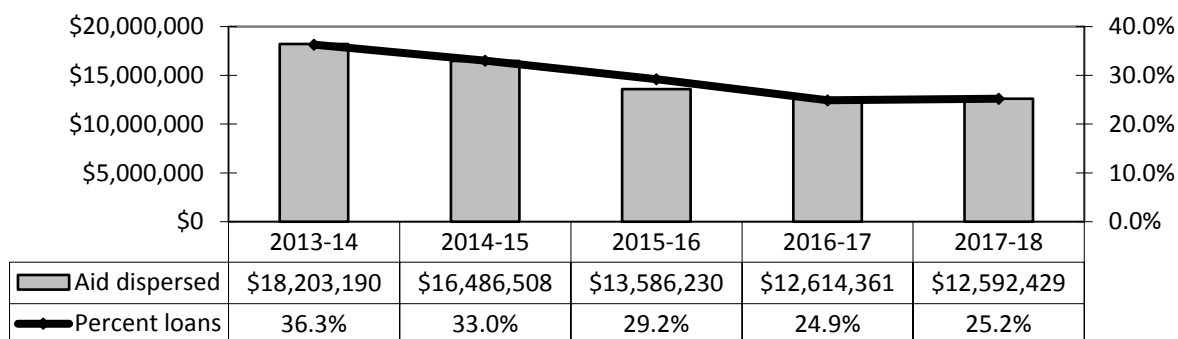
Financial Aid Data

Table 14: Pell Grant Maximum and Cost of Tuition and Fees (Annual)

	Pell Grant Maximum (% increase)	Cost of Tuition & Fees (% increase)		Amount of need-based aid distributed	Number of need-based aid awards
2013-14	$5,645 (+1.7%)	$4,275 (+0.0%)		$10,411,688	3,663
2014-15	$5,730 (+1.5%)	$4,275 (+0.0%)		$9,884,759	3,505
2015-16	$5,775 (+0.8%)	$4,131 (-3.4%)		$8,430,992	3,226
2016-17	$5,815 (+0.7%)	$4,131 (+0.0%)		$7,892,069	3,044
2017-18	$5,920 (+1.8%)	$4,274 (+3.5%)		$7,902,996	2,990

Source: LCC Fact Book

- The Pell Grant figures reflect the maximum allotment in a given year. The cost of tuition and fees does not include books or supplies.
- 2017-18 need-based figures not final.

Figure 15: LCC Total Financial Aid Disbursement and Percent in Loans

	2013-14	2014-15	2015-16	2016-17	2017-18
Aid dispersed	$18,203,190	$16,486,508	$13,586,230	$12,614,361	$12,592,429
Percent loans	36.3%	33.0%	29.2%	24.9%	25.2%

Source: LCC Fact Book. Please note: 2016-17 numbers updated from previous report; 2016-17 numbers now final.

- Financial aid disbursement, in total dollars, decreased 30.8% during the five year period depicted above.
- 2017-18 figures not final.

Table 16: 3-Year Cohort Default Rates: LCC vs. National

	FY 2013	FY 2014	FY 2015
Public 2-3 year colleges in the U.S.	18.5%	18.3%	16.7%
Lower Columbia College	23.6%	20.6%	23.3%

Source: Financial Aid Office.

- This is the most recent data available.

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Key Performance Indicator: Student Persistence

(Mission Fulfillment = 45% or higher for full-time; 30% or higher for part-time students)
(Stretch Goal = 50% or higher for full-time; 40% or higher for part-time students)

</div>

The Washington State Community and Technical College System's performance funding model is called the Student Achievement Initiative (SAI). It is possible to track cohorts within the SAI to measure progress in a variety of ways, including fall to fall persistence.

<div align="center">

Table 17: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students

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	Fall 2011-Fall 2012	Fall 2012-Fall 2013	Fall 2013-Fall 2014	Fall 2014-Fall 2015	Fall 2015-Fall 2016
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC Full-time Retention	**52%** (n = 528)	**48%** (n = 487)	**54%** (n = 483)	**51%** (n = 472)	**55%** (n = 421)
LCC Part-time Retention	**29%** (n = 179)	**32%** (n = 199)	**36%** (n = 255)	**37%** (n = 268)	**27%** (n = 273)

Source: SBCTC Student Achievement Initiative Dashboard: SA Cohorts (Transfer and Workforce Cohorts).

- Historically low unemployment rates in Cowlitz County may have negatively affected the part-time retention rate.
- Please note: full-time/part-time status is based on student's first quarter of enrollment.
- Full-time students persist at substantially higher rates than part-time students.
- Per the State Board, this is the most recent data available.

<div align="center">

Key Performance Indicator: Student Progress/Completion

(Mission Fulfillment = within 3% or higher of national median graduation rate)
(Stretch Goal = meet or exceed national median graduation rate)

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The table below (based on the IPEDS cohorts) looks at the first-time degree seeking student populations, to see who completed or successfully transferred without obtaining a credential within 150% of completion time.

<div align="center">

Table 18: Students who Graduated or Transferred Out
(Based on IPEDS Cohorts finishing within 150% of Completion Time)

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	2013	2014	2015	2016	2017
	(2010 cohort)	(2011 cohort)	(2012 cohort)	(2013 cohort)	(2014 cohort)
LCC graduation rate	**30%**	**25%**	**27%**	**38%**	**28%**
National Comparison Group median graduation rate	22%	24%	32%	32%	*
LCC transfer-out rate	15%	14%	11%	15%	10%
National Comparison Group median transfer-out rate	15%	16%	14%	15%	*

Source: IPEDS Data Feedback Reports; College Navigator for most recent year of data. *National Comparison Group rate not yet available.

(Mission Fulfillment = mean score of 50 or higher)
(Stretch Goal = mean score of 52 or higher)

LCC conducts several locally developed student satisfaction surveys to support the departmental/program assessment progress. The Community College Survey of Student Engagement (CCSSE) is a national survey which allows us to compare ourselves to our peers across multiple benchmark categories, including "Support for Learners." The CCSSE is administered every three years at LCC.

"Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. For example, the 60th decile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group" (source: CCSSE website).

Table 19a: Community College Survey of Student Engagement (CCSSE) –
Support for Learners Benchmark Category (Decile)

2006-07	2009-10	2012-13	2015-16
50th	50th	70th	40th

Source: CCSSE website/Benchmark Report

Table 19b: Community College Survey of Student Engagement (CCSSE) –
Support for Learners Benchmark Category (Mean Score)

	2006-07	2009-10	2012-13	2015-16
LCC	51.5	50.6	52.7	49.6
National Cohort	50.0	50.0	50.0	50.0

Source: CCSSE website/Benchmark Report

- LCC's mean score and decile ranking declined substantially between 2012-13 and 2015-16.
- The next CCSSE administration is in winter 2019.

<p style="text-align:center">**Key Performance Indicator: Success of Academic Support Programs**</p>

<p style="text-align:center">**(Mission Fulfillment = 80% or higher)**
(Stretch Goal = 85% or higher)</p>

The most well established academic support program at LCC is its Tutoring Program. The percent indicates how many students successfully complete (e.g. receive a "C" or better) the courses for which they received tutoring.

<p style="text-align:center">**Table 20: Success in Tutoring Program**</p>

2013-14	2014-15	2015-16	2016-17	2017-18
84%	82%	83%	82%	82%

Source: Tutor Coordinator/Learning Commons. Does not include grades of (W, I, N, P, R, V, NA, X or *).

<p style="text-align:center">**Key Performance Indicator: Faculty-Student Engagement**</p>

<p style="text-align:center">**(Mission Fulfillment = mean score of 50 or higher)**
(Stretch Goal = mean score of 55 or higher)</p>

The Community College Survey of Student Engagement (CCSSE) is a national survey which allows us to compare ourselves to our peers across multiple benchmark categories, including "Faculty-Student Engagement." The CCSSE is administered every three years at LCC.

<p style="text-align:center">**Table 21a: Community College Survey of Student Engagement (CCSSE) –
Faculty-Student Engagement Benchmark Category (Decile)**</p>

2006-07	2009-10	2012-13	2015-16
80th	50th	90th	70th

Source: CCSSE website/Benchmark Report

<p style="text-align:center">**Table 21b: Community College Survey of Student Engagement (CCSSE) –
Faculty-Student Engagement Benchmark Category (Mean Score)**</p>

	2006-07	2009-10	2012-13	2015-16
LCC	56.8	50.7	56.0	52.5
National Cohort	50.0	50.0	50.0	50.0

Source: CCSSE website/Benchmark Report

- Although LCC's mean score declined in this area, it is still considerably above mission fulfillment.
- The next CCSSE administration is in winter 2019.

Access, Support & Completion Monitoring Report
Analysis from the Review Team

Members include: Sue Orchard, chair, Brad Benjamin, Sheila Burgin, Shani Dennick, Byron Ford, Marisa Geier, Melinda Harbaugh, Crystal Heitz, Cliff Hicks, Jennifer Houge, Robert Kamau (student), Mindy Leasure, Rosie Leno, Allison McCrady, Leah Moore, Mary Kate Morgan, Sam Orth, Stephanie Peerboom, Alejandra Sanchez, Nichole Seroshek, Stacey Sowders, Kathy Stafford, Rick Swee, Shannon Wachob, Adam Wolfer, Heather Wooldridge, Shain Wright.

1) **Based on the information in this report, what are LCC's strengths in providing access to students?**
   - The number of dual high school and college completions in Running Start have increased substantially.
   - The proportion of veterans receiving benefits, and students with disabilities, as a proportion of completions at LCC has increased.
   - The participation rate for students of color in our service district has increased.
   - We are seeing a downward trend in the proportion of financial aid distributed in the form of loans.
   - The persistence rate for full-time students exceeds our stretch goal.
   - We have seen consistent success with our tutoring program.
   - Our overall service district participation rate continues to be very high.

2) **Based on the information in this report, what are LCC's weaknesses in providing access to students?**
   - Enrollment at LCC is vulnerable to fluctuations in the economy. While we can't control the economy, we could do more to a) emphasize the benefits of attending college while you are employed in order to be less susceptible to the labor market and b) provide more learning modalities that cater to working adults (such as online, hybrid, evening, weekend, condensed, and/or self-paced courses).
   - Persistence of our part-time students is a concern, and may be related to economic conditions (part-time students who find work are more likely to drop out).
   - Although it is from 2015-16, our CCSSE data related to support for learners remains a concern. We are looking forward to receiving updated CCSSE data in summer 2019.
   - Our cohort default rate is consistently higher than the national average, which may be related to socioeconomic conditions in our region. Our Financial Aid staff have proactively worked to combat this trend through adoption of the SALT (and now iGrad) program, which includes curriculum on financial literacy.
   - Our transfer-out rate dropped somewhat from the previous year. The pattern of softening enrollments in higher education across the nation may have affected this rate.

3) **Based on the information in this report, what are LCC's opportunities for providing access to students?**
   - There may be an opportunity to work more with our community partners to encourage them to support their employees who would benefit from a certificate or degree. This could include flexible scheduling. We also have an opportunity through Guided Pathways to ensure that we are offering courses at times and in modalities that support our employed students (such as online, hybrid, evening, weekend, condensed, and/or self-paced courses).
   - Although we have seen steady increases in the enrollment of students of color, we have an opportunity through Guided Pathways to serve them better and work to identify and close achievement (equity) gaps.
   - There may be an opportunity to increase our messaging and outreach to students who may not see themselves as college-bound, by providing them with opportunities that appeal to their interests (such as the new Multicraft Trades certificate).
   - We have seen an increase in Running Start enrollment, which has been beneficial to LCC. There may be an opportunity to provide more support for students who are more academically (but less emotionally) prepared for college. This could include creating a college success course for Running Start.

4) **Based on the information in this report, what are LCC's threats for providing access to students?**
   - There is a concern that not all high schools are providing the required information to students about the Running Start program.
   - Enrollment in workforce programs has declined, due at least in part to the strong economy.

Board Plus/Delta

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

+	Δ

Institutional Excellence
& Community Enrichment
Monitoring Report

2014 – 2018
(Cycle 20)

CORE THEME IV: Institutional Excellence

Objective 1: Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.

Objective 2: Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

June 19, 2019

Institutional Excellence & Community Enrichment: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for the Institutional Excellence & Community Enrichment Monitoring Report include:
- Professional development of faculty and staff
- Faculty/staff satisfaction and morale
- Condition of infrastructure
- External perceptions/satisfaction with LCC
- Student/graduate satisfaction with instruction
- Cultural enrichment of students and community

Information about sustainability practices at LCC is also included in this report.

Some of the actions that have come about as a result of past reviews of the Institutional Excellence & Community Enrichment Monitoring Report include:

- The Foundation's partnership with the local newspaper, The Daily News, continued in its 4th year to raise money annually for the Student Success fund. The annual yield from TDN's "Students in Need" campaign, along with two other grants from the Biella Foundation and Weyerhaeuser Giving Fund this covers the annual disbursement to students, all other funds raised go directly to the endowment.
- More recently, the Foundation launched the College Success Fund. The College Success Fund's purpose is to increase overall support for the college and to increase the amount of grants given to faculty and staff for creative and innovative teaching and learning projects.
- The Foundation, along with the athletic department, increased their focus on the Athletic Excellence Fund to fully support Athletic Scholarships for our student athletes. This resulted in a multi-million dollar donation to the foundation.
- The Foundation tracks the completion rates of the Student Success Fund recipients and the results show that the fund is helping with completions for our students.
- After a lengthy preparation process, LCC had a successful Year Seven accreditation visit in fall 2018. The visiting team provided several commendations and three recommendations. Two of the recommendations (regarding a regular schedule for policy review, and staff training and resources to implement an adequate review process over the College's internal controls and financial reporting) have been addressed. Plans were developed during our spring 2019 assessment day to resolve the third recommendation, involving assessment of related instruction (related instruction refers to LCC's Global Skills—communication, critical thinking, interpersonal relations and quantitative literacy).
- Finance has worked diligently to improve processes and accountability over the last two years. The focus has been to mitigate errors and improve internal

controls. Improvements include the restructuring of positions as they became vacant allowing for segregation of duties for various A/R and A/P tasks, implementing a two-step process for certain journal entries--employee enters & accounting manager releases after review, documentation of processes for consistent operations and to create a more proactive approach, auditing system access annually, increased areas of monthly & quarterly monitoring, and increased communication within the department and campus wide to provide updates/instructions on processes. Additionally, the College has hired an independent accounting firm to review our annual financial statements prior to the annual state audit.

- The Main building renovation is scheduled for completion fall quarter 2019. Renovation will create five new state of the art classrooms for general classroom use.

Table 1a: Accrual of Professional Development Units by FT faculty (average units earned)
(Mission Fulfillment = 6 or higher)
(Stretch Goal = 10 or higher)

2013-14	2014-15	2015-16	2016-17	2017-18
13	8	8	6	5

Source: Human Resources

- The number depicted here represents only PDU's for which faculty have submitted paperwork. Faculty receive salary increments (increases) when they have accrued a certain number of PDU's; however, this is dependent on funding. A lack of available funding can prove to be a disincentive for faculty to submit the requisite forms.

Table 1b: Employee PACE Survey: Professional Development Opportunities

Question 46: The extent to which professional development and training opportunities are available.

	LCC - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	3.996	3.985	3.818 *	3.784 **

Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

*statistically significant at the p < .05 level
**statistically significant at the p < .01 level

- The employee PACE Survey is administered to LCC employees every three years.

Table 2: Employee PACE Survey Comparison
(Questions selected by LCC Board of Trustees)
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)

Question 4: The extent to which decisions are made at the appropriate level at this institution.

	LCC - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	3.606	3.397	3.293 ***	3.292 ***

Question 16: The extent to which open and ethical communication is practiced at this institution.

	LCC - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	3.690	3.488	3.346 ***	3.324 ***

Question 25: The extent to which a spirit of cooperation exists at this institution.

	LCC - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	3.785	3.564	3.394 ***	3.394 ***

Question 27: My supervisor seriously considers my ideas.

	LCC - 2017	LCC - 2016	All Institutions	Medium 2-years
Mean Score	4.124	4.000	3.849 ***	3.888 **

Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

**statistically significant at the p < .01 level
***statistically significant at the p < .001 level

- The mean score for LCC is above average for four out of the four questions listed above (specific questions selected by the LCC Board of Trustees for presentation in this Monitoring Report).
- The difference is statistically significant for all questions across all comparison groups.
- Two hundred and thirty-nine LCC employees completed the survey in 2017, compared to 295 in 2016. Over 79,000 community college employees across the nation are included in the NILIE normbase (all institutions).

Table 3: Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)

	LCC - 2017		LCC - 2016		NILIE Norm base (all institutions)		Medium 2-year institutions	
	N	Mean	Mean	Sig	Mean	Sig	Mean	Sig
Overall	239	**4.015**	3.919		3.773	***	3.784	***
Institutional Structure	239	**3.760**	3.628		3.479	***	3.478	***
Student Focus	237	**4.247**	4.189		4.051	***	4.061	***
Supervisory Relationship	239	**4.071**	3.957		3.829	***	3.842	***
Teamwork	239	**4.129**	4.046		3.862	***	3.892	***

Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

***statistically significant at the $p < .001$ level

Figure 1. Means by Comparison Group and Climate Factor
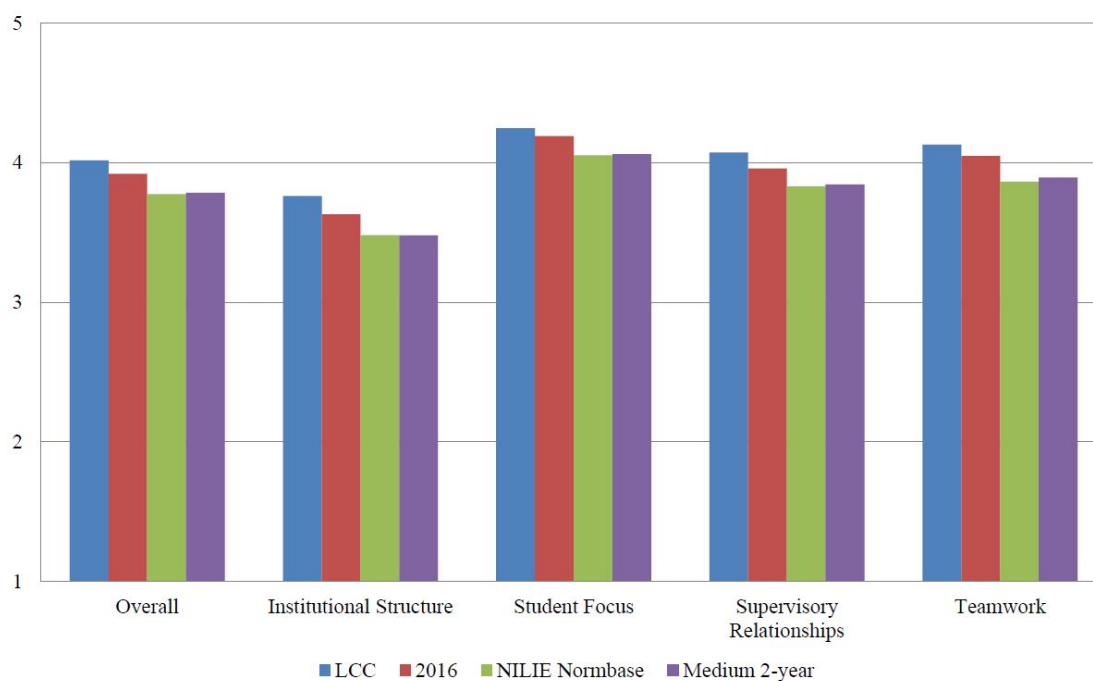
Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

Note: NILIE Norm base = all participating institutions.

Table 4: Condition of Infrastructure (Physical Infrastructure)
(Facilities overall: mission fulfillment = 275 or below; stretch goal = 200 or below)
(Facilities by building: mission fulfillment = 70% or above, stretch goal = 100%)

Metrics for Physical Infrastructure come from the Facilities Condition Survey, conducted once every biennium in odd years. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate. The ratings are provided by an outside contractor at the request of the State Board for Community and Technical Colleges.

	2009	2011	2013	2015	2017
Facilities overall	266	257	256	247	230
Facilities by building: proportion of buildings receiving scores of 350 or below	71%	71%	73%	81%	86%

Source: Campus Services

- The 2019 Facilities Condition Survey is scheduled for November 2019.
- New construction, renovation and demolition projects all positively affect the physical infrastructure indicators.
- Three buildings currently score over 350: the International Center, Physical Science, and Science.

Table 5: Condition of Infrastructure (Foundation: Assets/Financial Position)
(Net assets annual growth: mission fulfillment = 5%; stretch goal = 10%)
(Endowments as a proportion of net assets: mission fulfillment = 70%; stretch goal = 80%)

The LCC Foundation's net assets fall into two broad categories: endowed and non-endowed funds. Endowed funds are set up so that the bulk of the investment remains in place, and only interest/earnings are spent. Over time, endowed funds provide the most consistent and stable funding.

The Foundation has set the goal of raising the Foundation's net assets to $23 million by 2025 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, College Success Fund, and through additional endowed student scholarships.

	2014	**2015**	**2016**	**2017**	**2018**
Net assets	$14,850,197	$14,227,411	$13,932,339	$15,640,606	$15,621,438
Net assets annual growth (%)	**9.30%**	**-4.19%**	**-2.07%**	**12.26%**	**-0.12%**
Endowments*	$10,631,657	$10,375,950	$9,999,977	$11,562,824	$11,788,022
Endowments as proportion of net assets*	**71.59%**	**72.93%**	**71.78%**	**73.93%**	**75.46%**

Source: LCC Foundation. *2014 to 2017 Endowment figures were updated from previous reports to include Pledges Receivable.

Please note: Endowments include Pledges Receivable.

Table 6: Condition of Infrastructure (Foundation: Support to the College)
(Program Support as a proportion of net assets: mission fulfillment = 4%; stretch goal = 6%)
(Direct Student Support as a proportion of program support: mission fulfillment = 30%; stretch goal = 35%)

The Lower Columbia College Foundation distributes support to the campus community each year in the form of direct program support and student scholarships. Market fluctuations and the value of net assets can fluctuate, so the indicator shows the percent of program support in relation to the value of net assets, resulting in a consistent measure over time.

The Foundation's goal is to increase program support as a proportion of net assets through endowment growth, and to provide direct student support through scholarships and grants each year at a level equaling at least thirty percent of total program support through donor cultivation and outreach efforts.

	2014	2015	2016	2017	2018
Program support	$969,626	$1,090,864	$985,108	$939,828	$1,237,259
Program support as proportion of net assets	**6.53%**	**7.67%**	**7.07%**	**6.01%**	**7.92%**
Endowed Scholarships	$122,367	$130,600	$150,593	$90,859	$145,820
Annual Scholarships*	$148,608	$132,173	$131,582	$162,999	$171,242
Total scholarships disbursed & Student Success Program Support	$323,698**	$299,859	$333,566	$312,317	$378,521
Direct Student Support as a proportion of program support	**33.38%****	**27.49%**	**33.86%**	**33.23%**	**30.59%**

Source: LCC Foundation
*2017-2018 change in reporting: Athletic scholarships included in Annual Scholarships.
**2014 Total Scholarship figures updated from previous report, per the Foundation.

Table 7: Condition of Infrastructure (Financial Infrastructure)
(Cash & investments to operating expenditures: mission fulfillment = 30% or higher; stretch goal = 40% or higher)

	2014	2015*	2016**	2017	2018
Cash & Investments to Operating Expenditures Do we have sufficient cash flow and reserves to meet our operating expenditures?	43%	32%	38%	27%	27%

Source: Finance Office

*Note: a $3 million Certificate of Participation (COP) for the Fitness Center remodel was received after year-end, which affected results for 2015.
**2016 figure was updated from previous report, per Finance Office.

Key Performance Indicator: External Perceptions/Satisfaction with LCC

Table 8: Community Satisfaction with Core Themes
(Mission Fulfillment = 90% or higher)
(Stretch Goal = 95% or higher)

From the Community Perception Survey, administered every three years. In 2017-18, the survey was administered through paid advertising on The Daily News website, the Kelso-Longview Chamber of Commerce newsletter and social media. Figures represent the proportion that responded "agree" or "strongly agree" to statements beginning with "LCC does a good job of..."

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
I - Workforce & Economic Development			
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%
...helping employers in this community train their employees.	88%	84%	83%
II – Transfer & Academic Preparation			
...providing students with the opportunity to obtain the first two years of a bachelor's degree.	97%	96%	99%
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%
...providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%
...providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%
III – Access, Support & Completion			
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
...making college accessible to the community by offering classes in convenient locations.	90%	99%	94%
...making college accessible to the community by offering a variety of online classes.	89%	95%	96%
...making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%
IV – Institutional Excellence			
...consistently providing high quality programs and services.	96%	97%	95%
...enriching the community with cultural events and opportunities.	NA	95%	94%
...enriching the community with athletic events and opportunities.	NA	96%	99%

- One question, related to helping employers in the community train their employees, fell below mission fulfillment in the 2017-18 survey administration.

Key Performance Indicator: Student/Graduate Satisfaction with Instruction

Table 9: Student/Graduate Satisfaction with Instruction
(Mission Fulfillment = 85% or higher)
(Stretch Goal = 95% or higher)

This indicator represents the proportion of students that responded "agree" or "strongly agree" to the survey question, "I have participated in meaningful learning experiences at LCC." Prior to 2018-19, this survey was administered at graduation rehearsal. Starting 2018-19, this question is asked in the annual Student Satisfaction Survey, which is administered online and emailed to all students early spring quarter.

2014-15 (n = 247)	2015-16 (n = 260)	2016-17 (n = 249)	2017-18 (n = 279)	2018-19 (n = 708)
89%	89%	91%	84%	90%

Source: Starting in 2018-19, source is Student Satisfaction Survey. Prior to that, source is LCC Graduate survey.

- Satisfaction has remained relatively steady over the years.

Key Performance Indicator: Cultural Enrichment of Students and Community

Table 10: Cultural Enrichment of Students and Community
(Cultural Activities: mission fulfillment = 50th percentile; stretch goal = 70th percentile)
(Sporting Events: mission fulfillment = 50th percentile; stretch goal = 90th percentile)

This indicator compares attendance at LCC hosted or sponsored cultural activities and sporting events to the service district population (Cowlitz and Wahkiakum Counties). The comparison is from the National Community College Benchmarking Project. Being in the 70th percentile, for example, means that LCC is in the top 30% in the nation for community participation in cultural activities or sporting events on campus.

	2014	2015	2016	2017	2018
Cultural Activities (50th percentile = average for the nation)	68%	65%	76%	66%	70%
Sporting Events (50th percentile = average for the nation)	58%*	85%	87%	80%	84%

*LCC's Fitness Center/Gymnasium was offline in 2013-14 and most of 2014-15 to accommodate renovation of that facility.

- LCC Athletics has added "Devil Vision" located at lccreddevils.com/watch/?Archive=114&type=Live, to its lineup, which facilitates online, live viewing of many sporting events.

Members include: Kendra Sprague & Nolan Wheeler, co-chairs, Lynell Amundson, Jason Arrowsmith, Hiedi Bauer, Marie Boisvert, Linda Clark, Robert Cochran, Kristina Dieter, Nicole DiGerlando, Alex Emerson, Rose Graff (student), Serina Graham, Jeanne Hamer, Richard Hamilton, Robert Kamau (student), Mary Leach, Nadine Lemmons, Jarad Miller, Brandon Ray, Leah Sanchez, Janel Skreen, Tiffany Stewart, Tim Timmreck (student), Rheannon Van de Voorde.

1) **Based on the data in this report, what are LCC's strengths in exemplifying institutional excellence?**

- The Foundation's support to students and the college is impressive, including support for faculty professional development. The Foundation received several substantial gifts recently, which has resulted in increased support for a variety of things, including athletics.
- Performance of LCC Athletic teams on and off the field is very strong. We currently hold the Dick Mealy Cup for being the highest performing college in the NWAC, and we are in third place for the President's Cup (which is based on academic performance of our student athletes). Attendance at athletic events is also high compared to other colleges. Attendance remained strong even after the college increased ticket prices in 2017-18.
- The changes we've made with our finance team are very positive.
- The PACE survey scores are high, reflecting the fact that LCC does a phenomenal job of always keeping students in mind. The scores also indicate an increase in morale and trust in communication.
- Attendance at cultural activities and events increased last year, and community perception shows we are doing a good job in this area. Of particular note are our music, fine arts, drama, and literary arts (including Salal and Northwest Voices) offerings, as well as our Community Conversations lecture series.
- Student/graduate satisfaction with Instruction is high.

2) **Based on the data in this report, what are LCC's weaknesses in exemplifying institutional excellence?**

- Because of the lack of incentive for faculty who are at the top of the pay scale to turn in forms for Professional Development Units (PDUs), that indicator is not very useful (even though all professional/technical faculty are required to complete 10 PDUs each year). Switching to the satisfaction question from the PACE survey may alleviate this issue.
- Declining enrollment is having an impact on our financial situation. We are now in a semi-permanent state of budget shortfall, which means we are constantly making adjustments to trim the operating budget.
- Delays in construction projects, some of which have been out of our control, have led to compressed classroom space, faculty being housed in temporary quarters for long periods of time, and no elevator in the Main Building during construction. The main building project, which was delayed due to the lack of a capital budget from the Washington Legislature last year, will be resolved by fall quarter.

3) Based on the data in this report, what are LCC's opportunities for exemplifying institutional excellence?

- Based on external perceptions, it appears we have an opportunity to find out how to better serve employers in terms of their employee training needs.
- We have an opportunity to do more to increase awareness of our cultural activities on campus. The new Gallery & Program Director for the Rose Center position was created to assist with this effort.

4) Based on the data in this report, what are LCC's threats for exemplifying institutional excellence?

- Stock market performance is a threat to Foundation assets. This affects the Foundation's ability to support students and college programs.
- The new Washington College Grant (previously called State Need Grant) could be a threat to fundraising, if the public perception is that college is now "free." The new program increases income eligibility for students to qualify for grants, but does not make college free.
- Changes to our community education programs, such as moving popular exercise classes for older adults to hard-to-reach classrooms on campus, may be a threat to public perception. We need to make sure the exercise classes are accessible and that we coordinate with other entities, such as Longview Parks and Recreation, to ensure we have the right program mix.
- Ongoing development of Clark College's North Campus is a threat, given their emphasis on manufacturing and closer proximity to the mills and other industrial facilities in our service district (compared to their main campus).
- The increasing emphasis on apprenticeships throughout the state, which may not include a pathway to college, is also a threat.

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

+	Δ