Workforce & Economic Development Monitoring Report

2018 – 2022

(Cycle 24)

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 17, 2023

Workforce & Economic Development Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

Key Performance Indicators for Workforce & Economic Development include:

- Student performance
- Demonstration of program competencies
- Licensure/exam rates
- Placement rate in the workforce
- Employer satisfaction
- College level English and math completion
- Demonstration of General Education Outcomes
- 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:

- A new Associate of Applied Science (AAS) in Education degree was developed to prepare graduates for careers as paraeducators, and the Certificate of Proficiency (COP) for paraeducators was revamped. Both align with K-12/state paraeducator standards and serve as a pathway to the Bachelor of Applied Science (BAS) in Teacher Education degree.
- LCC's Professional-Technical faculty continued to participate in the development and design of the new Center for Vocational and Transitional Studies, as well as fundraising for state-of-the-art equipment. Machine Trades and Welding, in partnership with the LCC Foundation, secured $50,000 via a special community grant to purchase new welding machines and a desktop mill that can be used by both college and K-12 Community and Technical Education (CTE) program students. The new equipment benefits students now, and will eventually be moved to the new facility.
- Commercial Driver's License (CDL) training was expanded this year via a special grant, which supports students by offering additional cohorts, supporting financial aid to cover the cost of tuition/fees, training additional instructors, and purchasing a new trailer and vital maintenance equipment.
- The new 'Industrial Trades Foundations,' K-12 Career and Technical Education course, was launched this year. This high school class was offered in partnership with Kelso High Schools Skill Center programs and hosted students from a variety of local districts throughout Cowlitz and Wahkiakum counties.
- LCC successfully launched the second (part-time) cohort in BAS in Organizational Leadership and Technical Management, that included the pilot for an updated instructional model designed to better meet the needs of working professionals. Each course is offered over five weeks via hybrid modality, meeting one night per week, which allows students to focus on one course at a time.

PART 1: Workforce

Key Performance Indicator: Student Performance
(Mission Fulfillment = 80% for all categories)
(Stretch Goal = 85% for all categories)

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.

	2017-18	2018-19	2019-20	2020-21	2021-22
C or better (Overall)	86.4%	86.4%	87.3%	90.1%	89.5%
Male	82.0%	79.3%	82.5%	86.7%	81.9%
Female	89.0%	87.9%	89.8%	91.2%	92.4%
Students of Color	85.3%	83.7%	83.1%	86.7%	85.1%
Economically Disadvantaged	84.7%	84.1%	84.6%	88.7%	88.3%
*Traditional Age^*	*	*	*	*	90.9%
*Nontraditional Age^*	*	*	*	*	89.0%

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. ^Traditional age is up to 24; nontraditional age is 25+. *Data not available.

Key Performance Indicator: Demonstration of Program Competencies
(GOALS SET BY INDIVIDUAL PROGRAMS)

Attainment of Competencies for Individual Programs

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

Key Performance Indicator: Licensure/Exam Rates

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

Table 2a: Licensure Rates for Nursing, Welding, and Medical Assisting
(Mission Fulfillment NCLEX = exceed state benchmark of 80%; WABO = 80%; MAERB = 60%)
(Stretch Goal NCLEX = 90%; WABO = 100%; MAERB = 70%)

	2018	2019	2020	2021	2022
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	82% (94/114)	95% (95/100)	90% (113/126)	86% (89/104)	90% (102/113)
WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018					
Welding (LCC students only)	96% (n=25)	88% (n=26)	81% (n=37)	93% (n=15)	83% (n=18)
MAERB (Medical Assisting Education Review Board) – pass rate					
Medical Assistant	92% (n = 12)	83% (n = 11)	60% (n=11)	100% (n=10)	*

Source: Nursing, Welding and Medical Assisting Departments. Source for NCLEX: DOH NCLEX® School Reports at www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf. *Data not yet available

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

Table 2b: Licensure Rates for Elementary & Early Childhood Education
(Mission Fulfillment NES = 80%) (Stretch Goal NES = 90%)

	2018	2019	2020	2021	2022
NES (National Evaluation Series) – pass rate					
Early Childhood Education (101)	*	*	*	100% (9/9)	85% (11/13)
Elementary Education Subtest I (102)	*	*	*	81% (13/16)	82% (14/17)
Elementary Education Subtest II (103)	*	*	*	88% (14/16)	88% (15/17)

Source: Instruction (Director of BAS Programs). *First cohort rates were in 2021.

- The NES pass rates are reported by academic year.

Key Performance Indicator: Placement Rate in the Workplace
(Mission Fulfillment = no more than 2% below system average for all categories)
(Stretch Goal = exceed system average for all categories)

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC: Overall	**74%**	**86%**	**76%**	**73%**	**80%**
Male	69%	85%	65%	67%	70%
Female	77%	86%	81%	75%	83%
Students of Color	73%	86%	73%	69%	74%
Traditional Age^	80%	82%	83%	80%	78%
Nontraditional Age^	72%	87%	74%	71%	80%
System Average: Overall	76%	77%	77%	71%	74%
Male	74%	75%	74%	69%	71%
Female	77%	79%	79%	73%	76%
Students of Color	76%	79%	79%	73%	76%
Traditional Age^	81%	82%	81%	76%	78%
Nontraditional Age^	74%	75%	75%	69%	73%

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. ^Traditional age is up to 24; nontraditional age is 25+.

Key Performance Indicator: Employer Satisfaction
(Mission Fulfillment = 90%)
(Stretch Goal = 100%)

Table 4: Employer ranking of LCC Graduates' professionalism

	2017-18	2018-19	2019-20	2020-21	2021-22
Professionalism is "Average" or "Above Average" ("Exceeds Expectations" or "Meets Standard" from Nursing survey; "Strongly Agree" or "Agree" from Medical Assisting survey)	99% (n = 77)	99% (n = 116)	100% (n = 69)	96% (n = 52)	100% (n = 50)

Source: Employer Feedback Survey, Early Childhood Education (ECED) Employer Survey, and Nursing Graduate Employer Survey. Starting in 2018-19, included Medical Assisting Employer Survey. Note: The ECED Employer Survey was not administered in 2021-22

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

Professional/Technical Enrollment

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 5: Professional Technical Enrollment Summary (state funded only)

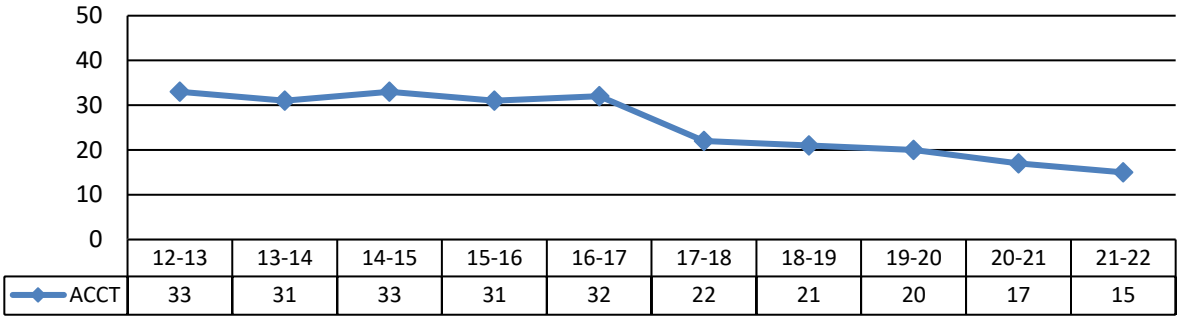
	Prof/Tech FTE	Worker Retraining FTE
2017-18	574	110
2018-19	548	165
2019-20	569	187
2020-21	499	158
2021-22	466	108
1 year change	-7%	-32%
5 year change	-19%	-2%

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

- In 2021-22, Professional/Technical and Worker Retraining enrollment decreased.

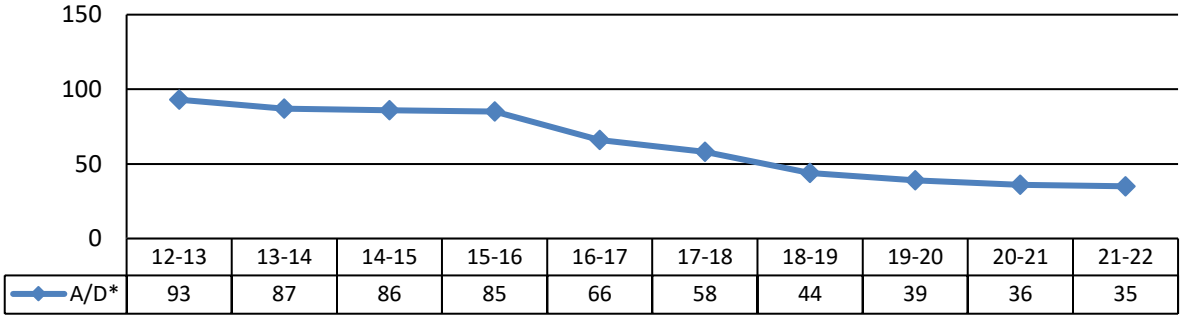
Figure 6: Professional Technical Enrollment by Discipline (annual state funded FTE)

Accounting



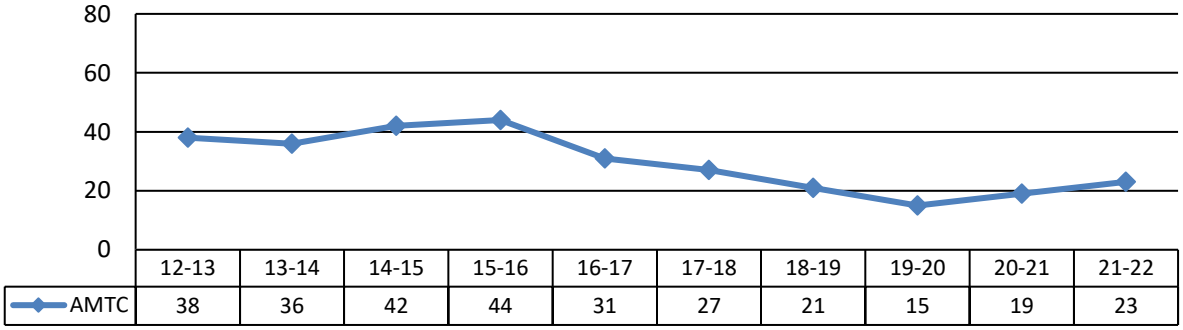
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
ACCT	33	31	33	31	32	22	21	20	17	15

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



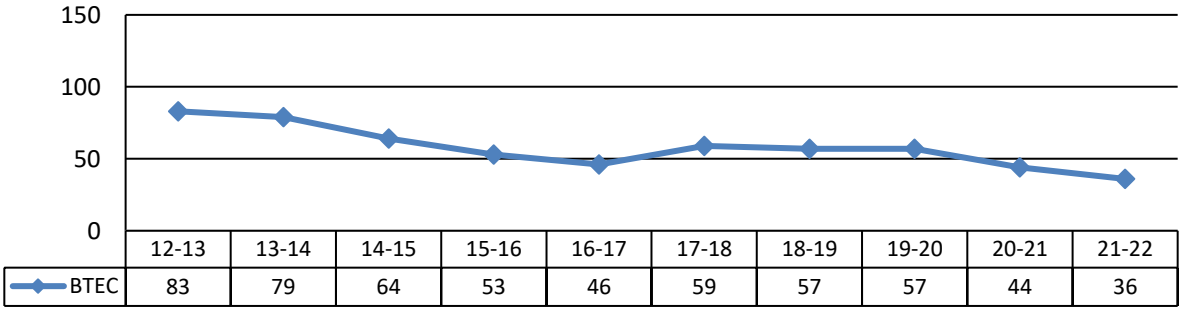
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
A/D*	93	87	86	85	66	58	44	39	36	35

Automotive Technology



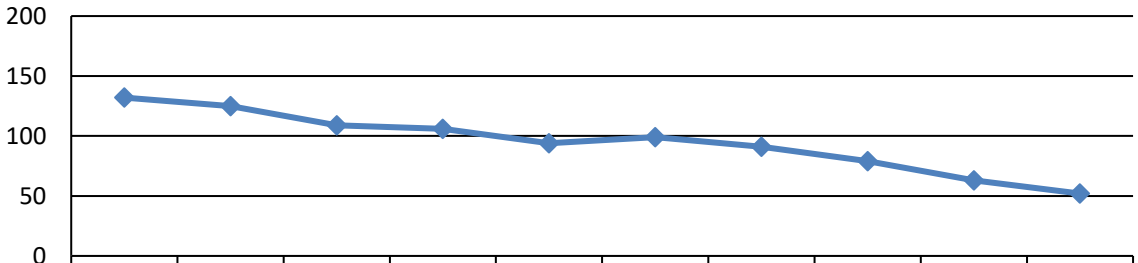
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
AMTC	38	36	42	44	31	27	21	15	19	23

Business Techology



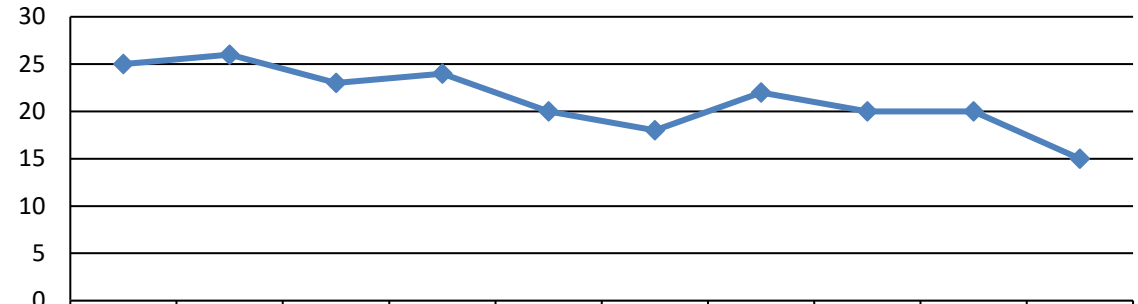
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
BTEC	83	79	64	53	46	59	57	57	44	36

Business



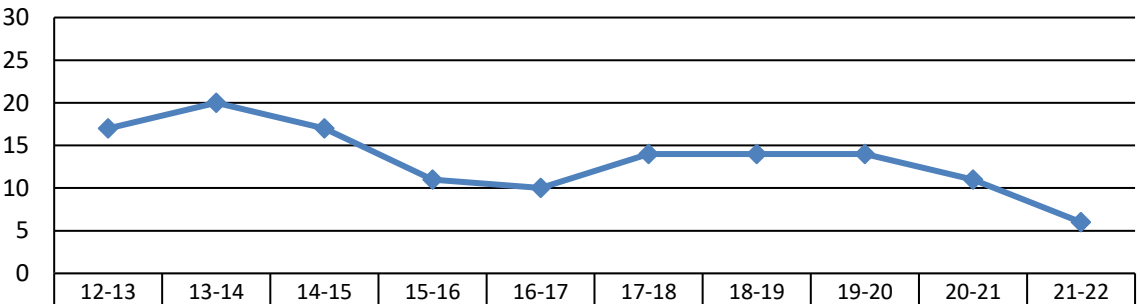
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
BUS	132	125	109	106	94	99	91	79	63	52

Chemical Dependency Studies



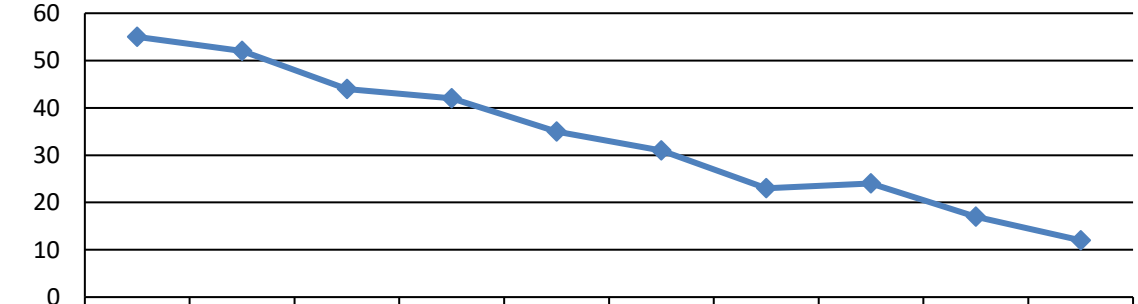
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
CDS	25	26	23	24	20	18	22	20	20	15

Criminal Justice



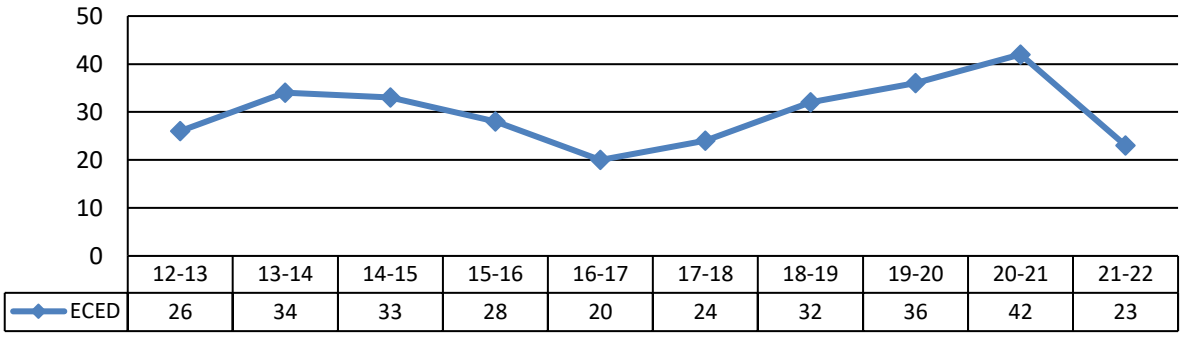
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
CJ	17	20	17	11	10	14	14	14	11	6

Diesel/Heavy Equipment Technology



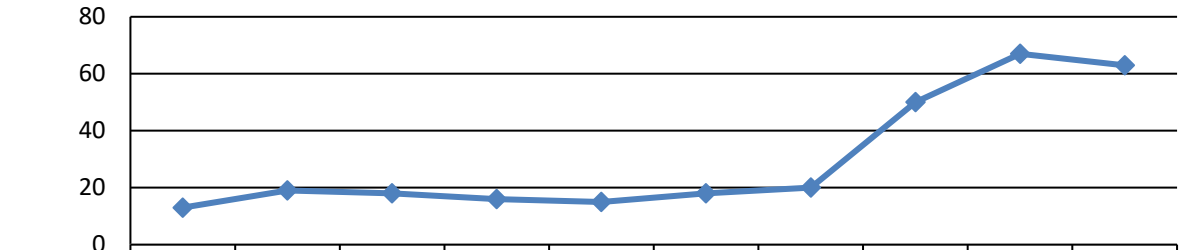
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
DHET	55	52	44	42	35	31	23	24	17	12

Early Childhood Education



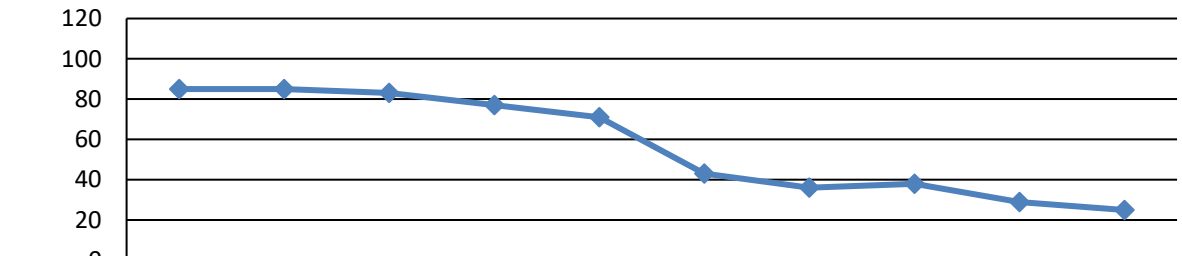
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
ECED	26	34	33	28	20	24	32	36	42	23

Education



	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
EDUC	13	19	18	16	15	18	20	50	67	63

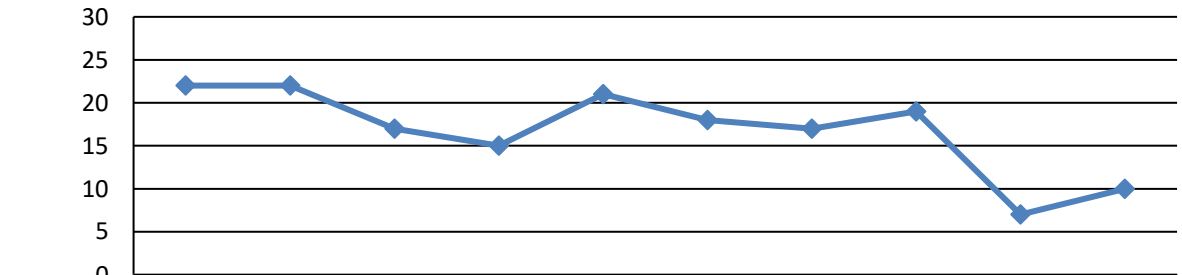
Information Technology / Computer Science



	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
CS/IT	85	85	83	77	71	43	36	38	29	25

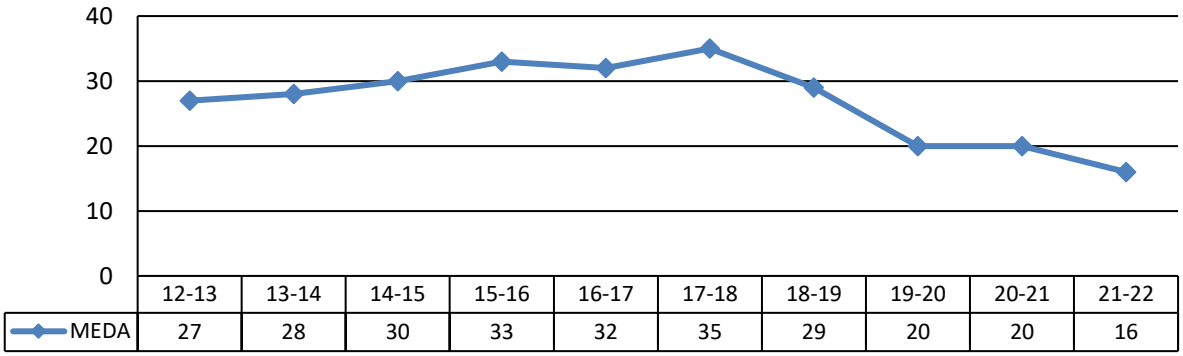
Note: includes IT FTEs beginning 2017-18. Note: 18-19 and 19-20 FTE updated from previous reports to include all CS/IT course state FTE.

Machine Trades



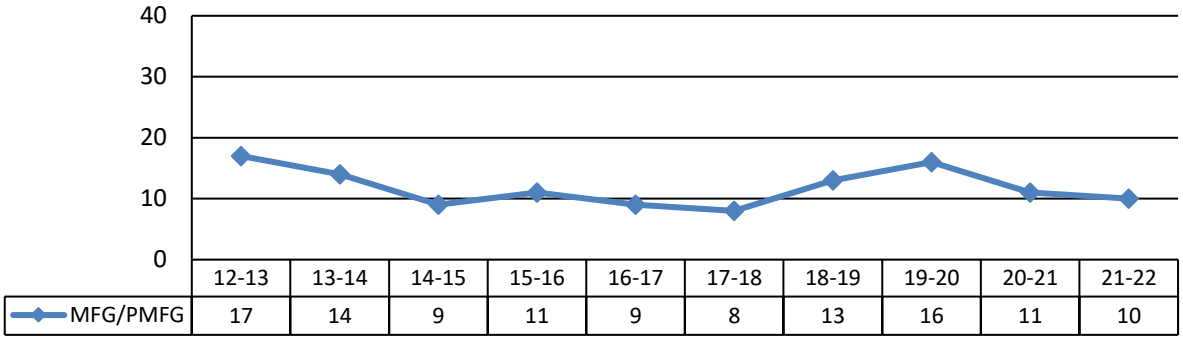
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
MASP	22	22	17	15	21	18	17	19	7	10

Medical Assisting



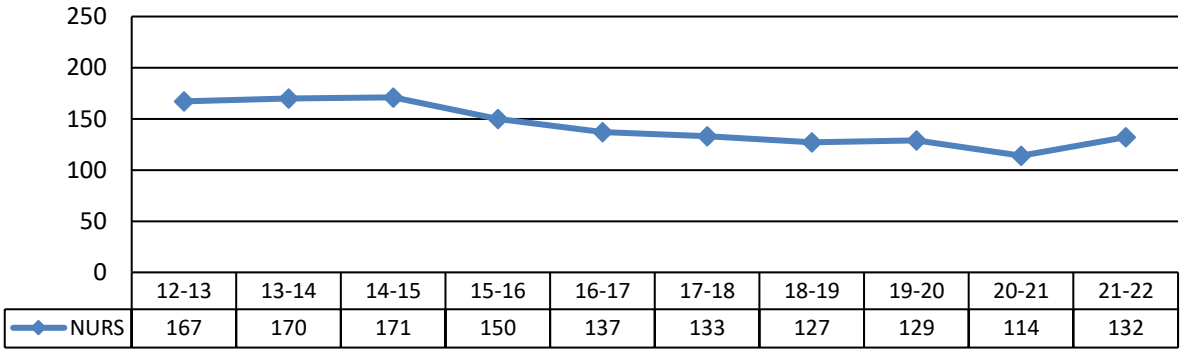
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
MEDA	27	28	30	33	32	35	29	20	20	16

Manufacturing/Process Manufacturing (previously PULP)



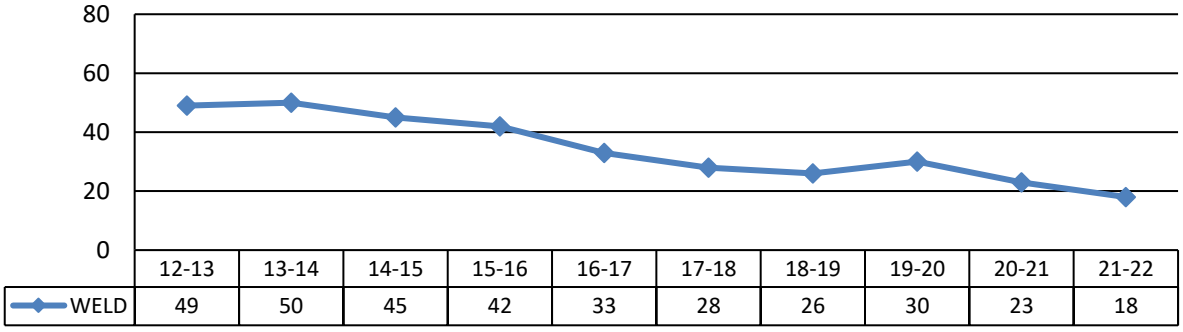
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
MFG/PMFG	17	14	9	11	9	8	13	16	11	10

Nursing (including RN, LPN and Nursing Assistant)



	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
NURS	167	170	171	150	137	133	127	129	114	132

Welding



	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
WELD	49	50	45	42	33	28	26	30	23	18

Source: Data Warehouse, Class Table (DEPT_DIV, COURSE_NUM, ITEM, YRQ, FTES_STATE/3).

Key Performance Indicator: College Level English & Math Completion

(Mission Fulfillment = meet system rate across all demographic categories)
(Stretch Goal = exceed system rate across all demographic categories)

Table 7a: College Level English Completion in First Year (Professional Technical Students only)
(Students who take AND complete college level English in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	**24%**	**27%**	**34%**	**36%**	**29%**
Full-time	33%	39%	47%	48%	38%
Part-time	15%	16%	23%	24%	23%
Male	19%	25%	24%	32%	19%
Female	25%	29%	38%	35%	32%
Need-Based Aid*	22%	31%	33%	33%	30%
Traditional Age**	42%	33%	46%	46%	37%
Nontraditional Age**	13%	24%	28%	29%	26%
System Rate^: Overall	26%	27%	29%	29%	28%
Full-time	31%	31%	35%	35%	33%
Part-time	18%	19%	20%	21%	20%
Male	24%	25%	28%	29%	27%
Female	27%	28%	30%	29%	29%
Need-Based Aid*	33%	33%	36%	34%	32%
Traditional Age**	35%	35%	38%	39%	37%
Nontraditional Age**	18%	18%	20%	21%	20%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

Table 7b: College Level English Completion in First Year by Race/Ethnicity
(Professional Technical Students Only)

(Students who take AND complete college level English in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	**24%**	**27%**	**34%**	**36%**	**29%**
American Indian or Alaska Native	*	20%	46%	45%	*
Asian	19%	13%	30%	27%	41%
Black or African American	24%	*	33%	23%	*
Hispanic or Latino	38%	38%	30%	33%	39%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	24%	28%	37%	38%	31%
System Rate^: Overall	26%	27%	29%	29%	28%
American Indian or Alaska Native	27%	29%	29%	25%	25%
Asian	24%	25%	29%	28%	28%
Black or African American	24%	22%	25%	27%	25%
Hispanic or Latino	30%	30%	32%	34%	31%
Native Hawaiian or Other Pacific Islander	25%	26%	31%	30%	30%
White	27%	28%	30%	30%	28%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. *Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

Key Performance Indicator: College Level English & Math Completion

(Mission Fulfillment = meet system rate across all demographic categories)
(Stretch Goal = exceed system rate across all demographic categories)

Table 8a: College Level Math Completion in First Year (Professional Technical Students Only)
(Students who take AND complete college level math in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	**28%**	**26%**	**24%**	**13%**	**20%**
Full-time	35%	40%	31%	15%	19%
Part-time	21%	13%	18%	12%	21%
Male	28%	36%	20%	11%	17%
Female	28%	23%	26%	13%	22%
Need-Based Aid*	28%	32%	25%	11%	17%
Traditional Age**	34%	28%	28%	13%	22%
Nontraditional Age**	71%	65%	60%	57%	50%
System Rate^: Overall	17%	19%	19%	21%	20%
Full-time	21%	22%	23%	25%	24%
Part-time	12%	13%	13%	16%	14%
Male	18%	20%	20%	22%	21%
Female	16%	18%	19%	21%	19%
Need-Based Aid*	21%	22%	23%	25%	24%
Traditional Age**	22%	23%	24%	25%	24%
Nontraditional Age**	14%	14%	15%	18%	16%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+ ^All Other Colleges.

Table 8b: College Level Math Completion in First Year by Race/Ethnicity
(Professional Technical Students Only)
(Students who take AND complete college level math in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	**28%**	**26%**	**24%**	**13%**	**20%**
American Indian or Alaska Native	*	20%	23%	9%	14%
Asian	38%	40%	15%	36%	35%
Black or African American	12%	*	17%	8%	*
Hispanic or Latino	21%	26%	21%	10%	16%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	27%	27%	25%	14%	22%
System Rate^: Overall	17%	19%	19%	21%	20%
American Indian or Alaska Native	16%	16%	18%	17%	17%
Asian	17%	18%	22%	22%	19%
Black or African American	12%	14%	14%	18%	15%
Hispanic or Latino	17%	19%	18%	22%	20%
Native Hawaiian or Other Pacific Islander	16%	17%	20%	22%	17%
White	19%	20%	21%	22%	21%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. *Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

Note: tables 8a & 8b measure students who take AND complete college level math in their first year of attendance. Although course success plays a role in this indicator, it is not a reflection of how students do in college level math overall. Overall success rates (C or better) in college level math for workforce students in 2021-22 are as follows:

- Overall rate: 73%
- Female: 73%
- Male: 73%
- Receiving need-based aid: 73%
- Traditional age: 71%
- Nontraditional age: 74%
- Asian: 80%
- Hispanic or Latino: 58%
- Two or More Races or Other Race: 65%
- White: 76%

Please note: some demographic categories were excluded due to 'n' size.
Data Source for college math course success rates are the SBCTC Data Warehouse Student and Transcript tables (COURSE_NUM >=100, GR Not in (I, R, V, N, X, NA, '*'), SECT Not in (T#P, A#P, C#P, CHS, CHK, CHW, CHP, CHM, CHL, CHLP). BUS 104 included as college math. Counted every attempt.

Key Performance Indicator:

Demonstration of General Education Outcomes (Global Skills)

(Mission Fulfillment = 3.0)

(Stretch Goal = 3.8)

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

	2017-18	2018-19	2019-20	2020-21	2021-22
Communication	--	--	--	--	--
Critical Thinking	--	--	*	3.4	--
Quantitative Literacy (Numeracy)	3.1	3.1**	--	--	--
Teamwork	--	--	--	--	4.2

*Summer Assessment Institute canceled due to COVID-19 pandemic **Category repeated in subsequent year due to adoption of new rubric/outcomes.
Note: Prior to 2021-22, Academic Transfer and Workforce Global Skills scores were combined.

- Scores are based on rubrics ranging from one (low) to five (high).
- Global Skills for workforce programs are assessed by program.
- Communication will be assessed in 2022-23.

PART 2: Economic Development

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

Table 10: Evaluation of Corporate & Continuing Education

The following evaluations were administered across a variety of Corporate & Continuing Education courses in 2020-21 (including 18 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	2016-17	2017-18	2018-19	2019-20	2020-21
Percent indicating that overall expectations were met or exceeded.	98%	98%	99%*	99%**	94%

Source: Corporate & Continuing Education Office. *In 2018-19, students were counted toward this metric if they answered "Yes" to "Overall, were you satisfied with the course?" **In 2019-20, students were counted toward this metric if they answered "Yes" to "Overall, were you satisfied with the course?" or answered "Excellent" or "Good" to "Please indicate the rating that best reflects your overall evaluation of this session."

- Although the pandemic seriously impacted the number of respondents in 2020-21, satisfaction was high among those who completed an evaluation.
- Evaluations were not given in 2021-22 due to staffing transition.

EDUCATION, TRAINING AND TESTING ACTIVITIES

Table 11: Continuing Education Enrollment: Duplicated Headcount

2017-18	2018-19	2019-20	2020-21	2021-22	1 yr Δ	5 yr Δ
2,109	1,842	892	341	477	+40%	-77%

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

- Enrollment in Continuing Education activities increased in 2021-22 from the previous year.
- Due to COVID-19, most Spring 2020 classes were canceled and less classes were offered in the 2020-21 year.

Table 12: Other Testing Exams: Duplicated Headcount

Exam	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-Employment Testing (Work Keys)	332	385	130	169	640
NREMT (EMT Test)	165	159	31	55	202
Educator Licensing Exams (NES, West-B, ORELA)	289	304	115	248	432
Automotive Service Excellence (ASE)	125	154	43	2	55
ASE Student Entry-Level Certification	*	26	11	21	66
CLEP (Prior Learning Assessment)	45	23	15	1	37
Certiport (Microsoft Office Certification)	200	202	93	2	33
Pesticide Testing (Washington State Department of Agriculture)	379	455	62	0	355
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	41	45	24	12	59
ParaPro (certification exam for paraprofessional educators)	91	84	61	3	82
Castle Worldwide (ACE certification, BPS, certification, and others)	17	14	10	2	56
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	*	15	4	173	161
GED Passer Reports	100	87	45	26	64

Source: Fact Book/Testing Office. *Data not available because test newly offered in 2018-19.

- Numbers are lower for 2019-20 due to disruptions in testing caused by relocating the testing center, which also required recertification with Pearson and Castle, as well as Covid-19 interrupting testing beginning in March 2020.
- Numbers for almost all tests increased in 2021-22 compared to the previous year.

Lower Columbia College

Workforce & Economic Development Monitoring Report

Analysis from the Review Team

Members include: Merry Bond & Tamra Gilchrist, co-chairs, Jennie Bergman, Leszek Cromwell, Dana Cummings, Heidi Hamer, Elissa Loren, David Maxon, Samantha Orth, Anita Quirk, Connie Ramos, Stefan Rijnhart, David Rosi, Dan Ruiz, Vicky Soladey, Stefanee Sorgenfrei, Dani Trimble, Nonnie Weaver.

1) **Based on the data in this report, what are LCC's strengths in providing workforce preparation and economic development?**
    - We're doing very well in terms of employer satisfaction with the professionalism of LCC graduates. At 100%, we met our stretch goal last year.
    - Students are performing well in professional/technical classes. At over 92%, females are doing particularly well.
    - Although we don't have data from last year due to staffing transitions, customer satisfaction with Corporate and Continuing Education is high.
    - The overall proportion of students taking college level math in their first year increased from the previous year.
    - The employment rate went up from the previous two years, and is substantially higher than the system average.
    - We met our stretch goal for Global Skills attainment last year.
    - Licensure rates are high.

2) **Based on the data in this report, what are LCC's weaknesses in providing workforce preparation and economic development?**
    - Enrollment continued to decline overall in 2021-22, and most (but not all) disciplines were trending down last year. There have been some positive gains in 2022-23 that will be captured in next year's monitoring report.
    - Males are completing college level math and English at notably lower rates than females, although the gap is more pronounced for English. The overall rate is also lower for English than it was in the previous year.
    - Overall completion rates for college level math and English are fairly low. It's unfortunate that certain populations are too small to be included in the report.
    - The rate of students obtaining a 'C' or better in classes is lower for Students of Color than overall. This is also true for employment rates.

3) **Based on the data in this report, what are LCC's opportunities for providing workforce preparation and economic development?**
    - High levels of employer satisfaction with the professionalism of LCC graduates can help us promote our programs.
    - Alignment with K-12, and bringing back events and activities should support enrollment growth.
    - Strong employer satisfaction reflects our positive standing in the community, which could support development of more cooperative opportunities with businesses.

- Updated Chemical Dependency Studies pathways will support more students transitioning into our Bachelor of Applied Science-Organizational Leadership and Technical Management (BAS-OLTM) program.
- Continued development of workforce preparation programs, including more BAS degrees, will support enrollment.

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

- Enrollment is a threat for the entire college, not just for professional/technical programs.
- Downward enrollment trends in Information Technology/Computer Science are putting the future of the program in jeopardy.
- The fact that some employers are investing heavily in apprenticeship pathways right now is a threat, since it's resulting in people bypassing higher education.
- Related to enrollment, funding is an ongoing threat. Lower enrollments can lead to less funding, which we need to continue to develop and grow our programs.

Board Plus/Delta

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

+	Δ