

# Workforce & Economic Development Monitoring Report

2019 – 2023  
(Cycle 25)

***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, 2024



## 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:

- LCC received approval from the SBCTC, NWCCU and the Washington State Board of Nursing (WABON) to offer a new Bachelor degree in Nursing (BSN) with implementation beginning Fall 2024.
- LCC's proposal to increase nursing cohort size by four seats for the traditional entry associate in nursing - direct transfer agreement (AN-DTA/MRP) program option was approved by WABON with implementation beginning in fall 2023. This will result in an additional 24 seats in the program by spring of 2025.
- To offer additional space in the program while mitigating the burden on our clinical partners, faculty and staff are leveraging expansion of the simulation program. In preparation for increased use of simulation as clinical replacement, LCC secured nearly \$400,000 in FY23 (plus ongoing annual funding of \$77,000) for purchase of updated nursing simulation equipment. New equipment was installed during spring and summer 2023 and is currently in use.
- LCC also secured \$138,000 in FY23 and an additional \$90,000 in FY24 to support full-time equivalent (FTE) expansion in nursing program options through FY25 (increased full-time enrollment). This funding is being utilized to fund a full-time nursing simulation technician (hired in November 2023), 50% of a registration specialist supporting nursing admissions, and expansion of the faculty simulation coordinator role to a full-time position (beginning in fall 2023).
- Several additional Associate in Applied Science - transfer (AAS-T) degree options were implemented for existing professional-technical programs, including an AAS-T in medical assisting and an AAS-T in substance use disorder studies. These degrees create additional pathways to LCC's bachelor of applied science (BAS) degree in organizational leadership and technical management (OLTM).
- LCC continued to expand the on-campus high school CTE programs, in partnership with Kelso High School. This year, a new Diesel Mechanic Technology program was implemented with 18 students. This is the first diesel high school program offered within the service district and students earning a B or better are eligible for college credit. Local industry/advisory committee

partners support the program and help connect students to the workforce by hosting industry tours and serving as guest speakers.

- LCC developed a new paraeducator apprenticeship pathway with Woodland School District. With the launch of the new Associate of Applied Science (AAS) in Education and Paraeducator (COP), students can now elect either an early childhood or paraeducator/K12 track to best suit their career and employment goals.

## PART 1: Workforce

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

**Table 1: Proportion of workforce students receiving C grades or better in workforce classes numbered 100 and above.**

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Overall</b>	<b>86.4%</b>	<b>87.3%</b>	<b>90.1%</b>	<b>89.5%</b>	<b>90.8%</b>
Male	79.3%	82.5%	86.7%	81.9%	85.6%
Female	87.9%	89.8%	91.2%	92.4%	92.3%
Students of Color	83.7%	83.1%	86.7%	85.1%	86.4%
Economically Disadvantaged	84.1%	84.6%	88.7%	88.3%	89.7%
Traditional Age^	*	*	*	90.9%	89.3%
Nontraditional Age^	*	*	*	89.0%	90.8%

Source: Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X, NA, and \*; 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%)**

Licensure Exam	2019	2020	2021	2022	2023
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	95% (95/100)	90% (113/126)	86% (89/104)	90% (102/113)	95% (115/121)
WABO (Washington Association of Building Officials) – first time pass rate					
Welding (LCC students only)	88% (n=26)	81% (n=37)	93% (n=15)	83% (n=18)	80% (n=30)
MAERB (Medical Assisting Education Review Board) – pass rate**					
Medical Assistant	83% (n = 14)	70% (n=11)	100% (n=11)	88% (n=9)	*

Source: Nursing, Welding and Medical Assisting Departments. Source for NCLEX: [DOH NCLEX® School Reports](https://www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf) at [www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf](https://www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf). \*Data not yet available \*\*Per MEDA Director, students can take tests at any time after graduation so reported scores may change over time.

- NCLEX and WABO rates are by calendar year. MAERB rates are by graduation 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%)**

Licensure Exam	2019	2020	2021	2022	2023
NES (National Evaluation Series) – pass rate					
Early Childhood Education (101)	*	*	100% (9/9)	85% (11/13)	82% (14/17)
Elementary Education Subtest I (102)	*	*	81% (13/16)	82% (14/17)	81% (26/32)
Elementary Education Subtest II (103)	*	*	88% (14/16)	88% (15/17)	84% (26/31)

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**

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
<b>LCC: Overall</b>	<b>86%</b>	<b>76%</b>	<b>73%</b>	<b>80%</b>	<b>78%</b>
Male	85%	65%	67%	70%	60%
Female	86%	81%	75%	83%	82%
Students of Color	86%	73%	69%	74%	86%
Traditional Age^	82%	83%	80%	78%	81%
Nontraditional Age^	87%	74%	71%	80%	77%
<b>System Average: Overall</b>	<b>77%</b>	<b>77%</b>	<b>71%</b>	<b>74%</b>	<b>76%</b>
Male	75%	74%	69%	71%	72%
Female	79%	79%	73%	76%	78%
Students of Color	79%	79%	73%	76%	78%
Traditional Age^	82%	81%	76%	78%	78%
Nontraditional Age^	75%	75%	69%	73%	74%

Source: [SBCTC After College Outcomes Dashboard](https://sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx), 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**

	2018-19	2019-20	2020-21	2021-22	2022-23
Professionalism is “Average” or “Above Average” (“Exceeds Expectations” or “Meets Standard” from Nursing survey; “Strongly Agree” or “Agree” from Medical Assisting survey)	99% (n = 116)	100% (n = 69)	96% (n = 52)	100% (n = 50)	100% (n=83)

Source: Employer Feedback Survey, Medical Assisting Employer Survey, Nursing Graduate Employer Survey. Note: The Early Childhood Education (ECED) Employer Survey was included through 2020-21, after which the survey was no longer administered.

- Survey methodology includes surveying members of LCC’s Professional/Technical Advisory Committees in addition to other employers including employers of Medical Assisting and Nursing 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)**

Year	Prof/Tech FTE	Worker Retraining FTE
2018-19	548	165
2019-20	569	187
2020-21	499	158
2021-22	466	108
2022-23	513	112
1 year change	+10%	+4%
5 year change	-6%	-32%

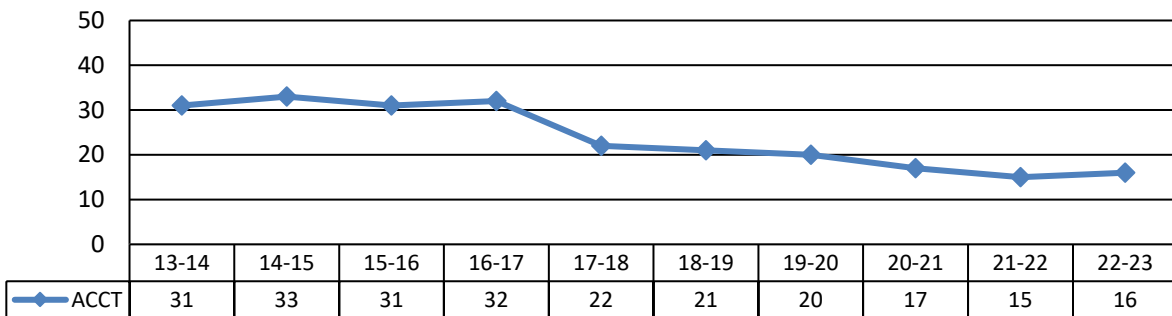
Source: Data Warehouse, Access Monitoring Report for Prof/Tech FTE and Worker Retraining FTE.

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

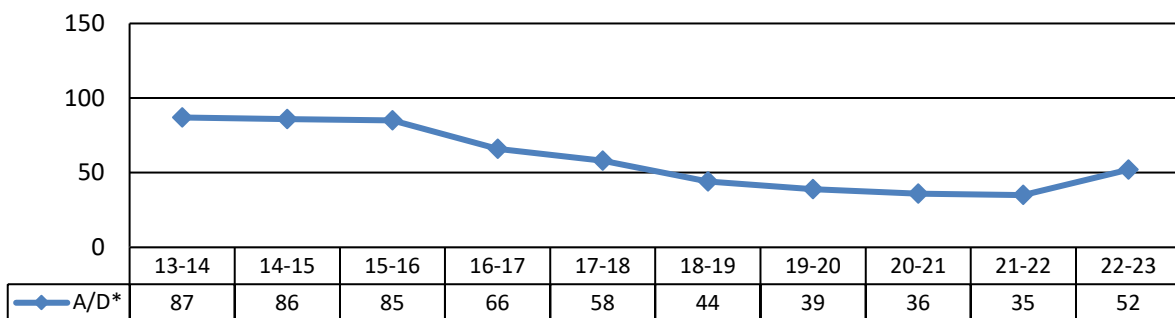
**Figure 6: Professional Technical Enrollment by Discipline (annual state funded FTE)**

(Note: All course levels represented including BAS/BS levels)

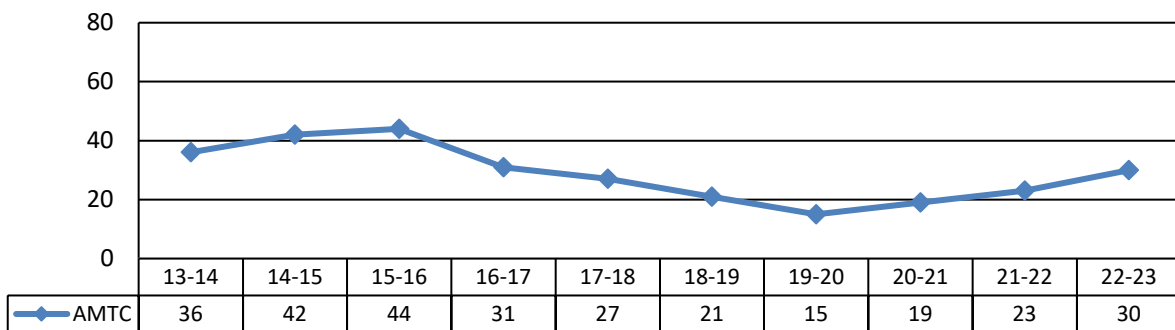
**Accounting**



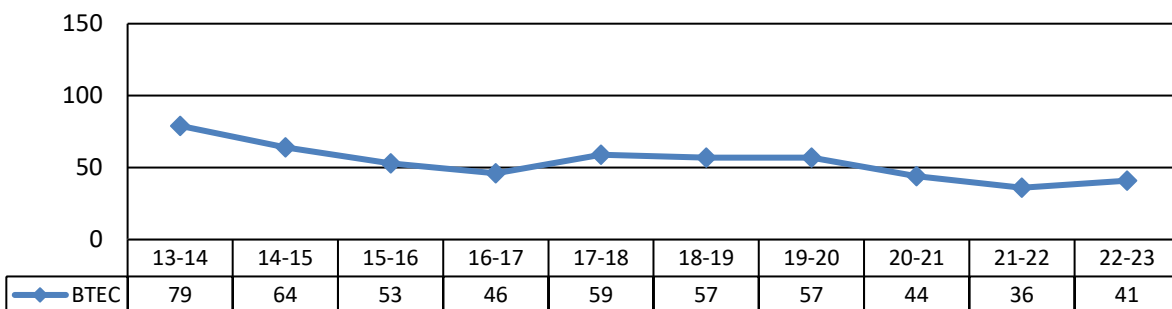
**Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)**



**Automotive Technology**

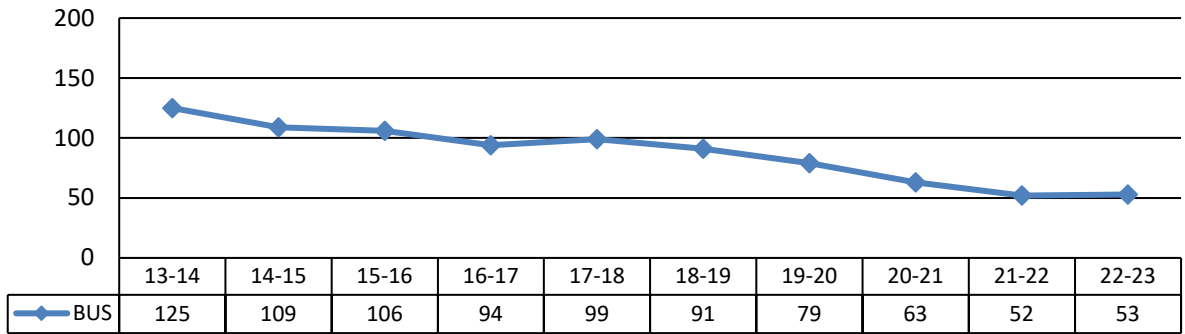


**Business Technology**

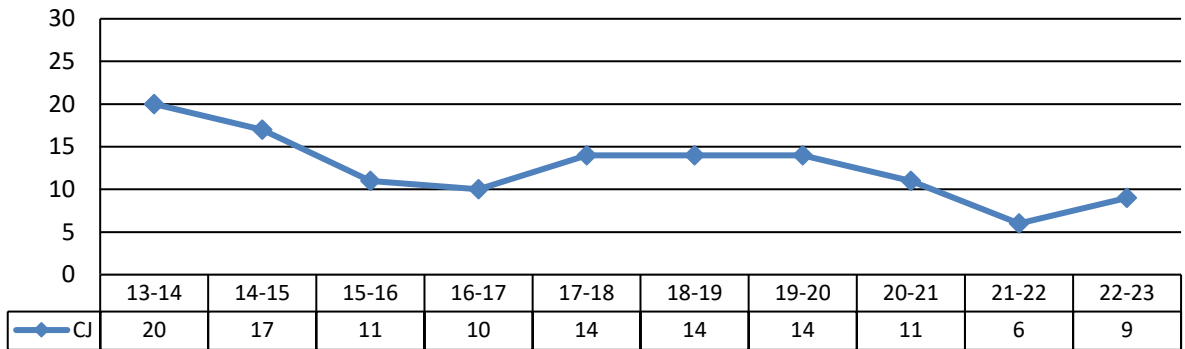




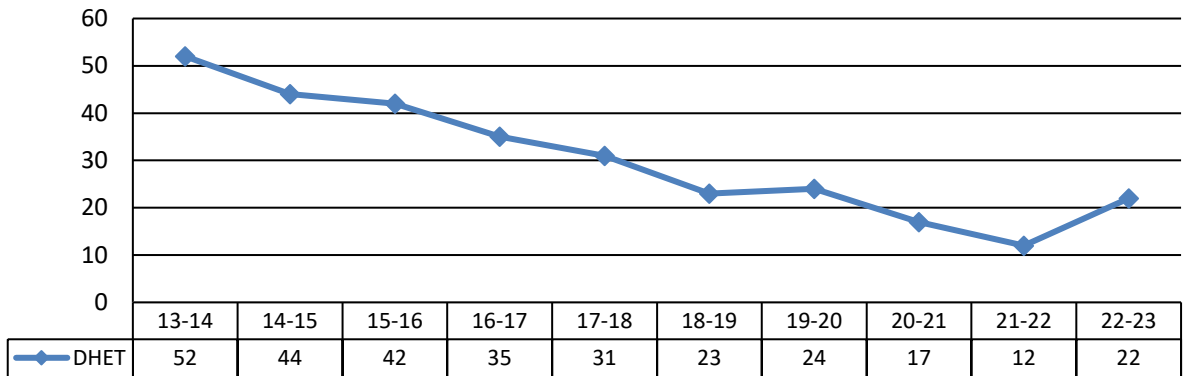
### Business



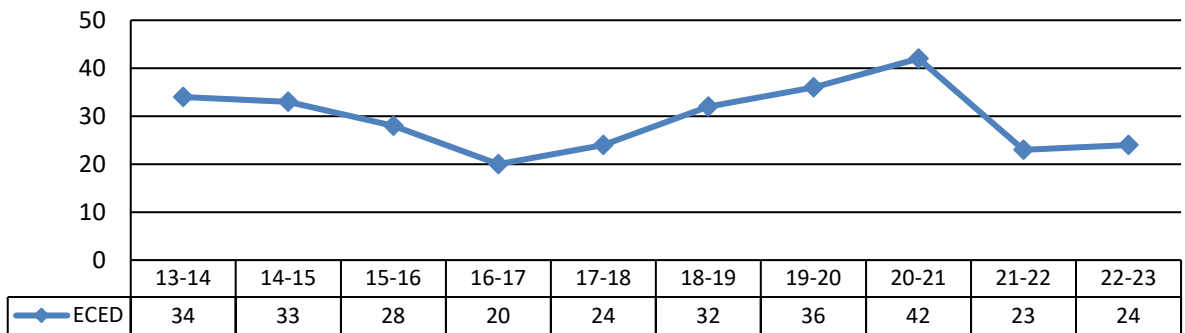
### Criminal Justice



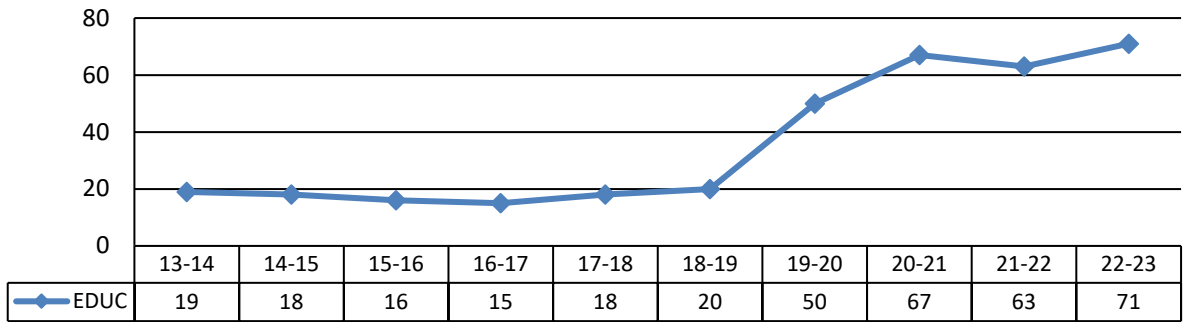
### Diesel/Heavy Equipment Technology



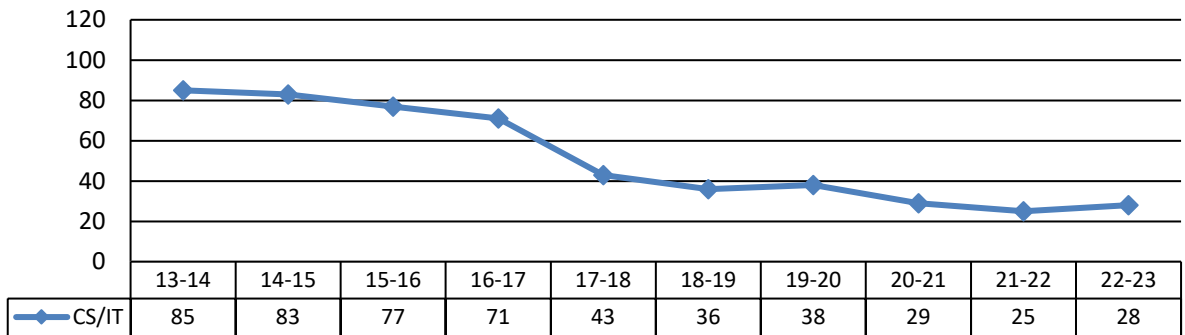
### Early Childhood Education



### Education

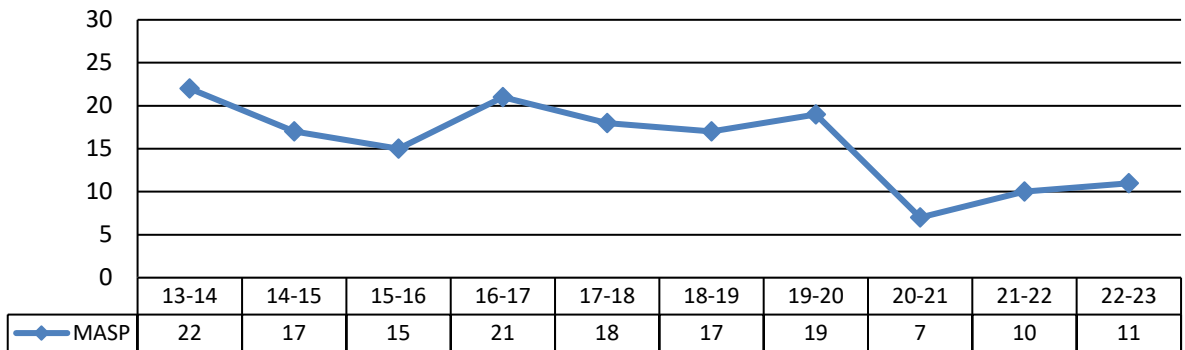


### Information Technology / Computer Science

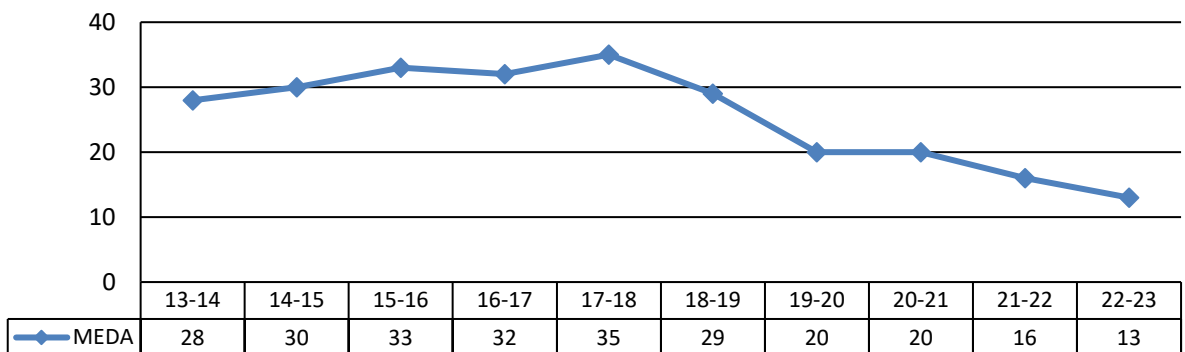


Note: includes IT FTEs beginning 2017-18.

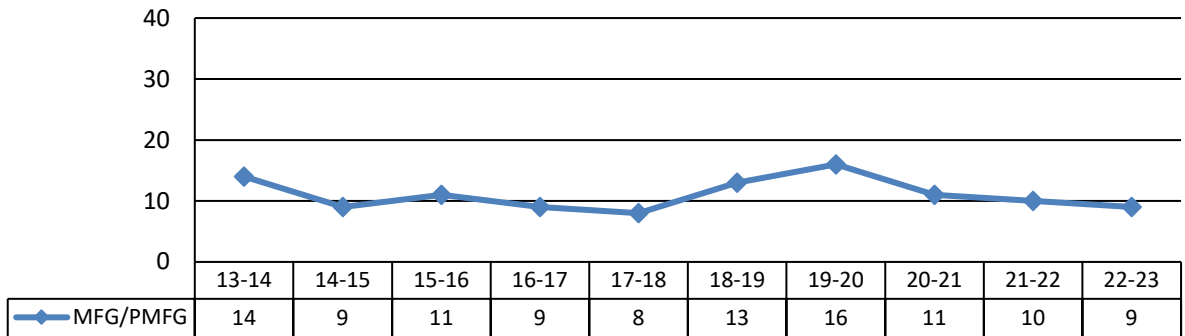
### Machine Trades



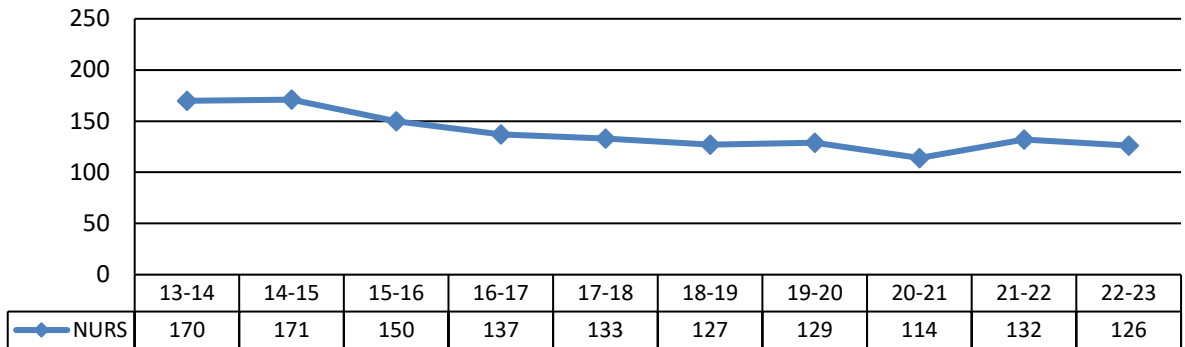
### Medical Assisting



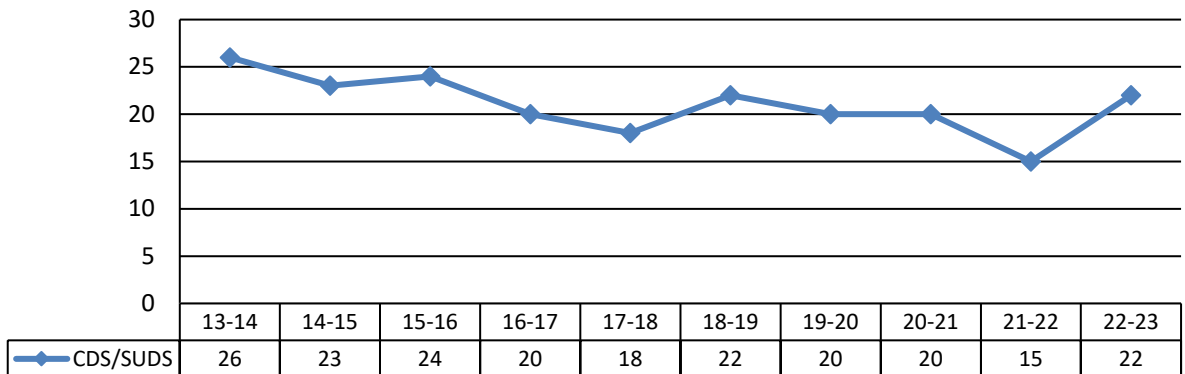
### Manufacturing/Process Manufacturing (previously PULP)



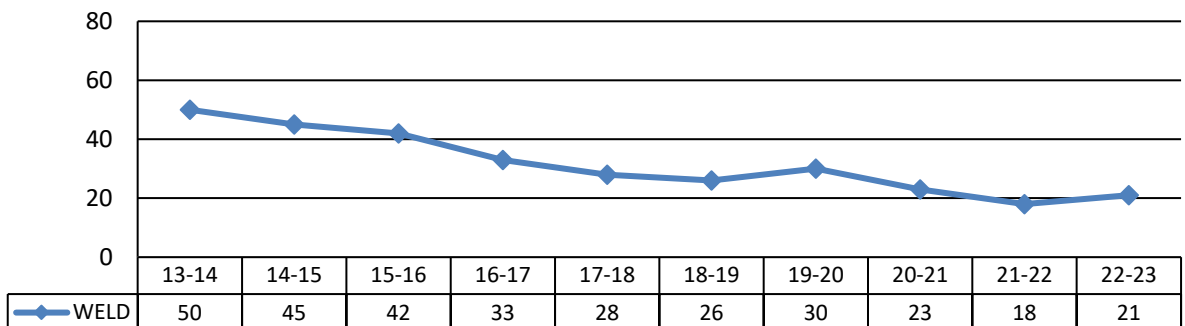
### Nursing (including RN, LPN and Nursing Assistant)



### Substance Use Disorder Studies (formerly known as Chemical Dependency Studies)



### Welding



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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
<b>LCC Rate: Overall</b>	<b>27%</b>	<b>34%</b>	<b>36%</b>	<b>29%</b>	<b>32%</b>
Full-time	39%	47%	48%	38%	40%
Part-time	16%	23%	24%	23%	23%
Male	25%	24%	32%	19%	25%
Female	29%	38%	35%	32%	33%
Need-Based Aid*	31%	33%	33%	30%	36%
Traditional Age**	33%	46%	46%	37%	39%
Nontraditional Age**	24%	28%	29%	26%	28%
First Generation	-	-	-	30%	30%
<b>System Rate^: Overall</b>	<b>27%</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>26%</b>
Full-time	31%	35%	35%	33%	31%
Part-time	19%	20%	21%	20%	19%
Male	25%	28%	29%	27%	27%
Female	28%	30%	29%	29%	27%
Need-Based Aid*	33%	36%	34%	32%	33%
Traditional Age**	35%	38%	39%	37%	33%
Nontraditional Age**	18%	20%	21%	20%	19%
First Generation	-	-	-	29%	29%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), 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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
<b>LCC Rate: Overall</b>	<b>27%</b>	<b>34%</b>	<b>36%</b>	<b>29%</b>	<b>32%</b>
American Indian or Alaska Native	20%	46%	45%	*	18%
Asian	13%	30%	27%	41%	27%
Black or African American	*	33%	23%	*	42%
Hispanic or Latino	38%	30%	33%	39%	27%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	28%	37%	38%	31%	32%
<b>System Rate^: Overall</b>	<b>27%</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>26%</b>
American Indian or Alaska Native	29%	29%	25%	25%	26%
Asian	25%	29%	28%	28%	27%
Black or African American	22%	25%	27%	25%	27%
Hispanic or Latino	30%	32%	34%	31%	30%
Native Hawaiian or Other Pacific Islander	26%	31%	30%	30%	31%
White	28%	30%	30%	28%	27%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), 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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
<b>LCC Rate: Overall</b>	<b>26%</b>	<b>24%</b>	<b>13%</b>	<b>20%</b>	<b>27%</b>
Full-time	40%	31%	15%	19%	29%
Part-time	13%	18%	12%	21%	24%
Male	36%	20%	11%	17%	28%
Female	23%	26%	13%	22%	27%
Need-Based Aid*	32%	25%	11%	17%	29%
Traditional Age**	28%	28%	13%	22%	34%
Nontraditional Age**	65%	60%	57%	50%	23%
First Generation	-	-	-	29%	28%
<b>System Rate^: Overall</b>	<b>19%</b>	<b>19%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>
Full-time	22%	23%	25%	24%	23%
Part-time	13%	13%	16%	14%	13%
Male	20%	20%	22%	21%	20%
Female	18%	19%	21%	19%	19%
Need-Based Aid*	22%	23%	25%	24%	24%
Traditional Age**	23%	24%	25%	24%	23%
Nontraditional Age**	14%	15%	18%	16%	15%
First Generation	-	-	-	20%	20%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), 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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
<b>LCC Rate: Overall</b>	<b>26%</b>	<b>24%</b>	<b>13%</b>	<b>20%</b>	<b>27%</b>
American Indian or Alaska Native	20%	23%	9%	14%	29%
Asian	40%	15%	36%	35%	27%
Black or African American	*	17%	8%	*	47%
Hispanic or Latino	26%	21%	10%	16%	23%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	27%	25%	14%	22%	25%
<b>System Rate^: Overall</b>	<b>19%</b>	<b>19%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>
American Indian or Alaska Native	16%	18%	17%	17%	19%
Asian	18%	22%	22%	19%	19%
Black or African American	14%	14%	18%	15%	16%
Hispanic or Latino	19%	18%	22%	20%	19%
Native Hawaiian or Other Pacific Islander	17%	20%	22%	17%	17%
White	20%	21%	22%	21%	21%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), 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:**  
**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)**

Global Skill	2018-19	2019-20	2020-21	2021-22	2022-23
Communication	--	--	--	--	3.4
Critical Thinking	--	*	3.4	--	--
Quantitative Literacy (Numeracy)	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.
- Quantitative Literacy will be assessed in 2023-24.
- Full reports available on LCC's [Global Skills Assessment webpage](#).



## 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 2022-23 (including 52 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	2017-18	2018-19	2019-20	2020-21	2022-23
Percent indicating that overall expectations were met or exceeded.	98%	99%*	99%**	94%	100%

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 & 2022-23, 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.”

- Evaluations were not given in 2021-22 due to staffing transition. Evaluations were reimplemented in Winter 2023 forward.
- Client satisfaction reached an all-time high in 2022-23 compared to previous years.

### EDUCATION, TRAINING AND TESTING ACTIVITIES

**Table 11: Continuing Education Enrollment: Duplicated Headcount**

2018-19	2019-20	2020-21	2021-22	2022-23	1 yr Δ	5 yr Δ
1,842	892	341	477	591	+24%	-68%

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 2022-23 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**

<b>Exam</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Pre-Employment Testing</b> (PSI Assessment, Work Keys)	385	130	169	640	393
<b>NREMT</b> (EMT Test)	159	31	55	202	135
<b>Educator Licensing Exams</b> (NES, West-B, ORELA)	304	115	248	432	304
<b>Automotive Service Excellence</b> (ASE)	154	43	2	55	96
<b>ASE Student Entry-Level Certification</b>	26	11	21	66	29
<b>CLEP</b> (Prior Learning Assessment)	23	15	1	37	37
<b>Certiport</b> (Microsoft Office Certification)	202	93	2	33	51
<b>Pesticide Testing</b> (Washington State Department of Agriculture)	455	62	0	355	569
<b>IT Exams</b> (Comptia, Cisco, Microsoft, Juniper Networks, VMware, Linnox)	45	24	12	59	50
<b>ParaPro</b> (certification exam for paraprofessional educators)	84	61	3	82	91
<b>MEASURE Learning*</b> (ACE certification, BPS, certification, and others)	14	10	2	56	54
<b>Medical Certification Exams</b> (Pharmacy Tech, ACSM, PTI)	15	4	173	161	46
<b>GED Passer Reports</b>	87	45	26	64	63

Source: Fact Book/Testing Office. \*MEASURE Learning was formerly known as Castle Worldwide (effective 2022-23).

- 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.

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, Michaela Jackson, Miranda Jaksha (student), Erik Johnson (student), David Maxon, Samantha Orth, Anita Quirk, Connie Ramos, Stefan Rijnhart, David Rosi, 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?**

- It's exciting to see improvements in student performance for males, students of color, economically disadvantaged, and nontraditional age students. We have narrowed some of the gaps from previous years.
- Having 100% satisfaction with employers in terms of professionalism of LCC graduates is a stand out statistic.
- Overall enrollment in the professional/technical area is up. Notable increases occurred in Automotive Technology, Diesel Technology, and Education. Adding multiple BAS options has supported FTE growth.
- Our licensure exams were above 80% in all areas in the most recent year.
- We are higher than the system average for college level English and math completion in year one.
- We reached our stretch goal of 100% for Corporate and Continuing Education client satisfaction.
- Corporate and Continuing Education enrollment has increased in each of the last three years.

**2) Based on the data in this report, what are LCC's weaknesses in providing workforce preparation and economic development?**

- Although we still achieved mission fulfillment, our Welding/WABO licensure rates declined in each of the past three years.
- Our overall college level English completion rates increased from the prior year and are above system rates; however, rates for males, American Indian or Alaska Native, and Hispanic or Latino students fell below mission fulfillment.
- Although our overall and most disaggregated employment rates are above the system average and meeting the stretch goal, the overall employment rate declined a bit, and the rate for males decreased by ten percentage points from the prior year and is below mission fulfillment.
- Even though our enrollment numbers are up for professional/technical, enrollment in some programs is still low.

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

- We have an ongoing opportunity to evaluate whether our program mix is meeting the needs of employers.
- We may be able to take advantage of high satisfaction rates and an upward trend in enrollment to continue to increase our Corporate and Continuing Education presence.
- For some of our specialized programs such as Substance Use Disorder Studies, we have an opportunity to increase enrollment by adding specific courses to other programs. When the course information gets added to the degree requirements, the courses can be financial aid eligible.
- The new Worker Retraining allocation model is much more advantageous to LCC than the previous model. New funding can be used to support professional/technical programs in a variety of ways. The new formula will be implemented over the next three years.
- New legislation in Washington allows anyone, regardless of immigration or citizenship status, to apply for professional licensure (of all types) in the state.
- We are continuing to explore certificate options such as micro-credentials and certificates of proficiency in a variety of fields.
- New legislation in Washington will allow apprenticeship pathway students to access the Washington College Grant in the future.

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

- Prevailing market wages in particular fields, such as Medical Assisting and Early Childhood Education, can be a disincentive to students wanting to go into those programs.
- Labor market forces, such as recent mass layoffs in the tech industry, can be a deterrent to students interested in entering related programs.
- Keeping up with changing industry standards can be challenging in terms of program relevancy.
- Persistent low enrollment in some professional/technical programs continues to be a threat.

## Board Plus/Delta

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

+	Δ