

Academic Transfer Monitoring Report

2020 – 2024

(Cycle 26)

Objective 1: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 2: Provide the support for transfer students to successfully transition to upper division college and university programs.

February 19, 2025



Academic Transfer 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 the Academic Transfer Monitoring Report include:

- Student performance
- Transfer readiness
- Demonstration of General Education Outcomes
- Academic transfer rate
- Success after transfer
- College level English and math completion

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 Academic Transfer Monitoring Report include:

- Begin process of developing criteria and matrix for evaluating the Diversity Course List and remove courses that no longer meet criteria.
- Continued assessment of the LCC requirements for the Direct Transfer Agreement (DTA) compared to the Intercollege Relations Commission (ICRC) guidelines for earning a DTA to focus on alignment and removing barriers.
- Gather more information and discuss a potential transfer agreement with Washington State University – Vancouver (WSU-V).
- Explore the expansion of supplemental instruction (SI) tutors in barrier courses that are not eligible for Integrated Basic Education & Skills Training (I-BEST) support.
- Expanding professional development opportunities on campus related to curriculum development and course design for faculty and staff led by LCC's first Instructional Designer.
- Continue to assess and evaluate the mandatory Diversity, Equity & Inclusion (DEI) training for all new students in the COLL 101 courses.
- LCC signed on with the State Board for Community & Technical Colleges (SBCTC) as a pilot college to develop and implement a shared Directed Self Placement (DSP) tool for mathematics. DSP has been shown to promote degree completion, in particular among historically underrepresented groups.
- Approval of four new mathematics support courses, for launch of corequisite model for developmental math in Fall 2025.
- The Language and Literature department revised several courses to be common course numbered. Those courses are Creative Writing I, II, and III; World Literature; Intro to Literature; and Intro to Fiction. Intro to Poetry is also being proposed as a common course offering for the 25/26 academic year.

- The Language and Literature department has retired various under-enrolled and less transferable courses over the past year, including Women Writers, Rainbow Readers, Science Fiction, Teaching & Tutoring Writing, Grammar/Punctuation, and Intro to Drama.
- The Language and Literature department revised a handful of courses to provide students with more opportunities to earn their diversity requirements, including World Literature, Creative Writing III, Contemporary Literature, and Multicultural Literature.
- The Language and Literature department has been working with Registration staff to ensure students receive correct credit when transferring in English courses from other institutions.

Key Performance Indicator: Student Performance
(Mission Fulfillment = 78% for all categories)
(Stretch Goal = 85% for all categories)

Table 1: Proportion of transfer students achieving satisfactory academic performance (C or better grade) in academic transfer courses (numbered 100 and above).

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
Overall	80.3%	82.0%	82.8%	83.5%	83.6%
Male	78.2%	81.2%	81.4%	83.5%	82.7%
Female	81.5%	82.7%	83.8%	84.2%	84.1%
Students of Color	76.0%	80.1%	77.2%	82.5%	83.4%
Economically Disadvantaged	78.0%	79.7%	80.4%	79.1%	81.1%
Traditional Age^	*	*	83.4%	83.9%	83.9%
Nontraditional Age^	*	*	80.7%	81.7%	82.7%

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. P grades included as successful grade.

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

- The proportion of overall students successfully completing academic transfer courses is trending up.

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

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

Global Skill	2019-20	2020-21	2021-22	2022-23	2023-24
Communication	--	--	--	2.9	--
Critical Thinking	*	3.4	--	--	--
Quantitative Literacy	--	--	--	--	3.9
Teamwork	--	--	4.1	--	--

*Summer Assessment Institute canceled due to COVID-19 pandemic. 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 academic transfer programs are assessed either via a Summer Assessment Institute process or by department, depending on the year and outcome (for example, Teamwork is assessed at the departmental level).
- Critical Thinking will be assessed in 2024-25.
- Full reports available on LCC's [Global Skills Assessment webpage](#).

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. Students will:

- A. Communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.
- B. Develop and express their ideas clearly and reasonably for a unified purpose.
- C. Demonstrate comprehension of a wide variety of materials.
- D. Use credible evidence to support arguments and conclusions.
- E. Document source information.
- F. 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. Students will:

- A. Identify and define primary problems or issues.
- B. Gather relevant and accurate information and draw valid inferences from that information.
- C. Be able to analyze and make judgments in response to problems, issues, and artistic expression using technique or processes appropriate to subject.
- D. Propose and/or evaluate solutions based on the criteria of logic, ethical principles, and coherence.

Quantitative Literacy (QL) -- also known as Numeracy or Quantitative Reasoning (QR) -- is a "habit of mind," competency, and comfort in working with numerical data. Students will:

- A. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- B. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- C. Perform mathematical calculations.
- D. Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
- E. Make and evaluate important assumptions in estimation, modeling, and data analysis
- F. Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Teamwork-- individual behaviors that facilitate a team's ability to achieve a desired goal or outcome. Students will:

- A. Make individual contributions to the team.
- B. Facilitate the contributions of team members.
- C. Foster a constructive team climate.
- D. Respond constructively to conflict.

Key Performance Indicator: Transfer Readiness
(Mission Fulfillment = at or above the system rate for all categories)
(Stretch Goal = five percentage points or more above the system rate* for all categories)

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. Historically, reaching 45 credits has been considered a notable milestone in terms of transfer preparedness and is a momentum point in the state's Student Achievement Initiative (performance-funding model).

**Table 3a: Percent of Transfer Students Achieving 45 College Level Credits within 2 Years
(First-Time Entering Student Outcomes Metrics)**

Reporting Year	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort Year (summer/fall)	2018	2019	2020	2021	2022
LCC Rate: Overall	53%	52%	49%	54%	54%
Female	57%	51%	47%	54%	57%
Male	44%	53%	48%	54%	51%
Received Need-Based Aid	34%	37%	34%	35%	39%
Traditional Age**	56%	55%	56%	62%	61%
Nontraditional Age**	34%	29%	21%	18%	22%
First Generation	-	-	-	51%	44%
System Rate^: Overall	47%	49%	50%	50%	50%
Female	50%	52%	50%	51%	51%
Male	45%	46%	48%	48%	49%
Received Need-Based Aid	42%	39%	42%	41%	41%
Traditional Age**	52%	53%	53%	53%	53%
Nontraditional Age**	27%	26%	28%	30%	29%
First Generation	-	-	-	46%	45%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Credit Milestones view, 45 Credits Year 2 milestone. Includes all student cohort groups prior to 2023-24 and "All First-Time Students & Running Start" cohorts beginning 2023-24, transfer only students, summer/fall entry quarters. BAS students who meet the cohort criteria are included in the cohorts.

*percentage points. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.
- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**Table 3b: Percent of Transfer Students Achieving 45 College Level Credits
within 2 Years by Race/Ethnicity
(First-Time Entering Student Outcomes Metrics)**

Reporting Year	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort Year (summer/fall)	2018	2019	2020	2021	2022
LCC Rate: Overall	53%	52%	49%	54%	54%
American Indian or Alaska Native	47%	31%	45%	30%	52%
Asian	57%	46%	46%	65%	54%
Black or African American	38%	40%	32%	24%	48%
Hispanic or Latino	46%	62%	40%	35%	61%
Native Hawaiian or Other Pacific Islander	**	**	7%	**	**
White	55%	52%	50%	57%	55%
System Rate^: Overall	47%	49%	50%	50%	50%
American Indian or Alaska Native	42%	40%	39%	39%	39%
Asian	55%	57%	57%	57%	57%
Black or African American	39%	38%	41%	40%	40%
Hispanic or Latino	47%	46%	47%	46%	46%
Native Hawaiian or Other Pacific Islander	44%	43%	45%	40%	43%
White	49%	50%	50%	51%	51%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Credit Milestones view, 45 Credits Year 2 milestone.

Includes all student cohort groups prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, transfer only students, summer/fall entry quarters. BAS students who meet the cohort criteria are included in the cohorts.

*percentage points. **Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

Key Performance Indicator: Academic Transfer Rate
(Mission Fulfillment = within five percentage points of system rate for all categories)
(Stretch Goal = meet or exceed system rate for all categories)

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. The figures below show the proportion of students who transferred to a four-year institution within four-years of starting at LCC.

**Table 4a: Percent of Transfer Students who Transfer to a 4-Year College
(Four Years after Start) (First-Time Entering Student Outcomes Metrics)**

Reporting Year	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort Year (summer/fall)	2016	2017	2018	2019	2020
LCC Rate: Overall	40%	34%	30%	33%	38%
Female	45%	38%	33%	31%	38%
Male	31%	28%	25%	35%	36%
Received Need-Based Aid	24%	24%	14%	18%	27%
Traditional Age*	43%	38%	31%	34%	39%
Nontraditional Age*	22%	16%	23%	25%	34%
System Rate^: Overall	39%	37%	39%	39%	47%
Female	41%	39%	41%	41%	48%
Male	36%	35%	37%	37%	47%
Received Need-Based Aid	26%	24%	26%	23%	29%
Traditional Age*	42%	42%	41%	41%	50%
Nontraditional Age*	28%	30%	28%	28%	31%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Post-College view, Year 4 – Transfer 4yr College. Starting in reporting year 2023-24, also includes “Year 4 – CTC Baccalaureate Transfer.” Includes all student cohort groups prior to reporting year 2023-24 and “All First-Time Students & Running Start” cohorts beginning reporting year 2023-24, transfer only students, summer/fall entry quarters. BAS students who meet the cohort criteria are included in the cohorts.

*Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**Table 4b: Percent of Transfer Students who Transfer to a 4-Year College
by Race/Ethnicity
(Four Years after Start) (First-Time Entering Student Outcomes Metrics)**

Reporting Year	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort Year (summer/fall)	2016	2017	2018	2019	2020
LCC Rate: Overall	40%	34%	30%	33%	38%
American Indian or Alaska Native	34%	32%	26%	13%	50%
Asian	61%	38%	39%	38%	46%
Black or African American	58%	22%	25%	27%	63%
Hispanic or Latino	51%	27%	25%	32%	40%
Native Hawaiian or Other Pacific Islander	*	*	*	*	69%
White	38%	36%	31%	34%	37%
System Rate^: Overall	39%	37%	39%	39%	47%
American Indian or Alaska Native	31%	33%	33%	31%	42%
Asian	48%	47%	47%	48%	55%
Black or African American	33%	33%	34%	35%	43%
Hispanic or Latino	33%	32%	33%	32%	39%
Native Hawaiian or Other Pacific Islander	32%	31%	30%	33%	41%
White	41%	41%	40%	40%	49%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Post-College view, Year 4 – Transfer 4yr College. Starting in reporting year 2023-24, also includes “Year 4 – CTC Baccalaureate Transfer.” Includes all student cohort groups prior to reporting year 2023-24 and “All First-Time Students & Running Start” cohorts beginning reporting year 2023-24, transfer only students, summer/fall entry quarters. *Less than 10 students; redacted to protect student privacy. ^All Other Colleges. BAS students who meet the cohort criteria are included in the cohorts.

- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

Table 5a: Where Did They Go?

Transfer destinations of students enrolled in 2023-24 (all transfer students)

- Academy of Art University (1)
- American Public University System (1)
- Arizona Christian University (1)
- Arizona State University (4)
- Boise State University (2)
- Brigham Young University (3)
- Central Washington University (25)
- Champlain College (1)
- Chicago State University (1)
- Concordia University (1)
- Davis & Elkins College (1)
- Eastern Oregon University (2)
- Eastern Washington University (3)
- Gallaudet University, DC (1)
- George Fox University (3)
- Grand Canyon University (9)
- Idaho State University (1)
- Linfield University (2)
- Long Island University (1)
- Marshall University Huntington, WV (1)
- Metropolitan State University of Denver (2)
- Midland University, NE (1)
- Missouri Valley College (1)
- Montana State University (1)
- National University, CA (1)
- Niagara University (1)
- Northern Arizona University (1)
- Northwest University (1)
- Oregon Health & Science University (1)
- Oregon Institute of Technology (2)
- Oregon State University (1)
- Pacific University (1)
- Park University, MO (1)
- Portland State University (7)
- Prairie View A&M University, TX (1)
- Saint Martin's University (5)
- Seattle Pacific University (2)
- Southern New Hampshire (1)
- Southern Oregon University (2)
- Temple University (1)
- The Evergreen State College (1)
- The University of Arizona Global Campus (2)
- University of Alaska (2)
- University of Arizona (3)
- University of Florida (1)
- University of Hawaii at Hilo (1)
- University of Hawaii at Manoa (1)
- University of Kansas (1)
- University of Minnesota (1)
- University of Montana (1)
- University of Mount Olive, NC (1)
- University of North Dakota (1)
- University of Northern Colorado (1)
- University of Oregon (2)
- University of Portland (3)
- University of Puget Sound (1)
- University of South Carolina Upstate (1)
- University of Utah (1)
- University of Washington (12)
- University of Wyoming (1)
- Utah State University (1)
- Utah Valley University (1)
- Washington State University (56)
- Western Governors University (9)
- Western Oregon University (6)
- Western Washington University (11)
- Whitworth University (1)
- William Jessup University, CA (1)

Source: SBCTC Data Warehouse, Student table (Kind_of_Student = T, Credits_Total >0) for list of LCC transfer students; National Student Clearinghouse for transfer institution list and enrollment.

Table 5b: Where Did They Go?

Washington Community & Technical College transfer destinations of LCC students enrolled in 2023-24 (all transfer students)

- Bellevue College (1)
- Cascadia Community College (2)
- Centralia College (7)
- Clark College (18)
- Clover Park Technical College (1)
- Columbia Basin College (2)
- Green River College (1)
- Highline College (1)
- Lake Washington Institute of Technology (1)
- Olympic College (1)
- Peninsula College (1)
- Pierce College (1)
- Shoreline Community College (2)
- South Puget Sound Community College (2)
- Spokane Falls Community College (1)
- Yakima Valley College (1)

Source: SBCTC Data Warehouse, Student table (Kind_of_Student = T, Credits_Total >0) for list of LCC transfer students; National Student Clearinghouse for transfer institution list and enrollment.

- Please note: The above list shows the Washington Community & Technical Colleges (WA CTC's) that LCC students transferred to after attending LCC in 2023-24. Although most WA CTC's offer baccalaureate-level programs, LCC does not know which program level students transfer into until after they graduate from the transfer institution.

Key Performance Indicator: Success after Transfer
(Mission Fulfillment = 60%)
(Stretch Goal = 65%)

Table 6: Graduation Rate of LCC Transfer Students at 4-Year Transfer Institutions

Grad Year	2019-20	2020-21	2021-22	2022-23	2023-24
Grad Rate of LCC transfer students at transfer institutions	67.3%	65.8%	66.7%	62.0%	66.9%

Source: SBCTC First-Time Entering Student Cohorts (FTEC) for student cohorts (All cohorts, summer/fall start, transfer students), and National Student Clearinghouse for graduate information.

- Information reported above includes first-time entering LCC transfer students that transferred to a 4-year institution after attending LCC. The above table allows students eight years from when they started at LCC to graduate at a 4-year institution.
- Please note: 2021-22 graduation rate includes five students who earned a BAS at a Washington community and technical college (CTC), four of which were at LCC. 2022-23 graduation rate includes four students who earned a BAS at a Washington CTC. 2023-24 graduation rate includes two students who earned a BAS at a Washington CTC.

Transfer Enrollment Data

Table 7: Enrollment and Graduation Data

Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24
Unduplicated headcount, all funding sources	1959	1748	1580	1668	1719
Transfer student population as a percent of all students	33%	39%	38%	37%	38%
FTE by institutional intent (fall quarter, state funded)	978	795	765	793	805
FTE as percent of institutional FTE (fall quarter, state funded)	45%	45%	44%	47%	47%
Transfer associate degrees granted	401	451	421	422	421

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 and FTE of transfer students increased in 2023-24.
- The impact of the COVID-19 pandemic on enrollment and completion is evident throughout the college's metrics, including the table above.

Key Performance Indicator: College Level English & Math Completion
(Mission Fulfillment = meet or exceed system rate for all categories)
(Stretch Goal = exceed system rate by three percentage points or more for all categories)

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

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
LCC Rate: Overall	69%	65%	64%	61%	60%
Full-time	76%	78%	76%	74%	73%
Part-time	45%	39%	36%	37%	36%
Female	71%	63%	64%	64%	57%
Male	67%	65%	65%	59%	63%
Need-Based Aid*	59%	49%	45%	43%	42%
Traditional Age**	74%	71%	72%	70%	67%
Nontraditional Age**	34%	36%	28%	19%	30%
First Generation	-	-	61%	57%	55%
System Rate^: Overall	62%	63%	62%	63%	64%
Full-time	72%	73%	71%	71%	72%
Part-time	46%	45%	44%	47%	49%
Female	64%	63%	63%	63%	64%
Male	60%	63%	60%	61%	62%
Need-Based Aid*	50%	51%	51%	50%	53%
Traditional Age**	68%	69%	67%	67%	68%
Nontraditional Age**	28%	29%	31%	31%	34%
First Generation	-	-	58%	58%	60%

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 prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, Transfer students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts.

*Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.
- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**Table 8b: College Level English Completion in First Year by Race/Ethnicity
(Transfer Students Only)**

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

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
LCC Rate: Overall	69%	65%	64%	61%	60%
American Indian or Alaska Native	66%	70%	48%	62%	61%
Asian	46%	65%	52%	52%	68%
Black or African American	80%	68%	35%	43%	48%
Hispanic or Latino	78%	56%	54%	68%	52%
Native Hawaiian or Other Pacific Islander	*	57%	*	*	71%
White	70%	67%	67%	63%	60%
System Rate^: Overall	62%	63%	62%	63%	64%
American Indian or Alaska Native	52%	56%	51%	51%	57%
Asian	68%	69%	69%	70%	69%
Black or African American	56%	57%	55%	58%	60%
Hispanic or Latino	60%	60%	58%	58%	59%
Native Hawaiian or Other Pacific Islander	58%	64%	58%	56%	62%
White	63%	64%	62%	63%	64%

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 prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, Transfer students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts.

*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

Key Performance Indicator: College Level English & Math Completion
(Mission Fulfillment = within five percentage points of system rate across all categories)
(Stretch Goal = meet or exceed system rate across all categories)

Table 9a: College Level Math Completion in First Year (Transfer Students Only)
 (Students who take AND complete college level math in their first year of attendance)

Student Demographic	2019-20	2020-21^^	2021-22^^	2022-23	2023-24
LCC Rate: Overall	33%	28%	29%	31%	32%
Full-time	37%	34%	33%	36%	35%
Part-time	21%	17%	20%	20%	26%
Female	28%	27%	26%	30%	31%
Male	41%	31%	34%	35%	34%
Need-Based Aid*	27%	21%	25%	31%	37%
Traditional Age**	34%	31%	32%	33%	34%
Nontraditional Age**	24%	15%	13%	18%	25%
First Generation	-	-	29%	25%	31%
System Rate^: Overall	36%	38%	38%	37%	38%
Full-time	43%	46%	45%	44%	45%
Part-time	23%	25%	24%	24%	24%
Female	33%	36%	35%	35%	36%
Male	39%	41%	41%	40%	41%
Need-Based Aid*	32%	36%	35%	37%	38%
Traditional Age**	37%	39%	39%	38%	38%
Nontraditional Age**	27%	30%	30%	29%	32%
First Generation	-	-	32%	33%	33%

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 prior to 2023-24 and "All First-Time Students & Running Start" cohorts beginning 2023-24, Transfer students, summer/fall start). See dashboard for "n" size, college access only. BAS students who meet the cohort criteria are included in the cohorts.

*Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges. ^^Please note: For 2020-21 and 2021-22 academic year, BUS 104, MATH 105 and MATH 106 were not counted as College Math in the State Board's FTEC metrics due to a change in State Board methodology which likely impacted College Math Year 1 rates. Going from Winter 2023 forward, those courses will be included in the State Board's metrics as college math.

- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.
- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**Table 9b: College Level Math Completion in First Year by Race/Ethnicity
(Transfer Students Only)**

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

Student Demographic	2019-20	2020-21^^	2021-22^^	2022-23	2023-24
LCC Rate: Overall	33%	28%	29%	31%	32%
American Indian or Alaska Native	31%	25%	19%	33%	30%
Asian	21%	31%	26%	30%	44%
Black or African American	27%	16%	12%	24%	16%
Hispanic or Latino	35%	23%	22%	24%	33%
Native Hawaiian or Other Pacific Islander	*	14%	*	*	14%
White	33%	29%	30%	32%	33%
System Rate^: Overall	36%	38%	38%	37%	38%
American Indian or Alaska Native	29%	29%	31%	29%	31%
Asian	48%	49%	47%	46%	48%
Black or African American	26%	29%	26%	29%	32%
Hispanic or Latino	29%	32%	32%	32%	33%
Native Hawaiian or Other Pacific Islander	29%	36%	29%	31%	29%
White	36%	38%	37%	37%	37%

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 prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, Transfer students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts.

*Less than 10 students; redacted to protect student privacy. ^All Other Colleges. ^^Please note: For 2020-21 and 2021-22 academic year, BUS 104, MATH 105 and MATH 106 were not counted as College Math in the State Board’s FTEC metrics due to a change in State Board methodology which likely impacted College Math Year 1 rates. Going from Winter 2023 forward, those courses will be included in the State Board’s metrics as college math.

- Note: tables 9a & 9b 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.
- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

Academic Transfer Monitoring Report

Analysis from the Review Team

Members include: Stefanie Gilberti & Henry Brewster, co-chairs, Jolynn Amrine, Alex Brehm, Rob Davis, Alice Dietz (LCC Board of Trustees member), Jim Franz, Traci Fuller, Devin Hendricks, Lindsay Keevy, Louis LaPierre, Fox Leavens, John Melink, Joanna Mosser, Lucas Myers, Mara Slabu (student), Jenny Smith, Ian Triana, Zion Van Hook (student), Taryn Williams.

1. Based on the data in this report, what are LCC's strengths in providing transfer education?

- Our academic transfer rate is trending up overall and across all races/ethnicities.
- Our students transfer to a wide range of institutions, which indicates that we're doing a good job of preparing them for future opportunities.
- Our math completion rate is trending up overall and for our Hispanic/Latino student population.
- The graduation rate of LCC students (success after transfer) is about 67%, which is higher than the internal graduation rates of the transfer institutions (note: that data is not included in this report).
- Student performance for low-income and Students of Color has improved.
- Based on comparisons between LCC and the system for completion of the first 45 college-level credits, LCC appears to be finding effective ways to support underserved populations.

2. Based on the data in this report, what are LCC's weaknesses in providing transfer education?

- The graduation rate after transfer (success after transfer) has remained relatively flat for the past five years. Is there something more we could be doing to improve it?
- We haven't seen a notable increase in the proportion of transfer students moving on. That could be an area of growth for us.
- We are falling below mission fulfillment for the Communication Global Skill and the proportion of students getting to college-level English in the first year. Could these be related?
- Although math scores are trending up, the overall rate is still low (but is moving in the right direction).
- Returning adults (age 25 or older) seem to be having more challenges with getting through their math requirements, although the metric is still trending up.
- College-level English completion in the first year is trending down.

3. Based on the data in this report, what are LCC's opportunities for providing students with transfer education?

- Although it's great that we have a lot of students going to WSU, we could strengthen our other partnerships to help more students go to other institutions.
- We have an opportunity to get more students through college-level math in their first year. Research shows that adding more prerequisites can be antithetical to the goal, but adding support and combining pre-college and college-level courses (which we are developing with the new co-requisite model) is more effective. We are also implementing directed self-placement for math, which pairs well with co-requisites. We plan to roll both out in the fall. We are also working on making our different systems (tutoring, I-BEST, Supplemental Instruction, etc.) work better together to provide more support for students.
- There is information available at the national level (such as through the Community College Research Center at Columbia University) that we could be using more data to make positive changes at LCC.
- We have an opportunity to create more community partnerships with local industry. For example, the University of Washington sends students to Longview for pulp and paper engineering internships.
- Identifying funding to offer classes for mill employees could be a huge opportunity.
- There may be an opportunity to do more targeted recruitment at high schools for STEM programs (especially for students who cannot attend college out of the area).

4. Based on the data in this report, what are LCC's threats to providing students with transfer education?

- Low enrollment of males is a threat to ongoing transfers.
- Schools such as the University of Washington and Washington State University are working to reduce the amount of calculus required for their programs, but as long as we keep our partnerships intact, this threat is avoidable.
- A lot of councils at the state level are looking at their requirements for the DTA (Direct Transfer Agreement). LCC does not deviate much from the state requirements. There are some potential changes coming that will pose a threat to some of the types of courses we offer or the breadth of courses students are allowed to take. Some of the required shifts may feel threatening, but the point is to reduce barriers for students.
- If other institutions offer classes online that we don't (such as calculus), students may enroll elsewhere. However, our instructors have questions about the efficacy of teaching specific courses online.
- We have limited course times available in some of our lower-enrolled pathways, such as STEM. This may drive students elsewhere as they seek out different class times or course modalities. If we could increase the

number of enrolled students, it would allow us to increase the number of sections we offer.