Student Access, Support & Completion Monitoring Report

2020 – 2024
(Cycle 26)

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

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

December 11, 2024

Student Access, Support & Completion 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 Student Access & Completion Monitoring Report include:
- Participation rates
- Enrollment
- Student persistence
- Student completion
- Student satisfaction with support services
- Faculty-student engagement
- Student satisfaction with instruction
- Student sense of belonging

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

- **Financial Aid - Mass Packaging and FAFSA Process**
  - In Fall 2023, LCC began using Mass Packaging to expedite student financial aid awards to a three-week average after students submit a FAFSA and apply to the college. LCC was one of the first colleges in the Community and Technical College system to utilize mass packaging.
  - The 2023-24 academic year focused extensively on learning and implementing the changes to the new FAFSA, which required the Financial Aid team to manually process 2024-25 awards in a significantly reduced timeline. Financial Aid disbursed 10% more funding to students in Fall 2024 over Fall 2023, and loans decreased by 16%.
- **Emergency Contraceptive and Basic Needs Support**
  - With funding from WSAC, LCC was one of 10 Community and Technical Colleges in Washington to receive funding to install a vending machine on campus to dispense emergency contraceptives. Through this grant, LCC purchased a vending machine, emergency contraceptive pills (i.e. Plan B), pregnancy tests, and condoms. Doses of Narcan and fentanyl test strips are also available in the machine, which is located outside of the food pantry on the 2nd floor of the Student Center. Some products, such as condoms and pregnancy tests, continue to be available free of charge through the hygiene station in the food pantry.
  - As part of the 2023 Postsecondary Basic Needs Act, LCC completed a Basic Needs Strategic Plan. Student priorities within the plan include recommendations to expand student housing, develop free or reduced meals programs, expand mental health support, increase childcare capacity, promote a comprehensive resource hub for basic needs, expand food options in the food pantry, and increase access to food resources and services.

- **K-12 Partnerships**
    - LCC was awarded a three-year Gates Foundation Grant in collaboration with ESD 112, Clark College, and WSU-Vancouver to increase post-secondary enrollment for rural students. The grant allowed LCC to hire a Rural Outreach Navigator to work directly with six rural high schools in Cowlitz, Wahkiakum, and Pacific Counties.
    - As part of onboarding President Seimears and strengthening partnerships with K12, President Seimears and Vice President Orchard met with the seven high school principals during Spring 2024.
    - Running Start signed MOUs with Rainier and Clatskanie High Schools to offer an Oregon Dual Credit program similar to the Washington Running Start program.
- **Student Support Integration**
    - The Advising team welcomed a new Pre-Nursing advisor who has expanded the appointment capacity and helped streamline advising support for pre-nursing students. Three Career Pathways advisors are now embedding with academic programs to allow closer connection with faculty advisors. Those programs are Education, Math, and Business/IT.
    - To create a seamless and integrated experience for all LCC students, student support staff from College and Career Prep (CCP) moved into the Admissions Center Building, and CASAS testing moved into the Main building across from the Testing Center to better align services for students.

<p style="text-align:center">Key Performance Indicator: <u>Participation Rates</u></p>

<p style="text-align:center">(Mission Fulfillment = 4.5% for overall rate)
(Stretch Goal = 5.5% for overall rate)</p>

Table 1a: Participation Rate of persons "16 years and older" who live within the College's service district

Population Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
Overall (service district participation rate in credit courses) (all students)	**5.40%**	**4.54%**	**4.12%**	**4.26%**	**4.34%**
Female	*	*	5.45%	5.43%	5.43%
Male	*	*	2.37%	2.58%	2.67%
Traditional Age^	*	*	21.53%	20.15%	19.69%
Nontraditional Age^	*	*	2.46%	2.38%	2.50%

Source: – Census Data, located at data.census.gov. SBCTC Data Warehouse Student table for LCC enrollment. Participation rate is based on community population ages "16 and older." *Data not available. ^Traditional age is defined as 18 to 24 only for this table due to Census data restrictions; nontraditional age is 25+.

Table 1b: Participation Rates by Demographics (Percent of Enrollment)

(Mission Fulfillment = 24% or higher for Students of Color and no more than 5% below system average for other categories)
(Stretch Goal = No more than 10% below system average for Students of Color and meet or exceed system average for other categories)

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
LCC Rate: Students of Color	24%	25%	26%	27%	30%
System Rate: Students of Color	40%	42%	43%	42%	44%
LCC Rate: Female	64%	66%	65%	63%	63%
System Rate: Female	52%	54%	53%	51%	50%
LCC Rate: Male	31%	28%	28%	29%	29%
System Rate: Male	40%	39%	39%	39%	39%
LCC Rate: Students with disabilities*	6%	5%	6%	7%	7%
System Rate: Students with disabilities*	4%	4%	4%	4%	4%
LCC Rate: Students Receiving Veterans Benefits	1%	1%	1%	1%	1%
System Rate: Students Receiving Veterans Benefits	3%	2%	2%	2%	2%
LCC Rate: Nontraditional Age^	53%	50%	53%	48%	50%
System Rate: Nontraditional Age^	51%	49%	51%	52%	50%
LCC Rate: Traditional Age^	47%	49%	47%	52%	50%
System Rate: Traditional Age^	48%	51%	49%	48%	50%

Source: SBCTC Enrollment Data Dashboard, located at https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx. *"Students with disabilities" percent is based on students who reported a disability at the accessibility office. ^Traditional age is up to 24; nontraditional age is 25+.

<p align="center">Key Performance Indicator: <u>Enrollment</u></p>

<p align="center">(Mission Fulfillment for Total = 1.8%)
(Stretch Goal for Total = 2.0%)</p>

<p align="center">Table 2: LCC Enrollment (Percent of system, Total & State FTE)</p>

| Year	2019-20	2020-21	2021-22	2022-23	2023-24
Percent of System (Total)	**1.8%**	**1.8%**	**1.8%**	**1.8%**	**1.7%**
Percent of System (State)	2.0%	1.9%	1.9%	1.9%	1.9%
Actual FTE accrued (Total)	2,988	2,545	2,325	2,391	2,499
Actual FTE accrued (State)	2,307	1,956	1,795	1,813	1,911

Source: SBCTC Enrollment Monitoring Reports.

Note: One annual FTE is the equivalent of one student enrolled for 45 community college credit hours in a year.

- LCC's enrollment declined during the Covid-19 pandemic but has increased the last two years. LCC's proportion of system enrollment has remained relatively flat but fell slightly below mission fulfillment in 2023-24.

<p align="center">Figure 3: Annual FTE excluding Worker Retraining FTEs (all funding sources)</p>

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Worker Retraining FTE	187	158	108	112	127
Revised Total FTE	2801	2387	2217	2279	2372
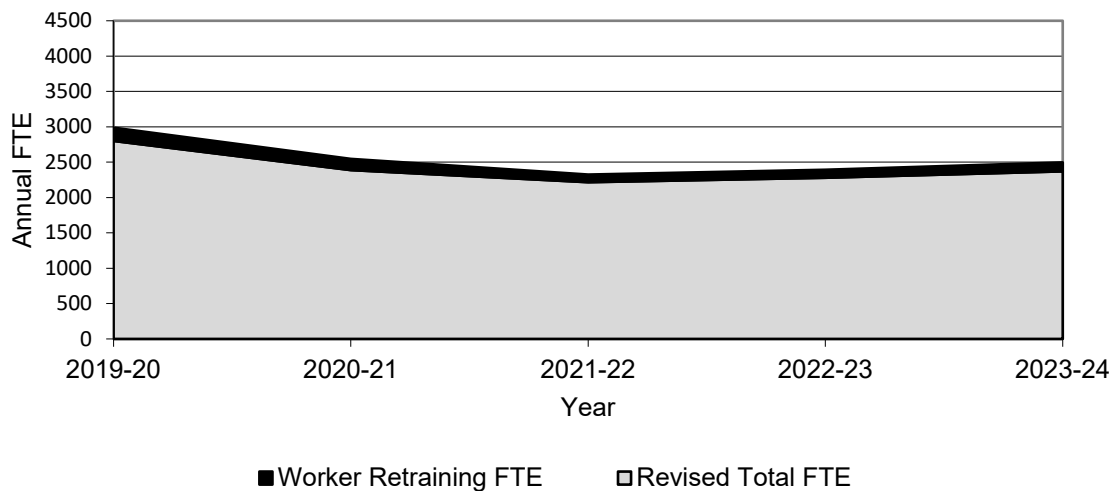
Source: Worker Retaining FTE: SBCTC Allocation Monitoring Report.

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

Table 4: Annual FTE by Institutional Intent (state funding only)
Percent of State Funded Students who are Full-time*

Year	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
2019-20	1052 (46%)	686 (30%)	569 (25%)	46%
2020-21	885 (45%)	572 (29%)	499 (26%)	45%
2021-22	788 (44%)	542 (30%)	466 (26%)	48%
2022-23	830 (46%)	470 (26%)	513 (28%)	46%
2023-24	869 (45%)	487 (25%)	556 (29%)	45%

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

Table 5: Percent of High School Graduates attending a Post-Secondary Institution

High School	2018	2019	2020	2021	2022
Castle Rock	42%	42%	37%	35%	39%
Kalama	59%	44%	38%	44%	36%
Kelso	47%	46%	34%	39%	42%
Mark Morris	45%	49%	40%	40%	50%
R A Long	57%	55%	36%	47%	47%
Toutle Lake	61%	58%	53%	51%	46%
Wahkiakum	51%	53%	41%	39%	31%
Woodland	50%	40%	30%	44%	34%

Source: Education Research and Data Center, located at https://erdc.wa.gov/. High School Graduate Outcomes dashboard.

Table 6: Percent of High School Graduates attending Lower Columbia College
(of students attending Post-Secondary Institutions)

High School	2018	2019	2020	2021	2022
Castle Rock	51%	46%	51%	39%	33%
Kalama	28%	44%	48%	29%	42%
Kelso	40%	54%	48%	44%	41%
Mark Morris	47%	52%	51%	36%	38%
R A Long	37%	42%	48%	40%	41%
Toutle Lake	50%	55%	61%	55%	50%
Wahkiakum	*	39%	42%	20%	*
Woodland	17%	15%	9%	11%	26%

Source: Education Research and Data Center, located at https://erdc.wa.gov/. High School Graduate Outcomes dashboard, Enrollment by Institution. *Data not available.

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

Table 7: Proportion of High School Graduates Who Enroll at LCC in Subsequent Fall

High School	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Castle Rock	15/98=15%	12/83 = 14%	20/73 = 27%	23/87 = 26%	23/86 = 27%
Kalama	12/68=18%	16/57 = 28%	14/66 = 21%	18/69 = 26%	13/82 = 16%
Kelso	68/295=23%	60/300 = 20%	67/296 = 23%	80/306 = 26%	59/284 = 21%
Mark Morris	41/203=21%	41/165 = 25%	38/178 = 21%	51/171 = 30%	40/199 = 20%
R.A. Long	20/163=12%	20/180 = 11%	43/158 = 27%	24/158 = 15%	50/172 = 29%
Toutle Lake	16/40=40%	16/41 = 39%	19/41 = 46%	10/35 = 29%	22/42 = 52%
Wahkiakum	6/32=19%	1/56 = 2%	7/33 = 21%	4/45 = 9%	7/40 = 18%
Woodland	4/144=3%	9/133 = 7%	20/134 = 15%	20/134 = 15%	8/118 = 7%
Total Dist.	**182/1043=17%**	**175/1015 = 17%**	**228/979 = 23%**	**230/1005 = 23%**	**222/1023 = 22%**

Source: LCC Registration Office (KR-HISCHO3), after Fall 2019, dataLink Enrollment of HS Grads.sql (Fact Book).

- Running Start participation has affected this rate.

Running Start

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

Table 8: Running Start Enrollment at LCC by High School as a Proportion of Junior/Senior High School Enrollment

High School	2019-20	2020-21	2021-22	2022-23	2023-24
Castle Rock	36/227 = 16%	39/206 = 19%	30/198 = 15%	42/215 = 20%	47/183 = 26%
Kalama	23/155 = 15%	37/161 = 23%	37/171 = 22%	37/175 = 21%	41/178 = 23%
Kelso	119/758 = 16%	132/645 = 20%	104/713 = 15%	109/714 = 15%	115/645 = 18%
R.A. Long	71/394 = 18%	79/411 = 19%	71/398 = 18%	61/403 = 15%	61/415 = 15%
Mark Morris	132/470 = 28%	110/421 = 26%	92/433 = 21%	93/432 = 22%	82/466 = 18%
Toutle Lake	38/104 = 37%	31/97 = 32%	27/93 = 29%	28/101 = 28%	35/81 = 43%
Wahkiakum	14/102 = 14%	15/107 = 14%	12/96 = 13%	7/93 = 8%	8/70 = 11%
Woodland	28/352 = 8%	24/301 = 8%	12/301 = 4%	20/284 = 7%	33/309 = 11%
Grand Total	**461/2562 = 18%**	**467/2349 = 20%**	**385/2403 = 16%**	**397/2417 = 16%**	**422/2347 = 18%**

Source: Fact Book.

Figure 9: LCC Annual Headcount and FTE in Running Start

| Year	2019-20	2020-21	2021-22	2022-23	2023-24
Headcount	527	508	420	438	478
FTE	431	425	351	367	387
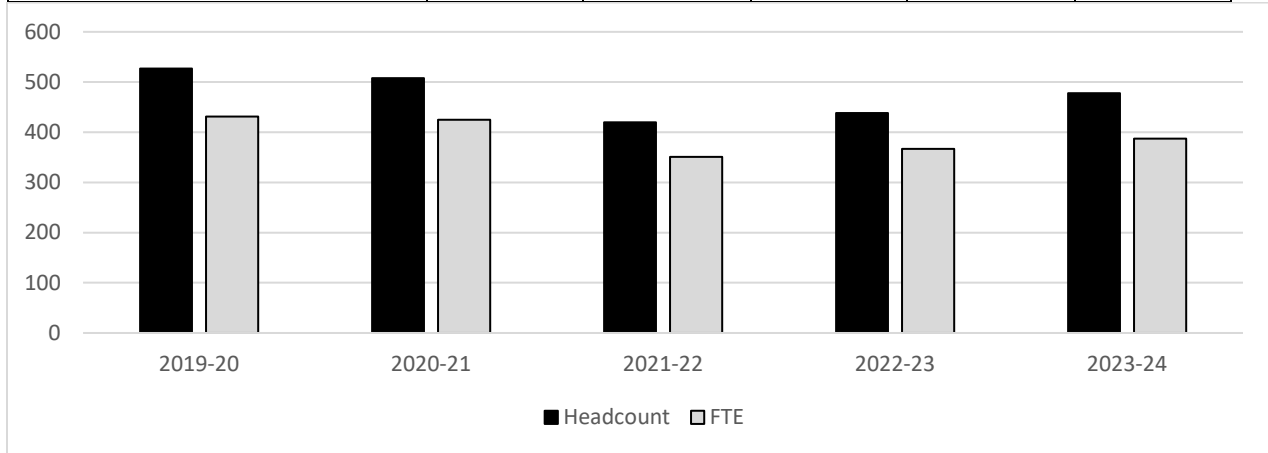
Source: LCC Fact Book.

- The pandemic negatively impacted Running Start enrollment in 2020-21 and 2021-22.
- Per 2SHB1316, the FTE limitation allowed for Running Start increased to 1.40 FTE in 2023-24. Additionally, summer quarter became open to all students eligible for Running Start with FTE capacity under the 1.40 Annual Average FTE limitation.

Figure 10: Dual Associate Degree and High School Grads (Running Start Students)

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Dual RS and High School Grads	100	111	107	106	123
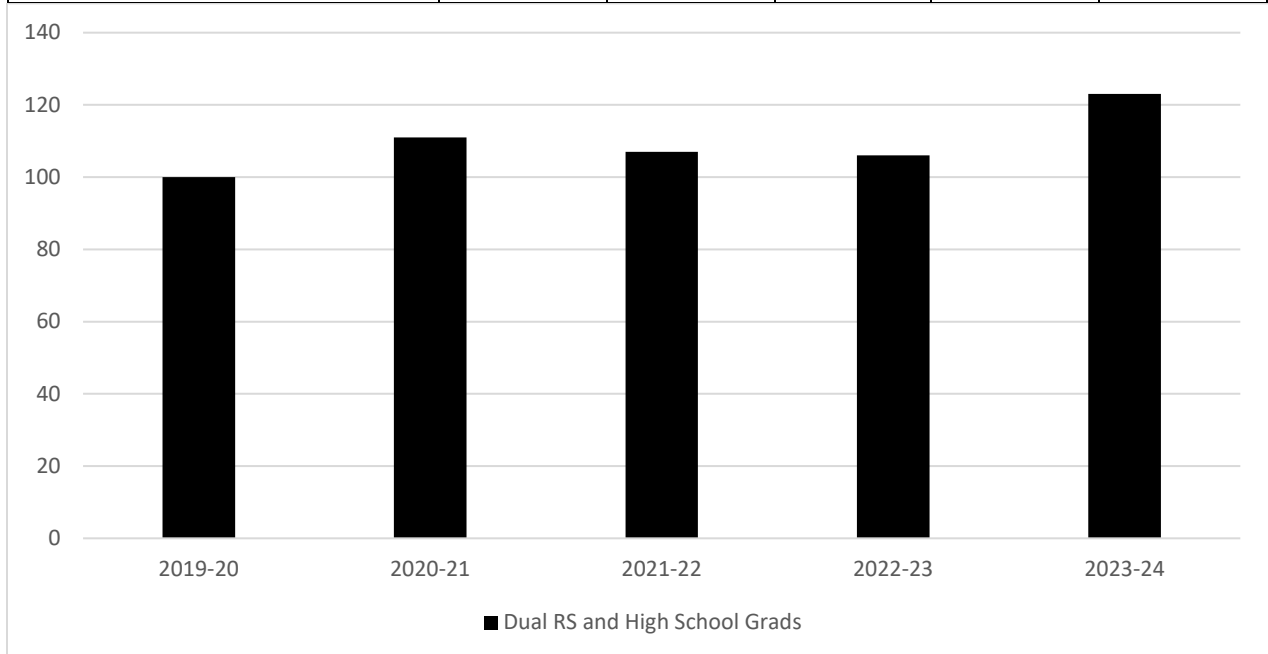
Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma increased in 2023-24.

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Key Performance Indicator: Student Persistence
(Data divided into two tables for easier readability)

(Mission Fulfillment = no more than 8% below system average for all categories)
(Stretch Goal = meet or exceed system average for all categories)

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In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. It is possible to track these cohorts to measure progress in a variety of ways, including fall to fall persistence.

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Table 11a: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students

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Student Demographic	Fall 2018-Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022	Fall 2022 – Fall 2023
LCC Rate: Overall	**58% (n = 880)**	**54% (n = 988)**	**55% (n = 777)**	**59% (n = 665)**	**58% (n = 791)**
Full-time	64% (n = 560)	61% (n = 664)	62% (n = 476)	67% (n = 414)	62% (n = 496)
Part-time	48% (n = 320)	39% (n = 324)	45% (n = 301)	47% (n = 251)	51% (n = 295)
Male	54% (n = 291)	54% (n = 329)	54% (n = 202)	60% (n = 216)	54% (n = 232)
Female	60% (n = 573)	54% (n = 652)	53% (n = 481)	59% (n = 416)	60% (n = 498)
Need-Based Aid*	49% (n = 298)	41% (n = 335)	45% (n = 234)	48% (n = 225)	51% (n = 301)
Nontraditional Age**	53% (n = 264)	41% (n = 293)	44% (n = 241)	46% (n = 223)	48% (n = 244)
Traditional Age**	60% (n = 615)	59% (n = 695)	60% (n = 536)	66% (n = 442)	62% (n = 547)
First Generation	-	-	-	55% (n = 416)	52% (n = 499)
System Rate^: Overall	58% (n = 52,164)	57% (n = 52,536)	58% (n = 44,376)	57% (n = 39,057)	58% (n = 41,845)
Full-time	65% (n = 32,054)	64% (n = 32,655)	64% (n = 28,311)	63% (n = 24,903)	64% (n = 26,618)
Part-time	47% (n = 20,110)	46% (n = 19,881)	46% (n = 16,065)	46% (n = 14,154)	47% (n = 15,227)
Male	56% (n = 22,234)	54% (n = 22,226)	56% (n = 17,243)	55% (n = 15,662)	57% (n = 16,569)
Female	60% (n = 28,578)	60% (n = 29,047)	58% (n = 24,736)	59% (n = 21,211)	59% (n = 21,780)
Need-Based Aid*	57% (n = 13,072)	53% (n = 13,547)	57% (n = 10,016)	54% (n = 10,206)	54% (n = 11,258)
Nontraditional Age**	52% (n = 13,870)	49% (n = 13,882)	51% (n = 10,813)	49% (n = 10,401)	49% (n = 9,657)
Traditional Age**	61% (n = 38,277)	60% (n = 38,647)	60% (n = 33,545)	60% (n = 28,656)	60% (n = 32,177)
First Generation	-	-	-	55% (n = 13,805)	55% (n = 19,469)

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. Retention View (All cohorts prior to Fall 2022; "All First-Time Students & Running Start" cohorts beginning Fall 2022 rates; Transfer & Prof/Tech students). BAS students who meet the cohort criteria are included in the cohorts. Note: beginning in Fall 2022, College in the High School students are no longer included in the cohort. *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

Notes:
- Full-time/part-time status is based on student's first quarter of enrollment.
- 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.

Table 11b: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students by Race/Ethnicity

Student Demographic	Fall 2018- Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022	Fall 2022 – Fall 2023
LCC Rate: Overall	58% (n = 880)	54% (n = 988)	55% (n = 777)	59% (n = 665)	58% (n = 791)
American Indian or Alaska Native	51% (n = 49)	38% (n = 45)	52% (n = 31)	41% (n = 41)	53% (n = 38)
Asian	63% (n = 43)	52% (n = 44)	46% (n = 37)	55% (n = 40)	65% (n = 37)
Black or African American	63% (n = 32)	48% (n = 27)	53% (n = 32)	48% (n = 25)	56% (n = 41)
Hispanic or Latino	56% (n = 86)	63% (n = 96)	57% (n = 74)	49% (n = 94)	57% (n = 94)
Native Hawaiian or other Pacific Islander	55% (n = 11)	40% (n = 10)	21% (n = 19)	45% (n = 11)	55% (n = 11)
White	58% (n = 722)	55% (n = 829)	56% (n = 680)	62% (n = 552)	58% (n = 675)
System Rate^: Overall	58% (n = 52,164)	57% (n = 52,536)	58% (n = 44,376)	57% (n = 39,057)	58% (n = 41,845)
American Indian or Alaska Native	54% (n = 1,761)	49% (n = 1,767)	50% (n = 1,384)	49% (n = 1,273)	52% (n = 1,421)
Asian	64% (n = 6,388)	64% (n = 6,676)	64% (n = 6,174)	63% (n = 5,742)	65% (n = 6,498)
Black or African American	51% (n = 4,412)	49% (n = 4,657)	52% (n = 3,814)	51% (n = 3,801)	51% (n = 4,824)
Hispanic or Latino	59% (n = 8,477)	56% (n = 9,061)	57% (n = 7,365)	55% (n = 7,339)	56% (n = 8,520)
Native Hawaiian or other Pacific Islander	54% (n = 1,002)	52% (n = 994)	55% (n = 840)	49% (n = 816)	51% (n = 961)
White	58% (n = 32,349)	57% (n = 32,994)	57% (n = 28,791)	58% (n = 24,780)	58% (n = 26,378)

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. Retention View (All cohorts prior to Fall 2022; "All First-Time Students & Running Start" cohorts beginning Fall 2022 rates; Transfer & Prof/Tech students). BAS students who meet the cohort criteria are included in the cohorts. Note: beginning in Fall 2022, College in the High School students are no longer included in the cohort. *Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

Table 12a: Fall-to-Winter Persistence Rates for First-Time Degree-Seeking Students

Student Demographic	Fall 2019-Winter 2020	Fall 2020-Winter 2021	Fall 2021-Winter 2022	Fall 2022-Winter 2023	Fall 2023-Winter 2024
LCC Rate: Overall	**83% (n = 988)**	**83% (n = 777)**	**80% (n = 665)**	**80% (n = 791)**	**81% (n = 767)**
Full-time	87% (n = 664)	87% (n = 476)	83% (n = 414)	85% (n = 496)	86% (n = 462)
Part-time	73% (n = 324)	77% (n = 301)	76% (n = 251)	73% (n = 295)	74% (n =305)
Male	80% (n = 329)	80% (n = 202)	77% (n = 216)	75% (n = 232)	81% (n = 248)
Female	84% (n = 652)	84% (n = 481)	82% (n = 416)	82% (n = 498)	81% (n = 449)
Need-Based Aid*	83% (n = 335)	83% (n = 234)	76% (n = 225)	79% (n = 301)	77% (n = 327)
Nontraditional Age**	78% (n = 293)	83% (n = 241)	71% (n = 223)	74% (n = 244)	75% (n = 240)
Traditional Age**	85% (n = 695)	83% (n = 536)	85% (n = 442)	83% (n = 547)	84% (n = 527)
First Generation	-	-	78% (n = 416)	77% (n =499)	79% (n = 486)
System Rate^: Overall	83% (n = 52,536)	83% (n = 44,376)	81% (n = 39,057)	80% (n = 41,845)	84% (n = 47,214)
Full-time	88% (n = 32,655)	88% (n = 28,311)	85% (n = 24,903)	84% (n = 26,618)	88% (n = 29,878)
Part-time	74% (n = 19,881)	75% (n = 16,065)	72% (n = 14,154)	72% (n = 15,227)	76% (n = 17,336)
Male	81% (n = 22,226)	82% (n = 17,243)	79% (n = 15,662)	79% (n = 16,569)	82% (n = 18,118)
Female	84% (n = 29,047)	84% (n = 24,736)	82% (n = 21,211)	81% (n = 21,780)	84% (n = 24,228)
Need-Based Aid*	83% (n = 13,547)	83% (n = 10,016)	81% (n = 10,206)	79% (n = 11,258)	83% (n = 12,523)
Nontraditional Age**	75% (n = 13,882)	77% (n = 10,813)	75% (n = 10,401)	71% (n = 9,657)	76% (n = 10,894)
Traditional Age**	86% (n = 38,647)	85% (n = 33,545)	83% (n = 28,656)	83% (n = 32,177)	86% (n = 36,319)
First Generation	-	-	78% (n = 13,805)	78% (n = 19,469)	81% (n = 23,137)

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. Retention View (All cohorts prior to Fall 2022; "All First-Time Students & Running Start" cohorts beginning Fall 2022 to winter persistence rates; Transfer & Prof/Tech students). BAS students who meet the cohort criteria are included in the cohorts. Note: beginning Fall 2022, College in the High School students are no longer included in the cohort (Fall 2022 figures updated from previous monitoring report). *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

Notes:
- Full-time/part-time status is based on student's first quarter of enrollment.
- 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.

Table 12b: Fall-to-Winter Persistence Rates for First-Time Degree-Seeking Students by Race/Ethnicity

Student Demographic	Fall 2019-Winter 2020	Fall 2020-Winter 2021	Fall 2021-Winter 2022	Fall 2022-Winter 2023	Fall 2023-Winter 2024
LCC Rate: Overall	**83% (n = 988)**	**83% (n = 777)**	**80% (n = 665)**	**80% (n = 791)**	**81% (n = 767)**
American Indian or Alaska Native	80% (n = 45)	87% (n = 31)	66% (n = 41)	76% (n = 38)	74% (n = 43)
Asian	82% (n = 44)	84% (n = 37)	78% (n = 40)	81% (n = 37)	93% (n = 41)
Black or African American	85% (n = 27)	81% (n = 32)	76% (n = 25)	63% (n = 41)	73% (n = 48)
Hispanic or Latino	81% (n = 96)	81% (n = 74)	81% (n = 94)	78% (n = 94)	78% (n = 108)
Native Hawaiian or other Pacific Islander	80% (n = 10)	79% (n = 19)	100% (n = 11)	73% (n = 11)	71% (n = 21)
White	83% (n = 829)	84% (n = 680)	81% (n = 552)	82% (n = 675)	82% (n = 628)
System Rate^: Overall	83% (n = 52,536)	83% (n = 44,376)	81% (n = 39,057)	80% (n = 41,845)	84% (n = 47,214)
American Indian or Alaska Native	78% (n = 1,767)	76% (n = 1,384)	75% (n = 1,273)	77% (n = 1,421)	78% (n = 1,711)
Asian	86% (n = 6,676)	86% (n = 6,174)	84% (n = 5,742)	84% (n = 6,498)	87% (n = 7,376)
Black or African American	76% (n = 4,657)	78% (n = 3,814)	75% (n = 3,801)	76% (n = 4,824)	79% (n = 5,490)
Hispanic or Latino	81% (n = 9,061)	81% (n = 7,365)	78% (n = 7,339)	79% (n = 8,520)	83% (n = 10,083)
Native Hawaiian or other Pacific Islander	80% (n = 994)	82% (n = 840)	76% (n = 816)	78% (n = 961)	81% (n = 996)
White	84% (n = 32,994)	84% (n = 28,791)	81% (n = 24,780)	81% (n = 26,378)	84% (n = 29,306)

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. Retention View (All cohorts prior to Fall 2022; "All First-Time Students & Running Start" cohorts beginning Fall 2022 to winter persistence rates; Transfer & Prof/Tech students). BAS students who meet the cohort criteria are included in the cohorts. Note: beginning Fall 2022, College in the High School students are no longer included in the cohort (Fall 2022 figures updated from previous monitoring report). ^All Other Colleges.

<p style="text-align:center">Key Performance Indicator: <u>Student Completion</u>
(Data divided into two tables for easier readability)</p>

<p style="text-align:center">(Mission Fulfillment = no more than 8% below system average for all categories)
(Stretch Goal = meet or exceed system average for all categories)</p>

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. It is possible to track these cohorts to measure progress in a variety of ways, including completion.

<p style="text-align:center">Table 13a: Students who Graduated within Four Years
(Based on FTEC Cohorts finishing within Four Years)</p>

Student Demographic	2019 (2015 cohort)	2020 (2016 cohort)	2021 (2017 cohort)	2022 (2018 cohort)	2023 (2019 cohort)
LCC Rate: Overall	**38%**	**42%**	**39%**	**36%**	**33%**
Full-time	43%	46%	43%	40%	38%
Part-time	28%	35%	31%	29%	23%
Male	34%	33%	37%	29%	33%
Female	40%	47%	39%	39%	34%
Need-Based Aid*	29%	34%	32%	25%	23%
Nontraditional Age**	38%	41%	38%	35%	26%
Traditional Age**	37%	43%	39%	37%	36%
System Rate^: Overall	35%	35%	34%	34%	33%
Full-time	42%	42%	42%	41%	40%
Part-time	24%	24%	23%	23%	22%
Male	33%	32%	32%	31%	30%
Female	37%	37%	37%	36%	36%
Need-Based Aid*	35%	35%	35%	34%	31%
Nontraditional Age**	36%	36%	35%	35%	32%
Traditional Age**	35%	34%	34%	33%	34%

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. Completion View (All cohorts prior to Grad Year 2023; "All First-Time Students & Running Start" cohorts beginning Grad Year 2023 rates; Transfer & Prof/Tech students, summer/fall entry quarter). BAS students who meet the cohort criteria are included in the cohorts, and BAS completions are included in the metrics for cohort students. Note: beginning in Grad Year 2023, College in the High School students are no longer included in the cohort. *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

Please note: Per the State Board, this is the most recent data available.

Table 13b: Students who Graduated within Four Years by Race/Ethnicity
(Based on FTEC Cohorts finishing within Four Years)

Student Demographic	2019 (2015 cohort)	2020 (2016 cohort)	2021 (2017 cohort)	2022 (2018 cohort)	2023 (2019 cohort)
LCC Rate: Overall	38%	42%	39%	36%	33%
American Indian or Alaska Native	14%	31%	42%	22%	22%
Asian	46%	59%	32%	44%	34%
Black or African American	28%	39%	28%	22%	37%
Hispanic or Latino	45%	46%	40%	24%	36%
Native Hawaiian or other Pacific Islander	17%	*	50%	27%	40%
White	37%	42%	39%	38%	34%
System Rate^: Overall	35%	35%	34%	34%	33%
American Indian or Alaska Native	29%	28%	28%	28%	27%
Asian	38%	38%	38%	37%	36%
Black or African American	25%	24%	25%	24%	24%
Hispanic or Latino	34%	33%	33%	33%	33%
Native Hawaiian or other Pacific Islander	29%	28%	30%	30%	27%
White	36%	35%	35%	35%	34%

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. Completion View (All cohorts prior to Grad Year 2023; "All First-Time Students & Running Start" cohorts beginning Grad Year 2023 rates; Transfer & Prof/Tech students, summer/fall entry quarter). BAS students who meet the cohort criteria are included in the cohorts, and BAS completions are included in the metrics for cohort students. Note: beginning in Grad Year 2023, College in the High School students are no longer included in the cohort. *Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

Please note: Per the State Board, this is the most recent data available.

Table 14a: Students who Graduated within Two Years
(Based on FTEC Cohorts finishing within Two Years)

Note: The State Board for Community and Technical Colleges has selected the two-year graduation rate as its Guided Pathways metric. LCC's KPI is based on a four-year graduation rate. The two-year rate is being provided as information only in this monitoring cycle.

Student Demographic	2019 (2017 cohort)	2020 (2018 cohort)	2021 (2019 cohort)	2022 (2020 cohort)	2023 (2021 cohort)
LCC Rate: Overall	**30%**	**26%**	**23%**	**24%**	**31%**
Full-time	35%	30%	28%	31%	40%
Part-time	21%	18%	14%	12%	17%
Male	25%	19%	24%	21%	33%
Female	31%	29%	23%	23%	31%
Need-Based Aid*	24%	15%	13%	12%	17%
Nontraditional Age**	26%	21%	14%	16%	16%
Traditional Age**	31%	28%	27%	27%	39%
System Rate^: Overall	24%	24%	24%	25%	26%
Full-time	31%	30%	30%	32%	33%
Part-time	14%	14%	13%	12%	14%
Male	22%	22%	20%	23%	23%
Female	26%	26%	27%	27%	28%
Need-Based Aid*	23%	23%	21%	24%	24%
Nontraditional Age**	27%	27%	24%	25%	25%
Traditional Age**	23%	23%	24%	25%	26%

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. Completion View (All cohorts prior to Grad Year 2023; "All First-Time Students & Running Start" cohorts beginning Grad Year 2023 rates; Transfer & Prof/Tech students, summer/fall entry quarter). BAS students who meet the cohort criteria are included in the cohorts, and BAS completions are included in the metrics for cohort students. Note: beginning in Grad Year 2023, College in the High School students are no longer included in the cohort. *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

Please note: Per the State Board, this is the most recent data available.

Table 14b: Students who Graduated within Two Years by Race/Ethnicity
(Based on FTEC Cohorts finishing within Two Years)

Note: The State Board for Community and Technical Colleges has selected the two-year graduation rate as its Guided Pathways metric. LCC's KPI is based on a four-year graduation rate. The two-year rate is being provided as information only in this monitoring cycle.

Student Demographic	2019 (2017 cohort)	2020 (2018 cohort)	2021 (2019 cohort)	2022 (2020 cohort)	2023 (2021 cohort)
LCC Rate: Overall	**30%**	**26%**	**23%**	**24%**	**31%**
American Indian or Alaska Native	33%	14%	20%	16%	20%
Asian	22%	30%	23%	27%	33%
Black or African American	25%	22%	19%	13%	16%
Hispanic or Latino	35%	16%	27%	19%	18%
Native Hawaiian or other Pacific Islander	50%	9%	30%	11%	20%
White	30%	27%	24%	24%	34%
System Rate^: Overall	24%	24%	24%	25%	26%
American Indian or Alaska Native	19%	19%	19%	20%	22%
Asian	25%	26%	26%	27%	28%
Black or African American	17%	16%	16%	18%	19%
Hispanic or Latino	21%	22%	22%	24%	25%
Native Hawaiian or other Pacific Islander	20%	21%	18%	22%	20%
White	25%	25%	25%	26%	27%

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. Completion View (All cohorts prior to Grad Year 2023; "All First-Time Students & Running Start" cohorts beginning Grad Year 2023 rates; Transfer & Prof/Tech students, summer/fall entry quarter). BAS students who meet the cohort criteria are included in the cohorts, and BAS completions are included in the metrics for cohort students. Note: beginning in Grad Year 2023, College in the High School students are no longer included in the cohort. ^All Other Colleges.

Please note: Per the State Board, this is the most recent data available.

Key Performance Indicator: <u>Student Satisfaction with Support Services</u>

(Mission Fulfillment = standardized benchmark score of 50 or higher overall and no more than five points below LCC average for all demographic categories)
(Stretch Goal = standardized benchmark score of 52 or higher overall and on par with LCC average for all demographic categories)

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

Table 15: Community College Survey of Student Engagement (CCSSE) –
Support for Learners Benchmark Category (Standardized Benchmark Score)

Student Demographic	2009-10	2012-13	2015-16	2018-19	2021-22
National Cohort	50.0	50.0	50.0	50.0	50.0
LCC	**50.6**	**52.7**	**49.6**	**57.2**	**54.3**
Male	*	*	47.0	55.3	48.1
Female	*	*	52.4	57.6	57.6
Gender not reported	*	*	*	66.9	*
Hispanic or Latino	*	54.7	58.2	54.0	62.1
White	*	52.1	49.4	55.9**	54.1
2 or More Races	*	*	*	64.2	53.5
All Other Races/Ethnicities^	*	*	*	*	53.6
First Generation	*	54.8	50.1	58.4	55.1
Not First Generation	*	49.3	50.6	56.5	53.5
Nontraditional Age^^	*	53.7	49.3	61.6	54.7
Traditional Age^^	*	51.8	50.2	53.0	53.6

Source: CCSSE website/Benchmark Report.
*Data not available. **Figure updated from previous monitoring report. ^"All Other Races/Ethnicities" includes American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian, Pacific Islander and Other. These were combined to due to small n's and to protect student privacy. ^^Traditional age is up to 24; nontraditional age is 25+.

- LCC's overall standardized benchmark score went down from 2018-19 to 2021-22, but is still above the national cohort rate.
- The next CCSSE administration is in winter 2025.

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

<p align="center">**(Mission Fulfillment = standardized benchmark score of 50 or higher overall and no more than five points below LCC average for all demographic categories)**
(Stretch Goal = standardized benchmark score of 55 or higher overall and on par with LCC average for all demographic categories)</p>

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

<p align="center">**Table 16: Community College Survey of Student Engagement (CCSSE) –
Student-Faculty Interaction Benchmark Category (Standardized Benchmark Score)**</p>

Student Demographic	2009-10	2012-13	2015-16	2018-19	2021-22
National Cohort	50.0	50.0	50.0	50.0	50.0
LCC	**50.7**	**56.0**	**52.5**	**55.1**	**56.0**
Male	*	*	50.2	53.1	49.2
Female	*	*	54.2	56.4	59.4
Gender not reported	*	*	*	50.2	*
Hispanic or Latino	*	50.4	56.5	59.4	52.4
White	*	56.0	50.8	54.8	57.6
2 or More Races	*	*	*	54.8	52.2
All Other Races/Ethnicities^	*	*	*	*	52.8
First Generation	*	60.8	50.1	60.4	57.5
Not First Generation	*	53.0	54.5	51.8	54.2
Nontraditional Age^^	*	57.2	51.8	57.1	57.5
Traditional Age^^	*	54.0	52.5	52.9	53.8

Source: CCSSE website/Benchmark Report
*Data not available. ^"All Other Races/Ethnicities" includes American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian, Pacific Islander and Other. These were combined to due to small n's and to protect student privacy.
^^Traditional age is up to 24; nontraditional age is 25+.

- LCC's overall standardized benchmark score improved between 2018-19 and 2021-22, although it dropped for male, Hispanic or Latino, "2 or more races" and first-generation students.
- The next CCSSE administration is in winter 2025.

Table 17: Student Satisfaction with Instruction
(Mission Fulfillment = 85% or higher)
(Stretch Goal = 95% or higher)

This indicator represents the proportion of students that responded "agree" or "strongly agree" to the survey question, "I have participated in meaningful learning experiences at LCC." This question is part of the annual Student Satisfaction Survey, typically administered each spring via email.

Student Demographic	2019-20 (n = 680)	2020-21 (n = 308)	2021-22 (n = 353)	2022-23 (n = 409)	2023-24^ (n = 214)
LCC Overall	**86%**	**82%**	**81%**	**88%**	**86%**
Male	85%	70%	70%	77%	83%
Female	87%	85%	83%	93%	90%
American Indian or Alaska Native	*	*	*	81%	**
Asian	*	*	*	94%	**
Black or African American	*	*	*	100%	**
Hispanic or Latino/a	*	*	*	79%	93%
Native Hawaiian or other Pacific Islander	*	*	*	**	**
White	*	*	*	90%	84%
Other race/ethnicity	*	*	*	92%	**
Attend Full-time	*	*	*	88%	83%
Attend part-time	*	*	*	88%	91%
Traditional age (24 or under)	*	*	*	85%	91%
Non-traditional age (25+)	*	*	*	91%	86%

Source: Student Satisfaction Survey. *Disaggregation not available. ** Less than 10 students; redacted to protect student privacy. ^Per a directive from LCC's legal counsel, the college stopped providing survey incentives in 2023-24, resulting in a decline in response rates.

- After trending down during the pandemic, overall satisfaction rates have returned to pre-COVID levels.

Table 18: Student Sense of Belonging
(Mission Fulfillment = 80% or higher overall and for all groups)
(Stretch Goal = 90% or higher overall and for all groups)

This indicator represents the proportion of students that responded "slightly agree," "moderately agree" or "strongly agree" to the survey question, "During the current academic year at this college, I have felt like I belong." This question is part of the Community College Survey of Student Engagement (CCSSE), Race/Ethnicity Survey Subscale. This survey was administered for the first time in 2022-23.

Student Demographic	2022-23 (n = 97)
All Students	**84.8%**
Male	90.0%
Female	86.8%
Other** or Unreported Gender	66.7%
American Indian or Alaska Native	*
Asian	*
Black of African American	*
Hispanic or Latino/a	72.7%
Native Hawaiian or other Pacific Islander	*
White	90.2%
Two or more races	85.7%
Traditional age (24 or under)	76.9%
Non-traditional age (25+)	87.9%

*not reportable due to "n" size **Other categories not individually reportable due to "n" size.

The next administration for this survey is in winter 2025.

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

Members include: Sue Orchard, chair, Magnus Altmayer, Brad Benjamin, Kali Brandt, Sheila Burgin, Sarah Griffith, Mike Karnofski (LCC Board of Trustees member), Elissa Loren, Mary Kate Morgan, Guadalupe Rodriguez, Angel Ruvalcaba, Alejandra Sanchez, Scott Schiedler (student), Nichole Seroshek, Rosemary Siipola (community rep), Rick Swee, April Tovar Villa, Rose Vivier (student), Shalaina Williams, Teya Williamson (student), Adam Wolfer.

1) **Based on the information in this report, what are LCC's strengths in providing access, support, and completion to students?**
   - The participation rate for students with disabilities was strong last year.
   - The participation rate for students of color increased substantially from the prior year, indicating that we are moving in a positive direction with student diversity.
   - Faculty-student engagement is strong.
   - The overall two-year graduation rate is above the system rate, which is a positive sign.
   - There was an increase in FTE with Running Start dual credit. Running Start gives students more opportunity and flexibility in taking classes between high school and college.
   - The proportion of high school graduates enrolling directly at LCC is strong for several schools in our service district.
   - Running Start student completion is trending up.
   - Support for learners is high overall and for most student populations.

2) **Based on the information in this report, what are LCC's weaknesses in providing access, support, and completion to students?**
   - LCC's male participation rate is ten percentage points lower than the system rate.
   - Participation rates from Woodland and Wahkiakum high schools are lower than other schools.
   - Male rates are well below female rates for participation, support for learners, and faculty-student engagement KPI metrics.
   - The fall-to-winter overall persistence rate is slightly below the system rate; however, the fall-to-fall overall rate matches the system rate.
   - Although the overall two-year graduation rate was listed as a strength, rates over the last five years for all but two racial/ethnic populations have fluctuated or dropped. In particular, the most recent rate for Hispanic/Latino students was almost half the 2019 rate, and the graduation rate for Native Hawaiian/Pacific Islanders dropped from 50% to 20%. This could be partly due to small 'n' sizes, but it is something for the college to watch.
   - Student Sense of Belonging rates fell below mission fulfillment for Hispanic/Latino, Other or Unreported Gender, and Traditional Age students.

3) Based on the information in this report, what are LCC's opportunities for providing students with access, support, and completion?

- Increasing participation of Veteran students is an opportunity. The resource navigator starting next month, who will be located in the Veterans Center and focused on recruitment, should support this.
- The creation of an Office of Diversity, Equity, and Inclusion, including hiring an executive and assistant director, provides a tremendous opportunity to support student affinity groups and other direct forms of student support.
- Supporting faculty professional development around the use of technology to increase engagement with in-person and online students is an opportunity. We also need to pay attention to access issues related to students getting to campus multiple times per week, especially students living in remote, rural areas. It may be time to offer another all-faculty training initiative like the previous SCALE institute (active learning training) held when the college was involved with Achieving the Dream.
- LCC has invested a lot in high school outreach in the service district. Still, there are opportunities to do more in rural areas, particularly connecting students to resources to boost enrollment and retention. LCC's new rural outreach team member, funded through a Gates Foundation grant, will greatly help meet this need.
- Construction of the Vocational Building is an opportunity to create excitement in the community about the new learning space.
- Another opportunity is to assess how much daycare challenges pose barriers for students to enroll and stay in school.
- The new advising model implemented in Fall 2023 should help "move the needle" on faculty-student engagement and other metrics reflected in this report.

4) Based on the information in this report, what are LCC's threats to providing access, support, and completion to students?

- Current news reports about the future dismantling of the U.S. Department of Education, if realized, could pose a severe threat to the distribution of federal financial aid. Dual enrollment programs could also be negatively affected.
- Increases in the number of Advanced Placement and College in the High School courses offered could negatively impact Running Start enrollment.
- Results of the recent election and reports of abolishing Diversity, Equity, and Inclusion funding and programming, if realized, could pose a severe threat. This applies to basic needs and other supports for students.