

Academic Transfer Monitoring Report

2021 – 2025

(Cycle 27)

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 18, 2026



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 in transfer classes
- Transfer readiness
- Demonstration of General Education Outcomes (Global Skills) in transfer classes
- 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:

- Evaluating the necessity of specialized Transfer Advisor positions. These roles would focus on high-touch advocacy, ensuring students meet specific university prerequisites, and maintaining up-to-date knowledge of institutional articulation agreements.
- Standardizing the integration of AI-assisted writing tools and Grammarly within the curriculum to enhance student writing proficiency and ensure technological literacy in alignment with evolving academic standards.
- Preparing to conduct a comprehensive audit of instructional materials to ensure all digital and physical assets meet accessibility standards, fostering an equitable learning environment prior to the April 2026 deadline.
- Implemented a new practice for data collection and outcomes assessment for the "Communication" Global Skill to better measure student competency.
- Continuing to strengthen the pipeline from Career and College Preparation (CCP) and pre-college coursework into credit-bearing pathways to reduce time-to-degree.
- Preparing to implement the updated Direct Transfer Agreement (DTA) standards to ensure consistency and compliance with statewide mandates.
- Facilitating ongoing workshops for faculty and staff focused on curriculum innovation, accessibility compliance, and the ethical application of AI in higher education.
- Preparing to integrate Tutoring Services with the Business Achievement Center (BAC) to consolidate staff resources and create a more cohesive, "one-stop" academic support experience for students.
- Partnering with Washington State University - Vancouver (WSUV) to host "STEM Night," connecting Natural Science students directly with university faculty and advisors.

- Building upon the 2025 exploratory visit to Warner Pacific to formalize 2+2 pathways in Criminal Justice, Psychology, Business, Nursing, and Human Development.
- Working to streamline the transition from Applied Science (AAS/AAS-T) programs to baccalaureate degrees by consolidating AAS and AAS-T options, reducing credit loss for professional technical students seeking further education.
- Directed self-placement (DSP) has been implemented in Math. DSP has been shown to promote degree completion, particularly among historically underrepresented groups, and to increase the number of students placed directly into college-level courses.
- Formally implemented the awarding of 10 academic credits for students entering with the Seal of Biliteracy, acknowledging linguistic expertise and accelerating degree progress.
- In partnership with ASLCC, Advising team members are starting a University Transfer Club, which will spotlight partnerships with 4-year schools, sponsor events on campus, and build identity and belonging among Bachelor 's-bound students.

Key Performance Indicator: Student Performance in Transfer Classes
(Mission Fulfillment = 80% 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	2020-21	2021-22	2022-23	2023-24	2024-25
Overall	82.0%	82.8%	83.5%	83.6%	85.0%
Male	81.2%	81.4%	83.5%	82.7%	83.6%
Female	82.7%	83.8%	84.2%	84.1%	85.8%
Students of Color	80.1%	77.2%	82.5%	83.4%	82.2%
Economically Disadvantaged	79.7%	80.4%	79.1%	81.1%	83.3%
Traditional Age^	*	83.4%	83.9%	83.9%	84.7%
Nontraditional Age^	*	80.7%	81.7%	82.7%	85.9%

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) in Transfer Classes
(Mission Fulfillment = 3.0)

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

Global Skill	2020-21	2021-22	2022-23	2023-24	2024-25
Communication	--	--	2.9	--	--
Critical Thinking	3.4	--	--	--	3.4
Quantitative Literacy	--	--	--	3.9	--
Teamwork	--	4.1	--	--	--

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).
- Teamwork will be assessed in 2025-26.
- 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)

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	2020-21	2021-22	2022-23	2023-24	2024-25
Cohort Year (summer/fall)	2019	2020	2021	2022	2023
LCC Rate: Overall	52%	49%	54%	54%	54%
Female	51%	47%	54%	57%	50%
Male	53%	48%	54%	51%	56%
Received Need-Based Aid	37%	34%	35%	39%	38%
Traditional Age*	55%	56%	62%	61%	59%
Nontraditional Age*	29%	21%	18%	22%	30%
First Generation	-	-	51%	44%	48%
System Rate^: Overall	49%	50%	50%	50%	53%
Female	52%	50%	51%	51%	54%
Male	46%	48%	48%	49%	51%
Received Need-Based Aid	39%	42%	41%	41%	44%
Traditional Age*	53%	53%	53%	53%	55%
Nontraditional Age*	26%	28%	30%	29%	33%
First Generation	-	-	46%	45%	48%

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. *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, 2024-25 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	2020-21	2021-22	2022-23	2023-24	2024-25
Cohort Year (summer/fall)	2019	2020	2021	2022	2023
LCC Rate: Overall	52%	49%	54%	54%	54%
American Indian or Alaska Native	31%	45%	30%	52%	57%
Asian	46%	46%	65%	54%	71%
Black or African American	40%	32%	24%	48%	52%
Hispanic or Latino	62%	40%	35%	61%	51%
Native Hawaiian or Other Pacific Islander	*	7%	*	*	64%
White	52%	50%	57%	55%	53%
System Rate^: Overall	49%	50%	50%	50%	53%
American Indian or Alaska Native	40%	39%	39%	39%	45%
Asian	57%	57%	57%	57%	60%
Black or African American	38%	41%	40%	40%	44%
Hispanic or Latino	46%	47%	46%	46%	49%
Native Hawaiian or Other Pacific Islander	43%	45%	40%	43%	45%
White	50%	50%	51%	51%	53%

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

- Please note: Per the State Board, 2024-25 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)

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	2020-21	2021-22	2022-23	2023-24	2024-25
Cohort Year (summer/fall)	2017	2018	2019	2020	2021
LCC Rate: Overall	34%	30%	33%	39%	51%
Female	38%	33%	31%	39%	50%
Male	28%	25%	35%	36%	52%
Received Need-Based Aid	24%	14%	18%	27%	37%
Traditional Age*	38%	31%	34%	40%	55%
Nontraditional Age*	16%	23%	25%	35%	26%
System Rate^: Overall	37%	39%	39%	48%	46%
Female	39%	41%	41%	49%	46%
Male	35%	37%	37%	47%	45%
Received Need-Based Aid	24%	26%	23%	29%	29%
Traditional Age*	42%	41%	41%	51%	48%
Nontraditional Age*	30%	28%	28%	31%	30%

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.

Note: 2023-24 rates (cohort year 2020) were updated from previous monitoring report to reflect final rates.

- Please note: Per the State Board, 2024-25 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	2020-21	2021-22	2022-23	2023-24	2024-25
Cohort Year (summer/fall)	2017	2018	2019	2020	2021
LCC Rate: Overall	34%	30%	33%	39%	51%
American Indian or Alaska Native	32%	26%	13%	50%	54%
Asian	38%	39%	38%	46%	74%
Black or African American	22%	25%	27%	63%	41%
Hispanic or Latino	27%	25%	32%	40%	41%
Native Hawaiian or Other Pacific Islander	*	*	*	77%	*
White	36%	31%	34%	38%	53%
System Rate^: Overall	37%	39%	39%	48%	46%
American Indian or Alaska Native	33%	33%	31%	42%	39%
Asian	47%	47%	48%	56%	54%
Black or African American	33%	34%	35%	43%	42%
Hispanic or Latino	32%	33%	32%	40%	38%
Native Hawaiian or Other Pacific Islander	31%	30%	33%	42%	40%
White	41%	40%	40%	49%	47%

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.

Note: 2023-24 rates (cohort year 2020) were updated from previous monitoring report to reflect final rates.

- Please note: Per the State Board, 2024-25 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 2024-25 (all transfer students)

- Academy of Art University, CA (1)
- American Intercontinental University, IL (1)
- Arizona Christian University (1)
- Arizona State University (1)
- Benedictine University, IL (1)
- Boise State University (5)
- Brandon University (1)
- Bushnell University (3)
- California College of the Arts (1)
- California State University (1)
- Capella University, MN (2)
- Central Washington University (16)
- Central Wyoming College (1)
- Chicago State University (1)
- Colorado Mesa University (1)
- Colorado State University (1)
- DePaul University, IL (1)
- East Tennessee State University (1)
- Eastern Mennonite University, VA (1)
- Eastern Oregon University (6)
- Eastern Washington University (3)
- Edward Waters University, FL (1)
- Florida Institute of Technology (1)
- George Fox University (3)
- Grand Canyon University (15)
- Idaho State University (1)
- Joyce University of Nursing & Health Sciences, UT (3)
- Lewis & Clark College of Arts & Sciences, OR (1)
- Lewis-Clark State College, ID (4)
- Liberty University (3)
- Life Pacific University, CA (1)
- Linfield University (1)
- Metropolitan State University of Denver (2)
- Mount Marty University, SD (11)
- Nightingale College, UT (1)
- North Dakota State University (1)
- Northwest Nazarene University, ID (1)
- Northwest University (1)
- Northwestern Oklahoma State University (3)
- Oregon Institute of Technology (3)
- Oregon State University (5)
- Pacific Lutheran University (2)
- Pacific University (1)
- Peirce College, PA (1)
- Portland State University (4)
- Saint Martin's University (1)
- Saint Mary's University of Minnesota (1)
- San Jose State University (1)
- Seattle University (1)
- Simpson University, CA (1)
- South Dakota State University (1)
- Southern New Hampshire (2)
- Temple University (1)
- The New School, NY (1)
- University of Alaska (1)
- University of California (1)
- University of Findlay, OH (1)
- University of Florida (1)
- University of Mary, ND (1)
- University of Montana (2)
- University of North Carolina (1)
- University of Phoenix (1)
- University of Utah (1)
- University of Washington (15)
- University of Wisconsin (1)
- University of Wyoming (1)
- Utah Tech University (1)
- Utah Valley University (1)
- Warner Pacific University (1)
- Washington State University (59)
- Western Governors University (7)
- Western Oregon University (3)
- Western Washington University (10)
- Whitman College (1)
- Whitworth University (5)

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 2024-25 (all transfer students)

- Bellevue College (1)
- Centralia College (9)
- Clark College (27)
- Columbia Basin College (2)
- Edmonds College (1)
- Grays Harbor College (2)
- Peninsula College (1)
- Pierce College (4)
- South Puget Sound Community College (2)
- Spokane Community College (2)
- Tacoma Community College (4)
- Walla Walla 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 2024-25. 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%)**

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

Grad Year	2020-21	2021-22	2022-23	2023-24	2024-25
Grad Rate of LCC transfer students at transfer institutions	66%	67%	62%	67%	64%

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. Note: all rates updated from previous monitoring report to round to the nearest whole percentage. Please note: differences in rates are not statistically significant at the P<.05 level.

- 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. 2024-25 graduation rate includes thirteen students who earned a BAS at a Washington CTC, nine of which were at LCC.

Transfer Enrollment Data

Table 7: Enrollment and Graduation Data

Academic Year	2020-21	2021-22	2022-23	2023-24	2024-25
Unduplicated headcount, all funding sources	1748	1580	1668	1719	1971
Transfer student population as a percent of all students	39%	38%	37%	38%	38%
FTE by institutional intent (fall quarter, state funded)	795	765	793	805	922
FTE as percent of institutional FTE (fall quarter, state funded)	45%	44%	47%	47%	46%
Transfer associate degrees granted	451	421	422	421	438

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 and 2024-25.
- 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)

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	2020-21	2021-22	2022-23	2023-24	2024-25
LCC Rate: Overall	65%	64%	61%	59%	65%
Full-time	78%	76%	74%	72%	73%
Part-time	39%	36%	37%	37%	52%
Female	63%	64%	64%	57%	59%
Male	65%	65%	59%	62%	72%
Need-Based Aid*	49%	45%	43%	42%	48%
Traditional Age**	71%	72%	70%	66%	72%
Nontraditional Age**	36%	28%	19%	30%	32%
First Generation	-	61%	57%	55%	58%
System Rate^: Overall	63%	62%	63%	63%	65%
Full-time	73%	71%	71%	72%	73%
Part-time	45%	44%	47%	48%	54%
Female	63%	63%	63%	64%	66%
Male	63%	60%	61%	62%	63%
Need-Based Aid*	51%	51%	50%	52%	53%
Traditional Age**	69%	67%	67%	67%	69%
Nontraditional Age**	29%	31%	31%	34%	38%
First Generation	-	58%	58%	59%	63%

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.

Note: 2023-24 rates (cohort year 2020) were updated from previous monitoring report to reflect final rates.

- 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, 2024-25 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	2020-21	2021-22	2022-23	2023-24	2024-25
LCC Rate: Overall	65%	64%	61%	59%	65%
American Indian or Alaska Native	70%	48%	62%	61%	56%
Asian	65%	52%	52%	68%	67%
Black or African American	68%	35%	43%	48%	48%
Hispanic or Latino	56%	54%	68%	52%	55%
Native Hawaiian or Other Pacific Islander	57%	*	*	64%	54%
White	67%	67%	63%	59%	67%
System Rate^: Overall	63%	62%	63%	63%	65%
American Indian or Alaska Native	56%	51%	51%	56%	58%
Asian	69%	69%	70%	68%	70%
Black or African American	57%	55%	58%	60%	62%
Hispanic or Latino	60%	58%	58%	59%	62%
Native Hawaiian or Other Pacific Islander	64%	58%	56%	61%	63%
White	64%	62%	63%	64%	66%

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.

Note: 2023-24 rates (cohort year 2020) were updated from previous monitoring report to reflect final rates.

- Please note: Per the State Board, 2024-25 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)

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	2020-21^^	2021-22^^	2022-23	2023-24	2024-25
LCC Rate: Overall	28%	29%	31%	31%	32%
Full-time	34%	33%	36%	35%	38%
Part-time	17%	20%	20%	26%	25%
Female	27%	26%	30%	31%	31%
Male	31%	34%	35%	34%	34%
Need-Based Aid*	21%	25%	31%	36%	44%
Traditional Age**	31%	32%	33%	33%	30%
Nontraditional Age**	15%	13%	18%	24%	45%
First Generation	-	29%	25%	30%	30%
System Rate^: Overall	38%	38%	37%	37%	38%
Full-time	46%	45%	44%	45%	45%
Part-time	25%	24%	24%	24%	26%
Female	36%	35%	35%	35%	36%
Male	41%	41%	40%	41%	41%
Need-Based Aid*	36%	35%	37%	37%	38%
Traditional Age**	39%	39%	38%	38%	38%
Nontraditional Age**	30%	30%	29%	32%	34%
First Generation	-	32%	33%	33%	34%

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. ^^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: 2023-24 rates (cohort year 2020) were updated from previous monitoring report to reflect final rates.

- 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, 2024-25 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	2020-21^^	2021-22^^	2022-23	2023-24	2024-25
LCC Rate: Overall	28%	29%	31%	31%	32%
American Indian or Alaska Native	25%	19%	33%	30%	20%
Asian	31%	26%	30%	44%	30%
Black or African American	16%	12%	24%	16%	38%
Hispanic or Latino	23%	22%	24%	32%	34%
Native Hawaiian or Other Pacific Islander	14%	*	*	14%	31%
White	29%	30%	32%	33%	32%
System Rate^: Overall	38%	38%	37%	37%	38%
American Indian or Alaska Native	29%	31%	29%	31%	29%
Asian	49%	47%	46%	48%	47%
Black or African American	29%	26%	29%	32%	32%
Hispanic or Latino	32%	32%	32%	33%	34%
Native Hawaiian or Other Pacific Islander	36%	29%	31%	28%	31%
White	38%	37%	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.

^^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: 2023-24 rates (cohort year 2020) were updated from previous monitoring report to reflect final rates.

- 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, 2024-25 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, Kimberly Beebe, Alex Brehm, Rob Davis, Bryanna Doumit, Jim Franz, Traci Fuller, Khai Garrison (student), Devin Hendricks, Axel Hernandez, Lindsay Keevy, Louis LaPierre, Fox Leavens, Aaron Martin (student), John Melink, Lucas Myers, Janel Skreen, Jenny Smith, Ian Triana, Taryn Williams.

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

- Student Performance in Transfer Classes
 - The overall rate increased year over year and in each of the past five years.
 - The nontraditional age rate increased in each of the past five years.
- Transfer Readiness
 - The LCC overall rate consistently meets or exceeds the system overall rate.
 - Increased from 51% to 56% year over year for males.
 - Increased substantially for Black or African American students in the past two years (note: this has been a goal for LCC).
 - Increased rates for Asian students and American Indian or Alaska Native students.
- Academic Transfer Rate
 - The overall rate increased substantially year over year, from 39% to 51%.
- College-Level Math Completion in Year One
 - Substantial increases for nontraditional age and students receiving need-based aid, year over year.

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

- Transfer Readiness
 - Although the overall rate was above the system, a few of the disaggregated groups fell below (females, students receiving need-based aid, and nontraditional age, although rates for nontraditional age students increased substantially in the past two years).
- College-Level English Completion in Year One
 - We have not yet "moved the needle" for Black or African American students.
 - Although the rate increased from the previous year, the rate for need-based aid students is still below mission fulfillment.
- College-Level Math Completion in Year One
 - Although it increased, we are still below the system rate.

- Rates have increased for Black or African American students but decreased for other student groups, including American Indian or Alaska Native and Asian students.

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

- The implementation of Directed Self-Placement (DSP) for math placement in fall 2025 creates an opportunity to increase the math in year one completion rate (DSP was implemented in English a number of years ago). It also creates an opportunity for students to save both time and money.
- Developing Memorandums of Understanding (MOUs) with nearby transfer institutions would provide a sense of security for LCC students by guaranteeing their admission at transfer (so long as they meet the minimum eligibility criteria).
- Peer-to-peer information sharing by students who have successfully transferred could encourage more students to transfer. These students are sometimes referred to as Peer Transfer Mentors.
- More internship or workshop opportunities for transfer students to learn about different career pathways would be helpful.
- We could provide more support for transfer students by developing a cohort-style support system for at-risk populations, such as peer-to-peer support for part-time students.

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

- The number of students transferring to for-profit institutions with very low graduation rates is a threat to student success.
- Changing program requirements can result in a potential loss of credits for students when they transfer between institutions.
- Changes to the Washington allocation model, shifting enrollment counts from all Full-Time Equivalent (FTE) to 50% FTE and 50% headcount, may not be advantageous for LCC's budget, based on historical enrollment trends.
- The current lack of parking is a threat to student success, for students who may have difficulty getting to class on time.
- Trying to find qualified adjunct instructors to fill positions vacated by full-time faculty who have retired or left the college may pose a threat to academic quality.