

Student Access, Support, and Completion Monitoring Report

2021 – 2025

(Cycle 27)

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 10, 2025



Student Access, Support, and Completion Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) 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
- 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:

- Through strategic foresight and careful compliance with federal requirements, LCC successfully secured TRIO Student Support Services funding for 2025–26, despite widespread defunding of similar programs at neighboring institutions.
- In an effort to reduce response time for students with common questions about LCC processes, an AI Chat Agent (now included as part of the college's Navigate360 system) is being piloted.
- Red Devil Welcome days expanded collaboration across multiple Student Services departments, providing students with more orientation information than previous quarters. Fall 2025 saw a significant increase in student attendance when compared to the previous Fall events.
- Our Math department and Testing team worked to implement our college's first Math Directed Self-Placement, allowing students to determine their math starting point using guided questions about their prior coursework, comfort level, and academic goals. This change eliminates testing barriers, speeds up onboarding, and supports more equitable and student-centered placement decisions.
- Three Career Pathway Advisors are now embedded within faculty departments, strengthening collaboration between instructional and student support areas.
- Increased dual credit pathways by expanding CTE Dual Credit agreements with regional school districts, ensuring more students can earn college credit while in high school, and accelerating their transition into LCC programs.
- Established an AI Task Force to promote best practices for Artificial Intelligence integration, and members attended the Innovation and AI in Guided Pathways Summit, ensuring LCC remains aligned with emerging statewide and national practices.
- Scaled the Academic I-BEST model to reduce barriers for academically underprepared students and improve retention through embedded instructional support.

- Enhanced student access to essential services by the expansion of on-campus childcare, including the opening of two new childcare classrooms that increased capacity and reduced a major barrier to enrollment and persistence for student parents.
- Student Activities initiated a "Chill and Chat" program for students that gives them a space to discuss pertinent issues in society.
- Outreach is visiting several high schools in our region to help with FAFSA (financial aid applications) and admissions.
- In spite of national and international political uncertainty, LCC's international student enrollment is steady at 30.
- International Programs is beginning global relationships with Henan Win Win Education and McCormack Consulting to explore exchange and pathway programs.

Key Performance Indicator: Participation Rates

**Table 1a: Participation Rate of persons “16 years and older” who live within the College’s service district
(Mission Fulfillment = 4.5% for overall rate)**

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+.

Please note: This is the most recent data available. The Census website has not been updated due to the recent federal government shutdown.

**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)**

Student Demographic	2020-21	2021-22	2022-23	2023-24	2024-25
LCC Rate: Students of Color	25%	26%	27%	30%	32%
System Rate: Students of Color	42%	43%	42%	44%	47%
LCC Rate: Female	66%	65%	63%	63%	60%
System Rate: Female	54%	53%	51%	50%	50%
LCC Rate: Male	28%	28%	29%	29%	28%
System Rate: Male	39%	39%	39%	39%	38%
LCC Rate: Students with disabilities*	5%	6%	7%	7%	8%
System Rate: Students with disabilities*	4%	4%	4%	4%	5%
LCC Rate: Students Receiving Veterans Benefits	1%	1%	1%	1%	1%
System Rate: Students Receiving Veterans Benefits	2%	2%	2%	2%	2%
LCC Rate: Nontraditional Age^	50%	53%	48%	50%	50%
System Rate: Nontraditional Age^	49%	51%	52%	50%	49%
LCC Rate: Traditional Age^	49%	47%	52%	50%	50%
System Rate: Traditional Age^	51%	49%	48%	50%	51%

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+.

Key Performance Indicator: Enrollment

(Mission Fulfillment for Total = 1.8%)

Table 2: LCC Enrollment (Percent of system, Total & State FTE)

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Percent of System (Total)	1.8%	1.8%	1.8%	1.7%	1.8%
Percent of System (State)	1.9%	1.9%	1.9%	1.9%	2.1%
Actual FTE accrued (Total)	2,545	2,325	2,391	2,499	2,892
Actual FTE accrued (State)	1,956	1,795	1,813	1,911	2,345

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 three years. LCC’s proportion of system enrollment has remained relatively flat with a slight increase in proportion of system State FTE in 2024-25.

**Table 3: 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
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%
2024-25	1018 (43%)	635 (27%)	692 (30%)	47%

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

High School	2019	2020	2021	2022	2023
Castle Rock	42%	37%	35%	39%	42%
Kalama	44%	38%	44%	36%	59%
Kelso	46%	34%	39%	42%	47%
Mark Morris	49%	40%	40%	50%	48%
R A Long	55%	36%	47%	47%	43%
Toutle Lake	58%	53%	51%	46%	43%
Wahkiakum	53%	41%	39%	31%	30%
Woodland	40%	30%	44%	34%	46%

Source: [Education Research and Data Center](https://erdc.wa.gov/), located at <https://erdc.wa.gov/>. High School Graduate Outcomes dashboard.

**Table 5: Percent of High School Graduates attending Lower Columbia College
(of students attending Post-Secondary Institutions)**

High School	2019	2020	2021	2022	2023
Castle Rock	46%	51%	39%	33%	50%
Kalama	44%	48%	29%	42%	34%
Kelso	54%	48%	44%	41%	47%
Mark Morris	52%	51%	36%	38%	53%
R A Long	42%	48%	40%	41%	36%
Toutle Lake	55%	61%	55%	50%	42%
Wahkiakum	39%	42%	20%	*	50%
Woodland	15%	9%	11%	26%	9%

Source: [Education Research and Data Center](https://erdc.wa.gov/), 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 6: Proportion of High School Graduates Who Enroll at LCC in Subsequent Fall

High School	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Castle Rock	12/83 = 14%	20/73 = 27%	23/87 = 26%	23/86 = 27%	23/75 = 31%
Kalama	16/57 = 28%	14/66 = 21%	18/69 = 26%	13/82 = 16%	10/74 = 14%
Kelso	60/300 = 20%	67/296 = 23%	80/306 = 26%	59/284 = 21%	60/271 = 22%
Mark Morris	41/165 = 25%	38/178 = 21%	51/171 = 30%	40/199 = 20%	54/226 = 24%
R.A. Long	20/180 = 11%	43/158 = 27%	24/158 = 15%	50/172 = 29%	50/182 = 27%
Toutle Lake	16/41 = 39%	19/41 = 46%	10/35 = 29%	22/42 = 52%	14/28 = 50%
Wahkiakum	1/56 = 2%	7/33 = 21%	4/45 = 9%	7/40 = 18%	4/21 = 19%
Woodland	9/133 = 7%	20/134 = 15%	20/134 = 15%	8/118 = 7%	13/145 = 9%
Total Dist.	175/1015 = 17%	228/979 = 23%	230/1005 = 23%	222/1023 = 22%	228/1022 = 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

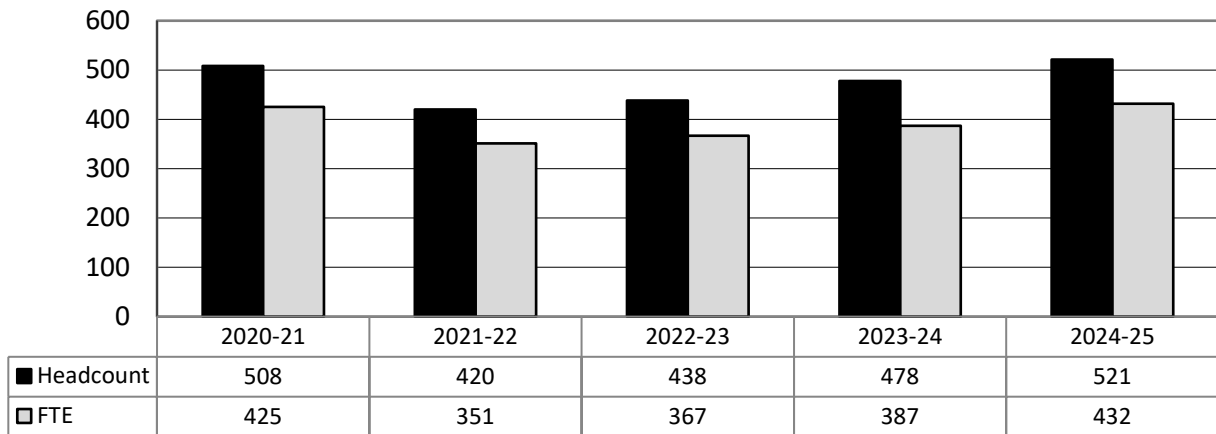
Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC or at both the College and their respective high school.

Table 7: Running Start Enrollment at LCC by High School as a Proportion of Junior/Senior High School Enrollment

High School	2020-21	2021-22	2022-23	2023-24	2024-25
Castle Rock	39/206 = 19%	30/198 = 15%	42/215 = 20%	47/183 = 26%	50/215 = 23%
Kalama	37/161 = 23%	37/171 = 22%	37/175 = 21%	41/178 = 23%	61/178 = 34%
Kelso	132/645 = 20%	104/713 = 15%	109/714 = 15%	115/645 = 18%	93/678 = 14%
R.A. Long	79/411 = 19%	71/398 = 18%	61/403 = 15%	61/415 = 15%	86/460 = 19%
Mark Morris	110/421 = 26%	92/433 = 21%	93/432 = 22%	82/466 = 18%	84/454 = 19%
Toutle Lake	31/97 = 32%	27/93 = 29%	28/101 = 28%	35/81 = 43%	36/77 = 47%
Wahkiakum	15/107 = 14%	12/96 = 13%	7/93 = 8%	8/70 = 11%	6/64 = 9%
Woodland	24/301 = 8%	12/301 = 4%	20/284 = 7%	33/309 = 11%	39/332 = 12%
Grand Total	467/2349 = 20%	385/2403 = 16%	397/2417 = 16%	422/2347 = 18%	455/2458 = 19%

Source: Fact Book.

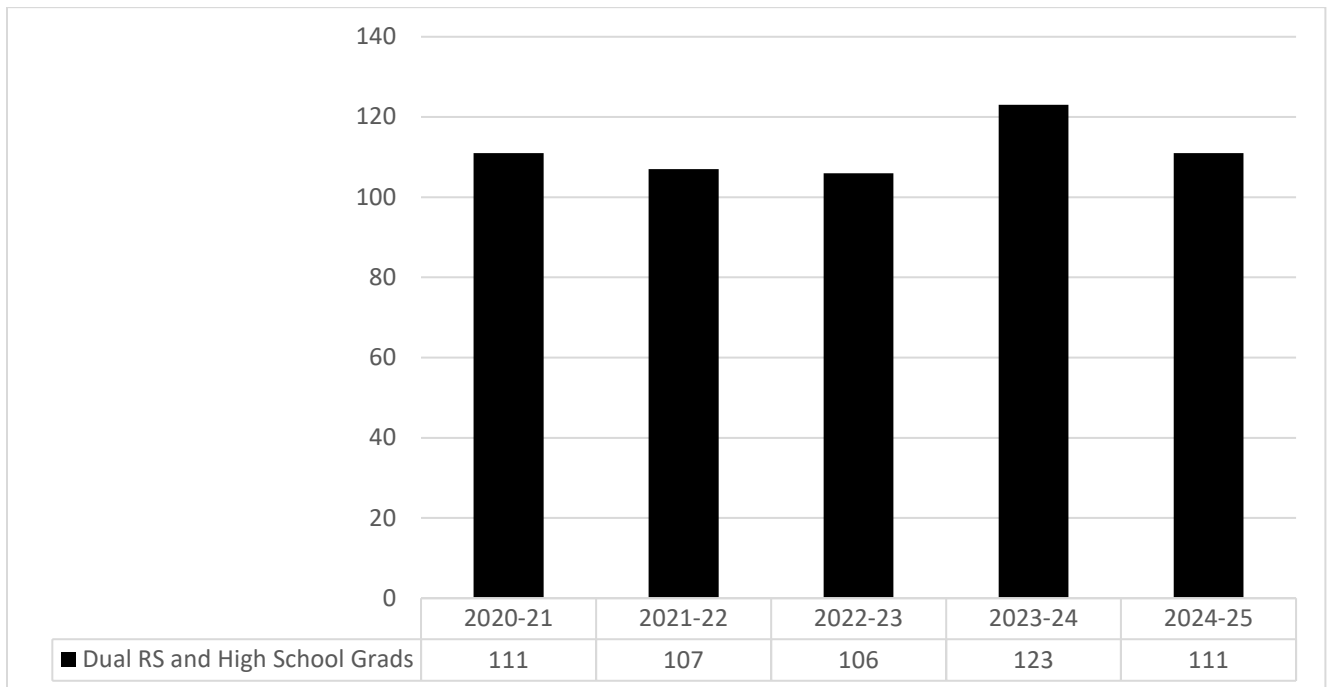
Figure 8: LCC Annual Headcount and FTE in Running Start



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



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 and slightly decreased in 2024-25.

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)

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.

Table 10a: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students

Student Demographic	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022	Fall 2022 – Fall 2023	Fall 2023 – Fall 2024
LCC Rate: Overall	54% (n = 988)	55% (n = 777)	59% (n = 665)	58% (n = 791)	59% (n = 764)
Full-time	61% (n = 664)	62% (n = 476)	67% (n = 414)	62% (n = 496)	68% (n = 462)
Part-time	39% (n = 324)	45% (n = 301)	47% (n = 251)	51% (n = 295)	45% (n = 302)
Male	54% (n = 329)	54% (n = 202)	60% (n = 216)	54% (n = 232)	60% (n = 247)
Female	54% (n = 652)	53% (n = 481)	59% (n = 416)	60% (n = 498)	57% (n = 447)
Need-Based Aid*	41% (n = 335)	45% (n = 234)	48% (n = 225)	51% (n = 301)	50% (n = 325)
Nontraditional Age**	41% (n = 293)	44% (n = 241)	46% (n = 223)	48% (n = 244)	49% (n = 237)
Traditional Age**	59% (n = 695)	60% (n = 536)	66% (n = 442)	62% (n = 547)	63% (n = 527)
First Generation	-	-	55% (n = 416)	52% (n = 499)	54% (n = 483)
System Rate^: Overall	57% (n = 52,536)	58% (n = 44,376)	57% (n = 39,057)	58% (n = 41,845)	61% (n = 47,181)
Full-time	64% (n = 32,655)	64% (n = 28,311)	63% (n = 24,903)	64% (n = 26,618)	67% (n = 29,868)
Part-time	46% (n = 19,881)	46% (n = 16,065)	46% (n = 14,154)	47% (n = 15,227)	49% (n = 17,313)
Male	54% (n = 22,226)	56% (n = 17,243)	55% (n = 15,662)	57% (n = 16,569)	59% (n = 18,097)
Female	60% (n = 29,047)	58% (n = 24,736)	59% (n = 21,211)	59% (n = 21,780)	62% (n = 24,216)
Need-Based Aid*	53% (n = 13,547)	57% (n = 10,016)	54% (n = 10,206)	54% (n = 11,258)	58% (n = 12,521)
Nontraditional Age**	49% (n = 13,882)	51% (n = 10,813)	49% (n = 10,401)	49% (n = 9,657)	52% (n = 10,870)
Traditional Age**	60% (n = 38,647)	60% (n = 33,545)	60% (n = 28,656)	60% (n = 32,177)	63% (n = 36,310)
First Generation	-	-	55% (n = 13,805)	55% (n = 19,469)	58% (n = 23,117)

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>. 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 10b: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students
by Race/Ethnicity**

Student Demographic	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022	Fall 2022 – Fall 2023	Fall 2023 – Fall 2024
LCC Rate: Overall	54% (n = 988)	55% (n = 777)	59% (n = 665)	58% (n = 791)	59% (n = 764)
American Indian or Alaska Native	38% (n = 45)	52% (n = 31)	41% (n = 41)	53% (n = 38)	60% (n = 43)
Asian	52% (n = 44)	46% (n = 37)	55% (n = 40)	65% (n = 37)	68% (n = 40)
Black or African American	48% (n = 27)	53% (n = 32)	48% (n = 25)	56% (n = 41)	52% (n = 48)
Hispanic or Latino	63% (n = 96)	57% (n = 74)	49% (n = 94)	57% (n = 94)	56% (n = 108)
Native Hawaiian or Other Pacific Islander	40% (n = 10)	21% (n = 19)	45% (n = 11)	55% (n = 11)	55% (n = 20)
White	55% (n = 829)	56% (n = 680)	62% (n = 552)	58% (n = 675)	58% (n = 626)
System Rate^: Overall	57% (n = 52,536)	58% (n = 44,376)	57% (n = 39,057)	58% (n = 41,845)	61% (n = 47,181)
American Indian or Alaska Native	49% (n = 1,767)	50% (n = 1,384)	49% (n = 1,273)	52% (n = 1,421)	52% (n = 1,711)
Asian	64% (n = 6,676)	64% (n = 6,174)	63% (n = 5,742)	65% (n = 6,498)	66% (n = 7,374)
Black or African American	49% (n = 4,657)	52% (n = 3,814)	51% (n = 3,801)	51% (n = 4,824)	54% (n = 5,485)
Hispanic or Latino	56% (n = 9,061)	57% (n = 7,365)	55% (n = 7,339)	56% (n = 8,520)	59% (n = 10,078)
Native Hawaiian or Other Pacific Islander	52% (n = 994)	55% (n = 840)	49% (n = 816)	51% (n = 961)	55% (n = 997)
White	57% (n = 32,994)	57% (n = 28,791)	58% (n = 24,780)	58% (n = 26,378)	61% (n = 29,279)

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>. 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 11a: Fall-to-Winter Persistence Rates for First-Time Degree-Seeking Students

Student Demographic	Fall 2020- Winter 2021	Fall 2021- Winter 2022	Fall 2022- Winter 2023	Fall 2023- Winter 2024	Fall 2024- Winter 2025
LCC Rate: Overall	83% (n = 777)	80% (n = 665)	80% (n = 791)	81% (n = 767)	87% (n = 850)
Full-time	87% (n = 476)	83% (n = 414)	85% (n = 496)	86% (n = 462)	92% (n = 510)
Part-time	77% (n = 301)	76% (n = 251)	73% (n = 295)	74% (n = 305)	81% (n = 340)
Male	80% (n = 202)	77% (n = 216)	75% (n = 232)	81% (n = 248)	88% (n = 269)
Female	84% (n = 481)	82% (n = 416)	82% (n = 498)	81% (n = 449)	87% (n = 503)
Need-Based Aid*	83% (n = 234)	76% (n = 225)	79% (n = 301)	77% (n = 327)	86% (n = 352)
Nontraditional Age**	83% (n = 241)	71% (n = 223)	74% (n = 244)	75% (n = 240)	85% (n = 240)
Traditional Age**	83% (n = 536)	85% (n = 442)	83% (n = 547)	84% (n = 527)	88% (n = 610)
First Generation	-	78% (n = 416)	77% (n = 499)	79% (n = 486)	86% (n = 489)
System Rate^: Overall	83% (n = 44,376)	81% (n = 39,057)	80% (n = 41,845)	84% (n = 47,214)	85% (n = 50,579)
Full-time	88% (n = 28,311)	85% (n = 24,903)	84% (n = 26,618)	88% (n = 29,878)	88% (n = 30,348)
Part-time	75% (n = 16,065)	72% (n = 14,154)	72% (n = 15,227)	76% (n = 17,336)	79% (n = 20,231)
Male	82% (n = 17,243)	79% (n = 15,662)	79% (n = 16,569)	82% (n = 18,118)	84% (n = 18,921)
Female	84% (n = 24,736)	82% (n = 21,211)	81% (n = 21,780)	84% (n = 24,228)	85% (n = 26,201)
Need-Based Aid*	83% (n = 10,016)	81% (n = 10,206)	79% (n = 11,258)	83% (n = 12,523)	83% (n = 15,039)
Nontraditional Age**	77% (n = 10,813)	75% (n = 10,401)	71% (n = 9,657)	76% (n = 10,894)	78% (n = 12,246)
Traditional Age**	85% (n = 33,545)	83% (n = 28,656)	83% (n = 32,177)	86% (n = 36,319)	87% (n = 38,332)
First Generation	-	78% (n = 13,805)	78% (n = 19,469)	81% (n = 23,137)	83% (n = 23,707)

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>. 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 11b: Fall-to-Winter Persistence Rates for First-Time Degree-Seeking Students
by Race/Ethnicity**

Student Demographic	Fall 2020- Winter 2021	Fall 2021- Winter 2022	Fall 2022- Winter 2023	Fall 2023- Winter 2024	Fall 2024- Winter 2025
LCC Rate: Overall	83% (n = 777)	80% (n = 665)	80% (n = 791)	81% (n = 767)	87% (n = 850)
American Indian or Alaska Native	87% (n = 31)	66% (n = 41)	76% (n = 38)	74% (n = 43)	77% (n = 39)
Asian	84% (n = 37)	78% (n = 40)	81% (n = 37)	93% (n = 41)	86% (n = 37)
Black or African American	81% (n = 32)	76% (n = 25)	63% (n = 41)	73% (n = 48)	82% (n = 44)
Hispanic or Latino	81% (n = 74)	81% (n = 94)	78% (n = 94)	78% (n = 108)	86% (n = 139)
Native Hawaiian or Other Pacific Islander	79% (n = 19)	100% (n = 11)	73% (n = 11)	71% (n = 21)	71% (n = 17)
White	84% (n = 680)	81% (n = 552)	82% (n = 675)	82% (n = 628)	87% (n = 709)
System Rate^: Overall	83% (n = 44,376)	81% (n = 39,057)	80% (n = 41,845)	84% (n = 47,214)	85% (n = 50,579)
American Indian or Alaska Native	76% (n = 1,384)	75% (n = 1,273)	77% (n = 1,421)	78% (n = 1,711)	80% (n = 1,801)
Asian	86% (n = 6,174)	84% (n = 5,742)	84% (n = 6,498)	87% (n = 7,376)	88% (n = 7,884)
Black or African American	78% (n = 3,814)	75% (n = 3,801)	76% (n = 4,824)	79% (n = 5,490)	80% (n = 6,288)
Hispanic or Latino	81% (n = 7,365)	78% (n = 7,339)	79% (n = 8,520)	83% (n = 10,083)	83% (n = 11,021)
Native Hawaiian or Other Pacific Islander	82% (n = 840)	76% (n = 816)	78% (n = 961)	81% (n = 996)	82% (n = 1,135)
White	84% (n = 28,791)	81% (n = 24,780)	81% (n = 26,378)	84% (n = 29,306)	85% (n = 31,188)

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>. 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.

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

(Mission Fulfillment = no more than 8% below system average 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. It is possible to track these cohorts to measure progress in various ways, including completion rates.

**Table 12a: Students who Graduated within Four Years
(Based on FTEC Cohorts finishing within Four Years)**

Year	2020	2021	2022	2023	2024
Student Demographic	(2016 cohort)	(2017 cohort)	(2018 cohort)	(2019 cohort)	(2020 cohort)
LCC Rate: Overall	42%	39%	36%	33%	37%
Full-time	46%	43%	40%	38%	43%
Part-time	35%	31%	29%	23%	27%
Male	33%	37%	29%	33%	35%
Female	47%	39%	39%	34%	37%
Need-Based Aid*	34%	32%	25%	23%	27%
Nontraditional Age**	41%	38%	35%	26%	28%
Traditional Age**	43%	39%	37%	36%	41%
System Rate^: Overall	35%	34%	34%	33%	35%
Full-time	42%	42%	41%	40%	42%
Part-time	24%	23%	23%	22%	22%
Male	32%	32%	31%	30%	32%
Female	37%	37%	36%	36%	36%
Need-Based Aid*	35%	35%	34%	31%	35%
Nontraditional Age**	36%	35%	35%	32%	34%
Traditional Age**	34%	34%	33%	34%	35%

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>. 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 12b: Students who Graduated within Four Years by Race/Ethnicity
(Based on FTEC Cohorts finishing within Four Years)**

Year	2020	2021	2022	2023	2024
Student Demographic	(2016 cohort)	(2017 cohort)	(2018 cohort)	(2019 cohort)	(2020 cohort)
LCC Rate: Overall	42%	39%	36%	33%	37%
American Indian or Alaska Native	31%	42%	22%	22%	29%
Asian	59%	32%	44%	34%	46%
Black or African American	39%	28%	22%	37%	22%
Hispanic or Latino	46%	40%	24%	36%	39%
Native Hawaiian or Other Pacific Islander	*	50%	27%	40%	11%
White	42%	39%	38%	34%	37%
System Rate^: Overall	35%	34%	34%	33%	35%
American Indian or Alaska Native	28%	28%	28%	27%	29%
Asian	38%	38%	37%	36%	37%
Black or African American	24%	25%	24%	24%	26%
Hispanic or Latino	33%	33%	33%	33%	34%
Native Hawaiian or Other Pacific Islander	28%	30%	30%	27%	32%
White	35%	35%	35%	34%	36%

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>. 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 13a: 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.

Year	2020	2021	2022	2023	2024
Student Demographic	(2018 cohort)	(2019 cohort)	(2020 cohort)	(2021 cohort)	(2022 cohort)
LCC Rate: Overall	26%	23%	24%	31%	29%
Full-time	30%	28%	31%	40%	33%
Part-time	18%	14%	12%	17%	22%
Male	19%	24%	21%	33%	24%
Female	29%	23%	23%	31%	32%
Need-Based Aid*	15%	13%	12%	17%	19%
Nontraditional Age**	21%	14%	16%	16%	17%
Traditional Age**	28%	27%	27%	39%	35%
System Rate^: Overall	24%	24%	25%	26%	26%
Full-time	30%	30%	32%	33%	33%
Part-time	14%	13%	12%	14%	14%
Male	22%	20%	23%	23%	24%
Female	26%	27%	27%	28%	28%
Need-Based Aid*	23%	21%	24%	24%	23%
Nontraditional Age**	27%	24%	25%	25%	26%
Traditional Age**	23%	24%	25%	26%	27%

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

Year	2020	2021	2022	2023	2024
Student Demographic	(2018 cohort)	(2019 cohort)	(2020 cohort)	(2021 cohort)	(2022 cohort)
LCC Rate: Overall	26%	23%	24%	31%	29%
American Indian or Alaska Native	14%	20%	16%	20%	16%
Asian	30%	23%	27%	33%	49%
Black or African American	22%	19%	13%	16%	39%
Hispanic or Latino	16%	27%	19%	18%	30%
Native Hawaiian or Other Pacific Islander	9%	30%	11%	20%	18%
White	27%	24%	24%	34%	29%
System Rate^: Overall	24%	24%	25%	26%	26%
American Indian or Alaska Native	19%	19%	20%	22%	22%
Asian	26%	26%	27%	28%	26%
Black or African American	16%	16%	18%	19%	18%
Hispanic or Latino	22%	22%	24%	25%	25%
Native Hawaiian or Other Pacific Islander	21%	18%	22%	20%	19%
White	25%	25%	26%	27%	28%

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>. 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: Student Satisfaction with Support Services

(Mission Fulfillment = standardized benchmark score of 50 or higher overall and no more than five points below 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 14: Community College Survey of Student Engagement (CCSSE) – Support for Learners Benchmark Category (Standardized Benchmark Score)

Student Demographic	2012-13	2015-16	2018-19	2021-22	2024-25
National Cohort	50.0	50.0	50.0	50.0	50.0
LCC	52.7	49.6	57.2	54.3	52.3
Male	*	47.0	55.3	48.1	50.8
Female	*	52.4	57.6	57.6	55.4
Another Gender Identity	*	*	*	*	59.5
American Indian or Alaska Native	63.8	47.6	*	*	58.8
Asian	*	*	*	*	55.2
Black or African American	*	*	*	*	53.7
Hispanic or Latino	54.7	58.2	54.0	62.1	59.1
Native Hawaiian	*	*	*	*	*
Pacific Islander (non-Native Hawaiian)	*	*	*	*	*
White	52.1	49.4	55.9	54.1	50.7
2 or More Races	*	*	64.2	53.5	56.2
First Generation	54.8	50.1	58.4	55.1	53.7
Not First Generation	49.3	50.6	56.5	53.5	51.8
Nontraditional Age^	53.7	49.3	61.6	54.7	52.6
Traditional Age^	51.8	50.2	53.0	53.6	52.0

Source: CCSSE website/Benchmark Report.

*Data not available either due to demographic breakout not available or small 'n size (redacted to protect student privacy).

^Traditional age is up to 24; nontraditional age is 25+. Please note: some demographic categories were added or names updated from the previous monitoring report.

- LCC’s overall standardized benchmark score has gone down the last couple survey administrations, but is still above the national cohort rate.
- The next CCSSE administration is in winter 2028.

Key Performance Indicator: Faculty-Student Engagement

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

The Community College Survey of Student Engagement (CCSSE) is a national survey that 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.

Table 15: Community College Survey of Student Engagement (CCSSE) – Student-Faculty Interaction Benchmark Category (Standardized Benchmark Score)

Student Demographic	2012-13	2015-16	2018-19	2021-22	2024-25
National Cohort	50.0	50.0	50.0	50.0	50.0
LCC	56.0	52.5	55.1	56.0	49.7
Male	*	50.2	53.1	49.2	49.3
Female	*	54.2	56.4	59.4	52.2
Another Gender Identity	*	*	*	*	49.7
American Indian or Alaska Native	55.8	61.5	*	*	63.5
Asian	*	*	*	*	57.0
Black or African American	*	*	*	*	37.2
Hispanic or Latino	50.4	56.5	59.4	52.4	54.2
Native Hawaiian	*	*	*	*	*
Pacific Islander (non-Native Hawaiian)	*	*	*	*	*
White	56.0	50.8	54.8	57.6	47.8
2 or More Races	*	*	54.8	52.2	52.4
First Generation	60.8	50.1	60.4	57.5	52.2
Not First Generation	53.0	54.5	51.8	54.2	48.6
Nontraditional Age^	57.2	51.8	57.1	57.5	50.8
Traditional Age^	54.0	52.5	52.9	53.8	48.8

Source: CCSSE website/Benchmark Report

*Data not available either due to demographic breakout not available or small 'n size (redacted to protect student privacy).

^Traditional age is up to 24; nontraditional age is 25+. Please note: some demographic categories were added or names updated from the previous monitoring report.

- LCC’s overall standardized benchmark score dropped in 2024-25, as well as benchmark scores for most demographic groups.
- The next CCSSE administration is in winter 2028.

Key Performance Indicator: Student Satisfaction with Instruction

Table 16: Student Satisfaction with Instruction
(Mission Fulfillment = 85% or higher)

This indicator represents the proportion of students who 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.

Year	2019-20	2020-21	2021-22	2022-23	2023-24 [^]
Student Demographic	(n = 680)	(n = 308)	(n = 353)	(n = 409)	(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.
- Please note: the annual Student Satisfaction Survey was not administered in 2024-25, because the college participated in the CCSSE. The next Student Satisfaction Survey administration is scheduled for Spring 2026.

Key Performance Indicator: Student Sense of Belonging

Table 17: Student Sense of Belonging
(Mission Fulfillment = 80% or higher overall and for all groups)

This indicator represents the proportion of students who 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 2021-22 and again in 2024-25.

Student Demographic	2021-22 (n = 97)	2024-25 (n = 60)
All Students	84.8%	81.3%
Male	90.0%	64.3%
Female	86.8%	87.5%
Other** or Unreported Gender	66.7%	*
American Indian or Alaska Native	*	*
Asian	*	*
Black or African American	*	*
Hispanic or Latino/a	72.7%	*
Native Hawaiian or other Pacific Islander	*	*
White	90.2%	86.7%
Two or more races	85.7%	66.7%
Traditional age (24 or under)	76.9%	62.5%
Non-traditional age (25+)	87.9%	85.0%

*Not reportable due to “n” size. **Other categories not individually reportable due to “n” size.

The next administration for this survey is in 2027-28.

Student Access, Support & Completion Monitoring Report

Analysis from the Review Team

Members include: Wendy Hall, Michaela Jackson and Dan Ruiz, co-chairs, Magnus Altmayer, Brad Benjamin, Kali Brandt, Sheila Burgin, Sarah Griffith, Josie Hamm (student), Alexander Ivory-Brown, Kari Johnson, Meredith Links, Brian Magoma (student), Mary Kate Morgan, Donna Myers, Guadalupe Rodriguez, Angel Ruvalcaba, Laura Sampson, Alejandra Sanchez, Nichole Seroshek, Rosemary Siipola (community rep), Rick Swee, April Tovar Villa.

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

- Although male enrollment has been a challenge, the data show males persisting at a higher rate than other groups. The work Outreach has been doing with our K-12 partners is supporting this trend.
- Enrollment of Students of Color has increased seven percentage points over five years.
- Running Start enrollment continues to trend upward.
- Fall-to-winter persistence has grown significantly.
- Nearly half of Toutle Lake juniors and seniors (47%) participated in Running Start last year.
- There has been an increase in enrollment of students with disabilities.
- Although it is not a KPI, LCC's two-year graduation rate is above the system rate in nearly every category.

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

- We are below mission fulfillment with faculty-student engagement, which is a decrease from the prior survey administration.
 - i. The rate is particularly low for our Black or African American population.
- Student Sense of Belonging
 - i. Males are significantly lower than other groups.
 - ii. There are missing demographic categories, which could mean that we don't have those student populations, or it could mean that they just aren't engaging.
 - iii. The proportion declined for students reporting Two or More Races.
- Although we exceeded mission fulfillment for the proportion of Students of Color enrolled at LCC, we are still well below the system rate. We have a relatively white community, but we should still strive to be more welcoming.

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

- The new Center for Vocational Studies, enhanced scholarship funds, and additional Foundation support will support student access, support, and completion.

- We should continue to build on the work Outreach is doing with our K-12 partners in Woodland. Continuity in staffing in Outreach really supports this work.
- Continuing to grow our dual credit programs, including CTE, Running Start, and College in the High School, is beneficial to our K-12 partnerships and growing student enrollment.
- Bachelor’s degree programs are providing new opportunities for Running Start students who may want to complete their education without leaving home.
- Strengthening student engagement with clubs, organizations, and other student activities is a great way to increase Sense of Belonging.
- Increasing the availability of housing for students is an opportunity.
- Outreach is working on changing the perception that LCC is a “drive-in, drive-out” campus by educating students about the opportunities to be involved in activities outside of the classroom.
- Increasing the emphasis on in-person orientation and engagement with other students has helped the Running Start population feel comfortable and ready for the start of the quarter. There may be opportunities to build on that experience for all students, such as through the Red Devil Welcome program.
- Although our fall-to-winter persistence rate increased substantially and is above mission fulfillment, it may be beneficial to look at the underlying context and identify potential contributing factors to increased persistence rates. It might also be helpful to analyze multiple student factors simultaneously (note: this information is available and could be analyzed internally rather than shared in a monitoring report due to the complexity of the data).

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

- A lack of affordable student housing, familiar cuisines, and communities that share the same culture can be a missed opportunity, if not a threat, to some of our student populations in this part of the state.
- Housing insecurity and a lack of affordable housing for students are two of our biggest threats. We need to seek more housing opportunities for all students.
- Faculty-Student Interaction
 - i. Increased online learning since COVID can leave students feeling disconnected and unable to engage with faculty.
 - ii. It is more difficult now than in the past to recruit faculty to be advisors for clubs and organizations, another threat to faculty-student interaction.
 - iii. Faculty do not seem to be on campus as much as before COVID for unplanned or informal activities, such as going to games or just saying hello in passing. This also impacts interaction.