

# **Professional/Technical & Customized Education Monitoring Report**

**2016 – 2020**

(Cycle 22)

## ***CORE THEME I: Workforce and Economic Development***

***Objective 1: Provide quality professional/technical education for employment, skills enhancement, and career development.***

***Objective 2: Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.***

May 19, 2021



## Professional/Technical & Customized Education Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

**Key Performance Indicators** for Professional/Technical and Customized Education include:

- Student performance
- Demonstration of program competencies
- Licensure/exam rates
- Placement rate in the workforce
- Employer satisfaction
- Client assessment of programs and services

Enrollment data is also included in the report.

Some of the actions that have come about as a result of reviewing data in this report include:

- Through increased marketing with industry, K12, and community partners, enrollment increased in several areas.
- LCC saw a significant increase in the demand for apprenticeship programs offering a combination of academic and continuing education courses (approximately 80 new participants) in areas such as advanced manufacturing, machine trades, and early childhood education.
- Workforce Education programs continued to strengthen career and technical pathway alignment and relationships with K12 and industry through the integration of professional-technical advisory committees and CTE dual-credit offerings. The college and K12 CTE Directors partnered with business and industry to jointly develop agendas and establish strategic plans based on collaborative CLNA (comprehensive local needs assessment) work. This year, LCC maintained 112 articulated courses spanning 16 school districts.
- LCC is set to make history by graduating the first cohort of BAS students in the Teacher Education program. Local K12 and industry partners along with LCC's faculty have played a vital role in keeping the program strong during the pandemic meeting extensive mitigation plans and protocol as instruction converted from online to in-person mid-year.
- LCC was awarded a \$200,000 Restart grant to support the reestablishment of professional and technical programs that were disrupted due to COVID-19 and to provide alternative and innovative methods of ensuring that career pathways are available to aid economic recovery in the state of Washington. Supported programs and activities include: virtual simulation for nursing students, CDL training, toolkits and equipment for diesel technology and personal protective equipment and health monitors for several additional programs including early childhood education.

## PART 1: PROFESSIONAL/TECHNICAL

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

**Table 1: Proportion of students receiving C grades or better in workforce classes numbered 100 and above. Grades excluded: I, N, R, NA, X and V.**

	2015-16	2016-17	2017-18	2018-19	2019-20
C or better (Overall)	84.3%	85.7%	86.4%	87.3%	88.7%
Male	82.9%	85.9%	83.1%	80.5%	84.3%
Female	87.7%	88.8%	90.0%	89.4%	90.7%
Students of Color	84.6%	85.5%	87.1%	85.7%	85.0%
Economically Disadvantaged	83.6%	85.2%	85.4%	85.1%	86.4%

Source: Select Kind of Student = W 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 is >=100, gr, gr\_dec, item and yrq; link to Class table using item and yrq to select INSTIT\_INTENT\_RECAT = "V" (Workforce Courses) from Class table.

Note: as of 2017-18, P grades included as successful grade.

**Key Performance Indicator: Demonstration of Program Competencies**  
(GOALS SET BY INDIVIDUAL PROGRAMS)

### Attainment of Competencies for Individual Programs

As part of the college's established Curriculum & Program Review process, all programs are required to collect and analyze data for the purpose of improving student learning outcomes. Each program review plan is unique, and addresses competencies relevant for the specific discipline. Some plans, such as Nursing and Medical Assisting, are related to external accreditation and/or industry standards. Faculty perform quarterly activities for Curriculum & Program Review according to a schedule set by the Instructional Assessment Committee. A full Curriculum & Program Review cycle lasts two years, at which point the cycle starts again.

**Key Performance Indicator: Licensure/Exam Rates**

**(Mission Fulfillment NCLEX = exceed state benchmark of 80%; WABO = 80%; MAERB = 80%)**

**(Stretch Goal NCLEX = 90%; WABO = 100%; MAERB = 90%)**

Nursing graduates must be licensed in order to work in the field. Nursing completers must pass the NCLEX – a national, standardized nursing test. Similarly, welding completers must pass the WABO test to earn their degree. Medical Assisting completers must pass the Medical Assisting Education Review Board exam. Rates are based on the calendar year.

**Table 2: Licensure Rates for Nursing, Welding, and Medical Assisting**

	2016	2017	2018	2019	2020
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	89%* (116/130)	85%* (77/91)	82%* (94/114)	95%* (95/100)	90% (113/126)
WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018					
Welding (LCC students only)	100% (n=9)	100% (n=11)	96% (n=25)	88% (n=26)	81% (n=37)
MAERB (Medical Assisting Education Review Board) – pass rate					
Medical Assistant	100% (n = 13)	89% (n = 16)	92% (n = 12)	83% (n = 11)	**

Source: Nursing, Welding, and Medical Assisting Departments. \*Numbers updated from previous monitoring reports, as of 2021 using [DOH NCLEX® School Reports](https://www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf) at [www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf](https://www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf).

\*\*data not yet available

- NCLEX rates are by calendar year.
- MAERB rates by admission year.
- WABO rates are by calendar year.
- The number of welding students taking the WABO fluctuates for several reasons, including the fact that students decide when they want to test (whether or not their instructor thinks they are ready). Some people who are only able to be in the program for a short time opt to test sooner than others, sometimes before they're ready. Also, some student testers are only enrolled for a short refresher course (rather than a degree or certificate program) but appear in the student data nevertheless. Hiring trends can also affect students' decisions to test earlier rather than later in their program.

**Key Performance Indicator: Placement Rate in the Workplace**  
**(Mission Fulfillment = no more than 2% below system average for all categories)**  
**(Stretch Goal = exceed system average for all categories)**

The State Board for Community and Technical Colleges coordinates annually with Employment Security to match records of employed students to determine employment placement rates. Students who continue their education in the Washington system are excluded from totals.

**Table 3: Employment Rates for Lower Columbia College**  
**(Indicates year students were employed—having completed studies the prior year)**  
**Percent of Completers Placed in UI-Covered Jobs or Continuing Education**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC: Overall</b>	<b>79%</b>	<b>80%</b>	<b>74%</b>	<b>86%</b>	<b>76%</b>
Male	73%	78%	69%	85%	65%
Female	84%	80%	77%	86%	81%
Students of Color	70%	79%	73%	86%	73%
<b>System Average: Overall</b>	<b>77%</b>	<b>77%</b>	<b>76%</b>	<b>77%</b>	<b>77%</b>
Male	76%	78%	74%	75%	74%
Female	77%	78%	77%	79%	79%
Students of Color	76%	77%	76%	79%	79%

Source: [SBCTC After College Outcomes Dashboard](#), Prof/Tech Placement View, located at sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx. Excludes those who are self-employed and work out of state.

**Key Performance Indicator: Employer Satisfaction**  
**(Mission Fulfillment = 90%)**  
**(Stretch Goal = 100%)**

**Table 4: Employer ranking of LCC Graduates' professionalism**

	2015-16	2016-17	2017-18	2018-19	2019-20
Professionalism is "Average" or "Above Average" ("Exceeds Expectations" or "Meets Standard" from Nursing survey; "Strongly Agree" or "Agree" from Medical Assisting survey)	98% (n = 93)	97% (n = 140)	99% (n=77)	99% (n=116)	100% (n=69)

Source: Employer Feedback Survey and Early Childhood Education (ECED) Employer Survey. Starting in 2015-16, included Nursing Graduate Employer Survey. Starting in 2018-19, included Medical Assisting Employer Survey.

- Survey methodology includes surveying members of LCC's Professional/Technical Advisory Committees in addition to other employers including employers of Nursing, Medical Assisting and Early Childhood Education graduates.

### **Professional/Technical Enrollment**

The professional/technical enrollment summary presents the annualized FTE (Full Time Equivalent) of all state-funded professional/technical enrollments by Institutional Intent. Enrollment of Worker Retraining students has a major impact on Professional/Technical programs.

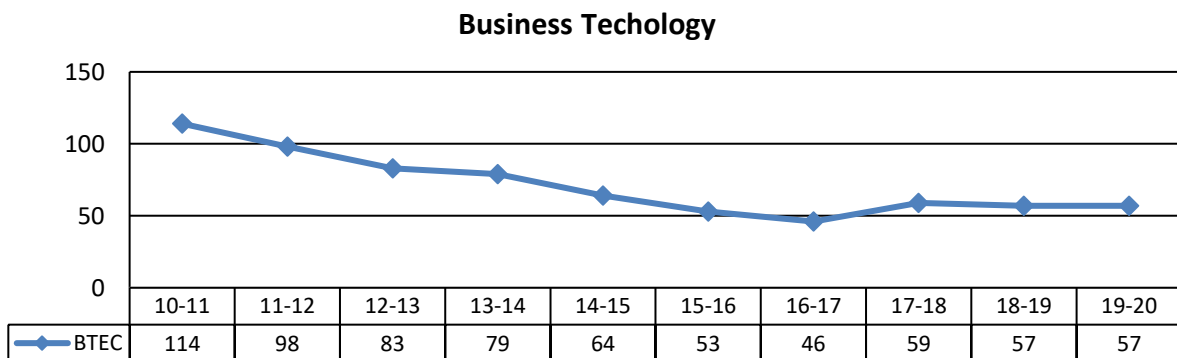
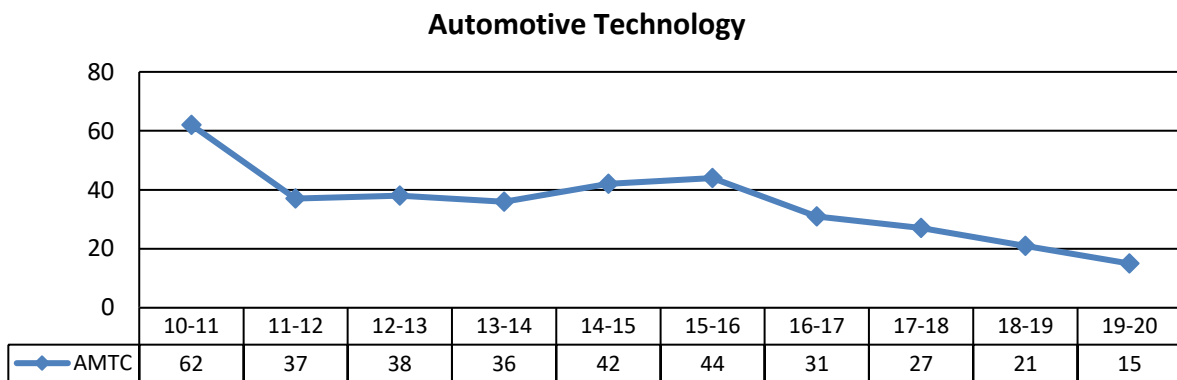
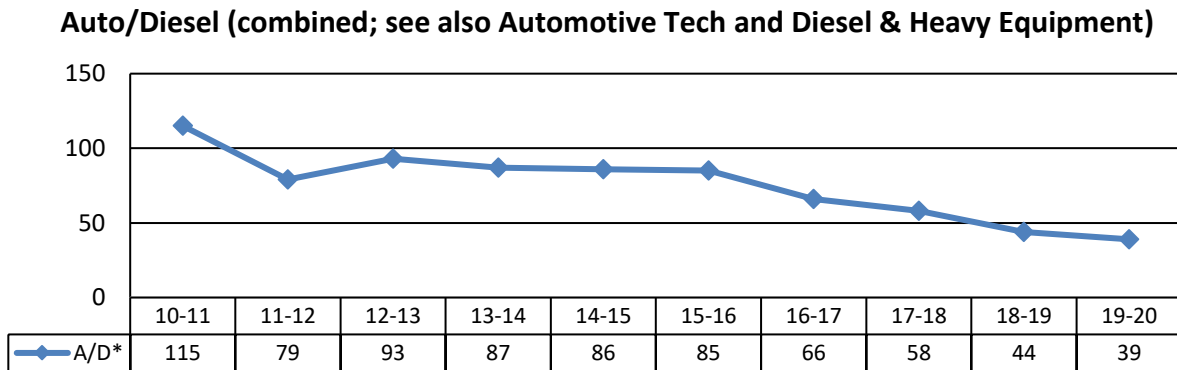
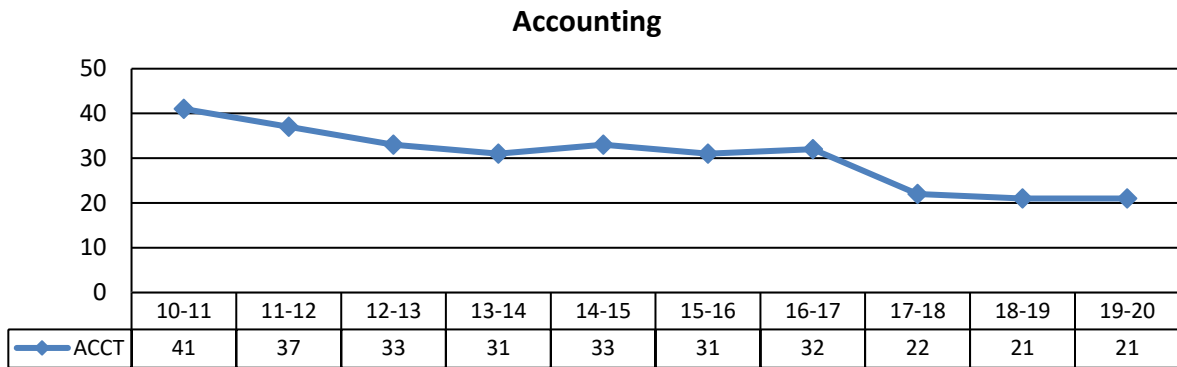
**Table 5: Professional Technical Enrollment Summary (state funded only)**

	<b>Prof/Tech FTE</b>	<b>Worker Retraining FTE</b>
2015-16	699	109
2016-17	606	103
2017-18	574	110
2018-19	548	165
2019-20	569	187
1 year change	+4%	+13%
5 year change	-19%	+72%

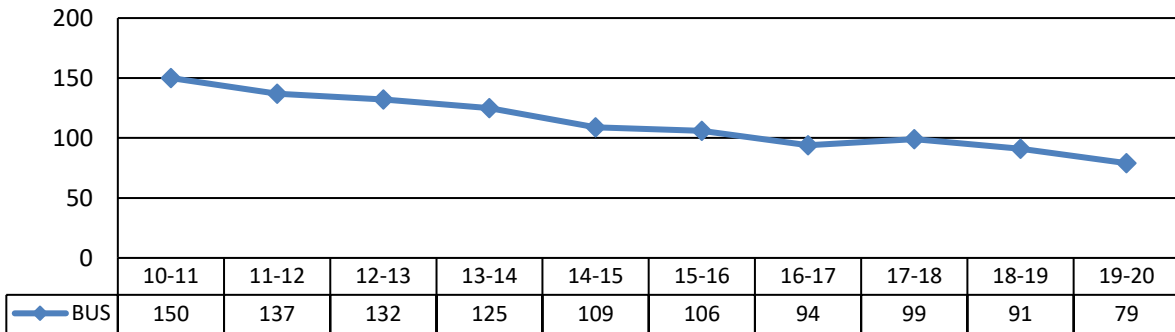
Source: Data Warehouse, Access Monitoring Report for Prof/Tech FTE and Worker Retraining FTE. 2018-19 Worker Retraining FTE corrected from previous report.

- In 2019-20, Professional/Technical and Worker Retraining enrollment increased.

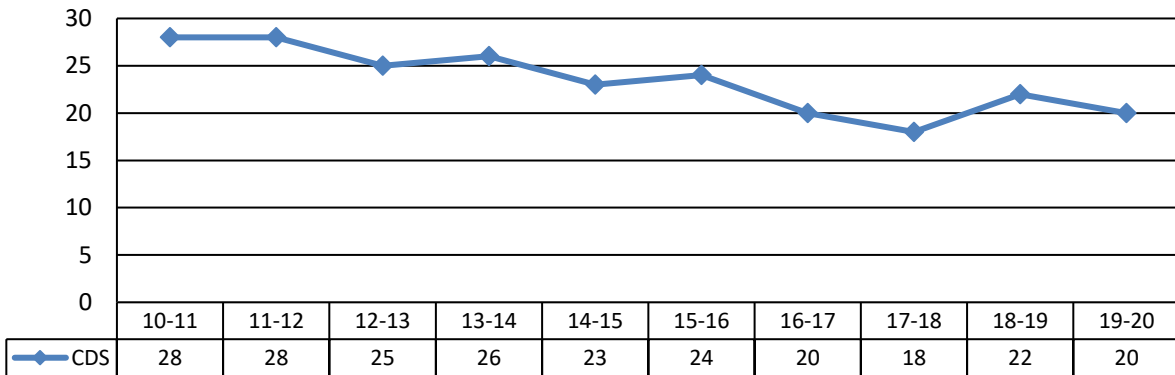
**Figure 6: Professional Technical Enrollment by Discipline (annual state funded FTE)**



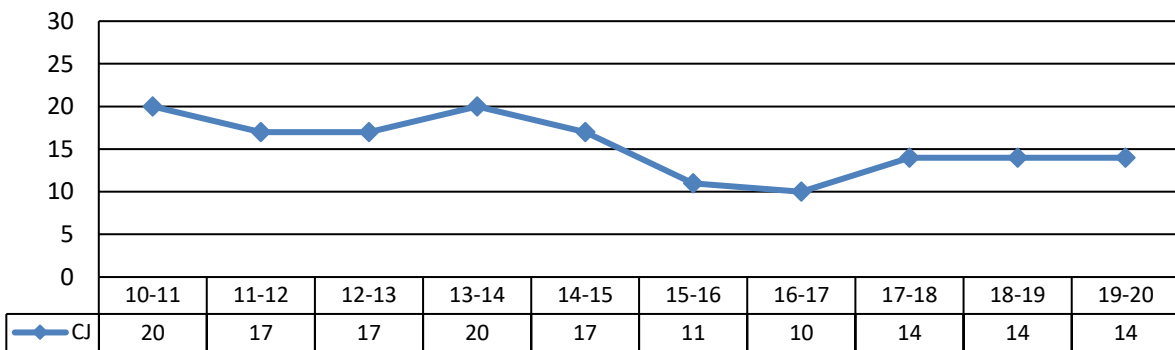
### Business



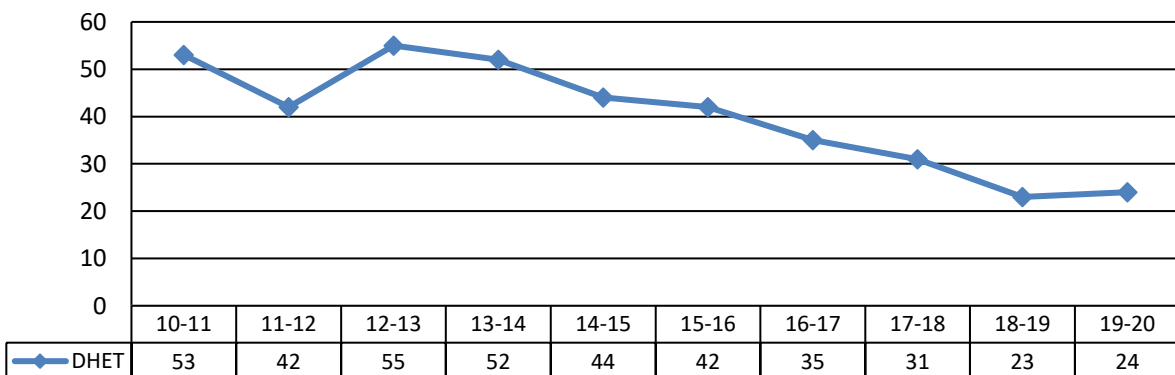
### Chemical Dependency Studies



### Criminal Justice

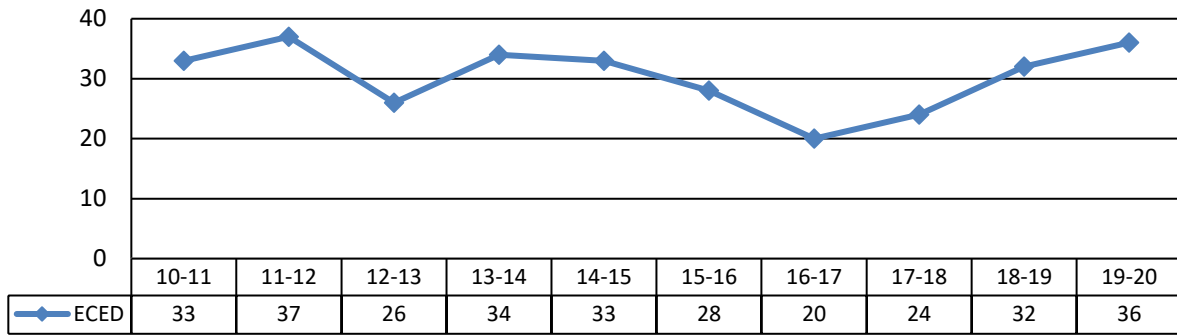


### Diesel/Heavy Equipment Technology

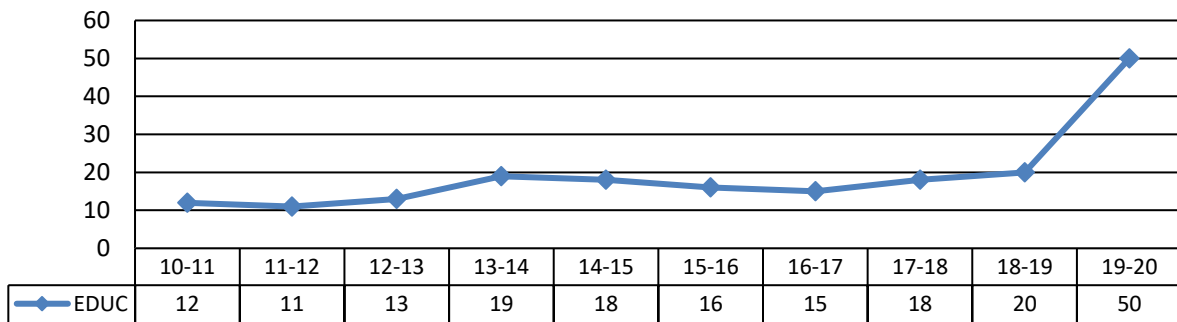




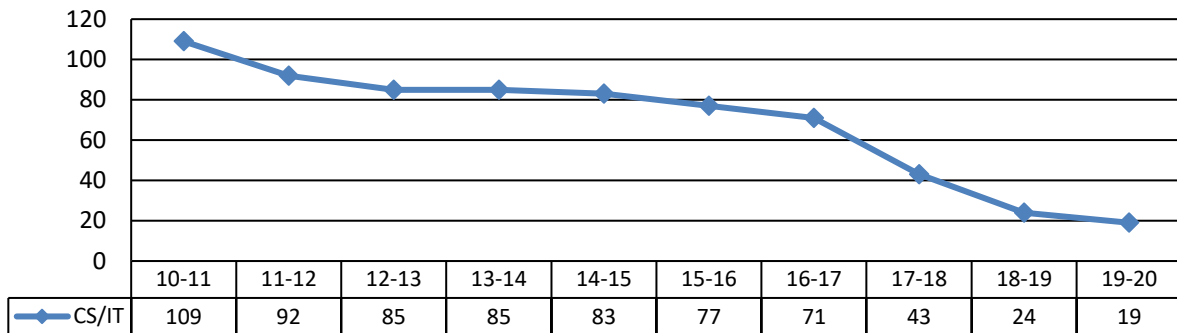
### Early Childhood Education



### Education

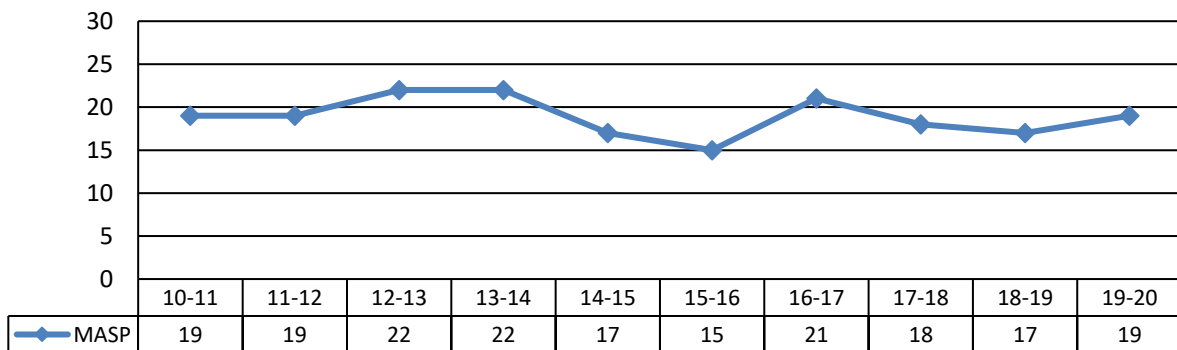


### Information Technology / Computer Science

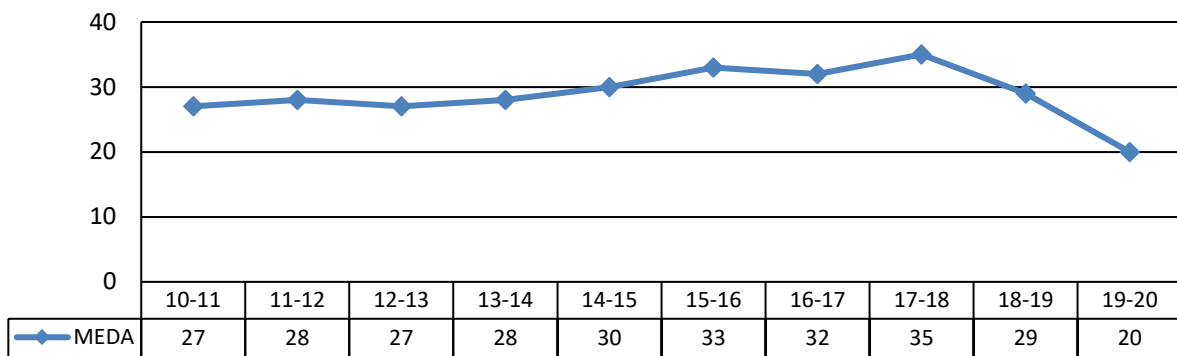


Note: includes IT FTEs beginning 2017-18.

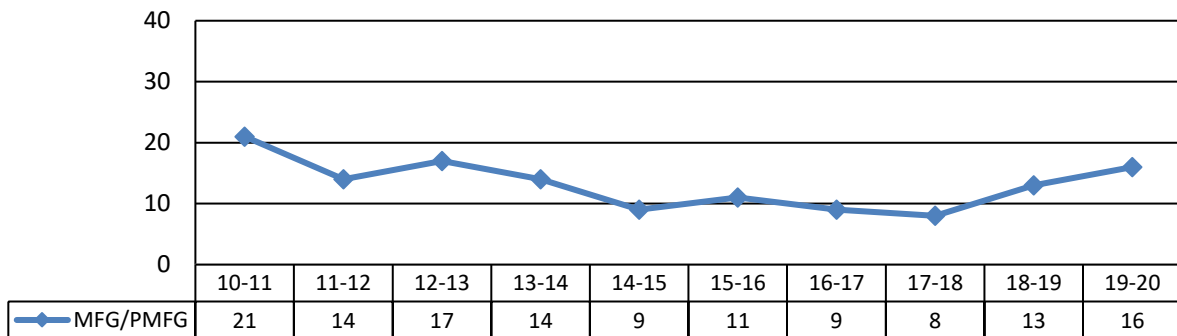
### Machine Trades



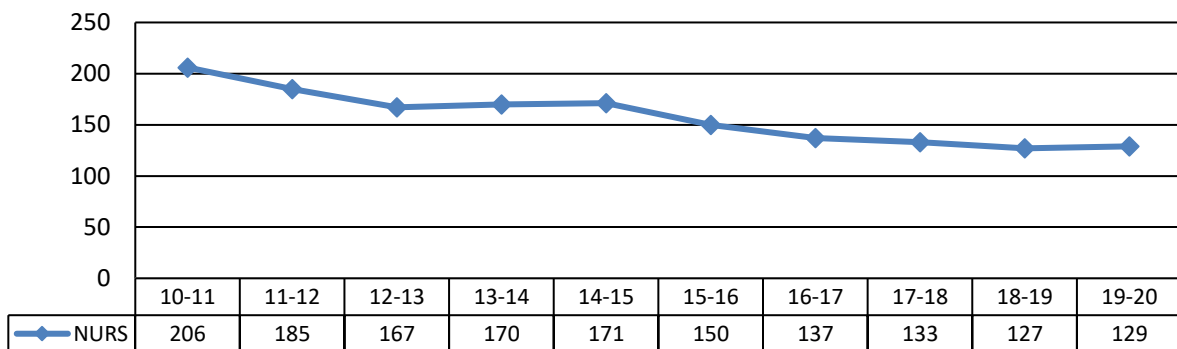
### Medical Assisting



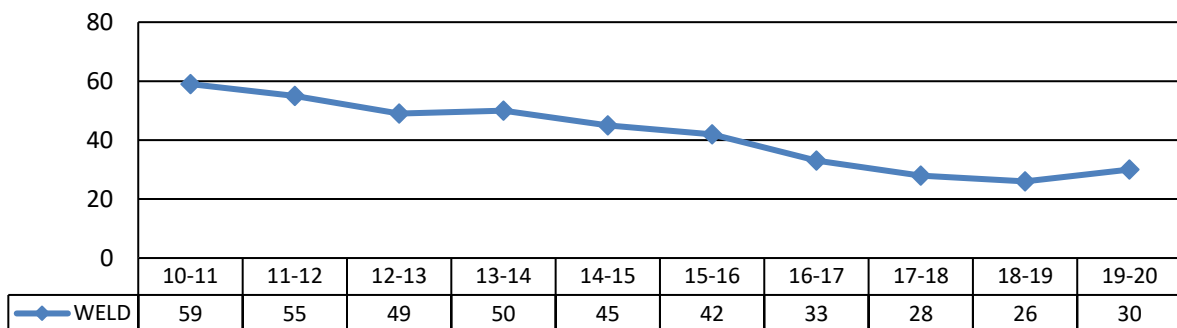
#### Manufacturing/Process Manufacturing (previously PULP)



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



#### Welding



Source: Data Warehouse, Class Table (DEPT\_DIV, COURSE\_NUM, ITEM, YRQ, FTES\_STATE/3).

## College Level English & Math Completion (Professional Technical Students)

**Table 7a: College Level English Completion in First Year**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC Rate: Overall</b>	<b>35%</b>	<b>37%</b>	<b>24%</b>	<b>27%</b>	<b>34%</b>
Full-time	48%	50%	33%	39%	47%
Part-time	19%	25%	15%	16%	23%
Male	26%	33%	19%	25%	24%
Female	38%	38%	25%	29%	38%
Need-Based Aid*	36%	46%	22%	31%	33%
<b>System Rate^: Overall</b>	<b>27%</b>	<b>27%</b>	<b>26%</b>	<b>27%</b>	<b>29%</b>
Full-time	33%	32%	31%	31%	35%
Part-time	18%	20%	18%	19%	20%
Male	25%	26%	24%	25%	28%
Female	29%	28%	27%	28%	30%
Need-Based Aid*	36%	35%	33%	33%	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>. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for "n" size, college access only.

\*Students who received need-based aid. ^All Other Colleges.

**Table 7b: College Level English Completion in First Year by Race/Ethnicity**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC Rate: Overall</b>	<b>35%</b>	<b>37%</b>	<b>24%</b>	<b>27%</b>	<b>34%</b>
American Indian or Alaska Native	50%	41%	*	20%	46%
Asian	24%	43%	19%	13%	30%
Black or African American	25%	*	24%	*	33%
Hispanic or Latino	36%	45%	38%	38%	30%
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	34%	37%	24%	28%	37%
<b>System Rate^: Overall</b>	<b>27%</b>	<b>27%</b>	<b>26%</b>	<b>27%</b>	<b>29%</b>
American Indian or Alaska Native	27%	25%	27%	29%	29%
Asian	25%	26%	24%	25%	29%
Black or African American	24%	24%	24%	22%	25%
Hispanic or Latino	31%	28%	30%	30%	32%
Native Hawaiian or other Pacific Islander	25%	25%	25%	26%	31%
White	28%	28%	27%	28%	30%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for "n" size, college access only.

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

**Table 8a: College Level Math Completion in First Year**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC Rate: Overall</b>	<b>21%</b>	<b>23%</b>	<b>28%</b>	<b>26%</b>	<b>24%</b>
Full-time	29%	29%	35%	40%	31%
Part-time	11%	17%	21%	13%	18%
Male	20%	19%	28%	36%	20%
Female	21%	25%	28%	23%	26%
Need-Based Aid*	19%	25%	28%	32%	25%
<b>System Rate^: Overall</b>	<b>17%</b>	<b>17%</b>	<b>17%</b>	<b>19%</b>	<b>19%</b>
Full-time	21%	21%	21%	22%	23%
Part-time	12%	12%	12%	13%	13%
Male	19%	19%	18%	20%	20%
Female	16%	16%	16%	18%	19%
Need-Based Aid*	21%	20%	21%	22%	23%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for “n” size, college access only.

\*Students who received need-based aid. ^All Other Colleges.

**Table 8b: College Level Math Completion in First Year by Race/Ethnicity**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC Rate: Overall</b>	<b>21%</b>	<b>23%</b>	<b>28%</b>	<b>26%</b>	<b>24%</b>
American Indian or Alaska Native	19%	6%	*	20%	23%
Asian	52%	14%	38%	40%	15%
Black or African American	6%	*	12%	*	17%
Hispanic or Latino	14%	32%	21%	26%	21%
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	20%	24%	27%	27%	25%
<b>System Rate^: Overall</b>	<b>17%</b>	<b>17%</b>	<b>17%</b>	<b>19%</b>	<b>19%</b>
American Indian or Alaska Native	14%	15%	16%	16%	18%
Asian	19%	20%	17%	18%	22%
Black or African American	11%	11%	12%	14%	14%
Hispanic or Latino	15%	15%	17%	19%	18%
Native Hawaiian or other Pacific Islander	11%	14%	16%	17%	20%
White	19%	19%	19%	20%	21%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for “n” size, college access only.

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

## PART 2: CUSTOMIZED EDUCATION

**Key Performance Indicator: Client assessment of programs and services**  
(Mission Fulfilment = 90%)  
(Stretch Goal = 100%)

**Table 9: Evaluation of Corporate & Continuing Education**

The following evaluations were administered across a variety of Corporate & Continuing Education courses in 2019-20 (including 146 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	2015-16	2016-17	2017-18	2018-19	2019-20
Percent indicating that overall expectations were met or exceeded.	99%	98%	98%	99%*	99%**

Source: Corporate & Continuing Education Office. \*In 2018-19, students were counted toward this metric if they answered "Yes" to "Overall, were you satisfied with the course?" \*\*In 2019-20, students were counted toward this metric if they answered "Yes" to "Overall, were you satisfied with the course?" or answered "Excellent" or "Good" to "Please indicate the rating that best reflects your overall evaluation of this session."

- Client satisfaction remains strong.

## EDUCATION, TRAINING AND TESTING ACTIVITIES

**Table 10: Continuing Education Enrollment: Duplicated Headcount**

2015-16	2016-17	2017-18	2018-19	2019-20	1 yr Δ	5 yr Δ
2,131	2,018	2,109	1,842	892	-52%	-58%

Source: Fact Book/Continuing Education office. Winter 2019 – Unable to continue Better Bones and Balance due to loss of facility funding.

- Enrollment in Continuing Education activities is trending down.
- Due to COVID-19, most Spring 2020 classes were canceled.

**Table 11: Pre-Employment Testing (Work Keys, etc.) Unduplicated Headcount**

2015-16	2016-17	2017-18	2018-19	2019-20	1 yr Δ	5 yr Δ
294	455	332	385	130	-66%	-56%

Source: Fact Book/Testing Office/Continuing Ed Office.

- Numbers are lower for 2019-20 due to disruptions in testing caused by relocating the testing center, which also required recertification with Pearson and Castle, as well as Covid-19 interrupting testing beginning in March 2020.

**Table 12: Other Testing Exams: Duplicated Headcount**

<b>Exam</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Pre-Employment Testing (Work Keys)</b>	294	455	332	385	130
<b>NREMT (EMT Test)</b>	151	166	165	159	31
<b>Educator Licensing Exams (NES, West-B, ORELA)</b>	259	232	289	304	115
<b>Automotive Service Excellence (ASE)</b>	281	206	125	154	43
<b>ASE Student Entry-Level Certification</b>	**	**	**	26	11
<b>CLEP (Prior Learning Assessment)</b>	25	25	45	23	15
<b>Certiport (Microsoft Office Certification)</b>	146	251	200	202	93
<b>Pesticide Testing (Washington State Department of Agriculture)</b>	241	327	379	455	62
<b>IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)</b>	43	41	41	45	24
<b>ParaPro (certification exam for paraprofessional educators)</b>	*	103	91	84	61
<b>Castle Worldwide (ACE certification, BPS, certification, and others)</b>	*	17	17	14	10
<b>Medical Certification Exams (Pharmacy Tech, ACSM, PTI)</b>	**	**	**	15	4
<b>GED Passer Reports</b>	50	97	100	87	45

Source: Fact Book/Testing Office. \*Data not available because test newly offered in 2016-17. \*\*Data not available because test newly offered in 2018-19.

Numbers are lower for 2019-20 due to disruptions in testing caused by relocating the testing center, which also required recertification with Pearson and Castle, as well as Covid-19 interrupting testing beginning in March 2020.

Lower Columbia College  
**Professional/Technical Monitoring Report**  
Analysis from the Review Team

Members include: Tamra Gilchrist & Karen Joiner, co-chairs, Randy Byrum, Leszek Cromwell, Dana Cummings, Liz Engel, Sarah Griffith, Heidi Hamer, Elissa Loren, Anita Quirk, Connie Ramos, Stefan Rijnhart, David Rosi, Vicky Soladey, Stefanee Sorgenfrei, Dani Trimble, Nonnie Weaver, Ann Williamson, Jill Yates.

**1) Based on the data in this report, what are LCC's strengths in providing professional/technical preparation and customized education?**

- Student performance is a strength.
- Our female student employment rate is higher than the system average.
- The rate of employer satisfaction is very high, and we met our stretch goal for the first time.
- The addition of the Bachelor of Science in Teacher Education (BAS-TE) program resulted in large enrollment gains for education.
- Completion of college level English in the first year is strong, both in terms of comparison to the system average and our own increase between last year and the year before.
- We are higher than the state in terms of college level math completion in the first year, even though we are down slightly from the prior year.

**2) Based on the data in this report, what are LCC's weaknesses in providing professional/technical preparation and customized education?**

- Our male student employment rate is substantially below the state average, which also dropped between last year and the year before.
- We are below the state rate for males, economically disadvantaged and Hispanic students in terms of college level English completion in the first year.
- Although "n" size may be an issue, college level math completion in the first year is a concern for Asian students.
- Although heavily impacted by the pandemic in 2019-20, the downward enrollment trend in continuing education is concerning.

**3) Based on the data in this report, what are LCC's opportunities for providing professional/technical preparation and customized education?**

- The only demographic group that fell below our stretch goal for student performance was male students. There may be an opportunity to increase male student participation in support programs and services.
- The new career navigator position creates an opportunity to provide better career planning and engagement with diverse student populations.
- Although the results are extremely strong, we may be able to increase the number of respondents to our employer satisfaction survey. One strategy is to increase direct faculty engagement with employers, to encourage them to provide feedback about our graduates via the survey.

- We should continue to try to attract new students to our workforce programs, and work with employers to better understand industry needs and trends.
- Developing additional strategic Bachelor of Applied Science (BAS) pathways could result in increased enrollment.
- Given the downward enrollment trend in continuing education, we should continue to strive for the perfect balance between community need and financial sustainability.
- The new vocational building, recently approved for the design phase by the Washington Legislature, creates a number of opportunities for LCC in terms of workforce programs.
- The increase in popularity of apprenticeships provides several opportunities for pathway development, including for paraeducators.

**4) Based on the data in this report, what are LCC's threats for providing professional/technical preparation and customized education?**

- The pandemic and our subsequent economic recovery pose a potential threat, as recovery may be inconsistent across industry sectors and demographic groups. We may see some major impacts on our employment rate in future years.



## Board Plus/Delta

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

+	Δ

# **Basic Skills & Precollege Education Monitoring Report**

**2016 – 2020**

(Cycle 22)

## *CORE THEME II: Transfer and Academic Preparation*

***Objective 1: Ensure that learners who are under prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.***

April 21, 2021



## **Basic Skills & Precollege Education: A Combined Monitoring Report**

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

**Key Performance Indicators** for the Basic Skills & Precollege Monitoring Report include:

- Basic skills achievement
- Academic performance of developmental education students

Enrollment data for Basic Skills (Adult Basic Education and English as a Second Language) and precollege math and English is also included. Enrollment and completion information for Integrated Basic Education and Skills Training (I-BEST), Career Education Options (CEO), High School Plus, and Open Doors is included as well. Please see page nine for descriptions of these special programs.

Some of the actions that have come about as a result of past reviews of the Basic Skills & Precollege Monitoring Report include:

- The English 101 co-requisite model (which combines English 101 with a college level support class, numbered English 105) has been approved and will begin in fall 2021. The goal is to provide the necessary supports for more students to successfully complete their English requirements.
- With support from College Spark, the math department developed a shortened pathway to calculus that ties an additional credit of math support to Math 141 and 125. The new model, which will begin in fall 2021, is intended to help more students successfully complete their math requirements.
- A texting campaign is underway with students enrolled in precollege math. The purpose of the campaign, a collaborative effort between the math department and advising, is to ensure that students have access to a computer and the Internet. The goal of the campaign is to help more students succeed in precollege math.
- In an effort to promote smooth transitions and direct placement from Transitional Studies to college level courses, navigators, educational planners, and advisors began using the student notes section of the Navigate tool to document individual ABE courses completed as pre-requisites for college level math and English.
- To meet the needs of disengaged native and non-native English speaking 16-21 year old students in our community, LCC launched an Open Doors Youth Reengagement program with Longview and Kelso schools. Classes are embedded in current Transitional Studies offerings and a bilingual educational planner provides academic planning and support.
- To maintain enrollment amid pandemic restrictions and concerns, Transitional Studies suspended CASAS placement testing and provided laptop computers for checkout to faculty, staff and students across campus.

## Key Performance Indicator: Basic Skills Achievement

The State Board created a Basic Education for Adults (BEa) Outcomes dashboard that replaces previously used reporting methodology. The dashboard looks at precollege and college level progress of students who start in BEa.

**Table 1a: Combined Basic Skills (ABE and ESL):**  
**Reached at least 45 Reported Hours or any Outcome in the First School Year**  
 (Mission Fulfillment = 55% for all categories)  
 (Stretch Goal = meet or exceed system rate for all categories)

	2014-15		2015-16		2016-17		2017-18		2018-19	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
<b>LCC</b>	<b>531</b>	<b>63%</b>	<b>487</b>	<b>60%</b>	<b>359</b>	<b>59%</b>	<b>387</b>	<b>62%</b>	<b>389</b>	<b>58%</b>
Female	302	66%	302	60%	232	62%	243	63%	257	55%
Male	229	58%	185	62%	127	54%	144	61%	132	63%
Students of Color	209	61%	172	59%	134	61%	131	60%	128	59%
<b>System</b>	<b>25,809</b>	<b>69%</b>	<b>27,233</b>	<b>69%</b>	<b>26,436</b>	<b>68%</b>	<b>24,664</b>	<b>70%</b>	<b>24,023</b>	<b>71%</b>
Female	14,653	71%	15,596	71%	15,202	71%	14,565	73%	14,379	73%
Male	11,156	67%	11,637	66%	11,234	65%	10,099	66%	9,644	68%
Students of Color	18,298	70%	19,466	70%	18,454	69%	17,181	70%	16,435	71%

Source: SBCTC [BEa Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx), Precollege Progress view located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx>. Most current data available.

**Table 1b: Combined Basic Skills (ABE and ESL):**  
**Completed any College Level Credits in the First School Year**  
 (Mission Fulfillment = 25% for all categories)  
 (Stretch Goal = 35% for all categories)

	2014-15		2015-16		2016-17		2017-18		2018-19	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
<b>LCC</b>	<b>531</b>	<b>16%</b>	<b>487</b>	<b>28%</b>	<b>359</b>	<b>29%</b>	<b>387</b>	<b>35%</b>	<b>389</b>	<b>40%</b>
Female	302	19%	302	29%	232	32%	243	40%	257	43%
Male	229	12%	185	28%	127	24%	144	28%	132	35%
Students of Color	209	8%	172	14%	134	16%	131	21%	128	26%
<b>System</b>	<b>25,809</b>	<b>12%</b>	<b>27,233</b>	<b>13%*</b>	<b>26,436</b>	<b>14%</b>	<b>24,664</b>	<b>17%</b>	<b>24,023</b>	<b>19%</b>
Female	14,653	12%	15,596	13%	15,202	14%	14,565	16%*	14,379	18%
Male	11,156	12%	11,637	14%	11,234	15%	10,099	17%	9,644	19%
Students of Color	18,298	8%	19,466	9%	18,454	10%	17,181	12%	16,435	14%

Source: SBCTC [BEa Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx), Precollege Progress view located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx>. Most current data available.

\*Figures updated from previous monitoring report.

**Key Performance Indicator: Academic Performance of Developmental Education Students**

Credit- and tuition-bearing students who are enrolled in a precollege class must pass it with a “C” or better to be able to advance to the next class.

**Table 2: Passing Rates of Students in Precollege Math  
(MATH & TECH 078/079, 087/097, 088/089, 098/099) --  
Duplicated Headcount (includes self-paced math courses; excludes summer)  
(Mission Fulfillment = 65% for all categories; Stretch Goal = 75% for all categories re: pass rate  
excluding students who withdrew)**

	2015-16	2016-17	2017-18	2018-19	2019-20
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	<b>74.5%</b>	<b>76.4%</b>	<b>72.9%</b>	<b>73.0%</b>	<b>72.3%</b>
Male	**	**	**	**	<b>74.6%</b>
Female	**	**	**	**	<b>75.0%</b>
Students of Color	**	**	**	**	<b>72.9%</b>
Received need-based aid	**	**	**	**	<b>72.0%</b>
All students - withdrawal rate	<b>4.9%</b>	<b>4.3%</b>	<b>5.3%</b>	<b>6.4%</b>	<b>11.0%</b>
Male	**	**	**	**	<b>12.0%</b>
Female	**	**	**	**	<b>11.1%</b>
Students of Color	**	**	**	**	<b>17.0%</b>
Received need-based aid	**	**	**	**	<b>10.8%</b>

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or \*. W=withdraw, I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal). 2018-19 data updated from 2020 report. As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).

**Table 3: Passing Rates of Students in Precollege English  
(ENGL 098, 099) -- Duplicated Headcount (excludes summer)**  
(Mission Fulfillment = 65% for all categories; Stretch Goal = 75% for all categories re: pass rate  
excluding students who withdrew)

	2015-16	2016-17	2017-18	2018-19	2019-20
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	<b>68.1%</b>	<b>70.5%</b>	<b>64.1%</b>	<b>69.6%</b>	<b>68.4%</b>
Male	**	**	**	**	<b>73.2%</b>
Female	**	**	**	**	<b>67.0%</b>
Students of Color	**	**	**	**	<b>65.8%</b>
Received need-based aid	**	**	**	**	<b>63.6%</b>
All students - withdrawal rate	<b>8.9%</b>	<b>5.5%</b>	<b>9.0%</b>	<b>8.7%</b>	<b>16.0%</b>
Male	**	**	**	**	<b>8.9%</b>
Female	**	**	**	**	<b>19.0%</b>
Students of Color	**	**	**	**	<b>20.8%</b>
Received need-based aid	**	**	**	**	<b>17.5%</b>

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or \*. W=withdraw, I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal). 2018-19 data updated from 2020 report. As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).

- In winter 2017, LCC adopted Directed Self Placement for English. This resulted in more students beginning in English 101 and an overall drop in skill-level for students enrolled in precollege.
- ctcLink implementation and the COVID-19 pandemic in spring 2020 may have negatively impacted certain student populations' success in precollege English more than others, particularly students who received need-based aid.

**Key Performance Indicator: Performance of Precollege Math and English Students in Subsequent College Level Math and English Composition Classes**

The following tables show the performance of precollege students who successfully completed their precollege work and, by the subsequent fall quarter, completed their first college level math or English composition class.

**Table 4: Developmental Math (MATH/TECH 078/079, 087/097, 088/089, 098/099) Students That Moved on to the Next Level (MATH or MATH& 105, 106, 112/141, 121/131, 122/132, 125, 130/107, 146 or BUS 104) by the subsequent fall (includes self-paced courses)**  
**(Mission Fulfillment = 70% for all categories; Stretch Goal = 75% for all categories)**

	2015-16	2016-17	2017-18	2018-19	2019-20
Total number of all students who successfully completed a pre-college math class	456	373	298	263	133
Proportion of those students who went on to a college level course listed above	<b>50.7%</b>	<b>51.2%</b>	<b>48.3%</b>	<b>56.3%</b>	<b>66.9%</b>
Male	*	*	*	*	<b>57.1%</b>
Female	*	*	*	*	<b>71.4%</b>
Students of Color	*	*	*	*	<b>60.0%</b>
Received need based aid	*	*	*	*	<b>65.1%</b>
Proportion of those students who withdrew from their college level course	<b>12.1%</b>	<b>7.9%</b>	<b>4.9%</b>	<b>10.8%</b>	<b>12.4%</b>
Male	*	*	*	*	<b>12.5%</b>
Female	*	*	*	*	<b>12.3%</b>
Students of Color	*	*	*	*	<b>13.3%</b>
Received need based aid	*	*	*	*	<b>14.8%</b>
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	<b>81.8%</b>	<b>83.2%</b>	<b>82.6%</b>	<b>74.3%</b>	<b>76.4%</b>
Male	*	*	*	*	<b>79.2%</b>
Female	*	*	*	*	<b>75.4%</b>
Students of Color	*	*	*	*	<b>66.7%</b>
Received need based aid	*	*	*	*	<b>66.7%</b>

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, pre-college math cohort tables. Excludes grades I, N, NA, R, P, V or \*.  
 I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).  
 As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).

**Table 5: Developmental English (ENGL 098, 099) Students That Moved on to the Next Level (ENGL& 101 or ENGL 110 or BUS 119) by the subsequent fall**  
**(Mission Fulfillment = 70% for all categories; Stretch Goal = 75% for all categories)**

	2015-16	2016-17	2017-18	2018-19	2019-20
Total number of all students who successfully completed a pre-college English class	127	115	68	70	40
Proportion of those students who went on to a college level course listed above	<b>72.4%</b>	<b>65.2%</b>	<b>61.8%</b>	<b>67.1%</b>	<b>77.5%</b>
Male	*	*	*	*	<b>64.3%</b>
Female	*	*	*	*	<b>84.6%</b>
Students of Color	*	*	*	*	<b>75.0%</b>
Received need based aid	*	*	*	*	<b>82.1%</b>
Proportion of those students who withdrew from their college level course	<b>8.7%</b>	<b>6.7%</b>	<b>14.3%</b>	<b>10.6%</b>	<b>6.5%</b>
Male	*	*	*	*	<b>11.1%</b>
Female	*	*	*	*	<b>4.5%</b>
Students of Color	*	*	*	*	<b>22.2%</b>
Received need based aid	*	*	*	*	<b>8.7%</b>
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	<b>68.5%</b>	<b>76.0%</b>	<b>76.2%</b>	<b>70.2%</b>	<b>74.2%</b>
Male	*	*	*	*	<b>66.7%</b>
Female	*	*	*	*	<b>77.3%</b>
Students of Color	*	*	*	*	<b>55.6%</b>
Received need based aid	*	*	*	*	<b>78.3%</b>

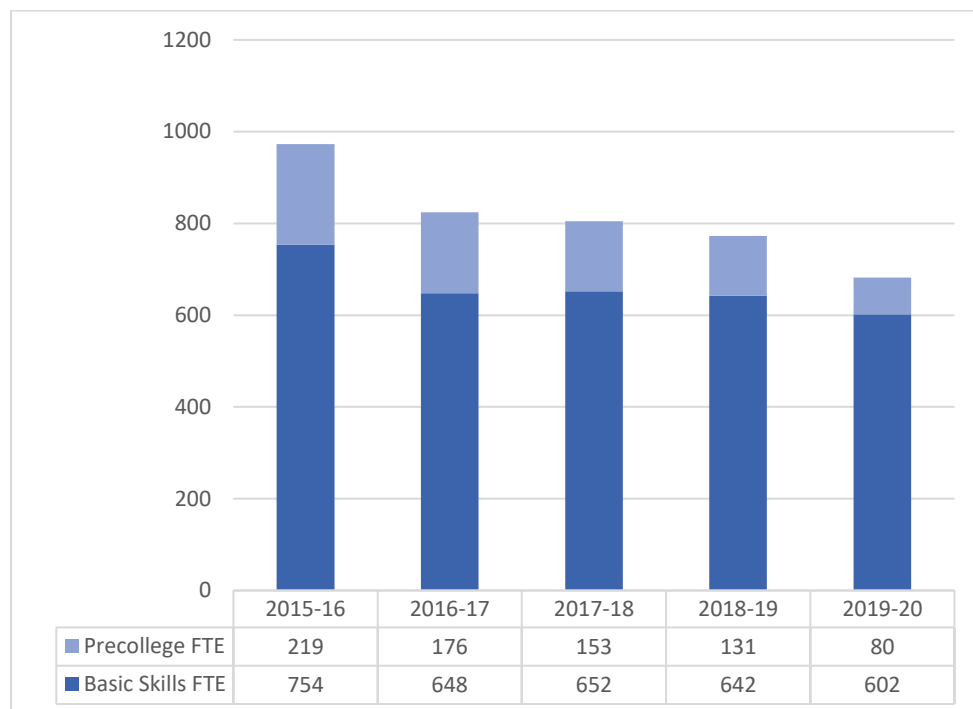
Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, pre-college English cohort tables. Excludes grades I, N, NA, R, P, V or \*.  
I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).  
As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).



### **Basic Skills and Precollege Enrollment**

Students at LCC can prepare for college level studies through either Basic Skills or precollege classes, or a combination of the two. In Basic Skills, students pay only \$25 a quarter in tuition but financial aid is not available. Precollege classes are tuition-bearing, but financial aid is available for eligible students.

**Figure 6: Basic Skills and Precollege Enrollment**  
**Annualized FTE – (includes math lab)**



Data Source: Fact Book. Basic Skills FTE is from final weekly enrollment report for the year. Precollege FTE is from Data Warehouse, Class Table.

## **Special Programs Headcount and Completions**

**CEO:** Career Education Options (CEO) began fall 2000. The program targets high school dropouts under 21 years of age. They are co-enrolled in high school, but they attend all of their classes on the LCC campus and can take college level classes while working towards a high school diploma. Participating school districts include Longview, Kelso, Toutle Lake, Kalama, Wahkiakum, Woodland, and Castle Rock.

**High School Plus:** High School Plus program began in 2013-14. The program originally targeted students 21 years of age or older who do not have a high school diploma. As of spring 2019, the program accepts students 18 years of age and older.

**Open Doors:** Open Doors is a dropout re-engagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Longview and Kelso School Districts will partner with LCC to offer the Renaissance program, which will make GED, High School+, and vocational training available to eligible students in need of re-engagement.

**I-BEST:** Integrated Basic Education and Skills Training (I-BEST) pairs basic skills instructors with professional/technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. LCC offered its first I-BEST courses in 2006-07 and now offers several program pathways.

**Table 7: Special Programs Headcount and Completions**

	2015-16	2016-17	2017-18	2018-19	2019-20
CEO Student Headcount	291	245	238	224	138
Total Annual High School Completions	55	49	56	56	41
High School Plus Student Headcount	229	205*	161	136	93
Total Annual High School Completions	101	60	57	47	42
Open Doors Student Headcount	-	-	-	-	54
Total Annual High School Completions	-	-	-	-	**
I-BEST Student Headcount	238	203	225	293	314
Total Annual Certificate/Degree Completions	104	101	69	107	62

Source: Data Warehouse Headcount tables and Completion table. High school completions include GED.

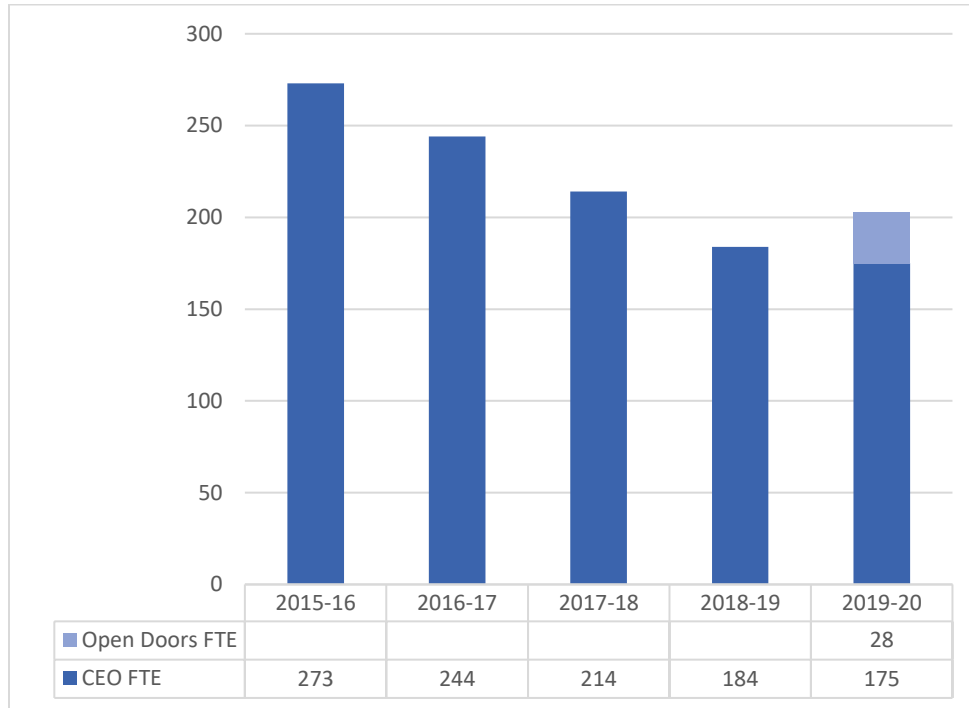
\*Updated 2016-17 High School Plus student headcount from previous monitoring report.

\*\* Open Doors program began in winter 2020.

### **Enrollment in High School Completion Programs**

LCC offers two high school completion options for students who are of “traditional” high school age (ages 16 to 21). Those programs are Career Education Options (CEO) and Open Doors. Note: LCC also offers a program called High School Plus, which is a high school completion program for students ages 18 and older.

**Figure 8: Enrollment in CEO and Open Doors  
Combined Annualized FTE**



Data Source: Final weekly enrollment reports.

Please note: The Open Doors program at LCC started in winter quarter 2020.

## **Basic Skills/Precollege Monitoring Report**

### **Comments from the Review Team**

Members include: Kristen Finnel & Theresa Stalick, co-chairs, Sue Bennett, Shiree Bent, Julie Bohannon, Steven Boyer, Becky Connolly, Dawn Draus, Catie Graham, Janell Haynes-Hughes, Maryanne Hirning, Anne-Marie Klein, Serena Lampkin, Rachel Mistic, Ariana Muro, Angel Ruvalcaba, Terri Skeie, Christopher Tower, Barry Walther, Michal-Ann Watts, Jill Yates.

#### **1) Based on the data in this report, what are LCC's strengths in providing students with basic skills and precollege preparation?**

- Success rates for in precollege English and math courses are steady.
- The proportion of precollege students who move on and succeed in college level English is strong, indicating that they are being adequately prepared for the transition.
- I-BEST enrollments continue to increase. This is due at least in part to a temporary suspension of CASAS testing (COVID related), making it easier for students to participate.
- The proportion of Basic Skills students who complete some college level credit is very strong compared to the system. LCC's growing I-BEST enrollments have a lot to do with this indicator. The ongoing collaboration between Transitional Studies and precollege math, designed to get students to their first college level math course faster, is also a contributing factor.
- The proportion of students moving on from precollege to college level math is increasing. This is particularly impressive given that students have multiple ways to begin at college level now, meaning that the students who start at the precollege level typically have significant challenges.

#### **2) Based on the data in this report, what are LCC's weaknesses in providing students with basic skills and precollege preparation?**

- There are gaps between white and students of color in many categories, including withdrawal rates. Although small "n" sizes may play a role in some cases, the gap requires further exploration.
- Males are doing less well than females in some areas.
- In 2019-20, there was a significant increase in the number of students withdrawing from math. Some process changes related to our ctcLink conversion (preventing us from moving students to the college success math class) may be a factor, but the math department is working with Registration to implement a fix by summer 2021.
- Withdrawal rates also increased substantially for English, which is being at least partly attributed to the pandemic. We really need to be constantly looking for ways to keep students enrolled.

#### **3) Based on the data in this report, what are LCC's opportunities for providing students with basic skills and precollege preparation?**

- There is room for enrollment growth in most areas, with enrollment declines being strongly related to the pandemic.
- During the pandemic, we have really changed our teaching format to be more accommodating of our students' schedules. We have created flexible learning

opportunities for our students with work, childcare or other time constraints. We have an opportunity to continue to seek ways to reduce barriers for students.

- During the pandemic, CARES Act funding has been helpful in terms of providing technology resources for our students. We have an opportunity to seek ways to continue to provide those resources moving forward.
- We have an opportunity to continue to collaborate across the institution to help even more students begin or progress to college level studies. Examples include finding creative opportunities in Basic Skills or elsewhere to add extra supports for students who need them.
- Through Guided Pathways, we have been working on identifying college level courses that students can take while they're still in precollege math or English.
- As the pandemic begins to wind down, we have an opportunity to provide more in-person learning options to help students who have not been as successful in the online environment.
- There are future enrollment opportunities, particularly with the Open Doors program, given that many high school truancy efforts have relaxed during the pandemic. Once those efforts return to normal, we could see more referrals to our program.
- The lack of adequate facilities is an ongoing weakness, although LCC's new Vocational Building is in the capital projects pipeline.

**4) Based on the data in this report, what are LCC's threats for providing students with basic skills and precollege preparation?**

- During the pandemic, we have been allowed to check technology resources out to Basic Skills students that might not have been allowed in more ordinarily times. After the pandemic, some students may no longer have access to computers at home, which could be detrimental to their learning. This is true for access to free and low-cost WiFi resources (such as hotspots) as well.
- The pandemic and massive shift to online learning has been problematic for students who are less successful in that environment. Some students require social and face-to-face learning opportunities to succeed, but many people are nervous about the pandemic or have scheduling constraints. This has resulted in low enrollments for the English hybrid courses we have currently available, even though we know some students would be more successful there.
- The math department is also concerned that more students are going to want to continue with online learning due to ease of scheduling, even if that isn't the most successful environment for them.
- If CASAS testing is required again in the future, the number of students we can entice into I-BEST may be limited since the requirement to test is a big disincentive.
- With the economy picking up and more students returning to work, those employment opportunities could distract some people from continuing or returning to school.
- ctcLink continues to be a threat, both for students who receive financial aid and for certain registration challenges such as co-requisite classes.

## Board Plus/Delta

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

+	Δ

# **Transfer Monitoring Report**

**2016 – 2020**

(Cycle 22)

## ***CORE THEME II: Transfer and Academic Preparation***

***Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.***

***Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.***

February 17, 2021



## **Transfer Monitoring Report**

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

**Key Performance Indicators** for the Transfer Monitoring Report include:

- Student performance
- Transfer readiness
- Demonstration of General Education Outcomes
- Academic transfer rate
- Academic success of transfer students after transfer
- Relevance of programs

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 Transfer Monitoring Report include:

- This academic year (20-21) LCC has developed a new partnership with Franklin University out of Ohio. Franklin has been a long standing transfer articulation partner and reached out to LCC as part of a new initiative to improve relationships with community and technical colleges nationwide. Development of transfer pathways in various disciplines are currently in the works and will continue throughout this academic year.
- LCC continues to explore additional BAS degrees in areas such as Organizational Leadership and Technical Management.
- Biology faculty are continuing their development of community college undergraduate research experiences (CUREs) in and across courses/programs and looking at ways to integrate it into online biology courses. The Biology faculty are also participating in a collaborative grant application with WSU-V and Clark college faculty, although this has been held up by the funding organization due to COVID. If funded, this project will aim to improve the transfer pathway for community college students with a specific aim to increase the number of underrepresented students transferring to WSU-V. Biology faculty are also actively involved in the Washington State STEM Communities of Practice that emerged out of the COVID pandemic and modality shift to online STEM Instruction. The STEM Communities of Practice are faculty-driven learning collectives designed to help the system lead with racial equity by supporting educators in creating significant and equitable learning environments for students in STEM.



- Math faculty continue to develop an accelerated precollege sequence for STEM and Business pathways. Mathematics placement and refresher courses in Canvas are also being updated to reflect the reduction in pre-college courses. Implementation of new courses and curricula will be rolled out starting in the summer 2021 quarter.
- Guided Pathways work continues:
  - LCC's new College Success course (COLL 101) has been piloted this fall and winter quarter 2020-21. Starting summer 2021 it will be a graduation requirement for new students with fewer than 30 credits. An openly licensed textbook has been adopted and modified for use in the course.
  - Pathway maps have been completed and will be available to students July 2021.
- Language and literature faculty piloted a co-requisite English 101 course: English 101 Plus. Students who could be successful in English 101 with additional support are enrolled in English 98 or 99 and a section of 101. The co-requisite model, along with smaller class sizes, allows for high-touch instructor support. Data is being collected to determine impact and effectiveness of the Plus model.

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

**Table 1: Proportion of transfer students achieving satisfactory academic performance in academic transfer courses**

	2015-16	2016-17	2017-18	2018-19	2019-20
Proportion of students receiving grades of C or better in Academic classes numbered 100 and above. Grades excluded: I, N, R, NA, V, X and *.	83.4%	84.3%	82.6%	81.1%	80.3%
<i>Male</i>	82.3%	83.9%	81.4%	77.4%	78.2%
<i>Female</i>	84.3%	85.0%	83.7%	83.1%	81.5%
<i>Students of Color</i>	80.3%	83.3%	82.8%	76.4%	76.0%
<i>Economically Disadvantaged</i>	81.5%	80.5%	81.2%	77.6%	78.0%

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. Note: as of 2017-18, P grades included as successful grade.

- The proportion of students successfully completing academic transfer courses declined in 2019-20, but still met mission fulfillment.

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

**Table 2: Average Scores, General Education Outcomes (Global Skills)**

	2014-15	2015-16	2016-17	2017-18	2018-19
Communication	--	--	2.9	--	--
Critical Thinking	--	3.1	--	--	--
Interpersonal Relations	2.9	--	--	--	--
Quantitative Literacy (Numeracy)	--	--	--	3.1	3.1

- Artifacts are collected throughout each academic year in preparation for the annual summer assessment institute. Artifacts are assessed using rubrics developed by LCC faculty on a scale of 1 (low) to 5 (high). LCC faculty readers for the institute are selected through a competitive application process.
- LCC faculty repeated Quantitative Literacy two years in a row while a new rubric was piloted and subsequently adopted.
- Due to the COVID pandemic, there was not an annual summer assessment institute in 2019-20.

### **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.

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

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

**Interpersonal Skills**--Interact effectively with individuals and/or within groups.

- A. Students will participate actively, demonstrating commitment to shared tasks.
- B. Students will cooperate with others.
- C. Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

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

- A. Students will explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- B. Students will convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- C. Students will perform mathematical calculations.
- D. Students will make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
- E. Students will make and evaluate important assumptions in estimation, modeling, and data analysis
- F. Students will 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).

**Key Performance Indicator: Transfer Readiness**  
**(Mission Fulfillment = at or above the system rate for all categories)**  
**(Stretch Goal = 5% 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, 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 3: Percent of Transfer Students Achieving 45 College Level Credits  
within 2 Years  
(First-Time Entering Student Outcomes Metrics)**

Cohort year	2014-15	2015-16	2016-17	2017-18	2018-19
<b>LCC Rate: Overall</b>	<b>46%</b>	<b>52%</b>	<b>55%</b>	<b>51%</b>	<b>53%</b>
System Rate^: Overall	45%	46%	47%	47%	47%
<b>LCC Rate: Female</b>	<b>49%</b>	<b>55%</b>	<b>55%</b>	<b>53%</b>	<b>57%</b>
System Rate^: Female	46%	47%	49%	48%	50%
<b>LCC Rate: Male</b>	<b>42%</b>	<b>49%</b>	<b>53%</b>	<b>47%</b>	<b>44%</b>
System Rate^: Male	43%	44%	44%	45%	45%
<b>LCC Rate: Students of Color</b>	<b>43%</b>	<b>49%</b>	<b>60%</b>	<b>49%</b>	<b>44%</b>
System Rate^: Students of Color	42%	44%	45%	45%	47%
<b>LCC Rate: Received Need-Based Aid</b>	<b>33%</b>	<b>45%</b>	<b>41%</b>	<b>40%</b>	<b>34%</b>
System Rate^: Received Need-Based Aid	40%	40%	41%	41%	42%

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

Includes all student cohort groups, transfer only students, summer/fall entry quarters.

\*percentage points. ^All Other Colleges.

**Key Performance Indicator: Academic Transfer Rate**  
**(Mission Fulfillment = within 5% of system rate\* for all categories)**  
**(Stretch Goal = meet or exceed system rate for all categories)**

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

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

Cohort year	2012-13	2013-14	2014-15	2015-16	2016-17
<b>LCC Rate: Overall</b>	<b>32%</b>	<b>38%</b>	<b>36%</b>	<b>38%</b>	<b>40%</b>
System Rate^: Overall	36%	37%	38%	39%	39%
LCC Rate: Female	33%	39%	39%	40%	45%
System Rate^: Female	37%	39%	40%	41%	41%
LCC Rate: Male	31%	37%	31%	35%	31%
System Rate^: Male	35%	36%	36%	37%	36%
LCC Rate: Students of Color	33%	31%	35%	41%	46%
System Rate^: Students of Color	34%	34%	36%	37%	36%
LCC Rate: Received Need-Based Aid	16%	26%	22%	25%	24%
System Rate^: Received Need-Based Aid	25%	26%	26%	27%	26%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Post-College view, Year 4 – Transfer 4yr College.

Includes all student cohort groups, transfer only students, summer/fall entry quarters.

\*percentage points. ^All Other Colleges.

**Table 5: Where Did They Go?**  
**Transfer destinations of students enrolled in 2019-20 (all transfer students)**

- |  |  |
|--|--|
| • Arizona State University (2)                     | • McPherson College (1)                            |
| • Bellevue College* (3)                            | • Multnomah University (1)                         |
| • Bellevue University (1)                          | • Northern State University (1)                    |
| • Biola University (1)                             | • Northwest Nazarene University (2)                |
| • Boise State University (6)                       | • Northwest University (2)                         |
| • Brigham Young University - Idaho Spring/Fall (1) | • Olympic College* (1)                             |
| • Brigham Young University (1)                     | • Oregon Institute Of Technology (2)               |
| • Bushnell University (1)                          | • Oregon State University (2)                      |
| • California Polytechnic State University (1)      | • Pacific Lutheran University (1)                  |
| • Central Washington University (24)               | • Peninsula College* (2)                           |
| • Centralia College* (3)                           | • Point Loma Nazarene University (1)               |
| • City University Of Seattle (2)                   | • Portland State University (3)                    |
| • Columbia Basin College (1)                       | • Saint Martin's University (1)                    |
| • Columbia Southern University (1)                 | • Seattle Central College (1)                      |
| • Concordia University At St Paul (1)              | • Seattle Pacific University (1)                   |
| • Concordia University Portland (1)                | • Skagit Valley College (2)                        |
| • Concordia University Portland (1)                | • Southern Utah University (1)                     |
| • Dominican University Of California (1)           | • The Evergreen State College (1)                  |
| • Eastern Kentucky University (1)                  | • University Of Alabama Birmingham-Traditional (1) |
| • Eastern Oregon University (1)                    | • University Of Alaska Anchorage (1)               |
| • Eastern Washington University (6)                | • University Of Charleston (1)                     |
| • George Fox University (1)                        | • University Of Idaho (1)                          |
| • Grand Canyon University (1)                      | • University Of Phoenix (1)                        |
| • Grand Canyon University-Traditional (3)          | • University Of Washington - Seattle (20)          |
| • Humboldt State University (1)                    | • Warner Pacific College (12)                      |
| • Lake Washington Institute Of Technology (1)      | • Washington State University (67)                 |
| • Lewis & Clark College Of Arts & Sciences (2)     | • Western Governors University (9)                 |
| • Lewis-Clark State College (3)                    | • Western Washington University (7)                |
| • Louisiana State University - Ag (2)              | • Westmont College (1)                             |

\*Baccalaureate program

**Key Performance Indicator: Relevance of Programs**

**(Mission Fulfillment = 60%)**

**(Stretch Goal = 65%)**

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

Grad Year	2016-17	2017-18	2018-19	2019-20
Grad Rate of LCC transfer students at transfer institutions	51.0%	62.9%	62.0%	67.3%

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

- Information reported above includes first-time entering LCC transfer students that transferred to a 4-year institution after attending LCC. The above table allows students eight years from when they started at LCC to graduate at a 4-year institution.

**Transfer Enrollment Data**

**Table 7: Enrollment and Graduation Data**

	2015-16	2016-17	2017-18	2018-19	2019-20
Unduplicated headcount, all funding sources	1946	1980	1997	2000	1959
Transfer student population as a percent of all students	27%	30%	29%	31%	33%
FTE by institutional intent (fall quarter, state funded)	937	917	989	969	978
FTE as percent of institutional FTE (fall quarter, state funded)	37%	41%	43%	45%	45%
Transfer associate degrees granted	460	455	437	459	401

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 of transfer students increased 0.9% in 2019-20.
- The decline in transfer enrollment and the number of transfer degrees granted in 2019-20 was likely due at least in part to the COVID pandemic.

## College Level English & Math Completion (Transfer Students)

**Table 8a: College Level English Completion in First Year**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC Rate: Overall</b>	<b>73%</b>	<b>69%</b>	<b>64%</b>	<b>66%</b>	<b>69%</b>
Full-time	79%	78%	71%	71%	76%
Part-time	59%	49%	46%	54%	45%
Male	68%	65%	63%	61%	67%
Female	76%	72%	64%	68%	71%
Need-Based Aid*	60%	51%	43%	46%	59%
<b>System Rate^: Overall</b>	<b>59%</b>	<b>60%</b>	<b>57%</b>	<b>61%</b>	<b>62%</b>
Full-time	69%	70%	68%	71%	72%
Part-time	44%	45%	42%	46%	46%
Male	57%	58%	55%	59%	60%
Female	61%	63%	59%	63%	64%
Need-Based Aid*	53%	52%	50%	51%	50%

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, Transfer students, summer/fall start). See dashboard for “n” size, college access only.

\*Students who received need-based aid. ^All Other Colleges.

**Table 8b: College Level English Completion in First Year by Race/Ethnicity**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC Rate: Overall</b>	<b>73%</b>	<b>69%</b>	<b>64%</b>	<b>66%</b>	<b>69%</b>
American Indian or Alaska Native	57%	50%	50%	56%	66%
Asian	85%	83%	62%	54%	46%
Black or African American	75%	42%	48%	46%	80%
Hispanic or Latino	73%	89%	67%	65%	78%
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	74%	68%	66%	67%	70%
<b>System Rate^: Overall</b>	<b>59%</b>	<b>60%</b>	<b>57%</b>	<b>61%</b>	<b>62%</b>
American Indian or Alaska Native	50%	51%	50%	54%	52%
Asian	63%	66%	60%	65%	68%
Black or African American	50%	52%	49%	54%	56%
Hispanic or Latino	57%	58%	56%	59%	60%
Native Hawaiian or other Pacific Islander	59%	55%	56%	58%	58%
White	60%	61%	59%	62%	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, Transfer students, summer/fall start). See dashboard for “n” size, college access only.

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



**Table 9a: College Level Math Completion in First Year**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC Rate: Overall</b>	<b>29%</b>	<b>31%</b>	<b>29%</b>	<b>29%</b>	<b>33%</b>
Full-time	34%	38%	35%	34%	37%
Part-time	19%	16%	15%	16%	21%
Male	32%	35%	31%	28%	41%
Female	27%	28%	28%	29%	28%
Need-Based Aid*	19%	22%	26%	23%	27%
<b>System Rate^: Overall</b>	<b>32%</b>	<b>32%</b>	<b>33%</b>	<b>34%</b>	<b>36%</b>
Full-time	38%	39%	40%	41%	43%
Part-time	22%	22%	23%	23%	23%
Male	35%	35%	36%	37%	39%
Female	30%	31%	31%	32%	33%
Need-Based Aid*	27%	27%	29%	30%	32%

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, Transfer students, summer/fall start). See dashboard for "n" size, college access only.

\*Students who received need-based aid. ^All Other Colleges.

**Table 9b: College Level Math Completion in First Year by Race/Ethnicity**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>LCC Rate: Overall</b>	<b>29%</b>	<b>31%</b>	<b>29%</b>	<b>29%</b>	<b>33%</b>
American Indian or Alaska Native	18%	25%	32%	24%	31%
Asian	41%	56%	33%	43%	21%
Black or African American	10%	42%	17%	17%	27%
Hispanic or Latino	24%	32%	21%	17%	35%
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	29%	30%	30%	29%	33%
<b>System Rate^: Overall</b>	<b>32%</b>	<b>32%</b>	<b>33%</b>	<b>34%</b>	<b>36%</b>
American Indian or Alaska Native	23%	22%	24%	30%	29%
Asian	44%	44%	45%	47%	48%
Black or African American	23%	23%	22%	25%	26%
Hispanic or Latino	24%	25%	27%	28%	29%
Native Hawaiian or other Pacific Islander	27%	30%	27%	27%	29%
White	32%	33%	34%	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>. Credit Milestones View (All cohorts, Transfer students, summer/fall start). See dashboard for "n" size, college access only.

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

## **Transfer Monitoring Report**

### **Analysis from the Review Team**

Members include: Melinda Harbaugh and Karen Joiner, co-chairs, Dawn Draus, Jim Franz, Traci Fuller, Stefanie Gilberti, Mary Hebert, Lindsay Keevy, Louis LaPierre, Allison McCrady, Joanna Mosser, Lucas Myers, Shawnee Randolph, Mavourneen Rister, Ilinca Slabu, Jenny Smith, Jim Stanley, Maggie Stuart, Ian Triana, Niki Walker, Annette Ward.

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

- Our transfer students are getting bachelor's degrees, as indicated by the strong graduation rate from their transfer institutions.
- Overall, LCC is at or above the system rate across all indicators. Although there are a few demographic groups in need of improvement, generally we are meeting or exceeding system averages.
- The new college success course that we're implementing in summer 2021 will help us identify demographic groups who are at-risk.
- We are consistently outperforming the system in terms of achievement of 45 college level credits within two years.
- We are well ahead of the system average in terms of attainment of college level English in the first year.
- Our ability to quickly pivot to online learning at the onset of the pandemic is a reflection of our excellent eLearning department, and of our faculty who already had experience teaching online.

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

- Our male students and students receiving need-based aid are performing less well in some areas.
- Asian student attainment of college level math within the first year is trending down.
- Completion of college level math in the first year is below the system average for all five years of data in the report.

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

- Our Guided Pathways and instructional diversity initiatives should help reduce equity gaps in the classroom.
- Through Guided Pathways, we continue to work on shortening the math pathway.
- With our new program maps, which are scheduled to go live in summer quarter, we have an opportunity to improve our advising effectiveness.

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

- COVID is an ongoing threat. Hopefully the vaccine will help us get back to a more "normal" environment before the variant of the virus takes hold.
- Many college students are in need of greater financial support, and we are hopeful that federal funding opportunities for college students will improve.
- Declining enrollment is a potential threat, since enrollment affects our budget, and our budget affects everything we do.
- Changing course delivery models, with the shift to increased online learning, present both an opportunity and a threat. It is clear that we are not just going to return to doing everything the way we were before the pandemic. There is a lot of uncertainty.

## Board Plus/Delta

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

+	Δ

# **Student Access, Support & Completion Monitoring Report**

**2016 – 2020**

(Cycle 22)

## *CORE THEME III: Student Access, Support & Completion*

***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 16, 2020



## Access, Support & Completion Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

**Key Performance Indicators** for the Access & Completion Monitoring Report include:

- Participation rates
- Enrollment
- Student persistence
- Student completion
- Student satisfaction with support services
- Success of academic support programs
- Faculty-student engagement

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

- Thanks to the generous support of the Community Foundation of Southwest Washington, LCC hired a **Navigators** to work in Kelso High School to increase the number of graduates attending postsecondary education by directly assisting students to enroll at LCC, including providing a Summer Bridge Program.
- LCC received the **Student Emergency Assistance Grant (SEAG)**, which provides \$30,000 in 2019-20 and \$35,000 in 2020-21 to students to assist with emergency expenses, such as transportation needs, housing expenses, childcare, food and nutrition and other basic needs.
- With the go live of ctcLink in March, **Financial Aid** and **Registration** worked diligently to convert and learn the new system, including troubleshooting difficulties, supporting staff and students with the transition, and building new business practices.
- Collaborating with Effectiveness and College Relations, LCC's onboarding team can now track the percentage of applicants who enroll at LCC, which has increased 8% and 5% summer and fall 2020 respectively. The tools in Navigate have allowed better monitoring, outreach and tracking of intervention strategies and students' progression.
- The COVID-19 pandemic required a quick transition to remote operations, including serving students in a virtual environment through Zoom rooms, online events, and access to financial and technological support. Some of these transitions included:
  - A first-time virtual Commencement
  - Zoom rooms for Library, Tutoring & eLearning, One-Stop & Financial Aid, Registration, Testing Center, Transitional Studies, University Center, and Workforce and Career Services
  - Disbursement of CARES Act and other emergency funding to students
  - Loaning essential technology to students, such as Chromebooks, laptops, and Wi-Fi hotspots

## Key Performance Indicator: Participation Rates

(Mission Fulfillment = 4.5%)

(Stretch Goal = 5.5%)

**Table 1a: Participation Rate of persons who live within the College's service district**

	2015-16	2016-17	2017-18	2018-19	2019-20
Overall (service district participation rate in credit courses)	5.79%	5.38%	5.37%	5.00%	5.61%

Source: – [Census Data](#), located at [data.census.gov/cedsci/](https://data.census.gov/cedsci/). SBCTC Data Warehouse Student table for LCC enrollment. Due to Census reporting change beginning in 2019-20, participation rate is based off of community population ages “18 and older.” Prior to 2019-20, community population used was ages “17 and older.”

**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)

	2015-16	2016-17	2017-18	2018-19	2019-20
LCC Rate: Students of Color	22%	21%	22%	24%	24%
System Rate: Students of Color	36%	37%	38%	38%	40%
LCC Rate: Female	59%	58%	60%	62%	64%
System Rate: Female	50%	50%	50%	50%	52%
LCC Rate: Male	34%	33%	32%	31%	31%
System Rate: Male	43%	42%	41%	40%	40%
LCC Rate: Students with disabilities	9%	8%	8%	9%	8%
System Rate: Students with disabilities	5%	5%	5%	5%	5%
LCC Rate: Students Receiving Veterans Benefits	3%	3%	2%	2%	1%
System Rate: Students Receiving Veterans Benefits	3%	3%	3%	3%	3%

Source: [SBCTC Enrollment Data Dashboard](#), located at <https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx>.

\*Unlike other demographic categories listed here, race/ethnicity tends to vary tremendously by geographical area. For example, the proportion of the population reported by the U.S. Census Bureau in 2019 as something other than “White alone, not Hispanic or Latino” was 32.5% for Washington, 16.8% for Cowlitz, and 13.5% for Wahkiakum county. Not controlling for age, the LCC rate of 24% in 2019-20 was 1.43 times the proportion in Cowlitz, vs. the system rate of 1.23 times the proportion in the state. That means that although our rate is substantially below the state, we appear to be enrolling a higher *proportion* of non-white students than the system as a whole.

This is also true to a much lesser extent for students receiving veterans benefits, since military populations tend to be much greater in communities that host one or more military facilities.

Source: <https://www.census.gov/quickfacts/fact/table/US/PST045219>

## Key Performance Indicator: Enrollment

(Mission Fulfillment for Total = 1.8%)

(Stretch Goal for Total = 2.0%)

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

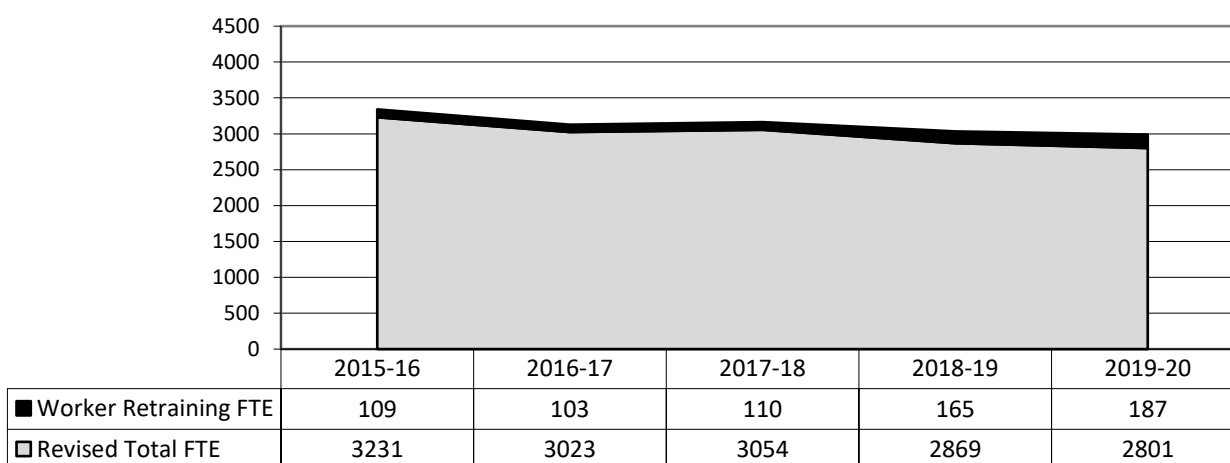
	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Percent of System (Total)</b>	<b>1.9%</b>	<b>1.8%</b>	<b>1.8%</b>	<b>1.8%</b>	<b>1.8%</b>
Percent of System (State)	2.0%	1.9%	1.9%	1.9%	2.0%
Actual FTE accrued (Total)	3,340	3,126	3,164	3,034	2,988
Actual FTE accrued (State)	2,712	2,460	2,457	2,384	2,307

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 has been trending down, but LCC's proportion of system enrollment has remained flat.

**Figure 3: Annual FTE excluding Worker Retraining FTEs (all funding sources)**



Source: Worker Retaining FTE: SBCTC Allocation Monitoring Report. Please note: 2018-19 numbers updated from previous report due to calculation error.

- 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\***

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
2015-16	1036 (38%)	977 (36%)	699 (26%)	47%
2016-17	1031 (42%)	823 (33%)	606 (25%)	47%
2017-18	1078 (44%)	804 (33%)	574 (23%)	48%
2018-19	1062 (45%)	774 (33%)	548 (23%)	47%
2019-20	1052 (46%)	686 (30%)	569 (25%)	46%

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**

	2014	2015	2016	2017	2018
Castle Rock	43%	49%	30-39%	51%	42%
Kalama	41%	43%	52%	63%	*
Kelso	51%	53%	47%	46%	47%
Mark Morris	65%	63%	58%	62%	45%
R A Long	63%	62%	56%	54%	57%
Toutle Lake	58%	50%	53%	56%	61%
Wahkiakum	65%	62%	60%	52%	51%
Woodland	43%	42%	49%	42%	42%

Source: [Education Research and Data Center](http://erdcdata.wa.gov/hsfb.aspx), located at erdcdata.wa.gov/hsfb.aspx. High School Feedback Reports, Table 1.

Please note all years of data have been updated from previous reports due to a dashboard/methodology update by the ERDC.

\*Data not available.

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

	2014	2015	2016	2017	2018
Castle Rock	41%	48%	56%	50%	51%
Kalama	43%	31%	50%	21%	*
Kelso	56%	58%	55%	49%	40%
Mark Morris	50%	51%	54%	53%	47%
R A Long	59%	45%	42%	47%	37%
Toutle Lake	50%	72%	42%	56%	50%
Wahkiakum	48%	43%	53%	0-20%	*
Woodland	13%	9%	9%	10%	17%

Source: [Education Research and Data Center](http://erdcdata.wa.gov), located at erdcdata.wa.gov. High School Feedback Reports, Table 1. \*Data not available.

Please note all years of data have been updated from previous reports due to a dashboard/methodology update by the ERDC.

- 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**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Castle Rock	11/59 = 19%	20/81 = 25%	16/88=18%	11/90=12%	15/98=15%
Kalama	15/64 = 23%	8/63 = 13%	11/69=16%	8/61=13%	12/68=18%
Kelso	62/296 = 21%	44/303 = 15%	44/360=12%	66/311=21%	68/295=23%
Mark Morris	48/179 = 27%	46/201 = 23%	38/199=19%	44/196=22%	41/203=21%
R.A. Long	23/184 = 13%	35/186 = 19%	26/182=14%	30/193=16%	20/163=12%
Toutle Lake	10/51 = 20%	21/54 = 39%	9/41=22%	12/41=29%	16/40=40%
Wahkiakum	4/27 = 15%	2/27 = 7%	4/23=17%	4/32=13%	6/32=19%
Woodland	7/131 = 5%	3/135 = 2%	9/154=6%	8/153=5%	4/144=3%
<b>Total Dist.</b>	<b>180/991 = 18%</b>	<b>179/1050 = 17%</b>	<b>157/1116=14%</b>	<b>183/1077=17%</b>	<b>182/1043=17%</b>

Source: LCC Registration Office (KR-HISCHO3), after Fall 2019, dataLink Enrollment of HS Grads.sql (Fact Book). Note: students from LCC's service district have the option of participating in Washington's online school, called Insight. When those figures are included, LCC's service district totals are as follows: 2016 - 14%; 2017 - 13%; 2018 - 11%; 2019 - 13%; 2020 - 12%.

- Increases in Running Start participation have affected this rate.

### Running Start

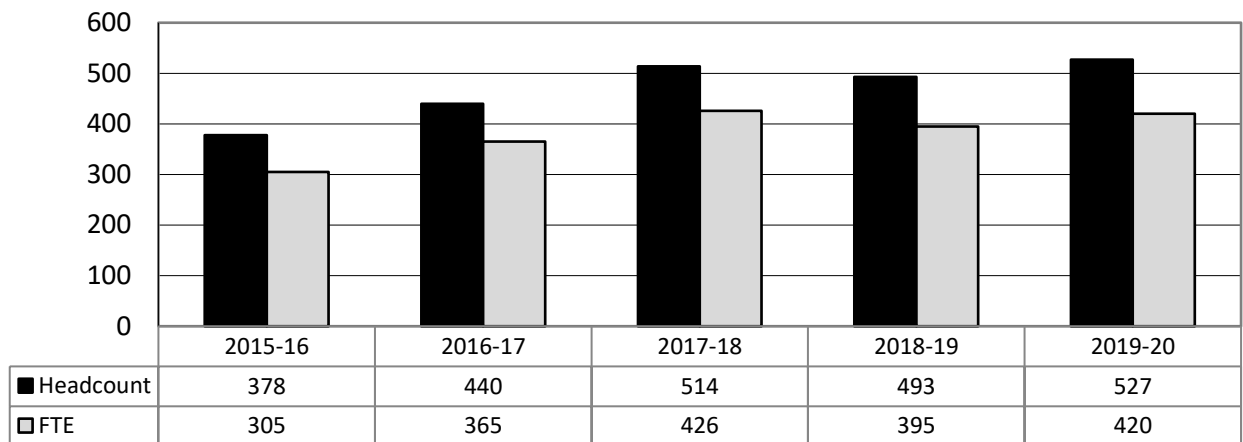
Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC, or can take classes at both the College and their respective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

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

High School	2015-16	2016-17	2017-18	2018-19	2019-20
Castle Rock	28/203 = 14%	34/220 = 15%	32/222 = 14%	31/235 = 13%	36/227 = 16%
Kalama	33/141 = 23%	42/154 = 27%	59/163 = 36%	39/150 = 25%	23/155 = 15%
Kelso	114/761 = 15%	131/817 = 16%	174/856 = 20%	152/777 = 20%	119/758 = 16%
R.A. Long	56/433 = 13%	55/464 = 12%	54/438 = 12%	60/419 = 14%	71/394 = 18%
Mark Morris	86/471 = 18%	100/480 = 21%	113/493 = 23%	109/474 = 23%	132/470 = 28%
Toutle Lake	20/114 = 18%	28/105 = 27%	22/81 = 27%	27/98 = 28%	38/104 = 37%
Wahkiakum	9/66 = 14%	9/61 = 15%	8/71 = 11%	9/80 = 11%	14/102 = 14%
Woodland	13/330 = 4%	13/354 = 4%	15/354 = 4%	21/366 = 6%	28/352 = 8%
<b>Grand Total</b>	<b>359/2519 = 14%</b>	<b>412/2655 = 16%</b>	<b>477/2678 = 18%</b>	<b>448/2608 = 17%</b>	<b>461/2562 = 18%</b>

Source: Fact Book.

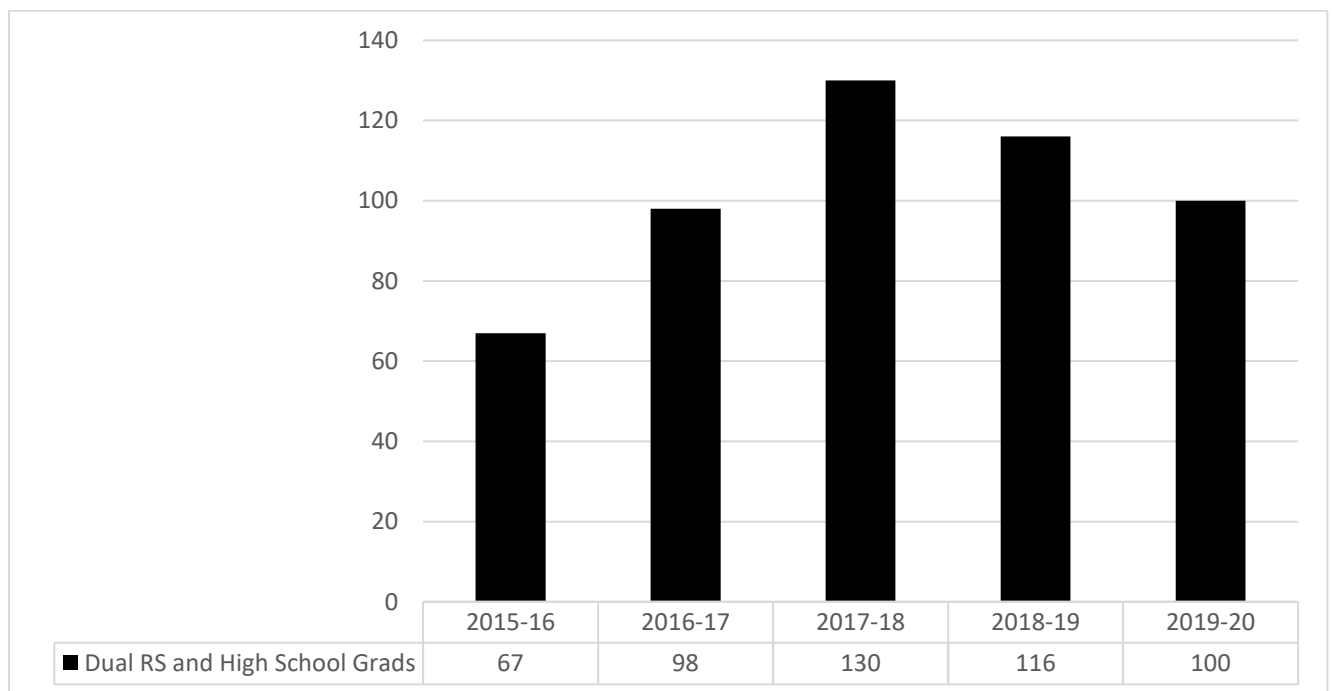
**Figure 9: LCC Annual Headcount and FTE in Running Start**



Source: LCC Fact Book

- Although Running Start enrollment dropped from 2017-18 to 2018-19, it has increased over the last five years and is trending up overall.

**Figure 10: 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 at the same time is trending downward since 2017-18.

### 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)

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

	Fall 2014- Fall 2015	Fall 2015- Fall 2016	Fall 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019
<b>LCC Rate: Overall</b>	<b>51% (n = 1,002)</b>	<b>52% (n = 953)</b>	<b>58% (n = 896)</b>	<b>52% (n = 981)</b>	<b>54% (n = 880)</b>
Full-time	58% (n = 635)	60% (n = 592)	66% (n = 555)	60% (n = 626)	61% (n = 560)
Part-time	39% (n = 367)	39% (n = 361)	46% (n = 341)	39% (n = 355)	43% (n = 320)
Male	51% (n = 390)	50% (n = 351)	58% (n = 320)	51% (n = 353)	52% (n = 291)
Female	51% (n = 604)	53% (n = 590)	58% (n = 558)	52% (n = 616)	55% (n = 573)
Need-Based Aid*	48% (n = 394)	47% (n = 350)	52% (n = 336)	43% (n = 361)	47% (n = 298)
<b>System Rate: Overall</b>	<b>53% (n = 51,119)</b>	<b>53% (n = 50,291)</b>	<b>54% (n = 50,870)</b>	<b>53% (n = 54,096)</b>	<b>54% (n = 52,121)</b>
Full-time	59% (n = 30,950)	60% (n = 29,981)	61% (n = 30,625)	60% (n = 32,369)	61% (n = 32,030)
Part-time	43% (n = 20,169)	43% (n = 20,310)	44% (n = 20,245)	43% (n = 21,727)	44% (n = 20,091)
Male	51% (n = 22,968)	52% (n = 22,536)	52% (n = 21,766)	52% (n = 23,116)	53% (n = 22,223)
Female	54% (n = 27,757)	54% (n = 27,227)	56% (n = 26,947)	55% (n = 28,678)	56% (n = 28,552)
Need-Based Aid*	51% (n = 15,199)	52% (n = 12,978)	51% (n = 13,264)	52% (n = 13,164)	53% (n = 13,005)

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, Transfer & Prof/Tech students).

\*Students who received need-based aid.

- Please note: full-time/part-time status is based on student's first quarter of enrollment.

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

	Fall 2014- Fall 2015	Fall 2015- Fall 2016	Fall 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019
<b>LCC Rate: Overall</b>	<b>51% (n = 1,002)</b>	<b>52% (n = 953)</b>	<b>58% (n = 896)</b>	<b>52% (n = 981)</b>	<b>54% (n = 880)</b>
American Indian or Alaska Native	41% (n = 37)	41% (n = 44)	49% (n = 49)	56% (n = 43)	51% (n = 49)
Asian	53% (n = 32)	46% (n = 48)	66% (n = 32)	49% (n = 37)	58% (n = 43)
Black or African American	33% (n = 27)	28% (n = 36)	67% (n = 18)	35% (n = 40)	56% (n = 32)
Hispanic or Latino	54% (n = 79)	58% (n = 91)	69% (n = 78)	58% (n = 92)	56% (n = 86)
Native Hawaiian or other Pacific Islander	*	58% (n = 12)	*	25% (n = 12)	55% (n = 11)
White	51% (n = 822)	53% (n = 778)	58% (n = 761)	53% (n = 811)	55% (n = 722)
<b>System Rate: Overall</b>	<b>53% (n = 51,119)</b>	<b>53% (n = 50,291)</b>	<b>54% (n = 50,870)</b>	<b>53% (n = 54,096)</b>	<b>54% (n = 52,121)</b>
American Indian or Alaska Native	47% (n = 1,673)	45% (n = 1,652)	45% (n = 1,719)	46% (n = 1,782)	50% (n = 1,759)
Asian	58% (n = 5,051)	58% (n = 5,541)	59% (n = 5,491)	57% (n = 6,664)	60% (n = 6,386)
Black or African American	42% (n = 3,892)	43% (n = 3,939)	44% (n = 4,069)	44% (n = 4,340)	47% (n = 4,409)
Hispanic or Latino	53% (n = 6,674)	53% (n = 6,745)	54% (n = 7,293)	53% (n = 8,022)	55% (n = 8,474)
Native Hawaiian or other Pacific Islander	47% (n = 734)	52% (n = 772)	50% (n = 845)	49% (n = 927)	51% (n = 1,000)
White	53% (n = 33,850)	54% (n = 32,998)	55% (n = 32,333)	54% (n = 33,698)	55% (n = 32,319)

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, Transfer & Prof/Tech students).

\*Less than 10 students; redacted to protect student privacy.

### Key Performance Indicator: Student Completion

(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)

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.

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

	2016	2017	2018	2019	2020
	(2012 cohort)	(2013 cohort)	(2014 cohort)	(2015 cohort)	(2016 cohort)
<b>LCC Rate: Overall</b>	<b>34%</b>	<b>38%</b>	<b>37%</b>	<b>38%</b>	<b>42%</b>
Full-time	34%	42%	41%	43%	46%
Part-time	33%	32%	31%	28%	35%
Male	27%	31%	33%	34%	33%
Female	40%	42%	40%	40%	47%
Need-Based Aid*	31%	33%	31%	29%	34%
<b>System Rate: Overall</b>	<b>33%</b>	<b>33%</b>	<b>34%</b>	<b>35%</b>	<b>35%</b>
Full-time	39%	40%	41%	42%	42%
Part-time	23%	22%	23%	24%	24%
Male	31%	30%	32%	33%	32%
Female	34%	35%	36%	37%	37%
Need-Based Aid*	34%	33%	34%	35%	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, Transfer & Prof/Tech students, summer/fall entry quarter). \*Students who received need-based aid.

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

	2016	2017	2018	2019	2020
	(2012 cohort)	(2013 cohort)	(2014 cohort)	(2015 cohort)	(2016 cohort)
<b>LCC Rate: Overall</b>	<b>34%</b>	<b>38%</b>	<b>37%</b>	<b>38%</b>	<b>42%</b>
American Indian or Alaska Native	34%	13%	35%	14%	31%
Asian	48%	47%	47%	46%	59%
Black or African American	20%	24%	19%	28%	39%
Hispanic or Latino	32%	37%	30%	45%	46%
Native Hawaiian or other Pacific Islander	*	*	*	17%	*
White	34%	37%	38%	37%	42%
<b>System Rate: Overall</b>	<b>33%</b>	<b>33%</b>	<b>34%</b>	<b>35%</b>	<b>35%</b>
American Indian or Alaska Native	25%	24%	28%	29%	28%
Asian	35%	35%	36%	38%	38%
Black or African American	23%	22%	25%	25%	24%
Hispanic or Latino	31%	32%	33%	34%	33%
Native Hawaiian or other Pacific Islander	25%	28%	26%	29%	28%
White	33%	33%	35%	36%	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, Transfer & Prof/Tech students, summer/fall entry quarter). \*Less than 10 students; redacted to protect student privacy.

### **Key Performance Indicator: Student Satisfaction with Support Services**

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

(Stretch Goal = mean 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 13: Community College Survey of Student Engagement (CCSSE) – Support for Learners Benchmark Category (Mean Score)**

	2006-07	2009-10	2012-13	2015-16	2018-19
<b>LCC</b>	<b>51.5</b>	<b>50.6</b>	<b>52.7</b>	<b>49.6</b>	<b>57.2</b>
National Cohort	50.0	50.0	50.0	50.0	50.0
Male	*	*	*	47.0	55.3
Female	*	*	*	52.4	57.6
Other	*	*	*	*	61.1
Gender not reported	*	*	*	*	66.9
Students of Color	*	*	*	*	60.2
White	*	*	52.1	49.4	56.0
Race not reported	*	*	*	*	57.9
First Generation	*	*	54.8	50.1	58.4
Not First Generation	*	*	49.3	50.6	56.5

Source: CCSSE website/Benchmark Report

\*Data not available.

- LCC’s mean score improved between 2015-16 and 2018-19.
- CCSSE no longer provides a decile score.
- The next CCSSE administration is in winter 2022.



**Key Performance Indicator: Success of Academic Support Programs**

(Mission Fulfillment = 80% or higher)

(Stretch Goal = 85% or higher)

The percent indicates how many students received a “C” or better in the courses for which they received tutoring.

**Table 14: Success in Tutoring Program**

2015-16	2016-17	2017-18	2018-19	2019-20
83%	82%	82%	85%	83%

Source: Tutor Coordinator/Learning Commons. Does not include grades of (W, I, N, P, R, V, NA, X or \*).

**Key Performance Indicator: Faculty-Student Engagement**

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

(Stretch Goal = mean score of 55 or higher overall and on par with LCC average for all demographic categories)

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 “Faculty-Student Engagement.” The CCSSE is administered every three years at LCC.

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

	2006-07	2009-10	2012-13	2015-16	2018-19
<b>LCC</b>	<b>56.8</b>	<b>50.7</b>	<b>56.0</b>	<b>52.5</b>	<b>55.1</b>
National Cohort	50.0	50.0	50.0	50.0	50.0
Male	*	*	*	50.2	53.1
Female	*	*	*	54.2	56.4
Other	*	*	*	*	45.8
Gender not reported	*	*	*	*	50.2
Students of Color	*	*	*	*	55.9
White	*	*	56.0	50.8	54.8
Race not reported	*	*	*	*	52.5
First Generation	*	*	60.8	50.1	60.4
Not First Generation	*	*	53.0	54.5	51.8

Source: CCSSE website/Benchmark Report

\*Data not available.

- LCC’s mean score improved between 2015-16 and 2018-19.
- The next CCSSE administration is in winter 2022.

## **Access, Support & Completion Monitoring Report**

Analysis from the Review Team

Members include: Sue Orchard, chair, Tim Allwine, Brad Benjamin, Sheila Burgin, Nicole Faber, Byron Ford, Marisa Geier, Melinda Harbaugh, Jennifer Houge, Mindy Leasure, Rosie Leno, Leah Moore, Mary Kate Morgan, Jagger Norris, Sam Orth, Brianna Purdy, Alejandra Sanchez, Nichole Seroshek, Rick Swee, Donovan Tate, Shannon Wachob, Adam Wolfer.

- 1) Based on the information in this report, what are LCC's strengths in providing access, support and completion to students?**
  - Persistence and graduation rates are strong, virtually across the board.
  - Enrollment of Running Start students is also strong.
  - A lot of high schools seem to turn to LCC, particularly in terms of Running Start, which indicates we are doing a good job with outreach.
  - Our CCSSE results are strong, and show improvement from the previous administration.
  - Course success with students who receive tutoring stands out.
  - Although only included as a footnote in our participation rate metric, the ratio of students of color attending LCC in comparison to the surrounding community (1.43) is encouraging.
- 2) Based on the information in this report, what are LCC's weaknesses in providing access, support and completion to students?**
  - The proportion of high school graduates from our service district attending post-secondary institutions could be higher.
  - Declining participation of male students is concerning, and needs more examination. Although it is at least partially a byproduct of the industrial base in our service district, there may be other factors at play.
- 3) Based on the information in this report, what are LCC's opportunities for providing access, support and completion to students?**
  - Enrollment of Woodland High School graduates increased substantially over the last two years. With further engagement of Woodland students in College in the High School and other initiatives, we have an opportunity to increase this even more.
  - We have an opportunity to drill down into our CCSSE results where particular demographic groups show less support/engagement with student services or instruction, to see if there are gaps that can be filled.
  - With the new Navigator position at Kelso High School, we have an opportunity to increase the number of students coming to LCC.
- 4) Based on the information in this report, what are LCC's threats for providing access, support and completion to students?**
  - The pandemic has substantially impacted enrollment.

- With the move by most colleges to mostly online instruction due to the pandemic, students have more options (as far as where they can choose to attend college) than usual right now.
- Some colleges in Oregon are waiving barriers to admission such as application fees and test scores. Some are even offering tuition discounts to attract students during the pandemic. This could be a threat, as students may be enticed by the incentives offered by other institutions.
- Prior to the pandemic, LCC had “cornered the market” on certain types of online instruction such as Human Anatomy and Physiology. With the increased amount of online instruction due to the pandemic, the field is now more competitive.
- With LCC’s new ctcLink transactional computer system, students have the ability to see all available classes in the system (not just what’s available at LCC). Particularly while instruction remains mostly online, this could be a threat since students can easily enroll at other institutions. This is especially true for colleges that are already live in the system, such as Clark.
- Issues with the new ctcLink system, such as difficulties with the distribution of financial aid and problems with certain registration functions such as prerequisites, have posed at least a short-term threat to enrollment.

## Board Plus/Delta

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

+	Δ

# **Institutional Excellence & Community Enrichment Monitoring Report**

**2016 – 2020**

(Cycle 22)

## ***CORE THEME IV: Institutional Excellence***

**Objective 1: Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.**

**Objective 2: Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.**

June 16, 2021



## **Institutional Excellence & Community Enrichment: A Combined Monitoring Report**

Lower Columbia College's Key Performance Indicators were established in 1999 and have been periodically updated since that time.

**Key Performance Indicators** for the Institutional Excellence & Community Enrichment Monitoring Report include:

- Employee satisfaction and morale
- Condition of infrastructure
- External perceptions/satisfaction with LCC

Information about sustainability practices at LCC is also included in this report.

Some of the actions that have come about as a result of past reviews of the Institutional Excellence & Community Enrichment Monitoring Report include:

- The Foundation's partnership with the local newspaper, The Daily News, continued in its 6<sup>th</sup> year to raise money annually for the Student Success fund. The annual yield from TDN's "Students in Need" campaign, along with two other grants from the Biella Foundation and Weyerhaeuser Giving Fund, covers the annual disbursement to students. All other funds raised go directly to the endowment.
- The Foundation's focus on the College Success Fund is to increase overall support for the college, increase the amount of grants given to faculty and staff for creative and innovative teaching and learning projects, and to fund special equipment.
- The Foundation continues to increase efforts on cultivating planned giving which will help boost our overall endowments and support of the college.
- The Foundation tracks the completion rates of the Student Success Fund recipients. The results show that the fund is helping with completions for our students.
- The Foundation is analyzing our scholarship selection process by looking at the demographics of the students applying for and receiving our scholarships. In addition, we created a rubric for our selection committee to benchmark the scoring of the applicants, and we have hidden transcripts from view in order to help eliminate implicit bias.
- In order to meet the needs of our students in light of the pandemic, the foundation board allocated additional Student Success Funds this year.
- Due to the effects of the pandemic, the foundation implemented creative practices in donor stewardship.
- The foundation once again had a clean audit regarding the FY20 Financial Statements and Charitable Gift Annuity program.
- HR supported our staff and faculty with teleworking and resources throughout the pandemic, and implemented numerous federal and state rules, laws, and directives as a result of the state of emergency.
- Project implementation activities for LCC's new enterprise computer system, ctcLink, are ongoing following our successful "go live" in March 2020. Our ctcLink Alignment Team members, subject matter experts and ctcLink Project Manager/Business Process Analyst

continue efforts to troubleshoot problems and issues with the new system, ranging from minor to major. In early 2021, the new Online Admissions Application and Continuing Education (Campus CE) modules were successfully implemented. A myriad of setbacks seem to occur each time a new group of colleges goes live in the system, or product upgrades occur. Although LCC is "stable" in the new system for all intents and purposes, there are a number of ongoing issues that impact customer service. We continue to advocate to the state board for corrections, enhancements and improvements.

- The Library second floor renovation was completed and the Library first floor design has been completed and advertised for contractor bids.
- Main 119 (The Founders Room) was expanded and renovated.
- The State Auditor's Office has not completed their audit of the FY20 Financial Statements. The audit was delayed due to the ctLink conversion.
- LCC submitted the Public Works Request (PWR) to the Department of Enterprise Services (DES) to begin design work for the new Vocational Building.
- The LCC Bookstore changed their point of sale system prior to fall quarter. This change allowed the bookstore to have a better web presence and allowed for some integration with our financial aid system making it much easier for students to use their financial aid funds to pay for textbooks.
- LCC Athletics had their seasons delayed until March, which created challenges as all six of our teams were on the road or at home during the same two month time period this spring. Despite those challenges, the LCC Athletics Department had a great year and showed their creativity and dedication to our student athletes as guidance was updated (sometimes at the last minute) and schedules were impacted by COVID-19 issues.
- The COVID-19 pandemic was a major focus for the year. Many hours were spent on updating plans, updating our information technology infrastructure for better remote access, and working with departments as the campus re-opened areas throughout the year.
- Continuing Education & Corporate Training started a partnership with the Cowlitz Economic Development Council & the Cowlitz-Wahkiakum Council of Governments to provide training to help local business owners & employees recover from COVID-19. Monthly workshops have been held and well attended by local business owners in our community. We will continue to offer monthly trainings each quarter (fall, winter, & spring) to meet the needs of local businesses.

**Key Performance Indicator:** Employee Satisfaction and Morale

**Table 1: Employee PACE Survey: Employee Satisfaction and Morale**  
**(Mission Fulfillment – Meet or Exceed Medium 2-Years)**  
**(Stretch Goal - Meet or Exceed All Institutions)**

Question 4: The extent to which decisions are made at the appropriate level at this institution.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.298***	3.302***	3.626	3.606	3.397

Question 16: The extent to which open and ethical communication is practiced at this institution.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.327***	3.357***	3.747	3.690	3.488

Question 25: The extent to which a spirit of cooperation exists at this institution.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.386***	3.407***	3.902	3.785	3.564

Question 27: My supervisor seriously considers my ideas.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.903***	3.878***	4.258	4.124	4.000

Question 46: The extent to which professional development and training opportunities are available.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.774***	3.811***	4.115	3.996	3.985

Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

\*\*\*statistically significant at the  $p < .001$  level

- The employee PACE Survey is administered to LCC employees every three years.
- Two hundred and thirty-one LCC employees completed the survey in 2020, compared to 239 in 2017 and 295 in 2016. Over 19,900 community college employees across the nation are included in the Medium 2 Year Comparison group (similarly sized two-year colleges across the United States), and other 64,000 employees are included in the “all institutions” category.



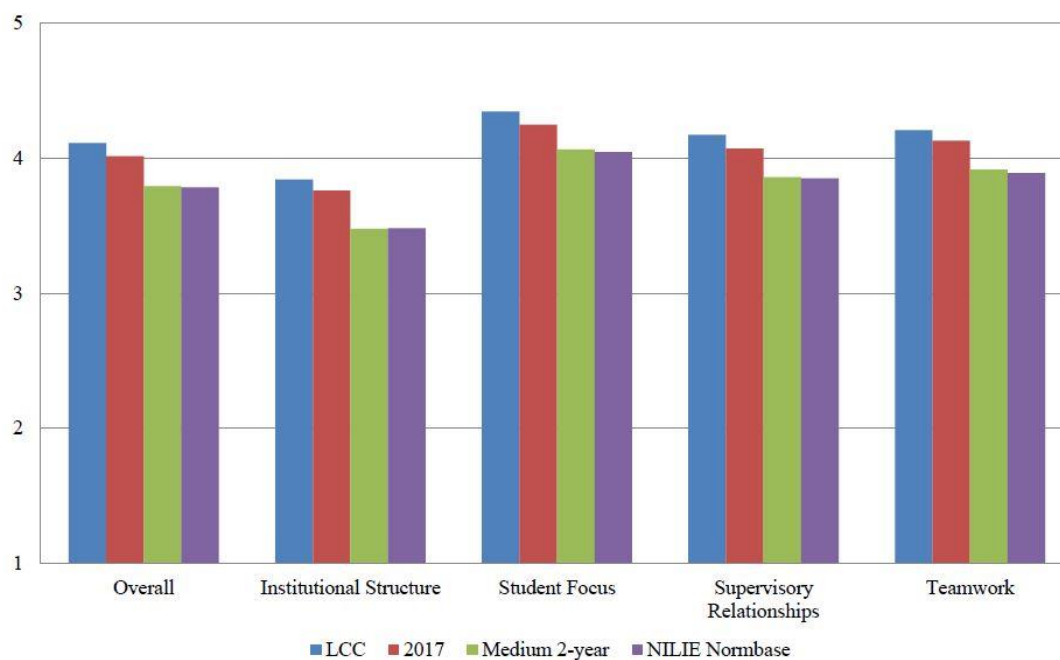
**Table 2: Employee PACE Survey Comparison by Benchmark Area**  
**(Mission Fulfillment – Meet or Exceed Medium 2-Years)**  
**(Stretch Goal - Meet or Exceed All Institutions)**

	Medium 2 Year - 2020		All institutions - 2020		LCC - 2020	LCC - 2017	LCC - 2016
	Mean	Sig	Mean	Sig	Mean	Mean	Mean
Overall	3.792	***	3.783	***	4.111	4.015	3.919
Institutional Structure	3.477	***	3.483	***	3.842	3.760	3.628
Student Focus	4.065	***	4.044	***	4.346	4.247	4.189
Supervisory Relationship	3.859	***	3.850	***	4.172	4.071	3.957
Teamwork	3.915	***	3.889	***	4.207	4.129	4.046

Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

\*\*\*statistically significant at the  $p < .001$  level

**Figure 1. Means by Comparison Group and Climate Factor**



Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

Note: NILIE Norm base = all (participating) institutions.

Figure 2 – Benchmarks by Race-Ethnicity

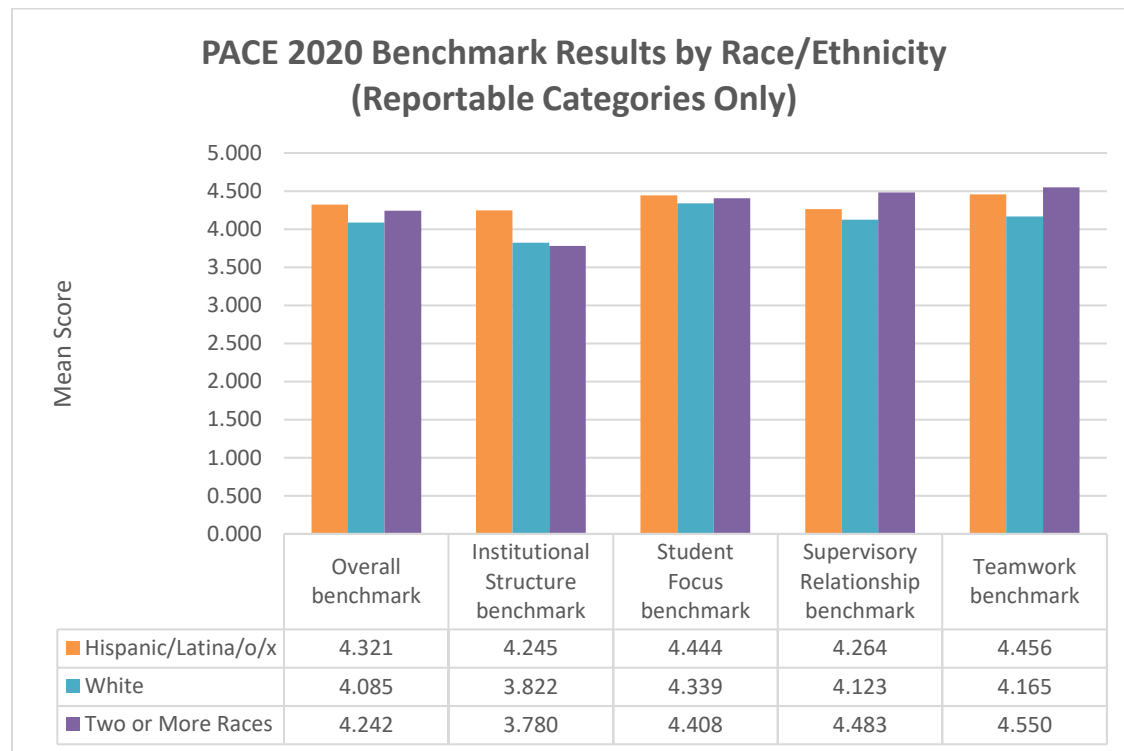
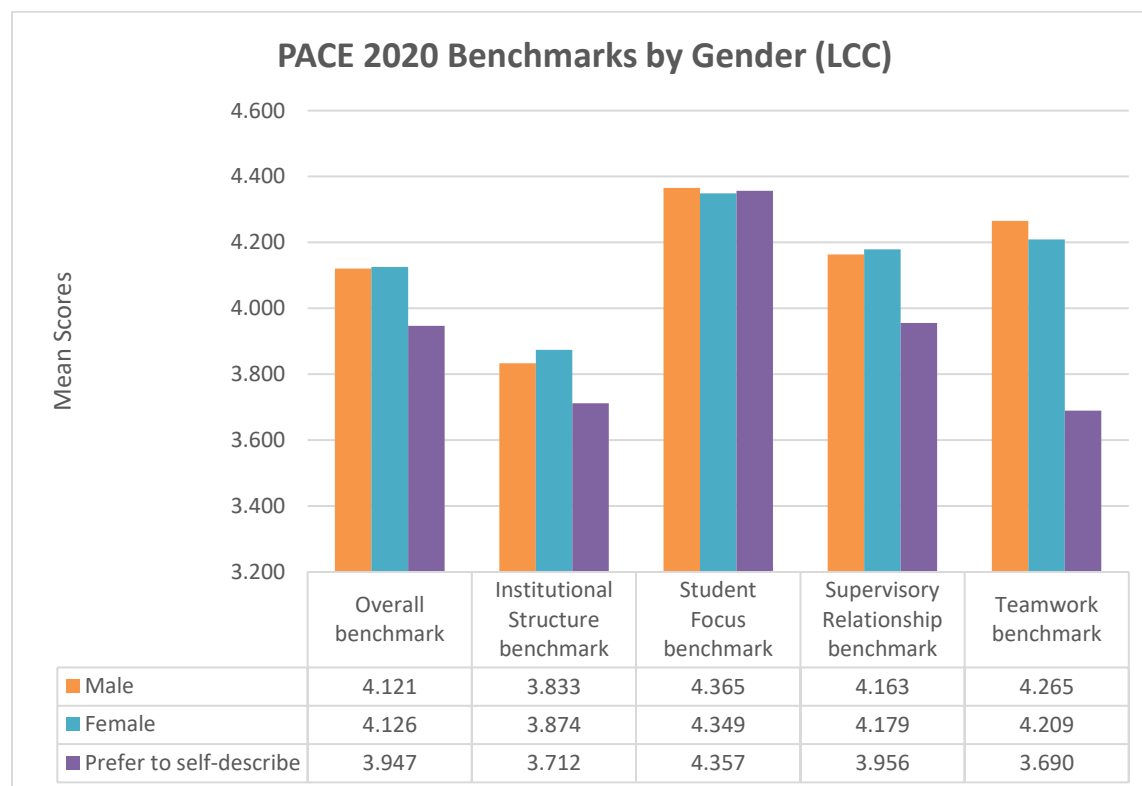


Figure 3 – Benchmarks by Gender



### Key Performance Indicator: Condition of Infrastructure

**Table 3: Condition of Infrastructure (Physical Infrastructure)**  
(Facilities overall: mission fulfillment = 275 or below; stretch goal = 200 or below)  
(Facilities by building: mission fulfillment = 70% or above, stretch goal = 100%)

Metrics for Physical Infrastructure come from the Facilities Condition Survey, conducted once every biennium in odd years. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate. The ratings are provided by an outside contractor at the request of the State Board for Community and Technical Colleges.

	2011	2013	2015	2017	2019
<b>Facilities overall</b>	257	256	247	230	226
<b>Facilities by building:</b> proportion of buildings receiving scores of 350 or below	71%	73%	81%	86%	86%

Source: Campus Services

- LCC continues to improve the overall score by maintaining its facilities.
- Three buildings currently score over 350: International Center, Physical Science, and Science.
- Three buildings currently score Superior (range 146 to 175): Health & Science, Myklebust Gymnasium/Fitness Center, and Rose Center.
- The 2021 Facilities Condition Survey results are not yet available.

**Table 4: Condition of Infrastructure (Foundation: Assets/Financial Position)**  
(Endowments as a proportion of net assets: mission fulfillment = 70%; stretch goal = 80%)

The LCC Foundation's net assets fall into two broad categories: endowed and non-endowed funds. Endowed funds are set up so that the bulk of the investment remains in place, and only interest/earnings are spent. Over time, endowed funds provide the most consistent and stable funding.

The Foundation has set the goal of raising the Foundation's net assets to \$23 million by 2025 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, College Success Fund, and through additional endowed student scholarships.

	2016	2017	2018	2019	2020
Net assets	\$13,932,339	\$15,640,606	\$15,621,438	\$18,284,823	\$19,771,132
Net assets annual growth (%)	-2.07%	12.26%	-0.12%	17.05%	8.13%
Endowments*	\$9,999,977	\$11,562,824	\$11,788,022	\$13,630,288	\$14,343,076
<b>Endowments as proportion of net assets*</b>	<b>71.78%</b>	<b>73.93%</b>	<b>75.46%</b>	<b>74.54%</b>	<b>72.55%</b>

Source: LCC Foundation. \*2014 to 2017 Endowment figures were updated from previous reports to include Pledges Receivable. Please note: Endowments include Pledges Receivable.

**Table 5: Condition of Infrastructure (Foundation: Support to the College)**  
**(Program Support as a proportion of net assets: mission fulfillment = 4%; stretch goal = 6%)**  
**(Direct Student Support as a proportion of program support: mission fulfillment = 30%; stretch goal = 35%)**

The Lower Columbia College Foundation distributes support to the campus community each year in the form of direct program support and student scholarships. Market fluctuations and the value of net assets can fluctuate, so the indicator shows the percent of program support in relation to the value of net assets, resulting in a consistent measure over time.

The Foundation's goal is to increase program support as a proportion of net assets through endowment growth, and to provide direct student support through scholarships and grants each year at a level equaling at least thirty percent of total program support through donor cultivation and outreach efforts.

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Program support	\$985,108	\$939,828	\$1,237,259	\$1,157,440	\$1,058,612
<b>Program support as proportion of net assets</b>	<b>7.07%</b>	<b>6.01%</b>	<b>7.92%</b>	<b>6.33%</b>	<b>5.35%</b>
Endowed Scholarships	\$150,593	\$90,859	\$145,820	\$167,109	\$152,330
Annual Scholarships*	\$131,582	\$162,999	\$171,242	\$270,907	\$345,131
Total scholarships disbursed & Student Success Program Support	\$333,566	\$312,317	\$378,521	\$494,826	\$548,040
<b>Direct Student Support as a proportion of program support</b>	<b>33.86%</b>	<b>33.23%</b>	<b>30.59%</b>	<b>42.75%</b>	<b>51.77%</b>

Source: LCC Foundation. \*2017-2018 change in reporting: Athletic scholarships included in Annual Scholarships.

**Table 6: Condition of Infrastructure (Financial Infrastructure)**

(Cash & investments to operating expenditures: mission fulfillment = 25% or higher; stretch goal = 33% or higher)

	2016	2017	2018	2019	2020
<b>Cash &amp; Investments to Operating Expenditures</b>					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	38%	27%	27%	24%*	22%**

Source: Finance Office. \*2019 figure updated from previous monitoring report. \*\*2020 figure not final.

- It should be noted that as the state legislature has provided new funding over the last few biennium, those allocations have all been associated with added costs. At no point have we been able to reduce our reliance on local funding, which would increase our cash and investments. The result is that despite our cash/investments remaining steady from year to year, our operating budget increases, causing our cash and investments to operating expenditures ratio to go down.

**Key Performance Indicator: External Perceptions/Satisfaction with LCC**

**Table 7: Community Satisfaction with Core Themes**

(Mission Fulfillment = 90% or higher)

(Stretch Goal = 95% or higher)

From the Community Perception Survey, administered every three years. In 2017-18, the survey was administered through paid advertising on The Daily News website, the Kelso-Longview Chamber of Commerce newsletter and social media. Figures represent the proportion that responded “agree” or “strongly agree” to statements beginning with “LCC does a good job of...”

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
<b>I - Workforce &amp; Economic Development</b>			
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%
...helping employers in this community train their employees.	88%	84%	83%
<b>II – Transfer &amp; Academic Preparation</b>			
...providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
...providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%
...providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%
<b>III – Access, Support &amp; Completion</b>			
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%
...making college accessible to the community by offering classes in convenient locations.	99%	99%	96%
...making college accessible to the community by offering a variety of online classes.	90%	99%	94%
...making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%
<b>IV – Institutional Excellence</b>			
...consistently providing high quality programs and services.	96%	97%	95%
...enriching the community with cultural events and opportunities.	NA	95%	94%
...enriching the community with athletic events and opportunities.	NA	96%	99%

- One question, related to helping employers in the community train their employees, fell below mission fulfillment in the 2017-18 survey administration.
- The 2020-21 survey is scheduled to be administered in summer 2021.

## Comments from the Internal Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs; Jason Arrowsmith, Hiedi Bauer, Marie Boisvert, Amy Boultinghouse, Robert Cochran, Shani Dennick, Alex Emerson, Serina Graham, Jeanne Hamer, Richard Hamilton, Mary Leach, Nadine Lemmons, Brandon Ray, Natalie Richie, Leah Sanchez, Janel Skreen.

### **1) Based on the data in this report, what are LCC's strengths in exemplifying institutional excellence and community enrichment?**

- Although not directly reflected in the data in this report, LCC's support of students during the pandemic is notable. LCC's use of CARES Act and other funds has helped many struggling students stay in school.
- Employee satisfaction and morale as measured in the PACE survey is very strong, and our results continue to improve. This is a reflection of the support employees show one another, and our common goal of serving students.
- The Foundation's fundraising, use of data, and external partnerships are all strengths. The Foundation's fund balances are approaching those of the college, and have shown incredible growth over the past five years.
- LCC's facilities are in really good condition, and the Library renovations will further improve our scores. All buildings that are over 350 (indicating that improvements are needed) are slated to be demolished as part of the new vocational building project.
- Community satisfaction with students' transfer and academic preparation is strong, as is their perception of student access, support and completion.

### **2) Based on the data in this report, what are LCC's weaknesses in exemplifying institutional excellence and community enrichment?**

- ctclink and its implementation continues to be both a weakness and an opportunity. In addition to the challenges noted in the 'action plans' portion of this report, the need to use both ctclink and Navigate for tasks such as advising make these processes more difficult and complicated. However, the ctclink system provides an opportunity for more streamlined and modern functions.

### **3) Based on the data in this report, what are LCC's opportunities for exemplifying institutional excellence and community enrichment?**

- We have an opportunity to be more of a presence in the community in regard to workforce education and training for incumbent workers.
- ctclink has facilitated teleworking during the pandemic, which would have been even more challenging had we not converted when we did. ctclink is a powerful system with untapped potential. The more we learn, the more we will be able to do. The same is true for Navigate.
- During the pandemic, we pivoted to providing more services through Zoom and other technology channels. As the pandemic winds down, we have an opportunity to think strategically about how to permanently enhance our service delivery, such as through using technology to connect with students in the evenings or on weekends.

- The new vocational building creates an opportunity to enhance our educational opportunities and engage with a range of industry partners regarding the needs of the programs that will be housed there. Success of the Foundation and growth in assets also creates an opportunity to ensure that the building is appropriately equipped.
- Although we have already greatly enhanced our use of things like virtual labs and desktops, we have an opportunity to continue to expand our use of technology tools to support students and employees.

**4) Based on the data in this report, what are LCC's threats for exemplifying institutional excellence and community enrichment?**

- The biggest current threat to institutional excellence and community enrichment is the ongoing pandemic.
  - Although we have done a great deal with remote access, we shouldn't lose sight of the fact that a lot of people in our service district don't have a device or reliable Internet at home. We need to make sure we are open so we don't leave anyone behind. We need to serve the roughly 18% of our student population that we lost during the pandemic, and provide indoor spaces for our students so they don't have to sit in the parking lot to access the Internet.
  - Our ability to host cultural events for the community has been greatly impacted by the pandemic.
  - Given social distancing requirements, the size of our classrooms has been very restrictive. We need bigger and more flexible instructional spaces to accommodate a variety of circumstances.
  - In spite of all the challenges, it should be noted that LCC has done a good job of working together through "this entire mess," including collaborating in ways that other colleges have not. Examples include engaging nursing students with COVID testing, health monitoring, and vaccine clinics.



### Board Plus/Delta

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

+	Δ