Workforce & Economic Development Monitoring Report

2017 – 2021

(Cycle 23)

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 25, 2022

LOWER COLUMBIA COLLEGE

Workforce & Economic Development 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 Workforce & Economic Development include:
- Student performance
- Demonstration of program competencies
- Licensure/exam rates
- Placement rate in the workforce
- Employer satisfaction
- College level English and math completion
- 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:

- LCC's Professional-Technical faculty in Advanced Manufacturing, Computer Science, Information Technology, Machine Trades, and Welding participated in an extensive pre-design process, in collaboration with the team of business and industry members and architects, for a new Center for Vocational and Transitional Studies. In addition to facilities, over $2 million in equipment needs were identified to ensure updated and modern learning environments are a part of the center which align with local industry standards.
- Based on additional clinical site availability for summer 2022, the nursing program increased LPN2RN eLearning cohort enrollment from 56 in fall 2020 to 64 in fall 2021 (approximately 14% increase in cohort size and 4% increase in total program enrollment).
- Industrial Trades programs updated curriculum to increase work-based learning opportunities by adding cooperative education to all degree programs. In addition, based on input from industry advisory committees, the welding program added aluminum welding processes to meet emerging workforce demands.
- Overcoming the challenges of the pandemic, LCC successfully launched a second BAS degree in Organizational Leadership and Technical Management. The first cohort launched in Fall 2021 with 22 students representing a wide array of disciplines including criminal justice, industrial trades, business, education, and fire science.
- The BAS-Teacher Education program was granted full approval and accreditation from the Professional Educator Standards Board (PESB) to offer Washington State teacher certification with endorsements in Early Childhood and Elementary Education.
- As a part of the Guided Pathways initiative, all Professional-Technical programs developed program maps designed to clarify course sequencing for students. In

addition, a new block schedule was created to streamline scheduling consistently across campus.

PART 1: Workforce

Key Performance Indicator: <u>Student Performance</u>
(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.

	2016-17	2017-18	2018-19	2019-20	2020-21
C or better (Overall)	85.7%	86.4%	86.4%*	87.3%*	90.1%
Male	84.5%*	82.0%*	79.3%*	82.5%*	86.7%
Female	85.6%*	89.0%*	87.9%*	89.8%*	91.2%
Students of Color	84.2%*	85.3%*	83.7%*	83.1%*	86.7%
Economically Disadvantaged	83.8%*	84.7%*	84.1%*	84.6%*	88.7%

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. *Figures updated from previous monitoring reports.

Key Performance Indicator: <u>Demonstration of Program Competencies</u>
(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.

<p style="text-align:center">Key Performance Indicator: <u>Licensure/Exam Rates</u>
(Mission Fulfillment NCLEX = exceed state benchmark of 80%; WABO = 80%; MAERB = 60%; NES = 80%) (Stretch Goal NCLEX = 90%; WABO = 100%; MAERB = 70%; NES = 90%)</p>

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.

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

	2017	2018	2019	2020	2021
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	85% (77/91)	82% (94/114)	95% (95/100)	90% (113/126)	86% (89/104)
WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018					
Welding (LCC students only)	100% (n=11)	96% (n=25)	88% (n=26)	81% (n=37)	93% (n=15)
MAERB (Medical Assisting Education Review Board) – pass rate					
Medical Assistant	89% (n = 16)	92% (n = 12)	83% (n = 11)	60% (n=11)	*

Source: Nursing, Welding and Medical Assisting Departments. Source for NCLEX: <u>DOH NCLEX® School Reports</u> at www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf. *data not yet available

- NCLEX and WABO rates are by calendar year.
- MAERB rates by admission 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.

Table 2b: Licensure Rates for Elementary & Early Childhood Education

	2017	2018	2019	2020	2021
NES (National Evaluation Series) – pass rate					
Early Childhood Education (101)	*	*	*	*	100% (9/9)
Elementary Education Subtest I (102)	*	*	*	*	81% (13/16)
Elementary Education Subtest II (103)	*	*	*	*	88% (14/16)

Source: Instruction (Director of BAS Programs). *First cohort rates were in 2021.

- The NES pass rates are reported by academic year.

<p align="center">**Key Performance Indicator: <u>Placement Rate in the Workplace</u>**</p>
<p align="center">**(Mission Fulfillment = no more than 2% below system average for all categories)**</p>
<p align="center">**(Stretch Goal = exceed system average for all categories)**</p>

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.

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

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC: Overall	**80%**	**74%**	**86%**	**76%**	**73%**
Male	78%	69%	85%	65%	67%
Female	80%	77%	86%	81%	75%
Students of Color	79%	73%	86%	73%	69%
System Average: Overall	77%	76%	77%	77%	71%
Male	78%	74%	75%	74%	69%
Female	78%	77%	79%	79%	73%
Students of Color	77%	76%	79%	79%	73%

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.

<p align="center">**Key Performance Indicator: <u>Employer Satisfaction</u>**</p>
<p align="center">**(Mission Fulfillment = 90%)**</p>
<p align="center">**(Stretch Goal = 100%)**</p>

<p align="center">**Table 4: Employer ranking of LCC Graduates' professionalism**</p>

	2016-17	2017-18	2018-19	2019-20	2020-21
Professionalism is "Average" or "Above Average" ("Exceeds Expectations" or "Meets Standard" from Nursing survey; "Strongly Agree" or "Agree" from Medical Assisting survey)	97% (n = 140)	99% (n = 77)	99% (n = 116)	100% (n = 69)	96% (n = 52)

Source: Employer Feedback Survey, Early Childhood Education (ECED) Employer Survey, and 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.
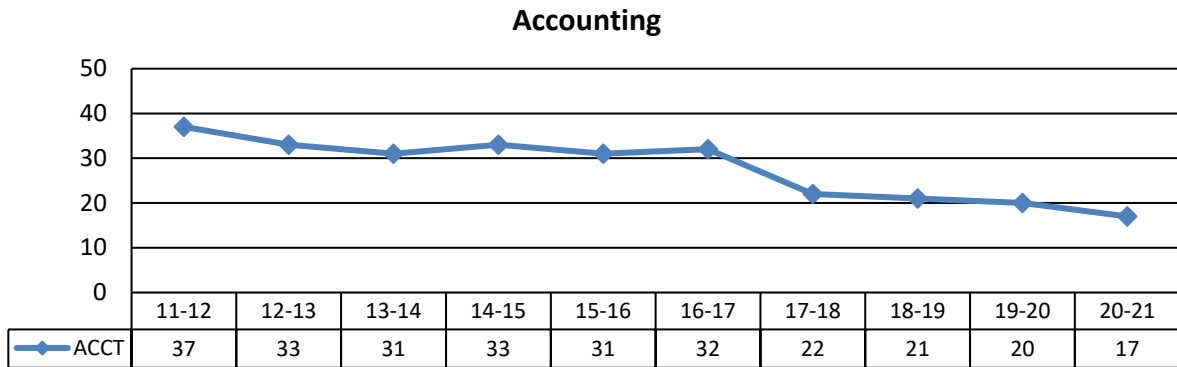
Table 5: Professional Technical Enrollment Summary (state funded only)

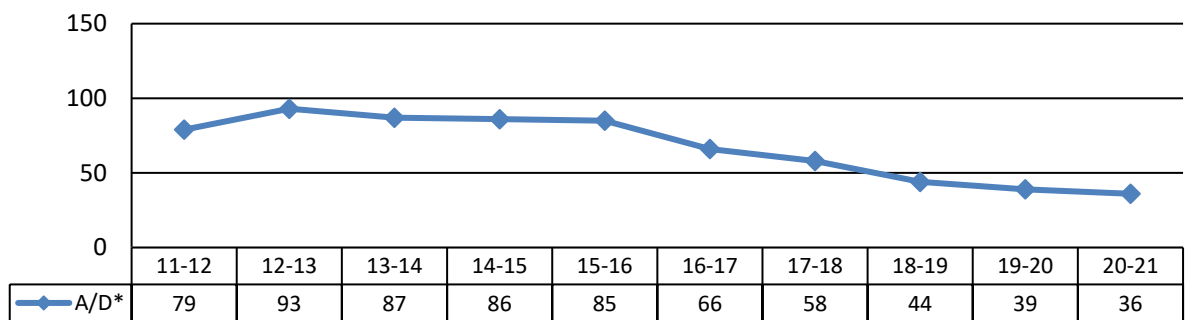|	Prof/Tech FTE	Worker Retraining FTE
2016-17	606	103
2017-18	574	110
2018-19	548	165
2019-20	569	187
2020-21	499	158
1 year change	-12%	-16%
5 year change	-18%	+53%

Source: Data Warehouse, Access Monitoring Report for Prof/Tech FTE and Worker Retraining FTE.

- In 2020-21, Professional/Technical and Worker Retraining enrollment decreased.
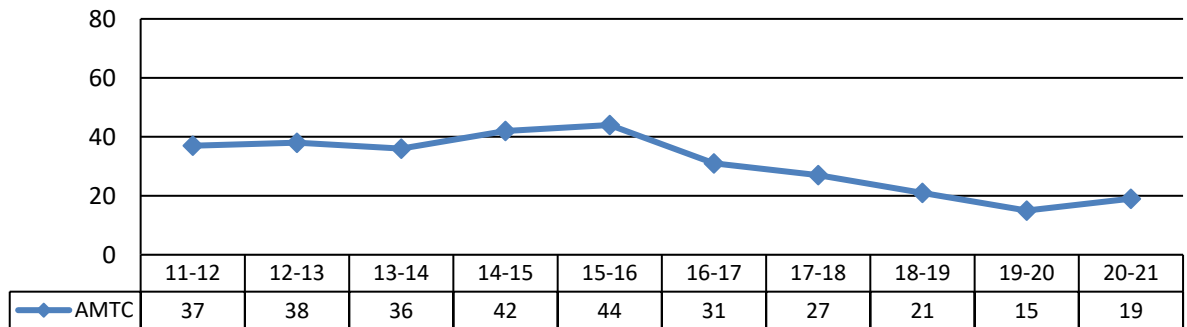
Figure 6: Professional Technical Enrollment by Discipline (annual state funded FTE)
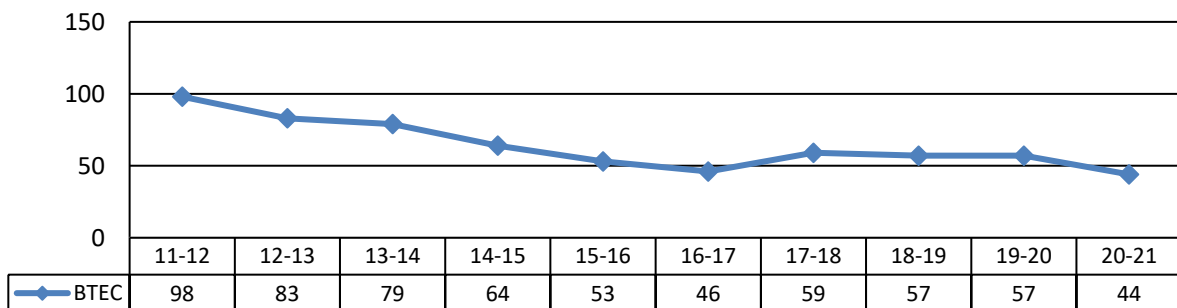
Accounting

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
ACCT	37	33	31	33	31	32	22	21	20	17

Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
A/D*	79	93	87	86	85	66	58	44	39	36

Automotive Technology

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
AMTC	37	38	36	42	44	31	27	21	15	19

Business Techology

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
BTEC	98	83	79	64	53	46	59	57	57	44

Business

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
BUS	137	132	125	109	106	94	99	91	79	63

Chemical Dependency Studies

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
CDS	28	25	26	23	24	20	18	22	20	20

Criminal Justice

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
CJ	17	17	20	17	11	10	14	14	14	11
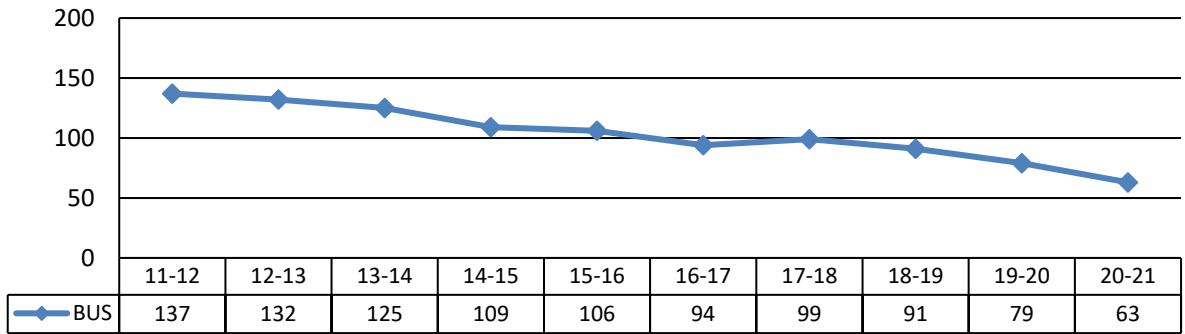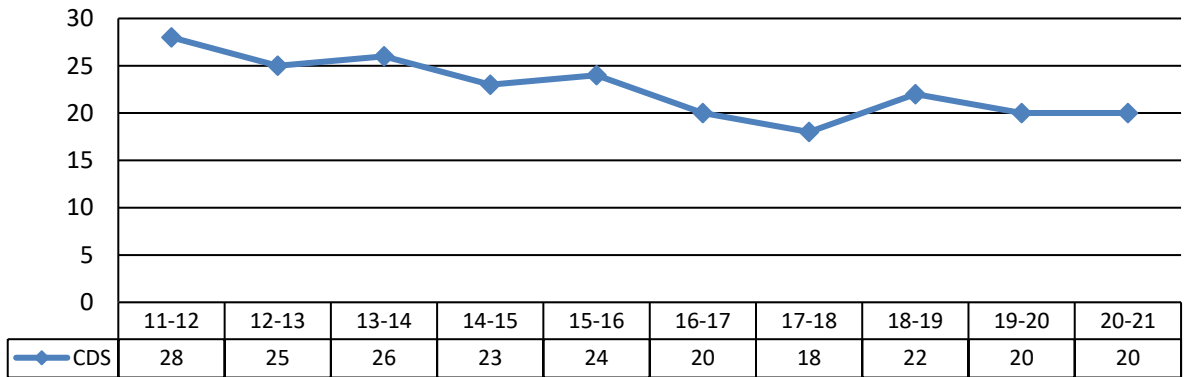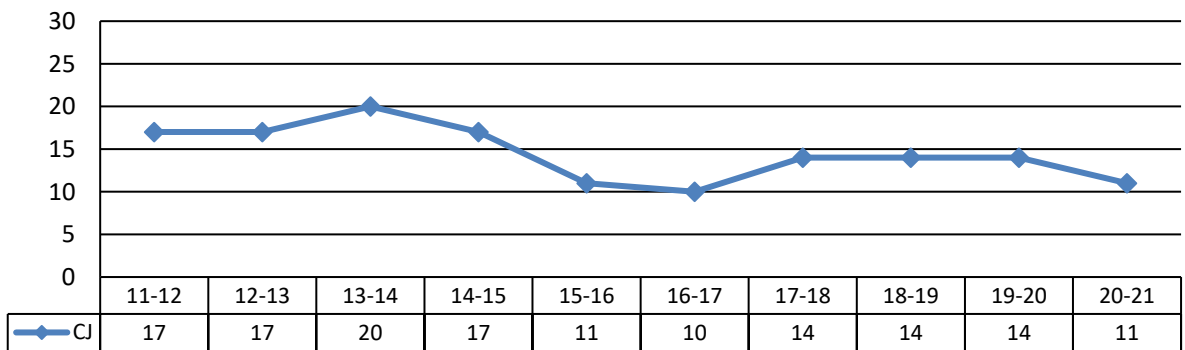
Diesel/Heavy Equipment Technology

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
DHET	42	55	52	44	42	35	31	23	24	17

Early Childhood Education

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
ECED	37	26	34	33	28	20	24	32	36	42

Education

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
EDUC	11	13	19	18	16	15	18	20	50	67
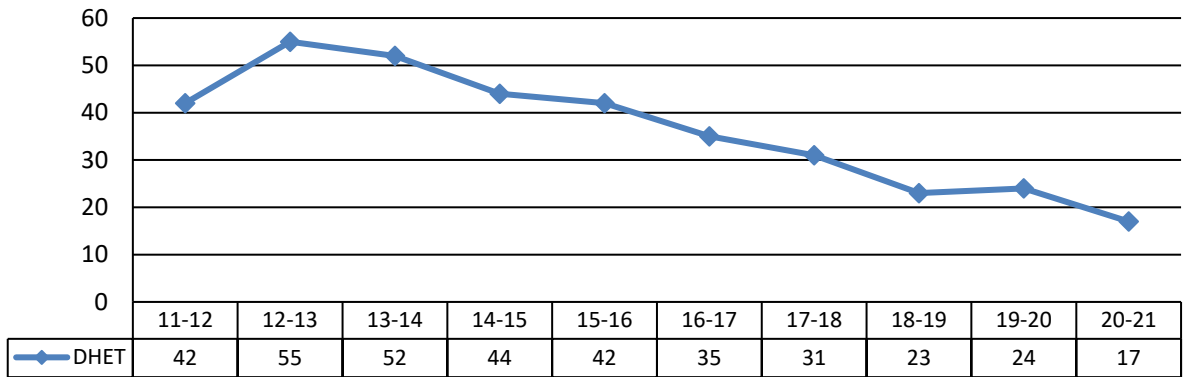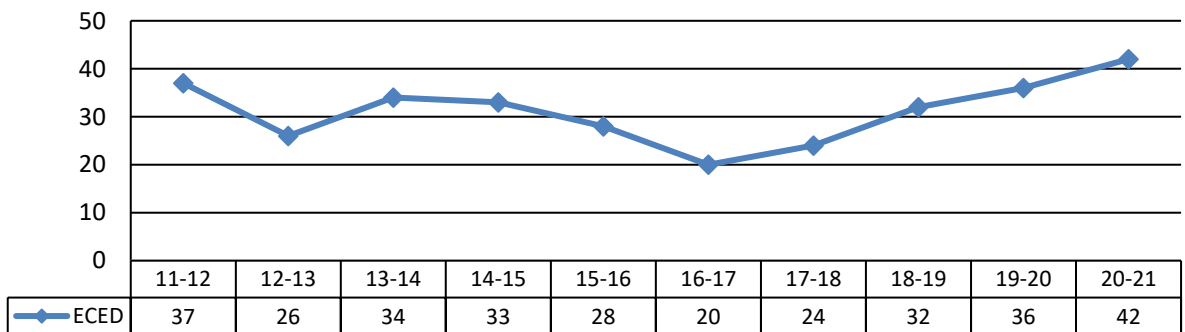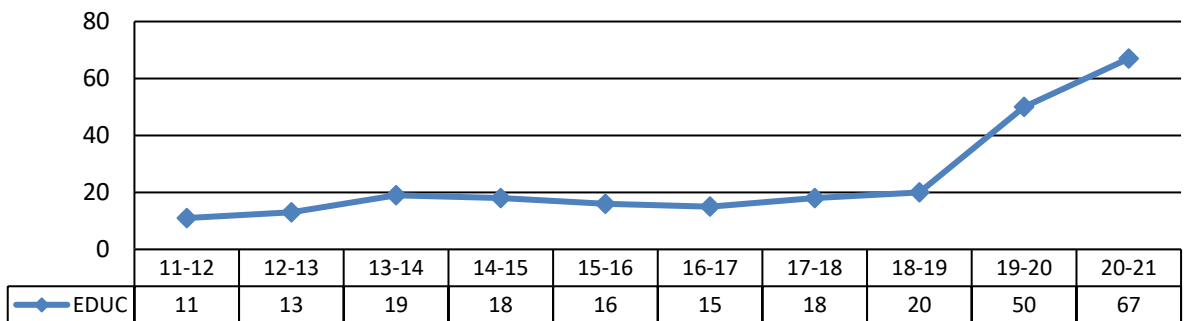
Information Technology / Computer Science

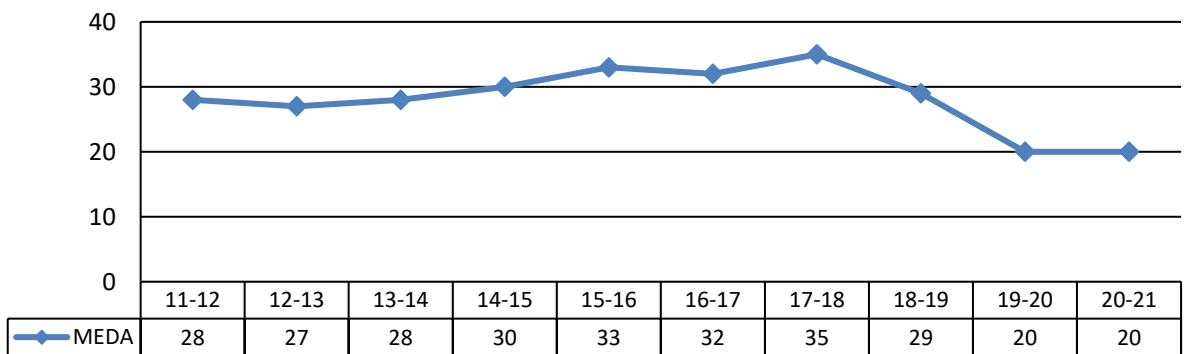|	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
CS/IT	92	85	85	83	77	71	43	36	38	29
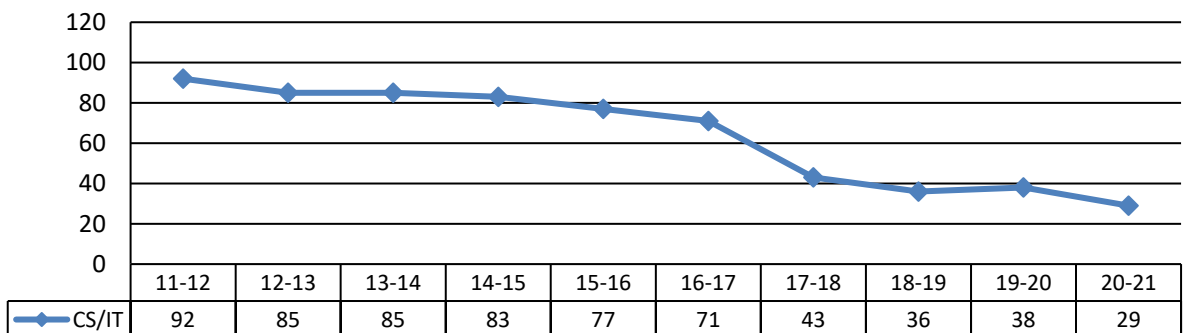
Note: includes IT FTEs beginning 2017-18.   Note: 18-19 and 19-20 FTE updated from previous reports to include all CS/IT course state FTE.

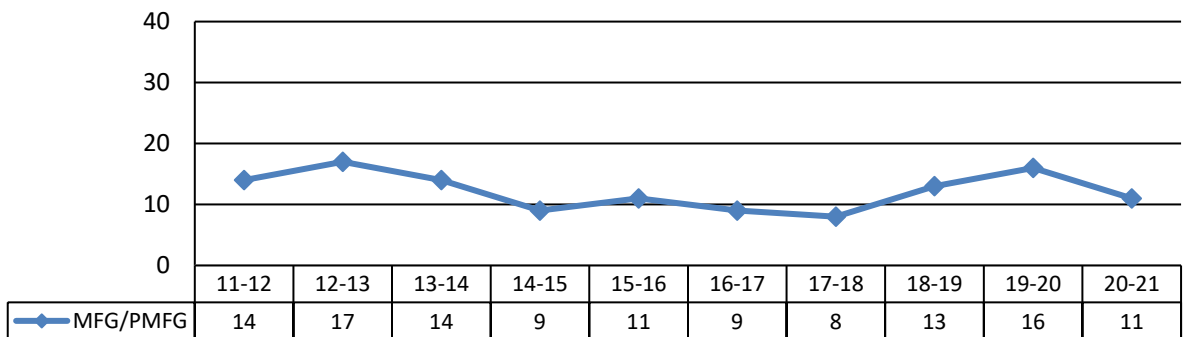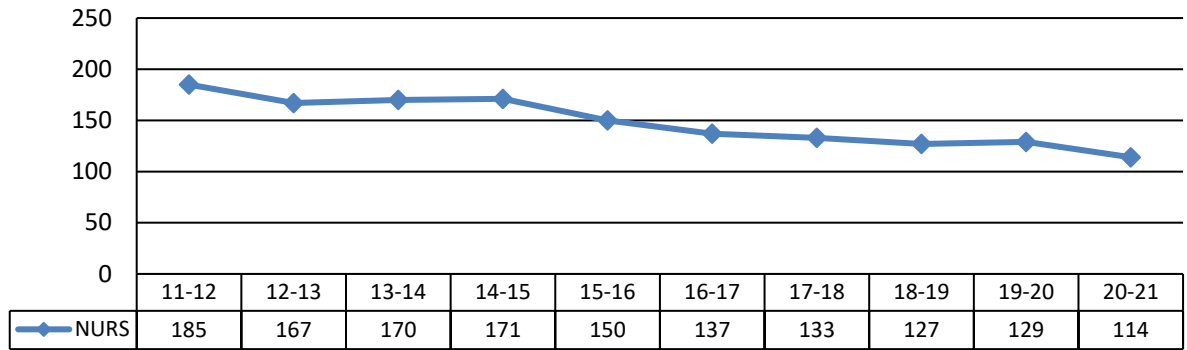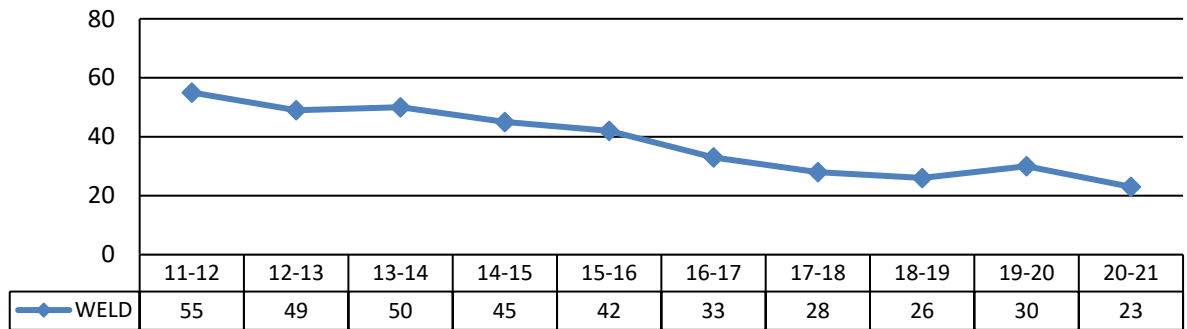## Machine Trades

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
MASP	19	22	22	17	15	21	18	17	19	7

Medical Assisting

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
MEDA	28	27	28	30	33	32	35	29	20	20
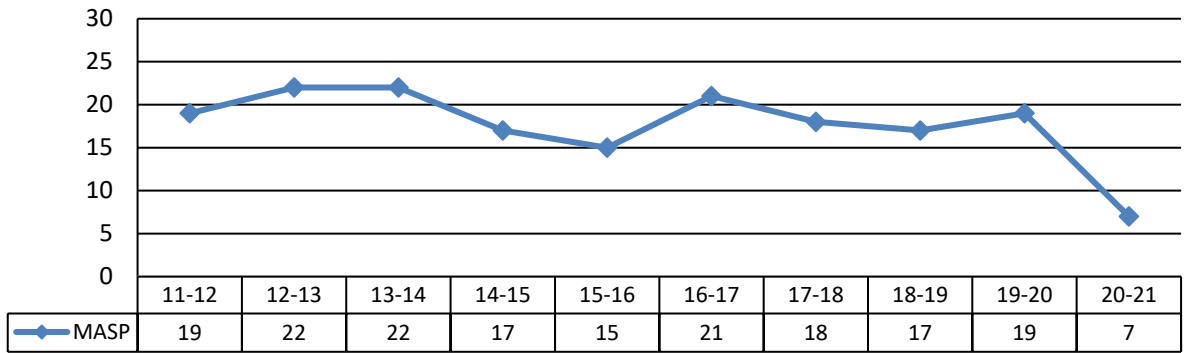
Manufacturing/Process Manufacturing (previously PULP)

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
MFG/PMFG	14	17	14	9	11	9	8	13	16	11

Nursing (including RN, LPN and Nursing Assistant)

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
NURS	185	167	170	171	150	137	133	127	129	114

Welding

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
WELD	55	49	50	45	42	33	28	26	30	23

Source: Data Warehouse, Class Table (DEPT_DIV, COURSE_NUM, ITEM, YRQ, FTES_STATE/3).

<p style="text-align: center">**Key Performance Indicator**: <u>**College Level English & Math Completion**</u></p>
<p style="text-align: center">**(Mission Fulfillment = meet system rate across all demographic categories)**</p>
<p style="text-align: center">**(Stretch Goal = exceed system rate across all demographic categories)**</p>

Table 7a: College Level English Completion in First Year (Professional Technical Students only)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	**37%**	**24%**	**27%**	**34%**	**36%**
Full-time	50%	33%	39%	47%	48%
Part-time	25%	15%	16%	23%	24%
Male	33%	19%	25%	24%	32%
Female	38%	25%	29%	38%	35%
Need-Based Aid*	46%	22%	31%	33%	33%
System Rate^: Overall	27%	26%	27%	29%	29%
Full-time	32%	31%	31%	35%	35%
Part-time	20%	18%	19%	20%	21%
Male	26%	24%	25%	28%	29%
Female	28%	27%	28%	30%	29%
Need-Based Aid*	35%	33%	33%	36%	34%

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

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	**37%**	**24%**	**27%**	**34%**	**36%**
American Indian or Alaska Native	41%	*	20%	46%	45%
Asian	43%	19%	13%	30%	27%
Black or African American	*	24%	*	33%	23%
Hispanic or Latino	45%	38%	38%	30%	33%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	37%	24%	28%	37%	38%
System Rate^: Overall	27%	26%	27%	29%	29%
American Indian or Alaska Native	25%	27%	29%	29%	25%
Asian	26%	24%	25%	29%	28%
Black or African American	24%	24%	22%	25%	27%
Hispanic or Latino	28%	30%	30%	32%	34%
Native Hawaiian or Other Pacific Islander	25%	25%	26%	31%	30%
White	28%	27%	28%	30%	30%

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

Key Performance Indicator: <u>College Level English & Math Completion</u>

(Mission Fulfillment = meet system rate across all demographic categories)
(Stretch Goal = exceed system rate across all demographic categories)

Table 8a: College Level Math Completion in First Year (Professional Technical Students Only)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	**23%**	**28%**	**26%**	**24%**	**13%**
Full-time	29%	35%	40%	31%	15%
Part-time	17%	21%	13%	18%	12%
Male	19%	28%	36%	20%	11%
Female	25%	28%	23%	26%	13%
Need-Based Aid*	25%	28%	32%	25%	11%
System Rate^: Overall	17%	17%	19%	19%	21%
Full-time	21%	21%	22%	23%	25%
Part-time	12%	12%	13%	13%	16%
Male	19%	18%	20%	20%	22%
Female	16%	16%	18%	19%	21%
Need-Based Aid*	20%	21%	22%	23%	25%

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

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	**23%**	**28%**	**26%**	**24%**	**13%**
American Indian or Alaska Native	6%	*	20%	23%	9%
Asian	14%	38%	40%	15%	36%
Black or African American	*	12%	*	17%	8%
Hispanic or Latino	32%	21%	26%	21%	10%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	24%	27%	27%	25%	14%
System Rate^: Overall	17%	17%	19%	19%	21%
American Indian or Alaska Native	15%	16%	16%	18%	17%
Asian	20%	17%	18%	22%	22%
Black or African American	11%	12%	14%	14%	18%
Hispanic or Latino	15%	17%	19%	18%	22%
Native Hawaiian or Other Pacific Islander	14%	16%	17%	20%	22%
White	19%	19%	20%	21%	22%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. 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: Economic Development

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 2020-21 (including 18 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	2016-17	2017-18	2018-19	2019-20	2020-21
Percent indicating that overall expectations were met or exceeded.	98%	98%	99%*	99%**	94%

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."

- Although the pandemic seriously impacted the number of respondents in 2020-21, satisfaction was high among those who completed an evaluation.

EDUCATION, TRAINING AND TESTING ACTIVITIES

Table 10: Continuing Education Enrollment: Duplicated Headcount

2016-17	2017-18	2018-19	2019-20	2020-21	1 yr Δ	5 yr Δ
2,018	2,109	1,842	892	341	-62%	-83%

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 and less classes were offered in the 2020-21 years.

Table 11: Other Testing Exams: Duplicated Headcount

Exam	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-Employment Testing (Work Keys)	455	332	385	130	169
NREMT (EMT Test)	166	165	159	31	55
Educator Licensing Exams (NES, West-B, ORELA)	232	289	304	115	248
Automotive Service Excellence (ASE)	206	125	154	43	2
ASE Student Entry-Level Certification	*	*	26	11	21
CLEP (Prior Learning Assessment)	25	45	23	15	1
Certiport (Microsoft Office Certification)	251	200	202	93	2
Pesticide Testing (Washington State Department of Agriculture)	327	379	455	62	0
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	41	41	45	24	12
ParaPro (certification exam for paraprofessional educators)	103	91	84	61	3
Castle Worldwide (ACE certification, BPS, certification, and others)	17	17	14	10	2
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	*	*	15	4	173
GED Passer Reports	97	100	87	45	26

Source: Fact Book/Testing Office. *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
Workforce & Economic Development Monitoring Report
Analysis from the Review Team

Members include: Merry Bond & Tamra Gilchrist, co-chairs, Leszek Cromwell, Dana Cummings, Sarah Griffith, Heidi Hamer, Mary Harris, Elissa Loren, Jamie Nelson, Anita Quirk, Connie Ramos, Stefan Rijnhart, David Rosi, Dan Ruiz, Vicky Soladey, Stefanee Sorgenfrei, Dani Trimble, Nonnie Weaver, Ann Williamson.

1) **Based on the data in this report, what are LCC's strengths in providing workforce preparation and economic development?**
   - Student performance actually increased during the pandemic.
   - We've recently added more clinical sites for the nursing program.
   - The fact that enrollment in Chemical Dependency Studies is relatively flat is a strength, considering that most similar programs are down in enrollment (at other institutions). The same is true for medical assisting.
   - Even though we had a slight decrease in the most recent year, we have maintained relatively high worker retraining enrollment compared to the rest of the state (note: the comparison to the rest of the state is not included in this report).
   - English completion in the first year is well above the state average.
   - New BAS programs are resulting in increased enrollment in related disciplines, e.g. Education and Early Childhood Education.
   - Although response rates were slightly down for the employer survey, most likely due to the pandemic, the strong employer satisfaction results reflect our positive relationships with workforce partners in the community.
   - Pass rates for exams like NES and Early Childhood are high.
   - Although the employment rate is down slightly from the prior year, we exceeded the state rate.
   - In terms of student performance, there are notable increases for economically disadvantaged and students of color from the prior year.
   - We are doing a good job of building workforce pathways that also allow students to transfer.
   - Looking at workforce degrees and transfer requirements to ensure that students have multiple options when they leave (good at building workforce pathways that also transfer). Every program now has a transfer pathway.

2) **Based on the data in this report, what are LCC's weaknesses in providing workforce preparation and economic development?**
   - The proportion of LCC students achieving college level math in year one is a weakness, particularly in the most recent year.
   - The downward trend in overall enrollment in professional/technical programs is a weakness.
   - The decline in contract training and other non-credit corporate training, although likely due to the pandemic, is concerning.
   - There are some gaps with our disaggregated data. For example, the placement rate for students of color is lower than the overall rate (and lower than the state rate) in

the most recent year. The placement rate for males is also lower than both the overall and state rate.

- The low licensure rate for medical assisting in 2020 is a concern. Although we have instituted a review course and have I-BEST available for support, some students, particularly those with high test anxiety, continue to struggle. The pandemic may have negatively impacted the 2020 rate.

3) **Based on the data in this report, what are LCC's opportunities for providing workforce preparation and economic development?**

- As we went from being completely online to going back to hybrid and in-person classes, we have an opportunity to see what works best for our students, potentially increasing both flexibility for students as well as enrollment. Exploring the newer "high-flex" modality is an additional opportunity.
- We've identified $2 million in equipment needs, which creates an opportunity to identify funding sources.
- Strengthening and expanding our options for work-based learning experiences (cooperative education) will provide more students with the opportunity to work while they are going to school.
- With K-12 being back in-person, we have an opportunity to build more pathways and strengthen that pipeline.
- The number of businesses asking for apprenticeship pathways is increasing.
- We are seeing an increase with criminal justice students who are interested in bachelor and master's pathways, which creates an opportunity to increase program options for those students (such as the BAS-OLTM pathway option).
- We have an opportunity to continue to explore more baccalaureate degree options to better serve the workforce needs of the community, and increase enrollment.

4) **Based on the data in this report, what are LCC's threats for providing workforce preparation and economic development?**

- Inflation is a threat; specifically to equipment needed for the new vocational building and for some programs such as auto and diesel that have fuel as an ongoing program cost.
- Higher fuel costs also may limit the ability of some students to travel to campus, which could impact enrollment.
- The current environment in the healthcare industry, including burnout and other stressful conditions caused by the pandemic and new legal challenges for healthcare workers, is a threat. It may cause some prospective students to rethink their career plans. Burnout is also an increasing issue for the early childhood education industry.
- Low wages in the field is a challenge for medical assisting enrollment.
- An acceleration of apprenticeship pathways being developed by entities that are not accredited is a threat. For example, PeaceHealth is currently advertising for their own medical assistant apprentices.
- A related threat is an increasing need to respond to employers who are looking for justification from LCC about why our pathways (which may be longer than non-accredited options) will provide them with workers who are better prepared.

Board Plus/Delta

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

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Preparation for College Level Studies
Monitoring Report

2017 – 2021
(Cycle 23)

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

April 20, 2022

Preparation for College Level Studies

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 Preparation for College Level Studies 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 Preparation for College Level Studies Precollege Monitoring Report include:

- Faculty collaborated on a new Math 88/98 pathway to save Science, Technology and Math (STEM) students credits and a quarter to get them to their first college level math class faster. Faculty continue to adapt the course to fit the needs of the students.
- College 74 (Math Success) was changed to three credits so it is consistent across all our precollege math courses. This will continue to keep withdrawal rates low.
- The English department is conducting research related to grading practices that might help to establish greater success, especially related to diversity and equity data. Two faculty members are currently piloting these practices and collecting data for review and analysis.
- With support from Student Services and the Navigate advising tool, Transitional Studies students can, for the first time, see Transitional Studies math and English courses alongside their pre-college equivalents. Transitional Studies students can work with their academic advisors to create a plan that meets their academic and financial needs; and, prior to registration, they can "drag and drop" their courses into their "Shopping Cart" for the upcoming quarter.
- In an effort to foster success and promote smooth transitions to college, Transitional Studies began offering an ABE equivalent for the College Success (College 101) course. This identical course is included in the $25/quarter Basic Skills tuition, meets the college graduation requirement, and most importantly, provides the information and resources students need to be successful as they begin their studies at LCC.
- Amid severe staffing shortages, Transitional Studies started the process of restoring CASAS placement testing required by the federal government. Pandemic related exceptions to standardized testing expired on July 1, 2021. LCC's ongoing effort to restore CASAS placement testing began at the start of winter quarter 2022.

Key Performance Indicator: Basic Skills Achievement

In recent years, LCC has reported on this KPI using the State Board for Community and Technical College's Basic Education for Adults (BEdA) Outcomes dashboard. The dashboard is currently offline with no indication of if or when it is returning. These figures identify the proportion of students who transition to college level studies by the fall following the year in which they start at LCC.

Table 1: Combined Basic Skills (ABE and ESL):
Enrolled in College Level Credits by Subsequent Fall
(Mission Fulfillment = 25% for all categories)
(Stretch Goal = 35% for all categories)

	2016-17		2017-18		2018-19		2019-20		2020-21	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
Overall	302	20%	331	15%	353	22%	318	32%	288	39%
Female	161	18%	176	15%	200	24%	177	33%	164	38%
Male	133	23%	155	15%	153	20%	134	32%	114	37%
Students of Color	144	7%	128	12%	169	12%	129	25%	97	28%

Source: IR Data Warehouse, ABE-ESL Combined cohorts, Student table for student demographics, Transcripts for enrolled in college level credits.

Note: All figures updated from previous monitoring report due to change in data source as SBCTC BEdA Outcomes Dashboard is not available.

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)

	2016-17	2017-18	2018-19	2019-20	2020-21
All students - proportion receiving 2.0 (C) or better *excluding withdrawals*	76.4%	72.9%	73.0%	72.3%	78.1%
Male	*	*	*	74.6%	81.3%
Female	*	*	*	75.0%	84.3%
Students of Color	*	*	*	72.9%	78.0%
Received need-based aid	*	*	*	72.0%	85.6%
All students - withdrawal rate	4.3%	5.3%	6.4%	11.0%	5.9%
Male	*	*	*	12.0%	6.7%
Female	*	*	*	11.1%	5.8%
Students of Color	*	*	*	17.0%	4.3%
Received need-based aid	*	*	*	10.8%	7.2%

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). As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).
*Data not available.
Note: The "All students" rates come from manually adding the fall, winter, and spring rates from the quarterly precollege math report. The quarterly report doesn't include disaggregation, so the disaggregated rates are pulled after the year is over from the SBCTC Data Warehouse Transcripts table.

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)

	2016-17	2017-18	2018-19	2019-20	2020-21
All students - proportion receiving 2.0 (C) or better *excluding withdrawals*	70.5%	64.1%	69.6%	68.4%	68.7%
Male	*	*	*	73.2%	74.4%
Female	*	*	*	67.0%	79.2%
Students of Color	*	*	*	65.8%	73.8%
Received need-based aid	*	*	*	63.6%	75.6%
All students - withdrawal rate	5.5%	9.0%	8.7%	16.0%	16.6%
Male	*	*	*	8.8%	13.3%
Female	*	*	*	20.2%	20.0%
Students of Color	*	*	*	20.8%	16.0%
Received need-based aid	*	*	*	18.2%	21.2%

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).

*Data not available.

Note: The "All students" rates come from manually adding the fall, winter, and spring rates from the quarterly precollege English report. The quarterly report doesn't include disaggregation, so the disaggregated rates are pulled after the year is over from the SBCTC Data Warehouse Transcripts table.

- 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)

	2016-17	2017-18	2018-19	2019-20	2020-21
Total number of all students who successfully completed a precollege math class	373	298	263	133	124
Proportion of those students who went on to a college level course listed above	**51.2%**	**48.3%**	**56.3%**	**66.9%**	**62.9%**
Male	*	*	*	57.1%	57.7%
Female	*	*	*	71.4%	64.2%
Students of Color	*	*	*	60.0%	60.7%
Received need based aid	*	*	*	65.1%	59.7%
Proportion of those students who withdrew from their college level course	**7.9%**	**4.9%**	**10.8%**	**12.4%**	**12.8%**
Male	*	*	*	12.5%	26.7%
Female	*	*	*	12.3%	8.2%
Students of Color	*	*	*	13.3%	17.6%
Received need based aid	*	*	*	14.8%	12.5%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	**83.2%**	**82.6%**	**74.3%**	**76.4%**	**76.9%**
Male	*	*	*	79.2%	73.3%
Female	*	*	*	75.4%	80.3%
Students of Color	*	*	*	66.7%	70.6%
Received need based aid	*	*	*	66.7%	75.0%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege 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). *Data not available.

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)

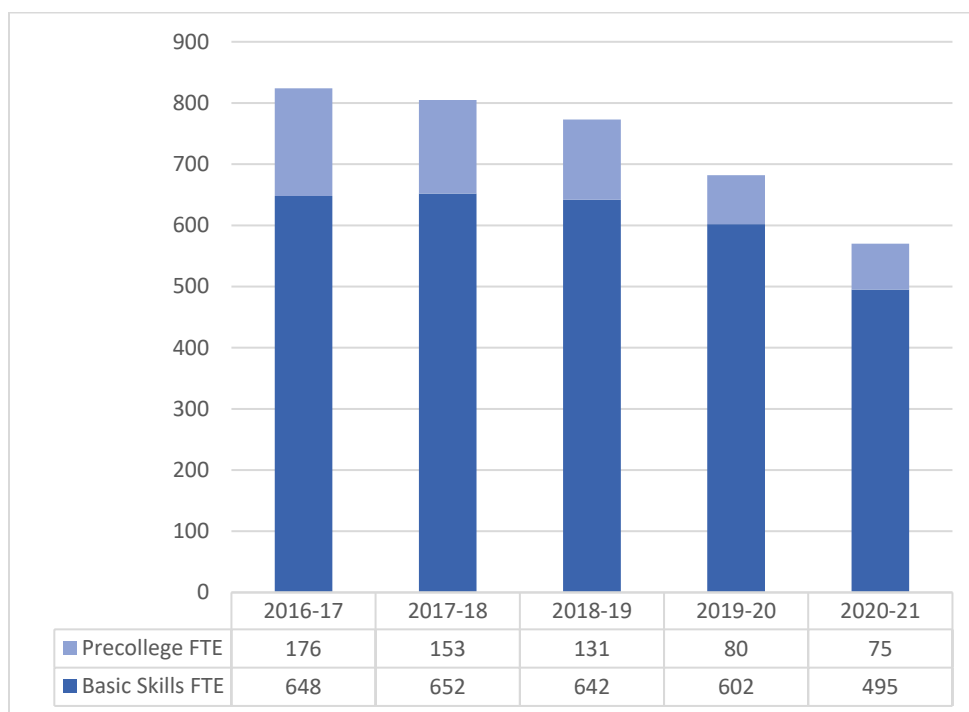|	2016-17	2017-18	2018-19	2019-20	2020-21
Total number of all students who successfully completed a precollege English class	115	68	70	40	45
Proportion of those students who went on to a college level course listed above	65.2%	61.8%	67.1%	77.5%	73.3%
Male	*	*	*	64.3%	69.2%
Female	*	*	*	84.6%	75.9%
Students of Color	*	*	*	75.0%	64.3%
Received need based aid	*	*	*	82.1%	75.0%
Proportion of those students who withdrew from their college level course	6.7%	14.3%	10.6%	6.5%	15.2%
Male	*	*	*	11.1%	33.3%
Female	*	*	*	4.5%	9.1%
Students of Color	*	*	*	22.2%	33.3%
Received need based aid	*	*	*	8.7%	16.7%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	76.0%	76.2%	70.2%	74.2%	81.8%
Male	*	*	*	66.7%	66.7%
Female	*	*	*	77.3%	86.4%
Students of Color	*	*	*	55.6%	77.8%
Received need based aid	*	*	*	78.3%	83.3%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege 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). *Data not available.

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)

	2016-17	2017-18	2018-19	2019-20	2020-21
Precollege FTE	176	153	131	80	75
Basic Skills FTE	648	652	642	602	495

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

|	2016-17	2017-18	2018-19	2019-20	2020-21
CEO Student Headcount	245	238	224	138	86
Total Annual High School Completions	49	56	56	41	19
High School Plus Student Headcount	205	161	136	93	89
Total Annual High School Completions	60	57	47	42	22
Open Doors Student Headcount	-	-	-	54	86
Total Annual High School Completions	-	-	-	*	*
I-BEST Student Headcount	203	225	293	315	370
Total Annual Certificate/Degree Completions	101	69	107	62	67

Source: Data Warehouse Headcount tables and Completion table. High school completions include GED.
* Open Doors program began in winter 2020. Completions for Open Doors are not counted by LCC.

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

	2016-17	2017-18	2018-19	2019-20	2020-21
Open Doors FTE				28	60
CEO FTE	244	214	184	175	81
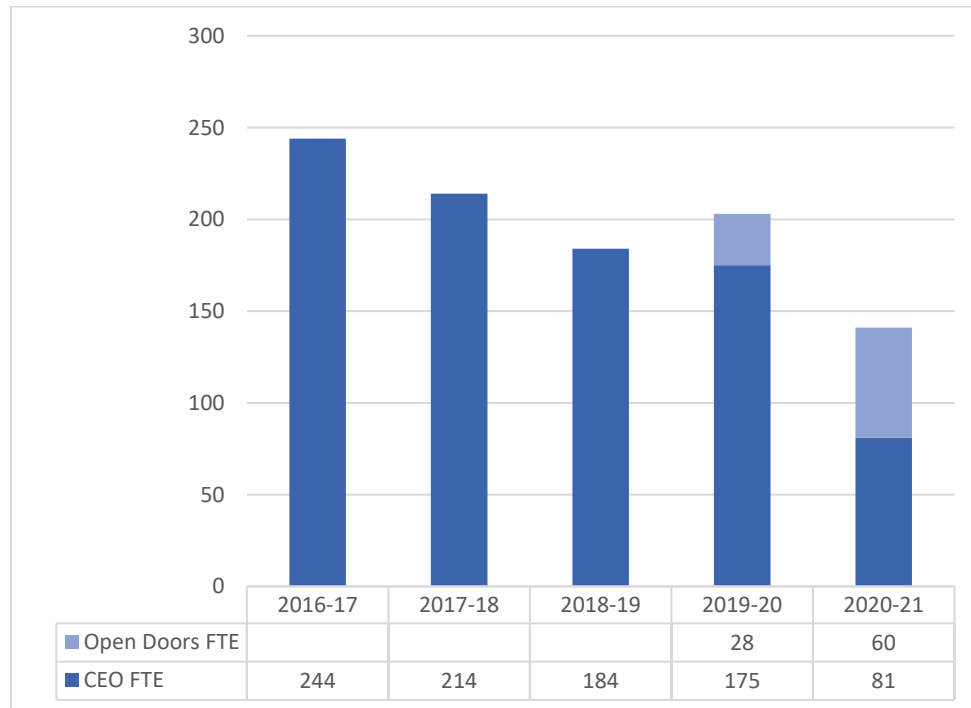
Data Source: Final weekly enrollment reports.

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

Preparation for College Level Studies 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, Emily Gardner, Catie Graham, Janell Haynes-Hughes, Rachel Mistic, Ariana Muro, Serena Murray, 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 preparation for college level studies?**
   - Over 75% of precollege math students who move on pass their first college level math class, which is a strength.
   - The proportion of precollege English students who passed their first college level English course increased substantially in 2020-21, to nearly 82% in 2020-21. In the disaggregated data, there was a substantial increase between 2019-20 and 2020-21 in the proportion of students of color passing their first college level English course. These data points indicate continued growth and success throughout the pandemic.
   - The growth rate of the Integrated Basic Education and Skills Training (I-BEST) program is impressive, particularly given that overall enrollment is down.
   - Suspension of CASAS testing requirements during the pandemic has been a strength.
   - Overall, we are meeting our mission fulfillment for Basic Education for Adults and success in precollege English, and our stretch goal for success in precollege math.
   - There is a large increase in the proportion of Adult Basic Education and English as a Second Language students moving on to college level classes. At least part of the change can be attributed to the addition of an Integrated English Literacy and Civics Education Navigator on staff.

2) **Based on the data in this report, what are LCC's weaknesses in providing students with preparation for college level studies?**

   - The proportion of precollege math students who move on to college level math in a timely way is a weakness. There are potentially multiple reasons for this, such as fear, advising, or lack of options. With lower enrollment, there are fewer class options, which further compounds the issue.
   - The withdrawal rate for males who started in precollege from their first college math class, at nearly 27%, is concerning.
   - Elevated withdrawal rates in precollege English are a concern.
   - Males and students of color are withdrawing from their first college level English course at higher rates than other groups.

3) **Based on the data in this report, what are LCC's opportunities for providing students with preparation for college level studies?**

   - Many courses were forced to go online during the pandemic, including Math 87/97 which was adapted to a synchronous format on Zoom. There is a need and potential to further adapt the course to be fully online, which can be done without compromising the group work that makes the course so successful.

- We have an opportunity to help males and students of color in precollege classes achieve higher success rates. Faculty and staff need concrete, specific action steps based on research to help these students. Also, given the pandemic and other stressful societal ongoing events, there's a true opportunity for mental health support for students, and for faculty and staff who work with precollege students.
- Additional training for faculty and staff to better support students of color is an opportunity supported by the college's diversity, equity and inclusion initiatives.
- Although the I-BEST population has increased substantially, completion rates have not. There may be an opportunity to increase flexibility between online and in-person offerings to better support students toward completion.
- The ability to administer CASAS (Basic Skills) testing to students from their homes would be a major opportunity for the college. Although it would require some technology (such as a camera to facilitate proctoring), the reality is that some students don't want to come in to do the testing in person.
- The ability to reduce the waiting period for CASAS testing would be beneficial to students, so they can join ongoing classes more quickly.
- Currently LCC has articulation agreements between Adult Basic Education and college level math. Streamlining the process, including changing the requirement that students wait for grades to be posted before they can register, would support student success. Better aligning the course numbers would also be beneficial.
- We have an opportunity to combine our youth reengagement programs (Open Doors and CEO) under one umbrella could bring cost savings and increased collaboration.

4) **Based on the data in this report, what are LCC's threats for providing students with preparation for college level studies?**
   - The biggest ongoing threat is enrollment and Covid. With such low enrollment, students do not always have the course options they need to be successful.
   - It's a potential threat that many students have come to expect online course options that make taking classes "easier." However, the online format is not always best for student success. This is also true for students who have no choice other than online classes due to multiple life responsibilities. This can be compounded if the student lacks basic technology skills. We need better tools to help our students choose the modality that will best promote their success.
   - Threats include the ongoing pandemic issues, increased job opportunities and also the economic effects of inflation. Higher cost for gas, food, and housing are or could affect student attendance and success. Many students attempt to juggle excessive work and family responsibilities, in addition to other pressures such as addiction recovery. This creates an unsustainable profile for student success.
   - LCC's aging technology is a threat. Although we were able to check out a lot of equipment during the pandemic to help our students, many of the machines are old and in need of repair.
   - In Basic Skills, there are substantial numbers of students with learning disabilities, mental health issues such as anxiety, health issues such as poor vision, etc. Faculty can spend a significant amount of time on non-academic support, which can detract from instruction.

- A reduction in workforce funding to pay hourly workers in the Basic Skills area (who complete tasks such as CASAS testing) is a threat.
- Increases in state requirements regarding the number of credits needed for the high school diploma is a potential threat, although mitigated somewhat by the fact that the college's classes are competency based.

Board Plus/Delta

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

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Academic Transfer Monitoring Report

2017 – 2021

(Cycle 23)

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

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

February 16, 2022

Academic 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 Academic 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
- College level English and math completion

Transfer enrollment data is also included in this report.

Some of the actions that have come about as a result of past reviews of the Academic Transfer Monitoring Report include:

- Guided Pathways: Block schedule development has progressed to implementation with a pilot run Spring 2022. The 2022-2023 class schedule utilizing the new block has been created by faculty and deans.
- English faculty have joined an initiative with the SBCTC to develop and review antiracist curriculum for ENGL& 101 courses across the state of Washington.
- English faculty are working on redesigning ENGL 104. This is a course that focuses on reading, writing, and grammar. This course is being developed with feedback from Nursing and Education to help prepare students for the WEST-B and TEAS tests. It could also function as part of the remediation process for Education students needing additional support.
- Music and Social Science faculty are working with liaison advisors to pilot the new advising redesign project.
- Several science faculty have been active in the state Communities of Practice, including providing leadership at the state level in the Biology Community of Practice.
- Math has continued work on curricular alignment per the College Spark grant.
  - Shortened math pathway to calculus implemented in fall 2021.
  - Revised placement and updated placement refresher courses have also been implemented.
  - Biweekly community of practice meetings held to discuss pedagogy and technology use in mathematics courses.
- Through the Lower Columbia Regional University Center partnerships and development of Bachelor of Applied Science (BAS) degrees, LCC continued progress toward the overall strategy of raising the bachelor degree attainment

rate. A new partnership with Franklin University was established and 3+1 articulation agreements created in several areas including Accounting, Medical Office Administration, Business Management, Criminal Justice, Information Technology/Cyber Security, and Psychology.

- LCC's BAS programs remained strong despite the challenges with the pandemic.
  - BAS-TE (Bachelor of Applied Science in Teacher Education) cohort #1: 19 students graduated or are still enrolled in the program
  - BAS-TE cohort #2: 20 students are currently enrolled
  - BAS-OLTM (Bachelor of Applied Science in Organizational Leadership and Technical Management) launched fall 2021 with 20 students.
- As part of the self-reflection "to-do" items in the college's 2021 Mid-Cycle Evaluation, the Instructional Assessment Committee and Instructional Council replaced the "Interpersonal Relations" outcomes and rubric with the more widely vetted "Teamwork" outcomes and rubric from the American Association of Colleges and Universities. Faculty believe the "Teamwork" outcomes are more measurable and will result in more actionable results.

<p style="text-align:center">Key Performance Indicator: <u>Student Performance</u></p>
<p style="text-align:center">(Mission Fulfillment = 78% for all categories)</p>
<p style="text-align:center">(Stretch Goal = 85% for all categories)</p>

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

	2016-17	2017-18	2018-19	2019-20	2020-21
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 *.	84.3%	82.6%	81.1%	80.3%	82.0%
Male	83.9%	81.4%	77.4%	78.2%	81.2%
Female	85.0%	83.7%	83.1%	81.5%	82.7%
Students of Color	83.3%	82.8%	76.4%	76.0%	80.1%
Economically Disadvantaged	80.5%	81.2%	77.6%	78.0%	79.7%

Source: Fact book; Select Kind of Student = T from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X or NA; select dept_div, course num, gr, item and yrq; link to Class table using item and yrq to select INSTIT_INTENT_RECAT = "A" (Academic Courses) from Class table. Note: as of 2017-18, P grades included as successful grade.

- The proportion of students successfully completing academic transfer courses increased in 2020-21.

<p style="text-align:center">Key Performance Indicator:</p>
<p style="text-align:center"><u>Demonstration of General Education Outcomes (Global Skills)</u></p>
<p style="text-align:center">(Mission Fulfillment = 3.0)</p>
<p style="text-align:center">(Stretch Goal = 3.8)</p>

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

	2016-17	2017-18	2018-19	2019-20	2020-21
Communication	2.9	--	--	--	--
Critical Thinking	--	--	--	*	3.4
Quantitative Literacy (Numeracy)	--	3.1	3.1**	--	--
Teamwork	--	--	--	--	--

*Summer Assessment Institute canceled due to COVID-19 pandemic **Category repeated in subsequent year due to adoption of new rubric/outcomes

- Global Skills for academic transfer programs are assessed at an annual Summer Assessment Institute, using randomly selected artifacts contributed by faculty. Scores are based on rubrics ranging from one (low) to five (high). Faculty evaluators for the institutes are selected via a competitive application process designed to represent as many different disciplines as possible each year.
- Teamwork will be assessed in 2021-22.

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.

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).

Teamwork-- individual behaviors that facilitate a team's ability to achieve a desired goal or outcome.
A. Students will make individual contributions to the team.
B. Students will facilitate the contributions of team members.
C. Students will foster a constructive team climate.
D. Students will respond constructively to conflict.

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.*

***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).*

***Teamwork*-- *individual behaviors that facilitate a team's ability to achieve a desired goal or outcome.*
   A. *Students will make individual contributions to the team.*
   B. *Students will facilitate the contributions of team members.*
   C. *Students will foster a constructive team climate.*
   D. *Students will respond constructively to conflict.*

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

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

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

Cohort year	2015-16	2016-17	2017-18	2018-19	2019-20
LCC Rate: Overall	**52%**	**55%**	**51%**	**53%**	**52%**
System Rate^: Overall	46%	47%	47%	47%	49%
LCC Rate: Female	55%	55%	53%	57%	51%
System Rate^: Female	47%	49%	48%	50%	52%
LCC Rate: Male	49%	53%	47%	44%	53%
System Rate^: Male	44%	44%	45%	45%	46%
LCC Rate: Students of Color	49%	60%	49%	44%	49%
System Rate^: Students of Color	44%	45%	45%	47%	48%
LCC Rate: Received Need-Based Aid	44%	41%	39%	34%	37%
System Rate^: Received Need-Based Aid	40%	40%	41%	42%	39%

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.

(Mission Fulfillment = within five percentage points of system rate for all categories)
(Stretch Goal = meet or exceed system rate for all categories)

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

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

Cohort year	2013-14	2014-15	2015-16	2016-17	2017-18
LCC Rate: Overall	**38%**	**36%**	**38%**	**40%**	**34%**
System Rate^: Overall	37%	38%	39%	39%	37%
LCC Rate: Female	39%	39%	40%	45%	38%
System Rate^: Female	39%	40%	41%	41%	39%
LCC Rate: Male	37%	31%	35%	31%	28%
System Rate^: Male	36%	36%	37%	36%	35%
LCC Rate: Students of Color	31%	35%	41%	46%	29%
System Rate^: Students of Color	34%	36%	37%	36%	35%
LCC Rate: Received Need-Based Aid	26%	23%	25%	24%	24%
System Rate^: Received Need-Based Aid	26%	25%	27%	26%	24%

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.
^All Other Colleges.

Table 5: Where Did They Go?
Transfer destinations of students enrolled in 2020-21 (all transfer students)

- Arizona Christian University (5)
- Arizona State University (5)
- Bellevue College* (1)
- Bellevue University (2)
- Bismarck State College (1)
- Boise State University (7)
- Boston University (1)
- Briar Cliff University, IA (1)
- Brigham Young University (6)
- Bushnell University, OR (2)
- Central Washington University (21)
- Centralia College* (5)
- Chamberlain University (2)
- Champlain College, VT (1)
- Clover Park Technical College* (1)
- Columbia Basin College* (1)
- Concordia University (2)
- Conservatory of Music of Puerto Rico (1)
- Cottey College, MO (1)
- Dixie State University, UT (1)
- Eastern Kentucky University (1)
- Eastern Oregon University (2)
- Eastern Washington University (4)
- George Fox University (1)
- Gonzaga University (1)
- Grand Canyon University (10)
- Holy Names University, CA (1)
- Idaho State University (1)
- Indiana State University (2)
- Lewis & Clark College of Arts & Sciences (1)
- Life University, GA (1)
- Linfield University (1)
- Lipscomb University, TN (1)
- Lock Haven University, PA (1)
- Marshall University Huntington (1)
- Michigan State University (2)
- Missouri University of Science and Technology (1)
- Montana State University - Bozeman (4)
- Multnomah University (2)
- North Seattle College* (1)
- Northwest Nazarene University (2)

- Norwich University, VT (1)
- Olympic College* (1)
- Oregon Institute of Technology (2)
- Oregon State University (5)
- Ottawa University - Ottawa, KS (1)
- Portland State University (5)
- Quinnipiac University, CT (1)
- Regent University, VA (1)
- Saint Martin's University (4)
- Santa Fe College, FL (1)
- Seattle Pacific University (3)
- Seattle University (2)
- South Seattle College* (1)
- Southern New Hampshire (3)
- The Evergreen State College (4)
- University of Alaska - Fairbanks (1)
- University of Arizona (2)
- University of Hartford (1)
- University of Hawaii at Hilo (1)
- University of Hawaii at Manoa (1)
- University of Idaho (2)
- University of Jamestown, ND (2)
- University of Massachusetts at Amherst (1)
- University of Michigan (1)
- University of Montana (1)
- University of Nevada Las Vegas (1)
- University of Oreg0n (1)
- University of Providence (1)
- University of San Diego (1)
- University of South Carolina Upstate (1)
- University of Texas Arlington (1)
- University of Washington - Seattle (25)
- Walla Walla University (1)
- Warner Pacific College (6)
- Washington State University (67)
- West Coast University - Dallas (1)
- West Texas A&M University (1)
- Western Governors University (21)
- Western Washington University (10)
- Whitworth University (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	2020-21
Grad Rate of LCC transfer students at transfer institutions	51.0%	62.9%	62.0%	67.3%	65.8%

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

	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated headcount, all funding sources	1980	1997	2000	1959	1748
Transfer student population as a percent of all students	30%	29%	31%	33%	39%
FTE by institutional intent (fall quarter, state funded)	917	989	969	978	795
FTE as percent of institutional FTE (fall quarter, state funded)	41%	43%	45%	45%	45%
Transfer associate degrees granted	455	437	459	401	451

Data Source: FACT BOOK, Data Warehouse, Registration Office for degrees granted; FTE – Class Table (FTES_State, YRQ, Dept_Div, Course_Num, Item, Instit_Intent_Recat = A)

- Headcount and FTE of transfer students decreased in 2020-21, although there was an increase in transfer associated degrees granted.
- The decline in transfer student enrollment in 2019-20 and 2020-21 was likely due to the COVID-19 pandemic, although it should be noted that the transfer student population as a percent of all students increased substantially in 2020-21.
- Disruptions in spring quarter 2020 due to the COVID-19 pandemic likely caused a dip in the number of transfer associate degrees granted that year.

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

Table 8a: College Level English Completion in First Year (Transfer Students Only)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	**69%**	**64%**	**66%**	**69%**	**65%**
Full-time	78%	71%	71%	76%	78%
Part-time	49%	46%	54%	45%	39%
Male	65%	63%	61%	67%	65%
Female	72%	64%	68%	71%	63%
Need-Based Aid*	51%	43%	46%	59%	49%
System Rate^: Overall	60%	57%	61%	62%	63%
Full-time	70%	68%	71%	72%	73%
Part-time	45%	42%	46%	46%	45%
Male	58%	55%	59%	60%	63%
Female	63%	59%	63%	64%	63%
Need-Based Aid*	52%	50%	51%	50%	51%

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

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	**69%**	**64%**	**66%**	**69%**	**65%**
American Indian or Alaska Native	50%	50%	56%	66%	70%
Asian	83%	62%	54%	46%	65%
Black or African American	42%	48%	46%	80%	68%
Hispanic or Latino	89%	67%	65%	78%	56%
Native Hawaiian or Other Pacific Islander	*	*	*	*	57%
White	68%	66%	67%	70%	67%
System Rate^: Overall	60%	57%	61%	62%	63%
American Indian or Alaska Native	51%	50%	54%	52%	56%
Asian	66%	60%	65%	68%	69%
Black or African American	52%	49%	54%	56%	57%
Hispanic or Latino	58%	56%	59%	60%	60%
Native Hawaiian or Other Pacific Islander	55%	56%	58%	58%	64%
White	61%	59%	62%	63%	64%

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

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

Table 9a: College Level Math Completion in First Year (Transfer Students Only)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	**31%**	**29%**	**29%**	**33%**	**28%**
Full-time	38%	35%	34%	37%	34%
Part-time	16%	15%	16%	21%	17%
Male	35%	31%	28%	41%	31%
Female	28%	28%	29%	28%	27%
Need-Based Aid*	22%	26%	23%	27%	21%
System Rate^: Overall	32%	33%	34%	36%	38%
Full-time	39%	40%	41%	43%	46%
Part-time	22%	23%	23%	23%	25%
Male	35%	36%	37%	39%	41%
Female	31%	31%	32%	33%	36%
Need-Based Aid*	27%	29%	30%	32%	36%

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

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	**31%**	**29%**	**29%**	**33%**	**28%**
American Indian or Alaska Native	25%	32%	24%	31%	25%
Asian	56%	33%	43%	21%	31%
Black or African American	42%	17%	17%	27%	16%
Hispanic or Latino	32%	21%	17%	35%	23%
Native Hawaiian or Other Pacific Islander	*	*	*	*	14%
White	30%	30%	29%	33%	29%
System Rate^: Overall	32%	33%	34%	36%	38%
American Indian or Alaska Native	22%	24%	30%	29%	29%
Asian	44%	45%	47%	48%	49%
Black or African American	23%	22%	25%	26%	29%
Hispanic or Latino	25%	27%	28%	29%	32%
Native Hawaiian or Other Pacific Islander	30%	27%	27%	29%	36%
White	33%	34%	34%	36%	38%

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

Academic Transfer Monitoring Report
Analysis from the Review Team

Members include: Stefanie Gilberti and Karen Joiner, co-chairs, Cathy Bakamus, Alex Brehm, Rob Davis, Dawn Draus, Jim Franz, Traci Fuller, Mary Hebert, Devin Hendricks, Lindsay Keevy, Louis LaPierre, Allison McCrady, John Melink, Joanna Mosser, Lucas Myers, Mavourneen Rister, Jim Stanley, Maggie Stuart, Ian Triana, Annette Ward.

1. **Based on the data in this report, what are LCC's strengths in providing transfer education?**
   - The number of degrees awarded is up, even though enrollment is down.
   - The graduation rate of LCC students at transfer institutions is high, and trending up.
   - We are consistently above the system rate in terms of students achieving 45 college level credits.
   - Our rate of attainment for college level English in year one is slightly above the system rate.
   - LCC transfer students are performing well academically.
   - The number of students transferring to Washington State University is high, providing evidence of the strength of our relationship with our closest university partner.

2. **Based on the data in this report, what are LCC's weaknesses in providing transfer education?**
   - In the most recent year, attainment of college level math in year one is well below the system rate. The numbers are particularly low for our Black, African American, Native Hawaiian and Pacific Islander students.
   - Institutional equity gaps for students of color are apparent across several metrics, including student performance, transfer readiness, and academic transfer rate.
   - Students who choose to attend on a part-time basis generally have lower transfer attainment rates than students who attend full-time.
   - LCC's current transfer rate is somewhat below the system rate, although that is not the case for all years displayed in the report.

3. **Based on the data in this report, what are LCC's opportunities for providing students transfer education?**
   - Although the list of transfer institutions is robust, would like to see more LCC students going to highly selective universities.
   - Although the attainment rate of college level math in year one fell substantially in the most current year for which we have data, we have an opportunity to turn it around through a variety of Guided Pathways initiatives including development of math pathways and program maps. College level math and English in year one has been selected as one of two Guided Pathways areas of focus for the 2022-23 academic year.

- Through Guided Pathways and other initiatives, we have an opportunity to identify interventions to put in place throughout the student lifecycle to increase transfer attainment rates.
- A fairly steady decline in attainment of college level English in year one with our Hispanic/Latino students creates an opportunity to implement targeted interventions to support that population.

4. **Based on the data in this report, what are LCC's threats for providing students transfer education?**
   - Declining enrollment, due at least in part to the pandemic, is a threat to stability.
   - The pandemic also poses a threat in other ways, such as increased challenges with understanding what instructional modalities our students want and need. Lower enrollments also make it more difficult to offer multiple modalities.
   - Another pandemic-related threat is not knowing what students may have missed out on in middle and high school. This may pose particular challenges to our attainment rates for college level math and English in year one in future years.
   - There are some indications that students receiving need-based aid have been disproportionately affected by the pandemic, as evidenced by outcomes such as transfer readiness and academic transfer rate.

Board Plus/Delta

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

+	Δ

Student Access, Support & Completion Monitoring Report

2017 – 2021

(Cycle 23)

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 15, 2021

Student 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 Student Access & Completion Monitoring Report include:
- Participation rates
- Enrollment
- Student persistence
- Student completion
- Student satisfaction with support services
- Faculty-student engagement
- Student/graduate satisfaction with instruction

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

- LCC received three rounds of federal stimulus funding during the pandemic, and combined with additional local, state, and federal **emergency funding assistance**, the college distributed over $1,284,000 to students in academic year 2020-2021. Emergency aid awards support housing, food, transportation, utilities, child care, technology, health and tuition assistance.
- LCC received a two-year competitive state grant, ***Supporting Students Experiencing Homelessness (SSEH)***. Through the grant, the college provides a variety of accommodations for students, including access to laundry facilities, storage and lockers, showers, technology, short-term housing or housing assistance, food banks and meals, and case management services.
- As part of the college's Guided Pathways efforts, LCC piloted its **advising redesign** to enhance proactive and comprehensive advising services by providing professional advising and faculty mentors to all degree seeking students. The aim of the redesign is to improve retention, job placement, and transfer rates. The Social Science and Music faculty kicked off the pilot project with the STEM pathway following this spring. The college also launched the **Academic Advising Tool** in Navigate, which provides a dynamic, interactive process for students and their advisors to plan a quarter by quarter pathway towards completing their academic goal.
- Student Services continued to provide robust online support and services to students through the use of zoom rooms, online appointments, accessible academic forms, and more while simultaneously re-opening services for in-person support beginning in July 2021.
- LCC held its second virtual commencement in June 2021 that included a drive-thru event to cheer and celebrate its graduates.

<p align="center">**Key Performance Indicator: Participation Rates**</p>

<p align="center">**(Mission Fulfillment = 4.5%)**
(Stretch Goal = 5.5%)</p>

<p align="center">**Table 1a: Participation Rate of persons who live within the College's service district**</p>

	2016-17	2017-18	2018-19	2019-20	2020-21
Overall (service district participation rate in credit courses)	5.38%	5.37%	5.00%	5.61%	4.59%

Source: – Census Data, located at 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."

<p align="center">**Table 1b: Participation Rates by Demographics (Percent of Enrollment)**</p>

<p align="center">**(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)</p>

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Students of Color	21%	22%	24%	24%	25%
System Rate: Students of Color	37%	38%	38%	40%	42%
LCC Rate: Female	58%	60%	62%	64%	66%
System Rate: Female	50%	50%	50%	52%	54%
LCC Rate: Male	33%	32%	31%	31%	28%
System Rate: Male	42%	41%	40%	40%	39%
LCC Rate: Students with disabilities**	4%	5%	5%	6%	5%
System Rate: Students with disabilities**	4%	4%	4%	4%	4%
LCC Rate: Students Receiving Veterans Benefits	3%	2%	2%	1%	1%
System Rate: Students Receiving Veterans Benefits	3%	3%	3%	3%	2%

Source: SBCTC Enrollment Data Dashboard, located at https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx. **"Students with disabilities" rates for 2016-17 to 2019-20 changed from previous monitoring report due to change in State Board methodology. "Students with disabilities" percent is based on students who reported a disability at the accessibility office.

*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

(Mission Fulfillment for Total = 1.8%)
(Stretch Goal for Total = 2.0%)

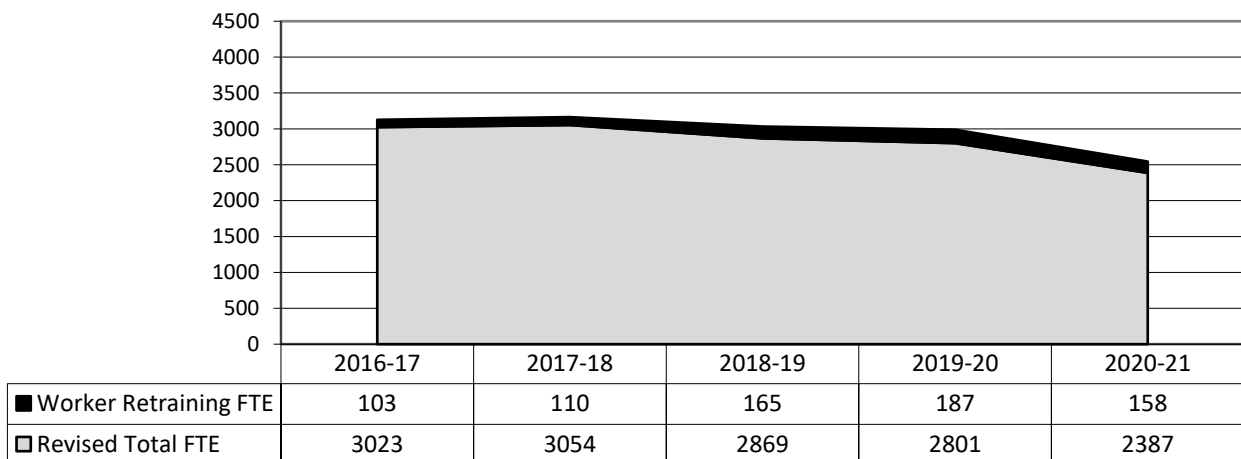**Table 2: LCC Enrollment (Percent of system, Total & State FTE)**

	2016-17	2017-18	2018-19	2019-20	2020-21
Percent of System (Total)	**1.8%**	**1.8%**	**1.8%**	**1.8%**	**1.8%**
Percent of System (State)	1.9%	1.9%	1.9%	2.0%	1.9%
Actual FTE accrued (Total)	3,126	3,164	3,034	2,988	2,545
Actual FTE accrued (State)	2,460	2,457	2,384	2,307	1,956

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)

	2016-17	2017-18	2018-19	2019-20	2020-21
■ Worker Retraining FTE	103	110	165	187	158
☐ Revised Total FTE	3023	3054	2869	2801	2387

Source: Worker Retaining FTE: SBCTC Allocation Monitoring Report.

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

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

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
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%
2020-21	885 (45%)	572 (29%)	499 (26%)	45%

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

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

	2015	2016	2017	2018	2019
Castle Rock	49%	30-39%	51%	42%	42%
Kalama	43%	52%	63%	59%*	44%
Kelso	53%	47%	46%	47%	46%
Mark Morris	63%	58%	62%	45%	49%
R A Long	62%	56%	54%	57%	55%
Toutle Lake	50%	53%	56%	61%	58%
Wahkiakum	62%	60%	52%	51%	53%
Woodland**	48%	52%	50%	50%	40%

Source: Education Research and Data Center, located at erdcdata.wa.gov/hsfb.aspx. High School Feedback Reports, Table 1.
*Kalama 2018 figure updated from previous monitoring report. **Woodland rates changed for 2015 to 2018 from previous monitoring report to exclude TEAM High School from the rate. Woodland rates only include Woodland High School.

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

	2015	2016	2017	2018	2019
Castle Rock	48%	56%	50%	51%	46%
Kalama	31%	50%	21%	28%*	44%
Kelso	58%	55%	49%	40%	54%
Mark Morris	51%	54%	53%	47%	52%
R A Long	45%	42%	47%	37%	42%
Toutle Lake	72%	42%	56%	50%	55%
Wahkiakum	43%	53%	0-20%	**	39%
Woodland	9%	9%	10%	17%	15%

Source: Education Research and Data Center, located at erdcdata.wa.gov. High School Feedback Reports, Table 1.
*Kalama 2018 figure updated from previous report. **Data not available.

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

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Castle Rock	20/81 = 25%	16/88=18%	11/90=12%	15/98=15%	12/83 = 14%
Kalama	8/63 = 13%	11/69=16%	8/61=13%	12/68=18%	16/57 = 28%
Kelso	44/303 = 15%	44/360=12%	66/311=21%	68/295=23%	60/300 = 20%
Mark Morris	46/201 = 23%	38/199=19%	44/196=22%	41/203=21%	41/165 = 25%
R.A. Long	35/186 = 19%	26/182=14%	30/193=16%	20/163=12%	20/180 = 11%
Toutle Lake	21/54 = 39%	9/41=22%	12/41=29%	16/40=40%	16/41 = 39%
Wahkiakum	2/27 = 7%	4/23=17%	4/32=13%	6/32=19%	1/56 = 2%
Woodland	3/135 = 2%	9/154=6%	8/153=5%	4/144=3%	9/133 = 7%
Total Dist.	**179/1050 = 17%**	**157/1116=14%**	**183/1077=17%**	**182/1043=17%**	**175/1015 = 17%**

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

- Running Start participation has affected this rate.
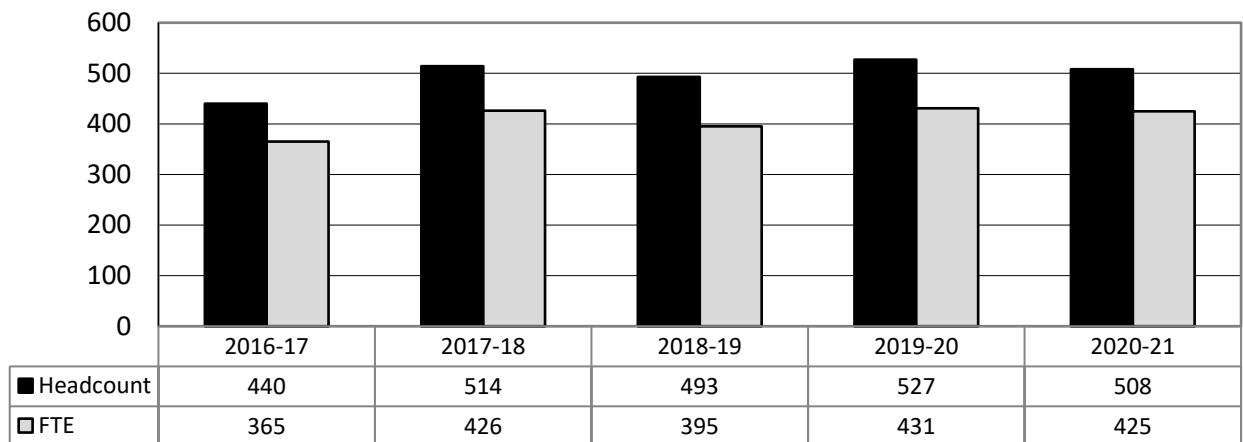
Running Start

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

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

High School	2016-17	2017-18	2018-19	2019-20	2020-21
Castle Rock	34/220 = 15%	32/222 = 14%	31/235 = 13%	36/227 = 16%	39/206 = 19%
Kalama	42/154 = 27%	59/163 = 36%	39/150 = 25%	23/155 = 15%	37/161 = 23%
Kelso	131/817 = 16%	174/856 = 20%	152/777 = 20%	119/758 = 16%	132/645 = 20%
R.A. Long	55/464 = 12%	54/438 = 12%	60/419 = 14%	71/394 = 18%	79/411 = 19%
Mark Morris	100/480 = 21%	113/493 = 23%	109/474 = 23%	132/470 = 28%	110/421 = 26%
Toutle Lake	28/105 = 27%	22/81 = 27%	27/98 = 28%	38/104 = 37%	31/97 = 32%
Wahkiakum	9/61 = 15%	8/71 = 11%	9/80 = 11%	14/102 = 14%	15/107 = 14%
Woodland	13/354 = 4%	15/354 = 4%	21/366 = 6%	28/352 = 8%	24/301 = 8%
Grand Total	**412/2655 = 16%**	**477/2678 = 18%**	**448/2608 = 17%**	**461/2562 = 18%**	**467/2349 = 20%**

Source: Fact Book.

Figure 9: LCC Annual Headcount and FTE in Running Start

	2016-17	2017-18	2018-19	2019-20	2020-21
■ Headcount	440	514	493	527	508
□ FTE	365	426	395	431	425

Source: LCC Fact Book. Note: 2019-20 FTE updated from previous Monitoring Report.

- Running Start enrollment dropped slightly from 2019-20 to 2020-21, but 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)

	2016-17	2017-18	2018-19	2019-20	2020-21
■ Dual RS and High School Grads	98	130	116	100	111
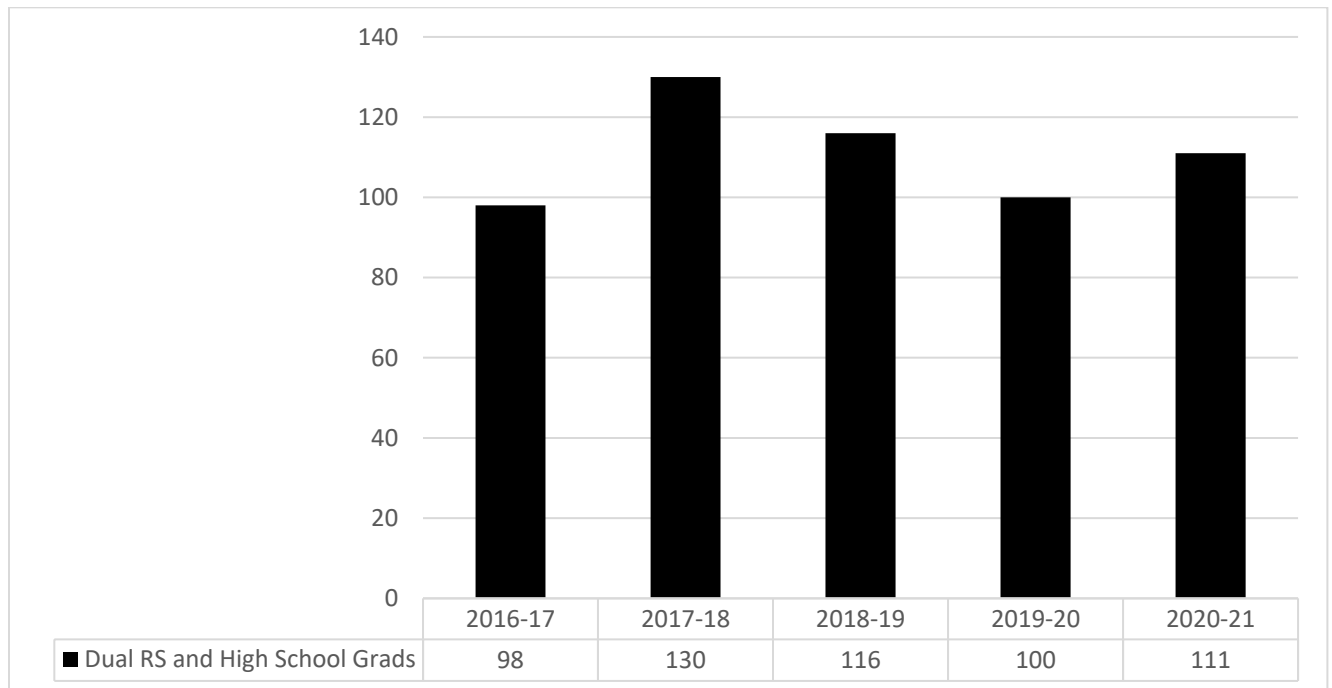
Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma at the same time increased in 2020-21.

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

<p align="center">(Data divided into two tables for easier readability)</p>

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

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

<p align="center">Table 11a: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students</p>

	Fall 2015-Fall 2016	Fall 2016-Fall 2017	Fall 2017-Fall 2018	Fall 2018-Fall 2019	Fall 2019 – Fall 2020
LCC Rate: Overall	**52% (n = 953)**	**58% (n = 896)**	**52% (n = 981)**	**54% (n = 880)**	**51% (n = 988)**
Full-time	60% (n = 592)	66% (n = 555)	60% (n = 626)	61% (n = 560)	60% (n = 664)
Part-time	39% (n = 361)	46% (n = 341)	39% (n = 355)	43% (n = 320)	32% (n = 324)
Male	50% (n = 351)	58% (n = 320)	51% (n = 353)	52% (n = 291)	52% (n = 329)
Female	53% (n = 590)	58% (n = 558)	52% (n = 616)	55% (n = 573)	50% (n = 652)
Need-Based Aid*	47% (n = 350)	52% (n = 336)	43% (n = 361)	47% (n = 298)	**
System Rate^: Overall	53% (n = 50,291)	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)	54% (n = 52,481)
Full-time	60% (n = 29,981)	61% (n = 30,625)	60% (n = 32,369)	61% (n = 32,030)	60% (n = 32,616)
Part-time	43% (n = 20,310)	44% (n = 20,245)	43% (n = 21,727)	44% (n = 20,091)	42% (n = 19,865)
Male	52% (n = 22,536)	52% (n = 21,766)	52% (n = 23,116)	53% (n = 22,223)	51% (n = 22,203)
Female	54% (n = 27,227)	56% (n = 26,947)	55% (n = 28,678)	56% (n = 28,552)	56% (n = 29,016)
Need-Based Aid*	52% (n = 12,978)	51% (n = 13,264)	52% (n = 13,164)	53% (n = 13,005)	**

Source: <u>SBCTC First-Time Entering Student Outcomes Dashboard</u>, 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. **Data not available yet. ^All Other Colleges.

- 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 2015-Fall 2016	Fall 2016-Fall 2017	Fall 2017-Fall 2018	Fall 2018-Fall 2019	Fall 2019 – Fall 2020
LCC Rate: Overall	**52% (n = 953)**	**58% (n = 896)**	**52% (n = 981)**	**54% (n = 880)**	**51% (n = 988)**
American Indian or Alaska Native	41% (n = 44)	49% (n = 49)	56% (n = 43)	51% (n = 49)	36% (n = 45)
Asian	46% (n = 48)	66% (n = 32)	49% (n = 37)	58% (n = 43)	43% (n = 44)
Black or African American	28% (n = 36)	67% (n = 18)	35% (n = 40)	56% (n = 32)	41% (n = 27)
Hispanic or Latino	58% (n = 91)	69% (n = 78)	58% (n = 92)	56% (n = 86)	60% (n = 96)
Native Hawaiian or Other Pacific Islander	58% (n =12)	*	25% (n = 12)	55% (n = 11)	30% (n = 10)
White	53% (n = 778)	58% (n = 761)	53% (n = 811)	55% (n = 722)	52% (n = 829)
System Rate^: Overall	53% (n = 50,291)	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)	54% (n = 52,481)
American Indian or Alaska Native	45% (n = 1,652)	45% (n = 1,719)	46% (n = 1,782)	50% (n = 1,759)	46% (n = 1,761)
Asian	58% (n = 5,541)	59% (n = 5,491)	57% (n = 6,664)	60% (n = 6,386)	61% (n = 6,674)
Black or African American	43% (n = 3,939)	44% (n = 4,069)	44% (n = 4,340)	47% (n = 4,409)	46% (n = 4,650)
Hispanic or Latino	53% (n = 6,745)	54% (n = 7,293)	53% (n = 8,022)	55% (n = 8,474)	52% (n = 9,057)
Native Hawaiian or Other Pacific Islander	52% (n = 772)	50% (n = 845)	49% (n = 927)	51% (n = 1,000)	49% (n = 994)
White	54% (n= 32,998)	55% (n = 32,333)	54% (n = 33,698)	55% (n = 32,319)	54% (n = 32,951)

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Retention View (All cohorts, Transfer & Prof/Tech students).
*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

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

	Fall 2016-Winter 2017	Fall 2017-Winter 2018	Fall 2018-Winter 2019	Fall 2019-Winter 2020	Fall 2020-Winter 2021
LCC Rate: Overall	**86% (n = 896)**	**81% (n = 981)**	**84% (n = 880)**	**83% (n = 988)**	**83% (n = 777)**
Full-time	89% (n = 555)	84% (n = 626)	87% (n = 560)	88% (n = 664)	87% (n = 476)
Part-time	81% (n = 341)	76% (n = 355)	79% (n = 320)	73% (n = 324)	76% (n = 301)
Male	84% (n = 320)	79% (n = 353)	80% (n = 291)	81% (n = 329)	80% (n = 202)
Female	87% (n = 558)	82% (n = 616)	86% (n = 573)	84% (n = 652)	84% (n = 481)
Need-Based Aid*	87% (n = 336)	76% (n = 361)	83% (n = 298)	83% (n = 327)	**
System Rate^: Overall	81% (n = 50,870)	81% (n = 54,096)	82% (n = 52,122)	82% (n = 52,481)	83% (n = 44,366)
Full-time	87% (n = 30,624)	86% (n = 32,368)	87% (n = 32,028)	87% (n = 32,616)	87% (n = 28,307)
Part-time	73% (n = 20,246)	72% (n = 21,728)	74% (n = 20,094)	74% (n = 19,865)	75% (n = 16,059)
Male	80% (n = 21,767)	79% (n = 23,117)	81% (n = 22,223)	80% (n = 22,203)	81% (n = 17,235)
Female	83% (n = 26,949)	82% (n = 28,678)	83% (n = 28,555)	83% (n = 29,016)	84% (n = 24,734)
Need-Based Aid*	84% (n = 13,264)	84% (n = 13,163)	83% (n = 13,006)	82% (n = 13,400)	**

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Retention View (All cohorts, Transfer & Prof/Tech students).
*Students who received need-based aid. **Data not available yet. ^All Other Colleges.

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

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

	Fall 2016-Winter 2017	Fall 2017-Winter 2018	Fall 2018-Winter 2019	Fall 2019-Winter 2020	Fall 2020-Winter 2021
LCC Rate: Overall	**86% (n = 896)**	**81% (n = 981)**	**84% (n = 880)**	**83% (n = 988)**	**83% (n = 777)**
American Indian or Alaska Native	71% (n = 49)	81% (n = 43)	86% (n = 49)	80% (n = 45)	87% (n = 31)
Asian	81% (n = 32)	84% (n = 37)	86% (n = 43)	82% (n = 44)	84% (n = 37)
Black or African American	83% (n = 18)	73% (n = 40)	84% (n = 32)	85% (n = 27)	81% (n = 32)
Hispanic or Latino	86% (n = 78)	83% (n = 92)	86% (n = 86)	83% (n = 96)	81% (n = 74)
Native Hawaiian or Other Pacific Islander	*	75% (n = 12)	82% (n = 11)	80% (n = 10)	79% (n = 19)
White	86% (n = 761)	82% (n = 811)	84% (n = 722)	83% (n = 829)	84% (n = 680)
System Rate^: Overall	81% (n = 50,870)	81% (n = 54,096)	82% (n = 52,122)	82% (n = 52,481)	83% (n = 44,366)
American Indian or Alaska Native	76% (n = 1,719)	78% (n = 1,781)	79% (n = 1,760)	77% (n = 1,761)	76% (n = 1,383)
Asian	85% (n = 5,491)	83% (n = 6,664)	85% (n = 6,385)	86% (n = 6,674)	86% (n = 6,173)
Black or African American	75% (n = 4,069)	75% (n = 4,340)	77% (n = 4,410)	75% (n = 4,650)	78% (n = 3,812)
Hispanic or Latino	80% (n = 7,293)	79% (n = 8,022)	82% (n = 8,474)	80% (n = 9,057)	81% (n = 7,362)
Native Hawaiian or Other Pacific Islander	79% (n = 845)	79% (n = 927)	80% (n = 1,000)	80% (n = 994)	82% (n = 840)
White	82% (n = 32,334)	82% (n = 33,699)	83% (n = 32,321)	83% (n = 32,951)	84% (n = 28,786)

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Retention View (All cohorts, Transfer & Prof/Tech students).
*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

<p align="center">**Key Performance Indicator**: <u>**Student Completion**</u></p>

<p align="center">(Data divided into two tables for easier readability)</p>

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

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

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

	2017	2018	2019	2020	2021
	(2013 cohort)	(2014 cohort)	(2015 cohort)	(2016 cohort)	(2017 cohort)
LCC Rate: Overall	**38%**	**37%**	**38%**	**42%**	**39%**
Full-time	42%	41%	43%	46%	43%
Part-time	32%	31%	28%	35%	31%
Male	31%	33%	34%	33%	37%
Female	42%	40%	40%	47%	39%
Need-Based Aid*	33%	31%	29%	34%	**
System Rate^: Overall	33%	34%	35%	35%	34%
Full-time	40%	41%	42%	42%	42%
Part-time	22%	23%	24%	24%	23%
Male	30%	32%	33%	32%	32%
Female	35%	36%	37%	37%	37%
Need-Based Aid*	33%	34%	35%	35%	**

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter). *Students who received need-based aid. **Data not available yet. ^All Other Colleges.

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

	2017 (2013 cohort)	2018 (2014 cohort)	2019 (2015 cohort)	2020 (2016 cohort)	2021 (2017 cohort)
LCC Rate: Overall	**38%**	**37%**	**38%**	**42%**	**39%**
American Indian or Alaska Native	13%	35%	14%	31%	42%
Asian	47%	47%	46%	59%	32%
Black or African American	24%	19%	28%	39%	28%
Hispanic or Latino	37%	30%	45%	46%	40%
Native Hawaiian or Other Pacific Islander	*	*	17%	*	50%
White	37%	38%	37%	42%	39%
System Rate^: Overall	33%	34%	35%	35%	34%
American Indian or Alaska Native	24%	28%	29%	28%	28%
Asian	35%	36%	38%	38%	38%
Black or African American	22%	25%	25%	24%	25%
Hispanic or Latino	32%	33%	34%	33%	33%
Native Hawaiian or Other Pacific Islander	28%	26%	29%	28%	30%
White	33%	35%	36%	35%	35%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter). *Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

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 14: Community College Survey of Student Engagement (CCSSE) –
Support for Learners Benchmark Category (Mean Score)**

	2006-07	2009-10	2012-13	2015-16	2018-19
LCC	**51.5**	**50.6**	**52.7**	**49.6**	**57.2**
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: 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
LCC	**56.8**	**50.7**	**56.0**	**52.5**	**55.1**
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.

Key Performance Indicator: Student/Graduate Satisfaction with Instruction

Table 16: Student Satisfaction with Instruction
(Mission Fulfillment = 85% or higher)
(Stretch Goal = 95% or higher)

This indicator represents the proportion of students that responded "agree" or "strongly agree" to the survey question, "I have participated in meaningful learning experiences at LCC." Prior to 2018-19, this survey was administered at graduation rehearsal. Starting 2018-19, this question is asked in the annual Student Satisfaction Survey, which is administered online and emailed to all students early spring quarter.

	2017-18 (n = 279)	2018-19 (n = 708)	2019-20 (n = 680)	2020-21 (n = 308)	2021-22 (n = 353)
LCC Overall	84%	90%	86%	82%	81%
Male	*	*	85%	70%	70%
Female	*	*	87%	85%	83%
Students of Color	*	*	84%	79%	83%

Source: Starting in 2018-19, source is Student Satisfaction Survey. Prior to that, source is LCC Graduate survey. *Starting in 2019-20 breaking out by gender and Students of Color.

- Satisfaction is trending down. In 2020-21 and 2021-22, female students have a much higher satisfaction rate than male students. The COVID-19 pandemic may have impacted 2020-21 and 2021-22 satisfaction rates, particularly for male students.
- Please note: the 2021-22 Student Satisfaction Survey was administered in Fall 2021.

Student 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, Jennifer Houge, Jenny Isaacson, Rosie Leno, Leah Moore, Mary Kate Morgan, Sam Orth, Bruce Pollock, 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?**
   - While overall market participation is down, LCC's engagement with Female students and Students of Color is on the rise.
   - LCC's completion rates are above the system average.
   - Based on the CCSSE, LCC students are more satisfied with Support Services and Faculty-Student Engagement than the national cohort.
   - When Running Start and high school graduate numbers are combined, it shows that LCC is increasing engagement with the junior, senior and recent high school graduate population.

2) **Based on the information in this report, what are LCC's weaknesses in providing access, support and completion to students?**
   - Although fall to winter persistence is on par with the state average, which is a strength, fall to fall persistence is below the state rate. We have an opportunity to evaluate our retention efforts to make sure we're not missing anything.
   - The proportion of male students attending LCC has declined from previous years, and is well below both the system rate and the proportion of females.
   - Fall to fall persistence rates are below the system average, regardless of race/ethnicity, and appear to be declining. Fall to fall persistence is also down somewhat for females and part-time students.
   - Only 70% of male students report that they are participating in meaningful learning experiences, which may have a lot to do with modality changes brought on by the pandemic.

3) **Based on the information in this report, what are LCC's opportunities for providing access, support and completion to students?**
   - With the decline in the proportion of males enrolled, there may be opportunities to engage men more effectively and/or work to identify barriers that prevent them from attending. Alternatively, we could work to identify the factors that have helped our male students who are continuing.
   - We should continue to look for interventions to help increase persistence rates from the first to second year.
   - With additional navigators, we have an opportunity to engage with more high school students about the advantages of attending college right out of high school, before significant life commitments (such as children or full-time employment) make attendance more challenging.

- We should continue to partner with K-12 to help increase our overall postsecondary going rate, regardless of LCC-specific attendance.
- We should continue to seek non-academic supports for students who struggle with things like food insecurity, to help them stay in school and graduate.
- Improvements that could potentially be made to financial aid in ctcLink, including changes that would allow us to download FAFSA applications six months earlier and mass packaging that would allow students to receive their aid packages much earlier, could substantially impact enrollment, persistence and completion.
- We have an opportunity to message to stopped-out students that the only way to continue to defer student loans (when the pandemic deferment program ends in January 2022) is to come back to school.

4) **Based on the information in this report, what are LCC's threats for providing access, support and completion to students?**
   - Low Running Start participation at some high schools is a threat to enrollment (and is potentially detrimental to individual students who miss out on the opportunity to attend college tuition-free while in high school).
   - Aggressive recruitment tactics from some for-profit trade schools is a threat to enrollment.
   - The COVID-19 pandemic is an ongoing threat and impacts the ability of some students to get the in-person support they need to persist and complete.
   - Survey results indicate that at least in some ways, male students have been more adversely impacted by the pandemic than females. This disengagement from male students is a 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

2017 – 2021
(Cycle 23)

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 15, 2022

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 7th 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 began a feasibility study for a potential $7 million capital campaign to support the new Vocational Building and equipment as well as athletic facilities and scholarships.
- 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 continues to analyze our scholarship selection process by looking at the demographics of the students applying for and receiving our scholarships. We are evaluating the rubric used by our selection committee to benchmark the scoring of the applicants, and we have hidden transcripts from view in order to help eliminate implicit bias.
- The Foundation once again had a clean audit regarding the FY21 Financial Statements.
- 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.
- HR Staff continue to implement changes in the recruitment process in order to ensure equity in our hiring practices and to help us reach our diversity goals.
- HR will launch the Search Advocate Program to help in our equitable search practices.
- ctcLink project staff successfully advocated at the system level for a number of enhancements to the ctcLink system, including improvements to the way class information is displayed for students.

- COVID mitigation and response planning continues as caseloads drop and on-campus activities increase. All campus buildings have been reopened to staff and students. Employees and students are required to follow best practices when ill, and contact tracing efforts continue.
- The Library first floor renovation was completed and opened to students spring quarter.
- The State Auditor's Office completed their audit of the FY21 Financial Statements. The result was an opinion free audit.
- LCC submitted the Predesign Report to the Office of Financial Management (OFM) for the new Vocational Building (CVTS) project. The project was approved to move forward to the design phase.
- LCC submitted the Project Request Report (PRR) to the State Board of Community and Technical Colleges (SBCTC) for a new Welcome Center to replace the Admissions, Applied Arts and the International Center. The project has advanced to the 2023-2025 capital budget request phase with a score of 78.14.
- The 2022 Lower Columbia College women's basketball team captured the school's first women's basketball championship with a thrilling overtime victory over Peninsula.
- The academic excellence of our six LCC sports teams continued after winter quarter grades were posted.
    - The cumulative GPA is a 3.18.
    - There were 19 LCC student-athletes with 4.0 GPA's.
    - The women's volleyball team had the top team GPA with a 3.64.
- The LCC Bookstore has worked really hard at increasing the online offerings. For Winter Quarter 2022, they processed 869 online orders.
- IT services increased access control to include three additional buildings on campus.
- IT services implemented the Rave emergency alert system that will notify students, staff and faculty of emergencies occurring on campus.
- IT services and Effectiveness and College Relations assisted Student Services in the development of a new Customer Relationship Management (CRM) system that was implemented in spring quarter 2022.
- Effectiveness and College Relations implemented several upgrades to the content and functionality of the LCC website, including publishing new program maps for students in October 2021 (using specifications provided by faculty, part of the college's Guided Pathways initiative). Because the website is often the first interaction people have with the college, it plays a major reputational role for LCC and contributes to positive community perception.
- LCC received a substantial amount of federal relief funds during the pandemic, called CARES Act funding. Some funds were designated for direct distribution to students, with some funds available for institutional use. In regard to the direct student funding, $905,000 was distributed in the first round, $905,024 in the second, and $1,080,571 was distributed through the end of March 2022 in the third round. The college received $6,938,812 in total, some of which is remaining (including a substantial amount designated for direct student distribution). Institutional funds were used on such things as purchasing technology hardware for check-out to students, providing Internet access for students, purchasing Personal Protective Equipment (PPE) for campus use, etc.

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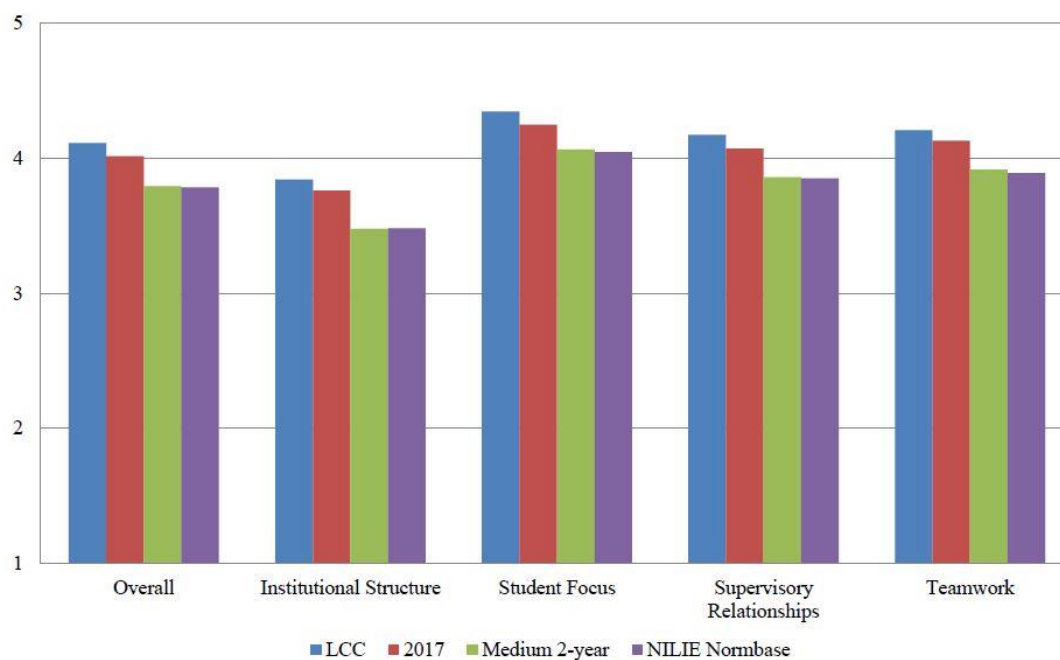
Source: National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University.

Note: NILIE Norm base = all (participating) institutions.
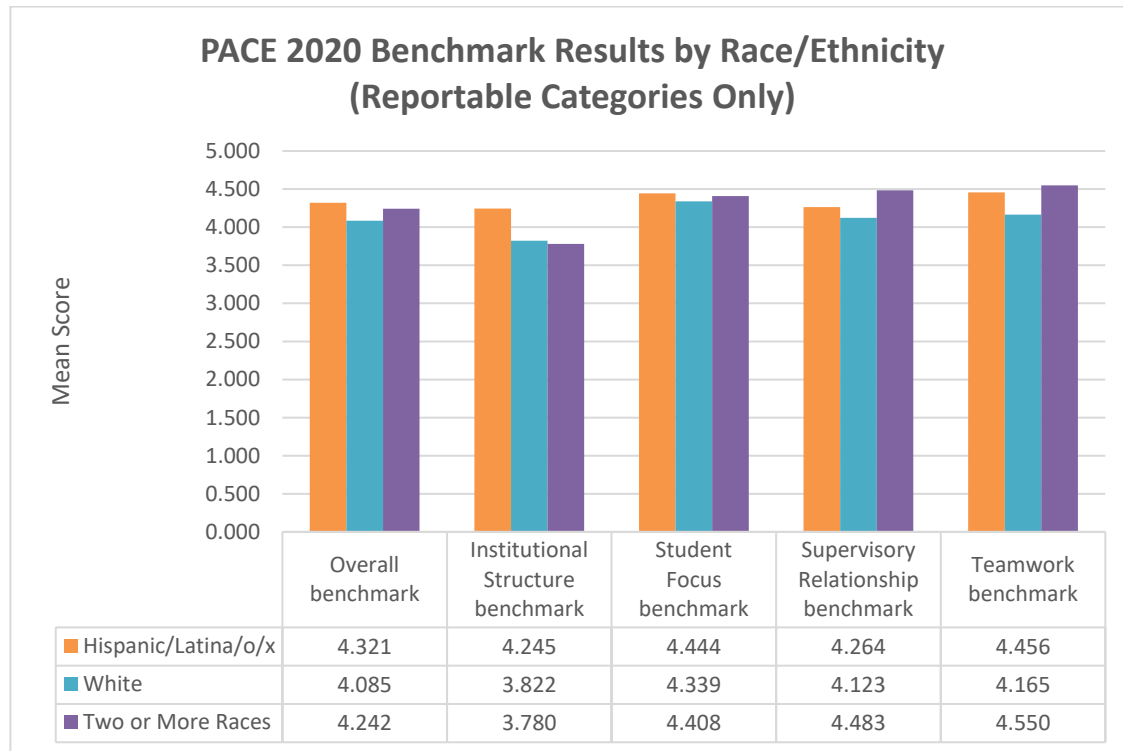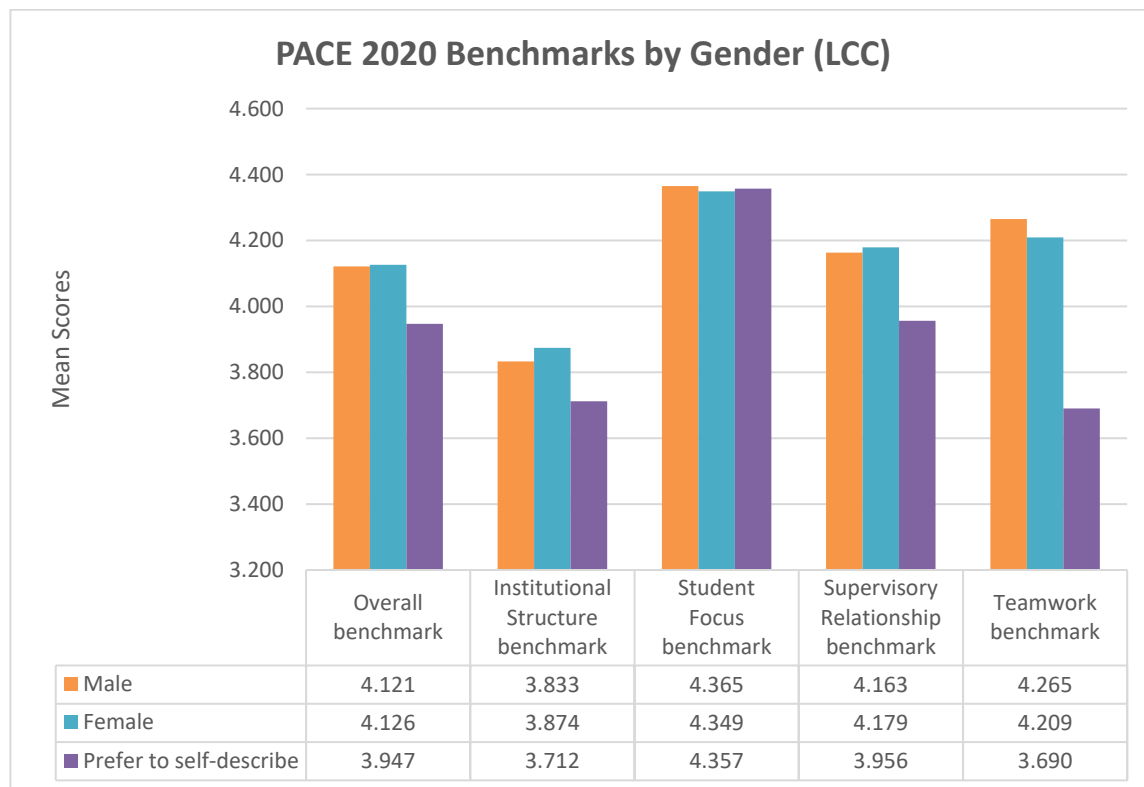
Figure 2 – Benchmarks by Race-Ethnicity

PACE 2020 Benchmark Results by Race/Ethnicity (Reportable Categories Only)

Mean Score

	Overall benchmark	Institutional Structure benchmark	Student Focus benchmark	Supervisory Relationship benchmark	Teamwork benchmark
Hispanic/Latina/o/x	4.321	4.245	4.444	4.264	4.456
White	4.085	3.822	4.339	4.123	4.165
Two or More Races	4.242	3.780	4.408	4.483	4.550

Figure 3 – Benchmarks by Gender

PACE 2020 Benchmarks by Gender (LCC)

Mean Scores

	Overall benchmark	Institutional Structure benchmark	Student Focus benchmark	Supervisory Relationship benchmark	Teamwork benchmark
Male	4.121	3.833	4.365	4.163	4.265
Female	4.126	3.874	4.349	4.179	4.209
Prefer to self-describe	3.947	3.712	4.357	3.956	3.690

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.

	2013	2015	2017	2019	2021
Facilities overall	256	247	230	226	258
Facilities by building: proportion of buildings receiving scores of 350 or below	73%	81%	86%	86%	86%

Source: Campus Services

- LCC continues to improve the overall score by maintaining its facilities.
- Four buildings currently score over 350: International Center (score 505), Physical Science (score 382), Science (score 476) and Vocational (score 352).
- Three buildings currently score Superior (range 146 to 175): Health & Science, Myklebust Gymnasium/Fitness Center, and Rose Center.

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.

	2017	**2018**	**2019**	**2020**	**2021**
Net assets	$15,640,606	$15,621,438	$18,284,823	$19,771,132	$24,702,757
Net assets annual growth (%)	12.26%	-0.12%	17.05%	8.13%	25.0 %
Endowments	$11,562,824	$11,788,022	$13,630,288	$14,343,076	$18,541,666
Endowments as proportion of net assets*	**73.93%**	**75.46%**	**74.54%**	**72.55%**	**75.06%**

Source: LCC Foundation.

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.

	2017	2018	2019	2020	2021
Program support	$939,828	$1,237,259	$1,157,440	$1,058,612	$936,044
Program support as proportion of net assets	**6.01%**	**7.92%**	**6.33%**	**5.35%**	**3.79%**
Endowed Scholarships	$90,859	$145,820	$167,109	$152,330	$153,530
Annual Scholarships*	$162,999	$171,242	$270,907	$345,131	$263,432
Total scholarships disbursed & Student Success Program Support	$312,317	$378,521	$494,826	$548,040	$494,790
Direct Student Support as a proportion of program support	**33.23%**	**30.59%**	**42.75%**	**51.77%**	**52.86%**

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

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Table 6: Condition of Infrastructure (Financial Infrastructure)
(Cash & investments to operating expenditures: mission fulfillment = 25% or higher; stretch goal = 33% or higher)

</div>

	2017	2018	2019	2020	2021
Cash & Investments to Operating Expenditures Do we have sufficient cash flow and reserves to meet our operating expenditures?	27%	27%	24%	24%*	34%

Source: Finance Office. *2020 figure updated from previous monitoring report.

- 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.

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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)

</div>

From the Community Perception Survey, administered every three years. 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)	2020-21 (n = 125)
I - Workforce & Economic Development				
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%	98%
...helping employers in this community train their employees.	88%	84%	83%	90%
II – Transfer & Academic Preparation				
...providing students with the opportunity to obtain the first two years of a bachelor's degree.	97%	96%	99%	97%
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%	99%
...providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%	96%

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)	2020-21 (n = 125)
...providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%	98%
III – Access, Support & Completion				
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%	99%
...making college accessible to the community by offering classes in convenient locations.	90%*	99%	94%*	99%
...making college accessible to the community by offering a variety of online classes.	89%*	95%*	96%*	99%
...making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%	96%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%	98%
IV – Institutional Excellence				
...consistently providing high quality programs and services.	96%	97%	95%	96%
...enriching the community with cultural events and opportunities.	NA	95%	94%	94%
...enriching the community with athletic events and opportunities.	NA	96%	99%	95%

*Rates updated from previous reports due to data entry error.

- All questions met the mission fulfillment and most met the stretch goal.

Table 8: Employee Demographics Compared to Community and Student Body

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Employees (All Faculty & Staff)					
Female	69%	69%	69%	71%	70%
Male	31%	31%	31%	29%	30%
American Indian or Alaska Native	*	*	*	*	1%
Asian	*	*	*	*	2%
Black or African American	*	*	*	*	1%
Hispanic or Latino	*	*	*	*	4%
Native Hawaiian or Other Pacific Islander	*	*	*	*	0%
Two or More Races	*	*	*	*	5%
Other Race	*	*	*	*	1%
White	*	*	*	*	85%
Race/Ethnicity Not Reported	*	*	*	*	2%
Community (Cowlitz County)	2016	2017	2018	2019	2020
Female	51.5%	50.4%	50.8%	50.5%	50.3%
Male	48.5%	49.6%	49.2%	49.5%	49.7%
American Indian or Alaska Native alone	1.1%	0.8%	1.4%	0.6%	^
Asian alone	0.9%	1.3%	1.3%	1.3%	^
Black or African American alone	0.4%	1.1%	0.7%	0.6%	^
Hispanic or Latino	8.8%	9.0%	9.2%	9.3%	^
Native Hawaiian or Other Pacific Islander alone	0.1%	0.4%	0.3%	0.2%	^
Two or More Races	4.8%	3.7%	3.9%	4.7%	^
Some Other Race	0.0%	0.0%	0.5%	0.0%	^
White alone, not Hispanic or Latino	84.0%	83.7%	82.9%	83.2%	^
LCC Students (All Students)	2016-17	2017-18	2018-19	2019-20	2020-21
Female	64%	65%	67%	68%	70%
Male	36%	35%	33%	32%	30%
American Indian or Alaska Native	2%	2%	1%	1%	1%
Asian**	3%	4%	3%	3%	3%
Black or African American	1%	2%	2%	2%	2%
Hispanic or Latino	12%	13%	15%	13%	13%
Native Hawaiian or Other Pacific Islander**	**	**	<1%	<1%	<1%
Two or More Races / Other Race	5%	6%	6%	6%	6%
White	76%	75%	73%	74%	74%

Source for employee data: State Board Faculty & Staff Data Dashboard located at https://www.sbctc.edu/colleges-staff/research/data-public/faculty-and-staff-data-dashboard.aspx. Source for student data: LCC Fact Book. Source for service district data: Census.gov ACS 1-Year Estimate Data Profiles located at https://data.census.gov/cedsci/table?q=cowlitz%20county&tid=ACSDP1Y2019.DP05.

*Data not available. **Prior to 2018-19, Asian and Native Hawaiian or Other Pacific Islander were reported together by the State Board for Community & Technical Colleges. ^2020 Census race/ethnicity data is not available.

Note: For community demographics, Hispanic or Latino are not included in any other race category percentages; they're all "not Hispanic or Latino."

Comments from the Internal Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs; Jason Arrowsmith, Joanna Asplund, Hiedi Bauer, Marie Boisvert, Amy Boultinghouse, Robert Cochran, Veronica De Jesus, Shani Dennick, Alex Emerson, Jeanne Hamer, Richard Hamilton, Mary Leach, Nadine Lemmons, Alyssa Milano-Hightower, Brandon Ray, Natalie Richie, Janel Skreen, Terry Smith.

1) **Based on the data in this report, what are LCC's strengths in exemplifying institutional excellence and community enrichment?**
   - Community perception of our cultural offerings is extremely high (reported via the community perception survey), even during the pandemic.
   - LCC was able to use federal pandemic relief (CARES Act) funds strategically to assist students, either through direct distribution or through support of departmental innovations to help keep students enrolled. Specific examples include purchase of technology devices that were made available to students through a check-out process, and creation of the Drop-in Wi-Fi Hotspot in the Student Center (which created an Internet-connected place for students to learn and study). It was especially beneficial to have Learning Commons and other staff available in the Hotspot. An example of department support is the use of CARES Act funding to purchase simulators for nursing clinicals (which allowed our nursing students to progress in their programs in spite of the lack of physical clinical site availability).
   - The Foundation has done an amazing job with fundraising, which has allowed for ongoing support for many areas of the college.

2) **Based on the data in this report, what are LCC's weaknesses in exemplifying institutional excellence and community enrichment?**
   - One of our weaknesses is that there is a large disparity between the female/male balance at the college, both with our employee and student populations, and the surrounding community. We are not attracting or retraining male employees or students at the same rate as females, or even close.
   - There is also a significant disparity with our Hispanic/Latino employee population compared to the surrounding community. The disparity is even larger when compared to our student population.

3) **Based on the data in this report, what are LCC's opportunities for exemplifying institutional excellence and community enrichment?**
   - Although our survey responses in the area of student access support and completion are strong, there is increasing concern about a gap between the number of students who apply to LCC and the proportion that actually enrolls.
     i. We have an opportunity to reduce barriers related to onboarding, registration and financial aid.
     ii. We have an opportunity to increase our in-person presence so that fewer incoming students get directed to our website or other online sources to look for things (and complete tasks) on their own.

     iii. We have an opportunity to make the registration and onboarding process more personable in order to promote close connections to our incoming students.

     iv. We have an opportunity to increase the personal touch for all students, but particularly for our Hispanic/Latino students who may have language barriers that cause them to struggle more with online experiences.

     v. We have an opportunity, now that the pandemic is winding down, to create more touring options for new students to help get them excited about what our programs have to offer.

     vi. We have an opportunity to create long-term, sustainable funding for our student ambassador program to make it more permanent (the program currently relies on Foundation funding).

     vii. We have an opportunity to increase cross-departmental communication about resources and services available on campus to better support students.

     viii. We have an opportunity to increase customer service across the campus to better serve students. Although we are at 1970s enrollment levels, our staffing is significantly above where it was at that time. ctcLink is more time consuming that our previous system, but we still need to find a way to prioritize serving our students.

     ix. We have an opportunity to improve our sense of community and institutional trust through a more student-centric employee training program focused on customer service and institutional resources available for students. This could be the emphasis of a new employee onboarding process.

- With our new buildings coming online over the next eight or nine years, we have an opportunity to transform our presence on 15th Avenue (and get rid of our older buildings that haven't been renovated).

- The Foundation is currently undergoing a $7 million capital campaign feasibility study. If the Foundation Board gets the green light, it will provide opportunities for the college to adequately equip the new Vocational Building and upgrade our athletic facilities, particularly for our women's softball and soccer teams.

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

- Declining enrollment, and the related declining cash flow, is a particularly concerning threat. This is related to the opportunities to reduce barriers to enrollment noted above. The decline isn't just a concern for cash flow, it is also a threat to our program mix. Although the college and surrounding communities report high levels of satisfaction with program mix, this may change if we can't turn enrollment around and are forced to eliminate some of our programs. This is especially concerning in the programs that are currently extremely under-enrolled, some of which have been buoyed during the pandemic by CARES Act funding. Reducing our programs offered could negatively impact community satisfaction with "consistently providing high quality programs and services."

- Our aging technology infrastructure is an ongoing threat, underscored by the pandemic and our increased need to be online.

Board Plus/Delta
"What is good about this report and what would you like to see changed?"

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