

Workforce & Economic Development Monitoring Report

2018 – 2022

(Cycle 24)

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 17, 2023



Workforce & Economic Development Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

Key Performance Indicators for 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
- Demonstration of General Education Outcomes
- 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:

- A new Associate of Applied Science (AAS) in Education degree was developed to prepare graduates for careers as paraeducators, and the Certificate of Proficiency (COP) for paraeducators was revamped. Both align with K-12/state paraeducator standards and serve as a pathway to the Bachelor of Applied Science (BAS) in Teacher Education degree.
- LCC's Professional-Technical faculty continued to participate in the development and design of the new Center for Vocational and Transitional Studies, as well as fundraising for state-of-the-art equipment. Machine Trades and Welding, in partnership with the LCC Foundation, secured \$50,000 via a special community grant to purchase new welding machines and a desktop mill that can be used by both college and K-12 Community and Technical Education (CTE) program students. The new equipment benefits students now, and will eventually be moved to the new facility.
- Commercial Driver's License (CDL) training was expanded this year via a special grant, which supports students by offering additional cohorts, supporting financial aid to cover the cost of tuition/fees, training additional instructors, and purchasing a new trailer and vital maintenance equipment.
- The new 'Industrial Trades Foundations,' K-12 Career and Technical Education course, was launched this year. This high school class was offered in partnership with Kelso High Schools Skill Center programs and hosted students from a variety of local districts throughout Cowlitz and Wahkiakum counties.
- LCC successfully launched the second (part-time) cohort in BAS in Organizational Leadership and Technical Management, that included the pilot for an updated instructional model designed to better meet the needs of working professionals. Each course is offered over five weeks via hybrid modality, meeting one night per week, which allows students to focus on one course at a time.

PART 1: Workforce

Key Performance Indicator: Student Performance

(Mission Fulfillment = 80% for all categories)

(Stretch Goal = 85% for all categories)

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

	2017-18	2018-19	2019-20	2020-21	2021-22
C or better (Overall)	86.4%	86.4%	87.3%	90.1%	89.5%
Male	82.0%	79.3%	82.5%	86.7%	81.9%
Female	89.0%	87.9%	89.8%	91.2%	92.4%
Students of Color	85.3%	83.7%	83.1%	86.7%	85.1%
Economically Disadvantaged	84.7%	84.1%	84.6%	88.7%	88.3%
Traditional Age [^]	*	*	*	*	90.9%
Nontraditional Age [^]	*	*	*	*	89.0%

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. [^]Traditional age is up to 24; nontraditional age is 25+. *Data not available.

Key Performance Indicator: Demonstration of Program Competencies

(GOALS SET BY INDIVIDUAL PROGRAMS)

Attainment of Competencies for Individual Programs

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

Key Performance Indicator: Licensure/Exam Rates

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
(Mission Fulfillment NCLEX = exceed state benchmark of 80%; WABO = 80%; MAERB = 60%)
(Stretch Goal NCLEX = 90%; WABO = 100%; MAERB = 70%)

	2018	2019	2020	2021	2022
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	82% (94/114)	95% (95/100)	90% (113/126)	86% (89/104)	90% (102/113)
WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018					
Welding (LCC students only)	96% (n=25)	88% (n=26)	81% (n=37)	93% (n=15)	83% (n=18)
MAERB (Medical Assisting Education Review Board) – pass rate					
Medical Assistant	92% (n = 12)	83% (n = 11)	60% (n=11)	100% (n=10)	*

Source: Nursing, Welding and Medical Assisting Departments. Source for NCLEX: [DOH NCLEX® School Reports](https://www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf) at www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf. *Data not yet available

- NCLEX and WABO rates are by calendar year.
- MAERB rates are 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
(Mission Fulfillment NES = 80%) (Stretch Goal NES = 90%)

	2018	2019	2020	2021	2022
NES (National Evaluation Series) – pass rate					
Early Childhood Education (101)	*	*	*	100% (9/9)	85% (11/13)
Elementary Education Subtest I (102)	*	*	*	81% (13/16)	82% (14/17)
Elementary Education Subtest II (103)	*	*	*	88% (14/16)	88% (15/17)

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

- The NES pass rates are reported by academic year.

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

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC: Overall	74%	86%	76%	73%	80%
Male	69%	85%	65%	67%	70%
Female	77%	86%	81%	75%	83%
Students of Color	73%	86%	73%	69%	74%
Traditional Age^	80%	82%	83%	80%	78%
Nontraditional Age^	72%	87%	74%	71%	80%
System Average: Overall	76%	77%	77%	71%	74%
Male	74%	75%	74%	69%	71%
Female	77%	79%	79%	73%	76%
Students of Color	76%	79%	79%	73%	76%
Traditional Age^	81%	82%	81%	76%	78%
Nontraditional Age^	74%	75%	75%	69%	73%

Source: [SBCTC After College Outcomes Dashboard](https://sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx), 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. ^Traditional age is up to 24; nontraditional age is 25+.

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

Table 4: Employer ranking of LCC Graduates' professionalism

	2017-18	2018-19	2019-20	2020-21	2021-22
Professionalism is "Average" or "Above Average" ("Exceeds Expectations" or "Meets Standard" from Nursing survey; "Strongly Agree" or "Agree" from Medical Assisting survey)	99% (n = 77)	99% (n = 116)	100% (n = 69)	96% (n = 52)	100% (n = 50)

Source: Employer Feedback Survey, Early Childhood Education (ECED) Employer Survey, and Nursing Graduate Employer Survey. Starting in 2018-19, included Medical Assisting Employer Survey. Note: The ECED Employer Survey was not administered in 2021-22

- 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.

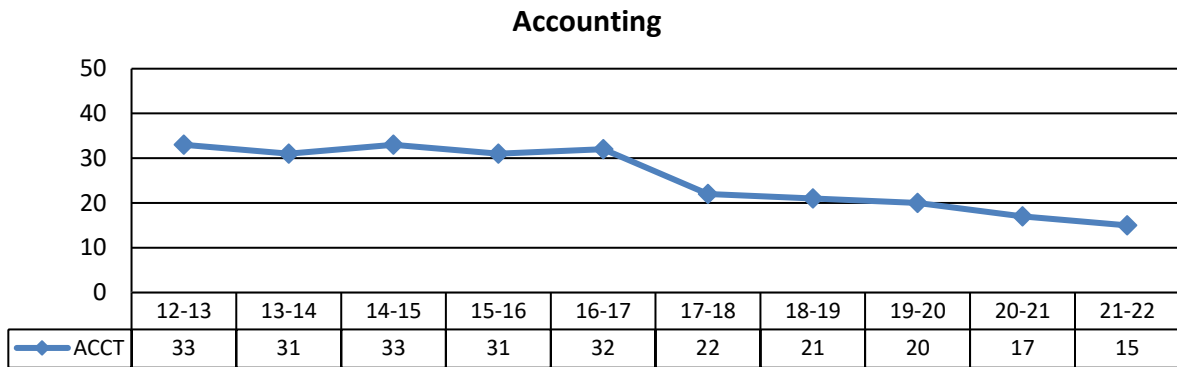
Table 5: Professional Technical Enrollment Summary (state funded only)

	Prof/Tech FTE	Worker Retraining FTE
2017-18	574	110
2018-19	548	165
2019-20	569	187
2020-21	499	158
2021-22	466	108
1 year change	-7%	-32%
5 year change	-19%	-2%

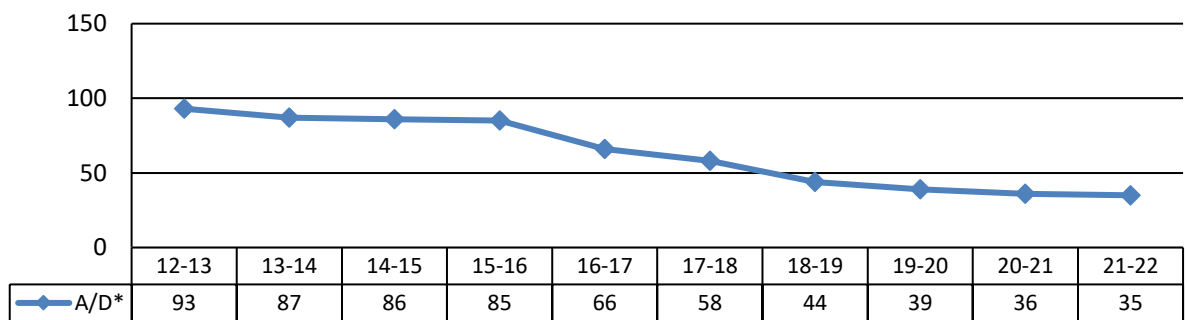
Source: Data Warehouse, Access Monitoring Report for Prof/Tech FTE and Worker Retraining FTE.

- In 2021-22, Professional/Technical and Worker Retraining enrollment decreased.

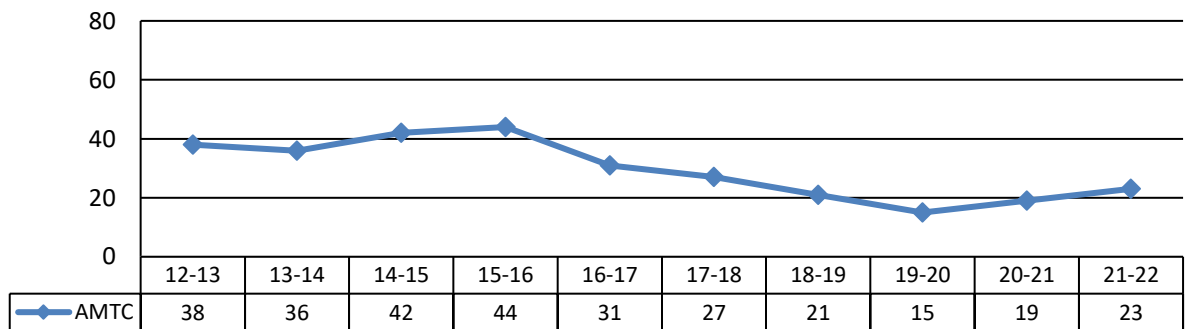
Figure 6: Professional Technical Enrollment by Discipline (annual state funded FTE)



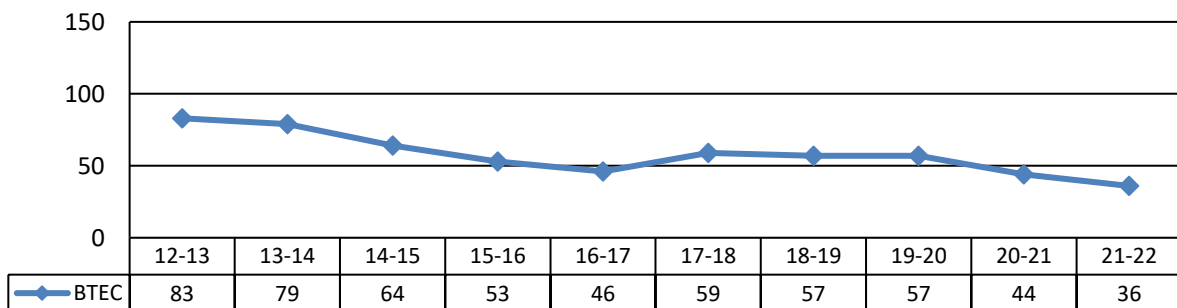
Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)



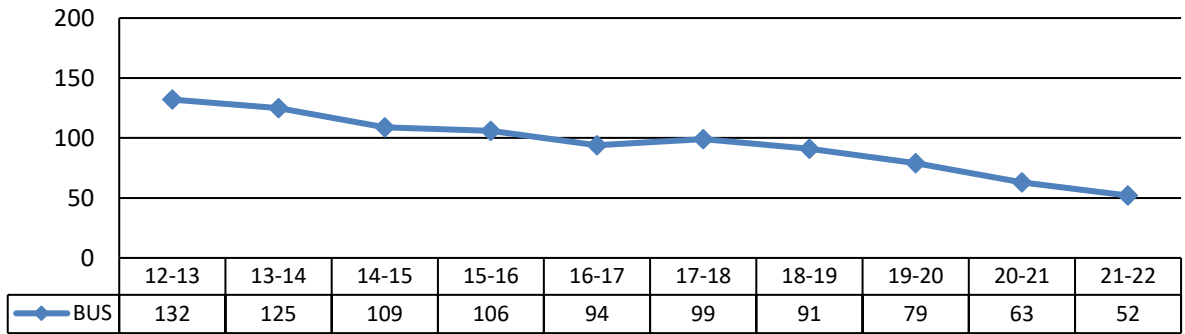
Automotive Technology



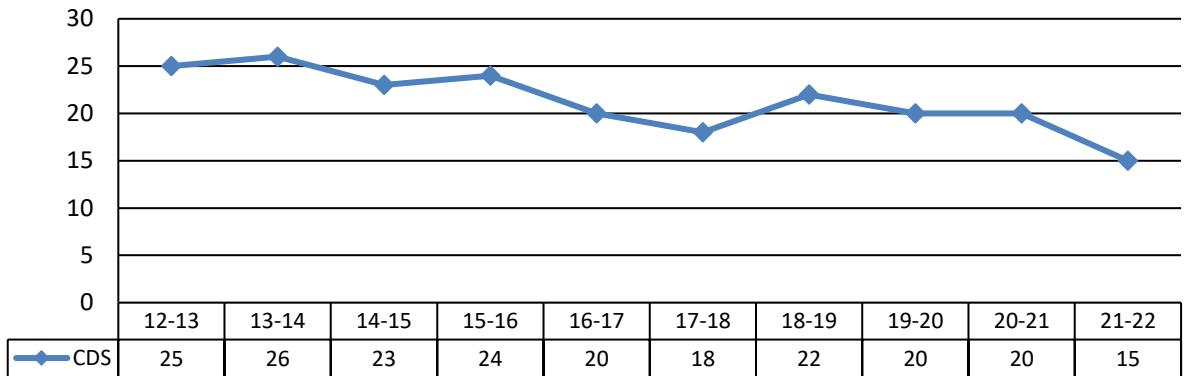
Business Technology



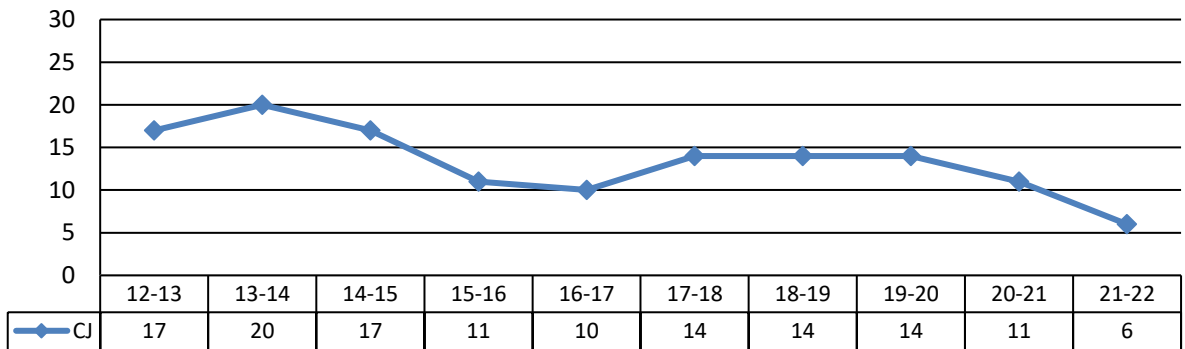
Business



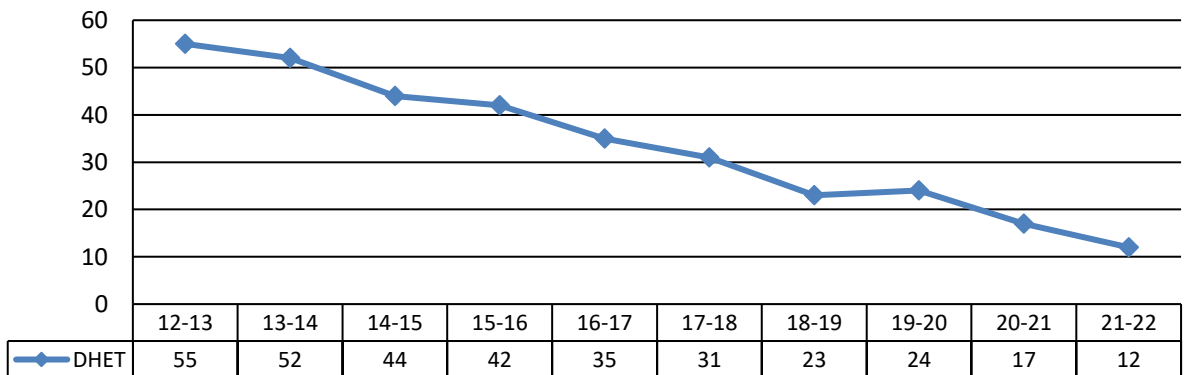
Chemical Dependency Studies



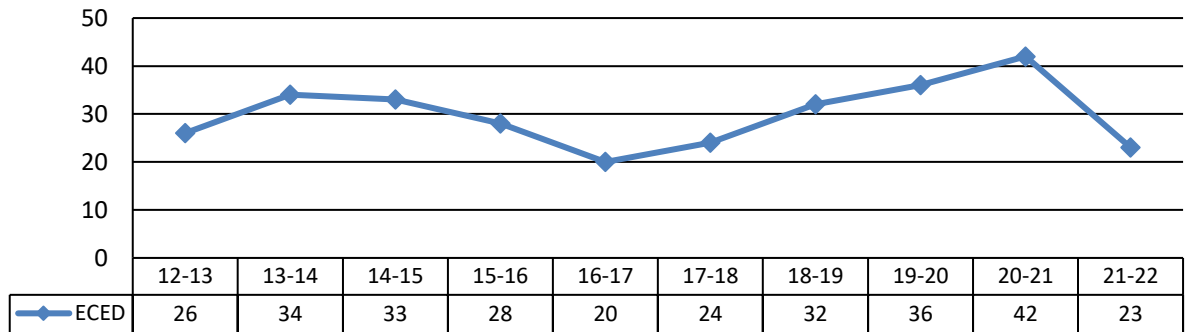
Criminal Justice



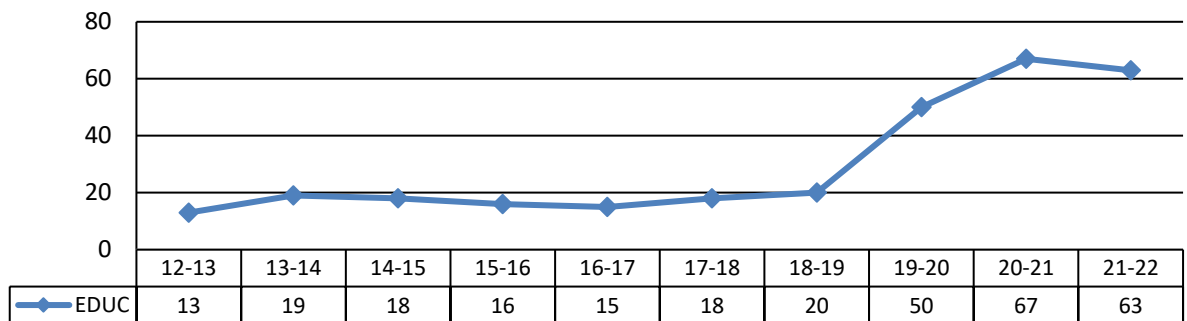
Diesel/Heavy Equipment Technology



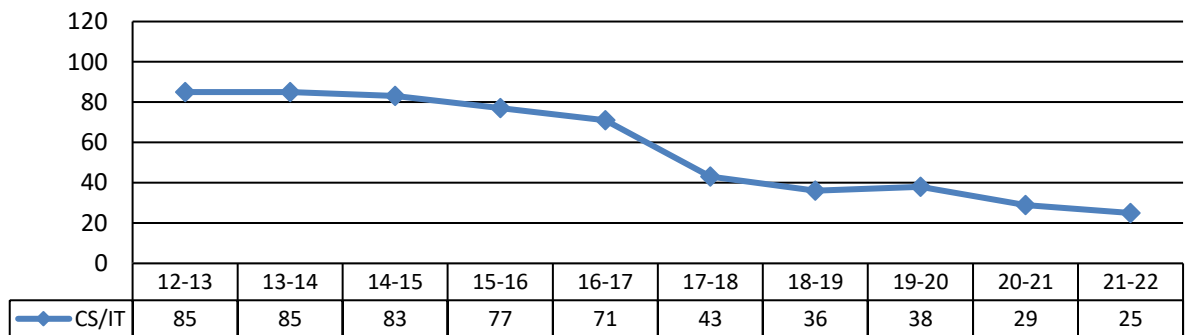
Early Childhood Education



Education

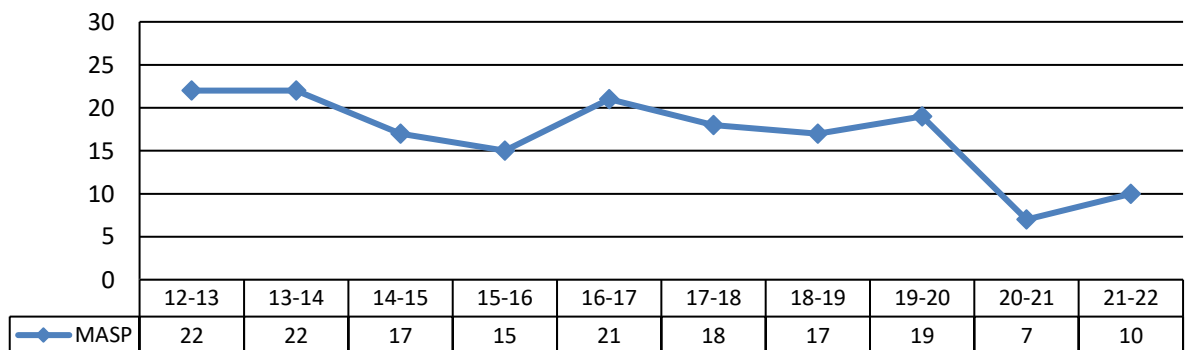


Information Technology / Computer Science

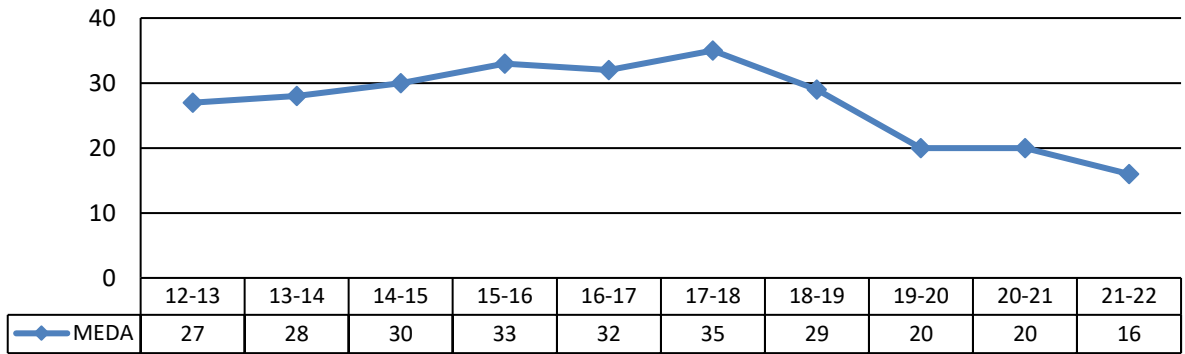


Note: includes IT FTEs beginning 2017-18. Note: 18-19 and 19-20 FTE updated from previous reports to include all CS/IT course state FTE.

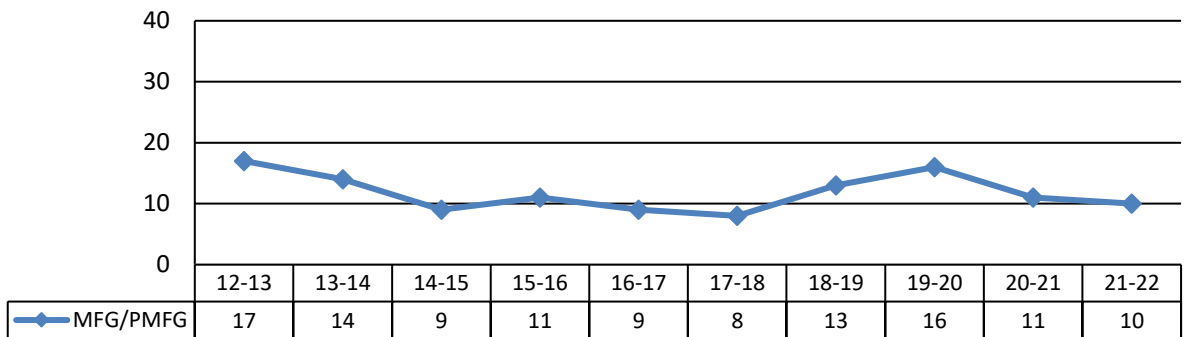
Machine Trades



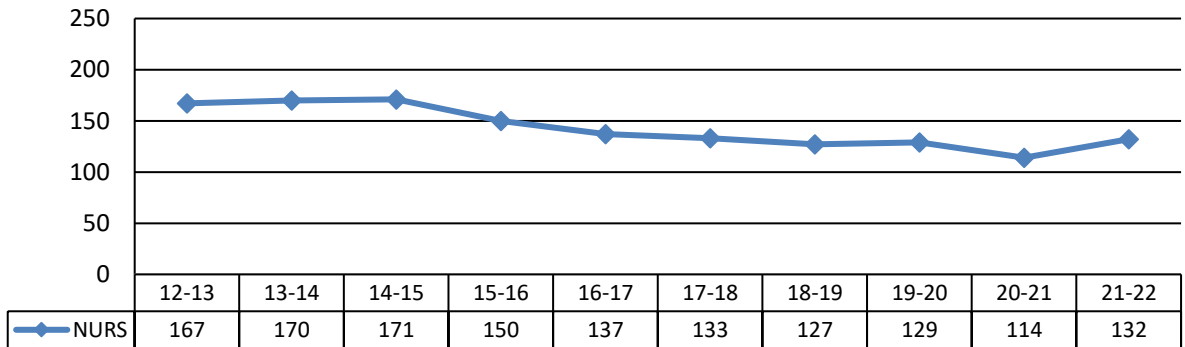
Medical Assisting



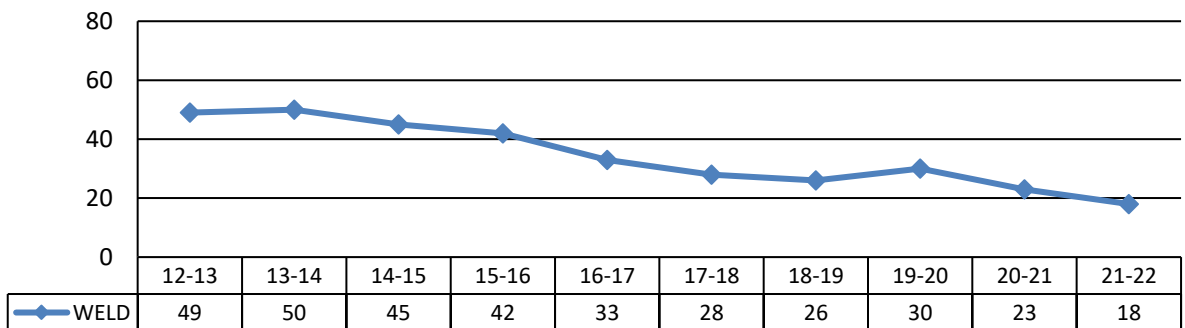
Manufacturing/Process Manufacturing (previously PULP)



Nursing (including RN, LPN and Nursing Assistant)



Welding



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

Key Performance Indicator: College Level English & Math Completion
(Mission Fulfillment = meet system rate across all demographic categories)
(Stretch Goal = exceed system rate across all demographic categories)

Table 7a: College Level English Completion in First Year (Professional Technical Students only)
 (Students who take AND complete college level English in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	24%	27%	34%	36%	29%
Full-time	33%	39%	47%	48%	38%
Part-time	15%	16%	23%	24%	23%
Male	19%	25%	24%	32%	19%
Female	25%	29%	38%	35%	32%
Need-Based Aid*	22%	31%	33%	33%	30%
Traditional Age**	42%	33%	46%	46%	37%
Nontraditional Age**	13%	24%	28%	29%	26%
System Rate^: Overall	26%	27%	29%	29%	28%
Full-time	31%	31%	35%	35%	33%
Part-time	18%	19%	20%	21%	20%
Male	24%	25%	28%	29%	27%
Female	27%	28%	30%	29%	29%
Need-Based Aid*	33%	33%	36%	34%	32%
Traditional Age**	35%	35%	38%	39%	37%
Nontraditional Age**	18%	18%	20%	21%	20%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for “n” size, college access only. *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

**Table 7b: College Level English Completion in First Year by Race/Ethnicity
(Professional Technical Students Only)**
(Students who take AND complete college level English in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	24%	27%	34%	36%	29%
American Indian or Alaska Native	*	20%	46%	45%	*
Asian	19%	13%	30%	27%	41%
Black or African American	24%	*	33%	23%	*
Hispanic or Latino	38%	38%	30%	33%	39%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	24%	28%	37%	38%	31%
System Rate^: Overall	26%	27%	29%	29%	28%
American Indian or Alaska Native	27%	29%	29%	25%	25%
Asian	24%	25%	29%	28%	28%
Black or African American	24%	22%	25%	27%	25%
Hispanic or Latino	30%	30%	32%	34%	31%
Native Hawaiian or Other Pacific Islander	25%	26%	31%	30%	30%
White	27%	28%	30%	30%	28%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. 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: College Level English & Math Completion
(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)
 (Students who take AND complete college level math in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	28%	26%	24%	13%	20%
Full-time	35%	40%	31%	15%	19%
Part-time	21%	13%	18%	12%	21%
Male	28%	36%	20%	11%	17%
Female	28%	23%	26%	13%	22%
Need-Based Aid*	28%	32%	25%	11%	17%
Traditional Age**	34%	28%	28%	13%	22%
Nontraditional Age**	71%	65%	60%	57%	50%
System Rate^: Overall	17%	19%	19%	21%	20%
Full-time	21%	22%	23%	25%	24%
Part-time	12%	13%	13%	16%	14%
Male	18%	20%	20%	22%	21%
Female	16%	18%	19%	21%	19%
Need-Based Aid*	21%	22%	23%	25%	24%
Traditional Age**	22%	23%	24%	25%	24%
Nontraditional Age**	14%	14%	15%	18%	16%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+ ^All Other Colleges.

**Table 8b: College Level Math Completion in First Year by Race/Ethnicity
(Professional Technical Students Only)**
(Students who take AND complete college level math in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	28%	26%	24%	13%	20%
American Indian or Alaska Native	*	20%	23%	9%	14%
Asian	38%	40%	15%	36%	35%
Black or African American	12%	*	17%	8%	*
Hispanic or Latino	21%	26%	21%	10%	16%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	27%	27%	25%	14%	22%
System Rate^: Overall	17%	19%	19%	21%	20%
American Indian or Alaska Native	16%	16%	18%	17%	17%
Asian	17%	18%	22%	22%	19%
Black or African American	12%	14%	14%	18%	15%
Hispanic or Latino	17%	19%	18%	22%	20%
Native Hawaiian or Other Pacific Islander	16%	17%	20%	22%	17%
White	19%	20%	21%	22%	21%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts, Professional Technical students, summer/fall start). See dashboard for “n” size, college access only. *Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

Note: tables 8a & 8b measure students who take AND complete college level math in their first year of attendance. Although course success plays a role in this indicator, it is not a reflection of how students do in college level math overall. Overall success rates (C or better) in college level math for workforce students in 2021-22 are as follows:

- Overall rate: 73%
- Female: 73%
- Male: 73%
- Receiving need-based aid: 73%
- Traditional age: 71%
- Nontraditional age: 74%
- Asian: 80%
- Hispanic or Latino: 58%
- Two or More Races or Other Race: 65%
- White: 76%

Please note: some demographic categories were excluded due to ‘n’ size.

Data Source for college math course success rates are the SBCTC Data Warehouse Student and Transcript tables (COURSE_NUM >=100, GR Not in (I, R, V, N, X, NA, '*'), SECT Not in (T#P, A#P, C#P, CHS, CHK, CHW, CHP, CHM, CHL, CHLP). BUS 104 included as college math. Counted every attempt.

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

Table 9: Average Scores, General Education Outcomes (Global Skills)
(Workforce Students)

	2017-18	2018-19	2019-20	2020-21	2021-22
Communication	--	--	--	--	--
Critical Thinking	--	--	*	3.4	--
Quantitative Literacy (Numeracy)	3.1	3.1**	--	--	--
Teamwork	--	--	--	--	4.2

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

Note: Prior to 2021-22, Academic Transfer and Workforce Global Skills scores were combined.

- Scores are based on rubrics ranging from one (low) to five (high).
- Global Skills for workforce programs are assessed by program.
- Communication will be assessed in 2022-23.

PART 2: Economic Development

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

Table 10: 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.
- Evaluations were not given in 2021-22 due to staffing transition.

EDUCATION, TRAINING AND TESTING ACTIVITIES

Table 11: Continuing Education Enrollment: Duplicated Headcount

2017-18	2018-19	2019-20	2020-21	2021-22	1 yr Δ	5 yr Δ
2,109	1,842	892	341	477	+40%	-77%

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 increased in 2021-22 from the previous year.
- Due to COVID-19, most Spring 2020 classes were canceled and less classes were offered in the 2020-21 year.

Table 12: Other Testing Exams: Duplicated Headcount

Exam	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-Employment Testing (Work Keys)	332	385	130	169	640
NREMT (EMT Test)	165	159	31	55	202
Educator Licensing Exams (NES, West-B, ORELA)	289	304	115	248	432
Automotive Service Excellence (ASE)	125	154	43	2	55
ASE Student Entry-Level Certification	*	26	11	21	66
CLEP (Prior Learning Assessment)	45	23	15	1	37
Certiport (Microsoft Office Certification)	200	202	93	2	33
Pesticide Testing (Washington State Department of Agriculture)	379	455	62	0	355
IT Exams (Compia, Cisco, Microsoft, Juniper Networks)	41	45	24	12	59
ParaPro (certification exam for paraprofessional educators)	91	84	61	3	82
Castle Worldwide (ACE certification, BPS, certification, and others)	17	14	10	2	56
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	*	15	4	173	161
GED Passer Reports	100	87	45	26	64

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.
- Numbers for almost all tests increased in 2021-22 compared to the previous year.

Lower Columbia College
Workforce & Economic Development Monitoring Report
Analysis from the Review Team

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1) Based on the data in this report, what are LCC's strengths in providing workforce preparation and economic development?

- We're doing very well in terms of employer satisfaction with the professionalism of LCC graduates. At 100%, we met our stretch goal last year.
- Students are performing well in professional/technical classes. At over 92%, females are doing particularly well.
- Although we don't have data from last year due to staffing transitions, customer satisfaction with Corporate and Continuing Education is high.
- The overall proportion of students taking college level math in their first year increased from the previous year.
- The employment rate went up from the previous two years, and is substantially higher than the system average.
- We met our stretch goal for Global Skills attainment last year.
- Licensure rates are high.

2) Based on the data in this report, what are LCC's weaknesses in providing workforce preparation and economic development?

- Enrollment continued to decline overall in 2021-22, and most (but not all) disciplines were trending down last year. There have been some positive gains in 2022-23 that will be captured in next year's monitoring report.
- Males are completing college level math and English at notably lower rates than females, although the gap is more pronounced for English. The overall rate is also lower for English than it was in the previous year.
- Overall completion rates for college level math and English are fairly low. It's unfortunate that certain populations are too small to be included in the report.
- The rate of students obtaining a 'C' or better in classes is lower for Students of Color than overall. This is also true for employment rates.

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

- High levels of employer satisfaction with the professionalism of LCC graduates can help us promote our programs.
- Alignment with K-12, and bringing back events and activities should support enrollment growth.
- Strong employer satisfaction reflects our positive standing in the community, which could support development of more cooperative opportunities with businesses.

- Updated Chemical Dependency Studies pathways will support more students transitioning into our Bachelor of Applied Science-Organizational Leadership and Technical Management (BAS-OLTM) program.
- Continued development of workforce preparation programs, including more BAS degrees, will support enrollment.

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

- Enrollment is a threat for the entire college, not just for professional/technical programs.
- Downward enrollment trends in Information Technology/Computer Science are putting the future of the program in jeopardy.
- The fact that some employers are investing heavily in apprenticeship pathways right now is a threat, since it's resulting in people bypassing higher education.
- Related to enrollment, funding is an ongoing threat. Lower enrollments can lead to less funding, which we need to continue to develop and grow our programs.

Board Plus/Delta

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

+	Δ

Academic Transfer Monitoring Report

2018 – 2022

(Cycle 24)

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 15, 2023



Academic Transfer Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

Key Performance Indicators for the Academic Transfer Monitoring Report include:

- Student performance
- 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:

- Instruction is in the process of developing the college's third and fourth applied bachelor's degree programs.
- COLL 110, Test of Essential Academic Skills (TEAS) Preparation, will be offered for the first time at college level in spring 2023. It was previously an Adult Basic Education (ABE) class. The TEAS test score is one of multiple factors used in the admissions process for the nursing program.
- The Math department is engaged in an internal promotional campaign to encourage advisors to help their advisees enroll in the appropriate math class during their first year. The proportion of students achieving college level math within the first year is an important Guided Pathways metric.
- Math boot camps have returned after a lengthy hiatus caused by the pandemic. The boot camps help students prepare for math placement testing.
- Biweekly community of practice meetings to improve teaching and learning continue in the Math department.
- COLL 101, the college's mandatory college success course for all entering students, is engaged in a large-scale outcomes assessment project to ensure that students are learning (one of the four Guided Pathways pillars).
- LCC continues to have successful transfers from the relatively new Music-MRP program into four-year music programs in the region. Students have entered and are graduating from programs at Central Washington University, Pacific Lutheran University, Portland State University, and more. In addition, two former LCC music graduates have been accepted into master's music programs in Arizona and Illinois.

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22
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 *.	82.6%	81.1%	80.3%	82.0%	82.8%
<i>Male</i>	81.4%	77.4%	78.2%	81.2%	81.4%
<i>Female</i>	83.7%	83.1%	81.5%	82.7%	83.8%
<i>Students of Color</i>	82.8%	76.4%	76.0%	80.1%	77.2%
<i>Economically Disadvantaged</i>	81.2%	77.6%	78.0%	79.7%	80.4%
<i>Traditional Age</i> [^]	*	*	*	*	83.4%
<i>Nontraditional Age</i> [^]	*	*	*	*	80.7%

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. [^]Traditional age is up to 24; nontraditional age is 25+. *Data not available.

- The proportion of students successfully completing academic transfer courses increased overall in 2021-22.

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22
Communication	--	--	--	--	--
Critical Thinking	--	--	*	3.4	--
Quantitative Literacy (Numeracy)	3.1	3.1**	--	--	--
Teamwork	--	--	--	--	4.1

*Summer Assessment Institute canceled due to COVID-19 pandemic **Category repeated in subsequent year due to adoption of new rubric/outcomes. Note: Prior to 2021-22, Academic Transfer and Workforce Global Skills scores were combined.

- Scores are based on rubrics ranging from one (low) to five (high).
- Global Skills for academic transfer programs are assessed either via a Summer Assessment Institute process or by department, depending on the year and outcome (for example, Teamwork is assessed at the departmental level).
- Communication will be assessed in 2022-23.

Lower Columbia College's Global Skills (General Education Outcomes)

Communication--Express ideas and information in writing and speaking in a manner that is clear and appropriate to the audience, and read and listen effectively. Students will:

- A. Communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.
- B. Develop and express their ideas clearly and reasonably for a unified purpose.
- C. Demonstrate comprehension of a wide variety of materials.
- D. Use credible evidence to support arguments and conclusions.
- E. Document source information.
- F. Use a style of delivery that is effective in communicating their message.

Critical Thinking--Apply various techniques and processes using information, data, situations, or other forms of artistic expression, to draw logical, rational, ethical, and coherent conclusions. Students will:

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

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

- A. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- B. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- C. Perform mathematical calculations.
- D. Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
- E. Make and evaluate important assumptions in estimation, modeling, and data analysis
- F. Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Teamwork-- individual behaviors that facilitate a team's ability to achieve a desired goal or outcome. Students will:

- A. Make individual contributions to the team.
- B. Facilitate the contributions of team members.
- C. Foster a constructive team climate.
- D. Respond constructively to conflict.

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

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Year (summer/fall)	2016	2017	2018	2019	2020
LCC Rate: Overall	55%	51%	53%	52%	49%
Female	55%	53%	57%	51%	47%
Male	53%	47%	44%	53%	48%
Received Need-Based Aid	41%	39%	34%	37%	34%
Traditional Age**	58%	53%	56%	55%	56%
Nontraditional Age**	34%	34%	34%	29%	21%
System Rate^: Overall	47%	47%	47%	49%	50%
Female	49%	48%	50%	52%	50%
Male	44%	45%	45%	46%	48%
Received Need-Based Aid	40%	41%	42%	39%	42%
Traditional Age**	50%	50%	52%	53%	53%
Nontraditional Age**	29%	27%	27%	26%	28%

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. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

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

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Year (summer/fall)	2016	2017	2018	2019	2020
LCC Rate: Overall	55%	51%	53%	52%	49%
American Indian or Alaska Native	38%	53%	47%	31%	45%
Asian	83%	48%	57%	46%	46%
Black or African American	67%	30%	38%	40%	32%
Hispanic or Latino	66%	56%	46%	62%	40%
Native Hawaiian or Other Pacific Islander	**	**	**	**	7%
White	54%	53%	55%	52%	50%
System Rate^: Overall	47%	47%	47%	49%	50%
American Indian or Alaska Native	36%	37%	42%	40%	39%
Asian	55%	53%	55%	57%	57%
Black or African American	36%	35%	39%	38%	41%
Hispanic or Latino	43%	44%	47%	46%	47%
Native Hawaiian or Other Pacific Islander	42%	44%	44%	43%	45%
White	48%	48%	49%	50%	50%

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

Key Performance Indicator: Academic Transfer Rate

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

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Year (summer/fall)	2014	2015	2016	2017	2018
LCC Rate: Overall	36%	38%	40%	34%	30%
Female	39%	40%	45%	38%	33%
Male	31%	35%	31%	28%	25%
Received Need-Based Aid	23%	25%	24%	24%	14%
Traditional Age*	36%	41%	43%	38%	31%
Nontraditional Age*	39%	19%	22%	16%	23%
System Rate^: Overall	38%	39%	39%	37%	39%
Female	40%	41%	41%	39%	41%
Male	36%	37%	36%	35%	37%
Received Need-Based Aid	25%	27%	26%	24%	26%
Traditional Age*	41%	42%	42%	42%	41%
Nontraditional Age*	27%	28%	28%	30%	28%

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.

*Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

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

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Year (summer/fall)	2014	2015	2016	2017	2018
LCC Rate: Overall	36%	38%	40%	34%	30%
American Indian or Alaska Native	23%	14%	34%	32%	26%
Asian	57%	48%	61%	38%	39%
Black or African American	25%	45%	58%	22%	25%
Hispanic or Latino	39%	44%	51%	27%	25%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	37%	38%	38%	36%	31%
System Rate^: Overall	38%	39%	39%	37%	39%
American Indian or Alaska Native	30%	32%	31%	33%	33%
Asian	45%	46%	48%	47%	47%
Black or African American	32%	34%	33%	33%	34%
Hispanic or Latino	32%	34%	33%	32%	33%
Native Hawaiian or Other Pacific Islander	27%	33%	32%	31%	30%
White	39%	40%	41%	41%	40%

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

Table 5: Where Did They Go?

Transfer destinations of students enrolled in 2021-22 (all transfer students)

- Arizona Christian University (1)
- Arizona State University (5)
- Bellevue College* (3)
- Belmont University, TN (1)
- Biola University, CA (1)
- Boise State University (1)
- Brigham Young University (6)
- Bushnell University, OR (3)
- California Polytechnic State University (2)
- Capella University, MN (5)
- Central Washington University (15)
- Centralia College* (2)
- Chamberlain University, IL (2)
- City University of Seattle (1)
- Clark Atlanta University (1)
- College of Southern Nevada (1)
- Concordia University (3)
- Corban University, OR (1)
- Cuny Hunter College, NY (1)
- Eastern Oregon University (1)
- Eastern Washington University (1)
- Embry-Riddle Aeronautical University – Arizona (2)
- Embry-Riddle Aeronautical University – Daytona (1)
- Full Sail University, FL (1)
- Gonzaga University (1)
- Grand Canyon University (9)
- Green River College* (1)
- Herzing University-Minneapolis (1)
- Idaho State University (3)
- Indiana State University (1)
- Lewis & Clark College of Arts & Sciences, OR (1)
- Lewis-Clark State College, ID (1)
- Linfield University (1)
- Louisiana State University - Shreveport (1)
- Montana State University - Bozeman (3)
- Montana State University – Billings (1)
- Naropa University, CO (1)
- National University of Natural Medicine, OR (1)
- New York University (1)
- Olympic College* (1)
- Oregon State University (4)
- Ottawa University - Ottawa, KS (1)
- Pacific Lutheran University (1)
- Pacific Northwest College of Art (1)
- Pacific University (4)
- Peninsula College* (1)
- Point University, GA (1)
- Portland State University (2)
- Regis University, CO (1)
- Seattle Central College* (1)
- Seattle Pacific University (3)
- Southern New Hampshire (2)
- Southern Utah University (1)
- Texas Tech University Lubbock (1)
- The University of Arizona Global Campus (1)
- University of Idaho (3)
- University of Montana (1)
- University of Montana - Western (1)
- University of Nevada – Reno (1)
- University of North Carolina - Wilmington (1)
- University of Phoenix (2)
- University of Providence (1)
- University of South Carolina Upstate (2)
- University of Southern California (1)
- University of The Cumberland, KY (1)
- University of Vermont & State Agricultural College (1)
- University of Washington - Seattle (11)
- Utah Valley University (2)
- Walla Walla University (2)
- Warner Pacific College (2)
- Washington State University (50)
- Weatherford College, TX (1)
- Weber State University, UT (2)
- Western Governors University (16)
- Western Oregon University (6)
- Western Washington University (15)

*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	2017-18	2018-19	2019-20	2020-21	2021-22
Grad Rate of LCC transfer students at transfer institutions	62.9%	62.0%	67.3%	65.8%	66.7%

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

	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated headcount, all funding sources	1997	2000	1959	1748	1580
Transfer student population as a percent of all students	29%	31%	33%	39%	38%
FTE by institutional intent (fall quarter, state funded)	989	969	978	795	765
FTE as percent of institutional FTE (fall quarter, state funded)	43%	45%	45%	45%	44%
Transfer associate degrees granted	437	459	401	451	421

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 2021-22.
- The COVID-19 pandemic most likely impacted the decline in transfer student enrollment the last few years, although it should be noted that the transfer student population as a percent of all students increased substantially in 2020-21 and remained relatively flat in 2021-22.
- 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)
(Students who take AND complete college level English in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	64%	66%	69%	65%	64%
Full-time	71%	71%	76%	78%	76%
Part-time	46%	54%	45%	39%	36%
Male	63%	61%	67%	65%	65%
Female	64%	68%	71%	63%	64%
Need-Based Aid*	43%	46%	59%	49%	45%
Traditional Age**	69%	70%	74%	71%	72%
Nontraditional Age**	24%	37%	34%	36%	28%
System Rate^: Overall	57%	61%	62%	63%	62%
Full-time	68%	71%	72%	73%	71%
Part-time	42%	46%	46%	45%	44%
Male	55%	59%	60%	63%	60%
Female	59%	63%	64%	63%	63%
Need-Based Aid*	50%	51%	50%	51%	51%
Traditional Age**	64%	67%	68%	69%	67%
Nontraditional Age**	26%	28%	28%	29%	31%

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

*Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

**Table 8b: College Level English Completion in First Year by Race/Ethnicity
(Transfer Students Only)**
(Students who take AND complete college level English in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	64%	66%	69%	65%	64%
American Indian or Alaska Native	50%	56%	66%	70%	48%
Asian	62%	54%	46%	65%	52%
Black or African American	48%	46%	80%	68%	35%
Hispanic or Latino	67%	65%	78%	56%	54%
Native Hawaiian or Other Pacific Islander	*	*	*	57%	*
White	66%	67%	70%	67%	67%
System Rate^: Overall	57%	61%	62%	63%	62%
American Indian or Alaska Native	50%	54%	52%	56%	51%
Asian	60%	65%	68%	69%	69%
Black or African American	49%	54%	56%	57%	55%
Hispanic or Latino	56%	59%	60%	60%	58%
Native Hawaiian or Other Pacific Islander	56%	58%	58%	64%	58%
White	59%	62%	63%	64%	62%

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

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

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)
(Students who take AND complete college level math in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21^^	2021-22^^
LCC Rate: Overall	29%	29%	33%	28%	29%
Full-time	35%	34%	37%	34%	33%
Part-time	15%	16%	21%	17%	20%
Male	31%	28%	41%	31%	34%
Female	28%	29%	28%	27%	26%
Need-Based Aid*	26%	23%	27%	21%	25%
Traditional Age**	32%	29%	34%	31%	32%
Nontraditional Age**	11%	23%	24%	15%	13%
System Rate^: Overall	33%	34%	36%	38%	38%
Full-time	40%	41%	43%	46%	45%
Part-time	23%	23%	23%	25%	24%
Male	36%	37%	39%	41%	41%
Female	31%	32%	33%	36%	35%
Need-Based Aid*	29%	30%	32%	36%	35%
Traditional Age**	34%	35%	37%	39%	39%
Nontraditional Age**	26%	26%	27%	30%	30%

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

*Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

^^Please note: For 2020-21 and 2021-22 academic year, BUS 104, MATH 105 and MATH 106 were not counted as College Math in the State Board’s FTEC metrics due to a change in State Board methodology which likely impacted College Math Year 1 rates. Going from Winter 2023 forward, those courses will be included in the State Board’s metrics as college math.

**Table 9b: College Level Math Completion in First Year by Race/Ethnicity
(Transfer Students Only)**
(Students who take AND complete college level math in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21^^	2021-22^^
LCC Rate: Overall	29%	29%	33%	28%	29%
American Indian or Alaska Native	32%	24%	31%	25%	19%
Asian	33%	43%	21%	31%	26%
Black or African American	17%	17%	27%	16%	12%
Hispanic or Latino	21%	17%	35%	23%	22%
Native Hawaiian or Other Pacific Islander	*	*	*	14%	*
White	30%	29%	33%	29%	30%
System Rate^: Overall	33%	34%	36%	38%	38%
American Indian or Alaska Native	24%	30%	29%	29%	31%
Asian	45%	47%	48%	49%	47%
Black or African American	22%	25%	26%	29%	26%
Hispanic or Latino	27%	28%	29%	32%	32%
Native Hawaiian or Other Pacific Islander	27%	27%	29%	36%	29%
White	34%	34%	36%	38%	37%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts, 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. ^^Please note: For 2020-21 and 2021-22 academic year, BUS 104, MATH 105 and MATH 106 were not counted as College Math in the State Board’s FTEC metrics due to a change in State Board methodology which likely impacted College Math Year 1 rates. Going from Winter 2023 forward, those courses will be included in the State Board’s metrics as college math.

Note: tables 9a & 9b measure students who take AND complete college level math in their first year of attendance. Although course success plays a role in this indicator, it is not a reflection of how students do in college level math overall. Overall success rates (C or better) in college level math for transfer students in 2021-22 are as follows:

- Overall rate: 77%
- Female: 77%
- Male: 78%
- Receiving need-based aid: 74%
- Traditional age: 78%
- Nontraditional age: 72%
- Asian: 96%
- Hispanic or Latino: 62%
- White: 77%

Please note: some demographic categories were excluded due to ‘n’ size.

Data Source for college math course success rates are the SBCTC Data Warehouse Student and Transcript tables (COURSE_NUM >=100, GR Not in (I, R, V, N, X, NA, “*”), SECT Not in (T#P, A#P, C#P, CHS, CHK, CHW, CHP, CHM, CHL, CHLP). BUS 104 included as college math.

Academic Transfer Monitoring Report

Analysis from the Review Team

Members include: Stefanie Gilberti, chair, Alex Brehm, Rob Davis, Dawn Draus, Jim Franz, Traci Fuller, Mary Hebert, Devin Hendricks, Lindsay Keevy, Louis LaPierre, John Melink, Joanna Mosser, Lucas Myers, Jenny Smith, Jim Stanley, Maggie Stuart, Ian Triana.

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

- Our students do well after transferring to universities, and our transfer graduation rate exceeds our stretch goal.
- It's encouraging to see that we're above the system average for students completing college level English in year one.
- Our traditional age students are doing well.
- Based on the list of where they go, we are doing a good job of not limiting options for our transfer students.
- Our transfer students continued to perform well academically during the pandemic.
- We exceeded our stretch goal for general education (teamwork) this year.
- There is not a huge disparity between academic performance of transfer students between our male and female populations.
- There's an institution-wide effort to map and streamline curriculum/curricular pathways to facilitate students' timely progress to degree.

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

- We are well below the system average in terms of completion of college level math in year one. This is a major focus of our Guided Pathways work this year, and several initiatives are underway intended to change our advising practices around math, including educating our faculty and staff about how to talk to students about math degree requirements.
- We are really struggling to equitably serve our students of color. Our numbers are undeniable. Completion of college level math in year one by Black and African American students is one example. Improving equity outcomes is a major focus of our Guided Pathways initiative, but we have a lot of work to do.
- Non-traditional age students are doing less well across a variety of indicators, which may indicate that they need additional support to help them balance their work and family obligations.
- We saw a dip with our four-year transfer rate, which could be a reflection of the impact of the pandemic on our student population. Because our average age is higher than the system as a whole, our students may have

had more challenges balancing the needs of their school-aged children with their own coursework during the pandemic.

- Our part-time students perform consistently less well across a variety of indicators compared to other student populations. In regard to completing college level math and English in year one, this makes sense since part-time students may only be able to take a class or two each quarter.
- There was a decline in the proportion of Black or African American and Hispanic or Latino transfer students achieving 45 college level credits within two years. The proportion of students eligible for need-based aid declined as well, which may be at least partially attributable to the pandemic.
- The proportion of transfer students receiving need-based aid who transferred to a four-year college also declined.

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

- Many of the soft spots in our data can be at least partially attributed to the pandemic. Now that we're entering the post-pandemic phase, we have an opportunity to reengage students in two ways. First, with reopening in-person programs and services. Second, with more adaptable and flexible services that we didn't have before the pandemic, that allow for more remote engagement.
- Related to operating in a post-pandemic environment, we have an opportunity to deliver more opportunities for students to increase their digital literacy to ensure that they can take full advantage of our programs and services.
- Through the statewide focus on Diversity, Equity and Inclusion as well as Guided Pathways, we have an opportunity to address at least some of the issues we're seeing with serving students of color.
- We can and should do more to prioritize services and enhance support for vulnerable populations.

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

- The potential resurgence of COVID (another wave of the pandemic) is an ongoing threat.
- A lot of students relied on emergency pandemic aid over the past few years. Now that those sources of aid have mostly been depleted, lack of funding and other available resources could pose new challenges.
- The current and projected future budget of the college may prevent us from doing some of things we could and should be doing that require additional staffing (that we may not be able to support).

- Pandemic-related threats such as inflation and supply chain issues have the potential to impact enrollment, and even the ability of some students to be able to physically travel to campus.
- The lack of technology access, including devices and Internet connectivity, is a threat for some student populations since all classes have at least a minimal digital component now.
- Similar to the threats LCC is facing, the institutions our students want to transfer to may be suffering from enrollment and budget challenges. This could impact their ability to serve our transfer student population.
- Increased mental health challenges in our society, post-pandemic, has created new and ongoing challenges.
- The fall 2022 CARES Act campaign may have attracted some students who didn't intend to stay. It's great that they came, but it could impact our numbers down the road if they don't return.
- Guided Pathways has moved us away from allowing people to remain as general transfer students. Instead, we require people to quickly identify a Career Pathway. This could act as a deterrent for some students who are truly undecided.

Board Plus/Delta

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

+	Δ

Preparation for College Level Studies Monitoring Report

2018 – 2022

(Cycle 24)

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 19, 2023



Preparation for College Level Studies

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

Key Performance Indicators for the 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:

- Transitional Studies, in collaboration with the Math department, developed a plan to utilize the renaming of the Transitional Studies department in the coming academic year to better align the long titles and catalog numbers of BEdA math courses to their math department equivalents. This allows advisors and staff assisting students to better identify the next math course needed in a student's pathway.
- Transitional Studies expanded the use of the Ability to Benefit program and increased collaboration to find eligible students by strengthening connections for referrals from Financial Aid and the Testing Center. This program allows qualifying students intending to enroll in an I-BEST college program who are still in need of a high school diploma to be co-enrolled in HS+ and I-BEST while gaining access to financial aid so they can start on their college course work sooner.
- In an effort to offer more support to students in academic transfer programs, Transitional Studies reestablished the Academic I-BEST program (formerly called I-TRANS). Through collaborations with faculty in various departments such as Math, English, Nutrition, and others, Transitional Studies can now offer I-BEST support to transfer students in eligible classes.
- Transitional Studies staff met with staff from Advising and Registration and developed a plan to allow students utilizing the articulation agreement between Math and Transitional Studies to be able to register for the next math class in their pathway in ctcLink automatically utilizing milestones.
- In order to better serve students in Youth Reengagement programs at LCC, Career Education Options (CEO) was integrated into the Transitional Studies department over summer quarter.

- Transitional Studies made the necessary preparations to move to a new name in the coming academic year that better reflects the mission of the department. Staff and faculty created new course plans renaming the subjects, catalog numbers, and long titles of the entire course schedule for the department corresponding with the new name of College and Career Preparation.
- Last year the math department implemented a new course (Math 88/98) that replaces the two quarter sequence 88/89 and 98/99, thus shortening the path to MATH& 141 and MATH 125 by a quarter.
- Math faculty have been working on improving instruction by implementing the practices outlined in Peter Liljedahl's book, "Building Thinking Classrooms in Mathematics."
- Math boot camps have returned after a years-long hiatus due to the pandemic.
- Math faculty continue to work with professional and academic advisors to increase the number of students enrolling in math courses.
- The high school GPA placement process has expanded to include precollege as well as college level math classes.

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 (BEaA) 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)

	2017-18		2018-19		2019-20		2020-21		2021-22	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
Overall	331	15%	353	22%	318	32%	288	39%	212	26%
Female	176	15%	200	24%	177	33%	164	38%	123	29%
Male	155	15%	153	20%	134	32%	114	37%	71	21%
Students of Color	128	12%	169	12%	129	25%	97	28%	86	14%

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 BEaA 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
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)

	2017-18	2018-19	2019-20	2020-21	2021-22
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	72.9%	73.0%	72.3%	78.1%	74.8%
Male	*	*	74.6%	81.3%	67.2%
Female	*	*	75.0%	84.3%	78.7%
Students of Color	*	*	72.9%	78.0%	67.1%
Received need-based aid	*	*	72.0%	85.6%	76.2%
All students - withdrawal rate	5.3%	6.4%	11.0%	5.9%	4.9%
Male	*	*	12.0%	6.7%	4.4%
Female	*	*	11.1%	5.8%	5.4%
Students of Color	*	*	17.0%	4.3%	4.6%
Received need-based aid	*	*	10.8%	7.2%	3.6%

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).

Note: Precollege math includes MATH & TECH 078/079, 087/097, 088/089, 098/099.

*Data not available; disaggregated rates not collected until 2019-20.

Note: The “All students” rates come from manually adding the fall, winter, and spring rates from the quarterly precollege math report. Starting 2021-22, disaggregated also come from manually adding the fall, winter, and spring rates from the quarterly precollege math report. Prior to 2021-22, the quarterly report didn’t include disaggregation, so the disaggregated rates were pulled after the year was over from the SBCTC Data Warehouse Transcripts table.

**Table 3: Passing Rates of Students in Precollege English
Duplicated Headcount (excludes summer)**

**(Mission Fulfillment = 65% for all categories; Stretch Goal = 75% for all categories re: pass rate
excluding students who withdrew)**

	2017-18	2018-19	2019-20	2020-21	2021-22
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	64.1%	69.6%	68.4%	68.7%	61.6%
Male	*	*	73.2%	74.4%	36.8%
Female	*	*	67.0%	79.2%	68.3%
Students of Color	*	*	65.8%	73.8%	58.8%
Received need-based aid	*	*	63.6%	75.6%	60.0%
All students - withdrawal rate	9.0%	8.7%	16.0%	16.6%	13.1%
Male	*	*	8.8%	13.3%	17.4%
Female	*	*	20.2%	20.0%	12.5%
Students of Color	*	*	20.8%	16.0%	8.1%
Received need-based aid	*	*	18.2%	21.2%	19.4%

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). Note: Precollege English includes ENGL 098 or 099.

*Data not available; disaggregated rates not collected until 2019-20.

Note: The "All students" rates come from manually adding the fall, winter, and spring rates from the quarterly precollege English report. Starting 2021-22, disaggregated also come from manually adding the fall, winter, and spring rates from the quarterly precollege English report. Prior to 2021-22, the quarterly report didn't include disaggregation, so the disaggregated rates were pulled after the year was over from the SBCTC Data Warehouse Transcripts table.

Table 4: Success Rate of Developmental Math Students That Moved on to the Next Level by the Subsequent Fall (includes self-paced courses)
(Mission Fulfillment = 70% for all categories; Stretch Goal = 75% for all categories)

The following table shows the performance of precollege students who successfully completed their precollege math and, by the subsequent fall quarter, completed their first college level math composition class.

	2017-18	2018-19	2019-20	2020-21	2021-22
Total number of all students who successfully completed a precollege math class	298	263	133	124	111
Proportion of those students who went on to a college level course listed above	48.3%	56.3%	66.9%	62.9%	57.7%
Male	*	*	57.1%	57.7%	42.9%
Female	*	*	71.4%	64.2%	59.5%
Students of Color	*	*	60.0%	60.7%	50.0%
Received need-based aid	*	*	65.1%	59.7%	59.5%
Proportion of those students who withdrew from their college level course	4.9%	10.8%	12.4%	12.8%	10.9%
Male	*	*	12.5%	26.7%	8.3%
Female	*	*	12.3%	8.2%	9.1%
Students of Color	*	*	13.3%	17.6%	0.0%
Received need-based aid	*	*	14.8%	12.5%	4.1%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	82.6%	74.3%	76.4%	76.9%	82.8%
Male	*	*	79.2%	73.3%	75.0%
Female	*	*	75.4%	80.3%	86.4%
Students of Color	*	*	66.7%	70.6%	83.3%
Received need-based aid	*	*	66.7%	75.0%	86.4%

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). Note: Developmental math includes MATH/TECH 078/079, 087/097, 088/089, 098/099. Next level math includes MATH or MATH& 105, 106, 112/141, 121/131, 122/132, 125, 130/107, 146 or BUS 104

*Data not available; disaggregated rates not collected until 2019-20.

Table 5: Success Rate of Developmental English Students That Moved on to the Next Level by the Subsequent Fall

(Mission Fulfillment = 70% for all categories; Stretch Goal = 75% for all categories)

The following table shows the performance of precollege students who successfully completed their precollege English and, by the subsequent fall quarter, completed their first college level English composition class.

	2017-18	2018-19	2019-20	2020-21	2021-22
Total number of all students who successfully completed a precollege English class	68	70	40	45	21
Proportion of those students who went on to a college level course listed above	61.8%	67.1%	77.5%	73.3%	66.7%
Male	*	*	64.3%	69.2%	**
Female	*	*	84.6%	75.9%	63.2%
Students of Color	*	*	75.0%	64.3%	**
Received need-based aid	*	*	82.1%	75.0%	61.5%
Proportion of those students who withdrew from their college level course	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)	76.2%	70.2%	74.2%	81.8%	78.6%
Male	*	*	66.7%	66.7%	**
Female	*	*	77.3%	86.4%	75.0%
Students of Color	*	*	55.6%	77.8%	**
Received need-based aid	*	*	78.3%	83.3%	75.0%

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).

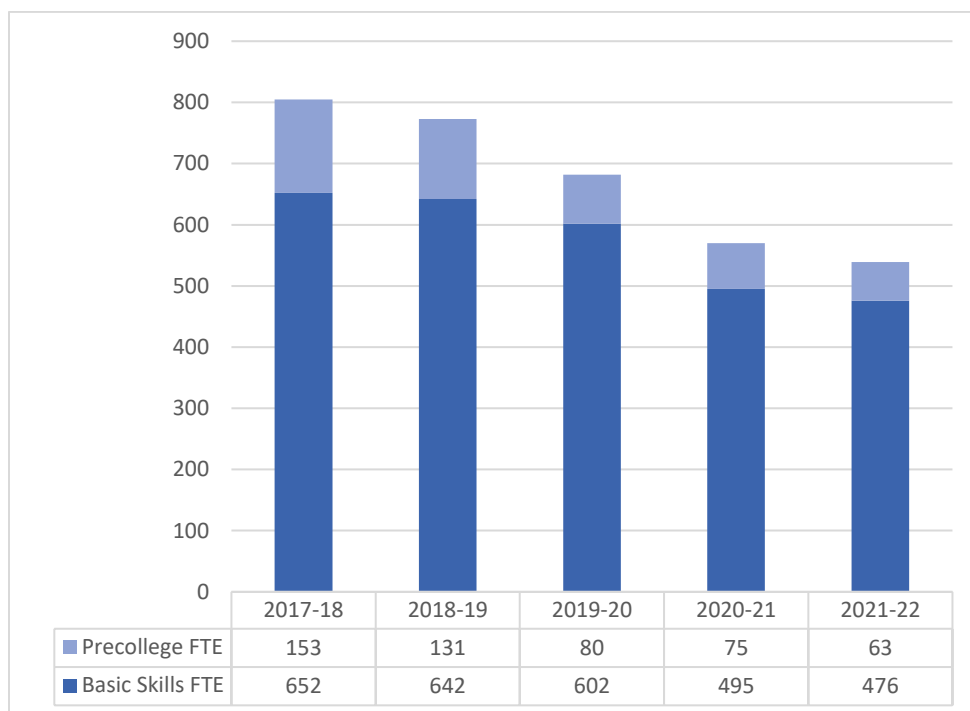
Note: Developmental English includes ENGL 098 or 099. Next level English includes ENGL& 101 or ENGL 110 or BUS 119.

*Data not available; disaggregated rates not collected until 2019-20. **Data redacted to protect student privacy due to small n size.

Basic Skills and Precollege Enrollment

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

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



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

Special Programs Headcount and Completions

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

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

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

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

Table 7: Special Programs Headcount and Completions

	2017-18	2018-19	2019-20	2020-21	2021-22
CEO Student Headcount	238	224	138	86	76
Total Annual High School Completions	56	56	41	19	11
High School Plus Student Headcount	161	136	93	89	35
Total Annual High School Completions	57	47	42	22	15
Open Doors Student Headcount	-	-	54	86	79
Total Annual High School Completions	-	-	*	*	*
I-BEST Student Headcount	225	293	315	370	318
Total Annual Certificate/Degree Completions	69	107	62	67	81

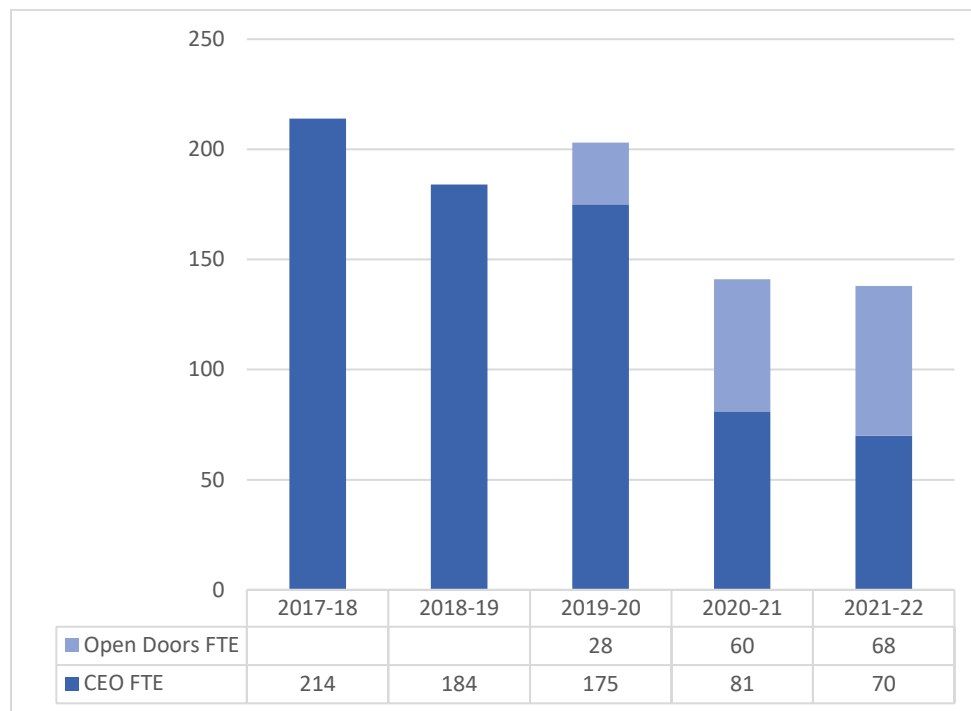
Source: Data Warehouse Headcount tables and Completion table. High school completions include GED.

* 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**



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, Kathryn Harlan, Rachel Mistic, Ariana Muro, Serena Murray, Mavourneen Rister, Angel Ruvalcaba, Terri Skeie, Christopher Tower, Rheannon Van de Voorde, 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?

- Precollege math and English students are preparing well for college level math and English courses.
- Even with the planned reduction in enrollment numbers in precollege courses, success rates remain relatively high and we are achieving mission fulfillment for most demographic categories.
- The number of I-BEST graduates is strong.
- As noted in the 'actions taken' portion of this report, we are creating new pathway-specific options for precollege math students.
- The return of math boot camps is going well.
- Withdrawal rates for both precollege math and English declined between last year and the prior year.

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

- The decline in success rates for males and students of color in precollege English is very concerning. This is being discussed by the college's Retention Subcommittee.
- Success rate for males in precollege math is also concerning. Faculty are discussing the trend and what can be done about it.
- Another area of concern is non-STEM students taking precollege math courses designed for STEM students. Often the reason is just availability of open sections, and time and modality of individual courses, but it can be detrimental to success rates when there is a mismatch. Getting more students into math boot camps is one way to alleviate this concern, as those students receive expert recommendations on which math courses to take.

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

- Expanding CASAS testing is a significant opportunity since a lack of testing access can serve as a barrier for students. Offering the test via the Testing Center is on the horizon, and remote testing is also being explored.
- A majority of precollege English students choose online over in-person classes due to constraints with their work or family schedules, however, it isn't always the most appropriate and supportive environment for them to be successful. Since we can't offer more in-person sections due to financial constraints, we have an opportunity to mitigate the situation by offering interventions such as in-person office hours in the evenings for online students. English faculty have also started surveying students early in the quarter to help connect them to needed services.
- We have an opportunity to better meet the needs of male students in precollege classes by advising them earlier and more regularly to support their success.
- There seems to be a breakdown in the process of students going from Transitional Studies to college level courses. For example, many students don't complete the required online

admissions application in a timely way. Transitional Studies is planning to improve the process by providing hands-on assistance during the final transcript evaluation to make sure all required steps are completed.

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

- Mental health is a significant threat that has always existed for college students, but was exacerbated by the pandemic and is now overwhelming. Faculty are seeing higher levels of anxiety and lower levels of motivation than in the past, both of which are impacting student success.
- Continued high enrollments in online vs. in-person precollege math classes is a threat. Precollege math students need the extra support that in-person instruction can provide, but many people got used to doing things remotely during the pandemic and are reluctant to return to in-person activities. Although in-person classes are offered, they have low enrollments while the online sections generate waitlists due to student demand.
- Related to the topic above, many precollege students know they would be more successful taking classes on campus, but are unable to do so because they can't afford childcare.
- Competition from employment opportunities and other colleges is an ongoing threat. Regularly promoting our programs can help with enrollment.
- Differing expectations and practices between high schools and colleges can detract from student success. For example, some high school students are allowed to turn in all of their work at the end of the term, which is not a feasible practice in college. Attendance can also carry much greater weight in high school vs. college classes.

Board Plus/Delta

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

+	Δ

Student Access, Support & Completion Monitoring Report

2018 – 2022

(Cycle 24)

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 14, 2022



Student Access, Support & Completion Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

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

- Participation rates
- Enrollment
- Student persistence
- Student completion
- Student satisfaction with support services
- Faculty-student engagement
- Student/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:

- In line with the college's **Strategic Enrollment Management** plan, the college added an Assistant Director of Outreach focused on multicultural outreach and adult reengagement, in addition to implementing a Customer Relationship Management (CRM) system, called Fire Engine Red.
- **Navigate**, LCC's student success platform, expanded its scope through implementation of an Academic Planning Tool. The tool facilitates creation of individualized academic plans for students that can be viewed by both students and their care team.
- **Student housing** expanded its occupancy capacity by 25% through a donation of 75 bedroom sets of residence hall furniture from Eastern Washington University.
- Under the umbrella of the **Student Success Grant**, LCC leverages a variety of funding and support programs including: SEAG, CARES Act, SSEH, LCC Foundation, BFET reutilization, WorkFirst Student Support funds, and other community funds to provide services to students. This program provides wraparound support and case management for students to access funding and services for basic needs including housing, food, transportation, educational costs such as tuition, books, and other emergency needs. This year, a combined total of \$2,042,915 was awarded to students as emergency aid.
- Through a state grant, **Running Start** funded summer enrollment for 120 Running Start students.
- LCC updated its **Diversity, Equity and Inclusion Strategic Plan**. The college hired a consultant group, Revolution Lab, to engage in a months-long process that included input and ongoing feedback from a vast array of stakeholders across the LCC campus community. Through surveys, listening sessions, and numerous conversations, the plan includes three priority areas with multiple objectives:
 - Priority Area 1: Develop a culture of safety and belonging for all
 - Priority Area 2: Invest in a campus experience where all succeed

- Priority Area 3: Create a sustainable infrastructure to bolster continued DEI success
- LCC celebrated its 2022 graduates on Friday, June 17, with a modified, on-campus **Commencement**. Graduates and their guests participated from designated classrooms on campus to watch the event live streamed from the RCA Wollenberg Auditorium. Faculty marshals escorted grads into the Wollenberg where they walked across the stage to receive their diploma cover from the President, while guests could watch from the auditorium. The college also celebrated its third in-person **Multicultural Graduation Night** in the outdoor pavilion with dinner, entertainment and a certificate ceremony.

Key Performance Indicator: Participation Rates

(Mission Fulfillment = 4.5% for overall rate)

(Stretch Goal = 5.5% for overall rate)

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

	2017-18	2018-19	2019-20	2020-21	2021-22
Overall (service district participation rate in credit courses) (all students)	5.37%	5.00%	5.61%	4.59%	4.25%
Female	*	*	*	*	5.63%
Male	*	*	*	*	2.45%
Traditional Age [^]	*	*	*	*	21.53%
Nontraditional Age [^]	*	*	*	*	2.47%

Source: – [Census Data](https://data.census.gov/cedsci/), 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 on community population ages “18 and older.” Prior to 2019-20, community population used was ages “17 and older.” *Data not available. ^Traditional age is defined as 18 to 24 only for this table due to Census data restrictions; nontraditional age is 25+.

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

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

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Students of Color	22%	24%	24%	25%	26%
System Rate: Students of Color	38%	38%	40%	42%	43%
LCC Rate: Female	60%	62%	64%	66%	65%
System Rate: Female	50%	50%	52%	54%	53%
LCC Rate: Male	32%	31%	31%	28%	28%
System Rate: Male	41%	40%	40%	39%	39%
LCC Rate: Students with disabilities**	5%	5%	6%	5%	6%
System Rate: Students with disabilities**	4%	4%	4%	4%	4%
LCC Rate: Students Receiving Veterans Benefits	2%	2%	1%	1%	1%
System Rate: Students Receiving Veterans Benefits	3%	3%	3%	2%	2%
LCC Rate: Nontraditional Age^	54%	54%	53%	50%	53%
System Rate: Nontraditional Age^	53%	53%	51%	49%	51%
LCC Rate: Traditional Age^	45%	45%	47%	49%	47%
System Rate: Traditional Age^	46%	47%	48%	51%	49%

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

*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 2021 as something other than "White alone, not Hispanic or Latino" was 34.0% for Washington, 17.7% for Cowlitz, and 13.6% for Wahkiakum county. Not controlling for age, the LCC rate of 26% in 2021-22 was 1.47 times the proportion in Cowlitz, vs. the system rate of 1.26 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 for census data: <https://www.census.gov/quickfacts/fact/table/US/PST045219>

Key Performance Indicator: Enrollment

(Mission Fulfillment for Total = 1.8%)

(Stretch Goal for Total = 2.0%)

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

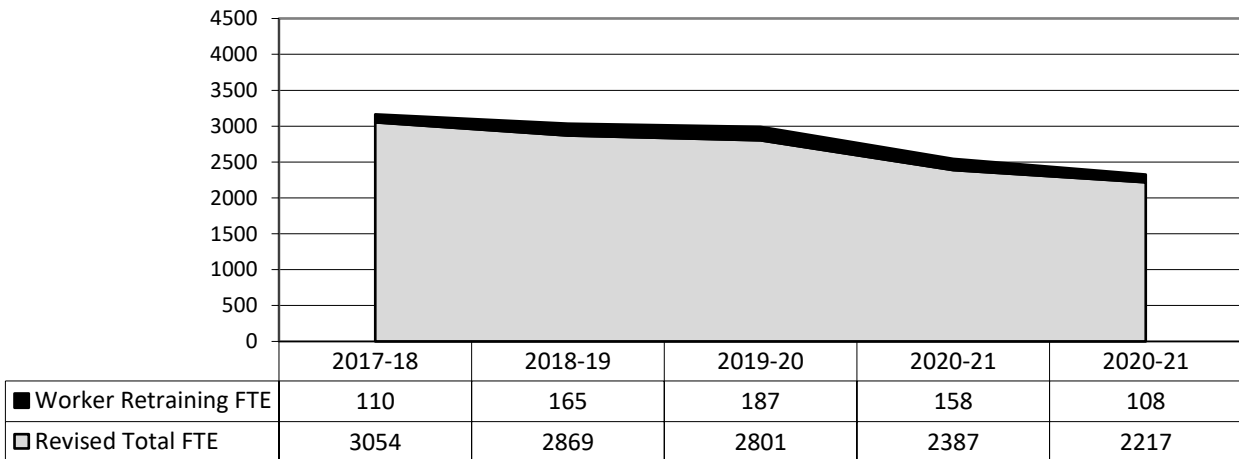
	2017-18	2018-19	2019-20	2020-21	2021-22
Percent of System (Total)	1.8%	1.8%	1.8%	1.8%	1.8%
Percent of System (State)	1.9%	1.9%	2.0%	1.9%	1.9%
Actual FTE accrued (Total)	3,164	3,034	2,988	2,545	2,325
Actual FTE accrued (State)	2,457	2,384	2,307	1,956	1,795

Source: SBCTC Enrollment Monitoring Reports.

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

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

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



Source: Worker Retaining FTE: SBCTC Allocation Monitoring Report.

- 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
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%
2021-22	788 (44%)	542 (30%)	466 (26%)	48%

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](https://erdccdata.wa.gov/hsfb.aspx), located at erdccdata.wa.gov/hsfb.aspx. High School Graduate Outcomes dashboard.

*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](https://erdccdata.wa.gov), located at erdccdata.wa.gov. High School Feedback Reports, Table 1.

*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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Castle Rock	16/88=18%	11/90=12%	15/98=15%	12/83 = 14%	20/73 = 27%
Kalama	11/69=16%	8/61=13%	12/68=18%	16/57 = 28%	14/66 = 21%
Kelso	44/360=12%	66/311=21%	68/295=23%	60/300 = 20%	67/296 = 23%
Mark Morris	38/199=19%	44/196=22%	41/203=21%	41/165 = 25%	38/178 = 21%
R.A. Long	26/182=14%	30/193=16%	20/163=12%	20/180 = 11%	43/158 = 27%
Toutle Lake	9/41=22%	12/41=29%	16/40=40%	16/41 = 39%	19/41 = 46%
Wahkiakum	4/23=17%	4/32=13%	6/32=19%	1/56 = 2%	7/33 = 21%
Woodland	9/154=6%	8/153=5%	4/144=3%	9/133 = 7%	20/134 = 15%
Total Dist.	157/1116=14%	183/1077=17%	182/1043=17%	175/1015 = 17%	228/979 = 23%

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

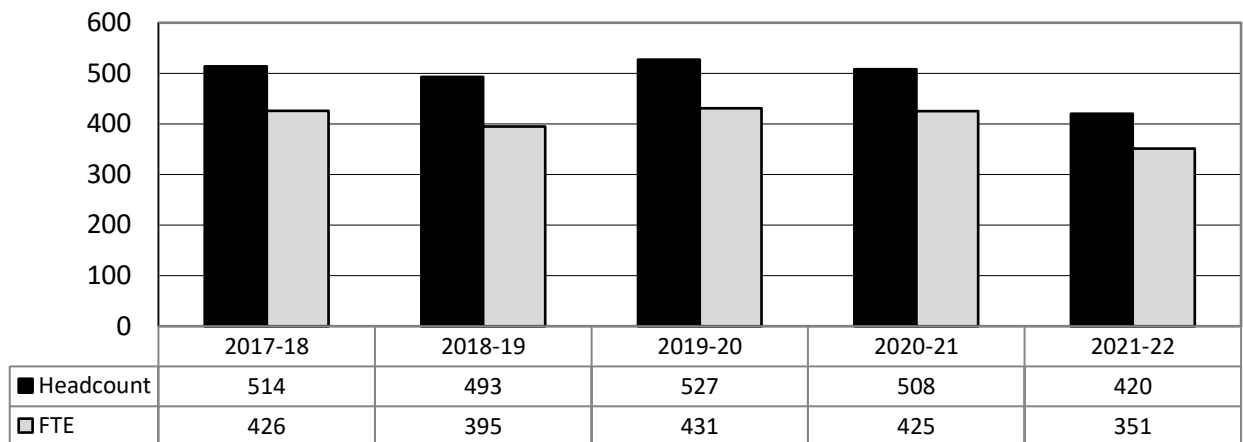
Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC, or can take classes at both the College and their respective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

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

High School	2017-18	2018-19	2019-20	2020-21	2021-22
Castle Rock	32/222 = 14%	31/235 = 13%	36/227 = 16%	39/206 = 19%	30/198 = 15%
Kalama	59/163 = 36%	39/150 = 25%	23/155 = 15%	37/161 = 23%	37/171 = 22%
Kelso	174/856 = 20%	152/777 = 20%	119/758 = 16%	132/645 = 20%	104/713 = 15%
R.A. Long	54/438 = 12%	60/419 = 14%	71/394 = 18%	79/411 = 19%	71/398 = 18%
Mark Morris	113/493 = 23%	109/474 = 23%	132/470 = 28%	110/421 = 26%	92/433 = 21%
Toutle Lake	22/81 = 27%	27/98 = 28%	38/104 = 37%	31/97 = 32%	27/93 = 29%
Wahkiakum	8/71 = 11%	9/80 = 11%	14/102 = 14%	15/107 = 14%	12/96 = 13%
Woodland	15/354 = 4%	21/366 = 6%	28/352 = 8%	24/301 = 8%	12/301 = 4%
Grand Total	477/2678 = 18%	448/2608 = 17%	461/2562 = 18%	467/2349 = 20%	385/2403 = 16%

Source: Fact Book.

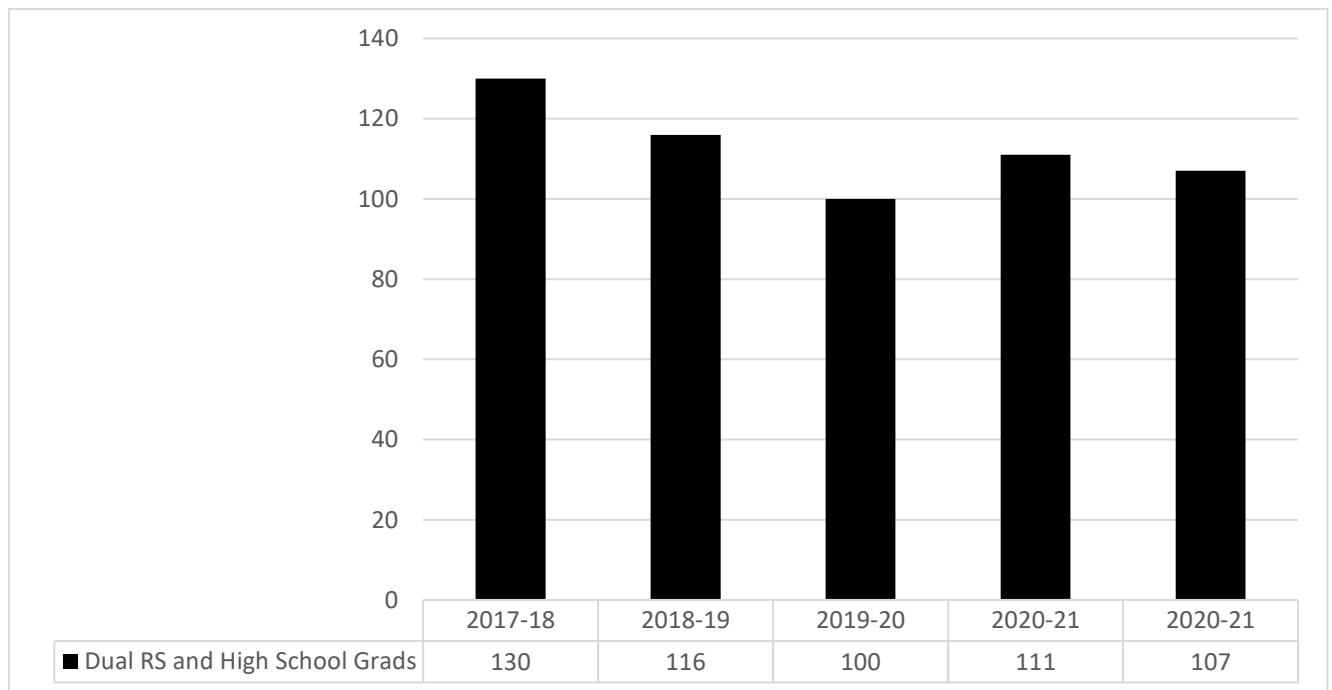
Figure 9: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book.

- The pandemic negatively impacted Running Start enrollment in 2020-21 and 2021-22.

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



Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma at the same time slightly decreased in 2021-22.

Key Performance Indicator: Student Persistence

(Data divided into two tables for easier readability)

(Mission Fulfillment = no more than 8% below system average for all categories)

(Stretch Goal = meet or exceed system average for all categories)

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

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

	Fall 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021
LCC Rate: Overall	58% (n = 896)	52% (n = 981)	54% (n = 880)	51% (n = 988)	53% (n = 777)
Full-time	66% (n = 555)	60% (n = 626)	61% (n = 560)	60% (n = 664)	62% (n = 476)
Part-time	46% (n = 341)	39% (n = 355)	43% (n = 320)	32% (n = 324)	39% (n = 301)
Male	58% (n = 320)	51% (n = 353)	52% (n = 291)	52% (n = 329)	53% (n = 202)
Female	58% (n = 558)	52% (n = 616)	55% (n = 573)	50% (n = 652)	50% (n = 481)
Need-Based Aid*	52% (n = 336)	43% (n = 361)	47% (n = 298)	38% (n = 335)	43% (n = 234)
Nontraditional Age**	45% (n = 266)	41% (n = 287)	45% (n = 264)	34% (n = 293)	36% (n = 241)
Traditional Age**	64% (n = 629)	57% (n = 694)	58% (n = 615)	58% (n = 695)	60% (n = 536)
System Rate^: Overall	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)	54% (n = 52,481)	54% (n = 44,378)
Full-time	61% (n = 30,625)	60% (n = 32,369)	61% (n = 32,030)	60% (n = 32,616)	61% (n = 28,312)
Part-time	44% (n = 20,245)	43% (n = 21,727)	44% (n = 20,091)	42% (n = 19,865)	43% (n = 16,066)
Male	52% (n = 21,766)	52% (n = 23,116)	53% (n = 22,223)	51% (n = 22,203)	53% (n = 17,241)
Female	56% (n = 26,947)	55% (n = 28,678)	56% (n = 28,552)	56% (n = 29,016)	55% (n = 24,739)
Need-Based Aid*	51% (n = 13,264)	52% (n = 13,164)	53% (n = 13,005)	48% (n = 13,547)	52% (n = 10,018)
Nontraditional Age**	43% (n = 14,327)	43% (n = 14,617)	42% (n = 13,870)	41% (n = 13,882)	43% (n = 10,811)
Traditional Age**	58% (n = 36,626)	57% (n = 39,530)	58% (n = 38,278)	58% (n = 38,646)	58% (n = 33,549)

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

*Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^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 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021
LCC Rate: Overall	58% (n = 896)	52% (n = 981)	54% (n = 880)	51% (n = 988)	53% (n = 777)
American Indian or Alaska Native	49% (n = 49)	56% (n = 43)	51% (n = 49)	36% (n = 45)	52% (n = 31)
Asian	66% (n = 32)	49% (n = 37)	58% (n = 43)	43% (n = 44)	38% (n = 37)
Black or African American	67% (n = 18)	35% (n = 40)	56% (n = 32)	41% (n = 27)	50% (n = 32)
Hispanic or Latino	69% (n = 78)	58% (n = 92)	56% (n = 86)	60% (n = 96)	54% (n = 74)
Native Hawaiian or other Pacific Islander	*	25% (n = 12)	55% (n = 11)	30% (n = 10)	16% (n = 19)
White	58% (n = 761)	53% (n = 811)	55% (n = 722)	52% (n = 829)	54% (n = 680)
System Rate^: Overall	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)	54% (n = 52,481)	54% (n = 44,378)
American Indian or Alaska Native	45% (n = 1,719)	46% (n = 1,782)	50% (n = 1,759)	46% (n = 1,761)	47% (n = 1,383)
Asian	59% (n = 5,491)	57% (n = 6,664)	60% (n = 6,386)	61% (n = 6,674)	61% (n = 6,174)
Black or African American	44% (n = 4,069)	44% (n = 4,340)	47% (n = 4,409)	46% (n = 4,650)	49% (n = 3,814)
Hispanic or Latino	54% (n = 7,293)	53% (n = 8,022)	55% (n = 8,474)	52% (n = 9,057)	54% (n = 7,362)
Native Hawaiian or other Pacific Islander	50% (n = 845)	49% (n = 927)	51% (n = 1,000)	49% (n = 994)	52% (n = 840)
White	55% (n = 32,333)	54% (n = 33,698)	55% (n = 32,319)	54% (n = 32,951)	54% (n = 28,794)

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

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

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

	Fall 2017- Winter 2018	Fall 2018- Winter 2019	Fall 2019- Winter 2020	Fall 2020- Winter 2021	Fall 2021- Winter 2022
LCC Rate: Overall	81% (n = 981)	84% (n = 880)	83% (n = 988)	83% (n = 777)	81% (n = 665)
Full-time	84% (n = 626)	87% (n = 560)	88% (n = 664)	87% (n = 476)	83% (n = 414)
Part-time	76% (n = 355)	79% (n = 320)	73% (n = 324)	76% (n = 301)	76% (n = 251)
Male	79% (n = 353)	80% (n = 291)	81% (n = 329)	80% (n = 202)	78% (n = 216)
Female	82% (n = 616)	86% (n = 573)	84% (n = 652)	84% (n = 481)	82% (n = 416)
Need-Based Aid*	76% (n = 361)	83% (n = 298)	83% (n = 327)	83% (n = 234)	76% (n = 225)
Nontraditional Age**	81% (n = 287)	82% (n = 264)	77% (n = 293)	83% (n = 241)	71% (n = 223)
Traditional Age**	81% (n = 694)	85% (n = 615)	85% (n = 695)	83% (n = 536)	85% (n = 442)
System Rate^: Overall	81% (n = 54,096)	82% (n = 52,122)	82% (n = 52,481)	83% (n = 44,366)	80% (n = 39,071)
Full-time	86% (n = 32,368)	87% (n = 32,028)	87% (n = 32,616)	87% (n = 28,307)	85% (n = 24,095)
Part-time	72% (n = 21,728)	74% (n = 20,094)	74% (n = 19,865)	75% (n = 16,059)	72% (n = 14,166)
Male	79% (n = 23,117)	81% (n = 22,223)	80% (n = 22,203)	81% (n = 17,235)	79% (n = 15,671)
Female	82% (n = 28,678)	83% (n = 28,555)	83% (n = 29,016)	84% (n = 24,734)	81% (n = 21,217)
Need-Based Aid*	84% (n = 13,163)	83% (n = 13,006)	82% (n = 13,400)	83% (n = 10,018)	81% (n = 10,202)
Nontraditional Age**	74% (n = 14,617)	74% (n = 13,870)	73% (n = 13,882)	76% (n = 10,811)	73% (n = 10,400)
Traditional Age**	83% (n = 39,530)	85% (n = 38,278)	85% (n = 38,646)	85% (n = 33,549)	83% (n = 28,671)

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

*Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^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 2017- Winter 2018	Fall 2018- Winter 2019	Fall 2019- Winter 2020	Fall 2020- Winter 2021	Fall 2021- Winter 2022
LCC Rate: Overall	81% (n = 981)	84% (n = 880)	83% (n = 988)	83% (n = 777)	81% (n = 665)
American Indian or Alaska Native	81% (n = 43)	86% (n = 49)	80% (n = 45)	87% (n = 31)	66% (n = 41)
Asian	84% (n = 37)	86% (n = 43)	82% (n = 44)	84% (n = 37)	80% (n = 40)
Black or African American	73% (n = 40)	84% (n = 32)	85% (n = 27)	81% (n = 32)	76% (n = 25)
Hispanic or Latino	83% (n = 92)	86% (n = 86)	83% (n = 96)	81% (n = 74)	82% (n = 94)
Native Hawaiian or other Pacific Islander	75% (n = 12)	82% (n = 11)	80% (n = 10)	79% (n = 19)	100% (n = 11)
White	82% (n = 811)	84% (n = 722)	83% (n = 829)	84% (n = 680)	82% (n = 552)
System Rate^: Overall	81% (n = 54,096)	82% (n = 52,122)	82% (n = 52,481)	83% (n = 44,366)	80% (n = 39,071)
American Indian or Alaska Native	78% (n = 1,781)	79% (n = 1,760)	77% (n = 1,761)	76% (n = 1,383)	74% (n = 1,274)
Asian	83% (n = 6,664)	85% (n = 6,385)	86% (n = 6,674)	86% (n = 6,173)	84% (n = 5,747)
Black or African American	75% (n = 4,340)	77% (n = 4,410)	75% (n = 4,650)	78% (n = 3,812)	75% (n = 3,802)
Hispanic or Latino	79% (n = 8,022)	82% (n = 8,474)	80% (n = 9,057)	81% (n = 7,362)	78% (n = 7,340)
Native Hawaiian or other Pacific Islander	79% (n = 927)	80% (n = 1,000)	80% (n = 994)	82% (n = 840)	76% (n = 816)
White	82% (n = 33,699)	83% (n = 32,321)	83% (n = 32,951)	84% (n = 28,786)	81% (n = 24,792)

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

^All Other Colleges.

Key Performance Indicator: Student Completion

(Data divided into two tables for easier readability)

(Mission Fulfillment = no more than 8% below system average for all categories)

(Stretch Goal = meet or exceed system average for all categories)

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

**Table 13a: Students who Graduated
(Based on FTEC Cohorts finishing within Four Years)**

	2018	2019	2020	2021	2022
	(2014 cohort)	(2015 cohort)	(2016 cohort)	(2017 cohort)	(2018 cohort)
LCC Rate: Overall	37%	38%	42%	39%	36%
Full-time	41%	43%	46%	43%	40%
Part-time	31%	28%	35%	31%	29%
Male	33%	34%	33%	37%	29%
Female	40%	40%	47%	39%	39%
Need-Based Aid*	31%	29%	34%	32%	25%
Nontraditional Age**	43%	38%	41%	38%	35%
Traditional Age**	35%	37%	43%	39%	37%
System Rate^: Overall	34%	35%	35%	34%	34%
Full-time	41%	42%	42%	42%	41%
Part-time	23%	24%	24%	23%	23%
Male	32%	33%	32%	32%	31%
Female	36%	37%	37%	37%	36%
Need-Based Aid*	34%	35%	35%	35%	34%
Nontraditional Age**	36%	36%	36%	35%	35%
Traditional Age**	34%	35%	34%	34%	33%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter). *Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

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

	2018	2019	2020	2021	2022
	(2014 cohort)	(2015 cohort)	(2016 cohort)	(2017 cohort)	(2018 cohort)
LCC Rate: Overall	37%	38%	42%	39%	36%
American Indian or Alaska Native	35%	14%	31%	42%	22%
Asian	47%	46%	59%	32%	44%
Black or African American	19%	28%	39%	28%	22%
Hispanic or Latino	30%	45%	46%	40%	24%
Native Hawaiian or other Pacific Islander	*	17%	*	50%	27%
White	38%	37%	42%	39%	38%
System Rate^: Overall	34%	35%	35%	34%	34%
American Indian or Alaska Native	28%	29%	28%	28%	28%
Asian	36%	38%	38%	38%	37%
Black or African American	25%	25%	24%	25%	24%
Hispanic or Latino	33%	34%	33%	33%	33%
Native Hawaiian or other Pacific Islander	26%	29%	28%	30%	30%
White	35%	36%	35%	35%	35%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter). *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)

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

Source: CCSSE website/Benchmark Report.

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

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

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

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

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

Source: CCSSE website/Benchmark Report

*Data not available. [^]“All Other Races/Ethnicities” includes American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian, Pacific Islander and Other. These were combined to due to small n’s and to protect student privacy.

^{^^}Traditional age is up to 24; nontraditional age is 25+.

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

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%
<i>Male</i>	*	*	85%	70%	70%
<i>Female</i>	*	*	87%	85%	83%
<i>Students of Color</i>	*	*	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, Kali Brandt, Sheila Burgin, Nicole Faber, Byron Ford, Sarah Griffith, Jennifer Houge, Jenny Isaacson, Rosie Leno, Mary Kate Morgan, Tiffany Richards, Alejandra Sanchez, Nichole Seroshek, Rosemary Siipola, Rick Swee, April Tovar Villa, Adam Wolfer.

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

- The yield rate for RA Long High School graduates (moving on to LCC) increased significantly in fall 2022. This is a big win and a reflection of the Outreach team's good work, specifically the bilingual navigator.
- The yield rate for Toutle was very high in fall 2022. We may be able to apply what's working there to other small districts like Kalama.
- We are consistently above the system rate in serving students with disabilities.
- Even though our CCSSE scores fell, being above the national cohort rate during the pandemic is a strength.
- The number of Running Start students who earn associate degrees when they graduate from high school is impressive.
- Although enrollment is down, the adaptations made by LCC during the pandemic (such as transitioning instruction and other services to Zoom) has made the college accessible to the community. This is demonstrated in the consistent rate of system FTE being generated by LCC (1.8%).

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

- Although the yield rate for Woodland is trending up, it's still very low. They have not benefitted from having an embedded navigator like some other districts, but we have a grant application in that if funded will provide that service in southern Cowlitz county.
- There is concerning data about male students across several indicators in the report, including CCSSE data, satisfaction with instruction, participation, fall to winter persistence, and completion. It's problematic to have growing numbers of unskilled male adults in the community. We need to figure out how to engage our male students with the services available to them at LCC, working through the "men don't ask for directions" mentality. Part of the solution may involve working with male students at ages younger than high school to reinforce the concept that a college credential is relevant for everyone.
- Persistence and completion data for our Black and African American, American Indian and Alaska Native, Hispanic/Latino/Latina, and Native Hawaiian and other Pacific Islander populations is alarming.

- There are downward trends and gaps between LCC and system rates across several indicators for students receiving need-based aid.

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

- Given the evidence about issues with our male student population, we have an opportunity to drill down further into how we can better serve them through a task force or other collaborative effort.
- Using the data to ensure we are serving all student populations, and adapting our processes to meet them where they are, is a real opportunity.
- Our fall-to-fall persistence rates fell below mission fulfillment for students receiving need-based aid, Asian students, and Native Hawaiian or other Pacific Islander students. We need to figure out what we can do to help them persist.
- We have some good general support systems in place, such as wraparound services, mentoring and peer support, and the work we're doing with navigators. However, we have an opportunity to drill down into more high impact support specifically for those populations that are trending down or are significantly below average in persistence and completion.
- We are investing in things like the new Vocational Building and getting additional navigators into our local high schools. There may be a need for additional investments to support "hand holding" all the way through (K-12 and beyond) in order to ensure that everyone has an opportunity to be part of the skilled workforce.
- Changes are needed to ensure we're meeting the needs of newer generations, who tend to interact with the world through their phones and prefer not to talk to people directly. Hitting them with a firehose of information doesn't work; but they need to know where to go for help. They need targeted, individualized support to get them to graduation.
- It is essential to maintain the "momentum of interest" students have when they apply. We need to harness that momentum and energy so we can get students advised and registered for classes in a timely manner.
- Affinity development is critical to holding students' engagement all the way through to graduation.
- Related to enrollment:
 - We're doing well with our application rate, but need to work on increasing our conversion rate which is beginning to trend up.
 - We have an opportunity to work on "right sizing" classes according to modality, to align with the new block schedule.
 - We know students are more successful when they are on campus and engaged with activities outside of class. The pandemic has led to an environment where many students just come to campus to go to class, then leave. We need to continue to work on becoming a destination campus, to keep people here for more than just class. We

should continue to build on the work that Student Activities has been doing to increase the number of opportunities for students.

- We need to increase the sense of belonging for students who choose to be online, and offer them remote engagement activities such as online bingo.

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

- Expectations are different in the post-pandemic environment, which presents some challenges in terms of meeting students where they are. There is more online learning, use of technology, and an enhanced need to offer things in a hybrid or "hyflex" environment.
- There are significant challenges with male enrollment and satisfaction, but no clear direction on how to fix it.
- In the national political arena, we may see an increase in dialog about pathways to high wage opportunities that don't involve college credentials. Increasing the presence of navigators in the high schools can help mitigate this, especially when there are shorter-term certificate pathways to promote. Developing ways to get students to credentials more quickly will help us meet the needs of our students and the community.

Board Plus/Delta

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

+	Δ

Institutional Excellence & Community Enrichment Monitoring Report

2018 – 2022

(Cycle 24)

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 21, 2023



Institutional Excellence & Community Enrichment: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

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

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

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 underwent a capital campaign feasibility study and launched a \$10 million comprehensive capital campaign to help support the future needs of the college including – state-of-the-art equipment for our new Vocational Building, athletic facility improvements, and student support.
- The Foundation's recent focus on the College Success Fund has helped increase the overall support for the college and provides the flexibility we need to support the college's greatest needs.
- The Foundation continues to increase efforts on cultivating planned giving which helps boost our overall endowments and long-term growth of the foundation 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 who are most at-risk.
- The Foundation continues its efforts to increase the equity of our scholarship process with the implementation of a scoring rubric and analyzing the demographic data of our applicants and awardees. In addition, we are implementing a second scholarship application window in the fall. This will help reach more students who enroll at LCC at different times of the year.
- The Foundation once again had a clean audit regarding the FY22 Financial Statements.

- HR implemented a “Search Advocate” program, a scoring matrix, and other tools to ensure our hiring practices are as equitable and inclusive as possible.
- Our “Red Devil Wellness” program encourages employee wellbeing in many ways and helps with employee engagement and satisfaction.
- Continuing Education and Corporate Training has continued its partnership with the Cowlitz-Wahkiakum Council of Governments to provide training to help local business owners and employees learn the skills needed to run effective business operations.
- The Library renovation was completed.
- Exterior work on the Administration Building is nearly completed.
- Design work for the new Vocational Building (CVTS) was halted and will pick back up prior to next biennium.
- The State Auditor’s Office has not completed their audit of the FY22 Financial Statements. The FY21 Financial Statements audit was opinion free.
- LCC Food Services have made changes over the year to become financially sustainable. New equipment was purchased, the menu was scaled back, and we are better utilizing our point of sale system.
- The LCC Bookstore continues to improve their web presence and further expand integration with our financial aid system making it much easier for students to use their financial aid funds to pay for textbooks.
- Bank Mobile was implemented as our Financial Aid refund disbursement system. Through Bank Mobile, students can elect to have their financial aid/scholarship refund check deposited directly to their bank account.
- LCC Athletics had a great year! Four of our six teams were 1st place in their respective regions. LCC hosted a very successful NWAC Baseball Championship Tournament over Memorial Day Weekend and ended up as tournament champions!

Key Performance Indicator: Employee Satisfaction and Morale

Table 1: Employee PACE Survey: Employee Satisfaction and Morale
(Mission Fulfillment – Meet or Exceed Similar Colleges)
(Stretch Goal - Meet or Exceed All Colleges)

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

	Similar Colleges - 2023	All Colleges – 2023	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.450	3.356	3.602	3.626	3.606	3.397

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

	Similar Colleges - 2023	All Colleges – 2023	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.512	3.430	3.706	3.747	3.690	3.488

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

	Similar Colleges - 2023	All Colleges – 2023	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.583	3.495	3.852	3.902	3.785	3.564

Question 27: My supervisor seriously considers my ideas.

	Similar Colleges - 2023	All Colleges – 2023	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.989	3.946	4.110	4.258	4.124	4.000

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

	Similar Colleges - 2023	All Colleges - 2023	LCC- 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.911	3.889	4.117	4.115	3.996	3.985

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

- The employee PACE Survey is administered to LCC employees every three years.
- Administered in October 2022, 191 LCC employees completed the survey.

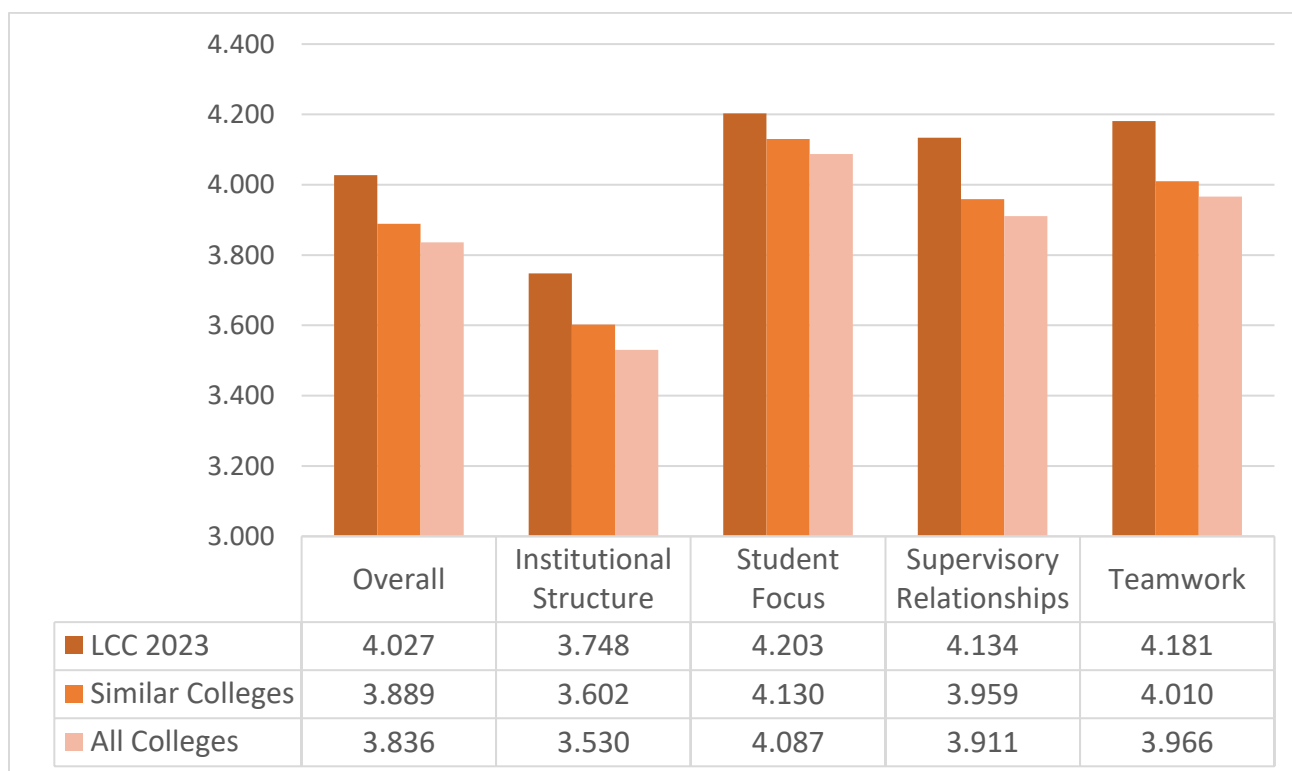
Table 2: Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Similar Colleges)
(Stretch Goal - Meet or Exceed All Colleges)

	Similar Colleges - 2023		All Colleges - 2023		LCC - 2023	LCC - 2020	LCC - 2017	LCC - 2016
	Mean	Sig	Mean	Sig	Mean	Mean	Mean	Mean
Overall	3.889	*	3.836	*	4.027	4.111	4.015	3.919
Institutional Structure	3.602	*	3.530	*	3.748	3.842	3.760	3.628
Student Focus	4.130		4.087	*	4.203	4.346	4.247	4.189
Supervisory Relationship	3.959	*	3.911	*	4.134	4.172	4.071	3.957
Teamwork	4.010	*	3.966	*	4.181	4.207	4.129	4.046

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

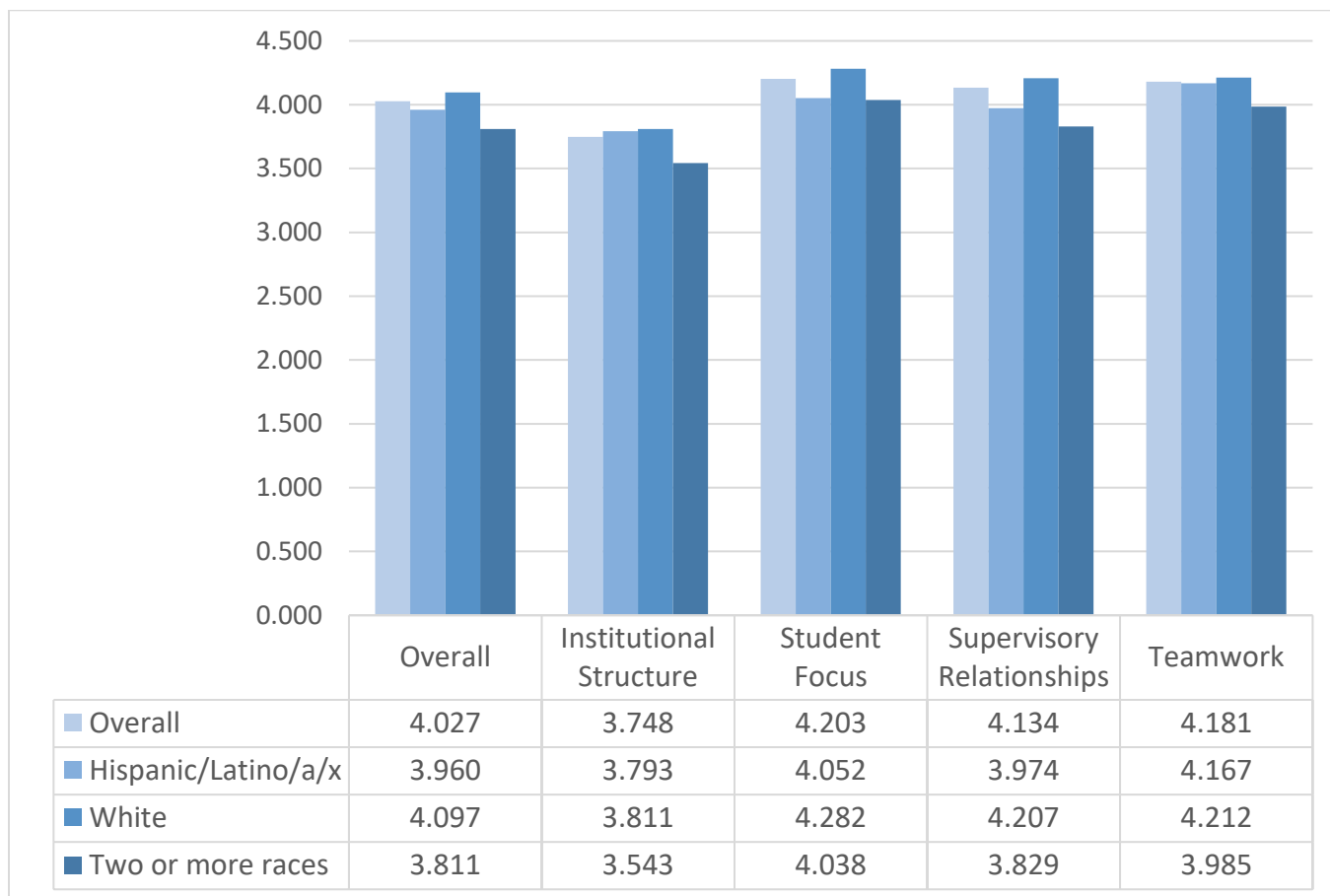
* statistically significant (meaning that the difference in scores is not due to chance alone)

Figure 3: LCC Benchmark Mean Scores (External Comparison)



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

Figure 4: LCC Benchmark Mean Scores by Race-Ethnicity (Reportable Categories Only)



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

Key Performance Indicator: Condition of Infrastructure

Table 5: 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.
- Note: 2023 data not yet available.

Table 6: 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.

	2018	2019	2020	2021	2022
Net assets	\$15,621,438	\$18,284,823	\$19,771,132	\$24,702,757	\$22,400,145
Net assets annual growth (%)	-0.12%	17.05%	8.13%	24.94%*	-9.32%
Endowments	\$11,788,022	\$13,630,288	\$14,343,076	\$18,541,666	\$16,429,294
Endowments as proportion of net assets*	75.46%	74.54%	72.55%	75.06%	73.34%

Source: LCC Foundation. *Figure updated from previous monitoring report.

Please note: Endowments include Pledges Receivable.

Table 7: 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.

	2018	2019	2020	2021	2022
Program support	\$1,237,259	\$1,157,440	\$1,058,612	\$936,044	\$1,066,159
Program support as proportion of net assets	7.92%	6.33%	5.35%	3.79%	4.76%
Endowed Scholarships	\$145,820	\$167,109	\$152,330	\$153,530	\$204,759
Annual Scholarships*	\$171,242	\$270,907	\$345,131	\$263,432	\$289,650
Total scholarships disbursed & Student Success Program Support	\$378,521	\$494,826	\$548,040	\$494,790	\$551,768
Direct Student Support as a proportion of program support	30.59%	42.75%	51.77%	52.86%	51.75%

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

Table 8: Condition of Infrastructure (Financial Infrastructure)
(Cash & investments to operating expenditures: mission fulfillment = 25% or higher; stretch goal = 33% or higher)

	2018	2019	2020	2021	2022
Cash & Investments to Operating Expenditures					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	27%	24%	24%	34%	45%

Source: Finance Office.

- For fiscal year 2022, the State Board adjusted the overall debt to exclude Certificate of Participation (COPs) for capital projects where the debt service is paid via the Building Fee. This has impacted LCC's ratio.

Key Performance Indicator: External Perceptions/Satisfaction with LCC

Table 9: Community Satisfaction with Core Themes
(Mission Fulfillment = 90% or higher)
(Stretch Goal = 95% or higher)

The Community Perception Survey is administered every three years through paid advertising via The Daily News, the Kelso-Longview Chamber of Commerce newsletter, social media, etc. 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%
...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.

Key Performance Indicator: Employee Demographics

Table 10: Employee Demographics
(Mission Fulfillment = within 2% of community demographics for each group)
(Stretch Goal = within 1% of community demographics for each group)

LCC Employees (All Faculty & Staff)	2017-18	2018-19	2019-20	2020-21	2021-22
Female	69%	69%	71%	70%	^^
Male	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)	2017	2018	2019	2020	2021
Female	50.4%	50.8%	50.5%	50.3%	50.0%
Male	49.6%	49.2%	49.5%	49.7%	50.0%
American Indian or Alaska Native alone	0.8%	1.4%	0.6%	^	0.9%
Asian alone	1.3%	1.3%	1.3%	^	1.3%
Black or African American alone	1.1%	0.7%	0.6%	^	0.2%
Hispanic or Latino	9.0%	9.2%	9.3%	^	9.9%
Native Hawaiian or Other Pacific Islander alone	0.4%	0.3%	0.2%	^	0.2%
Two or More Races	3.7%	3.9%	4.7%	^	6.0%
Some Other Race	0.0%	0.5%	0.0%	^	0.8%
White alone, not Hispanic or Latino	83.7%	82.9%	83.2%	^	80.6%
LCC Students (All Students)	2017-18	2018-19	2019-20	2020-21	2021-22
Female	65%	67%	68%	70%	70%
Male	35%	33%	32%	30%	30%
American Indian or Alaska Native	2%	1%	1%	1%	1.0%
Asian**	4%	3%	3%	3%	3.1%
Black or African American	2%	2%	2%	2%	2.1%
Hispanic or Latino	13%	15%	13%	13%	15.1%
Native Hawaiian or Other Pacific Islander**	**	<1%	<1%	<1%	0.4%
Two or More Races / Other Race	6%	6%	6%	6%	6.1%
White	75%	73%	74%	74%	72.3%

Employee data source: [State Board Faculty & Staff Data Dashboard](https://www.sbctc.edu/colleges-staff/research/data-public/faculty-and-staff-data-dashboard.aspx) located at <https://www.sbctc.edu/colleges-staff/research/data-public/faculty-and-staff-data-dashboard.aspx>. Student data source: LCC Fact Book. Community data source: [Census.gov ACS 1-Year Estimate Data Profiles](https://data.census.gov/cedsci/table?q=cowlitz%20county&tid=ACSDP1Y2019.DP05) 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." ^^SBCTC data source does not have 2021-22 staff/faculty data available yet.

Comments from the Internal Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs; Jason Arrowsmith, Joanna Asplund, Hiedi Bauer, Sydney Benson, Amy Boultinghouse, Robert Cochran, Veronica De Jesus, 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 perceptions of LCC in all areas are steady or trending up.
- Our Foundation assets and support for students, including scholarships, are very strong. The increase in Foundation support for students has been amazing.
- Employee satisfaction exceeds that of other institutions across the board. This is particularly notable given that the survey was administered during a period of change and uncertainty as we were transitioning out of the pandemic. The comparative data shows that we are maintaining a higher level of cooperation and professional development, and are overall happier at our jobs, than employees at other colleges.
- When you look at cash and investments compared to operating expenses, we came out of the pandemic financially stronger than before due to use of federal funding to backfill our losses.
- Corporate and Continuing Education has developed new opportunities that are increasing revenue and better serving the community than in previous years.
- Although we have a relatively small crew responsible for maintaining the grounds at LCC, the campus looks amazing.
- The upgrade to the exterior of the Administration Building is a strength due to its high level of visibility in the community.
- The Athletic Department is on track to set a new record for overall academic success for student athletes, while simultaneously winning championships.

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

- Although we are still higher than comparison college groups, our PACE survey scores fell between 2020 and 2023 in all benchmark areas and most individual questions. This may be at least partially related to the pandemic and rapid technological change on campus due to the implementation of ctclink and Navigate.
- In terms of employee demographics, we are weak in racial diversity. This is especially true for Hispanic/Latino representation, which does not reflect the service district or student population. *It should be noted that employee demographic data is substantially lagging due to the State Board for Community and Technical Colleges.*

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

- The Foundation's Capital Campaign provides an opportunity to engage with community partners, other Foundations for grants, and private donors. We also have an opportunity to partner with the City of Kelso and Longview School District regarding athletic facilities.
- Upgrading our facilities is an ongoing opportunity in order to continue to boost the "eye appeal" of the campus, an important aspect of recruitment for both students and employees.
- Although we weren't funded in the 2022-23 legislative cycle, we are now at or near the top of the capital list for our new Vocational Building.
- Increasing recruitment efforts for male employees and students is an opportunity.
- With the transition out of the pandemic, we have an opportunity to increase lines of communication between divisions and engage in critical conversations to improve operations for our students and employees.
- We should continue to expand our Corporate and Continuing Education services to local employers.

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

- Our relatively low proportion of male employees may be influencing lower enrollment of male students.
- The lingering reluctance of some people to be around others may be holding us back from fully reestablishing our sense of community following the pandemic.
- Our budget will be negatively impacted if we don't see future enrollment increases.
- Market volatility affects Foundation assets and how much we're able to disperse to students.
- State funding is an ongoing threat.
- Managing and meeting employee expectations is more challenging in the post-pandemic environment.

Board Plus/Delta

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

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