

Workforce & Economic Development Monitoring Report

2019 – 2023

(Cycle 25)

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 15, 2024



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:

- LCC received approval from the SBCTC, NWCCU and the Washington State Board of Nursing (WABON) to offer a new Bachelor degree in Nursing (BSN) with implementation beginning Fall 2024.
- LCC's proposal to increase nursing cohort size by four seats for the traditional entry associate in nursing - direct transfer agreement (AN-DTA/MRP) program option was approved by WABON with implementation beginning in fall 2023. This will result in an additional 24 seats in the program by spring of 2025.
- To offer additional space in the program while mitigating the burden on our clinical partners, faculty and staff are leveraging expansion of the simulation program. In preparation for increased use of simulation as clinical replacement, LCC secured nearly \$400,000 in FY23 (plus ongoing annual funding of \$77,000) for purchase of updated nursing simulation equipment. New equipment was installed during spring and summer 2023 and is currently in use.
- LCC also secured \$138,000 in FY23 and an additional \$90,000 in FY24 to support full-time equivalent (FTE) expansion in nursing program options through FY25 (increased full-time enrollment). This funding is being utilized to fund a full-time nursing simulation technician (hired in November 2023), 50% of a registration specialist supporting nursing admissions, and expansion of the faculty simulation coordinator role to a full-time position (beginning in fall 2023).
- Several additional Associate in Applied Science - transfer (AAS-T) degree options were implemented for existing professional-technical programs, including an AAS-T in medical assisting and an AAS-T in substance use disorder studies. These degrees create additional pathways to LCC's bachelor of applied science (BAS) degree in organizational leadership and technical management (OLTM).
- LCC continued to expand the on-campus high school CTE programs, in partnership with Kelso High School. This year, a new Diesel Mechanic Technology program was implemented with 18 students. This is the first diesel high school program offered within the service district and students earning a B or better are eligible for college credit. Local industry/advisory committee

partners support the program and help connect students to the workforce by hosting industry tours and serving as guest speakers.

- LCC developed a new paraeducator apprenticeship pathway with Woodland School District. With the launch of the new Associate of Applied Science (AAS) in Education and Paraeducator (COP), students can now elect either an early childhood or paraeducator/K12 track to best suit their career and employment goals.

PART 1: Workforce

Key Performance Indicator: Student Performance

(Mission Fulfillment = 80% for all categories)

(Stretch Goal = 85% for all categories)

Table 1: Proportion of workforce students receiving C grades or better in workforce classes numbered 100 and above.

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
Overall	86.4%	87.3%	90.1%	89.5%	90.8%
Male	79.3%	82.5%	86.7%	81.9%	85.6%
Female	87.9%	89.8%	91.2%	92.4%	92.3%
Students of Color	83.7%	83.1%	86.7%	85.1%	86.4%
Economically Disadvantaged	84.1%	84.6%	88.7%	88.3%	89.7%
Traditional Age^	*	*	*	90.9%	89.3%
Nontraditional Age^	*	*	*	89.0%	90.8%

Source: Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X, NA, and *; 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%)

Licensure Exam	2019	2020	2021	2022	2023
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	95% (95/100)	90% (113/126)	86% (89/104)	90% (102/113)	95% (115/121)
WABO (Washington Association of Building Officials) – first time pass rate					
Welding (LCC students only)	88% (n=26)	81% (n=37)	93% (n=15)	83% (n=18)	80% (n=30)
MAERB (Medical Assisting Education Review Board) – pass rate**					
Medical Assistant	83% (n = 14)	70% (n=11)	100% (n=11)	88% (n=9)	*

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 **Per MEDA Director, students can take tests at any time after graduation so reported scores may change over time.

- NCLEX and WABO rates are by calendar year. MAERB rates are by graduation 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%)

Licensure Exam	2019	2020	2021	2022	2023
NES (National Evaluation Series) – pass rate					
Early Childhood Education (101)	*	*	100% (9/9)	85% (11/13)	82% (14/17)
Elementary Education Subtest I (102)	*	*	81% (13/16)	82% (14/17)	81% (26/32)
Elementary Education Subtest II (103)	*	*	88% (14/16)	88% (15/17)	84% (26/31)

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

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC: Overall	86%	76%	73%	80%	78%
Male	85%	65%	67%	70%	60%
Female	86%	81%	75%	83%	82%
Students of Color	86%	73%	69%	74%	86%
Traditional Age^	82%	83%	80%	78%	81%
Nontraditional Age^	87%	74%	71%	80%	77%
System Average: Overall	77%	77%	71%	74%	76%
Male	75%	74%	69%	71%	72%
Female	79%	79%	73%	76%	78%
Students of Color	79%	79%	73%	76%	78%
Traditional Age^	82%	81%	76%	78%	78%
Nontraditional Age^	75%	75%	69%	73%	74%

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

	2018-19	2019-20	2020-21	2021-22	2022-23
Professionalism is "Average" or "Above Average" ("Exceeds Expectations" or "Meets Standard" from Nursing survey; "Strongly Agree" or "Agree" from Medical Assisting survey)	99% (n = 116)	100% (n = 69)	96% (n = 52)	100% (n = 50)	100% (n=83)

Source: Employer Feedback Survey, Medical Assisting Employer Survey, Nursing Graduate Employer Survey. Note: The Early Childhood Education (ECED) Employer Survey was included through 2020-21, after which the survey was no longer administered.

- Survey methodology includes surveying members of LCC's Professional/Technical Advisory Committees in addition to other employers including employers of Medical Assisting and Nursing 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)

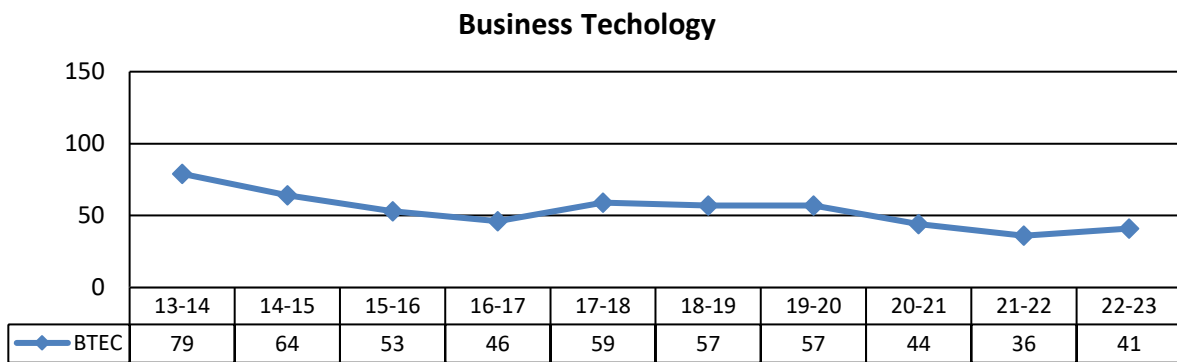
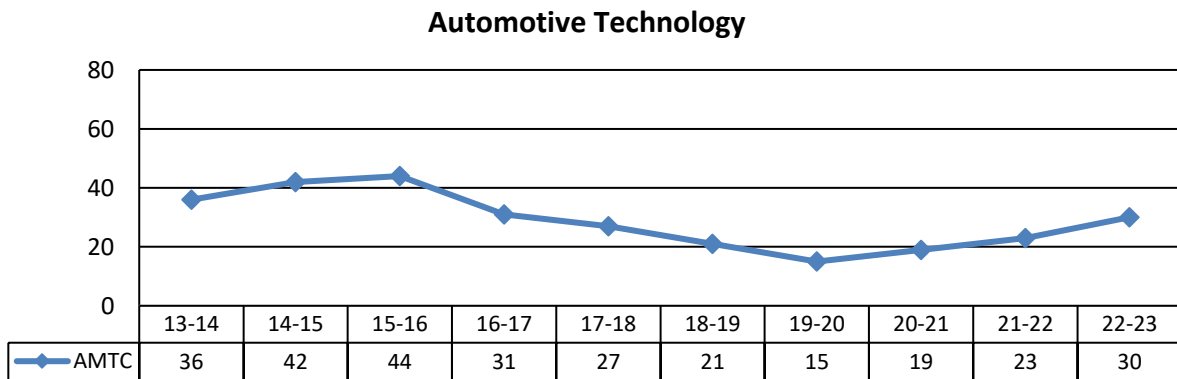
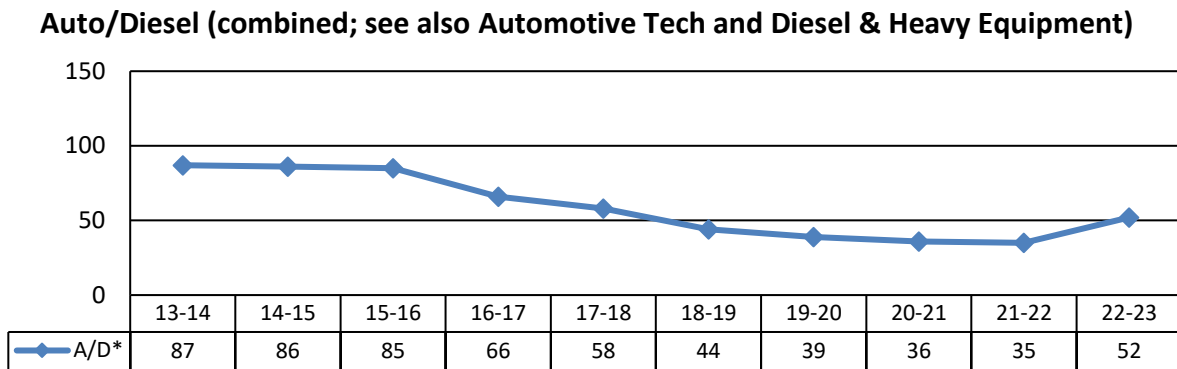
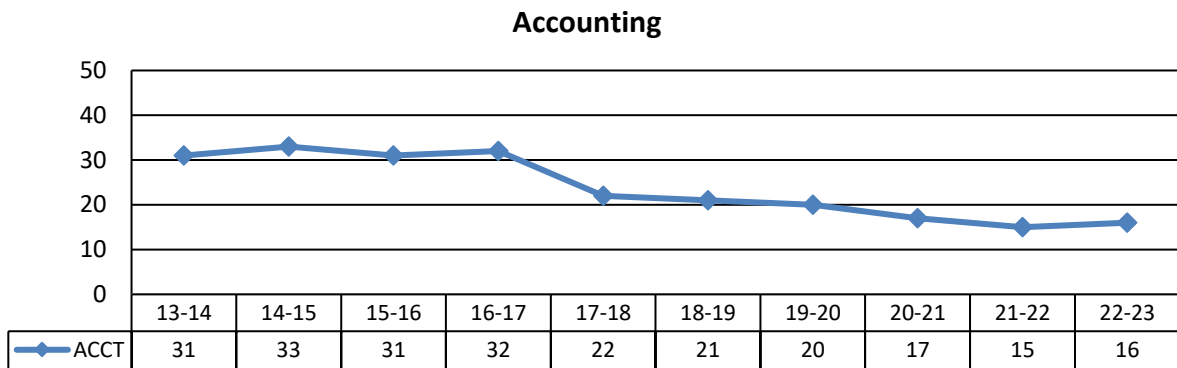
Year	Prof/Tech FTE	Worker Retraining FTE
2018-19	548	165
2019-20	569	187
2020-21	499	158
2021-22	466	108
2022-23	513	112
1 year change	+10%	+4%
5 year change	-6%	-32%

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

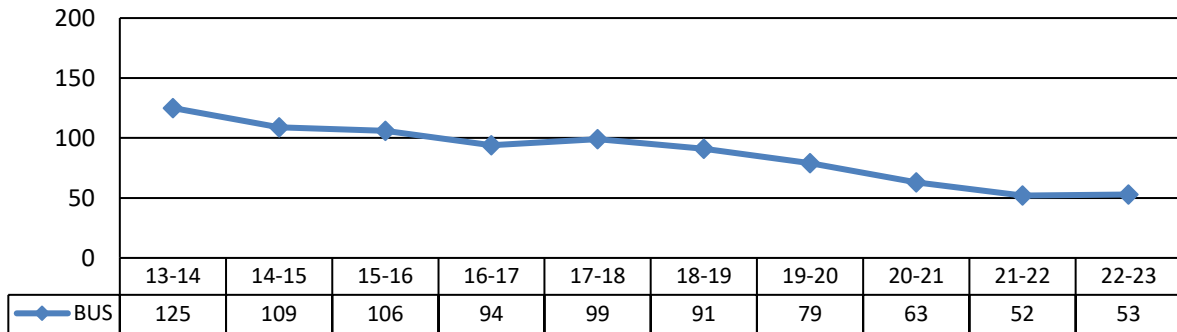
- In 2021-22, Professional/Technical and Worker Retraining enrollment decreased.

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

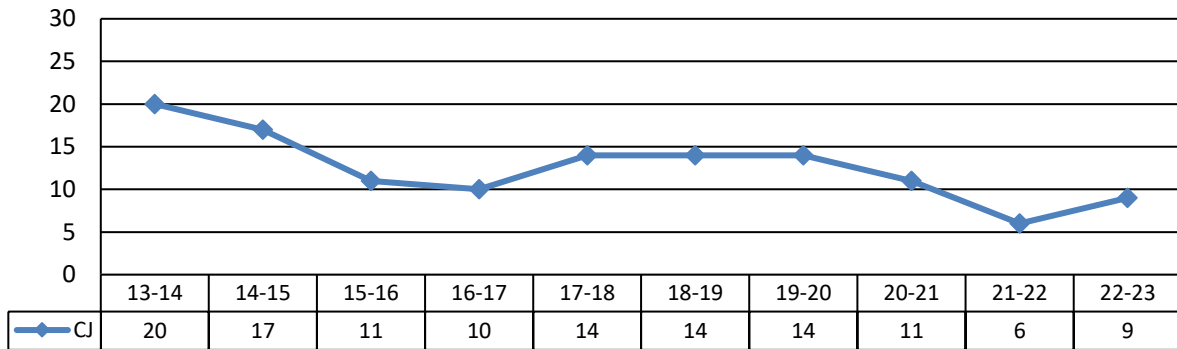
(Note: All course levels represented including BAS/BS levels)



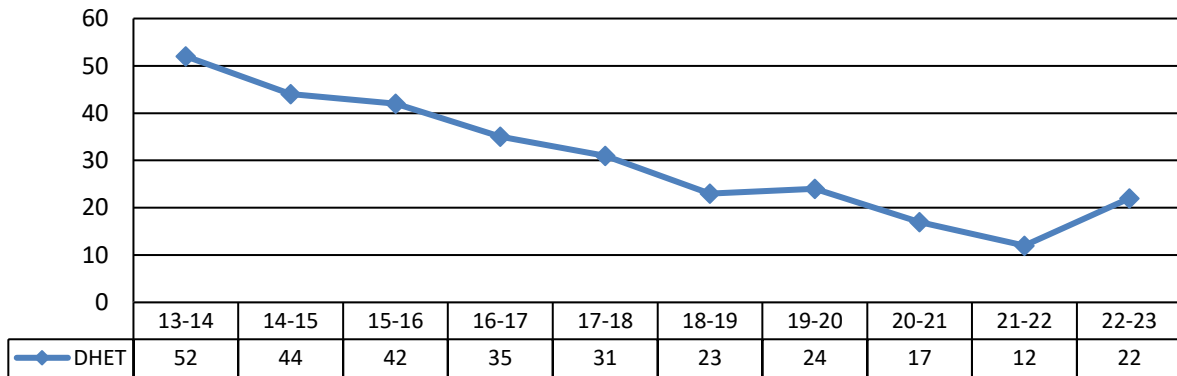
Business



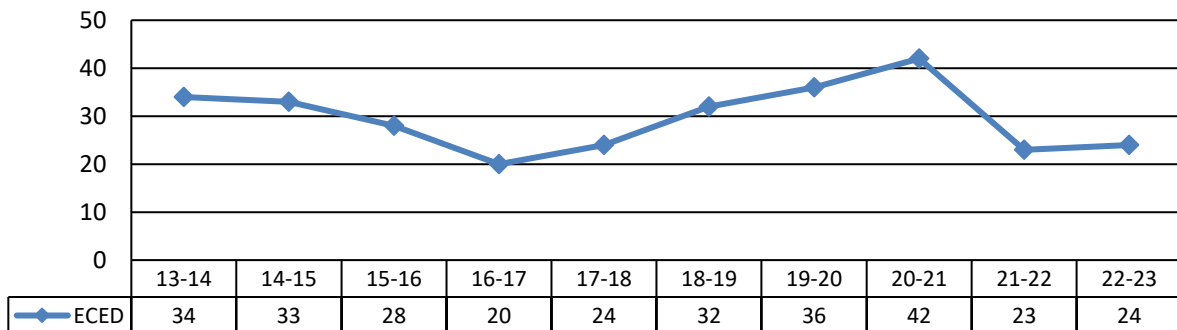
Criminal Justice



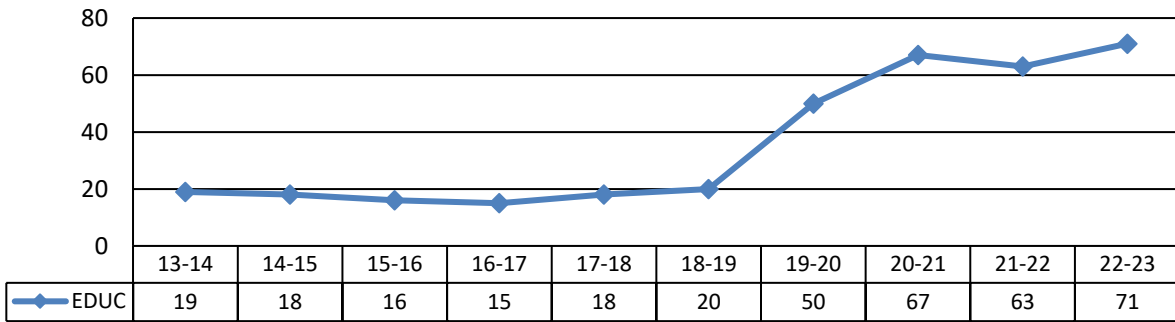
Diesel/Heavy Equipment Technology



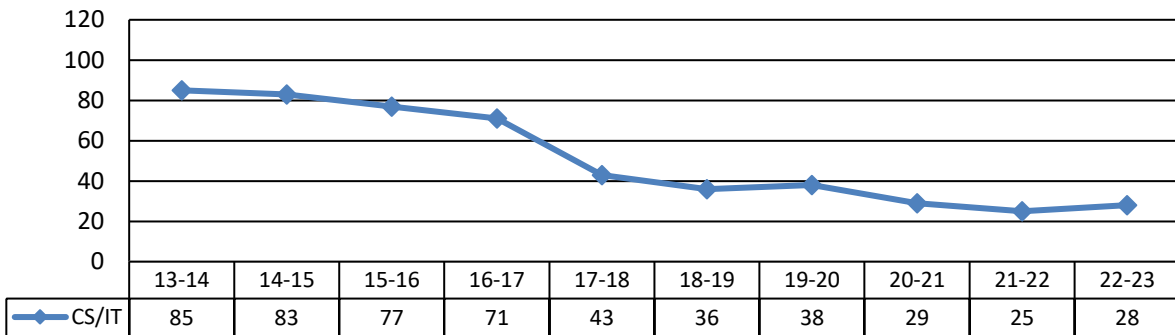
Early Childhood Education



Education

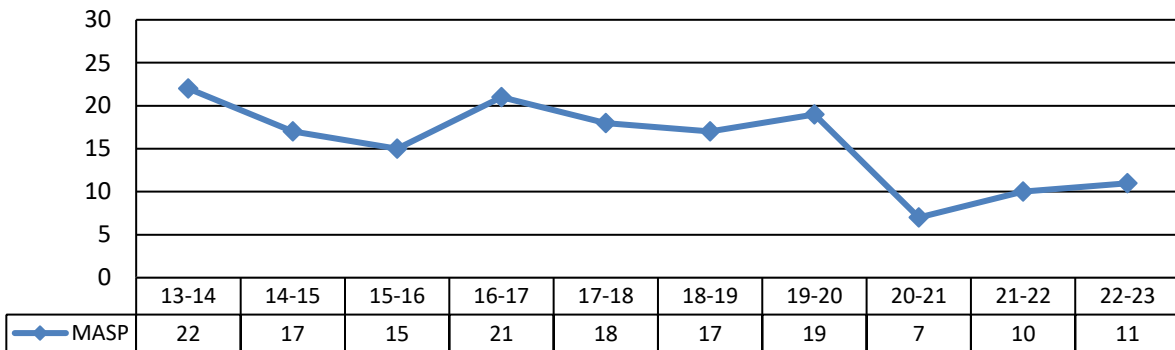


Information Technology / Computer Science

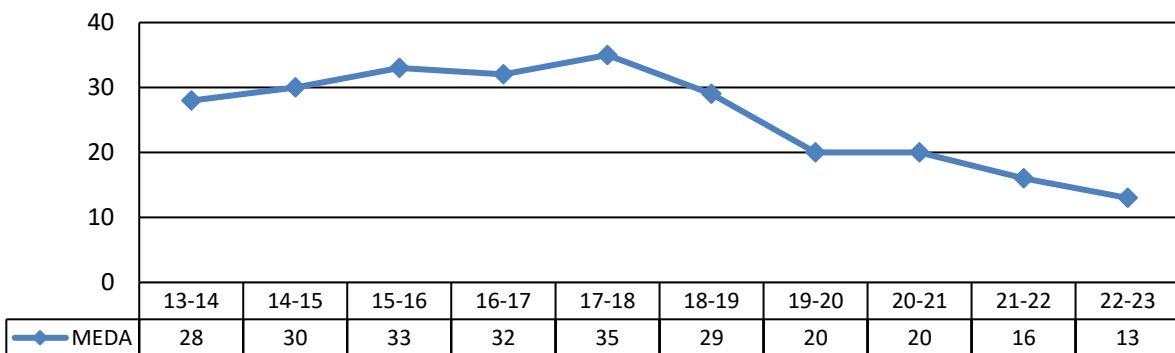


Note: includes IT FTEs beginning 2017-18.

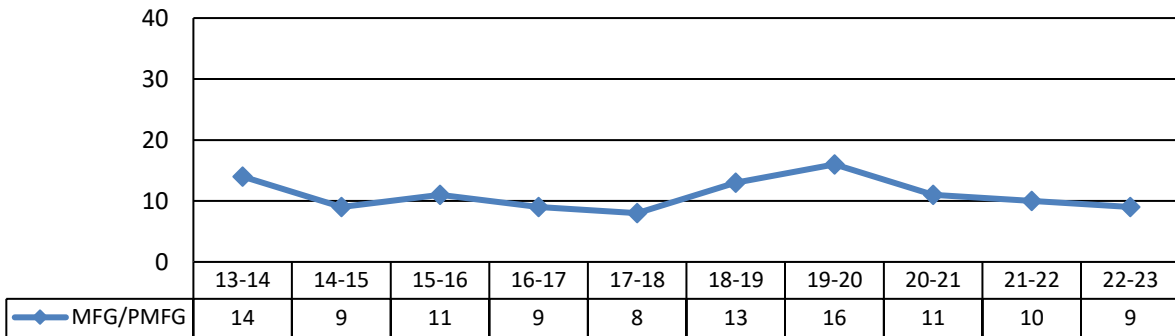
Machine Trades



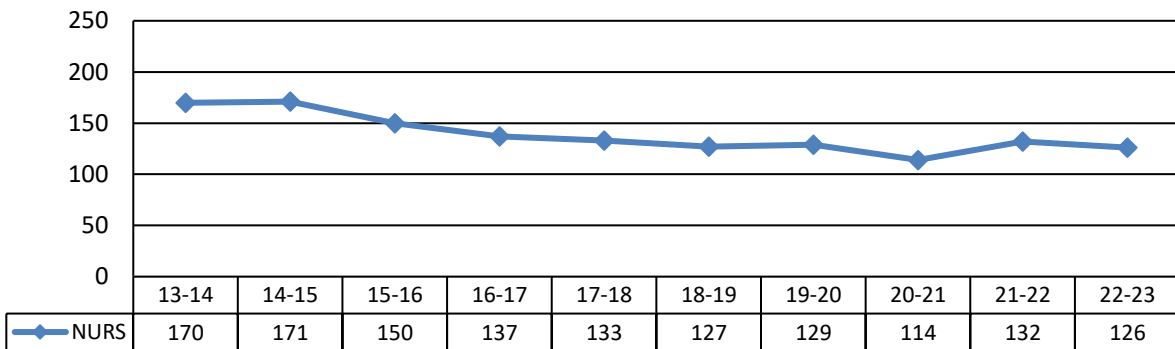
Medical Assisting



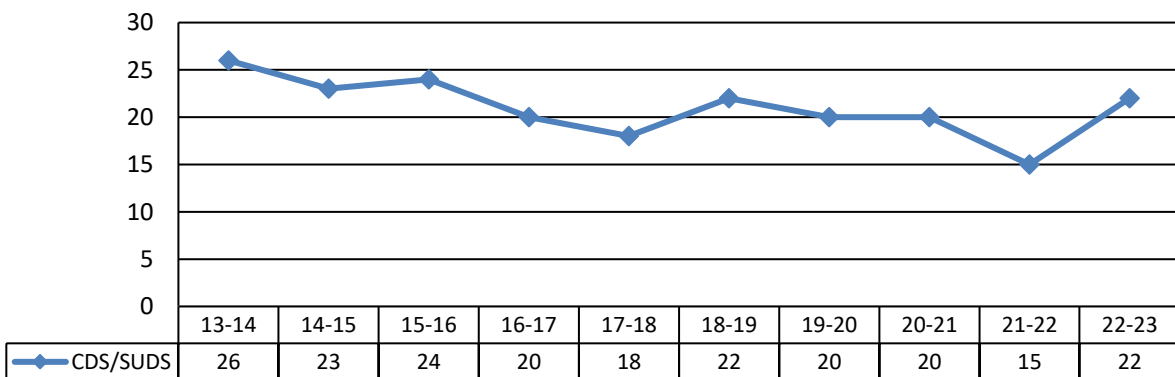
Manufacturing/Process Manufacturing (previously PULP)



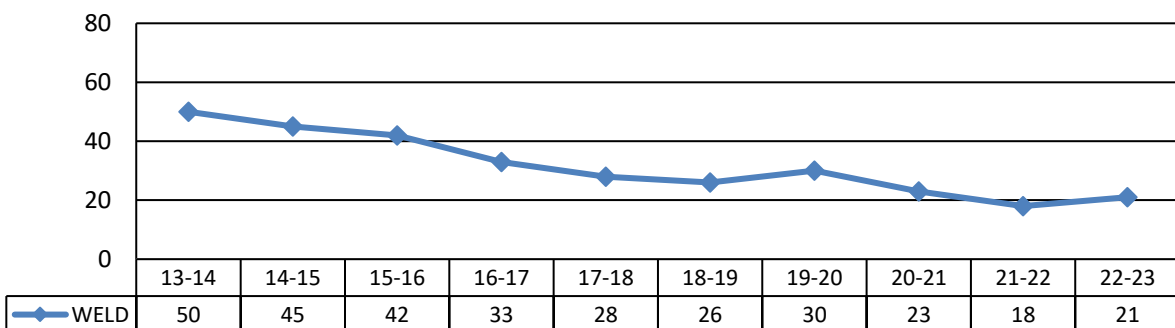
Nursing (including RN, LPN and Nursing Assistant)



Substance Use Disorder Studies (formerly known as Chemical Dependency Studies)



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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Overall	27%	34%	36%	29%	32%
Full-time	39%	47%	48%	38%	40%
Part-time	16%	23%	24%	23%	23%
Male	25%	24%	32%	19%	25%
Female	29%	38%	35%	32%	33%
Need-Based Aid*	31%	33%	33%	30%	36%
Traditional Age**	33%	46%	46%	37%	39%
Nontraditional Age**	24%	28%	29%	26%	28%
First Generation	-	-	-	30%	30%
System Rate^: Overall	27%	29%	29%	28%	26%
Full-time	31%	35%	35%	33%	31%
Part-time	19%	20%	21%	20%	19%
Male	25%	28%	29%	27%	27%
Female	28%	30%	29%	29%	27%
Need-Based Aid*	33%	36%	34%	32%	33%
Traditional Age**	35%	38%	39%	37%	33%
Nontraditional Age**	18%	20%	21%	20%	19%
First Generation	-	-	-	29%	29%

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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Overall	27%	34%	36%	29%	32%
American Indian or Alaska Native	20%	46%	45%	*	18%
Asian	13%	30%	27%	41%	27%
Black or African American	*	33%	23%	*	42%
Hispanic or Latino	38%	30%	33%	39%	27%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	28%	37%	38%	31%	32%
System Rate^: Overall	27%	29%	29%	28%	26%
American Indian or Alaska Native	29%	29%	25%	25%	26%
Asian	25%	29%	28%	28%	27%
Black or African American	22%	25%	27%	25%	27%
Hispanic or Latino	30%	32%	34%	31%	30%
Native Hawaiian or Other Pacific Islander	26%	31%	30%	30%	31%
White	28%	30%	30%	28%	27%

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

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Overall	26%	24%	13%	20%	27%
Full-time	40%	31%	15%	19%	29%
Part-time	13%	18%	12%	21%	24%
Male	36%	20%	11%	17%	28%
Female	23%	26%	13%	22%	27%
Need-Based Aid*	32%	25%	11%	17%	29%
Traditional Age**	28%	28%	13%	22%	34%
Nontraditional Age**	65%	60%	57%	50%	23%
First Generation	-	-	-	29%	28%
System Rate^: Overall	19%	19%	21%	20%	19%
Full-time	22%	23%	25%	24%	23%
Part-time	13%	13%	16%	14%	13%
Male	20%	20%	22%	21%	20%
Female	18%	19%	21%	19%	19%
Need-Based Aid*	22%	23%	25%	24%	24%
Traditional Age**	23%	24%	25%	24%	23%
Nontraditional Age**	14%	15%	18%	16%	15%
First Generation	-	-	-	20%	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 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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Overall	26%	24%	13%	20%	27%
American Indian or Alaska Native	20%	23%	9%	14%	29%
Asian	40%	15%	36%	35%	27%
Black or African American	*	17%	8%	*	47%
Hispanic or Latino	26%	21%	10%	16%	23%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	27%	25%	14%	22%	25%
System Rate^: Overall	19%	19%	21%	20%	19%
American Indian or Alaska Native	16%	18%	17%	17%	19%
Asian	18%	22%	22%	19%	19%
Black or African American	14%	14%	18%	15%	16%
Hispanic or Latino	19%	18%	22%	20%	19%
Native Hawaiian or Other Pacific Islander	17%	20%	22%	17%	17%
White	20%	21%	22%	21%	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.

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)

Global Skill	2018-19	2019-20	2020-21	2021-22	2022-23
Communication	--	--	--	--	3.4
Critical Thinking	--	*	3.4	--	--
Quantitative Literacy (Numeracy)	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.
- Quantitative Literacy will be assessed in 2023-24.
- Full reports available on LCC's [Global Skills Assessment webpage](#).

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 2022-23 (including 52 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	2017-18	2018-19	2019-20	2020-21	2022-23
Percent indicating that overall expectations were met or exceeded.	98%	99%*	99%**	94%	100%

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 & 2022-23, 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."

- Evaluations were not given in 2021-22 due to staffing transition. Evaluations were reimplemented in Winter 2023 forward.
- Client satisfaction reached an all-time high in 2022-23 compared to previous years.

EDUCATION, TRAINING AND TESTING ACTIVITIES

Table 11: Continuing Education Enrollment: Duplicated Headcount

2018-19	2019-20	2020-21	2021-22	2022-23	1 yr Δ	5 yr Δ
1,842	892	341	477	591	+24%	-68%

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 2022-23 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	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-Employment Testing (PSI Assessment, Work Keys)	385	130	169	640	393
NREMT (EMT Test)	159	31	55	202	135
Educator Licensing Exams (NES, West-B, ORELA)	304	115	248	432	304
Automotive Service Excellence (ASE)	154	43	2	55	96
ASE Student Entry-Level Certification	26	11	21	66	29
CLEP (Prior Learning Assessment)	23	15	1	37	37
Certiport (Microsoft Office Certification)	202	93	2	33	51
Pesticide Testing (Washington State Department of Agriculture)	455	62	0	355	569
IT Exams (Compia, Cisco, Microsoft, Juniper Networks, VMware, Linnox)	45	24	12	59	50
ParaPro (certification exam for paraprofessional educators)	84	61	3	82	91
MEASURE Learning* (ACE certification, BPS, certification, and others)	14	10	2	56	54
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	15	4	173	161	46
GED Passer Reports	87	45	26	64	63

Source: Fact Book/Testing Office. *MEASURE Learning was formerly known as Castle Worldwide (effective 2022-23).

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

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

Members include: Merry Bond & Tamra Gilchrist, co-chairs, Jennie Bergman, Leszek Cromwell, Dana Cummings, Heidi Hamer, Michaela Jackson, Miranda Jaksha (student), Erik Johnson (student), David Maxon, Samantha Orth, Anita Quirk, Connie Ramos, Stefan Rijnhart, David Rosi, Vicky Soladey, Stefanee Sorgenfrei, Dani Trimble, Nonnie Weaver.

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

- It's exciting to see improvements in student performance for males, students of color, economically disadvantaged, and nontraditional age students. We have narrowed some of the gaps from previous years.
- Having 100% satisfaction with employers in terms of professionalism of LCC graduates is a stand out statistic.
- Overall enrollment in the professional/technical area is up. Notable increases occurred in Automotive Technology, Diesel Technology, and Education. Adding multiple BAS options has supported FTE growth.
- Our licensure exams were above 80% in all areas in the most recent year.
- We are higher than the system average for college level English and math completion in year one.
- We reached our stretch goal of 100% for Corporate and Continuing Education client satisfaction.
- Corporate and Continuing Education enrollment has increased in each of the last three years.

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

- Although we still achieved mission fulfillment, our Welding/WABO licensure rates declined in each of the past three years.
- Our overall college level English completion rates increased from the prior year and are above system rates; however, rates for males, American Indian or Alaska Native, and Hispanic or Latino students fell below mission fulfillment.
- Although our overall and most disaggregated employment rates are above the system average and meeting the stretch goal, the overall employment rate declined a bit, and the rate for males decreased by ten percentage points from the prior year and is below mission fulfillment.
- Even though our enrollment numbers are up for professional/technical, enrollment in some programs is still low.

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

- We have an ongoing opportunity to evaluate whether our program mix is meeting the needs of employers.
- We may be able to take advantage of high satisfaction rates and an upward trend in enrollment to continue to increase our Corporate and Continuing Education presence.
- For some of our specialized programs such as Substance Use Disorder Studies, we have an opportunity to increase enrollment by adding specific courses to other programs. When the course information gets added to the degree requirements, the courses can be financial aid eligible.
- The new Worker Retraining allocation model is much more advantageous to LCC than the previous model. New funding can be used to support professional/technical programs in a variety of ways. The new formula will be implemented over the next three years.
- New legislation in Washington allows anyone, regardless of immigration or citizenship status, to apply for professional licensure (of all types) in the state.
- We are continuing to explore certificate options such as micro-credentials and certificates of proficiency in a variety of fields.
- New legislation in Washington will allow apprenticeship pathway students to access the Washington College Grant in the future.

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

- Prevailing market wages in particular fields, such as Medical Assisting and Early Childhood Education, can be a disincentive to students wanting to go into those programs.
- Labor market forces, such as recent mass layoffs in the tech industry, can be a deterrent to students interested in entering related programs.
- Keeping up with changing industry standards can be challenging in terms of program relevancy.
- Persistent low enrollment in some professional/technical programs continues to be a threat.

Academic Transfer Monitoring Report

2019 – 2023

(Cycle 25)

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 21, 2024



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:

- Faculty assessment work continues. Faculty are looking at individual programs and how classes transfer to 4-year institutions.
- Assessment of the LCC requirements for the Direct Transfer Agreement (DTA) compared to the Intercollege Relations Commission (ICRC) guidelines for earning a DTA to focus on alignment and removing barriers.
- Faculty and staff continue to build partnerships with the University Center - and align pathways into those BAS programs.
- Re-introduced academic I-BEST through College and Career Preparation (CCP) to provide extra support for students in transfer programs.
- College Success continues to make adjustments and success rates are improving. We plan to include mandatory DEI training for all new students in the COLL 101 courses starting July 2024.
- The English faculty are continuing to improve the materials for the Directed Self Placement (DSP) and hope to align it with new advising practices.
- Guided Pathways and SEM groups have merged to continue the work that has been in place. Areas of focus include: K-12 & Youth, Adult Re-engagement, Onboarding, Males of Color, Retention & Persistence, Completion & Post-Completion, and Financial Resources.
- Several Biology faculty participated in a Biosafety Cabinet Training and had an opportunity to review their own lab safety practices. As a result, the Microbiology classes have implemented Biosafety Level 2 practices in an effort to better prepare students for potential work environments requiring these skills include an emphasis on the pre-nursing students.

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 (C or better grade) in academic transfer courses (numbered 100 and above).

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
Overall	81.1%	80.3%	82.0%	82.8%	83.5%
Male	77.4%	78.2%	81.2%	81.4%	83.5%
Female	83.1%	81.5%	82.7%	83.8%	84.2%
Students of Color	76.4%	76.0%	80.1%	77.2%	82.5%
Economically Disadvantaged	77.6%	78.0%	79.7%	80.4%	79.1%
Traditional Age^	*	*	*	83.4%	83.9%
Nontraditional Age^	*	*	*	80.7%	81.7%

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. 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 2022-23.

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)

Global Skill	2018-19	2019-20	2020-21	2021-22	2022-23
Communication	--	--	--	--	2.9
Critical Thinking	--	*	3.4	--	--
Quantitative Literacy	3.1	--	--	--	--
Teamwork	--	--	--	4.1	--

*Summer Assessment Institute canceled due to COVID-19 pandemic. 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).
- Quantitative Literacy will be assessed in 2023-24.
- Full reports available on LCC's [Global Skills Assessment webpage](#).

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

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

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

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

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

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

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

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

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

Key Performance Indicator: Transfer Readiness
(Mission Fulfillment = at or above the system rate for all categories)
(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	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort Year (summer/fall)	2017	2018	2019	2020	2021
LCC Rate: Overall	51%	53%	52%	49%	54%
Female	53%	57%	51%	47%	54%
Male	47%	44%	53%	48%	54%
Received Need-Based Aid	39%	34%	37%	34%	35%
Traditional Age**	53%	56%	55%	56%	62%
Nontraditional Age**	34%	34%	29%	21%	18%
First Generation	-	-	-	-	51%
System Rate^: Overall	47%	47%	49%	50%	50%
Female	48%	50%	52%	50%	51%
Male	45%	45%	46%	48%	48%
Received Need-Based Aid	41%	42%	39%	42%	41%
Traditional Age**	50%	52%	53%	53%	53%
Nontraditional Age**	27%	27%	26%	28%	30%
First Generation	-	-	-	-	46%

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.

- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

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

Reporting Year	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort Year (summer/fall)	2017	2018	2019	2020	2021
LCC Rate: Overall	51%	53%	52%	49%	54%
American Indian or Alaska Native	53%	47%	31%	45%	30%
Asian	48%	57%	46%	46%	65%
Black or African American	30%	38%	40%	32%	24%
Hispanic or Latino	56%	46%	62%	40%	35%
Native Hawaiian or Other Pacific Islander	**	**	**	7%	**
White	53%	55%	52%	50%	57%
System Rate^: Overall	47%	47%	49%	50%	50%
American Indian or Alaska Native	37%	42%	40%	39%	39%
Asian	53%	55%	57%	57%	57%
Black or African American	35%	39%	38%	41%	40%
Hispanic or Latino	44%	47%	46%	47%	46%
Native Hawaiian or Other Pacific Islander	44%	44%	43%	45%	40%
White	48%	49%	50%	50%	51%

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	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort Year (summer/fall)	2015	2016	2017	2018	2019
LCC Rate: Overall	38%	40%	34%	30%	33%
Female	40%	45%	38%	33%	31%
Male	35%	31%	28%	25%	35%
Received Need-Based Aid	25%	24%	24%	14%	18%
Traditional Age*	41%	43%	38%	31%	34%
Nontraditional Age*	19%	22%	16%	23%	25%
System Rate^: Overall	39%	39%	37%	39%	39%
Female	41%	41%	39%	41%	41%
Male	37%	36%	35%	37%	37%
Received Need-Based Aid	27%	26%	24%	26%	23%
Traditional Age*	42%	42%	42%	41%	41%
Nontraditional Age*	28%	28%	30%	28%	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	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort Year (summer/fall)	2015	2016	2017	2018	2019
LCC Rate: Overall	38%	40%	34%	30%	33%
American Indian or Alaska Native	14%	34%	32%	26%	13%
Asian	48%	61%	38%	39%	38%
Black or African American	45%	58%	22%	25%	27%
Hispanic or Latino	44%	51%	27%	25%	32%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	38%	38%	36%	31%	34%
System Rate^: Overall	39%	39%	37%	39%	39%
American Indian or Alaska Native	32%	31%	33%	33%	31%
Asian	46%	48%	47%	47%	48%
Black or African American	34%	33%	33%	34%	35%
Hispanic or Latino	34%	33%	32%	33%	32%
Native Hawaiian or Other Pacific Islander	33%	32%	31%	30%	33%
White	40%	41%	41%	40%	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 5a: Where Did They Go?

Transfer destinations of students enrolled in 2022-23 (all transfer students)

- Aquinas College (1)
- Arizona Christian University (1)
- Arizona State University (6)
- Benedictine College, KS (1)
- Biola University, CA (1)
- Boise State University (17)
- Brigham Young University (5)
- Bushnell University, OR (2)
- California Polytechnic State University (1)
- California State University - Fresno (1)
- Capella University, MN (2)
- Central Washington University (13)
- Chaminade University of Honolulu (2)
- Concordia University (4)
- Eastern Washington University (9)
- Edward Waters College, FL (1)
- Florida State University (1)
- George Fox University (2)
- Gonzaga University (2)
- Grand Canyon University (8)
- Greenville University (1)
- Harding University, AR (1)
- Herzing University-Minneapolis (1)
- Lewis & Clark College of Arts & Sciences, OR (1)
- Lewis-Clark State College, ID (1)
- Liberty University (2)
- Linfield University (3)
- Loras College, IA (1)
- Midland University, NE (1)
- Montana State University - Bozeman (2)
- Montana State University – Billings (1)
- Northern Arizona University (1)
- Northwest University (1)
- Oklahoma State University - Stillwater/Tulsa (1)
- Oregon Institute of Technology (2)
- Oregon State University (10)
- Ottawa University - Surprise (1)
- Park University, MO (1)
- Point University, GA (1)
- Portland State University (6)
- Regent University, VA (1)
- Rocky Mountain College, MT (1)
- Saint Martin's University (1)
- Seattle Pacific University (4)
- Seattle University (1)
- Southern New Hampshire (1)
- Southern Nazarene University, OK (1)
- Texas A&M University - Corpus Christi (1)
- The College of Idaho (1)
- The Evergreen State College (3)
- Unity Environmental University, ME (1)
- University of Alabama (1)
- University of Alaska Anchorage (2)
- University of Arizona (3)
- University of Minnesota - Duluth (1)
- University of Montana (4)
- University of New Hampshire - Durham (1)
- University of Oregon (1)
- University of Phoenix (1)
- University of Portland (2)
- University of Puget Sound (1)
- University of Tennessee (1)
- University of Utah (2)
- University of Washington - Seattle (18)
- Utah State University (1)
- Vanguard University of Southern California (1)
- Walla Walla University (1)
- Warner Pacific University (1)
- Washington State University (65)
- Western Governors University (26)
- Western Kentucky University (1)
- Western Oregon University (2)
- Western Washington University (20)
- Whitworth University (2)

Source: SBCTC Data Warehouse, Student table (Kind_of_Student = T) for list of LCC transfer students; National Student Clearinghouse for transfer institution list and enrollment.

Table 5b: Where Did They Go?

Washington Community & Technical College transfer destinations of LCC students enrolled in 2022-23 (all transfer students)

- Bates Technical College (1)
- Bellevue College (3)
- Clark College (17)
- Centralia College (6)
- Everett Community College (1)
- Green River College (2)
- Lower Columbia College (8)
- Olympic College (1)
- Skagit Valley College (1)
- South Puget Sound Community College (1)
- Spokane Community College (1)
- Yakima Valley College (1)

Source: SBCTC Data Warehouse, Student table (Kind_of_Student = T) for list of LCC transfer students; National Student Clearinghouse for transfer institution list and enrollment.

- Please note: The above list shows the Washington Community & Technical Colleges (WA CTC's) that LCC students transferred to after attending LCC in 2022-23. Although most WA CTC's offer baccalaureate-level programs, LCC does not know which program level students transfer into until after they graduate from the transfer institution.

Key Performance Indicator: Relevance of Programs

(Mission Fulfillment = 60%)

(Stretch Goal = 65%)

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

Grad Year	2018-19	2019-20	2020-21	2021-22	2022-23
Grad Rate of LCC transfer students at transfer institutions	62.0%	67.3%	65.8%	66.7%	62.0%

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.
- Please note: 2021-22 graduation rate includes five students who earned a BAS at a Washington community and technical college (CTC), four of which were at LCC. 2022-23 graduation rate includes four students who earned a BAS at a Washington CTC.

Transfer Enrollment Data

Table 7: Enrollment and Graduation Data

Academic Year	2018-19	2019-20	2020-21	2021-22	2022-23
Unduplicated headcount, all funding sources	2000	1959	1748	1580	1668
Transfer student population as a percent of all students	31%	33%	39%	38%	37%
FTE by institutional intent (fall quarter, state funded)	969	978	795	765	793
FTE as percent of institutional FTE (fall quarter, state funded)	45%	45%	45%	44%	47%
Transfer associate degrees granted	459	401	451	421	422

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

- Headcount and FTE of transfer students increased in 2022-23.
- The impact of the COVID-19 pandemic on enrollment and completion is evident throughout the college's metrics, including the table above.

Key Performance Indicator: College Level English & Math Completion

(Mission Fulfillment = meet or exceed system rate for all categories)

(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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Overall	66%	69%	65%	64%	61%
Full-time	71%	76%	78%	76%	74%
Part-time	54%	45%	39%	36%	37%
Male	61%	67%	65%	65%	59%
Female	68%	71%	63%	64%	64%
Need-Based Aid*	46%	59%	49%	45%	43%
Traditional Age**	70%	74%	71%	72%	70%
Nontraditional Age**	37%	34%	36%	28%	19%
First Generation	-	-	-	61%	57%
System Rate^: Overall	61%	62%	63%	62%	63%
Full-time	71%	72%	73%	71%	71%
Part-time	46%	46%	45%	44%	47%
Male	59%	60%	63%	60%	61%
Female	63%	64%	63%	63%	63%
Need-Based Aid*	51%	50%	51%	51%	50%
Traditional Age**	67%	68%	69%	67%	67%
Nontraditional Age**	28%	28%	29%	31%	31%
First Generation	-	-	-	58%	58%

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.

- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

**Table 8b: College Level English Completion in First Year by Race/Ethnicity
(Transfer Students Only)**

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

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Overall	66%	69%	65%	64%	61%
American Indian or Alaska Native	56%	66%	70%	48%	62%
Asian	54%	46%	65%	52%	52%
Black or African American	46%	80%	68%	35%	43%
Hispanic or Latino	65%	78%	56%	54%	68%
Native Hawaiian or Other Pacific Islander	*	*	57%	*	*
White	67%	70%	67%	67%	63%
System Rate^: Overall	61%	62%	63%	62%	63%
American Indian or Alaska Native	54%	52%	56%	51%	51%
Asian	65%	68%	69%	69%	70%
Black or African American	54%	56%	57%	55%	58%
Hispanic or Latino	59%	60%	60%	58%	58%
Native Hawaiian or Other Pacific Islander	58%	58%	64%	58%	56%
White	62%	63%	64%	62%	63%

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

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

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)

Student Demographic	2018-19	2019-20	2020-21^^	2021-22^^	2022-23
LCC Rate: Overall	29%	33%	28%	29%	31%
Full-time	34%	37%	34%	33%	36%
Part-time	16%	21%	17%	20%	20%
Male	28%	41%	31%	34%	35%
Female	29%	28%	27%	26%	30%
Need-Based Aid*	23%	27%	21%	25%	31%
Traditional Age**	29%	34%	31%	32%	33%
Nontraditional Age**	23%	24%	15%	13%	18%
First Generation	-	-	-	29%	25%
System Rate^: Overall	34%	36%	38%	38%	37%
Full-time	41%	43%	46%	45%	44%
Part-time	23%	23%	25%	24%	24%
Male	37%	39%	41%	41%	40%
Female	32%	33%	36%	35%	35%
Need-Based Aid*	30%	32%	36%	35%	37%
Traditional Age**	35%	37%	39%	39%	38%
Nontraditional Age**	26%	27%	30%	30%	29%
First Generation	-	-	-	32%	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>. 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.

- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

**Table 9b: College Level Math Completion in First Year by Race/Ethnicity
(Transfer Students Only)**

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

Student Demographic	2018-19	2019-20	2020-21^^	2021-22^^	2022-23
LCC Rate: Overall	29%	33%	28%	29%	31%
American Indian or Alaska Native	24%	31%	25%	19%	33%
Asian	43%	21%	31%	26%	30%
Black or African American	17%	27%	16%	12%	24%
Hispanic or Latino	17%	35%	23%	22%	24%
Native Hawaiian or Other Pacific Islander	*	*	14%	*	*
White	29%	33%	29%	30%	32%
System Rate^: Overall	34%	36%	38%	38%	37%
American Indian or Alaska Native	30%	29%	29%	31%	29%
Asian	47%	48%	49%	47%	46%
Black or African American	25%	26%	29%	26%	29%
Hispanic or Latino	28%	29%	32%	32%	32%
Native Hawaiian or Other Pacific Islander	27%	29%	36%	29%	31%
White	34%	36%	38%	37%	37%

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

Academic Transfer Monitoring Report

Analysis from the Review Team

Members include: Stefanie Gilberti & Jamie Martin, co-chairs, Jolynn Amrine, Allison Baumgart (student), Alex Brehm, Breoni Coalman, Rob Davis, Jim Franz, Traci Fuller, Mary Hebert, Devin Hendricks, Lindsay Kevvy, Louis LaPierre, John Melink, Joanna Mosser, Lucas Myers, Jenny Smith, Maggie Stuart, Kimberly Swartz (student), Ian Triana.

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

- The overall proportion of transfer students achieving satisfactory academic performance is increasing. Several of the disaggregated groups, including males, are trending up as well. The gap between traditional and nontraditional age students is not as large for this metric as in some other areas in the report.
- Overall, we are performing better than the system in terms of transfer students achieving 45 college level credits within two years. We are above the state average for many of the disaggregated groups as well. Traditional age students are doing particularly well, and Asian and white students also increased substantially from the prior year.
- Every group with the exception of females, American Indian or Alaska Native, and Asian students increased in terms of transferring to a four-year college within four years after starting at LCC.
- We exceeded our mission fulfillment threshold for the graduation rate of LCC transfer students at four-year transfer institutions.
- Although we are slightly below the system average overall for college level English completion in the first year, we are above the state average for full-time students, and our part-time student rate did increase slightly from last year.

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

- Across several metrics, our non-traditional age students are doing less well than traditional age students at LCC. They are also doing less well than system averages for similar aged students.
- The proportion of our Black/African American and Hispanic students achieving 45 college level credits within two years is trending down at LCC. We are also somewhat below system averages for those demographics.
- First year college level English completion rates fell substantially for males and non-traditional age students. Additionally, we fell below the system average for the overall rate.
- Although first year math completion rates are trending up overall, we are still below the system average.

- The proportion of need-based aid students who transfer to a four-year college within four years of starting at LCC is well below the overall rate for the college, and has been trending down over time even though the rate increased slightly in 2022-23.

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

- Because there are indications across several metrics that our nontraditional age students are doing less well than their younger peers, we have an opportunity to create targeted supports for that population.
- The math corequisite model that is under discussion at LCC could create an opportunity to increase our first-year math completion rate.
- Creating intentional, supported cohorts of students intending to transfer to the same university could lead to an increase in our transfer rate.
- LCC is currently exploring a guaranteed acceptance agreement with Washington State University Vancouver, which could lead to an increase in our transfer rate.
- We may need to find ways to provide additional transfer support to students receiving need-based aid, who transfer at lower rates than other students.
- The Instructional Assessment Committee is working on updating the rubric associated with assessing our Communications Global Skill, which should result in more accurately capturing student achievement rates in that area.
- We may need targeted support for part-time and nontraditional age students to increase first year English completion rates.

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

- The system definition of "first generation" status is limited to parental relationships, and may be more limiting than helpful when looking at the data.
- Department of Education guidelines prevent students from voluntarily taking a lower math class than where they place if they are on financial aid. This may result in lower math success rates, at least initially.

Preparation for College Level Studies Monitoring Report

2019 – 2023

(Cycle 25)

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 17, 2024



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 Education for Adults achievement
- Academic performance of precollege students

Enrollment data for Basic Education for Adults (College and Career Preparation, formerly Adult Basic Education, and English Language Learning, formerly 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), High School Plus, and Open Doors is included as well (archival data for Career Education Options, CEO, is also included). 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:

- To better integrate support for and serve College and Career Preparation students, CASAS testing has been moved to MAN 127, locating it right across the hall from the college level Testing Center in MAN 128. Plans to also co-locate CCP staff that serve in an advising-type role to Admissions (ADC) next to the Advising Center will be complete by Spring of 2024. These moves will allow students to better access supports on LCC's campus regardless of program of study or pathway, fulfilling some of LCC's goals with implementation of Guided Pathways.
- College and Career Preparation continued to grow our Academic I-BEST program, expanding both in subjects and number of courses supported each quarter. CCP will continue to identify areas and pathways that need additional assistance and support and work with programs to offer Academic I-BEST services were eligible.
- College and Career Preparation staff met with Registration staff to develop a new, more streamlined process for registering students within the department. This has significantly cut down on the time it takes to fully onboard and enroll new students, often leading to students being fully registered within two days of completing CASAS testing, something that in the past could take a week or more.
- The College and Career Preparation Department developed new outreach measures for students struggling to engage in classes throughout the quarter. Staff participate in intensive outreach to all students that have low participation noted through both faculty attendance reporting and through Navigate alerts in our open enrollment program. This outreach is done at three points throughout the quarter, giving staff the opportunity to offer support and access to resources on campus for students that may need the extra assistance.

- LCC's Open Doors program expanded services to include Castle Rock and Woodland School Districts. Both schools have had good initial enrollment numbers, offering expanded pathways for student success.
- The Language and Literature department started scheduling two different instructors for online and face-to-face classes, allowing for different perspectives and giving students a chance to choose the best fit for them.
- ENGL 98/99 sections offer additional supports for students, such as; more one-on-one conferences, instructional videos, and the development of a writing handbook that students create in a Google folder and can be used throughout their time at LCC.
- Precollege English instructors also allow students to choose the citation format that best fits their pathway. While MLA is discussed, students have the option to choose a different style if that works better for their program requirements.
- Working with Advising and Placement, the Math department signed on as a pilot school for a statewide agreement on placement. The agreement guarantees a minimum placement level that will be portable between CTC's.
- The Math department is expanding online and evening math offerings to support the BAS-TE program, making it possible for fully remote students to complete the bachelor's degree.
- Math department members are representing the college in a statewide Community of Practice focused on active learning using Peter Liljedahl's Thinking Classrooms model. Because math faculty have been early adopters of the model in the CTC space, they are leading groups as experts.
- Math faculty have undertaken a department-wide initiative to move to open educational resources. This requires significant work from all participating members to build content and learn a new platform. When implemented, precollege students will save \$60-150 per course.
- Math faculty continue to investigate possibilities for shortening math pathways by moving to a corequisite model, which would place more students directly into college level courses with appropriate support. Work on this project is ongoing.

Key Performance Indicator: Basic Education for Adults Achievement

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

**Table 1: Combined Basic Education for Adults (CCP and ELL, formerly ABE and ESL):
Enrolled in College Level Credits by Subsequent Fall
(Mission Fulfillment = 25% for all categories)
(Stretch Goal = 35% for all categories)**

Student Demographic	2018-19		2019-20		2020-21		2021-22		2022-23	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
Overall	353	22%	318	32%	288	39%	212	26%	261	28%
Female	200	24%	177	33%	164	38%	123	29%	133	32%
Male	153	20%	134	32%	114	37%	71	21%	119	22%
Students of Color	169	12%	129	25%	97	28%	86	14%	96	31%
First Generation	-	-	-	-	-	-	96	34%	107	43%

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

- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

Key Performance Indicator: Academic Performance of Precollege 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: Success Rates of Students in Precollege Math
Duplicated Headcount (excludes summer)**

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

	2018-19	2019-20	2020-21	2021-22	2022-23
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	73.0%	72.3%	78.1%	74.8%	78.3%
Male	*	*	*	67.2%	73.1%
Female	*	*	*	78.7%	80.4%
Students of Color	*	*	*	67.1%	76.4%
Received need-based aid	*	*	*	76.2%	78.5%
All students - withdrawal rate	6.4%	11.0%	5.9%	4.9%	6.6%
Male	*	*	*	4.4%	5.6%
Female	*	*	*	5.4%	6.9%
Students of Color	*	*	*	4.6%	9.8%
Received need-based aid	*	*	*	3.6%	7.3%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or *. Note: Precollege math includes MATH 078/079, 087/097, 088, 098. MATH 089 and 099 were included prior to 2021-22, but were discontinued as of 2021-22.

*Data not available; disaggregated rates not collected until 2021-22.

Note: The rates come from manually adding the fall, winter, and spring rates from the quarterly precollege math report. Prior to 2021-22, the quarterly report did not include disaggregation.

**Table 3: Success 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)**

	2018-19	2019-20	2020-21	2021-22	2022-23
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	69.6%	68.4%	68.7%	61.6%	59.3%
Male	*	*	*	36.8%	53.6%
Female	*	*	*	68.3%	63.3%
Students of Color	*	*	*	58.8%	55.6%
Received need-based aid	*	*	*	60.0%	62.7%
All students - withdrawal rate	8.7%	16.0%	16.6%	13.1%	14.7%
Male	*	*	*	17.4%	6.7%
Female	*	*	*	12.5%	19.7%
Students of Color	*	*	*	8.1%	3.6%
Received need-based aid	*	*	*	19.4%	16.9%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or *. Note: Precollege English includes ENGL 098 or 099.

*Data not available; disaggregated rates not collected until 2021-22.

Note: The rates come from manually adding the fall, winter, and spring rates from the quarterly precollege English report. Prior to 2021-22, the quarterly report did not include disaggregation.

Table 4: Success Rate of Precollege Math 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 math and, by the subsequent fall quarter, completed their first college level math class.

	2018-19	2019-20	2020-21	2021-22	2022-23
Total number of all students who successfully completed a precollege math class	263	133	124	111	103
Proportion of those students who went on to a college level math course	56.3%	66.9%	62.9%	57.7%	63.1%
Male	*	57.1%	57.7%	42.9%	67.9%
Female	*	71.4%	64.2%	59.5%	62.3%
Students of Color	*	60.0%	60.7%	50.0%	58.6%
Received need-based aid	*	65.1%	59.7%	59.5%	61.4%
First Generation	-	-	-	-	64.1%
Proportion of those students who withdrew from their college level course	10.8%	12.4%	12.8%	10.9%	15.4%
Male	*	12.5%	26.7%	8.3%	5.3%
Female	*	12.3%	8.2%	9.1%	18.6%
Students of Color	*	13.3%	17.6%	0.0%	29.4%
Received need-based aid	*	14.8%	12.5%	4.1%	13.7%
First Generation	-	-	-	-	14.0%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	74.3%	76.4%	76.9%	82.8%	73.8%
Male	*	79.2%	73.3%	75.0%	73.7%
Female	*	75.4%	80.3%	86.4%	76.7%
Students of Color	*	66.7%	70.6%	83.3%	58.8%
Received need-based aid	*	66.7%	75.0%	86.4%	74.5%
First Generation	-	-	-	-	70.0%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege math cohort tables. Excludes grades I, N, NA, R, P, V or

*. Note: Precollege math includes MATH 078/079, 087/097, 088, 098. MATH 089 and 099 were included in precollege math prior to 2021-22, but were discontinued as of 2021-22. 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.

- First Generation was added to the State Board data source in 2021-22. 2022-23 is the first year First Generation rates were calculated for this metric. A First Generation college student is the first person in the family to go to college.

Table 5: Success Rate of Precollege 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.

	2018-19	2019-20	2020-21	2021-22	2022-23
Total number of all students who successfully completed a precollege English class	70	40	45	21	18
Proportion of those students who went on to a college level course listed above	67.1%	77.5%	73.3%	66.7%	66.7%
Male	*	64.3%	69.2%	**	**
Female	*	84.6%	75.9%	63.2%	63.6%
Students of Color	*	75.0%	64.3%	**	**
Received need-based aid	*	82.1%	75.0%	61.5%	64.3%
First Generation	-	-	-	-	69.2%
Proportion of those students who withdrew from their college level course	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%	**	**
First Generation	-	-	-	-	**
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	70.2%	74.2%	81.8%	78.6%	91.7%
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%	**	**
First Generation	-	-	-	-	**

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege English cohort tables. Excludes grades I, N, NA, R, P, V or *. Note: Precollege English includes ENGL 098 or 099. Next level English includes ENGL& 101 or ENGL 110 or BUS 119.

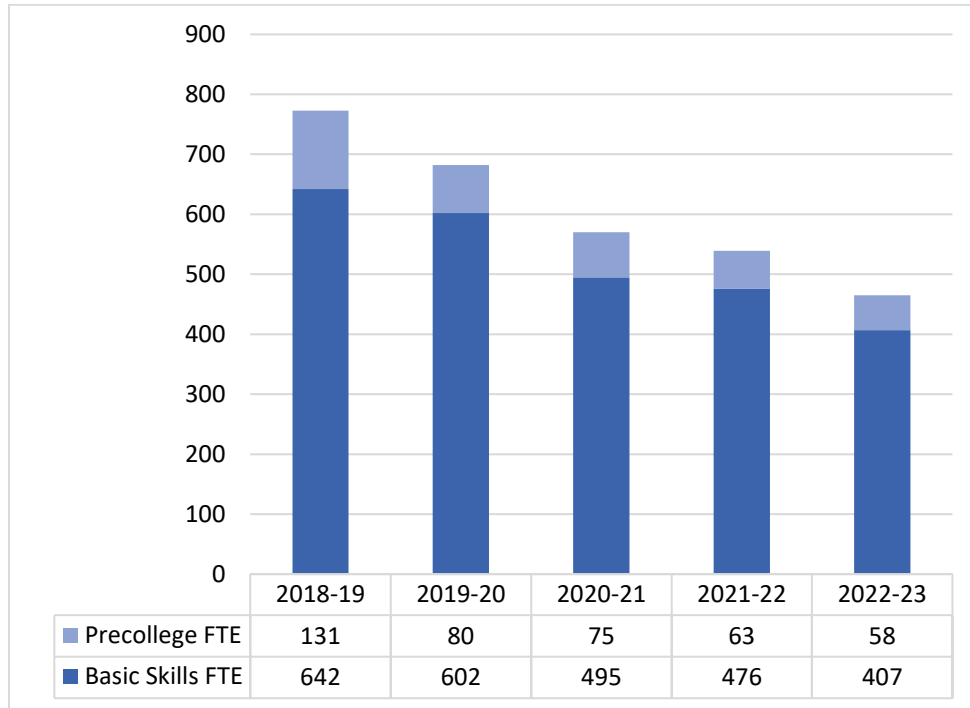
*Data not available; disaggregated rates not collected until 2019-20. **Data redacted to protect student privacy due to small n size.

- First Generation was added to the State Board data source in 2021-22. 2022-23 is the first year First Generation rates were calculated for this metric. A First Generation college student is the first person in the family to go to college.

Basic Education for Adults and Precollege Enrollment

Students at LCC can prepare for college level studies through either Basic Education for Adults or precollege classes, or a combination of the two.

**Figure 6: Basic Education for Adults and Precollege Enrollment
Annualized FTE**



Data Source: Fact Book. Basic Skills FTE is from final weekly enrollment report for the year. Precollege FTE is from Data Warehouse, Class Table where Dept_Div is Math or English and Course_Num is <100.

Please note: Precollege FTE is based on precollege math and English course enrollments.

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. The last year of operation for CEO was 2022-23.

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 youth re-engagement system that provides education and services to older youth, ages 16-21, who are not expected to graduate from high school by the age of 21. Longview, Kelso, Castle Rock and Woodland School Districts partner with LCC to offer a variety of pathways to success including GED, high school diploma, professional/technical, and transfer degree on-ramps and completion.

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

Table 7: Special Programs Headcount and Completions

High School Program	2018-19	2019-20	2020-21	2021-22	2022-23
CEO Student Headcount	224	138	86	76	59
Total Annual High School Completions	56	41	19	11	11
High School Plus Student Headcount	136	93	89	35	69
Total Annual High School Completions	47	42	22	15	23
Open Doors Student Headcount	-	54	86	79	126
Total Annual High School Completions	-	*	*	*	*
I-BEST Student Headcount	293	315	370	318	200
Total Annual Certificate/Degree Completions	107	62	67	89**	25

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.

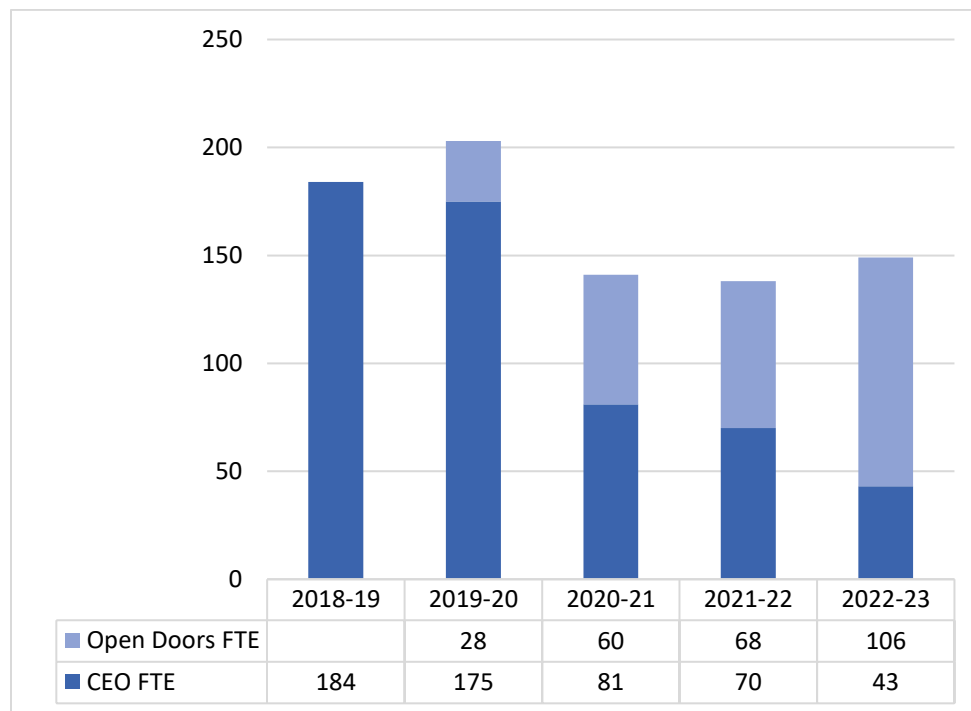
**Number updated from previous monitoring report.

Please note: Starting in 2022-23, the methodology for I-BEST headcount changed to match State Board FTE calculation procedures, resulting in fewer students categorized as I-BEST (although some students not categorized as I-BEST also receive support).

Enrollment in High School Completion

LCC offers a high school completion program called Open Doors for students ages 16 to 21 with a high school affiliation. A similar program called Career Education Options (CEO) was offered through 2022-23. LCC also offers a program called High School Plus, intended for students ages 18 and older without a high school affiliation.

**Figure 8: Enrollment in High School Completion
Combined Annualized FTE**



Data Source: Final weekly enrollment reports.

Please note: The Open Doors program at LCC started in winter quarter 2020. CEO operated through the end of academic year 2022-23.

Preparation for College Level Studies Monitoring Report

Analysis 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, Scott Schiedler (student), Terri Skeie, Christopher Tower, Rheannon Van de Voorde, Barry Walther, Michal-Ann Ure, Jill Yates.

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

- The proportion of students passing pre-college math seems to have rebounded from the pandemic dip.
- The proportion of precollege math students who went on to college level math also seems to be trending up.
- The number of students enrolled in Basic Education for Adults is higher than last year, and the proportion going on to college level credits by the subsequent fall is also higher than last year.
- Enrollment in the Open Doors program is increasing.
- Although enrollment in I-BEST appears to have declined due to a change in methodology, we have restored academic I-BEST which is giving more students an opportunity to participate in the I-BEST program.

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

- Success rates for males and students of color in precollege math are lower than for other groups, however the success rate for males met mission fulfillment and the success rate for students of color met the stretch goal. Similarly, precollege math withdrawal rates for students of color are higher than for other groups.
- The rate of males moving on to college level studies from College and Career Preparation programs is much lower than all other demographics. The rate falls below mission fulfillment.
- Females and students of color who took precollege math and went on to college level math withdrew from college level math at much higher rates than other groups.
- The proportion of students passing precollege English is trending down. We did not meet mission fulfillment with this metric. However, the number of students taking a stand-alone precollege English class has been intentionally declining, and we may need to explore changing the methodology to capture success in this area.

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

- It would be interesting to track College and Career Preparation students who go on to college level studies to see if they are taking math, English, or other disciplines.
- The Directed Self Placement process for English was put in place in 2017 and needs some dedicated attention to ensure that we are serving students in the best way possible.
- Because we've added English 101+ and English 105 and larger numbers of students are going to those classes than stand-alone precollege courses, we have an opportunity to more accurately capture the English preparation picture by possibly incorporating additional data into this report.
- We have an opportunity to create an "English recovery" course option, similar to math.

- Increased advising support could help more College and Career Preparation students set their end goals, which might increase the proportion that go on to college level studies.
- It would be beneficial for students if we could provide in-person tutoring options in the evenings and on Saturdays. Although we have online tutoring available 24/7, that format does not work well for all students.
- It would also be beneficial to have additional testing hours such as in the evenings and on Saturdays for students.
- The new Math Achievement Program will roll out in spring quarter. The program is designed to help more students succeed in college level math. Students will have an opportunity to earn badges for engaging in positive behavior such as joining a study group, participating in tutoring, meeting with their instructor during office hours, etc. They can use their badges to retake tests, do test corrections, etc.
- Expanding the number of school districts that participate in Open Doors will likely increase headcount in the program. We've added Woodland and Castle Rock and applications are pending for Kalama and Wahkiakum. Toutle has also expressed interest. Discussions are also in progress with the Rainier District for dual enrollment opportunities.
- College and Career Preparation students would benefit from having more people on their "care team," like students enrolled in college level programs.
- A student mentor program could provide additional support opportunities.

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

- Post COVID, there is still a significant increase in mental health issues with students, particularly anxiety. This can prevent students from completing their work on time.
- Although enrollment is a huge priority, we also have to be realistic about the number of credits we're allowing students to take. Students with significant life barriers may not be realistic succeed at 15 credits, even though at that level they receive more financial aid.
- Transportation can be a significant barrier for some students. Perhaps we can encourage the formulation of carpools.
- Artificial Intelligence (AI) is one of the biggest threats and opportunities facing higher education today. We need to develop a policy or statement to help guide faculty, and support them with relevant professional development opportunities. Teaching students for careers of the future, which includes the use of AI, is essential. Statewide discussions by discipline about the use of AI would be beneficial.

Student Access, Support & Completion Monitoring Report

2019 – 2023

(Cycle 25)

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 13, 2023



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
- Student sense of belonging

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

- Running Start students were provided with two state-funded summer enrollment options. After Exit allowed graduating 12th grade students who were within 15 college credits of an associate degree to finish courses for their degree. Additional funding was available to non-graduating 11th and 12th grade students who did not reach their combined FTE during the 22-23 school year. 50 students (21 FTE) participated in summer 2023 Running Start.
- LCC increased their basic needs support to students through several significant grants and services, including:
 - Hiring a full-time Resource Navigator to support students with resources related to housing, food, and other basic needs. The Navigator also oversees the Food Pantry.
 - Completing construction of a laundry room facility for students experiencing homelessness and housing insecurity.
 - With support from the WA State Legislature, expanding the Opportunity Grant program to serve additional students in healthcare programs such as Substance Abuse Disorder Studies. In 2022-23, an additional 50 students were awarded tuition assistance, textbooks, and emergency assistance, which is nearly a 60% increase compared to the previous 10 years.
- Starting in fall 2022, the Financial Aid department began processing financial award letters to all students who applied to the college rather than waiting until students registered for classes. From Fall 2022 to Fall 2023, the number of students who were awarded aid increased from 1018 to 1179, and the total amount of aid disbursed increased from \$2,440,820 to \$3,371,510.
- LCC contracted with BankMobile, a 3rd party vendor, to disburse Financial Aid and other reimbursements to offer faster delivery of refunds to students.

- LCC restructured its Strategic Enrollment Management committee to focus on five key initiatives:
 - K12 alignment
 - Adult re-engagement and basic skills
 - Onboarding and entry
 - Persistence, retention and completion
 - Financial access and support
- In an effort to address declining enrollment for students of color and men, LCC hosted the first annual Men of Color Conference in May 2023. Outreach also launched a Summer Scholars Program focused on increasing the application to registration conversion rate of BIPOC male students with early introduction and affinity development through the College Success Scholarship program and ongoing retention efforts of the cohort through connection to a success coach.
- As a part of Guided Pathways, LCC fully transitioned to a new advising model incorporating a success team that includes, at a minimum, one staff and faculty advisor assigned to every student.
- In collaboration with Math faculty and Advising, the Testing team worked to further remove math placement barriers by expanding high school transcript GPA placements to include pre-college math, and by working with advisors to offer students conditional math placements as a way to streamline their onboarding process.
- Disability & Access Services (DAS) expanded services to English Language Learners in Spring 2023. For students experiencing language barriers, accommodations like quiet testing with extended test time, audio books, and recording classes may be provided. DAS also increased Title IX training Fall 2022 to better support pregnant and parenting students and ensuring appropriate medical leave.

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 “16 years and older” who live within the College’s service district

Population Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
Overall (service district participation rate in credit courses) (all students)	5.99%	5.40%	4.54%	4.12%	4.26%
Female	*	*	*	5.45%	5.43%
Male	*	*	*	2.37%	2.58%
Traditional Age^	*	*	*	21.53%	20.15%
Nontraditional Age^	*	*	*	2.46%	2.38%

Source: – [Census Data](#), located at data.census.gov. SBCTC Data Warehouse Student table for LCC enrollment. Participation rate is based on community population ages “16 and older.” *Data not available. ^Traditional age is defined as 18 to 24 only for this table due to Census data restrictions; nontraditional age is 25+.

Please note: All years of data were updated from previous monitoring report to adjust community and student population to include ages “16 and older” for all five years.

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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Students of Color	24%	24%	25%	26%	27%
System Rate: Students of Color	38%	40%	42%	43%	42%
LCC Rate: Female	62%	64%	66%	65%	63%
System Rate: Female	50%	52%	54%	53%	51%
LCC Rate: Male	31%	31%	28%	28%	29%
System Rate: Male	40%	40%	39%	39%	39%
LCC Rate: Students with disabilities**	5%	6%	5%	6%	7%
System Rate: Students with disabilities**	4%	4%	4%	4%	4%
LCC Rate: Students Receiving Veterans Benefits	2%	1%	1%	1%	1%
System Rate: Students Receiving Veterans Benefits	3%	3%	2%	2%	2%
LCC Rate: Nontraditional Age^	54%	53%	50%	53%	48%
System Rate: Nontraditional Age^	53%	51%	49%	51%	52%
LCC Rate: Traditional Age^	45%	47%	49%	47%	52%
System Rate: Traditional Age^	47%	48%	51%	49%	48%

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+.

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)

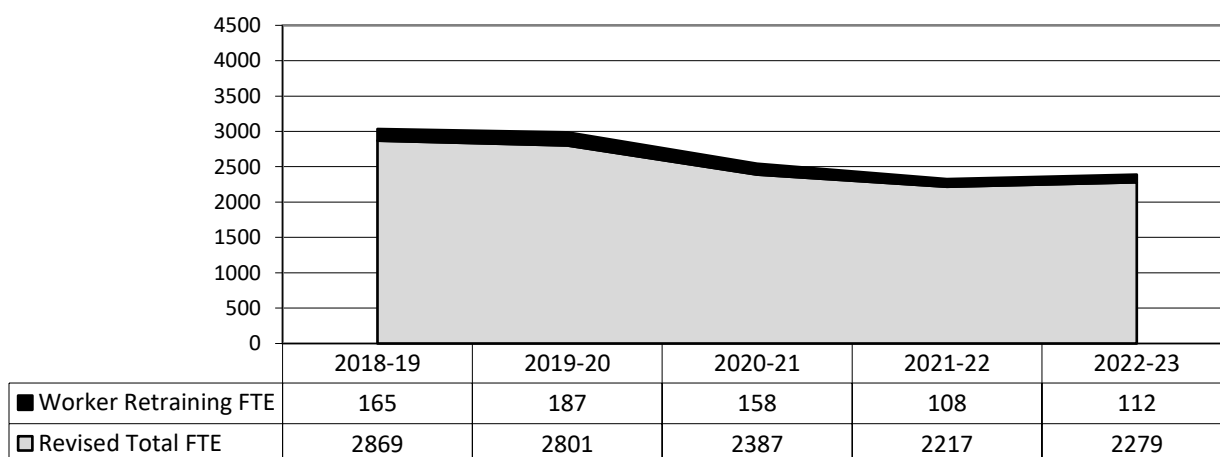
	2018-19	2019-20	2020-21	2021-22	2022-23
Percent of System (Total)	1.8%	1.8%	1.8%	1.8%	1.8%
Percent of System (State)	1.9%	2.0%	1.9%	1.9%	1.9%
Actual FTE accrued (Total)	3,034	2,988	2,545	2,325	2,391
Actual FTE accrued (State)	2,384	2,307	1,956	1,795	1,813

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 had a small increase in 2022-23. 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***

Year	Academic Number (Percent)	Basic Skills/Pre- College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
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%
2022-23	830 (46%)	470 (26%)	513 (28%)	46%

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

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

High School	2017	2018	2019	2020	2021
Castle Rock	51%	42%	42%	37%	35%
Kalama	63%	59%	44%	38%	44%
Kelso	46%	47%	46%	34%	39%
Mark Morris	62%	45%	49%	40%	40%
R A Long	54%	57%	55%	36%	47%
Toutle Lake	56%	61%	58%	53%	51%
Wahkiakum	52%	51%	53%	41%	39%
Woodland*	50%	50%	40%	30%	44%

Source: [Education Research and Data Center](https://erdc.wa.gov/), located at <https://erdc.wa.gov/>. 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)**

High School	2017	2018	2019	2020	2021
Castle Rock	50%	51%	46%	51%	39%
Kalama	21%	28%	44%	48%	29%
Kelso	49%	40%	54%	48%	44%
Mark Morris	53%	47%	52%	51%	36%
R A Long	47%	37%	42%	48%	40%
Toutle Lake	56%	50%	55%	61%	55%
Wahkiakum	0-20%	*	39%	42%	20%
Woodland	10%	17%	15%	9%	11%

Source: [Education Research and Data Center](https://erdc.wa.gov/), located at <https://erdc.wa.gov/>. High School Graduate Outcomes dashboard, Enrollment by Institution. *Data not available.

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

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

High School	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Castle Rock	11/90=12%	15/98=15%	12/83 = 14%	20/73 = 27%	23/87 = 26%
Kalama	8/61=13%	12/68=18%	16/57 = 28%	14/66 = 21%	18/69 = 26%
Kelso	66/311=21%	68/295=23%	60/300 = 20%	67/296 = 23%	80/306 = 26%
Mark Morris	44/196=22%	41/203=21%	41/165 = 25%	38/178 = 21%	51/171 = 30%
R.A. Long	30/193=16%	20/163=12%	20/180 = 11%	43/158 = 27%	24/158 = 15%
Toutle Lake	12/41=29%	16/40=40%	16/41 = 39%	19/41 = 46%	10/35 = 29%
Wahkiakum	4/32=13%	6/32=19%	1/56 = 2%	7/33 = 21%	4/45 = 9%
Woodland	8/153=5%	4/144=3%	9/133 = 7%	20/134 = 15%	20/134 = 15%
Total Dist.	183/1077=17%	182/1043=17%	175/1015 = 17%	228/979 = 23%	230/1005 = 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

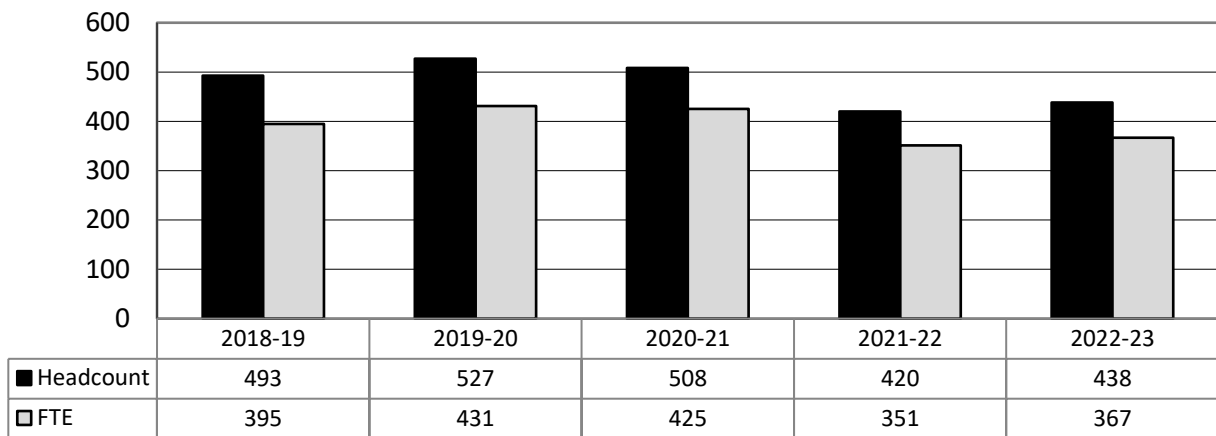
Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC, or can take classes at both the College and their respective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

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

High School	2018-19	2019-20	2020-21	2021-22	2022-23
Castle Rock	31/235 = 13%	36/227 = 16%	39/206 = 19%	30/198 = 15%	42/215 = 20%
Kalama	39/150 = 25%	23/155 = 15%	37/161 = 23%	37/171 = 22%	37/175 = 21%
Kelso	152/777 = 20%	119/758 = 16%	132/645 = 20%	104/713 = 15%	109/714 = 15%
R.A. Long	60/419 = 14%	71/394 = 18%	79/411 = 19%	71/398 = 18%	61/403 = 15%
Mark Morris	109/474 = 23%	132/470 = 28%	110/421 = 26%	92/433 = 21%	93/432 = 22%
Toutle Lake	27/98 = 28%	38/104 = 37%	31/97 = 32%	27/93 = 29%	28/101 = 28%
Wahkiakum	9/80 = 11%	14/102 = 14%	15/107 = 14%	12/96 = 13%	7/93 = 8%
Woodland	21/366 = 6%	28/352 = 8%	24/301 = 8%	12/301 = 4%	20/284 = 7%
Grand Total	448/2608 = 17%	461/2562 = 18%	467/2349 = 20%	385/2403 = 16%	397/2417 = 16%

Source: Fact Book.

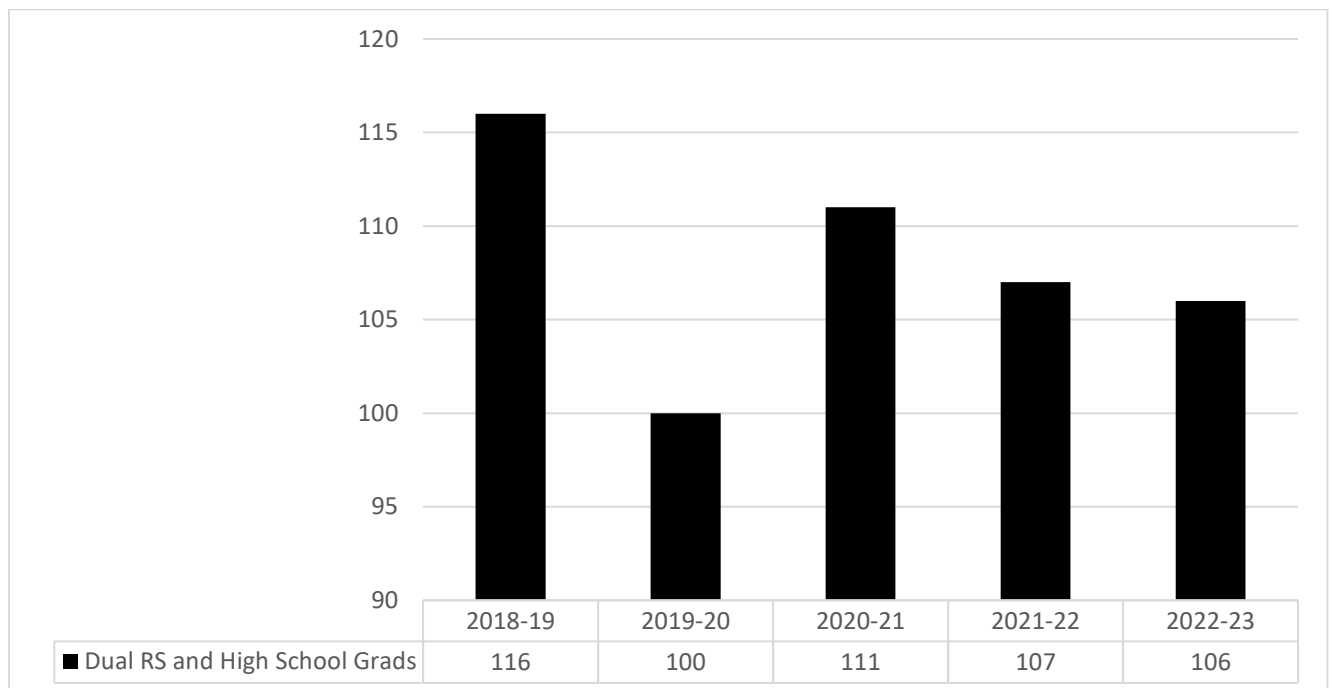
Figure 9: LCC Annual Headcount and FTE in Running Start



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 has been trending down the last five years.

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

Student Demographic	Fall 2017-Fall 2018	Fall 2018-Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022
LCC Rate: Overall	57% (n = 981)	58% (n = 880)	54% (n = 988)	55% (n = 777)	59% (n = 665)
Full-time	62% (n = 626)	64% (n = 560)	61% (n = 664)	62% (n = 476)	67% (n = 414)
Part-time	48% (n = 355)	48% (n = 320)	39% (n = 324)	45% (n = 301)	47% (n = 251)
Male	53% (n = 353)	54% (n = 291)	54% (n = 329)	54% (n = 202)	60% (n = 216)
Female	58% (n = 616)	60% (n = 573)	54% (n = 652)	53% (n = 481)	59% (n = 416)
Need-Based Aid*	49% (n = 367)	49% (n = 298)	41% (n = 335)	45% (n = 234)	48% (n = 225)
Nontraditional Age**	54% (n = 287)	53% (n = 264)	41% (n = 293)	44% (n = 241)	46% (n = 223)
Traditional Age**	58% (n = 694)	60% (n = 615)	59% (n = 695)	60% (n = 536)	66% (n = 442)
First Generation	-	-	-	-	55% (n = 416)
System Rate^: Overall	58% (n = 54,165)	58% (n = 52,164)	57% (n = 52,536)	58% (n = 44,376)	57% (n = 39,057)
Full-time	65% (n = 32,412)	65% (n = 32,054)	64% (n = 32,655)	64% (n = 28,311)	63% (n = 24,903)
Part-time	47% (n = 21,753)	47% (n = 20,110)	46% (n = 19,881)	46% (n = 16,065)	46% (n = 14,154)
Male	56% (n = 23,135)	56% (n = 22,234)	54% (n = 22,226)	56% (n = 17,243)	55% (n = 15,662)
Female	59% (n = 28,715)	60% (n = 28,578)	60% (n = 29,047)	58% (n = 24,736)	59% (n = 21,211)
Need-Based Aid*	57% (n = 13,269)	57% (n = 13,072)	53% (n = 13,547)	57% (n = 10,016)	54% (n = 10,206)
Nontraditional Age**	52% (n = 14,618)	52% (n = 13,870)	49% (n = 13,882)	51% (n = 10,813)	49% (n = 10,401)
Traditional Age**	60% (n = 39,532)	61% (n = 38,277)	60% (n = 38,647)	60% (n = 33,545)	60% (n = 28,656)
First Generation	-	-	-	-	55% (n = 13,805)

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.

Notes:

- All years of data were updated from the previous monitoring report due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates for most student populations.
- Full-time/part-time status is based on student's first quarter of enrollment.
- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

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

Student Demographic	Fall 2017- Fall 2018	Fall 2018- Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022
LCC Rate: Overall	57% (n = 981)	58% (n = 880)	54% (n = 988)	55% (n = 777)	59% (n = 665)
American Indian or Alaska Native	63% (n = 43)	51% (n = 49)	38% (n = 45)	52% (n = 31)	41% (n = 41)
Asian	51% (n = 37)	63% (n = 43)	52% (n = 44)	46% (n = 37)	55% (n = 40)
Black or African American	48% (n = 40)	63% (n = 32)	48% (n = 27)	53% (n = 32)	48% (n = 25)
Hispanic or Latino	62% (n = 92)	56% (n = 86)	63% (n = 96)	57% (n = 74)	49% (n = 94)
Native Hawaiian or other Pacific Islander	58% (n = 12)	55% (n = 11)	40% (n = 10)	21% (n = 19)	45% (n = 11)
White	57% (n = 811)	58% (n = 722)	55% (n = 829)	56% (n = 680)	62% (n = 552)
System Rate^: Overall	58% (n = 54,165)	58% (n = 52,164)	57% (n = 52,536)	58% (n = 44,376)	57% (n = 39,057)
American Indian or Alaska Native	50% (n = 1,785)	54% (n = 1,761)	49% (n = 1,767)	50% (n = 1,384)	49% (n = 1,273)
Asian	63% (n = 6,668)	64% (n = 6,388)	64% (n = 6,676)	64% (n = 6,174)	63% (n = 5,742)
Black or African American	49% (n = 4,345)	51% (n = 4,412)	49% (n = 4,657)	52% (n = 3,814)	51% (n = 3,801)
Hispanic or Latino	57% (n = 8,026)	59% (n = 8,477)	56% (n = 9,061)	57% (n = 7,365)	55% (n = 7,339)
Native Hawaiian or other Pacific Islander	54% (n = 927)	54% (n = 1,002)	52% (n = 994)	55% (n = 840)	49% (n = 816)
White	58% (n = 33,747)	58% (n = 32,349)	57% (n = 32,994)	57% (n = 28,791)	58% (n = 24,780)

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.

- Note: All years of data were updated from the previous monitoring report due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates for most student populations.

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

Student Demographic	Fall 2018-Winter 2019	Fall 2019-Winter 2020	Fall 2020-Winter 2021	Fall 2021-Winter 2022	Fall 2022-Winter 2023
LCC Rate: Overall	84% (n = 880)	83% (n = 988)	83% (n = 777)	80% (n = 665)	79% (n = 805)
Full-time	87% (n = 560)	87% (n = 664)	87% (n = 476)	83% (n = 414)	85% (n = 496)
Part-time	79% (n = 320)	73% (n = 324)	77% (n = 301)	76% (n = 251)	70% (n = 309)
Male	80% (n = 291)	80% (n = 329)	80% (n = 202)	77% (n = 216)	75% (n = 236)
Female	86% (n = 573)	84% (n = 652)	84% (n = 481)	82% (n = 416)	80% (n = 508)
Need-Based Aid*	83% (n = 298)	83% (n = 335)	83% (n = 234)	76% (n = 225)	79% (n = 300)
Nontraditional Age**	82% (n = 264)	78% (n = 293)	83% (n = 241)	71% (n = 223)	74% (n = 244)
Traditional Age**	85% (n = 615)	85% (n = 695)	83% (n = 536)	85% (n = 442)	81% (n = 561)
First Generation	-	-	-	78% (n = 416)	76% (n = 506)
System Rate^: Overall	83% (n = 52,164)	83% (n = 52,536)	83% (n = 44,376)	81% (n = 39,057)	80% (n = 41,934)
Full-time	88% (n = 32,054)	88% (n = 32,655)	88% (n = 28,311)	85% (n = 24,903)	85% (n = 26,674)
Part-time	74% (n = 20,110)	74% (n = 19,881)	75% (n = 16,065)	72% (n = 14,154)	72% (n = 15,260)
Male	82% (n = 22,234)	81% (n = 22,226)	82% (n = 17,243)	79% (n = 15,662)	80% (n = 16,612)
Female	83% (n = 28,578)	84% (n = 29,047)	84% (n = 24,736)	82% (n = 21,211)	82% (n = 21,822)
Need-Based Aid*	84% (n = 13,072)	83% (n = 13,547)	83% (n = 10,016)	81% (n = 10,206)	82% (n = 10,915)
Nontraditional Age**	76% (n = 13,870)	75% (n = 13,882)	77% (n = 10,813)	75% (n = 10,401)	71% (n = 9,670)
Traditional Age**	85% (n = 38,277)	86% (n = 38,647)	85% (n = 33,545)	83% (n = 28,656)	83% (n = 32,253)
First Generation	-	-	-	78% (n = 13,805)	78% (n = 19,514)

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.

Notes:

- All years of data were updated from the previous monitoring report due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates for most student populations.
- Full-time/part-time status is based on student's first quarter of enrollment.
- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

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

Student Demographic	Fall 2018- Winter 2019	Fall 2019- Winter 2020	Fall 2020- Winter 2021	Fall 2021- Winter 2022	Fall 2022- Winter 2023
LCC Rate: Overall	84% (n = 880)	83% (n = 988)	83% (n = 777)	80% (n = 665)	79% (n = 805)
American Indian or Alaska Native	86% (n = 49)	80% (n = 45)	87% (n = 31)	66% (n = 41)	76% (n = 38)
Asian	86% (n = 43)	82% (n = 44)	84% (n = 37)	78% (n = 40)	79% (n = 38)
Black or African American	84% (n = 32)	85% (n = 27)	81% (n = 32)	76% (n = 25)	65% (n = 40)
Hispanic or Latino	86% (n = 86)	81% (n = 96)	81% (n = 74)	81% (n = 94)	75% (n = 97)
Native Hawaiian or other Pacific Islander	82% (n = 11)	80% (n = 10)	79% (n = 19)	100% (n = 11)	67% (n = 12)
White	84% (n = 722)	83% (n = 829)	84% (n = 680)	81% (n = 552)	81% (n = 685)
System Rate^: Overall	83% (n = 52,164)	83% (n = 52,536)	83% (n = 44,376)	81% (n = 39,057)	80% (n = 41,934)
American Indian or Alaska Native	80% (n = 1,761)	78% (n = 1,767)	76% (n = 1,384)	75% (n = 1,273)	77% (n = 1,425)
Asian	86% (n = 6,388)	86% (n = 6,676)	86% (n = 6,174)	84% (n = 5,742)	84% (n = 6,507)
Black or African American	77% (n = 4,412)	76% (n = 4,657)	78% (n = 3,814)	75% (n = 3,801)	76% (n = 4,830)
Hispanic or Latino	82% (n = 8,477)	81% (n = 9,061)	81% (n = 7,365)	78% (n = 7,339)	79% (n = 8,530)
Native Hawaiian or other Pacific Islander	81% (n = 1,002)	80% (n = 994)	82% (n = 840)	76% (n = 816)	79% (n = 965)
White	83% (n = 32,349)	84% (n = 32,994)	84% (n = 28,791)	81% (n = 24,780)	81% (n = 26,457)

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.

- Note: All years of data were updated from the previous monitoring report due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates for most student populations.

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
Student Demographic	(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.

Please note: Per the State Board, this is the most recent data available.

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

	2018	2019	2020	2021	2022
Student Demographic	(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.

Please note: Per the State Board, this is the most recent data available.

Key Performance Indicator: Student Satisfaction with Support Services

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

(Stretch Goal = standardized benchmark 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 (Standardized Benchmark Score)

Student Demographic	2009-10	2012-13	2015-16	2018-19	2021-22
National Cohort	50.0	50.0	50.0	50.0	50.0
LCC	50.6	52.7	49.6	57.2	54.3
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 standardized benchmark 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 = standardized benchmark score of 50 or higher overall and no more than five points below LCC average for all demographic categories)

(Stretch Goal = standardized benchmark 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 (Standardized Benchmark Score)

Student Demographic	2009-10	2012-13	2015-16	2018-19	2021-22
National Cohort	50.0	50.0	50.0	50.0	50.0
LCC	50.7	56.0	52.5	55.1	56.0
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 standardized benchmark 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.” This question is part of the annual Student Satisfaction Survey, typically administered each spring via email.

Student Demographic	2018-19 (n = 708)	2019-20 (n = 680)	2020-21 (n = 308)	2021-22 (n = 353)	2022-23 (n = 409)
LCC Overall	90%	86%	82%	81%	88%
Male	*	85%	70%	70%	77%
Female	*	87%	85%	83%	93%
Students of Color, combined	*	84%	79%	83%	87%
American Indian or Alaska Native	*	*	*	*	81%
Asian	*	*	*	*	94%
Black or African American	*	*	*	*	100%
Hispanic or Latino/a	*	*	*	*	79%
Native Hawaiian or other Pacific Islander	*	*	*	*	**
White	*	*	*	*	90%
Other race/ethnicity	*	*	*	*	92%
Attend Full-time	*	*	*	*	88%
Attend part-time	*	*	*	*	88%
Traditional age (24 or under)	*	*	*	*	85%
Non-traditional age (25+)	*	*	*	*	91%

Source: Student Satisfaction Survey.

*disaggregation not available

**"n" size not reportable

- After trending down during the pandemic, overall satisfaction rates have returned to pre-COVID levels. The double-digit gap between males and females, however, persists.

Key Performance Indicator: Student Sense of Belonging

Table 17: Student Sense of Belonging
(Mission Fulfillment = TBD)
(Stretch Goal = TBD)

This indicator represents the proportion of students that responded “slightly agree,” “moderately agree” or “strongly agree” to the survey question, “During the current academic year at this college, I have felt like I belong.” This question is part of the Community College Survey of Student Engagement (CCSSE), Race/Ethnicity Survey Subscale. This survey was administered for the first time in 2022-23.

Student Demographic	2022-23 (n = 97)
All Students	84.8%
Male	90.0%
Female	86.8%
American Indian or Alaska Native	*
Asian	*
Black or African American	*
Hispanic or Latino/a	72.7%
Native Hawaiian or other Pacific Islander	*
White	90.2%
Two or more races	85.7%
Traditional age (24 or under)	76.9%
Non-traditional age (25+)	87.9%

*not reportable due to “n” size

Student Access, Support & Completion Monitoring Report

Analysis from the Review Team

Members include: Sue Orchard, chair, Tim Allwine, Magnus Altmayer, Brad Benjamin, Kali Brandt, Sheila Burgin, Nicole Faber, Byron Ford, Sarah Griffith, Elissa Loren, Mary Kate Morgan, Guadalupe Rodriguez, Alejandra Sanchez, Nichole Seroshek, Rosemary Siipola, Rick Swee, April Tovar Villa, Shalaina Williams, Adam Wolfer.

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

- The participation rate of students with disabilities is consistently above the system rate, especially in the last academic year.
- There has been sustained growth in the proportion of students enrolling directly after graduating from high school.
- There was 100% satisfaction from our black and African American students reporting that they participated in meaningful learning experiences (in the most recent survey administration).
- The most recent overall fall-to-fall persistence rate was higher than the previous year.
- Although the Support for Learners scores from the Community College Survey of Student Engagement (CCSSE) declined from the previous administration, we are still above the national comparison.
- We receive high marks from students in the Faculty-Student Engagement portion of the CCSSE survey.
- We're starting to see a post-pandemic rebound in Running Start enrollment.

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

- Satisfaction of male students is quite a bit lower than their female counterparts in the CCSSE survey.
- Participation and fall-to-winter persistence rates for non-traditional age students have declined.
- In terms of student sense of belonging as reported via the CCSSE Race/Ethnicity Subscale, the rate for our Hispanic/Latino student population is a lot lower than for our white students.
- The rate for sense of belonging reported by our traditional age students seems kind of low.
- Male completion rates are low compared to females.
- Completion rates for need-based aid and Hispanic students falls below mission fulfillment.

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

- Although males reported a high sense of belonging via the CCSSE Race/Ethnicity Subscale Survey, they have lower satisfaction levels in some other survey areas (such as with the Support for Learners and Faculty-Student Interaction benchmarks from the main CCSSE survey).

- The Legislature is aware of and continuing to fund basic needs support, so we have an opportunity to leverage that funding and learn from our colleagues about how they're using that funding to support their students.
- The proportion of high school students going on to postsecondary education in general decreased dramatically during the pandemic years. We have an opportunity to get creative about how we access and serve those populations, such as providing more opportunities in the evening and finding other ways that work with their employment and other life conflicts.
- We have an opportunity to help more of the students who come to LCC to finish their high school diplomas to continue on to college programs. Certifications (not just two-year degrees) can make a big difference in terms of job opportunities and pay. Sometimes traditional age students don't see the relevance of continuing their education beyond high school, but if they wait until they are older to pursue college, they are faced with more life challenges, such as caring for children and working full-time.
- We are working through our COLL 101 curriculum to help students learn how to be good online learners, which creates an opportunity for students with childcare and other life barriers to be prepared to take online classes (which may fit more seamlessly into their schedules).
- The new Vocational Center will create a wonderful visual opportunity to help members of the community see what the college offers.
- People in high school receive a lot of mixed messages, particularly about not needing a four-year degree, and we have an opportunity to continue to connect with that audience to communicate the value of a post-secondary credential.

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

- Unemployment rates are the lowest they've been in decades, which is keeping some students away from college (because they are working).
- The effect of the pandemic on students (K-12 and college) is unprecedented, and there will be consequences in the long-run that we have not yet anticipated.
- For students who work during the day, daycare is tight. It's non-existent at night, which prevents some students from being able to take classes in the evening. Childcare is a huge barrier for a lot of people.
- Transportation can also be a barrier. Although we offer free bus passes, the bus doesn't go everywhere and stops running relatively early in the evening.

Institutional Excellence & Community Enrichment Monitoring Report

2019 – 2023

(Cycle 25)

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 12, 2024



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
- Employee sense of belonging

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 8th 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 some of the annual disbursement to students. We have increased the amount we are disbursing to students because of increased need.
- The Foundation has been in the active phase of the capital campaign since January 2023. Because of the tremendous success of the efforts, we increased the goal from \$10 to \$15 million based upon needs of the projects - including state-of-the-art equipment for our new Vocational Building, athletic facility improvements, and student support. We have raised nearly \$12 million dollars and have increased our public partnerships for these projects.
- The Foundation's recent focus on the College Success Fund and unrestricted giving has helped increase the overall support for the college and provides the flexibility we need to support the college's greatest needs.
- The Foundation's efforts on cultivating planned giving & endowed giving has grown the foundation endowments exponentially which helps the 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. We are also implementing tracking scholarship recipients to see if they also show increased completion and retention.
- 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. We began a second scholarship application window in the fall

in order to meet more students in need. This was a successful launch and we awarded over \$176,000 in the fall. This helps reach more students who enroll at LCC at different times of the year. Our Spring scholarship cycle has grown to record heights, and we will award over \$600,000 this summer.

- The Foundation once again had a clean audit regarding the FY23 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. The equity work around our hiring practices is a constant focus.
- HR analyzes and reports all hiring data annually to the Executive Leadership Team to monitor how our applicants fare through the process.
- Our “Red Devil Wellbeing” program encourages employee wellbeing in many ways and helps with employee engagement and satisfaction.
- HR implemented a new on-boarding platform to help our new hires LCC experience be more streamlined and smoother.
- The Emergency Operations Team updated LCC’s Emergency Operations Plan including all emergency notification messages.
- Fire evacuation drills, fire safety training, and fire extinguisher training were provided to residents of campus housing.
- IT completed a cybersecurity assessment with CISA.
- The FY23 Financial Statement Audit was completed by accounting firm DavisFarr LLP. The audit was opinion free, resulting in another successful year of creating an annual financial statement.
- The State Auditor’s Office (SAO) conducted our four-year accountability audit this fall. The auditors were very complimentary of the work that our Finance Office Team does for LCC. LCC’s financial ratios were all above the SAO recommended level. It was a finding free audit.
- Funding was acquired through several grants and local government allocations to install infield turf on fields 1 and 2 at the Heerensberger Softball Fields at Tam O’ Shanter Park.
- Design began for a softball facility located on campus to include batting cages and other indoor activities.
- Planning began for Story Field improvements including a new lighting system and new grandstands.
- LCC Athletics is having a great year! Four of our six teams were 1st place in their respective regions. Additionally, LCC won the 2022-2023 NWAC President’s Cup for overall academic excellence in the 35-college NWAC and the Athletics Director’s Cup for on field/court excellence. The only other school to win both awards in the same year was Lower Columbia College.
- LCC received Congressionally Directed Community Project Funding for \$1,000,000 in vocational equipment for our new vocational building. This funding was sponsored by Representative Marie Gluesenkamp Perez.

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.

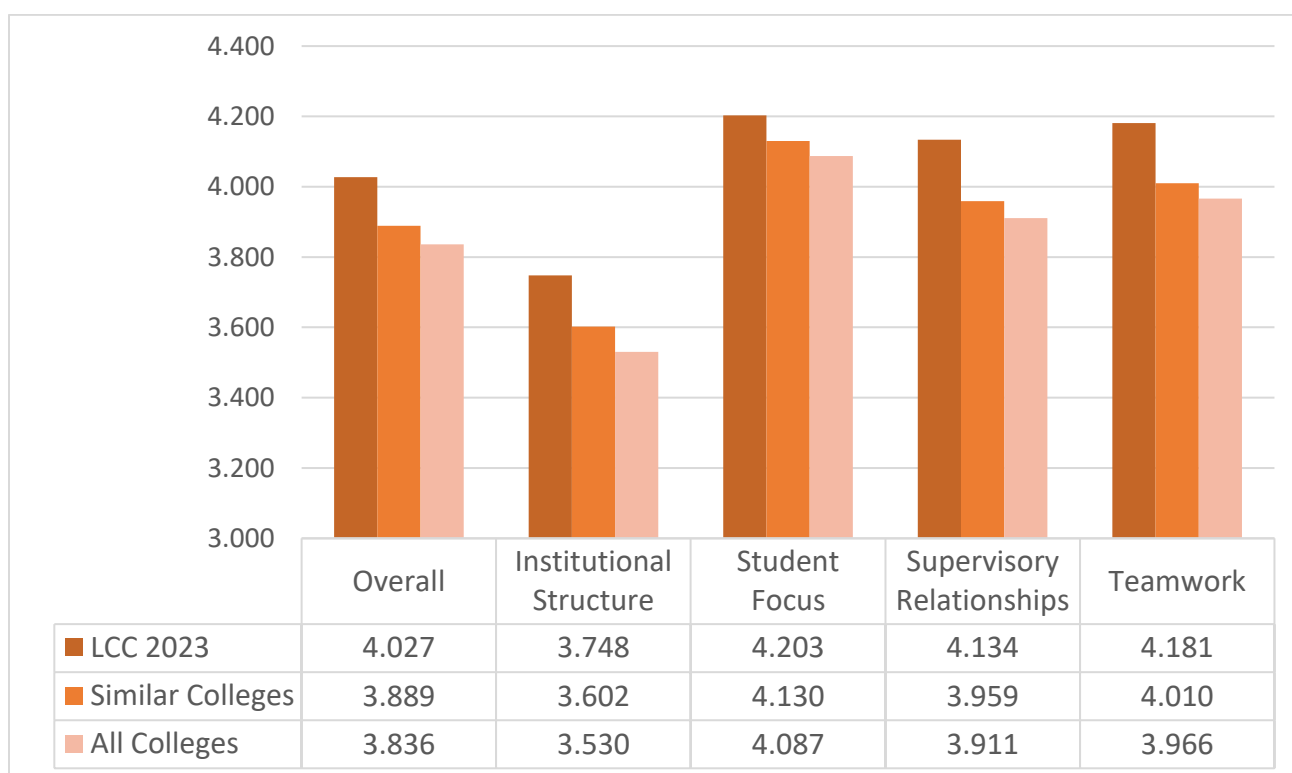
Table 2: Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Similar Colleges)
(Stretch Goal - Meet or Exceed All Colleges)

	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.

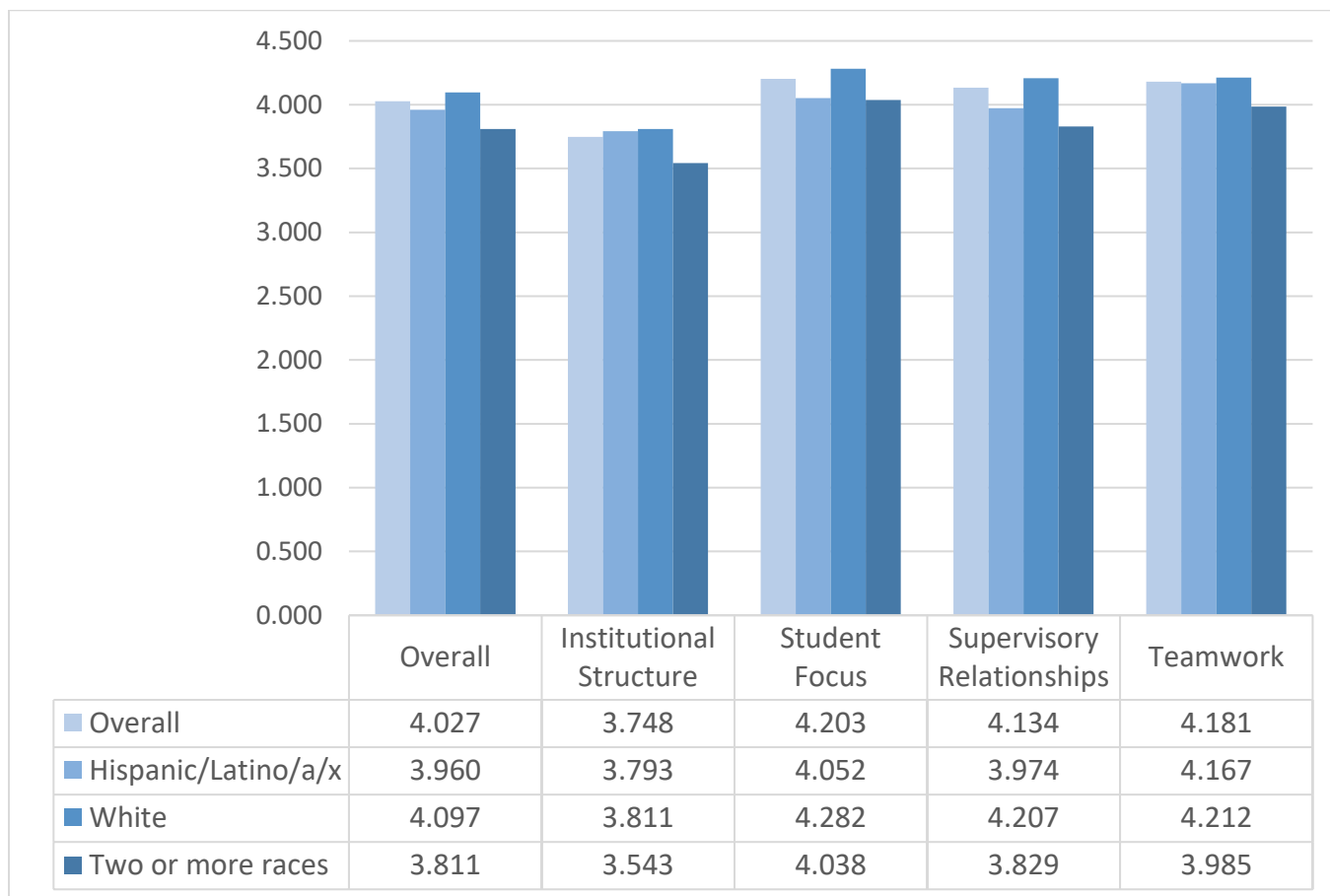
* statistically significant (meaning that the difference in scores is not due to chance alone)

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.

Physical Infrastructure Metric	2015	2017	2019	2021	2023
Facilities overall	247	230	226	258	221
Facilities by building: proportion of buildings receiving scores of 350 or below	81%	86%	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 of these buildings are scheduled for demolition after the Center for Vocational and Transitional Studies building is constructed. The anticipated start date for that project is in 2026.
- Three buildings currently score Superior (range 146 to 175): Health & Science, Myklebust Gymnasium/Fitness Center, and Rose Center.

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 \$33 million by 2030 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, College Success Fund, and through additional endowed student scholarships.

	2019	2020	2021	2022	2023
Net assets	\$18,284,823	\$19,771,132	\$24,702,757	\$22,400,145	\$25,358,921
Net assets annual growth (%)	17.05%	8.13%	24.94%	-9.32%	13.21%
Endowments	\$13,630,288	\$14,343,076	\$18,541,666	\$16,429,294	\$18,922,327
Endowments as proportion of net assets	74.54%	72.55%	75.06%	73.34%	74.62%

Source: LCC Foundation.

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.

	2019	2020	2021	2022	2023
Program support	\$1,157,440	\$1,058,612	\$936,044	\$1,066,159	\$1,350,292
Program support as proportion of net assets	6.33%	5.35%	3.79%	4.76%	5.32%
Endowed Scholarships	\$167,109	\$152,330	\$153,530	\$204,759	\$180,269
Annual Scholarships*	\$270,907	\$345,131	\$263,432	\$289,650	\$365,832
Total scholarships disbursed & Student Success Program Support	\$494,826	\$548,040	\$494,790	\$551,768	\$566,291
Direct Student Support as a proportion of program support	42.75%	51.77%	52.86%	51.75%	41.94%

Source: LCC Foundation. *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)

	2019	2020	2021	2022	2023
Cash & Investments to Operating Expenditures					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	24%	24%	34%	45%	30%

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 Mission Areas
(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)	2021-22[^] (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 – Academic Transfer				
...providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%	97%
III – Preparation for College Level Studies				
...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%
IV – Student Access, Support and 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%
V – Institutional Excellence and Community Enrichment				
...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.

[^]The survey was originally scheduled to be administered during the 2020-21 year but was delayed to the 2021-22 year due to the COVID-19 pandemic.

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)	2018-19	2019-20	2020-21	2021-22	2022-23
Female	69%	71%	70%	70%	69%
Male	31%	29%	30%	29%	30%
American Indian or Alaska Native	*	*	1%	1%	1%
Asian	*	*	2%	2%	2%
Black or African American	*	*	1%	1%	1%
Hispanic or Latino	*	*	4%	5%	6%
Native Hawaiian or Other Pacific Islander	*	*	0%	0%	0%
Two or More Races	*	*	5%	6%	5%
Other Race	*	*	1%	2%	2%
White	*	*	85%	82%	80%
Race/Ethnicity Not Reported	*	*	2%	1%	3%
Community (Cowlitz County)	2018	2019	2020	2021	2022
Female	50.8%	50.5%	50.3%	50.0%	49.9%
Male	49.2%	49.5%	49.7%	50.0%	50.1%
American Indian or Alaska Native alone	1.4%	0.6%	^	0.9%	1.0%
Asian alone	1.3%	1.3%	^	1.3%	1.4%
Black or African American alone	0.7%	0.6%	^	0.2%	0.9%
Hispanic or Latino	9.2%	9.3%	^	9.9%	10.4%
Native Hawaiian or Other Pacific Islander alone	0.3%	0.2%	^	0.2%	0.0%
Two or More Races	3.9%	4.7%	^	6.0%	4.9%
Some Other Race	0.5%	0.0%	^	0.8%	0.5%
White alone, not Hispanic or Latino	82.9%	83.2%	^	80.6%	80.8%
LCC Students (All Students)	2018-19	2019-20	2020-21	2021-22**	2022-23
Female	67%	68%	70%	70%	68%
Male	33%	32%	30%	30%	32%
American Indian or Alaska Native	1%	1%	1%	1%	1%
Asian	3%	3%	3%	3%	3%
Black or African American	2%	2%	2%	2%	2%
Hispanic or Latino	15%	13%	13%	15%	15%
Native Hawaiian or Other Pacific Islander	<1%	<1%	<1%	<1%	<1%
Two or More Races / Other Race	6%	6%	6%	6%	6%
White	73%	74%	74%	72%	71%

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. ^2020 Census race/ethnicity data is not available. **Please note: Percentage rounding for 2021-22 student race/ethnicity was updated from previous report to match Fact Book and monitoring report methodology. Note: For community demographics, Hispanic or Latino are not included in any other race category percentages; they're all "not Hispanic or Latino."

Key Performance Indicator: Employee Sense of Belonging

Table 11: Employee Sense of Belonging
(Mission Fulfillment = 3.75 or higher overall and for all groups)
(Stretch Goal = 4.5 or higher overall and for all groups)

Employee Responses to the following survey question: “The extent to which you experience a sense of belonging or community at this institution.” Based on a scale of 1 = very dissatisfied; 2 = generally dissatisfied; 3 = neither satisfied nor dissatisfied; 4 = generally satisfied; 5 = very satisfied.

Employee Demographic	2022 Mean Score (n = 169)
All employees	3.95
Male	3.84
Female	4.07
African American/Black	<redacted>
Hispanic/Latino	3.60
Asian	<redacted>
Multiple races/ethnicities	3.23
All other races/ethnicities	4.00
White	4.11
Age: younger than 25	4.57
Age: 25-44	3.77
Age: 45-64	4.03
Age: 65 or older	4.62

Data Source: 2022 Diversity and Equity Campus Climate Survey, Higher Education Data Sharing Consortium (note: data source will be different in future years).

- In a summary report provided by HEDS, no comparative data for this particular survey question was provided. This question is part of the overall campus climate indicator, however. For the indicator, 79% of LCC respondents indicated that they were generally or very satisfied with characteristics of the campus climate, compared to 79% for all 2-year public institutions and 73% of all participating institutions.
- Due to numerous problems with the survey administrator including significant lag times in reporting and incorrectly coded data, a different survey instrument will be used in the future.

Analysis from the Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs; Jason Arrowsmith, Joanna Asplund, Hiedi Bauer, Amy Boultinghouse, Robert Cochran, Paul Cristofaro, Kailie Drumm, Alex Emerson, Jeanne Hamer, Richard Hamilton, Mary Leach, Natalie Richie, Terry Smith, Teya Williamson (student).

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

- The stability and growth of the Foundation is a strength.
- Our community satisfaction scores are 90% or above across all categories, with substantial increases in a few categories in particular (helping employers train their employees, providing non-native speakers with an opportunity to learn English, making college accessible to the community by offering online classes, and by offering classes in convenient locations).
- Our cash and investments to operating expenditures ratio is a strength.
- The condition of our facilities is strong and continues to improve.

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

- Although we don't have a point of comparison yet, employee sense of belonging could be higher, particularly for males, Hispanic/Latino/a employees, and those identifying as multiple race/ethnicities. There is also a sizable gap between employees age 25-44 (reporting a lower sense of belonging) and those age 65 and over (reporting a much higher sense of belonging).
- The community and student body have much higher rates of Hispanic/Latino/s individuals than the LCC employee population.
- Although the rate of males in the LCC employee population is similar to the student body, it is much lower than the surrounding community.
- Although LCC is still above our comparison groups by a fairly decent margin, our PACE Survey results declined overall, and for every benchmark category.

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

- Given the lower reported rates of a sense of belonging, we have an opportunity to increase connections for male, Hispanic/Latino/s, multiple race, and 25-44 year old employees. For example, we could encourage individuals from those groups to participate more in the college's committee and hiring processes. We also have an opportunity to engage more with them to get at the "why" of the lower ratings.
- Due to the Foundation's incredible success with their current capital campaign, we have an opportunity to engage in additional fundraising above the initial (and revised) goals.

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

- Market instability during the current election year could impact the Foundation and the college's cash and investment to operating expenditures ratio.
- Employee retention could be negatively impacted if we don't address lower rates of sense of belonging reported by the demographic groups noted above.