

# **Workforce & Economic Development Monitoring Report**

**2020 – 2024**

(Cycle 26)

***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 7, 2025



## 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 in workforce classes
- Demonstration of program competencies
- Licensure/certification rates
- Placement rate in the workplace
- Employer satisfaction
- College level English and math completion
- Demonstration of General Education Outcomes (Global Skills) in workforce classes
- Client assessment of programs and services

Enrollment data is also included in the report.

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

- LCC's Automotive Program achieved ASE (Automotive Service Excellence) Training Program accreditation by the ASE Education Foundation for Master Automobile Service Technology—the highest level of program accreditation recognized by the National Institute for ASE.
- WSU's Small Business Development Center began partnering with LCC and the surrounding community by relocating to the LCC campus in the Business Achievement Center. With 34 SBDCs located across the state, the SBDC provides confidential one-to-one business advising, demand-driven training, and market research to both new and established small business owners at no cost to the client.
- The first BSN cohort launched in fall 2024 with 15 full-time students. Fourteen students are preparing to graduate in June. The site visit for national accreditation by the Commission for Collegiate Nursing Education (CCNE) occurred during the winter quarter. We expect a final accreditation decision by fall 2025.
- The BAS-OLTM program piloted an early admissions model by opening applications in December. Thirteen of the 15 early applicants were entirely or provisionally accepted to start upper-division coursework.
- LCC conducted a focus group and developed three new certificate-of-completion (COC) programs in Health Coaching, Personal Training, and Group Fitness which also offer pathways into the AA DTA Health & Fitness Focus degree.
- A focus group was conducted during Fall quarter, with industry partners, to explore the future direction for LCC's advanced manufacturing programs to expand into automation, instrumentation and robotics. Instruction leadership had an opportunity to tour Texas A&M's Multidisciplinary Engineering (MXET) program and meet with the lead faculty and program Coordinator who shared their expertise and experience in building robotics programs which included examples of curriculum, lab layout, equipment, and program

structure. This information will help inform the design of the new vocational building and influence the curriculum development.

- LCC's Professional and Continuing Education department offered an Entrepreneurship Action course/series offering participants hands-on training with local business experts, guiding them through essential steps to launch their dream business. Participants received personalized support and advice from small business experts and completed important milestones to operate their businesses.

## PART 1: Workforce

**Key Performance Indicator: Student Performance in Workforce Classes**  
**(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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Overall</b>	<b>87.3%</b>	<b>90.1%</b>	<b>89.5%</b>	<b>90.8%</b>	<b>89.8%</b>
Male	82.5%	86.7%	81.9%	85.6%	86.7%
Female	89.8%	91.2%	92.4%	92.3%	90.9%
Students of Color	83.1%	86.7%	85.1%	86.4%	87.3%
Economically Disadvantaged	84.6%	88.7%	88.3%	89.7%	89.0%
Traditional Age^	*	*	90.9%	89.3%	87.3%
Nontraditional Age^	*	*	89.0%	90.8%	90.7%

Source: Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X, 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/Certification 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	2020	2021	2022	2023	2024
<b>Registered Nurse</b> NCLEX (National Council of State Boards of Nursing) – first time pass rate	90% (113/126)	86% (89/104)	90% (102/113)	95% (115/121)	88% (99/112)
<b>Welding (LCC students only)</b> WABO (Washington Association of Building Officials) – first time pass rate	81% (n=37)	93% (n=15)	83% (n=18)	80% (n=30)	83% (n = 46)
<b>Medical Assistant</b> MAERB (Medical Assisting Education Review Board) – pass rate**	70% (n=11)	100% (n=11)	88% (n=9)	100% (n=8)	*

Source: Nursing, Welding and Medical Assisting Departments. For NCLEX, using [WABON NCLEX® School Reports](https://nursing.wa.gov/sites/default/files/2024-02/NCLEX-pass-rates-2024-02.pdf) at <https://nursing.wa.gov/sites/default/files/2024-02/NCLEX-pass-rates-2024-02.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 Exam Rates Teacher Education**  
**(Mission Fulfillment NES = 80%) (Stretch Goal NES = 90%)**

NES (National Evaluation Series) – pass rate (by academic year)

Licensure Exam	2020	2021	2022	2023	2024
Early Childhood Education (101)	*	100% (9/9)	85% (11/13)	82% (14/17)	86% (**)
Elementary Education Subtest I (102)	*	81% (13/16)	82% (14/17)	81% (26/32)	62% (8/13)
Elementary Education Subtest II (103)	*	88% (14/16)	88% (15/17)	84% (26/31)	77% (10/13)

Source: Instruction (Director of BAS Programs). \*First cohort rates were in 2021. \*\*Redacted to protect student privacy due to low n size.

- Starting in 2023-24, LCC participates in Washington State's Case-by-Case Exception which allows educator preparation programs to recommend candidates for certification without a passing NES score based on evidence of content knowledge, such as coursework and GPA. This process reduces barriers and promotes equitable pathways into teaching grounded in a diversity, equity, and inclusion framework.

**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.

**Table 3: Employment Rates for Lower Columbia College**  
**(Indicates year students were employed—five years after starting at LCC)**  
**Percent of Completers Placed in Unemployment Insurance (UI)-Covered Jobs**

Student Demographic	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC: Overall</b>	75%	75%	74%	73%	62%
Full-Time	83%	75%	74%	66%	65%
Part-Time	65%	75%	73%	80%	59%
Female	75%	75%	72%	75%	63%
Male	72%	71%	76%	68%	53%
Need-Based Aid	81%	77%	71%	73%	62%
Students of Color	80%	76%	76%	78%	64%
Traditional Age^	82%	84%	77%	79%	58%
Nontraditional Age^	72%	71%	72%	71%	64%
<b>System Average: Overall</b>	74%	71%	74%	72%	71%
Full-Time	74%	71%	73%	72%	70%
Part-Time	72%	70%	74%	72%	72%
Female	75%	70%	74%	74%	72%
Male	72%	71%	73%	70%	70%
Need-Based Aid	75%	71%	74%	73%	72%
Students of Color	75%	72%	75%	75%	71%
Traditional Age^	78%	76%	77%	76%	74%
Nontraditional Age^	71%	67%	71%	69%	69%

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>. Post-College Employment View (All First-Time Students; Professional Technical students; summer/fall start; Highest CTC Credential includes Apprenticeship, Associate degree, Bachelor degree, Certificate; Year 5 - Earnings). See dashboard for “n” size, college access only. Excludes those who are self-employed and work out of state. ^Traditional age is up to 24; nontraditional age is 25+.

Please note: All rates for all years were updated from previous monitoring reports due to a change in State Board data source for employment rates. The employment rates from the new data source are slightly lower than the old data source because the old data source included students who continued education into the employment rates.

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

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

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Professionalism is “Average” or “Above Average” (“Exceeds Expectations” or “Meets Standard” from Nursing survey; “Strongly Agree” or “Agree” from Medical Assisting survey)	100% (n = 69)	96% (n = 52)	100% (n = 50)	100% (n=83)	100% (n=54)

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
2019-20	569	187
2020-21	499	158
2021-22	466	108
2022-23	513	112
2023-24	556	127
1 year change	+8%	+13%
5 year change	-2%	-32%

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

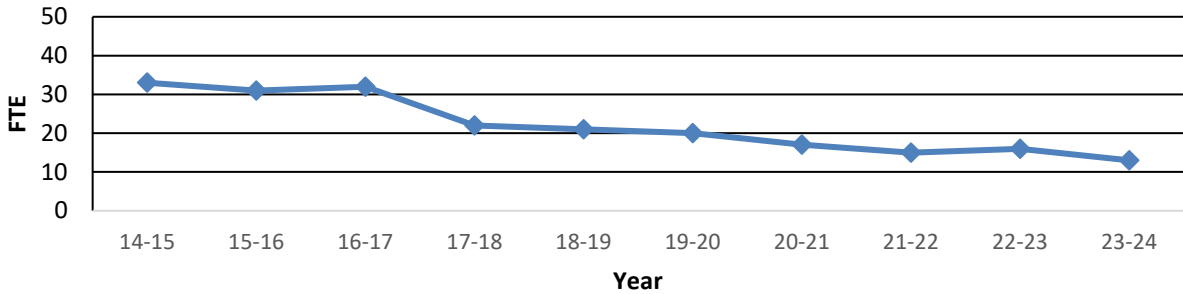
- Professional/Technical and Worker Retraining enrollment increased the last two years.

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

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

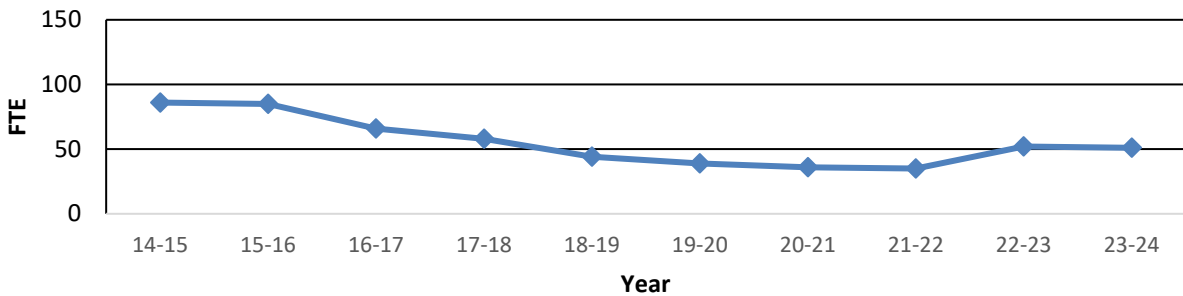
**Accounting**

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
ACCT	33	31	32	22	21	20	17	15	16	13



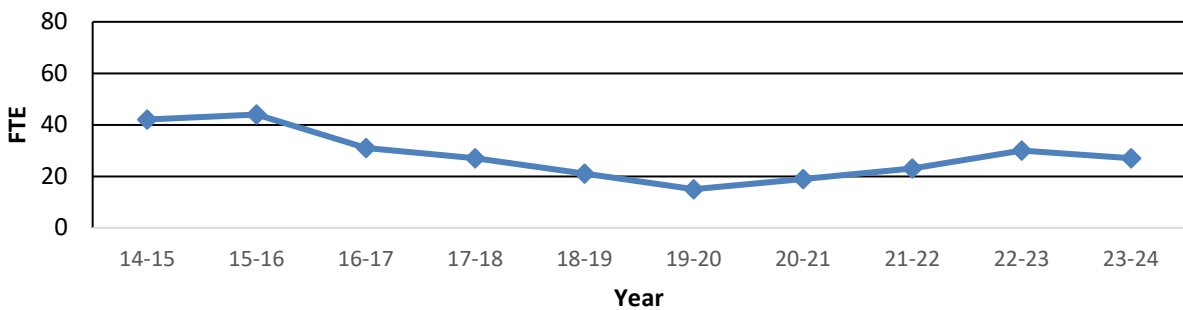
**Auto/Diesel (combined; see also Automotive Tech and Diesel & Heavy Equipment)**

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
A/D*	86	85	66	58	44	39	36	35	52	51



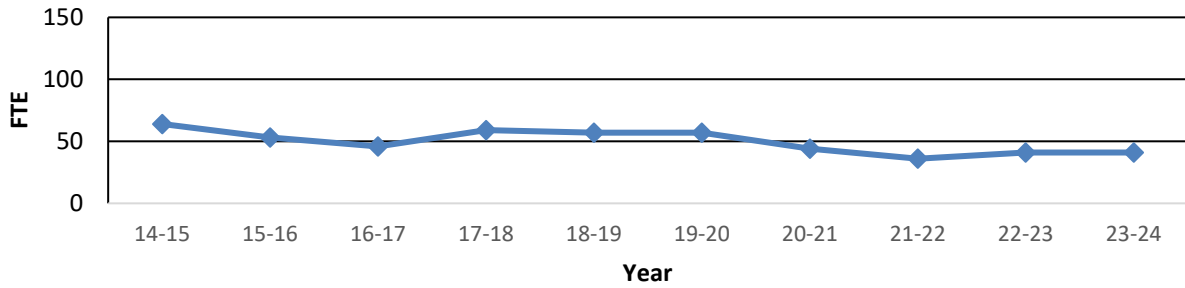
**Automotive Technology**

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
AMTC	42	44	31	27	21	15	19	23	30	27



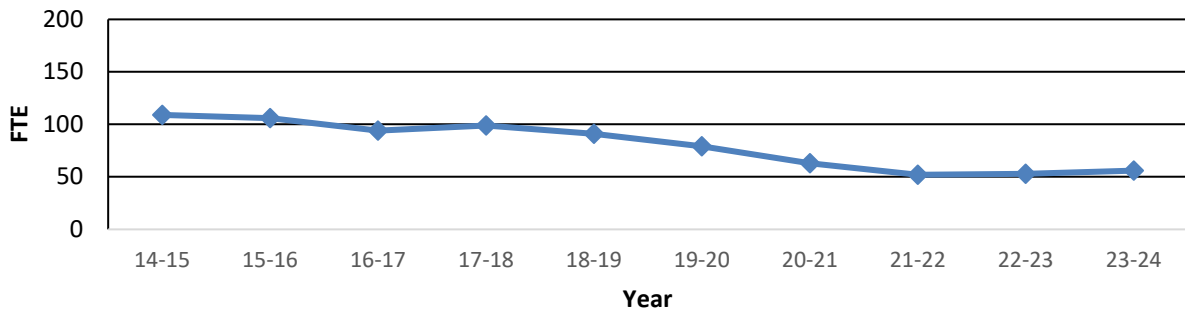
### Business Technology

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
BTEC	64	53	46	59	57	57	44	36	41	41



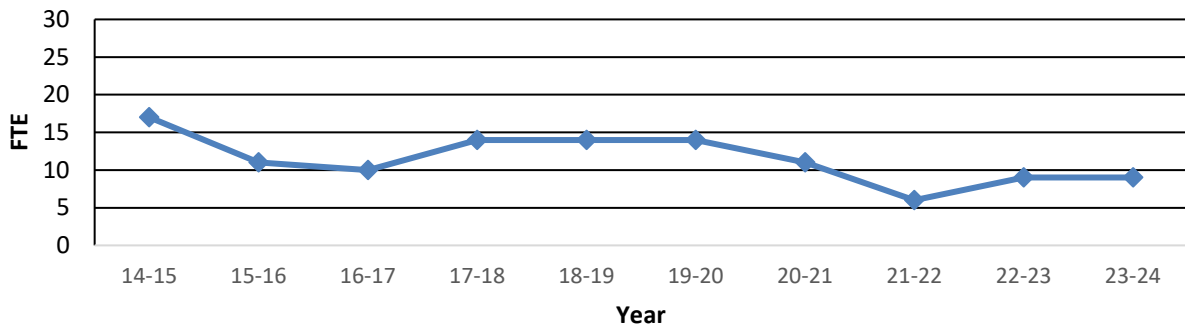
### Business

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
BUS	109	106	94	99	91	79	63	52	53	56



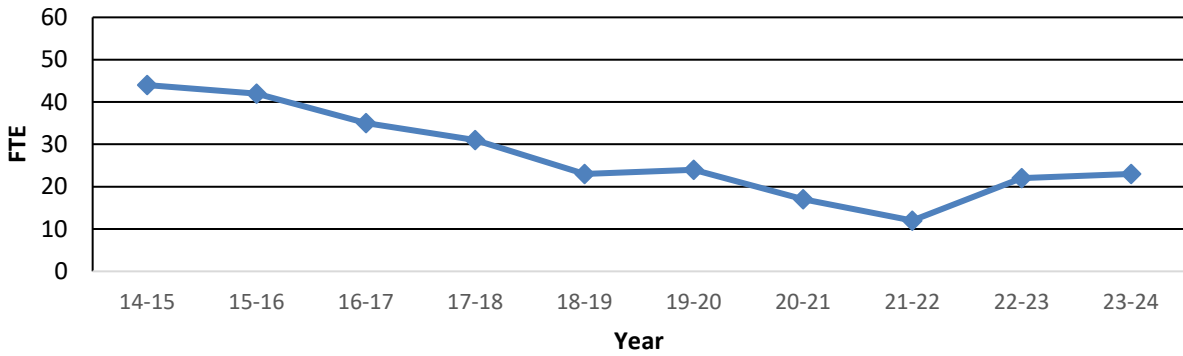
### Criminal Justice

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
CJ	17	11	10	14	14	14	11	6	9	9



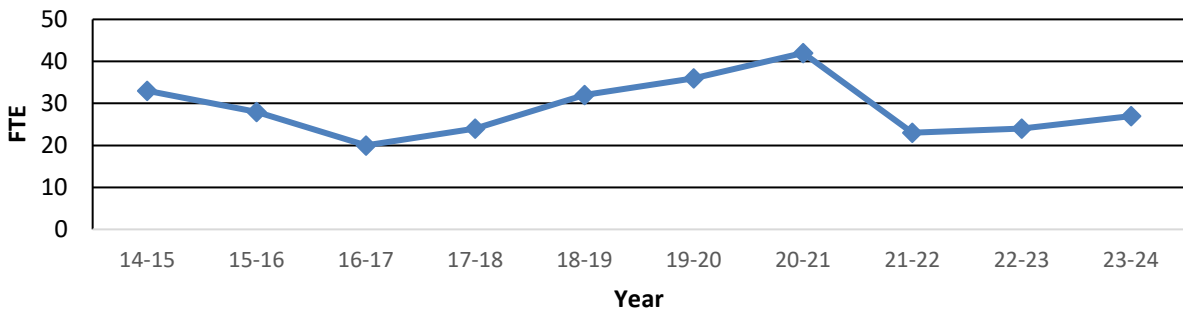
### Diesel/Heavy Equipment Technology

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
DHET	44	42	35	31	23	24	17	12	22	23



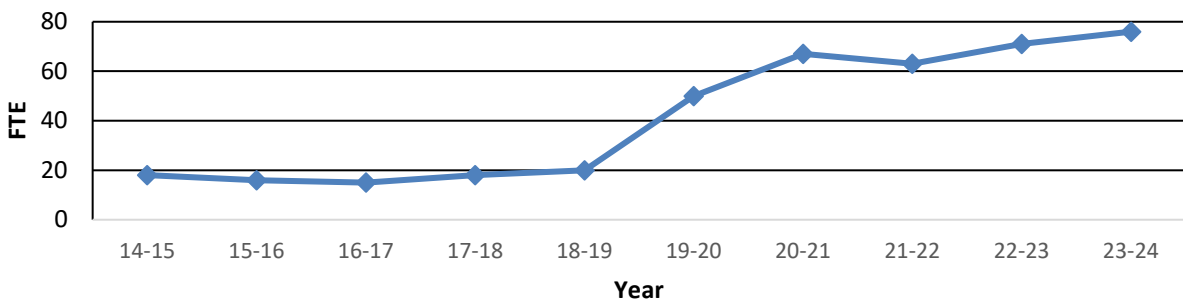
### Early Childhood Education

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
ECED	33	28	20	24	32	36	42	23	24	27



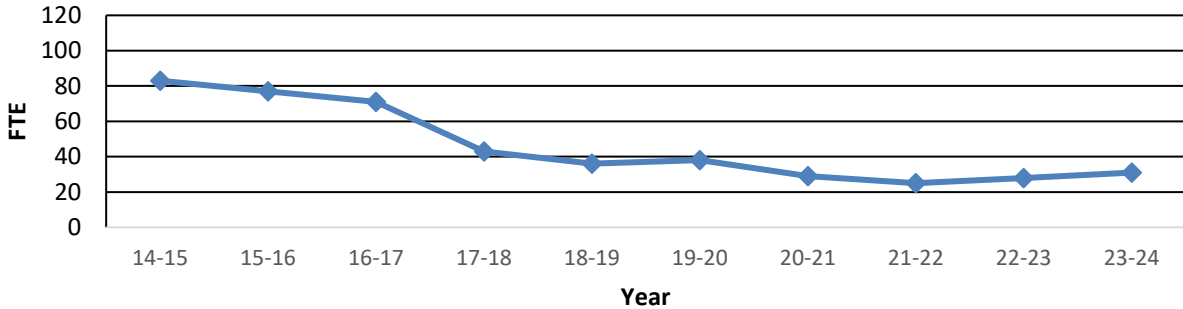
### Education

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
EDUC	18	16	15	18	20	50	67	63	71	76



### Information Technology / Computer Science

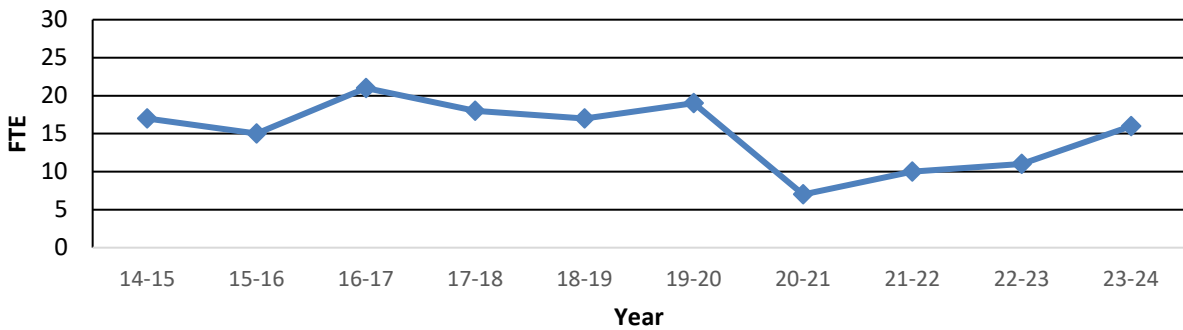
Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
CS/IT	83	77	71	43	36	38	29	25	28	31



Note: includes IT FTEs beginning 2017-18.

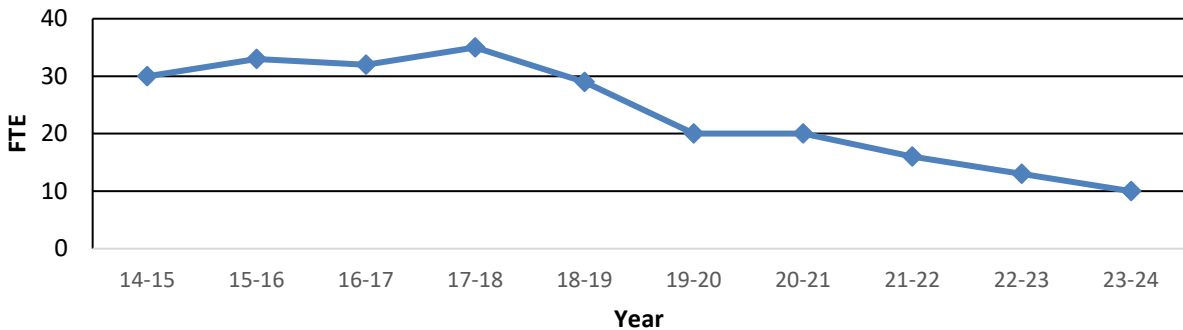
### Machine Trades

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
MASP	17	15	21	18	17	19	7	10	11	16



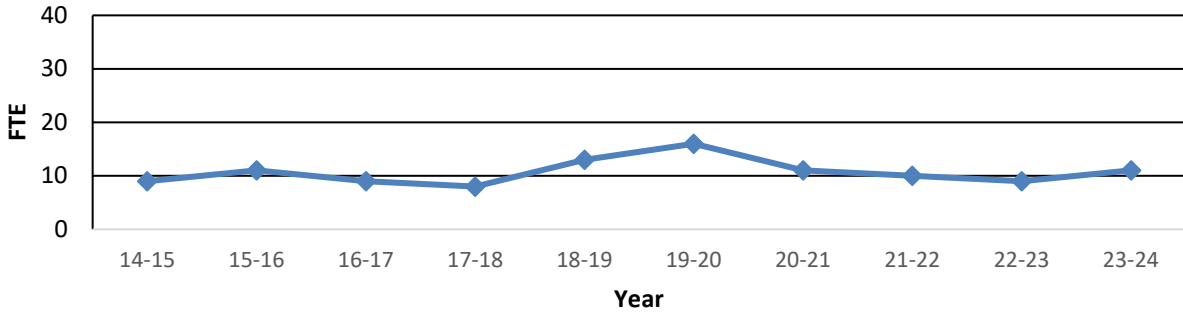
### Medical Assisting

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
MEDA	30	33	32	35	29	20	20	16	13	10



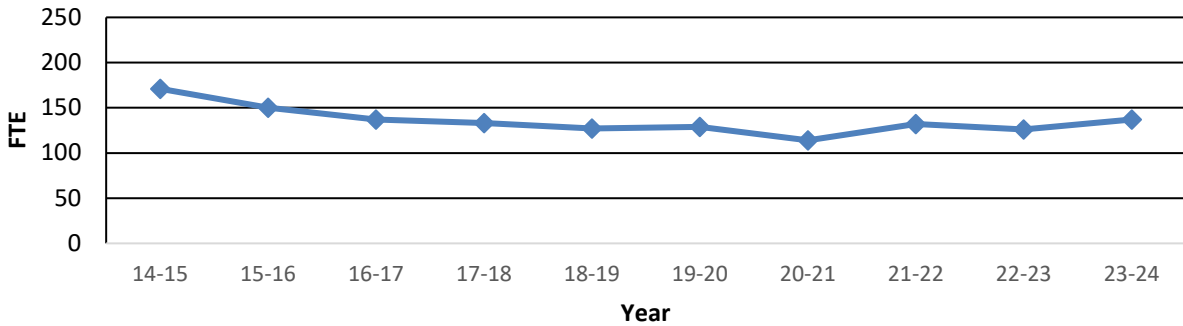
### Manufacturing/Process Manufacturing

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
MFG/PMFG	9	11	9	8	13	16	11	10	9	11



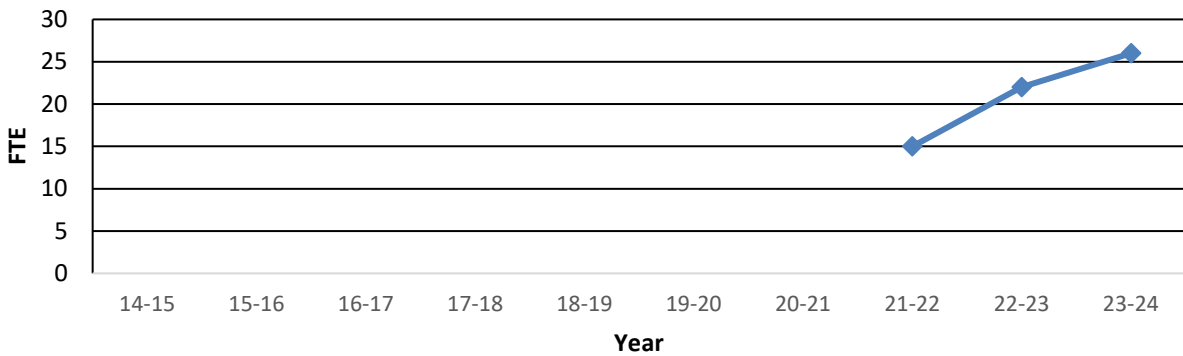
### Nursing (including RN, LPN and Nursing Assistant)

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
NURS	171	150	137	133	127	129	114	132	126	137



### Organizational Leadership & Technical Management

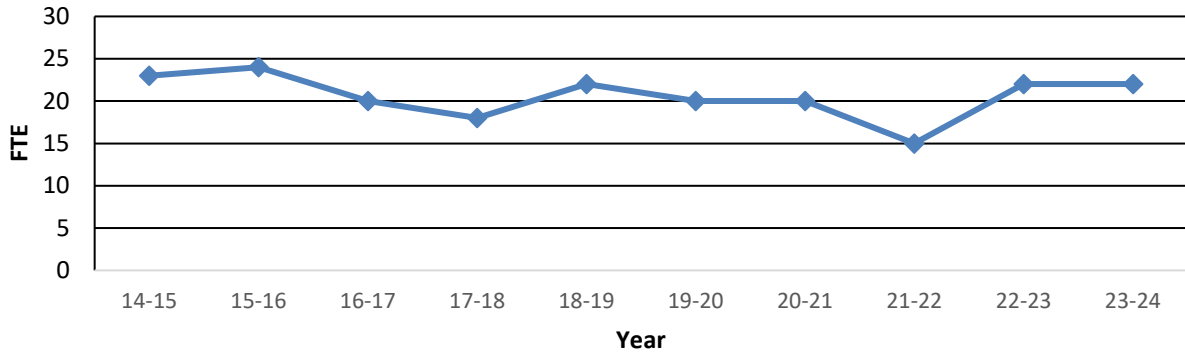
Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
OLTM								15	22	26



Note: Organizational Leadership & Technical Management (OLTM) was new to LCC in 2021-22.

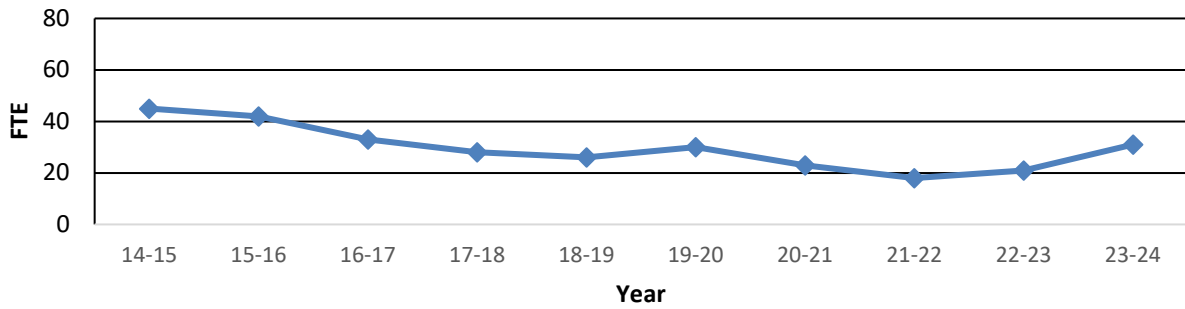
**Substance Use Disorder Studies**  
(formerly known as Chemical Dependency Studies)

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
CDS/SUDS	23	24	20	18	22	20	20	15	22	22



**Welding**

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
WELD	45	42	33	28	26	30	23	18	21	31



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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>34%</b>	<b>36%</b>	<b>29%</b>	<b>32%</b>	<b>26%</b>
Full-time	47%	48%	38%	40%	31%
Part-time	23%	24%	23%	23%	20%
Female	38%	35%	32%	33%	24%
Male	24%	32%	19%	25%	27%
Need-Based Aid*	33%	33%	30%	36%	24%
Traditional Age**	46%	46%	37%	39%	30%
Nontraditional Age**	28%	29%	26%	28%	23%
First Generation	-	-	30%	30%	22%
<b>System Rate^: Overall</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>26%</b>	<b>30%</b>
Full-time	35%	35%	33%	31%	36%
Part-time	20%	21%	20%	19%	20%
Female	30%	29%	29%	27%	29%
Male	28%	29%	27%	27%	30%
Need-Based Aid*	36%	34%	32%	33%	36%
Traditional Age**	38%	39%	37%	33%	38%
Nontraditional Age**	20%	21%	20%	19%	22%
First Generation	-	-	29%	29%	32%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts prior to 2023-24; "All First-Time Students & Running Start" cohorts beginning 2023-24; Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. BAS students who meet the cohort criteria are included in the cohorts. \*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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>34%</b>	<b>36%</b>	<b>29%</b>	<b>32%</b>	<b>26%</b>
American Indian or Alaska Native	46%	45%	*	18%	25%
Asian	30%	27%	41%	27%	*
Black or African American	33%	23%	*	42%	18%
Hispanic or Latino	30%	33%	39%	27%	28%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	37%	38%	31%	32%	26%
<b>System Rate^: Overall</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>26%</b>	<b>30%</b>
American Indian or Alaska Native	29%	25%	25%	26%	30%
Asian	29%	28%	28%	27%	29%
Black or African American	25%	27%	25%	27%	27%
Hispanic or Latino	32%	34%	31%	30%	30%
Native Hawaiian or Other Pacific Islander	31%	30%	30%	31%	29%
White	30%	30%	28%	27%	31%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts prior to 2023-24; “All First-Time Students & Running Start” cohorts beginning 2023-24; Professional Technical students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts. \*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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>24%</b>	<b>13%</b>	<b>20%</b>	<b>27%</b>	<b>27%</b>
Full-time	31%	15%	19%	29%	29%
Part-time	18%	12%	21%	24%	25%
Female	26%	13%	22%	27%	28%
Male	20%	11%	17%	28%	27%
Need-Based Aid*	25%	11%	17%	29%	28%
Traditional Age**	28%	13%	22%	34%	25%
Nontraditional Age**	60%	57%	50%	23%	28%
First Generation	-	-	29%	28%	26%
<b>System Rate^: Overall</b>	<b>19%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>20%</b>
Full-time	23%	25%	24%	23%	24%
Part-time	13%	16%	14%	13%	14%
Female	19%	21%	19%	19%	20%
Male	20%	22%	21%	20%	22%
Need-Based Aid*	23%	25%	24%	24%	23%
Traditional Age**	24%	25%	24%	23%	24%
Nontraditional Age**	15%	18%	16%	15%	17%
First Generation	-	-	20%	20%	21%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Credit Milestones View (All cohorts prior to 2023-24; "All First-Time Students & Running Start" cohorts beginning 2023-24; Professional Technical students, summer/fall start). See dashboard for "n" size, college access only. BAS students who meet the cohort criteria are included in the cohorts. \*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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>24%</b>	<b>13%</b>	<b>20%</b>	<b>27%</b>	<b>27%</b>
American Indian or Alaska Native	23%	9%	14%	29%	20%
Asian	15%	36%	35%	27%	*
Black or African American	17%	8%	*	47%	18%
Hispanic or Latino	21%	10%	16%	23%	24%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	25%	14%	22%	25%	29%
<b>System Rate^: Overall</b>	<b>19%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>20%</b>
American Indian or Alaska Native	18%	17%	17%	19%	19%
Asian	22%	22%	19%	19%	21%
Black or African American	14%	18%	15%	16%	16%
Hispanic or Latino	18%	22%	20%	19%	19%
Native Hawaiian or Other Pacific Islander	20%	22%	17%	17%	19%
White	21%	22%	21%	21%	22%

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 prior to 2023-24; “All First-Time Students & Running Start” cohorts beginning 2023-24; Professional Technical students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts. \*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

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

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

Global Skill	2019-20	2020-21	2021-22	2022-23	2023-24
Communication	--	--	--	3.4	--
Critical Thinking	*	3.4	--	--	--
Quantitative Literacy (Numeracy)	--	--	--	--	4.1
Teamwork	--	--	4.2	--	--

\*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 workforce programs are assessed by program.
- Critical Thinking will be assessed in 2024-25.
- 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 2023-24 (including 89 responders). Respondents indicated their satisfaction with the course by responding “Yes” or “No” to the question, “Overall, were you satisfied with the course?”

Year	2018-19	2019-20	2020-21	2022-23	2023-24
Percent responding “Yes” to overall satisfaction with the course.	99%	99%*	94%**	100%	98%

Source: Corporate & Continuing Education Office. \*In 2019-20, respondents 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.” \*\*In 2020-21, respondents were counted toward this metric if they indicated the course met or exceeded their expectations.

- Evaluations were not given in 2021-22 due to staffing transition. Evaluations were reimplemented in Winter 2023 forward.
- Client satisfaction remains high.

### EDUCATION, TRAINING AND TESTING ACTIVITIES

**Table 11: Continuing Education Enrollment: Duplicated Headcount**

2019-20	2020-21	2021-22	2022-23	2023-24	1 yr Δ	5 yr Δ
892	341	477	591	693	+17%	-22%

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 the last three consecutive years.
- 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**

<b>Exam</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Pre-Employment Testing (PSI Assessment, Work Keys)</b>	130	169	640	393	906
<b>NREMT (EMT Test)</b>	31	55	202	135	144
<b>Educator Licensing Exams (NES, West-B, ORELA)</b>	115	248	432	304	532
<b>Automotive Service Excellence (ASE)</b>	43	2	55	96	119
<b>ASE Student Entry-Level Certification</b>	11	21	66	29	60
<b>CLEP (Prior Learning Assessment)</b>	15	1	37	37	19
<b>Certiport (Microsoft Office Certification)</b>	93	2	33	51	264
<b>Pesticide Testing (Washington State Department of Agriculture)</b>	62	0	355	569	576
<b>IT Exams (Comptia, Cisco, Microsoft, Juniper Networks, VMware, Linnox)</b>	24	12	59	50	113
<b>ParaPro (certification exam for paraprofessional educators)</b>	61	3	82	91	72
<b>MEASURE Learning* (ACE certification, BPS, certification, and others)</b>	10	2	56	54	79
<b>Medical Certification Exams (Pharmacy Tech, ACSM, PTI)</b>	4	173	161	46	41
<b>GED Passer Reports</b>	45	26	64	63	81
<b>Kryterion Testing</b>	**	**	**	**	25
<b>LCC Student Exams</b>	***	***	1426	1646	5812
<b>LCC Math Placement Exams</b>	***	788	655	591	602

Source: Fact Book/Testing Office. \*MEASURE Learning was formerly known as Castle Worldwide (effective 2022-23). \*\*New in 2023-24. \*\*\*Data not available.

- 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, Liz Cattin (LCC Board of Trustees member), Leszek Cromwell, Dana Cummings, Heidi Hamer, Dara Hearold, Michaela Jackson, Stacie Johnson, Christina Mao (student), Samantha Orth, Anita Quirk, Connie Ramos, Stefan Rijnhart, Cassondra Rosebraugh (student), David Rosi, Seung-Hwan Shon (student), 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?**

- Rates for males and Students of Color have increased in student performance.
- We hit our stretch goals for all categories in student performance.
- Employer satisfaction, measured in terms of the professionalism of LCC graduates, is one of our great strengths.
- We increased enrollment by eight percent year-over-year overall for professional/technical courses and by 13% for worker retraining specifically (although we are still below pre-pandemic levels for the data presented in this report).
- Satisfaction with Continuing Education remains high.
- We continue to have strong pass rates for the professional exams (NCLEX, WABO, and MAERB). In particular, medical assisting and welding increased in the most recent year.
- LCC's completion of college level math in the first year is substantially higher than the system rate.
- Enrollment has increased in education and other areas where LCC has added bachelor's degrees (including the Organizational Leadership and Technical Management program).
- The testing center is being used more.
- Several seats were added to the associate degree nursing program, in addition to adding the BSN.

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

- Placement rates for employment are trending down and are below the system average in the most recent year. Placement rates for males are particularly concerning.
- Male student performance in workforce classes has improved, but there is still a gap.
- Completion rates for college level English have declined.
- NES testing rates are below mission fulfillment for elementary education.
- The NCLEX first-time pass rate dropped, but is still above the benchmarked rate.

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

- First-time pass rates for English language learners on certification tests are frequently lower than other students, which creates an opportunity to provide more support for those students.

- Students who need both precollege math and English can find it challenging, as they don't always know what to focus on first. With the new math pre-requisite model, we will reduce the developmental math pathway by a quarter, creating opportunities for higher attainment rates. The new directed self-placement model for math testing should also help.
- Can we offer English through Academic I-BEST? Math has already been added.
- More engagement with employer partners to strengthen placement rates is an opportunity.
- We have an opportunity to better prepare our students who are seeking employment at graduation. Estimates are that community college graduates apply for an average of 1-3 jobs, compared to 50-70 for university students. Also, community college students are not routinely coached to have a presence on LinkedIn, which is where many employers look first when vetting applicants. We should ensure that all professional/technical students have an opportunity for work-based learning experiences before they graduate. This currently goes through COLL 289/BUS 294, but a few programs are without the requirement. Other career preparedness opportunities include mock interviews and resume help. Mock interviews create opportunities for employer partnerships, as some professional organizations allow the activity to be counted as community service. We should also promote the resources available through the Career Center.
- How can we better engage with external data and feedback (expand on what we already do within the advisory committee structure)? What is the community requesting, and can we meet those needs?
- Are there any additional bachelor's programs we can develop to meet the needs of our service district?

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

- Low completion rates in foundational skills (English and math) can threaten student progression through programs.
- Potential declines in state funding are a threat.
- The availability of employment is a societal strength but a threat to program completion at LCC. As soon as students get out into cooperative education opportunities, they often get hired, and some students drop out of our programs. Jobs are readily available right now, and many students are anxious to start earning an income.
- Declining high school populations are a threat to enrollment.
- Pay gaps between different programs contribute to low enrollment in some areas (those with lower comparative wages).
- The lack of availability of some prof/tech courses (not offered every quarter or provided in multiple modalities) can threaten enrollment.
- Pay equity between what industry professionals make vs. what LCC pays faculty poses a threat to maintaining a qualified faculty.
- Finding work-based learning opportunities to get our students into the field before they graduate is becoming increasingly difficult. Keeping industry involved, even in the advisory committees, is getting increasingly challenging.
- Declining birth rates pose a threat to college enrollments everywhere.

# **Academic Transfer Monitoring Report**

**2020 – 2024**

(Cycle 26)

***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 19, 2025



## 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
- Success after transfer
- 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:

- Begin process of developing criteria and matrix for evaluating the Diversity Course List and remove courses that no longer meet criteria.
- Continued 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.
- Gather more information and discuss a potential transfer agreement with Washington State University – Vancouver (WSU-V).
- Explore the expansion of supplemental instruction (SI) tutors in barrier courses that are not eligible for Integrated Basic Education & Skills Training (I-BEST) support.
- Expanding professional development opportunities on campus related to curriculum development and course design for faculty and staff led by LCC's first Instructional Designer.
- Continue to assess and evaluate the mandatory Diversity, Equity & Inclusion (DEI) training for all new students in the COLL 101 courses.
- LCC signed on with the State Board for Community & Technical Colleges (SBCTC) as a pilot college to develop and implement a shared Directed Self Placement (DSP) tool for mathematics. DSP has been shown to promote degree completion, in particular among historically underrepresented groups.
- Approval of four new mathematics support courses, for launch of corequisite model for developmental math in Fall 2025.
- The Language and Literature department revised several courses to be common course numbered. Those courses are Creative Writing I, II, and III; World Literature; Intro to Literature; and Intro to Fiction. Intro to Poetry is also being proposed as a common course offering for the 25/26 academic year.

- The Language and Literature department has retired various under-enrolled and less transferable courses over the past year, including Women Writers, Rainbow Readers, Science Fiction, Teaching & Tutoring Writing, Grammar/Punctuation, and Intro to Drama.
- The Language and Literature department revised a handful of courses to provide students with more opportunities to earn their diversity requirements, including World Literature, Creative Writing III, Contemporary Literature, and Multicultural Literature.
- The Language and Literature department has been working with Registration staff to ensure students receive correct credit when transferring in English courses from other institutions.

**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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Overall</b>	<b>80.3%</b>	<b>82.0%</b>	<b>82.8%</b>	<b>83.5%</b>	<b>83.6%</b>
Male	78.2%	81.2%	81.4%	83.5%	82.7%
Female	81.5%	82.7%	83.8%	84.2%	84.1%
Students of Color	76.0%	80.1%	77.2%	82.5%	83.4%
Economically Disadvantaged	78.0%	79.7%	80.4%	79.1%	81.1%
Traditional Age <sup>^</sup>	*	*	83.4%	83.9%	83.9%
Nontraditional Age <sup>^</sup>	*	*	80.7%	81.7%	82.7%

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.

<sup>^</sup>Traditional age is up to 24; nontraditional age is 25+. \*Data not available.

- The proportion of overall students successfully completing academic transfer courses is trending up.

**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	2019-20	2020-21	2021-22	2022-23	2023-24
Communication	--	--	--	2.9	--
Critical Thinking	*	3.4	--	--	--
Quantitative Literacy	--	--	--	--	3.9
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).
- Critical Thinking will be assessed in 2024-25.
- 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	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort Year (summer/fall)	2018	2019	2020	2021	2022
<b>LCC Rate: Overall</b>	<b>53%</b>	<b>52%</b>	<b>49%</b>	<b>54%</b>	<b>54%</b>
Female	57%	51%	47%	54%	57%
Male	44%	53%	48%	54%	51%
Received Need-Based Aid	34%	37%	34%	35%	39%
Traditional Age**	56%	55%	56%	62%	61%
Nontraditional Age**	34%	29%	21%	18%	22%
First Generation	-	-	-	51%	44%
<b>System Rate^: Overall</b>	<b>47%</b>	<b>49%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
Female	50%	52%	50%	51%	51%
Male	45%	46%	48%	48%	49%
Received Need-Based Aid	42%	39%	42%	41%	41%
Traditional Age**	52%	53%	53%	53%	53%
Nontraditional Age**	27%	26%	28%	30%	29%
First Generation	-	-	-	46%	45%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Credit Milestones view, 45 Credits Year 2 milestone. Includes all student cohort groups prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, transfer only students, summer/fall entry quarters. BAS students who meet the cohort criteria are included in the cohorts.

\*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.
- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**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	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort Year (summer/fall)	2018	2019	2020	2021	2022
<b>LCC Rate: Overall</b>	<b>53%</b>	<b>52%</b>	<b>49%</b>	<b>54%</b>	<b>54%</b>
American Indian or Alaska Native	47%	31%	45%	30%	52%
Asian	57%	46%	46%	65%	54%
Black or African American	38%	40%	32%	24%	48%
Hispanic or Latino	46%	62%	40%	35%	61%
Native Hawaiian or Other Pacific Islander	**	**	7%	**	**
White	55%	52%	50%	57%	55%
<b>System Rate^: Overall</b>	<b>47%</b>	<b>49%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
American Indian or Alaska Native	42%	40%	39%	39%	39%
Asian	55%	57%	57%	57%	57%
Black or African American	39%	38%	41%	40%	40%
Hispanic or Latino	47%	46%	47%	46%	46%
Native Hawaiian or Other Pacific Islander	44%	43%	45%	40%	43%
White	49%	50%	50%	51%	51%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Credit Milestones view, 45 Credits Year 2 milestone. Includes all student cohort groups prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, transfer only students, summer/fall entry quarters. BAS students who meet the cohort criteria are included in the cohorts.

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

- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**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	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort Year (summer/fall)	2016	2017	2018	2019	2020
<b>LCC Rate: Overall</b>	<b>40%</b>	<b>34%</b>	<b>30%</b>	<b>33%</b>	<b>38%</b>
Female	45%	38%	33%	31%	38%
Male	31%	28%	25%	35%	36%
Received Need-Based Aid	24%	24%	14%	18%	27%
Traditional Age*	43%	38%	31%	34%	39%
Nontraditional Age*	22%	16%	23%	25%	34%
<b>System Rate^: Overall</b>	<b>39%</b>	<b>37%</b>	<b>39%</b>	<b>39%</b>	<b>47%</b>
Female	41%	39%	41%	41%	48%
Male	36%	35%	37%	37%	47%
Received Need-Based Aid	26%	24%	26%	23%	29%
Traditional Age*	42%	42%	41%	41%	50%
Nontraditional Age*	28%	30%	28%	28%	31%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Post-College view, Year 4 – Transfer 4yr College. Starting in reporting year 2023-24, also includes “Year 4 – CTC Baccalaureate Transfer.” Includes all student cohort groups prior to reporting year 2023-24 and “All First-Time Students & Running Start” cohorts beginning reporting year 2023-24, transfer only students, summer/fall entry quarters. BAS students who meet the cohort criteria are included in the cohorts.

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

- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**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	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort Year (summer/fall)	2016	2017	2018	2019	2020
<b>LCC Rate: Overall</b>	<b>40%</b>	<b>34%</b>	<b>30%</b>	<b>33%</b>	<b>38%</b>
American Indian or Alaska Native	34%	32%	26%	13%	50%
Asian	61%	38%	39%	38%	46%
Black or African American	58%	22%	25%	27%	63%
Hispanic or Latino	51%	27%	25%	32%	40%
Native Hawaiian or Other Pacific Islander	*	*	*	*	69%
White	38%	36%	31%	34%	37%
<b>System Rate^: Overall</b>	<b>39%</b>	<b>37%</b>	<b>39%</b>	<b>39%</b>	<b>47%</b>
American Indian or Alaska Native	31%	33%	33%	31%	42%
Asian	48%	47%	47%	48%	55%
Black or African American	33%	33%	34%	35%	43%
Hispanic or Latino	33%	32%	33%	32%	39%
Native Hawaiian or Other Pacific Islander	32%	31%	30%	33%	41%
White	41%	41%	40%	40%	49%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Post-College view, Year 4 – Transfer 4yr College. Starting in reporting year 2023-24, also includes “Year 4 – CTC Baccalaureate Transfer.” Includes all student cohort groups prior to reporting year 2023-24 and “All First-Time Students & Running Start” cohorts beginning reporting year 2023-24, transfer only students, summer/fall entry quarters. \*Less than 10 students; redacted to protect student privacy. ^All Other Colleges. BAS students who meet the cohort criteria are included in the cohorts.

- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**Table 5a: Where Did They Go?**

Transfer destinations of students enrolled in 2023-24 (all transfer students)

- Academy of Art University (1)
- American Public University System (1)
- Arizona Christian University (1)
- Arizona State University (4)
- Boise State University (2)
- Brigham Young University (3)
- Central Washington University (25)
- Champlain College (1)
- Chicago State University (1)
- Concordia University (1)
- Davis & Elkins College (1)
- Eastern Oregon University (2)
- Eastern Washington University (3)
- Gallaudet University, DC (1)
- George Fox University (3)
- Grand Canyon University (9)
- Idaho State University (1)
- Linfield University (2)
- Long Island University (1)
- Marshall University Huntington, WV (1)
- Metropolitan State University of Denver (2)
- Midland University, NE (1)
- Missouri Valley College (1)
- Montana State University (1)
- National University, CA (1)
- Niagara University (1)
- Northern Arizona University (1)
- Northwest University (1)
- Oregon Health & Science University (1)
- Oregon Institute of Technology (2)
- Oregon State University (1)
- Pacific University (1)
- Park University, MO (1)
- Portland State University (7)
- Prairie View A&M University, TX (1)
- Saint Martin's University (5)
- Seattle Pacific University (2)
- Southern New Hampshire (1)
- Southern Oregon University (2)
- Temple University (1)
- The Evergreen State College (1)
- The University of Arizona Global Campus (2)
- University of Alaska (2)
- University of Arizona (3)
- University of Florida (1)
- University of Hawaii at Hilo (1)
- University of Hawaii at Manoa (1)
- University of Kansas (1)
- University of Minnesota (1)
- University of Montana (1)
- University of Mount Olive, NC (1)
- University of North Dakota (1)
- University of Northern Colorado (1)
- University of Oregon (2)
- University of Portland (3)
- University of Puget Sound (1)
- University of South Carolina Upstate (1)
- University of Utah (1)
- University of Washington (12)
- University of Wyoming (1)
- Utah State University (1)
- Utah Valley University (1)
- Washington State University (56)
- Western Governors University (9)
- Western Oregon University (6)
- Western Washington University (11)
- Whitworth University (1)
- William Jessup University, CA (1)

Source: SBCTC Data Warehouse, Student table (Kind\_of\_Student = T, Credits\_Total >0) 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 2023-24 (all transfer students)

- Bellevue College (1)
- Cascadia Community College (2)
- Centralia College (7)
- Clark College (18)
- Clover Park Technical College (1)
- Columbia Basin College (2)
- Green River College (1)
- Highline College (1)
- Lake Washington Institute of Technology (1)
- Olympic College (1)
- Peninsula College (1)
- Pierce College (1)
- Shoreline Community College (2)
- South Puget Sound Community College (2)
- Spokane Falls Community College (1)
- Yakima Valley College (1)

Source: SBCTC Data Warehouse, Student table (Kind\_of\_Student = T, Credits\_Total >0) 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 2023-24. 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: Success after Transfer**  
**(Mission Fulfillment = 60%)**  
**(Stretch Goal = 65%)**

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

Grad Year	2019-20	2020-21	2021-22	2022-23	2023-24
Grad Rate of LCC transfer students at transfer institutions	67.3%	65.8%	66.7%	62.0%	66.9%

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. 2023-24 graduation rate includes two students who earned a BAS at a Washington CTC.

## Transfer Enrollment Data

**Table 7: Enrollment and Graduation Data**

<b>Academic Year</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Unduplicated headcount, all funding sources	1959	1748	1580	1668	1719
Transfer student population as a percent of all students	33%	39%	38%	37%	38%
FTE by institutional intent (fall quarter, state funded)	978	795	765	793	805
FTE as percent of institutional FTE (fall quarter, state funded)	45%	45%	44%	47%	47%
Transfer associate degrees granted	401	451	421	422	421

Data Source: FACT BOOK, Data Warehouse, Registration Office for degrees granted; FTE – Class Table (FTES\_State, YRQ, Dept\_Div, Course\_Num, Item, Instit\_Intent\_Recat = A)

- Headcount and FTE of transfer students increased in 2023-24.
- 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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>69%</b>	<b>65%</b>	<b>64%</b>	<b>61%</b>	<b>60%</b>
Full-time	76%	78%	76%	74%	73%
Part-time	45%	39%	36%	37%	36%
Female	71%	63%	64%	64%	57%
Male	67%	65%	65%	59%	63%
Need-Based Aid*	59%	49%	45%	43%	42%
Traditional Age**	74%	71%	72%	70%	67%
Nontraditional Age**	34%	36%	28%	19%	30%
First Generation	-	-	61%	57%	55%
<b>System Rate^: Overall</b>	<b>62%</b>	<b>63%</b>	<b>62%</b>	<b>63%</b>	<b>64%</b>
Full-time	72%	73%	71%	71%	72%
Part-time	46%	45%	44%	47%	49%
Female	64%	63%	63%	63%	64%
Male	60%	63%	60%	61%	62%
Need-Based Aid*	50%	51%	51%	50%	53%
Traditional Age**	68%	69%	67%	67%	68%
Nontraditional Age**	28%	29%	31%	31%	34%
First Generation	-	-	58%	58%	60%

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 prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, Transfer students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts.

\*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.
- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>69%</b>	<b>65%</b>	<b>64%</b>	<b>61%</b>	<b>60%</b>
American Indian or Alaska Native	66%	70%	48%	62%	61%
Asian	46%	65%	52%	52%	68%
Black or African American	80%	68%	35%	43%	48%
Hispanic or Latino	78%	56%	54%	68%	52%
Native Hawaiian or Other Pacific Islander	*	57%	*	*	71%
White	70%	67%	67%	63%	60%
<b>System Rate^: Overall</b>	<b>62%</b>	<b>63%</b>	<b>62%</b>	<b>63%</b>	<b>64%</b>
American Indian or Alaska Native	52%	56%	51%	51%	57%
Asian	68%	69%	69%	70%	69%
Black or African American	56%	57%	55%	58%	60%
Hispanic or Latino	60%	60%	58%	58%	59%
Native Hawaiian or Other Pacific Islander	58%	64%	58%	56%	62%
White	63%	64%	62%	63%	64%

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 prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, Transfer students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts.

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

- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**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	2019-20	2020-21^^	2021-22^^	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>33%</b>	<b>28%</b>	<b>29%</b>	<b>31%</b>	<b>32%</b>
Full-time	37%	34%	33%	36%	35%
Part-time	21%	17%	20%	20%	26%
Female	28%	27%	26%	30%	31%
Male	41%	31%	34%	35%	34%
Need-Based Aid*	27%	21%	25%	31%	37%
Traditional Age**	34%	31%	32%	33%	34%
Nontraditional Age**	24%	15%	13%	18%	25%
First Generation	-	-	29%	25%	31%
<b>System Rate^: Overall</b>	<b>36%</b>	<b>38%</b>	<b>38%</b>	<b>37%</b>	<b>38%</b>
Full-time	43%	46%	45%	44%	45%
Part-time	23%	25%	24%	24%	24%
Female	33%	36%	35%	35%	36%
Male	39%	41%	41%	40%	41%
Need-Based Aid*	32%	36%	35%	37%	38%
Traditional Age**	37%	39%	39%	38%	38%
Nontraditional Age**	27%	30%	30%	29%	32%
First Generation	-	-	32%	33%	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 prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, Transfer students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts.

\*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.
- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

**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	2019-20	2020-21^^	2021-22^^	2022-23	2023-24
<b>LCC Rate: Overall</b>	<b>33%</b>	<b>28%</b>	<b>29%</b>	<b>31%</b>	<b>32%</b>
American Indian or Alaska Native	31%	25%	19%	33%	30%
Asian	21%	31%	26%	30%	44%
Black or African American	27%	16%	12%	24%	16%
Hispanic or Latino	35%	23%	22%	24%	33%
Native Hawaiian or Other Pacific Islander	*	14%	*	*	14%
White	33%	29%	30%	32%	33%
<b>System Rate^: Overall</b>	<b>36%</b>	<b>38%</b>	<b>38%</b>	<b>37%</b>	<b>38%</b>
American Indian or Alaska Native	29%	29%	31%	29%	31%
Asian	48%	49%	47%	46%	48%
Black or African American	26%	29%	26%	29%	32%
Hispanic or Latino	29%	32%	32%	32%	33%
Native Hawaiian or Other Pacific Islander	29%	36%	29%	31%	29%
White	36%	38%	37%	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 prior to 2023-24 and “All First-Time Students & Running Start” cohorts beginning 2023-24, Transfer students, summer/fall start). See dashboard for “n” size, college access only. BAS students who meet the cohort criteria are included in the cohorts.

\*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.
- Please note: Per the State Board, 2023-24 data is preliminary and not final. Although the rates are preliminary, the college does not anticipate the final rates to change much or at all.

## Academic Transfer Monitoring Report

### Analysis from the Review Team

Members include: Stefanie Gilberti & Henry Brewster, co-chairs, Jolynn Amrine, Alex Brehm, Rob Davis, Alice Dietz (LCC Board of Trustees member), Jim Franz, Traci Fuller, Devin Hendricks, Lindsay Keevy, Louis LaPierre, Fox Leavens, John Melink, Joanna Mosser, Lucas Myers, Mara Slabu (student), Jenny Smith, Ian Triana, Zion Van Hook (student), Taryn Williams.

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

- Our academic transfer rate is trending up overall and across all races/ethnicities.
- Our students transfer to a wide range of institutions, which indicates that we're doing a good job of preparing them for future opportunities.
- Our math completion rate is trending up overall and for our Hispanic/Latino student population.
- The graduation rate of LCC students (success after transfer) is about 67%, which is higher than the internal graduation rates of the transfer institutions (note: that data is not included in this report).
- Student performance for low-income and Students of Color has improved.
- Based on comparisons between LCC and the system for completion of the first 45 college-level credits, LCC appears to be finding effective ways to support underserved populations.

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

- The graduation rate after transfer (success after transfer) has remained relatively flat for the past five years. Is there something more we could be doing to improve it?
- We haven't seen a notable increase in the proportion of transfer students moving on. That could be an area of growth for us.
- We are falling below mission fulfillment for the Communication Global Skill and the proportion of students getting to college-level English in the first year. Could these be related?
- Although math scores are trending up, the overall rate is still low (but is moving in the right direction).
- Returning adults (age 25 or older) seem to be having more challenges with getting through their math requirements, although the metric is still trending up.
- College-level English completion in the first year is trending down.

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

- Although it's great that we have a lot of students going to WSU, we could strengthen our other partnerships to help more students go to other institutions.
- We have an opportunity to get more students through college-level math in their first year. Research shows that adding more prerequisites can be antithetical to the goal, but adding support and combining pre-college and college-level courses (which we are developing with the new co-requisite model) is more effective. We are also implementing directed self-placement for math, which pairs well with co-requisites. We plan to roll both out in the fall. We are also working on making our different systems (tutoring, I-BEST, Supplemental Instruction, etc.) work better together to provide more support for students.
- There is information available at the national level (such as through the Community College Research Center at Columbia University) that we could be using more data to make positive changes at LCC.
- We have an opportunity to create more community partnerships with local industry. For example, the University of Washington sends students to Longview for pulp and paper engineering internships.
- Identifying funding to offer classes for mill employees could be a huge opportunity.
- There may be an opportunity to do more targeted recruitment at high schools for STEM programs (especially for students who cannot attend college out of the area).

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

- Low enrollment of males is a threat to ongoing transfers.
- Schools such as the University of Washington and Washington State University are working to reduce the amount of calculus required for their programs, but as long as we keep our partnerships intact, this threat is avoidable.
- A lot of councils at the state level are looking at their requirements for the DTA (Direct Transfer Agreement). LCC does not deviate much from the state requirements. There are some potential changes coming that will pose a threat to some of the types of courses we offer or the breadth of courses students are allowed to take. Some of the required shifts may feel threatening, but the point is to reduce barriers for students.
- If other institutions offer classes online that we don't (such as calculus), students may enroll elsewhere. However, our instructors have questions about the efficacy of teaching specific courses online.
- We have limited course times available in some of our lower-enrolled pathways, such as STEM. This may drive students elsewhere as they seek out different class times or course modalities. If we could increase the

number of enrolled students, it would allow us to increase the number of sections we offer.

# **Preparation for College Level Studies Monitoring Report**

**2020 – 2024**  
(Cycle 26)

***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 16, 2025



## 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:

- Made changes to new student/registration procedures, including defining roles for our advisors and navigators.
- Added a late start class this quarter to capture those students who start mid-quarter.
- Increased Academic I-BEST offerings.
- Implemented a tech boot camp at the beginning of fall and winter quarters to prepare new students with tech support before class starts.
- Developed program maps for CCP students to streamline class offerings and provide clear guidelines for earning a High School diploma.
- Added online, afternoon, and evening offerings of COLL 101 (College Success).
- Reorganized CCP to separate Student Services from Instructional activities to streamline processes and serve students better.
- Continued discussions with Kelso High School to reengage Open Doors.

**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 (BEaA) Outcomes dashboard. The dashboard is currently offline with no indication of if or when it is returning. These figures identify the proportion of students who transition to college level studies by the fall following the year in which they start at LCC.

**Table 1: Combined Basic 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 Demographics	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Overall</b>	<b>32% (n = 318)</b>	<b>39% (n = 288)</b>	<b>26% (n = 212)</b>	<b>28% (n = 261)</b>	<b>35% (n = 343)</b>
Female	33% (n = 177)	38% (n = 164)	29% (n = 123)	32% (n = 133)	36% (n = 187)
Male	32% (n = 134)	37% (n = 114)	21% (n = 71)	22% (n = 119)	35% (n = 145)
Students of Color	25% (n = 129)	28% (n = 97)	14% (n = 86)	31% (n = 96)	21% (n = 172)
First Generation	-	-	34% (n = 96)	43% (n = 107)	41% (n = 160)

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)**

Year	2019-20	2020-21	2021-22	2022-23	2023-24
<b>All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i></b>	<b>72.3%</b>	<b>78.1%</b>	<b>74.8%</b>	<b>78.3%</b>	<b>80.9%</b>
Female	*	*	78.7%	80.4%	82.2%
Male	*	*	67.2%	73.1%	78.2%
Students of Color	*	*	67.1%	76.4%	77.8%
Received need-based aid	*	*	76.2%	78.5%	81.3%
<b>All students - withdrawal rate</b>	<b>11.0%</b>	<b>5.9%</b>	<b>4.9%</b>	<b>6.6%</b>	<b>4.7%</b>
Female	*	*	5.4%	6.9%	4.4%
Male	*	*	4.4%	5.6%	6.2%
Students of Color	*	*	4.6%	9.8%	4.3%
Received need-based aid	*	*	3.6%	7.3%	3.1%

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)**

Year	2019-20	2020-21	2021-22	2022-23	2023-24
<b>All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i></b>	<b>68.4%</b>	<b>68.7%</b>	<b>61.6%</b>	<b>59.3%</b>	<b>75.0%</b>
Female	*	*	68.3%	63.3%	79.7%
Male	*	*	36.8%	53.6%	65.7%
Students of Color	*	*	58.8%	55.6%	62.5%
Received need-based aid	*	*	60.0%	62.7%	72.5%
<b>All students - withdrawal rate</b>	<b>16.0%</b>	<b>16.6%</b>	<b>13.1%</b>	<b>14.7%</b>	<b>7.4%</b>
Female	*	*	12.5%	19.7%	9.2%
Male	*	*	17.4%	6.7%	5.4%
Students of Color	*	*	8.1%	3.6%	7.0%
Received need-based aid	*	*	19.4%	16.9%	8.0%

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 in fall and, by the subsequent fall quarter, completed their first college level math class.

Fall Cohort	Fall 2019 - Fall 2020	Fall 2020 - Fall 2021	Fall 2021 - Fall 2022	Fall 2022 - Fall 2023	Fall 2023 - Fall 2024
Total number of fall students who successfully completed a precollege math class	133	124	111	103	123
Proportion of those students who went on to a college level math course	66.9%	62.9%	57.7%	63.1%	67.5%
Female	71.4%	64.2%	59.5%	62.3%	71.8%
Male	57.1%	57.7%	42.9%	67.9%	55.0%
Students of Color	60.0%	60.7%	50.0%	58.6%	75.0%
Received need-based aid	65.1%	59.7%	59.5%	61.4%	70.4%
First Generation	-	-	-	64.1%	71.6%
Proportion of those students who withdrew from their college level course	12.4%	12.8%	10.9%	15.4%	7.2%
Female	12.3%	8.2%	9.1%	18.6%	7.1%
Male	12.5%	26.7%	8.3%	5.3%	9.1%
Students of Color	13.3%	17.6%	0.0%	29.4%	0.0%
Received need-based aid	14.8%	12.5%	4.1%	13.7%	8.7%
First Generation	-	-	-	14.0%	7.4%
<b>Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)</b>	<b>76.4%</b>	<b>76.9%</b>	<b>82.8%</b>	<b>73.8%</b>	<b>73.5%</b>
Female	75.4%	80.3%	86.4%	76.7%	71.4%
Male	79.2%	73.3%	75.0%	73.7%	77.3%
Students of Color	66.7%	70.6%	83.3%	58.8%	71.4%
Received need-based aid	66.7%	75.0%	86.4%	74.5%	69.6%
First Generation	-	-	-	70.0%	72.1%

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

- 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 in fall and, by the subsequent fall quarter, completed their first college level English composition class.

Fall Cohort	Fall 2019 - Fall 2020	Fall 2020 - Fall 2021	Fall 2021 - Fall 2022	Fall 2022 - Fall 2023	Fall 2023 - Fall 2024
Total number of fall students who successfully completed a precollege English class	40	45	21	18	25
Proportion of those students who went on to a college level course listed above	77.5%	73.3%	66.7%	66.7%	52.0%
Female	84.6%	75.9%	63.2%	63.6%	50.0%
Male	64.3%	69.2%	*	*	*
Students of Color	75.0%	64.3%	*	*	72.7%
Received need-based aid	82.1%	75.0%	61.5%	64.3%	38.9%
First Generation	-	-	-	69.2%	41.2%
Proportion of those students who withdrew from their college level course	6.5%	15.2%	*	*	*
Female	4.5%	9.1%	*	*	*
Male	11.1%	33.3%	*	*	*
Students of Color	22.2%	33.3%	*	*	*
Received need-based aid	8.7%	16.7%	*	*	*
First Generation	-	-	-	*	*
<b>Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)</b>	<b>74.2%</b>	<b>81.8%</b>	<b>78.6%</b>	<b>91.7%</b>	<b>92.3%</b>
Female	77.3%	86.4%	75.0%	*	100.0%
Male	66.7%	66.7%	*	*	*
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 redacted to protect student privacy due to small n size.

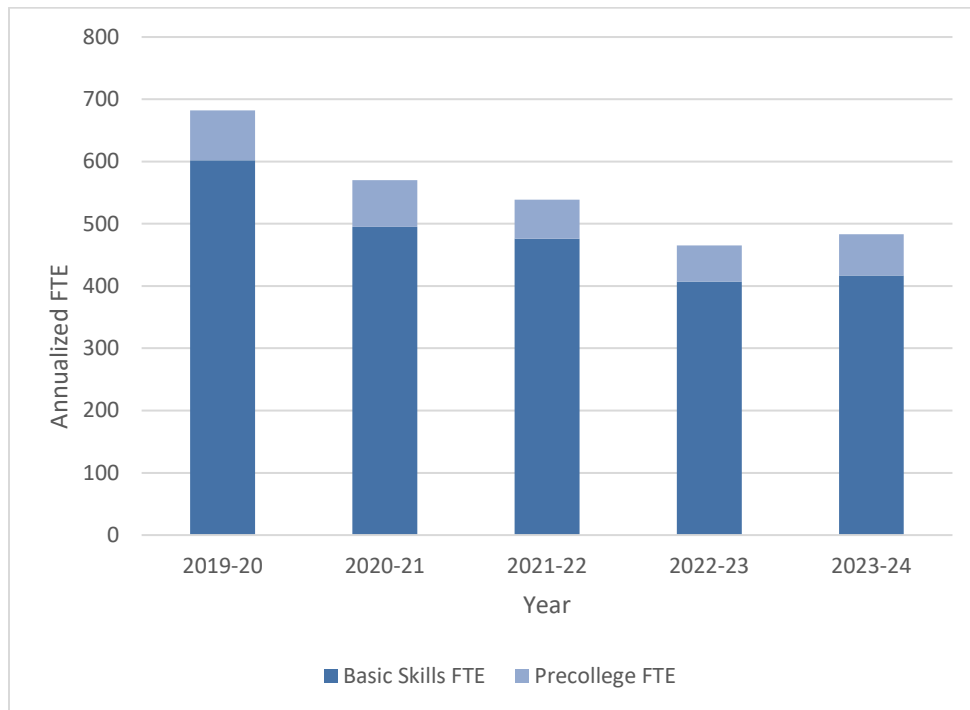
- First Generation was added to the State Board data source in 2021-22. 2022-23 is the first year First Generation rates were calculated for this metric. A First Generation college student is the first person in the family to go to college.

## 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**

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Basic Skills FTE	602	495	476	407	417
Precollege FTE	80	75	63	58	66



Data Source: Fact Book. Basic Skills FTE (State funded) 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 and was offered through 2022-23. The program targeted high school dropouts under 21 years of age. They were co-enrolled in high school, but they attended all of their classes on the LCC campus and could take college level classes while working towards a high school diploma. Participating school districts included Longview, Kelso, Toutle Lake, Kalama, Wahkiakum, Woodland, and Castle Rock.

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

**Open Doors:** Open Doors is a 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**

<b>High School Program</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
CEO Student Headcount	138	86	76	59	-
Total Annual High School Completions	41	19	11	11	-
High School Plus Student Headcount	93	89	35	69	63
Total Annual High School Completions	42	22	15	23	26
Open Doors Student Headcount	54	86	79	126	143
Total Annual High School Completions	*	*	*	*	*
I-BEST Student Headcount	315	370	318	200	299
Total Annual Certificate/Degree Completions	62	67	89	25	54

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.

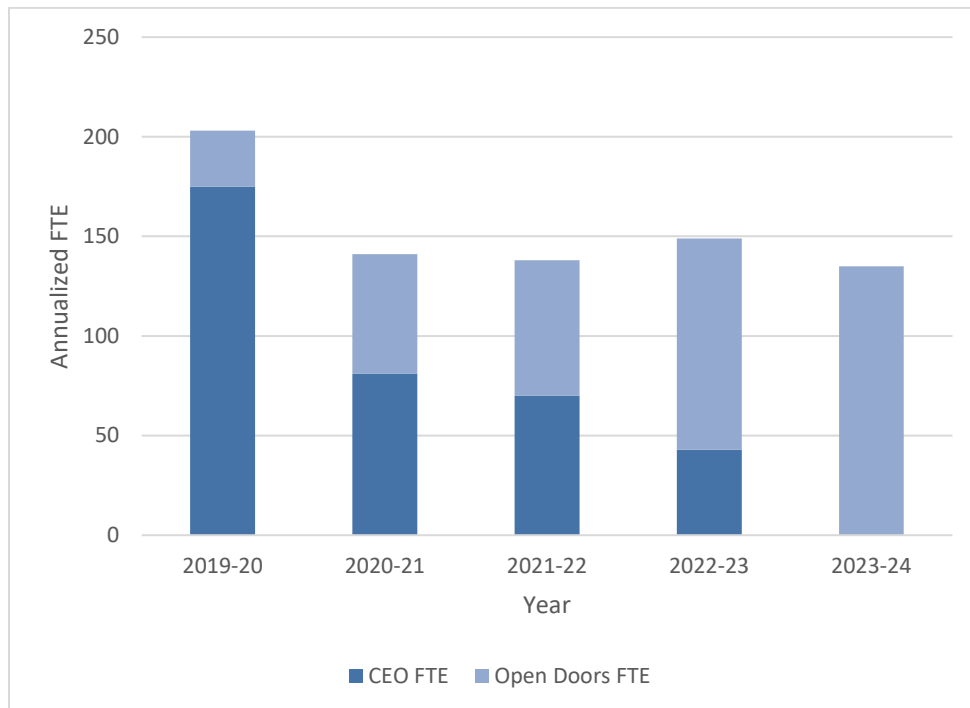
Please note: Starting in 2022-23, the methodology for I-BEST headcount changed to match State Board FTE calculation procedures, resulting in fewer students categorized as I-BEST (although some students not categorized as I-BEST also receive support).

### 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**

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Open Doors FTE	28	60	68	106	135
CEO FTE	175	81	70	43	



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, chair, Sue Bennett, Shiree Bent, Julie Bohannon, Steven Boyer, Becky Connolly, Emily Gardner (community rep), Catie Graham, Kathryn Harlan, Rachel Mystic, Ariana Muro, Mavourneen Rister, Shelley Schlenther (student), Marc Silva (LCC Board of Trustees member), Terri Skeie, Lisa Thomas (student), Christopher Tower, Michal Ure, Rheannon Van de Voorde, Barry Walther, 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 success rates of precollege Math and English students meet or exceed the stretch goals while withdrawal rates decrease.
- The number of precollege English students who pass their college-level course continues to increase.
- The proportion of precollege math students going on to college-level math is increasing.
- Decreases in withdrawals are not just due to faculty increasing their use of the early alert system but also because of related increases in advising and tutoring support.
- Student headcount in I-BEST increased quite a bit year over year.
- We are transitioning more CCP students into college-level courses. This is a very positive trend that we want to continue.

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

- Only 55% of males are going on to college-level math courses. Hopefully, a lot of that will be resolved with the new math co-requisite and placement models coming next year.
- The proportion of Students of Color transitioning from CCP to college-level courses significantly decreased.
- The number of precollege English students taking a college English course by the following year is decreasing. This could be due to the increasing number of students registering for college-level English as their first course due to Directed Self-placement and co-requisite offerings.

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

- The new math co-requisite model coming next year will absolutely increase the number of students who take college-level math in their first year.
- The new federal accessibility laws (that take effect in April 2026) will allow us to serve students better.
- We are continuing to add I-BEST programs and sections. The addition of Ability to Benefit eligibility (which provides access to financial aid) for CCP students is a benefit for some students.
- As we continue to expand the availability of basic needs resources, we will be better able to support our low-income and first-generation students.
- Redefined roles for CCP staff members create an opportunity to focus on helping more Students of Color transition to college-level courses.
- Administering required assessments before registration that measure digital literacy, time-management skills, and independent learning skills for students who want to take online courses. Students think they can "do it all" because asynchronous online classes

don't require exact hours, but they don't necessarily have the practical self-knowledge to be successful.

- We have an opportunity to better serve students who may be fearful to ask for the help they need.

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

- The loss of two experienced math faculty in the middle of a major curriculum redesign effort is a threat. The remaining faculty will have a heavier load to carry, particularly when addressing the new federal accessibility laws that take effect in April 2026 (that include all curriculum and related materials). The new accessibility laws and the short timeline to comply are a threat to all faculty, although we will ultimately be able to serve students better.
- The learning curve associated with the recent reorganization of the CCP area could pose a threat. Some things may get overlooked due to a lack of understanding. CCP's new "hybrid" model (half in Instruction and half in Student Services) is a new thing for LCC.
- Recent changes to federal immigration enforcement practices are a threat.
- Students who don't have time for college courses may enroll in online courses and ultimately struggle or fail. This can damage their self-esteem and academic/financial standing.

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

**2020 – 2024**

(Cycle 26)

***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 11, 2024



## 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 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:

- **Financial Aid - Mass Packaging and FAFSA Process**
  - In Fall 2023, LCC began using Mass Packaging to expedite student financial aid awards to a three-week average after students submit a FAFSA and apply to the college. LCC was one of the first colleges in the Community and Technical College system to utilize mass packaging.
  - The 2023-24 academic year focused extensively on learning and implementing the changes to the new FAFSA, which required the Financial Aid team to manually process 2024-25 awards in a significantly reduced timeline. Financial Aid disbursed 10% more funding to students in Fall 2024 over Fall 2023, and loans decreased by 16%.
- **Emergency Contraceptive and Basic Needs Support**
  - With funding from WSAC, LCC was one of 10 Community and Technical Colleges in Washington to receive funding to install a vending machine on campus to dispense emergency contraceptives. Through this grant, LCC purchased a vending machine, emergency contraceptive pills (i.e. Plan B), pregnancy tests, and condoms. Doses of Narcan and fentanyl test strips are also available in the machine, which is located outside of the food pantry on the 2nd floor of the Student Center. Some products, such as condoms and pregnancy tests, continue to be available free of charge through the hygiene station in the food pantry.
  - As part of the 2023 Postsecondary Basic Needs Act, LCC completed a Basic Needs Strategic Plan. Student priorities within the plan include recommendations to expand student housing, develop free or reduced meals programs, expand mental health support, increase childcare capacity, promote a comprehensive resource hub for basic needs, expand food options in the food pantry, and increase access to food resources and services.

- **K-12 Partnerships**
  - LCC was awarded a three-year Gates Foundation Grant in collaboration with ESD 112, Clark College, and WSU-Vancouver to increase post-secondary enrollment for rural students. The grant allowed LCC to hire a Rural Outreach Navigator to work directly with six rural high schools in Cowlitz, Wahkiakum, and Pacific Counties.
  - As part of onboarding President Seimears and strengthening partnerships with K12, President Seimears and Vice President Orchard met with the seven high school principals during Spring 2024.
  - Running Start signed MOUs with Rainier and Clatskanie High Schools to offer an Oregon Dual Credit program similar to the Washington Running Start program.
- **Student Support Integration**
  - The Advising team welcomed a new Pre-Nursing advisor who has expanded the appointment capacity and helped streamline advising support for pre-nursing students. Three Career Pathways advisors are now embedding with academic programs to allow closer connection with faculty advisors. Those programs are Education, Math, and Business/IT.
  - To create a seamless and integrated experience for all LCC students, student support staff from College and Career Prep (CCP) moved into the Admissions Center Building, and CASAS testing moved into the Main building across from the Testing Center to better align services for students.

**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	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Overall (service district participation rate in credit courses) (all students)</b>	<b>5.40%</b>	<b>4.54%</b>	<b>4.12%</b>	<b>4.26%</b>	<b>4.34%</b>
Female	*	*	5.45%	5.43%	5.43%
Male	*	*	2.37%	2.58%	2.67%
Traditional Age^	*	*	21.53%	20.15%	19.69%
Nontraditional Age^	*	*	2.46%	2.38%	2.50%

Source: – [Census Data](https://data.census.gov), 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+.

**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)**

<b>Student Demographic</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
LCC Rate: Students of Color	24%	25%	26%	27%	30%
System Rate: Students of Color	40%	42%	43%	42%	44%
LCC Rate: Female	64%	66%	65%	63%	63%
System Rate: Female	52%	54%	53%	51%	50%
LCC Rate: Male	31%	28%	28%	29%	29%
System Rate: Male	40%	39%	39%	39%	39%
LCC Rate: Students with disabilities*	6%	5%	6%	7%	7%
System Rate: Students with disabilities*	4%	4%	4%	4%	4%
LCC Rate: Students Receiving Veterans Benefits	1%	1%	1%	1%	1%
System Rate: Students Receiving Veterans Benefits	3%	2%	2%	2%	2%
LCC Rate: Nontraditional Age^	53%	50%	53%	48%	50%
System Rate: Nontraditional Age^	51%	49%	51%	52%	50%
LCC Rate: Traditional Age^	47%	49%	47%	52%	50%
System Rate: Traditional Age^	48%	51%	49%	48%	50%

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)**

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Percent of System (Total)	1.8%	1.8%	1.8%	1.8%	1.7%
Percent of System (State)	2.0%	1.9%	1.9%	1.9%	1.9%
Actual FTE accrued (Total)	2,988	2,545	2,325	2,391	2,499
Actual FTE accrued (State)	2,307	1,956	1,795	1,813	1,911

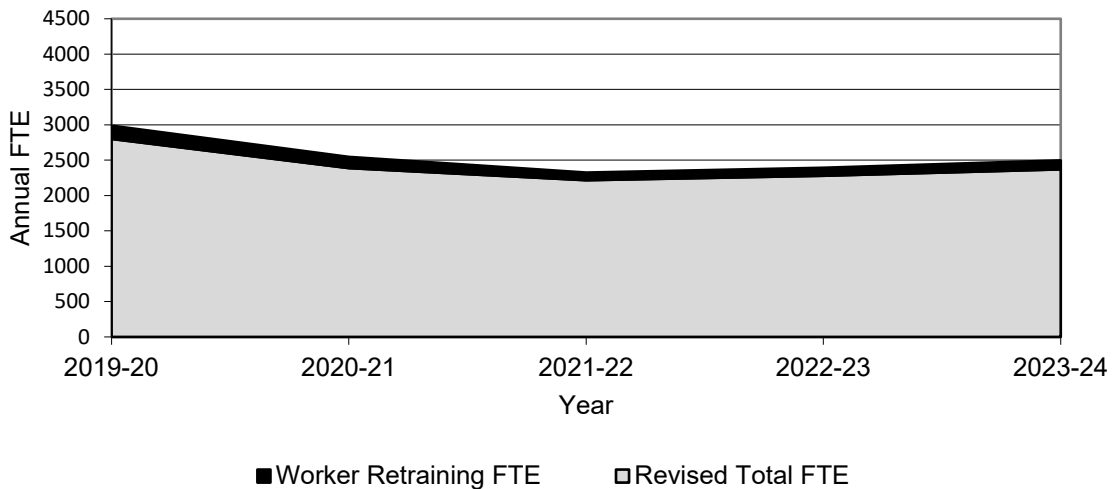
Source: SBCTC Enrollment Monitoring Reports.

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

- LCC’s enrollment declined during the Covid-19 pandemic but has increased the last two years. LCC’s proportion of system enrollment has remained relatively flat but fell slightly below mission fulfillment in 2023-24.

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

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Worker Retraining FTE	187	158	108	112	127
Revised Total FTE	2801	2387	2217	2279	2372



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
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%
2023-24	869 (45%)	487 (25%)	556 (29%)	45%

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

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

High School	2018	2019	2020	2021	2022
Castle Rock	42%	42%	37%	35%	39%
Kalama	59%	44%	38%	44%	36%
Kelso	47%	46%	34%	39%	42%
Mark Morris	45%	49%	40%	40%	50%
R A Long	57%	55%	36%	47%	47%
Toutle Lake	61%	58%	53%	51%	46%
Wahkiakum	51%	53%	41%	39%	31%
Woodland	50%	40%	30%	44%	34%

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

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

High School	2018	2019	2020	2021	2022
Castle Rock	51%	46%	51%	39%	33%
Kalama	28%	44%	48%	29%	42%
Kelso	40%	54%	48%	44%	41%
Mark Morris	47%	52%	51%	36%	38%
R A Long	37%	42%	48%	40%	41%
Toutle Lake	50%	55%	61%	55%	50%
Wahkiakum	*	39%	42%	20%	*
Woodland	17%	15%	9%	11%	26%

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 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Castle Rock	15/98=15%	12/83 = 14%	20/73 = 27%	23/87 = 26%	23/86 = 27%
Kalama	12/68=18%	16/57 = 28%	14/66 = 21%	18/69 = 26%	13/82 = 16%
Kelso	68/295=23%	60/300 = 20%	67/296 = 23%	80/306 = 26%	59/284 = 21%
Mark Morris	41/203=21%	41/165 = 25%	38/178 = 21%	51/171 = 30%	40/199 = 20%
R.A. Long	20/163=12%	20/180 = 11%	43/158 = 27%	24/158 = 15%	50/172 = 29%
Toutle Lake	16/40=40%	16/41 = 39%	19/41 = 46%	10/35 = 29%	22/42 = 52%
Wahkiakum	6/32=19%	1/56 = 2%	7/33 = 21%	4/45 = 9%	7/40 = 18%
Woodland	4/144=3%	9/133 = 7%	20/134 = 15%	20/134 = 15%	8/118 = 7%
<b>Total Dist.</b>	<b>182/1043=17%</b>	<b>175/1015 = 17%</b>	<b>228/979 = 23%</b>	<b>230/1005 = 23%</b>	<b>222/1023 = 22%</b>

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.

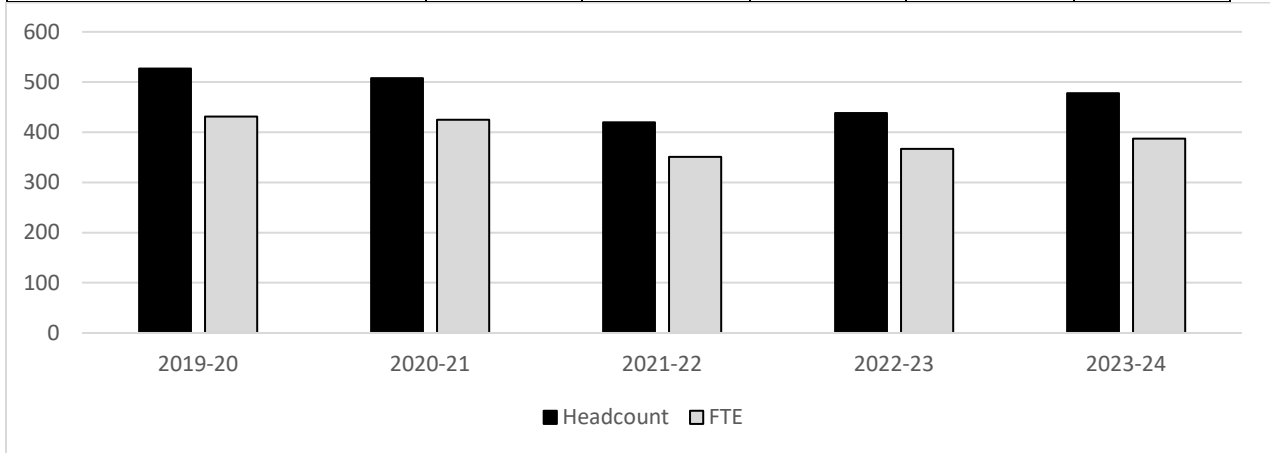
**Table 8: Running Start Enrollment at LCC by High School as a Proportion of Junior/Senior High School Enrollment**

High School	2019-20	2020-21	2021-22	2022-23	2023-24
Castle Rock	36/227 = 16%	39/206 = 19%	30/198 = 15%	42/215 = 20%	47/183 = 26%
Kalama	23/155 = 15%	37/161 = 23%	37/171 = 22%	37/175 = 21%	41/178 = 23%
Kelso	119/758 = 16%	132/645 = 20%	104/713 = 15%	109/714 = 15%	115/645 = 18%
R.A. Long	71/394 = 18%	79/411 = 19%	71/398 = 18%	61/403 = 15%	61/415 = 15%
Mark Morris	132/470 = 28%	110/421 = 26%	92/433 = 21%	93/432 = 22%	82/466 = 18%
Toutle Lake	38/104 = 37%	31/97 = 32%	27/93 = 29%	28/101 = 28%	35/81 = 43%
Wahkiakum	14/102 = 14%	15/107 = 14%	12/96 = 13%	7/93 = 8%	8/70 = 11%
Woodland	28/352 = 8%	24/301 = 8%	12/301 = 4%	20/284 = 7%	33/309 = 11%
<b>Grand Total</b>	<b>461/2562 = 18%</b>	<b>467/2349 = 20%</b>	<b>385/2403 = 16%</b>	<b>397/2417 = 16%</b>	<b>422/2347 = 18%</b>

Source: Fact Book.

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

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Headcount	527	508	420	438	478
FTE	431	425	351	367	387

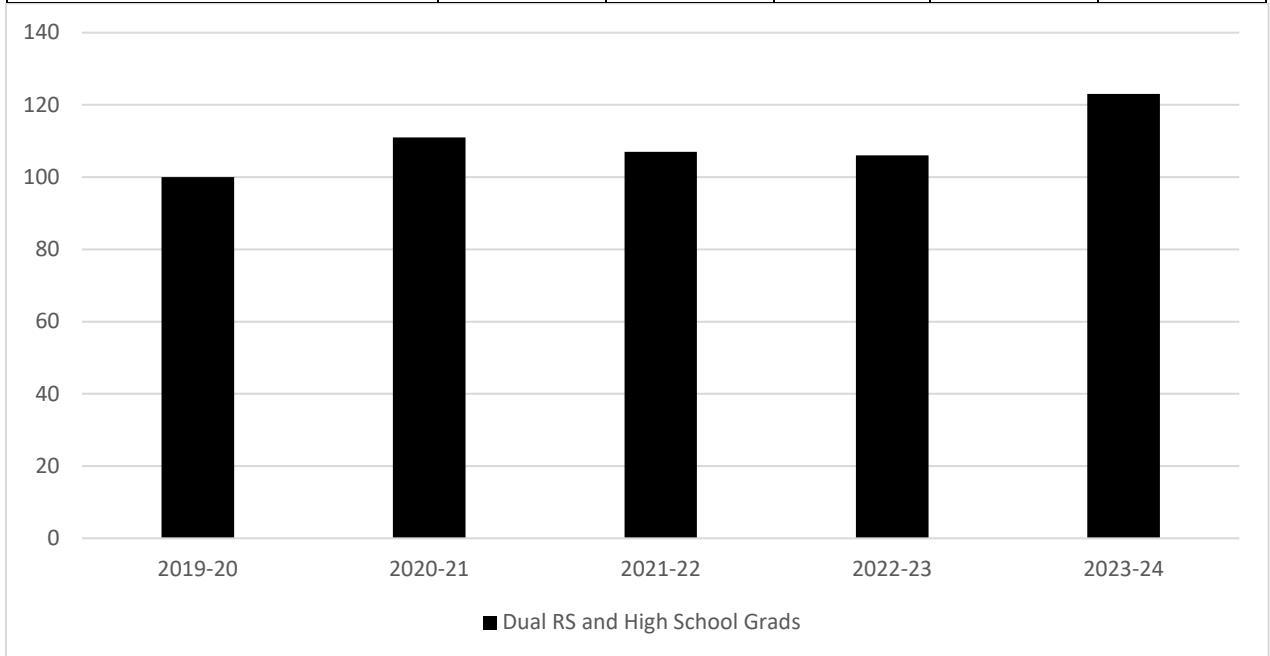


Source: LCC Fact Book.

- The pandemic negatively impacted Running Start enrollment in 2020-21 and 2021-22.
- Per 2SHB1316, the FTE limitation allowed for Running Start increased to 1.40 FTE in 2023-24. Additionally, summer quarter became open to all students eligible for Running Start with FTE capacity under the 1.40 Annual Average FTE limitation.

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

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Dual RS and High School Grads	100	111	107	106	123



Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma increased in 2023-24.

## 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 2018- Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022	Fall 2022 – Fall 2023
<b>LCC Rate: Overall</b>	<b>58% (n = 880)</b>	<b>54% (n = 988)</b>	<b>55% (n = 777)</b>	<b>59% (n = 665)</b>	<b>58% (n = 791)</b>
Full-time	64% (n = 560)	61% (n = 664)	62% (n = 476)	67% (n = 414)	62% (n = 496)
Part-time	48% (n = 320)	39% (n = 324)	45% (n = 301)	47% (n = 251)	51% (n = 295)
Male	54% (n = 291)	54% (n = 329)	54% (n = 202)	60% (n = 216)	54% (n = 232)
Female	60% (n = 573)	54% (n = 652)	53% (n = 481)	59% (n = 416)	60% (n = 498)
Need-Based Aid*	49% (n = 298)	41% (n = 335)	45% (n = 234)	48% (n = 225)	51% (n = 301)
Nontraditional Age**	53% (n = 264)	41% (n = 293)	44% (n = 241)	46% (n = 223)	48% (n = 244)
Traditional Age**	60% (n = 615)	59% (n = 695)	60% (n = 536)	66% (n = 442)	62% (n = 547)
First Generation	-	-	-	55% (n = 416)	52% (n = 499)
<b>System Rate^: Overall</b>	<b>58% (n = 52,164)</b>	<b>57% (n = 52,536)</b>	<b>58% (n = 44,376)</b>	<b>57% (n = 39,057)</b>	<b>58% (n = 41,845)</b>
Full-time	65% (n = 32,054)	64% (n = 32,655)	64% (n = 28,311)	63% (n = 24,903)	64% (n = 26,618)
Part-time	47% (n = 20,110)	46% (n = 19,881)	46% (n = 16,065)	46% (n = 14,154)	47% (n = 15,227)
Male	56% (n = 22,234)	54% (n = 22,226)	56% (n = 17,243)	55% (n = 15,662)	57% (n = 16,569)
Female	60% (n = 28,578)	60% (n = 29,047)	58% (n = 24,736)	59% (n = 21,211)	59% (n = 21,780)
Need-Based Aid*	57% (n = 13,072)	53% (n = 13,547)	57% (n = 10,016)	54% (n = 10,206)	54% (n = 11,258)
Nontraditional Age**	52% (n = 13,870)	49% (n = 13,882)	51% (n = 10,813)	49% (n = 10,401)	49% (n = 9,657)
Traditional Age**	61% (n = 38,277)	60% (n = 38,647)	60% (n = 33,545)	60% (n = 28,656)	60% (n = 32,177)
First Generation	-	-	-	55% (n = 13,805)	55% (n = 19,469)

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Retention View (All cohorts prior to Fall 2022; “All First-Time Students & Running Start” cohorts beginning Fall 2022 rates; Transfer & Prof/Tech students). BAS students who meet the cohort criteria are included in the cohorts. Note: beginning in Fall 2022, College in the High School students are no longer included in the cohort. \*Students who received need-based aid. \*\*Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

### Notes:

- Full-time/part-time status is based on student’s first quarter of enrollment.
- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

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

<b>Student Demographic</b>	<b>Fall 2018- Fall 2019</b>	<b>Fall 2019 – Fall 2020</b>	<b>Fall 2020 – Fall 2021</b>	<b>Fall 2021 – Fall 2022</b>	<b>Fall 2022 – Fall 2023</b>
<b>LCC Rate: Overall</b>	<b>58% (n = 880)</b>	<b>54% (n = 988)</b>	<b>55% (n = 777)</b>	<b>59% (n = 665)</b>	<b>58% (n = 791)</b>
American Indian or Alaska Native	51% (n = 49)	38% (n = 45)	52% (n = 31)	41% (n = 41)	53% (n = 38)
Asian	63% (n = 43)	52% (n = 44)	46% (n = 37)	55% (n = 40)	65% (n = 37)
Black or African American	63% (n = 32)	48% (n = 27)	53% (n = 32)	48% (n = 25)	56% (n = 41)
Hispanic or Latino	56% (n = 86)	63% (n = 96)	57% (n = 74)	49% (n = 94)	57% (n = 94)
Native Hawaiian or other Pacific Islander	55% (n = 11)	40% (n = 10)	21% (n = 19)	45% (n = 11)	55% (n = 11)
White	58% (n = 722)	55% (n = 829)	56% (n = 680)	62% (n = 552)	58% (n = 675)
<b>System Rate^: Overall</b>	<b>58% (n = 52,164)</b>	<b>57% (n = 52,536)</b>	<b>58% (n = 44,376)</b>	<b>57% (n = 39,057)</b>	<b>58% (n = 41,845)</b>
American Indian or Alaska Native	54% (n = 1,761)	49% (n = 1,767)	50% (n = 1,384)	49% (n = 1,273)	52% (n = 1,421)
Asian	64% (n = 6,388)	64% (n = 6,676)	64% (n = 6,174)	63% (n = 5,742)	65% (n = 6,498)
Black or African American	51% (n = 4,412)	49% (n = 4,657)	52% (n = 3,814)	51% (n = 3,801)	51% (n = 4,824)
Hispanic or Latino	59% (n = 8,477)	56% (n = 9,061)	57% (n = 7,365)	55% (n = 7,339)	56% (n = 8,520)
Native Hawaiian or other Pacific Islander	54% (n = 1,002)	52% (n = 994)	55% (n = 840)	49% (n = 816)	51% (n = 961)
White	58% (n = 32,349)	57% (n = 32,994)	57% (n = 28,791)	58% (n = 24,780)	58% (n = 26,378)

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Retention View (All cohorts prior to Fall 2022; “All First-Time Students & Running Start” cohorts beginning Fall 2022 rates; Transfer & Prof/Tech students). BAS students who meet the cohort criteria are included in the cohorts. Note: beginning in Fall 2022, College in the High School students are no longer included in the cohort. \*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

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

Student Demographic	Fall 2019-Winter 2020	Fall 2020-Winter 2021	Fall 2021-Winter 2022	Fall 2022-Winter 2023	Fall 2023-Winter 2024
<b>LCC Rate: Overall</b>	<b>83% (n = 988)</b>	<b>83% (n = 777)</b>	<b>80% (n = 665)</b>	<b>80% (n = 791)</b>	<b>81% (n = 767)</b>
Full-time	87% (n = 664)	87% (n = 476)	83% (n = 414)	85% (n = 496)	86% (n = 462)
Part-time	73% (n = 324)	77% (n = 301)	76% (n = 251)	73% (n = 295)	74% (n = 305)
Male	80% (n = 329)	80% (n = 202)	77% (n = 216)	75% (n = 232)	81% (n = 248)
Female	84% (n = 652)	84% (n = 481)	82% (n = 416)	82% (n = 498)	81% (n = 449)
Need-Based Aid*	83% (n = 335)	83% (n = 234)	76% (n = 225)	79% (n = 301)	77% (n = 327)
Nontraditional Age**	78% (n = 293)	83% (n = 241)	71% (n = 223)	74% (n = 244)	75% (n = 240)
Traditional Age**	85% (n = 695)	83% (n = 536)	85% (n = 442)	83% (n = 547)	84% (n = 527)
First Generation	-	-	78% (n = 416)	77% (n = 499)	79% (n = 486)
<b>System Rate^: Overall</b>	<b>83% (n = 52,536)</b>	<b>83% (n = 44,376)</b>	<b>81% (n = 39,057)</b>	<b>80% (n = 41,845)</b>	<b>84% (n = 47,214)</b>
Full-time	88% (n = 32,655)	88% (n = 28,311)	85% (n = 24,903)	84% (n = 26,618)	88% (n = 29,878)
Part-time	74% (n = 19,881)	75% (n = 16,065)	72% (n = 14,154)	72% (n = 15,227)	76% (n = 17,336)
Male	81% (n = 22,226)	82% (n = 17,243)	79% (n = 15,662)	79% (n = 16,569)	82% (n = 18,118)
Female	84% (n = 29,047)	84% (n = 24,736)	82% (n = 21,211)	81% (n = 21,780)	84% (n = 24,228)
Need-Based Aid*	83% (n = 13,547)	83% (n = 10,016)	81% (n = 10,206)	79% (n = 11,258)	83% (n = 12,523)
Nontraditional Age**	75% (n = 13,882)	77% (n = 10,813)	75% (n = 10,401)	71% (n = 9,657)	76% (n = 10,894)
Traditional Age**	86% (n = 38,647)	85% (n = 33,545)	83% (n = 28,656)	83% (n = 32,177)	86% (n = 36,319)
First Generation	-	-	78% (n = 13,805)	78% (n = 19,469)	81% (n = 23,137)

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Retention View (All cohorts prior to Fall 2022; “All First-Time Students & Running Start” cohorts beginning Fall 2022 to winter persistence rates; Transfer & Prof/Tech students). BAS students who meet the cohort criteria are included in the cohorts. Note: beginning Fall 2022, College in the High School students are no longer included in the cohort (Fall 2022 figures updated from previous monitoring report). \*Students who received need-based aid. \*\*Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

**Notes:**

- Full-time/part-time status is based on student’s first quarter of enrollment.
- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

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

<b>Student Demographic</b>	<b>Fall 2019- Winter 2020</b>	<b>Fall 2020- Winter 2021</b>	<b>Fall 2021- Winter 2022</b>	<b>Fall 2022- Winter 2023</b>	<b>Fall 2023- Winter 2024</b>
<b>LCC Rate: Overall</b>	<b>83% (n = 988)</b>	<b>83% (n = 777)</b>	<b>80% (n = 665)</b>	<b>80% (n = 791)</b>	<b>81% (n = 767)</b>
American Indian or Alaska Native	80% (n = 45)	87% (n = 31)	66% (n = 41)	76% (n = 38)	74% (n = 43)
Asian	82% (n = 44)	84% (n = 37)	78% (n = 40)	81% (n = 37)	93% (n = 41)
Black or African American	85% (n = 27)	81% (n = 32)	76% (n = 25)	63% (n = 41)	73% (n = 48)
Hispanic or Latino	81% (n = 96)	81% (n = 74)	81% (n = 94)	78% (n = 94)	78% (n = 108)
Native Hawaiian or other Pacific Islander	80% (n = 10)	79% (n = 19)	100% (n = 11)	73% (n = 11)	71% (n = 21)
White	83% (n = 829)	84% (n = 680)	81% (n = 552)	82% (n = 675)	82% (n = 628)
<b>System Rate^: Overall</b>	<b>83% (n = 52,536)</b>	<b>83% (n = 44,376)</b>	<b>81% (n = 39,057)</b>	<b>80% (n = 41,845)</b>	<b>84% (n = 47,214)</b>
American Indian or Alaska Native	78% (n = 1,767)	76% (n = 1,384)	75% (n = 1,273)	77% (n = 1,421)	78% (n = 1,711)
Asian	86% (n = 6,676)	86% (n = 6,174)	84% (n = 5,742)	84% (n = 6,498)	87% (n = 7,376)
Black or African American	76% (n = 4,657)	78% (n = 3,814)	75% (n = 3,801)	76% (n = 4,824)	79% (n = 5,490)
Hispanic or Latino	81% (n = 9,061)	81% (n = 7,365)	78% (n = 7,339)	79% (n = 8,520)	83% (n = 10,083)
Native Hawaiian or other Pacific Islander	80% (n = 994)	82% (n = 840)	76% (n = 816)	78% (n = 961)	81% (n = 996)
White	84% (n = 32,994)	84% (n = 28,791)	81% (n = 24,780)	81% (n = 26,378)	84% (n = 29,306)

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Retention View (All cohorts prior to Fall 2022; “All First-Time Students & Running Start” cohorts beginning Fall 2022 to winter persistence rates; Transfer & Prof/Tech students). BAS students who meet the cohort criteria are included in the cohorts. Note: beginning Fall 2022, College in the High School students are no longer included in the cohort (Fall 2022 figures updated from previous monitoring report). ^All Other Colleges.

**Key Performance Indicator: 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 within Four Years  
(Based on FTEC Cohorts finishing within Four Years)**

	2019	2020	2021	2022	2023
Student Demographic	(2015 cohort)	(2016 cohort)	(2017 cohort)	(2018 cohort)	(2019 cohort)
<b>LCC Rate: Overall</b>	<b>38%</b>	<b>42%</b>	<b>39%</b>	<b>36%</b>	<b>33%</b>
Full-time	43%	46%	43%	40%	38%
Part-time	28%	35%	31%	29%	23%
Male	34%	33%	37%	29%	33%
Female	40%	47%	39%	39%	34%
Need-Based Aid*	29%	34%	32%	25%	23%
Nontraditional Age**	38%	41%	38%	35%	26%
Traditional Age**	37%	43%	39%	37%	36%
<b>System Rate^: Overall</b>	<b>35%</b>	<b>35%</b>	<b>34%</b>	<b>34%</b>	<b>33%</b>
Full-time	42%	42%	42%	41%	40%
Part-time	24%	24%	23%	23%	22%
Male	33%	32%	32%	31%	30%
Female	37%	37%	37%	36%	36%
Need-Based Aid*	35%	35%	35%	34%	31%
Nontraditional Age**	36%	36%	35%	35%	32%
Traditional Age**	35%	34%	34%	33%	34%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Completion View (All cohorts prior to Grad Year 2023; “All First-Time Students & Running Start” cohorts beginning Grad Year 2023 rates; Transfer & Prof/Tech students, summer/fall entry quarter). BAS students who meet the cohort criteria are included in the cohorts, and BAS completions are included in the metrics for cohort students. Note: beginning in Grad Year 2023, College in the High School students are no longer included in the cohort. \*Students who received need-based aid. \*\*Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

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

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

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Student Demographic</b>	(2015 cohort)	(2016 cohort)	(2017 cohort)	(2018 cohort)	(2019 cohort)
<b>LCC Rate: Overall</b>	<b>38%</b>	<b>42%</b>	<b>39%</b>	<b>36%</b>	<b>33%</b>
American Indian or Alaska Native	14%	31%	42%	22%	22%
Asian	46%	59%	32%	44%	34%
Black or African American	28%	39%	28%	22%	37%
Hispanic or Latino	45%	46%	40%	24%	36%
Native Hawaiian or other Pacific Islander	17%	*	50%	27%	40%
White	37%	42%	39%	38%	34%
<b>System Rate^: Overall</b>	<b>35%</b>	<b>35%</b>	<b>34%</b>	<b>34%</b>	<b>33%</b>
American Indian or Alaska Native	29%	28%	28%	28%	27%
Asian	38%	38%	38%	37%	36%
Black or African American	25%	24%	25%	24%	24%
Hispanic or Latino	34%	33%	33%	33%	33%
Native Hawaiian or other Pacific Islander	29%	28%	30%	30%	27%
White	36%	35%	35%	35%	34%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Completion View (All cohorts prior to Grad Year 2023; “All First-Time Students & Running Start” cohorts beginning Grad Year 2023 rates; Transfer & Prof/Tech students, summer/fall entry quarter). BAS students who meet the cohort criteria are included in the cohorts, and BAS completions are included in the metrics for cohort students. Note: beginning in Grad Year 2023, College in the High School students are no longer included in the cohort. \*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

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

**Table 14a: Students who Graduated within Two Years  
(Based on FTEC Cohorts finishing within Two Years)**

Note: The State Board for Community and Technical Colleges has selected the two-year graduation rate as its Guided Pathways metric. LCC's KPI is based on a four-year graduation rate. The two-year rate is being provided as information only in this monitoring cycle.

	2019	2020	2021	2022	2023
Student Demographic	(2017 cohort)	(2018 cohort)	(2019 cohort)	(2020 cohort)	(2021 cohort)
<b>LCC Rate: Overall</b>	<b>30%</b>	<b>26%</b>	<b>23%</b>	<b>24%</b>	<b>31%</b>
Full-time	35%	30%	28%	31%	40%
Part-time	21%	18%	14%	12%	17%
Male	25%	19%	24%	21%	33%
Female	31%	29%	23%	23%	31%
Need-Based Aid*	24%	15%	13%	12%	17%
Nontraditional Age**	26%	21%	14%	16%	16%
Traditional Age**	31%	28%	27%	27%	39%
<b>System Rate^: Overall</b>	<b>24%</b>	<b>24%</b>	<b>24%</b>	<b>25%</b>	<b>26%</b>
Full-time	31%	30%	30%	32%	33%
Part-time	14%	14%	13%	12%	14%
Male	22%	22%	20%	23%	23%
Female	26%	26%	27%	27%	28%
Need-Based Aid*	23%	23%	21%	24%	24%
Nontraditional Age**	27%	27%	24%	25%	25%
Traditional Age**	23%	23%	24%	25%	26%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Completion View (All cohorts prior to Grad Year 2023; "All First-Time Students & Running Start" cohorts beginning Grad Year 2023 rates; Transfer & Prof/Tech students, summer/fall entry quarter). BAS students who meet the cohort criteria are included in the cohorts, and BAS completions are included in the metrics for cohort students. Note: beginning in Grad Year 2023, College in the High School students are no longer included in the cohort. \*Students who received need-based aid. \*\*Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

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

**Table 14b: Students who Graduated within Two Years by Race/Ethnicity  
(Based on FTEC Cohorts finishing within Two Years)**

**Note: The State Board for Community and Technical Colleges has selected the two-year graduation rate as its Guided Pathways metric. LCC’s KPI is based on a four-year graduation rate. The two-year rate is being provided as information only in this monitoring cycle.**

	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Student Demographic</b>	(2017 cohort)	(2018 cohort)	(2019 cohort)	(2020 cohort)	(2021 cohort)
<b>LCC Rate: Overall</b>	<b>30%</b>	<b>26%</b>	<b>23%</b>	<b>24%</b>	<b>31%</b>
American Indian or Alaska Native	33%	14%	20%	16%	20%
Asian	22%	30%	23%	27%	33%
Black or African American	25%	22%	19%	13%	16%
Hispanic or Latino	35%	16%	27%	19%	18%
Native Hawaiian or other Pacific Islander	50%	9%	30%	11%	20%
White	30%	27%	24%	24%	34%
<b>System Rate^: Overall</b>	<b>24%</b>	<b>24%</b>	<b>24%</b>	<b>25%</b>	<b>26%</b>
American Indian or Alaska Native	19%	19%	19%	20%	22%
Asian	25%	26%	26%	27%	28%
Black or African American	17%	16%	16%	18%	19%
Hispanic or Latino	21%	22%	22%	24%	25%
Native Hawaiian or other Pacific Islander	20%	21%	18%	22%	20%
White	25%	25%	25%	26%	27%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Completion View (All cohorts prior to Grad Year 2023; “All First-Time Students & Running Start” cohorts beginning Grad Year 2023 rates; Transfer & Prof/Tech students, summer/fall entry quarter). BAS students who meet the cohort criteria are included in the cohorts, and BAS completions are included in the metrics for cohort students. Note: beginning in Grad Year 2023, College in the High School students are no longer included in the cohort. ^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 15: Community College Survey of Student Engagement (CCSSE) – Support for Learners Benchmark Category (Standardized Benchmark Score)**

<b>Student Demographic</b>	<b>2009-10</b>	<b>2012-13</b>	<b>2015-16</b>	<b>2018-19</b>	<b>2021-22</b>
National Cohort	50.0	50.0	50.0	50.0	50.0
<b>LCC</b>	<b>50.6</b>	<b>52.7</b>	<b>49.6</b>	<b>57.2</b>	<b>54.3</b>
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 16: 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
<b>LCC</b>	<b>50.7</b>	<b>56.0</b>	<b>52.5</b>	<b>55.1</b>	<b>56.0</b>
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 <sup>^</sup>	*	*	*	*	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 <sup>^^</sup>	*	57.2	51.8	57.1	57.5
Traditional Age <sup>^^</sup>	*	54.0	52.5	52.9	53.8

Source: CCSSE website/Benchmark Report

\*Data not available. <sup>^</sup>“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.

<sup>^^</sup>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 Satisfaction with Instruction

**Table 17: 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	2019-20 (n = 680)	2020-21 (n = 308)	2021-22 (n = 353)	2022-23 (n = 409)	2023-24^ (n = 214)
<b>LCC Overall</b>	<b>86%</b>	<b>82%</b>	<b>81%</b>	<b>88%</b>	<b>86%</b>
Male	85%	70%	70%	77%	83%
Female	87%	85%	83%	93%	90%
American Indian or Alaska Native	*	*	*	81%	**
Asian	*	*	*	94%	**
Black or African American	*	*	*	100%	**
Hispanic or Latino/a	*	*	*	79%	93%
Native Hawaiian or other Pacific Islander	*	*	*	**	**
White	*	*	*	90%	84%
Other race/ethnicity	*	*	*	92%	**
Attend Full-time	*	*	*	88%	83%
Attend part-time	*	*	*	88%	91%
Traditional age (24 or under)	*	*	*	85%	91%
Non-traditional age (25+)	*	*	*	91%	86%

Source: Student Satisfaction Survey. \*Disaggregation not available. \*\* Less than 10 students; redacted to protect student privacy. ^Per a directive from LCC’s legal counsel, the college stopped providing survey incentives in 2023-24, resulting in a decline in response rates.

- After trending down during the pandemic, overall satisfaction rates have returned to pre-COVID levels.

**Key Performance Indicator: Student Sense of Belonging**

**Table 18: Student Sense of Belonging**  
**(Mission Fulfillment = 80% or higher overall and for all groups)**  
**(Stretch Goal = 90% or higher overall and for all groups)**

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.

<b>Student Demographic</b>	<b>2022-23 (n = 97)</b>
<b>All Students</b>	<b>84.8%</b>
Male	90.0%
Female	86.8%
Other** or Unreported Gender	66.7%
American Indian or Alaska Native	*
Asian	*
Black or African American	*
Hispanic or Latino/a	72.7%
Native Hawaiian or other Pacific Islander	*
White	90.2%
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 \*\*Other categories not individually reportable due to “n” size.

The next administration for this survey is in winter 2025.

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

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

Members include: Sue Orchard, chair, Magnus Altmayer, Brad Benjamin, Kali Brandt, Sheila Burgin, Sarah Griffith, Mike Karnofski (LCC Board of Trustees member), Elissa Loren, Mary Kate Morgan, Guadalupe Rodriguez, Angel Ruvalcaba, Alejandra Sanchez, Scott Schiedler (student), Nichole Seroshek, Rosemary Siipola (community rep), Rick Swee, April Tovar Villa, Rose Vivier (student), Shalaina Williams, Teya Williamson (student), 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 for students with disabilities was strong last year.
- The participation rate for students of color increased substantially from the prior year, indicating that we are moving in a positive direction with student diversity.
- Faculty-student engagement is strong.
- The overall two-year graduation rate is above the system rate, which is a positive sign.
- There was an increase in FTE with Running Start dual credit. Running Start gives students more opportunity and flexibility in taking classes between high school and college.
- The proportion of high school graduates enrolling directly at LCC is strong for several schools in our service district.
- Running Start student completion is trending up.
- Support for learners is high overall and for most student populations.

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

- LCC's male participation rate is ten percentage points lower than the system rate.
- Participation rates from Woodland and Wahkiakum high schools are lower than other schools.
- Male rates are well below female rates for participation, support for learners, and faculty-student engagement KPI metrics.
- The fall-to-winter overall persistence rate is slightly below the system rate; however, the fall-to-fall overall rate matches the system rate.
- Although the overall two-year graduation rate was listed as a strength, rates over the last five years for all but two racial/ethnic populations have fluctuated or dropped. In particular, the most recent rate for Hispanic/Latino students was almost half the 2019 rate, and the graduation rate for Native Hawaiian/Pacific Islanders dropped from 50% to 20%. This could be partly due to small 'n' sizes, but it is something for the college to watch.
- Student Sense of Belonging rates fell below mission fulfillment for Hispanic/Latino, Other or Unreported Gender, and Traditional Age students.

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

- Increasing participation of Veteran students is an opportunity. The resource navigator starting next month, who will be located in the Veterans Center and focused on recruitment, should support this.
- The creation of an Office of Diversity, Equity, and Inclusion, including hiring an executive and assistant director, provides a tremendous opportunity to support student affinity groups and other direct forms of student support.
- Supporting faculty professional development around the use of technology to increase engagement with in-person and online students is an opportunity. We also need to pay attention to access issues related to students getting to campus multiple times per week, especially students living in remote, rural areas. It may be time to offer another all-faculty training initiative like the previous SCALE institute (active learning training) held when the college was involved with Achieving the Dream.
- LCC has invested a lot in high school outreach in the service district. Still, there are opportunities to do more in rural areas, particularly connecting students to resources to boost enrollment and retention. LCC's new rural outreach team member, funded through a Gates Foundation grant, will greatly help meet this need.
- Construction of the Vocational Building is an opportunity to create excitement in the community about the new learning space.
- Another opportunity is to assess how much daycare challenges pose barriers for students to enroll and stay in school.
- The new advising model implemented in Fall 2023 should help "move the needle" on faculty-student engagement and other metrics reflected in this report.

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

- Current news reports about the future dismantling of the U.S. Department of Education, if realized, could pose a severe threat to the distribution of federal financial aid. Dual enrollment programs could also be negatively affected.
- Increases in the number of Advanced Placement and College in the High School courses offered could negatively impact Running Start enrollment.
- Results of the recent election and reports of abolishing Diversity, Equity, and Inclusion funding and programming, if realized, could pose a severe threat. This applies to basic needs and other supports for students.

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

**2020 – 2024**

(Cycle 26)

***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 11, 2025



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

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

**Key Performance Indicators** for the 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

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

- A new LCC Red Devils mascot, Flare, was revealed on May 19, 2025 (National Devil's Food Cake Day), filling a years-long void created by discovering that the previous "Devil Boy" image had an active trademark held by a commercial entity. The mascot refresh project included developing several different graphic images, a new costume, and an original song.
- LCC submitted the Year Six Policies, Regulations, and Finances Review report to the Northwest Commission on Colleges and Universities in August 2024 and received no findings.
- In August 2024, an LCC Open House and Career Pathways Showcase, intended to increase enrollment and boost community visibility, was held on campus. The event attracted over 200 visitors.
- LCC's web team created the accessibility training program assigned to all LCC employees in winter 2025 and delivered a customized training session to the Operations Council in April. The team has also performed an accessibility audit of all documents housed on the website. Significant remediation efforts are ongoing to ensure compliance with updates to the Americans with Disabilities Act that take effect in April 2026.
- An increase in marketing purchases resulted in a 10% increase in visits to the college's "apply" web page between winter 2024 and winter 2025.
- The college hired a new Executive Director and Assistant Director of Diversity, Equity, and Inclusion to guide our DEI strategic plan and increase the sense of belonging for faculty, staff, and students.
- The Lower Columbia College/WSUV Equity in the Classroom Summer Pedagogy Academy provided equity-minded tools and culturally responsive teaching practices. The tools and practices explored in the sessions support student success, retention, and a sense of belonging. The four-day summer academy also provided instructors with frameworks and feedback to create and implement meaningful change projects for their courses. Nine instructors participated in the first 2025 cohort at Lower Columbia College.

- The Executive Director of Diversity, Equity, and Inclusion and Vice President of Effectiveness and College Relations became certified Intercultural Development Inventory (IDI) administrators in early 2025.
- The Foundation's partnership with the local newspaper, The Daily News, continued in its 9<sup>th</sup> year to raise money annually for the Student Success fund. The annual yield from TDN's "Students in Need" campaign, along with two other grants from the Biella Foundation and Weyerhaeuser Giving Fund, covers most 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 "Opportunity Can't Wait" capital campaign since January 2023. The goal is to raise \$15 million for state-of-the-art equipment for our new Vocational Building, athletic facility improvements, and student support. We have raised over \$13.7 million and developed numerous other public partnerships for these projects.
- The Foundation's 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. This is the largest amount of unrestricted giving the Foundation has ever received.
- The Foundation's efforts to cultivate planned giving and endowed giving have grown the Foundation's endowments exponentially, which helps the Foundation's long-term growth 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 our most at-risk students complete their studies. We also implemented tracking scholarship recipients' completion and retention rates. Scholarship students are also completing at a much higher rate.
- The Foundation continues its efforts to increase the equity of our scholarship process by implementing and improving a scoring rubric and analyzing the demographic data of our applicants and awardees. For the second year, we implemented a second scholarship application cycle 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 \$750,000 this summer.
- We are asking our students for feedback on our scholarship process to continuously improve the accessibility of our scholarship offerings.
- The Foundation once again had a clean audit regarding the FY24 Financial Statements.
- HR continues to improve and tweak our "Search Advocate" program to ensure our hiring practices are as equitable and inclusive as possible. Equity work regarding 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 and determine gaps where applicants "fall off" the hiring process.
- Our "Red Devil Wellbeing" program encourages employee wellbeing in many ways and helps with employee engagement and satisfaction. We participated in "Bring Your Child to Work Day" this year, which was a huge success.
- In addition to the new onboarding platform that we use to help our new hires' experience be more streamlined and smooth, we implemented a new employee onboarding quarterly series. The 4-week series topics include: Campus Essentials: From

HR Resources & Campus Services to Safety & Beyond!; Finance & Payroll Unlocked: Insights Tailored for You; Technology, Cybersecurity, & You; Thriving Together: Wellness, Professional Development, & Campus Connections.

- Several actions were taken regarding campus safety and emergency preparedness:
  - Formed the LCC Community Emergency Response Team (CERT).
  - Organized Fall Quarter Safety Week with a full calendar of educational & training events.
  - Selected to participate in FEMA All-Hazard Training (rescheduled).
  - Held *Stop the Bleed* trainings.
- Actions taken to improve LCC facilities include:
  - Finalized design project for the Center for Vocational & Transitional Studies (CVTS).
  - Completed baseball field lighting design project.
  - Purchased a duplex on 19th Avenue to increase student housing capacity.
- Information Technology improvements include:
  - Converted campus email system to Gmail.
  - Developed a comprehensive 5-year technology replacement plan.
  - Completed Laserfiche document management project.
  - Standardized audiovisual (A/V) equipment solution in frequently problematic classrooms.
  - Implemented multi-factor authentication campus-wide for enhanced cybersecurity.
- Actions taken to improve the campus culture include:
  - Rebranded the LCC café to *Red Devils' Café*.
  - Established a partnership between Red Devils' Café and the Longview School District Culinary Program.
  - Acquired artwork from Tacoma Community College's Black Artist Exhibit for the LCC permanent collection.
- Athletic Department accomplishments include:
  - Men's Basketball won the 2025 NWAC Championship title.
  - Women's Softball won the 2025 NWAC Championship title, with a historic 48-0 record. This has never been done before.
- Actions regarding LCC's finances include:
  - Completed a finding-free FY2024 financial statement audit.
  - Completed a finding-free Federal Head Start audit.

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

The metrics below are based on a Likert scale with a low of “1” and a high of “5.”

**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 - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.425	3.357	3.655	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 - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC – 2017	LCC – 2016
Mean Score	3.507	3.458	3.741	3.706	3.747	3.690	3.488

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

	Similar Colleges - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.586	3.534	3.828	3.852	3.902	3.785	3.564

Question 27: My supervisor seriously considers my ideas.

	Similar Colleges - 2025	All Colleges – 2025	LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	4.027	3.986	4.154	4.110	4.258	4.124	4.000

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

	Similar Colleges - 2025	All Colleges - 2025	LCC - 2025	LCC- 2023	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	4.001	3.982	4.123	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 at least every three years.
- Administered in October 2024, 180 LCC employees completed the survey.

**Table 2a: Employee PACE Survey Comparison by Benchmark Area**  
**(Mission Fulfillment – Meet or Exceed Similar Colleges for overall and all benchmarks)**  
**(Stretch Goal - Meet or Exceed All Colleges for overall and all benchmarks)**

The metrics below are based on a Likert scale with a low of “1” and a high of “5.”

Benchmark Area	Similar Colleges - 2025		All Colleges - 2025		LCC - 2025	LCC - 2023	LCC - 2020	LCC - 2017	LCC - 2016
	Mean	Sig	Mean	Sig	Mean	Mean	Mean	Mean	Mean
<b>Overall</b>	<b>3.904</b>	<b>**</b>	<b>3.867</b>	<b>***</b>	<b>4.069</b>	<b>4.027</b>	<b>4.111</b>	<b>4.015</b>	<b>3.919</b>
Institutional Structure	3.585	**	3.538	***	3.806	3.748	3.842	3.760	3.628
Student Focus	4.108	*	4.134	**	4.249	4.203	4.346	4.247	4.189
Supervisory Relationship	4.005	*	3.965	**	4.163	4.134	4.172	4.071	3.957
Teamwork	4.054	*	4.029	*	4.169	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 is not due to chance alone (\*p<.05, \*\*p<.01; \*\*\*p<.001)

**Table 2b: Employee PACE Survey Comparison by Benchmark Area and Race/Ethnicity**

The metrics below are based on a Likert scale with a low of “1” and a high of “5.”

Benchmark Area	Overall	Hispanic/Latino/a/x	White	Two or More Races
	Mean	Mean	Mean	Mean
<b>Overall</b>	<b>4.069</b>	<b>4.232</b>	<b>4.022</b>	<b>4.164</b>
Institutional Structure	3.806	4.005	3.756	3.967
Student Focus	4.249	4.285	4.248	4.278
Supervisory Relationship	4.163	4.324	4.089	4.233
Teamwork	4.169	4.528	4.114	4.300

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

**Key Performance Indicator: Condition of Infrastructure**

**Table 3: Condition of Infrastructure (Physical Infrastructure)**  
**(Mission fulfillment = 75%; stretch goal = 80%)**

Metrics for Physical Infrastructure come from the Facilities Condition Survey, conducted once every biennium in odd years. Building 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. An outside contractor provides the ratings at the request of the State Board for Community and Technical Colleges. The table below shows the percentage of square footage that is in “adequate” or better condition.

<b>% of sq footage in adequate or better condition</b>	<b>2021</b>	<b>2023</b>
LCC	80%	80%
System	68%	68%

Source: Facilities Condition Survey Report for LCC rates; [State Board Facilities Condition Dashboard](https://www.sbctc.edu/colleges-staff/research/data-public/facilities-dashboard) for system rates located at <https://www.sbctc.edu/colleges-staff/research/data-public/facilities-dashboard>.

- LCC continues to improve the overall score by maintaining its facilities.
- Please note: the Facilities Condition Survey excludes Enterprise-related space, so the total gross square footage in the survey doesn’t equal the total currently owned by the college.
- The next survey is scheduled for June 2025.

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

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

The Foundation has set the goal of raising the Foundation’s net assets to \$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.

<b>Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Net assets	\$19,771,132	\$24,702,757	\$22,400,145	\$25,358,921	\$33,830,379
Net assets annual growth (%)	8.13%	24.94%	-9.32%	13.21%	33.41%
Endowments	\$14,343,076	\$18,541,666	\$16,429,294	\$18,922,327	\$25,208,000
<b>Endowments as proportion of net assets</b>	<b>72.55%</b>	<b>75.06%</b>	<b>73.34%</b>	<b>74.62%</b>	<b>74.51%</b>

Source: LCC Foundation.

Please note: Endowments include Pledges Receivable.

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

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

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

Year	2020	2021	2022	2023	2024
Program support	\$1,058,612	\$936,044	\$1,066,159	\$1,350,292	\$1,760,911
<b>Program support as proportion of net assets</b>	<b>5.35%</b>	<b>3.79%</b>	<b>4.76%</b>	<b>5.32%</b>	<b>5.21%</b>
Endowed Scholarships	\$152,330	\$153,530	\$204,759	\$180,269	\$200,160
Annual Scholarships*	\$345,131	\$263,432	\$289,650	\$365,832	\$370,882
Total scholarships disbursed & Student Success Program Support	\$548,040	\$494,790	\$551,768	\$566,291	\$641,478
<b>Direct Student Support as a proportion of program support</b>	<b>51.77%</b>	<b>52.86%</b>	<b>51.75%</b>	<b>41.94%</b>	<b>36.43%</b>

Source: LCC Foundation. \*Athletic scholarships included in Annual Scholarships.

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

Year	2020	2021	2022	2023	2024
<b>Cash &amp; Investments to Operating Expenditures</b>					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	24%	34%	45%	30%	32%

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 7: 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...”

Mission Area	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)	2021-22 <sup>^</sup> (n = 125)	2024-25 (n = 48)
<b>I - Workforce &amp; Economic Development</b>					
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%	98%	98%
...helping employers in this community train their employees.	88%	84%	83%	90%	92%
<b>II – Academic Transfer</b>					
...providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%	97%	100%
...providing students with the opportunity to earn bachelor’s degrees. *	-	-	-	-	98%
<b>III – Preparation for College Level Studies</b>					
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%	99%	100%
...providing non-native English speakers in the community with the opportunity to learn English.	90%	95%	95%	96%	97%
...providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%	98%	98%
<b>IV – Student Access, Support and Completion</b>					
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%	99%	100%
...making college accessible to the community by offering classes in convenient locations.	90%	99%	94%	99%	98%
...making college accessible to the community by offering a variety of online classes.	89%	95%	96%	99%	100%
...making college accessible to the community by keeping tuition costs lower than four-year institutions.	96%	93%	96%	96%	100%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%	98%	100%
<b>V – Institutional Excellence and Community Enrichment</b>					
...consistently providing high quality programs and services.	96%	97%	95%	96%	98%
...enriching the community with cultural events and opportunities.	NA	95%	94%	94%	100%
...enriching the community with athletic events and opportunities.	NA	96%	99%	95%	98%

<sup>^</sup>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. \*New question starting in 2025.

## Key Performance Indicator: Employee Demographics

**Table 8: 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)	2019-20	2020-21	2021-22	2022-23	2023-24
Female	71%	70%	70%	69%	71%
Male	29%	30%	29%	30%	28%
American Indian or Alaska Native	-	1%	1%	1%	1%
Asian	-	2%	2%	2%	3%
Black or African American	-	1%	1%	1%	1%
Hispanic or Latino	-	4%	5%	6%	7%
Native Hawaiian or Other Pacific Islander	-	0%	0%	0%	^^
Two or More Races	-	5%	6%	5%	5%
Other Race	-	1%	2%	2%	**
White	-	85%	82%	80%	78%
Race/Ethnicity Not Reported	-	2%	1%	3%	7%
Community (Cowlitz County)	2019	2020	2021	2022	2023
Female	50.5%	50.3%	50.0%	50.1% *	50.9%
Male	49.5%	49.7%	50.0%	49.9% *	49.1%
American Indian or Alaska Native alone	0.6%	^	0.9%	1.0%	0.2%
Asian alone	1.3%	^	1.3%	1.4%	0.9%
Black or African American alone	0.6%	^	0.2%	0.9%	0.8%
Hispanic or Latino	9.3%	^	9.9%	10.4%	10.8%
Native Hawaiian or Other Pacific Islander alone	0.2%	^	0.2%	0.0%	0.4%
Two or More Races	4.7%	^	6.0%	4.9%	6.6%
Some Other Race alone	0.0%	^	0.8%	0.5%	0.9%
White alone, not Hispanic or Latino	83.2%	^	80.6%	80.8%	79.3%
LCC Students (All Students)	2019-20	2020-21	2021-22	2022-23	2023-24
Female	68%	70%	70%	68%	68%
Male	32%	30%	30%	32%	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%	3%
Hispanic or Latino	13%	13%	15%	15%	17%
Native Hawaiian or Other Pacific Islander	<1%	<1%	<1%	<1%	1%
Two or More Races / Other Race	6%	6%	6%	6%	7%
White	74%	74%	72%	71%	69%

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. \* Updated from previous monitoring report. \*\* “Other Race” Not available in faculty & staff data dashboard starting 2023-24. ^ 2020 Census race/ethnicity data is not available. ^^ Small n size, redacted to protect employee privacy. 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 9: 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 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree.

Employee Demographic	2022 Mean Score (n = 169)	2025 Mean Score (n = 162)
<b>Overall (All Employees)</b>	<b>3.95</b>	<b>4.12</b>
Female	4.07	4.15
Male	3.84	4.28
Hispanic, Latino/a/x	3.60	4.42
Two or more races	3.23	4.10
White	4.11	4.10
Age: 29 years old or younger	*	4.27
Age: 30-39	*	4.09
Age: 40-49	*	3.98
Age: 50-59	*	4.40
Age: 60 or older	*	**

Data Source: 2022 Diversity and Equity Campus Climate Survey, Higher Education Data Sharing (HEDS) Consortium. Starting 2025, the employee PACE survey administered by the National Initiative for Leadership and Institutional Effectiveness (NILIE) out of North Carolina State University. \* Data not available. \*\* Not reportable due to small n size. Please note: for 2022 HEDS survey, the response options were based on a scale of 1 = very dissatisfied; 2 = generally dissatisfied; 3 = neither satisfied nor dissatisfied; 4 = generally satisfied; 5 = very satisfied.

- Starting in 2025, the employee PACE survey replaced the HEDS survey as the survey instrument for this KPI due to numerous problems with the 2022 HEDS survey administrator, including significant lag times in reporting and incorrectly coded data.

## Analysis from the Review Team

Members include: Kendra Sprague, Nolan Wheeler & Dan Ruiz, co-chairs; Jason Arrowsmith, Joanna Asplund (community rep), Hiedi Bauer, Taylor Beck, Amy Boultinghouse, Robert Cochran, Kailie Drumm, Jeanne Hamer, Richard Hamilton, Bogyeong Kim (LCC Board of Trustees member), Mary Leach, Paula Marcum (student), Erin Monahan, Natalie Richie, Carmilla Rollins, Terry Smith, Stephanie Wozny (student).

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

- Our Foundation continues to be a major strength for the LCC community. The Foundation supports the college well, including direct student support and scholarships.
- The condition of physical infrastructure is well above the system rate. We're providing good infrastructure. Our grounds are gorgeous, and our buildings are nice.
- The employee PACE survey results are above similar colleges and all colleges for the different benchmark areas and overall.
- We are up in all categories for community satisfaction, even though the response rates have declined. Satisfaction with "helping employers in this community train their employees" is finally improving.
- We have more Hispanic representation in our student population than in the community.
- The athletics department has really knocked it out of the park again. It shows a lot of investment and support in seeing those programs succeed.
- Our cash and investments, over operating expenditures, have remained steady over the years, even during challenging times like the COVID-19 pandemic. We are above our goal of maintaining enough cash to operate for a full academic term.
- We met mission fulfillment for Sense of Belonging within the Hispanic/Latino/a/x population.

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

- There is still some work to be done to meet our established targets with employee demographics, particularly our Hispanic/Latino and male employee populations.

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

- The College could consider conducting a quarterly IT audit/check of classroom equipment. The College has been working to address classroom IT tech issues over the last year, and the computer lease program should help minimize classroom tech issues in the future.
- The Foundation has an opportunity to increase the net assets raised by 2030 since it has already surpassed its original 2030 goal.

- Declining community survey response rates create an opportunity to develop new methods of gathering input from the community (something the Institutional Research team is already working on).
- Continuing to develop our new employee onboarding programs provides an opportunity to support Employee Sense of Belonging.

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

- The economic volatility we're experiencing in the market could hinder donor philanthropy and the foundation's investment performance.
- Due to the budget, faculty and staff may have fewer opportunities to participate in growth opportunities such as conferences.
- The budget is a threat. With operating dollars, federal grants, etc., there are many unknowns right now. The budget could also have an overall impact on employee satisfaction, with a ripple effect on satisfaction, morale, and sense of well-being.