



Key Performance Indicator (KPI) Dashboard

Executive Summary

The following is an executive summary of Lower Columbia College’s most recent institutional effectiveness results, indicated by year next to the title of the indicator.

The key is as follows: stretch goal achieved = plus sign (blue background); mission fulfillment goal achieved = check mark (green background); mission fulfillment goal not achieved = minus sign (gold background).

Detailed descriptions along with five years of data for each indicator are included in the complete dashboard following the executive summary.

Indicator	Level of Achievement
I-A. (Overall) student performance (2017-18)	+
I-C. Licensure/nursing (calendar year 2018)	✓
I-C. Certification/welding (calendar year 2018)	✓
I-C. Certification/medical assisting (calendar year 2017)	NA
I-D. Placement rate in the workforce (2017-18)	✓
I-E. Employer satisfaction (2017-18)	✓
I-F. Relevance of programs (2017-18)	+
I-G. Client assessment of programs and services (2017-18)	✓
II-A. Basic skills achievement - status four years after start (2014-15)	✓
II-B. Performance of dev education students – success in pre-college math classes (2017-18)	✓
II-B. Performance of dev education students – success in pre-college English classes (2017-18)	-
II-B. Performance of dev education students - in college level math (2017-18)	✓
I-B. Performance of dev education students - in college level English (2017-18)	+
II-C. (Overall) student performance (2017-18)	✓
II-D. Transfer readiness (2016-17)	✓
II-E. Demonstration of general education outcomes – numeracy (2017-18)	✓
II-E. Demonstration of general education outcomes – communication (2016-17)	-
II-E. Demonstration of general education outcomes – critical thinking (2015-16)	✓
II-E. Demonstration of general education outcomes – interpersonal relations (2014-15)	-
II-F. Academic transfer rate (2017-18)	✓
II-G. Relevance of programs - academic success after transfer(2015-16)	✓

Indicator	Level of Achievement
III-A. Participation rate of persons living in the college's service district (2018)	+
III-B. Participation rate of diverse student pops - students of color (2017-18)	+
III-B. Participation rate of diverse student pops - students with disabilities (2017-18)	✓
III-B. Participation rate of diverse student pops – recipients of vet benefits (2017-18)	✓
III-C. Enrollment (2017-18)	-
III-D. Student persistence – full-time students (Fall 15 – 16)	+
III-D. Student persistence – part-time students (Fall 15 – 16)	-
III-E. Student progress/completion - graduation rate (2016, fall 2013 cohort)	+
III-F. Student satisfaction with support services (2015-16)	-
III-G. Success of academic support programs (2017-18)	✓
III-H. Faculty-student engagement (2015-16)	✓
IV-A. Professional development of faculty and staff (2017-18)	-
IV-B. Faculty/staff satisfaction and morale (2016-17)	+
IV-C. Condition of infrastructure – facilities overall (2017)	✓
IV-C. Condition of infrastructure – facilities by building (2017)	✓
IV-C. Condition of infrastructure – LCC Foundation, annual growth (2018)	-
IV-C. Condition of infrastructure – LCC Foundation, endowments as % of net assets (2018)	✓
IV-C. Condition of infrastructure – LCC Foundation, program support as % of assets (2018)	+
IV-C. Condition of infrastructure – LCC Foundation, scholarship disbursements as proportion of program support (2018)	✓
IV-C. Condition of infrastructure - cash & investments to operating expenditures ratio (2018)	-
IV-D. External perceptions – preparing students to get a job or get a better job (2017)	✓
IV-D. External perceptions – providing customized training for employers (2017)	-
IV-D. External perceptions – providing students first 2 years of bachelor's degree (2017)	+
IV-D. External perceptions – providing...opportunity to complete high school/GED (2017)	+
IV-D. External perceptions – providing...English as a Second Language (2017)	+
IV-D. External perceptions – providing...college preparation/pre-college classes (2017)	✓
IV-D. External perceptions – programs and services open to everyone (2017)	+
IV-D. External perceptions – classes offered in convenient locations (2017)	✓
IV-D. External perceptions – offering a variety of online classes (2017)	+
IV-D. External perceptions – keeping tuition costs low (2017)	+
IV-D. External perceptions – providing...opportunity to earn certificate or degree (2017)	+
IV-D. External perceptions – consistently providing high quality programs/services (2017)	+
IV-D. External perceptions – enriching community with cultural events/opportunities (2017)	✓
IV-D. External perceptions – enriching community with athletic events/opportunities (2017)	+
IV-E. Student/graduate satisfaction with instruction (2018-19)	✓
IV-F. Cultural enrichment of students and community – cultural (2018)	+
IV-F. Cultural enrichment of students and community – sporting events (2018)	✓

Complete Dashboard

The full dashboard includes five years of history (in nearly all cases), a description of the indicator, and data extracted from the College's five Monitoring Reports.

I-A. Student performance in professional/technical classes

Proportion of students receiving C grades or better in workforce classes numbered 100 and above. Mission fulfillment = 80%. Stretch goal = 85%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Student performance in professional/technical courses	84%	84%	84%	86%	86%
Level of achievement	✓	✓	✓	+	+

I-B. Demonstration of program competencies

As part of the college's established Curriculum & Program Review process, all programs are required to collect and analyze data in order to improve 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. Faculty set individual program competency benchmarks. View the [Curriculum and Program Review Template](http://lcc.ctc.edu/info/webresources/Institutional-Research/CurriculumProgramReview.pdf), located at lcc.ctc.edu/info/webresources/Institutional-Research/CurriculumProgramReview.pdf.

I-C. Licensure/certification rates (nursing)

Licensure and certificate rates based on the NCLEX exam. Mission fulfillment = exceed state benchmark of 80%. Stretch goal = 90%.

Year	2014	2015	2016	2017	2018
NCLEX/RN – first time pass rate	97%	89%	88%	82%	88%
Level of Achievement	+	✓	✓	✓	✓

I-C. Licensure/certification rates (welding)

Licensure and certificate rates based on WABO exam. Mission fulfillment = 80%. Stretch goal = 100%.

Year	2014	2015	2016	2017	2018
WABO – pass rate	100%	100%	100%	100%	96%
Level of achievement	+	+	+	+	✓

I-C. Licensure/certification rates (medical assisting)

Licensure and certificate rates based on MAERB exam. Mission fulfillment = TBD. Stretch goal = TBD.

Year	2014	2015	2016	2017	2018
MAERB – pass rate	93%	100%	100%	89%	*
Level of achievement	NA	NA	NA	NA	*

*Data not yet available.

I-D. Placement rate in the workforce

Placement rate based on data matching between college records and Employment Security records, based on employment status 9 months after graduation (data represents students who graduated in the prior year). Mission fulfillment = no more than 2% below system average. Stretch goal = exceed system average.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Placement rate for LCC	75%	77%	79%	80%	74%
Placement rate for system	76%	77%	77%	77%	76%
Level of achievement	✓	✓	+	+	✓

I-E. Employer satisfaction

Based on employer ranking of overall employee professionalism in comparison to other (non-LCC) employees. Mission fulfillment = 90%. Stretch goal = 100%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Employer satisfaction	95%	90%	98%	97%	99%
Level of achievement	✓	✓	✓	✓	✓

I-F. Relevance of programs

Proportion of respondents to Professional/Technical Alumni survey who report training at LCC was “good” or “very good” in relation to job duties (or “Yes, Very” and “Yes” from Nursing Survey). Mission fulfillment = 85%. Stretch goal = 90%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Relevance of programs	89%	89%	88%	91%	96%
Level of achievement	✓	✓	✓	+	+

I-G. Client assessment of programs and services

Based on client evaluation of customized business and industry services (overall expectations met or exceeded). Mission Fulfillment = 90%. Stretch Goal = 100%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Client assessment of programs/services	99%	99%	99%	98%	98%
Level of achievement	✓	✓	✓	✓	✓

II-A. Basic skills achievement (status four years after start)

Proportion of ABE and ESL students who achieved some sort of Student Achievement Initiative (SAI) gain by the fourth year. Mission fulfillment = within 3% of system average. Stretch goal = meet/exceed system average.

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Basic skills achievement for LCC	42%	46%	39%	61%	42%
Basic skills achievement for system	47%	47%	46%	45%	44%
Level of achievement	-	✓	-	+	✓

II-B. Academic performance of developmental education students (pre-college math success)

Academic performance as determined by receiving a grade of 2.0 or better in developmental math.

Mission fulfillment = 65%. Stretch goal = 75%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Performance of pre-college math students	75%	71%	75%	76%	73%
Level of achievement	+	✓	+	+	✓

II-B. Academic performance of developmental education students (pre-college English success)

Academic performance as determined by receiving a grade of 2.0 or better in developmental English (reading and writing). Mission fulfillment = 65%. Stretch goal = 75%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Performance of pre-college English students	71%	62%	68%	71%	64%
Level of achievement	✓	-	✓	✓	-

II-B. Academic performance of developmental education students (performance in college-level math)

Academic performance as determined by grade of 2.0 or better received in first college-level math course. Mission fulfillment = 80%. Stretch goal = 85%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Performance in college-level math	85%	82%	82%	83%	83%
Level of achievement	+	✓	✓	✓	✓

II-B. Academic performance of developmental education students (performance in college-level English)

Academic performance as determined by grade of 2.0 or better received in first college-level English course. Mission fulfillment = 70%. Stretch goal = 75%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Performance in college-level English	80%	71%	68%	76%	76%
Level of achievement	+	✓	-	+	+

II-C. Student performance in transfer classes

Proportion of courses for which transfer students received grades of C or better in Academic transfer classes numbered 100 and above. Mission fulfillment = 78%. Stretch goal = 85%.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Student performance in transfer courses	82%	81%	83%	84%	83%
Level of achievement	✓	✓	✓	✓	✓

II-D. Transfer readiness

Percentage of transfer students achieving 45 college-level credits in a transfer pathway within two years (from Revised Student Achievement Initiative metrics). Mission fulfillment = 25%. Stretch goal = 30%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Transfer readiness	21.7%	26.7%	26.0%	29.9%	29.5%
Level of achievement	-	✓	✓	✓	✓

II-E. Demonstration of general education outcomes (Global Skills)

Faculty evaluation of student artifacts based on locally developed rubrics on a five-point scale.

Benchmark: Mission fulfillment = 3.0. Stretch Goal = 3.8.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Communication average score				2.9	
Level of achievement				-	
Critical Thinking average score			3.1		
Level of achievement			✓		
Interpersonal Relations average score		2.9			
Level of achievement		-			
Numeracy average score	3.4				3.1
Level of achievement	✓				✓

II-F. Academic transfer rate

Proportion of transfer students that completed, transferred, or were still enrolled four years later (from the Revised Student Achievement Initiative metrics). Mission fulfillment = within 5% of system average.

Stretch goal = exceed system average.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Academic transfer rate for LCC	48%	44%	41%	55%	48%
Academic transfer rate for system	52%	48%	51%	52%	52%
Level of achievement	✓	✓	-	+	✓

II-G. Relevance of programs (academic success after transfer)

Average GPA of enrolled transfer students at public institutions in Washington, based on available data.

Mission fulfillment = 3.00. Stretch goal = 3.25.

Year	2011-12	2012-13	2013-14	2014-15	2015-16
Average GPA after transfer	3.17	3.18	3.18	3.24	3.19
Level of achievement	✓	✓	✓	✓	✓

III-A. Participation rate of persons who live within the college's service district

Participation rate in credit courses of persons who live within LCC's primary service district compared to other colleges. Participation rate and national percentile calculated by the National Community College Benchmark Project (NCCBP). Mission fulfillment = 80th percentile or higher. Stretch goal = 90th percentile or higher.

Year	2014	2015	2016	2017	2018
Participation rate (percentile ranking)	92 nd	91 st	95 th	93 rd	92 nd
Level of achievement	+	+	+	+	+

III-B. Participation rate of diverse student populations (students of color)

Enrolled students of color in comparison to service district. Mission fulfillment = 1.0 times service district or higher. Stretch goal = 1.5 times service district or higher.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Proportion of students of color enrolled	22%	22%	24%	24%	27%
Proportion of people of color in service district	15%	15%	16%	16%	16%
Ratio of LCC to service district	1.5	1.5	1.5	1.5	1.7
Level of achievement	+	+	+	+	+

III-B. Participation rate of diverse student populations (students with disabilities)

Enrolled students with disabilities as a proportion of transfer and workforce populations. Mission fulfillment = 7% or higher. Stretch goal = 9% or higher.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Proportion of students with disabilities enrolled	7.4%	8.0%	8.6%	8.9%	8.6%
Level of achievement	✓	✓	✓	✓	✓

III-B. Participation rate of diverse student populations (students receiving veterans' benefits)

Enrolled students receiving Veteran benefits as a proportion of transfer & workforce populations. Mission fulfillment = 3.0% or higher. Stretch goal = 5.0% or higher.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Proportion of students receiving veteran's benefits	3.4%	3.6%	4.7%	4.9%	4.1%
Level of achievement	✓	✓	✓	✓	✓

III-C. Enrollment

Percent of FTE Goal attained (all funding sources). Mission fulfillment = 100% or higher. Stretch goal = 115% or higher.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of FTE goal attained	115%	112%	111%	97%	94%
Level of achievement	+	✓	✓	-	-

III-D. Student persistence, full-time students

Fall-to-fall persistence rates for first-time, full-time transfer and workforce students per the Student Achievement Initiative cohorts (SA cohorts). Mission fulfillment = 45% or higher. Stretch goal = 50% or higher.

Year	Fall 11-12	Fall 12-13	Fall 13-14	Fall 14-15	Fall 15-16
Full-time persistence rate	52%	48%	54%	51%	55%
Level of achievement	+	✓	+	+	+

III-D. Student persistence, part-time students

Fall-to-fall persistence rates for first-time, part-time transfer and workforce students per the Student Achievement Initiative cohorts (SA cohorts). Mission fulfillment = 30% or higher. Stretch goal = 40% or higher.

Year	Fall 11-12	Fall 12-13	Fall 13-14	Fall 14-15	Fall 15-16
Part-time persistence rate	29%	32%	36%	37%	27%
Level of achievement	–	✓	✓	✓	–

III-E. Student progress/completion (graduation rate)

Based on IPEDS cohorts finishing within 150% of completion time. Mission fulfillment = within 3% or higher of national median graduation rate. Stretch goal = meet/exceed national median graduation rate.

Year	2013 (Fall 10)	2014 (Fall 11)	2015 (Fall 12)	2016 (Fall 13)	2017 (Fall 14)
LCC graduation rate	30%	25%	27%	38%	28%
Comparison group graduation rate	22%	24%	32%	32%	*
Level of achievement	+	+	–	+	*

*Comparison group rate not yet available.

III-F. Student satisfaction with support services

From the Community College Survey of Student Engagement, benchmark category “Support for Learners.” Mission fulfillment = mean score of 50 or higher. Stretch goal = mean score of 52 or higher.

Benchmark	2006-07	2009-10	2012-13	2015-16
LCC mean score	51.5	50.6	52.7	49.6
National cohort mean score	50.0	50.0	50.0	50.0
Level of achievement	✓	✓	+	–

III-G. Success of academic support programs

Academic success rates of students who have participated in tutoring at LCC. Mission fulfillment = 80% or higher. Stretch goal = 85% or higher.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Tutoring success rate	84%	82%	83%	82%	82%
Level of achievement	✓	✓	✓	✓	✓

III-H. Faculty-student engagement

From the Community College Survey of Student Engagement, benchmark category “Faculty-Student Engagement.” Mission fulfillment = mean score of 50 or higher. Stretch goal = mean score of 55 or higher.

Year	2006-07	2009-10	2012-13	2015-16
LCC mean score	56.8	50.7	56.0	52.5
National cohort mean score	50.0	50.0	50.0	50.0
Level of achievement	+	✓	+	✓

IV-A. Professional development of faculty and staff

Accrual of Professional Development Units by FT faculty (average unit earned). Mission fulfillment = six units or higher. Stretch goal = 10 units or higher.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Professional development units accrued	13	8	8	6	5
Level of achievement	+	✓	✓	✓	-

IV-B. Faculty/staff satisfaction and morale

Employee PACE survey comparison by climate factor. The National Initiative for Leadership and Institutional Effectiveness (NILIE) administers the PACE survey. Mission Fulfillment = meet or exceed mean score of "Medium 2-Years." Stretch goal = meet or exceed mean score of "All Institutions."

Year	2015-16	2016-17
Overall score for LCC	3.919	4.015
Overall score for medium 2-years	3.673	3.784
Overall score for all institutions	3.688	3.773
Level of achievement for Overall Score	+	+
Institutional Structure score for LCC	3.628	3.760
Institutional Structure score for medium 2-years	3.397	3.478
Institutional Structure score for all institutions	3.434	3.479
Level of achievement for Institutional Structure	+	+
Student Focus score for LCC	4.189	4.247
Student Focus score for medium 2-years	3.928	4.061
Student Focus score for all institutions	3.930	4.051
Level of achievement for Student Focus	+	+
Supervisory Relationship score for LCC	3.957	4.071
Supervisory Relationship score for medium 2-years	3.720	3.842
Supervisory Relationship score for all institutions	3.735	3.829
Level of achievement for Supervisory Relationships	+	+
Teamwork score for LCC	4.046	4.129
Teamwork score for medium 2-years	3.768	3.892
Teamwork score for all institutions	3.759	3.862
Level of achievement for Teamwork	+	+

IV-C. Condition of infrastructure (facilities overall)

Based on the Facilities Condition Survey which is conducted once every biennium (in odd years), this is a weighted average score for the institution's total square footage. Mission fulfillment = 275 or below. Stretch goal = 200 or below.

Year	2009	2011	2013	2015	2017
Overall facilities score	266	257	256	247	230
Level of achievement	✓	✓	✓	✓	✓

IV-C. Condition of infrastructure (facilities by building)

Based on the Facilities Condition Survey which is conducted once every biennium (in odd years), this represents the proportion of buildings rated at 350 or below. Mission fulfillment = 70% or above. Stretch goal = 100%.

Year	2009	2011	2013	2015	2017
Proportion of buildings at 350 or below	71%	71%	73%	81%	86%
Level of achievement	✓	✓	✓	✓	✓

IV-C. Condition of Infrastructure (LCC Foundation: annual growth)

Based on the percentage growth in net assets. Mission fulfillment = 5%. Stretch goal = 10%.

Year	2014	2015	2016	2017	2018
Annual growth as % of net assets	9.30%	-4.19%	-2.07%	12.26%	-0.12%
Level of achievement	✓	-	-	+	-

IV-C. Condition of Infrastructure (LCC Foundation: endowment as percentage of net assets)

Based on endowment as percentage of net assets (the LCC Foundation's net assets fall into two broad categories: endowed and non-endowed funds). Mission fulfillment = 70%. Stretch goal = 80%.

Year	2014	2015	2016	2017	2018
Endowments as a % of Net Assets	71.59%	72.93%	71.78%	73.93%	75.46%
Level of achievement	✓	✓	✓	✓	✓

IV-C. Condition of infrastructure (LCC Foundation: program support as a percentage of net assets)

Based on program support as a percentage of net assets. Mission fulfillment = 4%. Stretch goal = 6%.

Year	2014	2015	2016	2017	2018
Program Support as % of net assets	6.53%	7.67%	7.07%	6.01%	7.92%
Level of achievement	+	+	+	+	+

IV-C. Condition of infrastructure (LCC Foundation: direct student support as a proportion of program support)

Based on scholarship disbursement as a proportion of program support. Mission fulfillment = 30%. Stretch goal = 35%.

Year	2014	2015	2016	2017	2018
Scholarship disbursement as a proportion of program support	33.38%	27.49%	33.86%	33.23%	30.59%
Level of achievement	✓	-	✓	✓	✓

IV-C. Condition of infrastructure (cash and investments to operating expenditures ratio)

This ratio measures the adequacy of reserves to meet ongoing operating expenses. A higher ratio reflects LCC's ability to absorb or cushion the effect of budget reductions or revenue shortfalls. Mission Fulfillment = 30% or higher. Stretch goal = 40% or higher.

Year	2014	2015	2016	2017	2018
Cash and investments to operating expenditures ratio	43%	32%	38%	27%	27%
Level of achievement	+	✓	✓	-	-

IV-D. External perceptions/satisfaction with LCC

Based on input from a community perception survey administered every three years, beginning with the statement “LCC does a good job of.” Mission fulfillment = 90% or higher. Stretch goal = 95% or higher.

Year	2011-12	2014-15	2017-18
Providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%
Level of achievement	✓	✓	✓
Helping employers in this community train their employees.	88%	84%	83%
Level of achievement	-	-	-
Providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%
Level of achievement	+	+	+
Providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%
Level of achievement	+	+	+
Providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%
Level of achievement	✓	+	+
Providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%
Level of achievement	+	✓	✓
Making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%
Level of achievement	+	+	+
Making college accessible to the community by offering classes in convenient locations.	90%	99%	94%
Level of achievement	✓	+	✓
Making college accessible to the community by offering a variety of online classes.	89%	95%	96%
Level of achievement	-	+	+
Making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%
Level of achievement	+	✓	+
Providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%
Level of achievement	+	+	+
Consistently providing high quality programs and services.	96%	97%	95%
Level of achievement	+	+	+
Enriching the community with cultural events and opportunities.		95%	94%
Level of achievement	n/a	+	✓
Enriching the community with athletic events and opportunities.		96%	99%
Level of achievement	n/a	+	+

IV-E. Student/graduate satisfaction with instruction

Based on LCC Student/Graduate Survey: “I participated in meaningful learning experiences at LCC.” Proportion that agreed or strongly agreed. Mission fulfillment = 85% or higher. Stretch goal = 95% or higher.

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Student/graduate satisfaction with instruction	89%	89%	91%	84%	90%
Level of achievement	✓	✓	✓	-	✓

IV-F. Cultural enrichment of students and community (cultural activities)

Community participation in cultural activities in relation to community population, from the National Community College Benchmarking Project. Mission fulfillment = 50% or higher. Stretch goal = 70% or higher.

Year	2014	2015	2016	2017	2018
Community participation: cultural activities	68%	65%	76%	66%	70%
Level of achievement	✓	✓	+	✓	+

IV-F. Cultural enrichment of students and community (sporting events)

Community participation in cultural activities in relation to community population, from the National Community College Benchmarking Project. Mission Fulfillment = 50% or higher. Stretch goal = 90% or higher.

Year	2014	2015	2016	2017	2018
Community participation: sporting events	58%	85%	87%	80%	84%
Level of achievement	✓	✓	✓	✓	✓

*In 2013-14, LCC’s Fitness Center/Gymnasium was closed due to remodeling

-- Indicates that no data is available