

Access, Support & Completion Monitoring Report

2015 – 2019
(Cycle 21)

CORE THEME III: Student Access, Support & Completion

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 18, 2019



Access, Support & Completion Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

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

- Participation rates
- Enrollment
- Student persistence
- Student completion
- Student satisfaction with support services
- Success of academic support programs
- Faculty-student engagement

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

- LCC successfully launched **Navigate**, a student success management system designed to link students with advisors, faculty, and relevant resources as well as provide curated guidance from application to graduation. Navigate has replaced the academic early warning (AEW) and Advisor Pro (ADP Pro) systems, and allows students to communicate with their advisors and schedule appointments with select service areas. Navigate offers faculty and staff better tools to communicate with students, track their progress, and run reports to gain better insight into how students are progressing.
- **New Student Orientation (NSO)** was revamped over the course of 2018-2019, and a new model rolled-out for students during summer 2019. New students complete orientation online through a Canvas course and then meet one-on-one with an academic advisor to review their career assessment results, choose a career pathway. During this meeting, they are also provided with an individualized, one-year, education plan specific to their program of study.
- LCC launched a required career exploration tool, **VitaNavis**, based on the Strong Interest Inventory. The platform allows all new credential-seeking students to complete a brief career assessment during onboarding, which aligns with the college's career pathways and programs of study. Career counselors work closely with undecided students and those seeking additional career exploration or discernment.
- The **One-Stop Center** opened its doors during fall 2019. The One-Stop combines multiple student services functions into a single location to reduce barriers, provide in-depth support, and coordinated services to students. The services include helping students with getting started processes, applying for financial aid, as well as distributing ID cards and parking passes. Future services will include registration and financial aid support. The staff also engage in student retention activities such as outreach calls and academic early warning interventions.
- **The Testing Center** moved into the newly renovated Main Building and combined test proctoring services with placement and employment testing. The combination of testing services allow students to meet all of their testing needs in one location.

- The college adopted a new five-year **Diversity and Equity Institutional Plan** in the fall of 2019. Five goals were identified: 1) Hire and retain a workforce that reflects the diversity of our student body; 2) Support a self-reflective, institutional culture that fosters a welcoming, safe, and inclusive campus climate; 3) Continue to develop a culturally-competent, campus workforce; 4) Design and provide culturally responsive and inclusive academic programs and curricula; 5) Support, retain, and recruit a diverse student population.

In 2019-20, LCC revised/updated several key performance indicators, goals and data sources.

Key Performance Indicator: Participation Rates

(Mission Fulfillment = 4.5%)
(Stretch Goal = 5.5%)

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

	2014-15	2015-16	2016-17	2017-18	2018-19
Overall (service district participation rate in credit courses)	6.37%	5.79%	5.38%	5.37%	5.00%

Source: – [Census Data](https://data.census.gov/cedsci/), located at data.census.gov/cedsci/. SBCTC Data Warehouse Student table for LCC enrollment.

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

	2014-15	2015-16	2016-17	2017-18	2018-19
LCC Rate: Students of Color	19%	22%	21%	22%	24%
System Rate: Students of Color	36%	36%	37%	38%	38%
LCC Rate: Female	57%	59%	58%	60%	62%
System Rate: Female	51%	50%	50%	50%	50%
LCC Rate: Male	34%	34%	33%	32%	31%
System Rate: Male	43%	43%	42%	41%	40%
LCC Rate: Students with disabilities	7%	9%	8%	8%	9%
System Rate: Students with disabilities	5%	5%	5%	5%	5%
LCC Rate: Students Receiving Veteran’s Benefits	2%	3%	3%	2%	2%
System Rate: Students Receiving Veteran’s Benefits	3%	3%	3%	3%	3%

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.

Key Performance Indicator: Enrollment

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

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

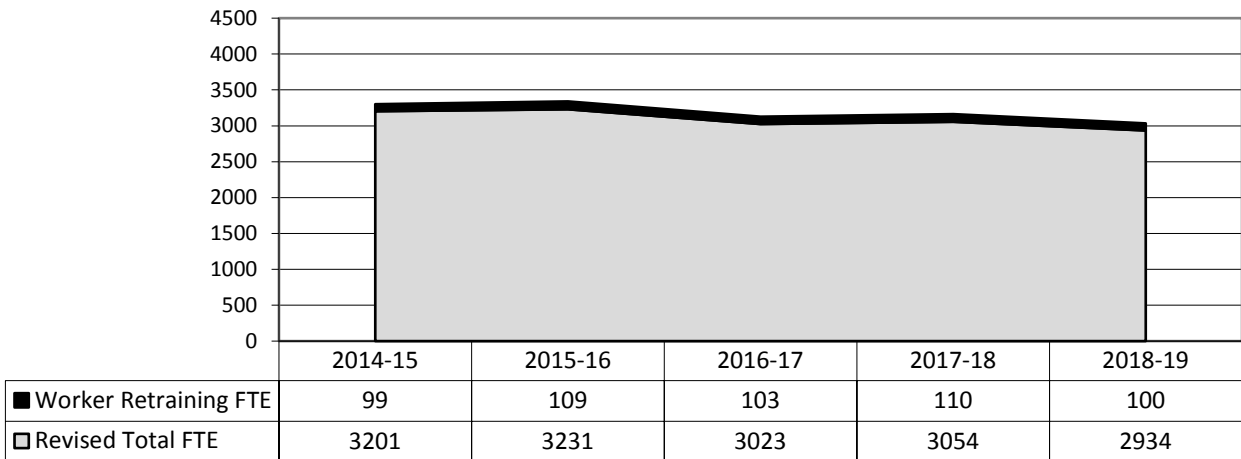
	2014-15	2015-16	2016-17	2017-18	2018-19
Percent of System (Total)	1.8%	1.9%	1.8%	1.8%	1.8%
Percent of System (State)	2.1%	2.0%	1.9%	1.9%	1.9%
Actual FTE accrued (Total)	3,300	3,340	3,126	3,164	3,034
Actual FTE accrued (State)	2,905	2,712	2,460	2,457	2,384

Source: SBCTC Enrollment Monitoring Reports.

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

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

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



Source: Worker Retaining FTE: SBCTC Allocation Monitoring Report.

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

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

	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
2014-15	1083 (37%)	1029 (35%)	793 (27%)	47%
2015-16	1036 (38%)	977 (36%)	699 (26%)	47%
2016-17	1031 (42%)	823 (33%)	606 (25%)	47%
2017-18	1078 (44%)	804 (33%)	574 (23%)	48%
2018-19	1062 (45%)	774 (33%)	548 (23%)	47%

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

	2012	2013	2014	2015	2016
Castle Rock	35-39%	55-59%	40-44%	45-49%	30-34%
Kalama	50-54%	60-64%	40-44%	50-54%	55-59%
Kelso	51%	53%	50%	53%	48%
Mark Morris	57%	61%	60-64%	60-64%	55-59%
R A Long	50-54%	50-54%	60-64%	60-64%	55-59%
Toutle Lake	55-59%	50-59%	55-59%	40-44%	60-64%
Wahkiakum	50-59%	60-69%	80-89%	40-49%	50-59%
Woodland	45-49%	40-44%	45-49%	45-49%	50-54%

Source: [Education Research and Data Center](http://educationresearchanddatacenter.org), located at erdcddata.wa.gov/hsfb.aspx. High School Feedback Reports, Table 1.

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

	2012	2013	2014	2015	2016
Castle Rock	55-59%	55-59%	35-39%	45-49%	50-59%
Kalama	50-54%	35-39%	40-49%	20-29%	40-44%
Kelso	50-54%	55-59%	55-59%	55-59%	50-54%
Mark Morris	45-49%	50-54%	50-54%	50-54%	50-54%
R A Long	50-54%	60-64%	55-59%	40-44%	40-44%
Toutle Lake	70-79%	60-69%	50-59%	50-59%	40-49%
Wahkiakum	40-59%	40-59%	40-49%	40-59%	40-59%
Woodland	10-14%	0-5%	10-14%	6-9%	6-9%

Source: [Education Research and Data Center](http://educationresearchanddatacenter.org), located at erdcddata.wa.gov. High School Feedback Reports, Table 1.

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

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Castle Rock	22/88 = 25%	11/59 = 19%	20/81 = 25%	16/88=18%	11/90=12%
Kalama	7/65 = 11%	15/64 = 23%	8/63 = 13%	11/69=16%	8/61=13%
Kelso	82/275 = 30%	62/296 = 21%	44/303 = 15%	44/360=12%	66/311=21%
Mark Morris	59/179 = 33%	48/179 = 27%	46/201 = 23%	38/199=19%	44/196=22%
R.A. Long	36/176 = 20%	23/184 = 13%	35/186 = 19%	26/182=14%	30/193=16%
Toutle Lake	15/46 = 33%	10/51 = 20%	21/54 = 39%	9/41=22%	12/41=29%
Wahkiakum	3/30 = 10%	4/27 = 15%	2/27 = 7%	4/23=17%	4/32=13%
Woodland	5/133 = 4%	7/131 = 5%	3/135 = 2%	9/154=6%	8/153=5%
Total Dist.	229/992 = 23%	180/991 = 18%	179/1050 = 17%	157/1116=14%	183/1077=17%

Source: LCC Registration Office (KR-HISCHO3), (Fact Book).

- Increases in Running Start participation have affected this rate.

Running Start

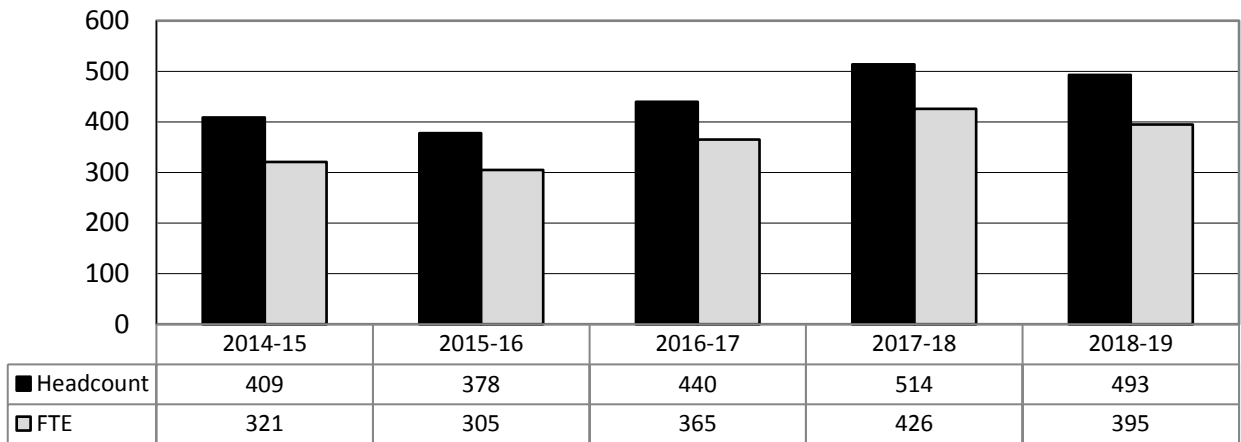
Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC, or can take classes at both the College and their respective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

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

High School	2014-15	2015-16	2016-17	2017-18	2018-19
Castle Rock	48/198 = 24%	28/203 = 14%	34/220 = 15%	32/222 = 14%	31/235 = 13%
Kalama	39/143 = 27%	33/141 = 23%	42/154 = 27%	59/163 = 36%	39/150 = 25%
Kelso	119/752 = 16%	114/761 = 15%	131/817 = 16%	174/856 = 20%	152/777 = 20%
R.A. Long	57/430 = 13%	56/433 = 13%	55/464 = 12%	54/438 = 12%	60/419 = 14%
Mark Morris	88/431 = 20%	86/471 = 18%	100/480 = 21%	113/493 = 23%	109/474 = 23%
Toutle Lake	23/106 = 22%	20/114 = 18%	28/105 = 27%	22/81 = 27%	27/98 = 28%
Wahkiakum	9/90 = 10%	9/66 = 14%	9/61 = 15%	8/71 = 11%	9/80 = 11%
Woodland	13/319 = 4%	13/330 = 4%	13/354 = 4%	15/354 = 4%	21/366 = 6%
Grand Total	396/2469 = 16%	359/2519 = 14%	412/2655 = 16%	477/2678 = 18%	448/2608 = 17%

Source: Fact Book.

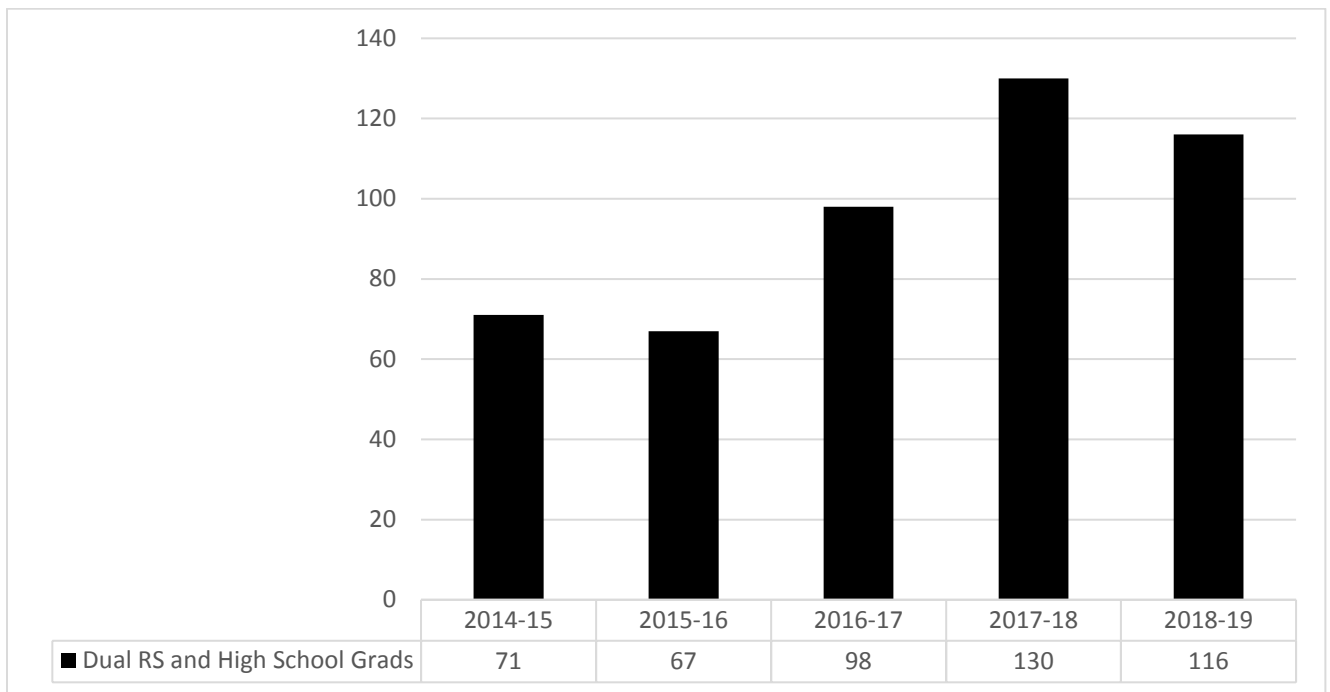
Figure 9: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book

- Although Running Start enrollment dropped from 2017-18 to 2018-19, it has increased over the last five years and is trending up overall.

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



Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma at the same time decreased slightly in 2018-19 but is still trending up.

Key Performance Indicator: Student Persistence

**(Mission Fulfillment = 45% or higher for full-time; 30% or higher for part-time students)
(Stretch Goal = 55% or higher for full-time; 40% or higher for part-time students)**

The Washington State Community and Technical College System’s performance funding model is called the Student Achievement Initiative (SAI). It is possible to track cohorts within the SAI to measure progress in a variety of ways, including fall to fall persistence.

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

	Fall 2012- Fall 2013	Fall 2013- Fall 2014	Fall 2014- Fall 2015	Fall 2015- Fall 2016	Fall 2016- Fall 2017
	Persisted	Persisted	Persisted	Persisted	Persisted
LCC Full-time Retention	48% (n = 487)	54% (n = 483)	51% (n = 472)	55% (n = 421)	54% (n = 364)
Male	45% (n = 245)	50% (n = 201)	47% (n = 192)	50% (n = 177)	54% (n = 158)
Female	52% (n = 235)	57% (n = 277)	54% (n = 280)	58% (n = 244)	55% (n = 205)
Students of Color	55% (n=95)	55% (n=80)	46% (n=85)	50% (n=109)	59% (n=93)
Economic Disadvantage	46% (n=306)	51% (n=289)	47% (n=260)	52% (n=211)	50% (n=211)
LCC Part-time Retention	32% (n = 199)	36% (n = 255)	37% (n = 268)	27% (n = 273)	36% (n = 250)
Male	39% (n = 56)	46% (n = 79)	38% (n = 86)	30% (n = 92)	38% (n = 73)
Female	31% (n = 128)	32% (n = 170)	37% (n = 179)	26% (n = 175)	36% (n = 174)
Students of Color	25% (n=36)	29% (n=49)	36% (n=56)	31% (n=62)	39% (n=38)
Economic Disadvantage	30% (n=89)	34% (n=122)	42% (n=104)	27% (n=105)	44% (n=109)

Source: SBCTC Student Achievement Initiative Progress Metrics Dashboard: SA Cohorts (Transfer and Workforce Cohorts). Economic Disadvantage is comprised of students who received need based aid.

- Please note: full-time/part-time status is based on student’s first quarter of enrollment.
- Full-time students persist at substantially higher rates than part-time students.
- Per the State Board, this is the most recent data available.

Key Performance Indicator: Student Completion

(Mission Fulfillment = 27%)

(Stretch Goal = 32%)

The table below (based on the SAI cohorts) looks at new, full-time, degree seeking student populations, to see who completed within four years (200% of completion time).

**Table 12: Students who Graduated
(Based on SAI Cohorts finishing within 200% of Completion Time)**

	2014 (2010 cohort)	2015 (2011 cohort)	2016 (2012 cohort)	2017 (2013 cohort)	2018 (2014 cohort)
LCC rate: Overall	29%	29%	26%	37%	28%
System rate: Overall	32%	32%	34%	35%	35%
LCC rate: Students of Color	23%	24%	27%	36%	22%
System rate: Students of Color	28%	27%	30%	31%	31%
LCC rate: Female	28%	32%	28%	43%	31%
System rate: Female	35%	34%	36%	37%	36%
LCC rate: Male	31%	27%	24%	29%	23%
System rate: Male	30%	30%	31%	32%	33%
LCC rate: Economic Disadvantage	25%	28%	25%	30%	23%
System rate: Economic Disadvantage	32%	31%	32%	33%	33%

Source: SBCTC Student Achievement Initiative Progress Metrics Dashboard: SA Cohorts (Transfer and Workforce Cohorts). Economic Disadvantage is comprised of students who received need based aid.

Key Performance Indicator: Student Satisfaction with Support Services

(Mission Fulfillment = mean score of 50 or higher)
 (Stretch Goal = mean score of 52 or higher)

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

	2006-07	2009-10	2012-13	2015-16	2018-19
LCC	51.5	50.6	52.7	49.6	57.2
National Cohort	50.0	50.0	50.0	50.0	50.0
Male	*	*	*	47.0	55.3
Female	*	*	*	52.4	57.6
Other	*	*	*	*	61.1
Gender not reported	*	*	*	*	66.9
Students of Color	*	*	*	*	60.2
White	*	*	52.1	49.4	56.0
Race not reported	*	*	*	*	57.9
First Generation	*	*	54.8	50.1	58.4
Not First Generation	*	*	49.3	50.6	56.5

Source: CCSSE website/Benchmark Report

*Data not available.

- LCC’s mean score improved between 2015-16 and 2018-19.
- CCSSE no longer provides a decile score.
- The next CCSSE administration is in winter 2022.

Key Performance Indicator: Success of Academic Support Programs

(Mission Fulfillment = 80% or higher)
(Stretch Goal = 85% or higher)

The most well established academic support program at LCC is its Tutoring Program. The percent indicates how many students successfully complete (e.g. receive a “C” or better) the courses for which they received tutoring.

Table 14: Success in Tutoring Program

2014-15	2015-16	2016-17	2017-18	2018-19
82%	83%	82%	82%	85%

Source: Tutor Coordinator/Learning Commons. Does not include grades of (W, I, N, P, R, V, NA, X or *).

Key Performance Indicator: Faculty-Student Engagement

(Mission Fulfillment = mean score of 50 or higher)
(Stretch Goal = mean score of 55 or higher)

The Community College Survey of Student Engagement (CCSSE) is a national survey which allows us to compare ourselves to our peers across multiple benchmark categories, including “Faculty-Student Engagement.” The CCSSE is administered every three years at LCC.

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

	2006-07	2009-10	2012-13	2015-16	2018-19
LCC	56.8	50.7	56.0	52.5	55.1
National Cohort	50.0	50.0	50.0	50.0	50.0
Male	*	*	*	50.2	53.1
Female	*	*	*	54.2	56.4
Other	*	*	*	*	45.8
Gender not reported	*	*	*	*	50.2
Students of Color	*	*	*	*	55.9
White	*	*	56.0	50.8	54.8
Race not reported	*	*	*	*	52.5
First Generation	*	*	60.8	50.1	60.4
Not First Generation	*	*	53.0	54.5	51.8

Source: CCSSE website/Benchmark Report

*Data not available.

- LCC’s mean score has improved from 2015-16 to 2018-19
- CCSSE no longer provides a decile score.
- The next CCSSE administration is in winter 2022.

Access, Support & Completion Monitoring Report

Analysis from the Review Team

Members include: Sue Orchard, chair, Tim Allwine, Brad Benjamin, Sheila Burgin, Shani Dennick, Byron Ford, Marisa Geier, Melinda Harbaugh, Cliff Hicks, Jennifer Houge, Mindy Leasure, Rosie Leno, Allison McCrady, Leah Moore, Mary Kate Morgan, Sam Orth, Alejandra Sanchez, Nichole Seroshek, Kathy Stafford, Rick, Swee, Donovan Tate, Shannon Wachob, Adam Wolfer.

- 1) Based on the information in this report, what are LCC's strengths in providing access to students?**
 - Success in tutoring is a strength.
 - Persistence and CCSSE Support for Learners benchmark score for students of color are both strong.
 - Participation rate for students with disabilities is higher than the state rate.
 - Student satisfaction with Support for Learners increased substantially from the previous CCSSE survey administration.
 - Fall-to-fall persistence rates are strong, which correlates with CCSSE benchmark scores in Support for Learners and Faculty-Student Engagement.
 - Worker Retraining FTE has remained stable.

- 2) Based on the information in this report, what are LCC's weaknesses in providing access to students?**
 - The proportion of high school graduates in our service district who move on to LCC by the subsequent fall has gone down. The GraduationPlus Initiative was designed to increase this rate.
 - Our participation rates for males are consistently about 10 percent below the system average, and is well below our female population. This is a persistent issue in our area.
 - Our graduation rate, compared to the system average, is a weakness. Reform efforts related to Guided Pathways should positively affect this metric.
 - For outlying high schools (especially Woodland), Running Start participation rates, as well as enrollment after graduation, are lower than other districts.

- 3) Based on the information in this report, what are LCC's opportunities for providing access to students?**
 - We have an opportunity to strengthen our K-12 partnerships to increase the college-going rate in our service district.
 - We have an opportunity to increase participation rates in south Cowlitz County.
 - We may be able to increase our male participation rates through increased partnership with industry.
 - New technology on the horizon provides us with an opportunity for enhanced student tracking and intervention.
 - There may be an opportunity to continue to strengthen our partnership with local tribes.
 - The Guided Pathway initiative provides an opportunity to increase student success in several areas.

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

- The graying (aging) of LCC's service district is a threat.
- As people move north from Vancouver because they are priced out of the housing market (into LCC's service district), they may continue to associate with Clark County.
- A strengthening economy and low unemployment rate can contribute to lower enrollment.

Board Plus/Delta

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

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Basic Skills & Pre-College Education Monitoring Report

2015 – 2019
(Cycle 21)

CORE THEME II: Transfer and Academic Preparation

Objective 1: Ensure that learners who are under prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.

May 20, 2020



Basic Skills & Pre-College Education: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for the Basic Skills & Pre-College Monitoring Report include:

- Basic skills achievement
- Academic performance of developmental education students

Enrollment data for Basic Skills and Pre-College is also included, as well as performance data for I-BEST and CEO.

Some of the actions that have come about as a result of past reviews of the Basic Skills & Pre-College Monitoring Report include:

- Transitional Studies launched a late start math class for students who enrolled after the fourth week of the quarter giving students the options to study English and/or math in instructional environments designed for late start students.
- In an effort to increase student success, the Integrated English Literacy and Civics Education (IELCE) grant funded a navigator to support eligible students including non-native English speakers and those from non-native English speaking backgrounds.
- To help students navigate LCC's learning management system and ease their transition to college-level math courses, ABE math faculty embedded open source online homework management directly into CANVAS.
- ABE and college-level math faculty worked together under a Guided Pathways funded effort to align curriculum between the two departments and promote instructional practices that deepen math understanding for all students.
- The Math department secured grant funding from College Spark to support their ongoing work to get students to and through college level math in three quarters. The project involves modifications to curriculum, instructor training, and adjustments to placement instruments.
- English faculty are piloting a co-requisite model we're calling English 101 plus. Students take ENGL 098 and ENGL& 101 at the same time. Preliminary results are promising.

In 2019-20, LCC revised/updated several key performance indicators, goals and data sources.

Key Performance Indicator: Basic Skills Achievement

The State Board created a Basic Education for Adults (BEa) Outcomes dashboard that replaces previously used reporting methodology. The dashboard looks at precollege and college level progress of students who start in BEa.

**Table 1a: Combined Basic Skills (ABE and ESL):
Reached at least 45 Reported Hours or any Outcome in the First School Year**
(Mission Fulfillment = 55%)
(Stretch Goal = meet or exceed system rate)

	2013-14		2014-15		2015-16		2016-17		2017-18	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
LCC	610	62%	531	63%	487	60%	359	59%	387	62%
Female	356	64%	302	66%	302	60%	232	62%	243	63%
Male	254	59%	229	58%	185	62%	127	54%	144	61%
Students of Color	205	61%	209	61%	172	59%	134	61%	131	60%
System	28,418	68%	25,809	69%	27,233	69%	26,436	68%	24,664	70%
Female	16,376	70%	14,653	71%	15,596	71%	15,202	71%	14,565	73%
Male	12,042	65%	11,156	67%	11,637	66%	11,234	65%	10,099	66%
Students of Color	20,239	70%	18,298	70%	19,466	70%	18,454	69%	17,181	70%

Source: SBCTC [BEa Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx), Precollege Progress view located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx>. Most current data available.

**Table 1b: Combined Basic Skills (ABE and ESL):
Completed any College Level Credits in the First School Year**
(Mission Fulfillment = 25%)
(Stretch Goal = 35%)

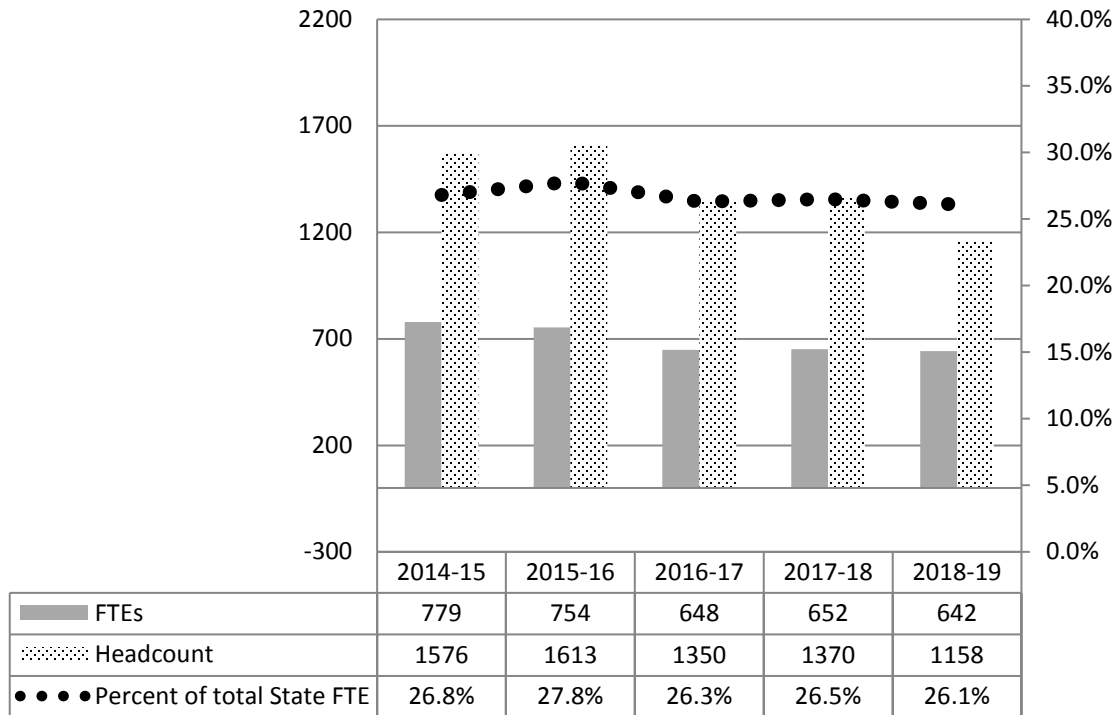
	2013-14		2014-15		2015-16		2016-17		2017-18	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
LCC	610	20%	531	16%	487	28%	359	29%	387	35%
Female	356	22%	302	19%	302	29%	232	32%	243	40%
Male	254	17%	229	12%	185	28%	127	24%	144	28%
Students of Color	205	10%	209	8%	172	14%	134	16%	131	21%
System	28,418	12%	25,809	12%	27,233	14%	26,436	14%	24,664	17%
Female	16,376	13%	14,653	12%	15,596	13%	15,202	14%	14,565	17%
Male	12,042	10%	11,156	12%	11,637	14%	11,234	15%	10,099	17%
Students of Color	20,239	8%	18,298	8%	19,466	9%	18,454	10%	17,181	12%

Source: SBCTC [BEa Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx), Precollege Progress view located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx>. Most current data available.

Basic Skills Enrollment Summary

The basic skills enrollment summary presents the unduplicated headcount and FTEs of all basic skills students enrolled at LCC. Specifically, these are enrollments in adult basic education (ABE), and English as a Second Language (ESL).

**Figure 2: Basic Skills Enrollment
Annualized FTE – State Funded**



Source: Fact Book

- The proportion of State FTE attributed to Basic Skills declined slightly between 2017-18 and 2018-19.

Special Programs within Basic Skills

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

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

Table 3: Annual High School Enrollment* and Three Year Completion Rate (HS or equivalent)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
CEO Students	210	230	238	291	245	238	224
Total HS Completions within 3 years	63	74	90	120	102	**	**
% HS Completions within 3 years	30%	32%	38%	41%	42%	**	**
High School Plus Students	-	231	283	229	259	161	136
Total HS Completions within 3 years	-	156	162	143	106	**	**
% HS Completions within 3 years	-	68%	57%	62%	41%***	**	**

Source: Data Warehouse, COMPLETIONS Table for CEO. WABERS database and Data Warehouse COMPLETIONS table for HS+. HS completions include GED completions. High School Plus program began in 2013-14.

*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

Note: The High School Plus cohorts only include students who have earned a credit and completed an orientation.
**Data not yet available (due to cohort tracking period).

***In 2016-17, BEdA raised graduation requirements for all students starting 1/1/2016 or later. Notably, graduates must now complete ABE Math Level D (previously ABE Math Level C), earn 4 English credits (previously 3) and 1 US History credit (previously .5) to match OSPI guidelines. The number of elective courses was lowered making the total number of credits needed 20 (previously 19). Student who started before 1/1/2016 had a two quarter period to complete under the old requirement by June 2016.

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

Table 4: Annual I-BEST Enrollment* and Three Year Completion Rate (Degree or Certificate)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
I-BEST Students	130	192	176	238	203	225	293
Total Completions within 3 years	81	93	108^	145	130	**	**
% Completions within 3 years	62%	48%	61%	61%	64%	**	**

Source: Fact Book; Data Warehouse, COMPLETIONS Table.

*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

**Data not yet available (due to cohort tracking period).

Key Performance Indicator: Academic Performance of Developmental Education Students

Credit- and tuition-bearing students who are enrolled in a pre-college class must pass it with a “C” or better to be able to advance to the next class.

**Table 5: Passing Rates of Students in Pre-college Math
(MATH & TECH 078/079, 087/097, 088/089, 098/099) --**

Duplicated Headcount (includes self-paced math courses; excludes summer)

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

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who received a 2.0 or better (C or above)	1906	1766	1439	1190	1020
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	1906/2687 = 70.9%	1766/2370 = 74.5%	1439/1884 = 76.4%	1190/1632 = 72.9%	1020/1407 = 72.5%
Number/proportion of students who withdrew	139 (4.9%)	121 (4.9%)	84 (4.3%)	91 (5.3%)	95 (6.3%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	1906/2826 = 67.4%	1766/2491 = 70.9%	1439/1968 = 73.1%	1190/1723 = 69.1%	1020/1502 = 67.9%

Source: Data Warehouse, TRANSCRIPTS Table.

*The KPI is based on this metric. W=withdraw, I=incomplete, N=audit, NA = no attendance; P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

**Table 6: Passing Rates of Students in Pre-college English
(ENGL 098, 099/100) -- Duplicated Headcount (excludes summer)**

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

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who received a 2.0 or better (C or above)	275	273	220	168	166
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	275/442 = 62.2%	273/401 = 68.1%	220/312 = 70.5%	168/262 = 64.1%	166/249 = 66.7%
Number/proportion of students who withdrew	42 (8.7%)	39 (8.9%)	18 (5.5%)	26 (9.0%)	26 (9.6%)
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	275/484 = 56.8%	273/440 = 62.0%	220/330 = 66.7%	168/288 = 58.3%	166/272 = 61.0%

Source: Data Warehouse, TRANSCRIPTS Table.

*The KPI is based on this metric. W=withdraw, I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

- In winter 2017, LCC adopted Directed Self Placement for English. This resulted in more students beginning in English 101 and an overall drop in skill-level for students enrolled in pre-college.

**Key Performance Indicator: Performance of Pre-college Math and English Students in
Subsequent College Level Math and English Composition Classes**

The following tables show the performance of pre-college students who successfully completed their pre-college work and, by the subsequent fall quarter, completed their first college level math or English composition class.

Table 7: Developmental Math (MATH/TECH 078/079, 087/097, 088/089, 098/099) Students That Moved on to the Next Level (MATH or MATH& 105, 106, 112/141, 121/131, 122/132, 125, 130/107, 146, 210, or BUS 104, 206) by the subsequent fall (includes self-paced courses)
(Mission Fulfillment = 80%; Stretch Goal = 85%)

	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort	Fall 17-18 Cohort	Fall 18-19 Cohort
Total number of students who successfully completed a pre-college math class	467	456	373	298	263
Total number of those students who went on to a college level course listed above	188/467 = 40.3%	231/456 = 50.7%	191/373 = 51.2%	144/298 = 48.3%	148/263 = 56.3%
Total number of those students who withdrew from their college level course	15/188 = 8.0%	28/231 = 12.1%	15/191 = 7.9%	7/144 = 4.9%	16/148 = 10.8%
Total number of those students who passed their college level course with a 2.0 or better	154/188 = 82.0%	189/231 = 81.8%	159/191 = 83.2%	119/144 = 82.6%	110/148 = 74.3%

Source: Data Warehouse, TRANSCRIPTS Table. Note: As of summer 2019, MATH 146 replaced MATH 210 and BUS 206.

Table 8: Developmental English (ENGL 098, 099/100) Students That Moved on to the Next Level (ENGL& 101 or ENGL 110 or BUS 119) by the subsequent fall
(Mission Fulfillment = 70%; Stretch Goal = 75%)

	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort	Fall 17-18 Cohort	Fall 18-19 Cohort
Total number of students who successfully completed a pre-college English class	134	127	115	68	70
Total number of those students who went on to a college level course listed above	84/134 = 62.7%	92/127 = 72.4%	75/115 = 65.2%	42/68 = 61.8%	47/70 = 67.1%
Total number of those students who withdrew from their college level course	4/84 = 4.8%	8/92 = 8.7%	5/75 = 6.7%	6/42 = 14.3%	5/47 = 10.6%
Total number of those students who passed their college level course with a 2.0 or better	60/84 = 71.4%	63/92 = 68.5%	57/75 = 76.0%	32/42 = 76.2%	33/47 = 70.2%

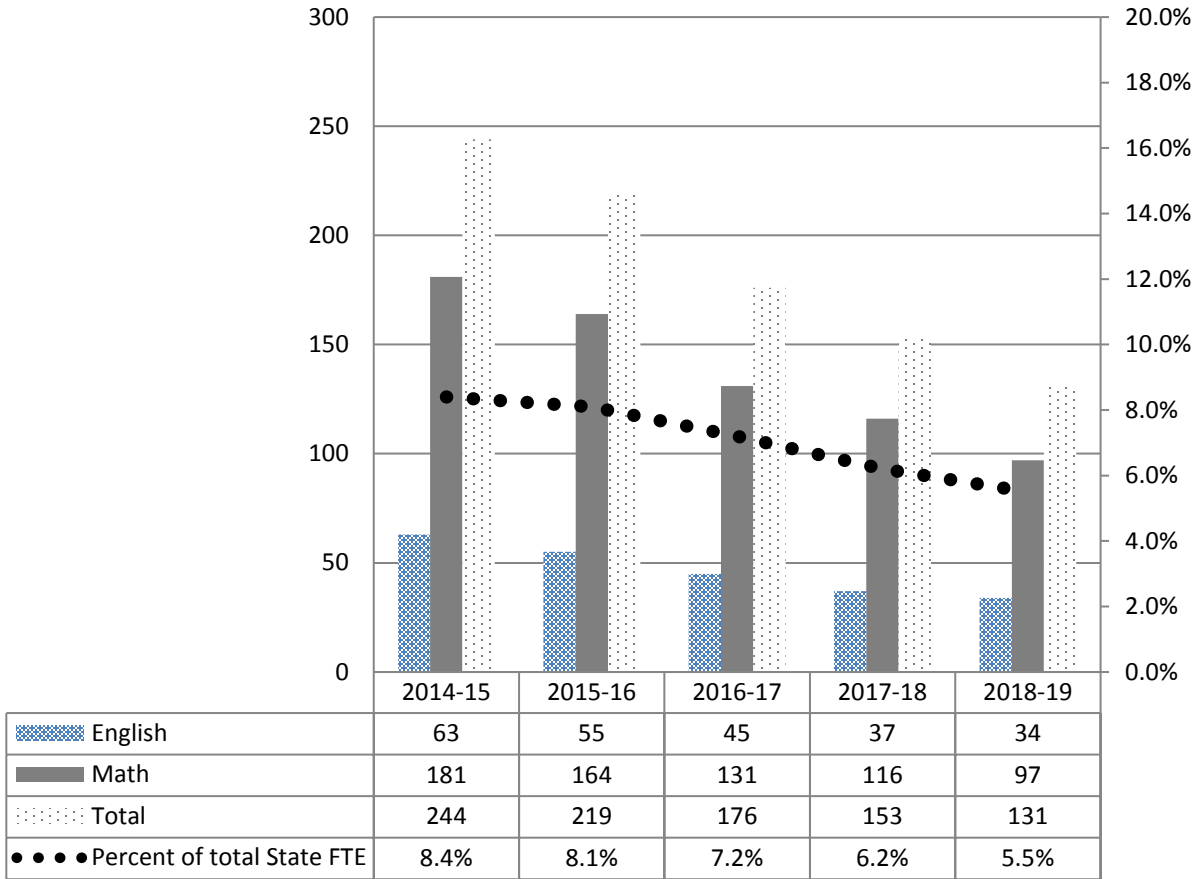
Source: Data Warehouse, TRANSCRIPTS Table.

Due to Guided Pathways reform efforts, an increasing proportion of students are starting in college level math and English. Students that choose (or must take) pre-college courses often face significant academic challenges. This downward trend may intensify as we continue to increase the proportion of students starting at college level.

Pre-College Enrollment

Pre-college includes math and reading/writing classes that are intended to prepare credit (tuition-bearing) students for college level math and English composition classes.

**Figure 9: Pre-College Math and English Enrollment
Annualized FTE – State Funded (includes math lab)**



Data Source: Fact Book, DW Class Table.

Basic Skills/Pre-College Monitoring Report

Comments from the Review Team

Members include: Kristen Finnel & Theresa Stalick, co-chairs, Sue Bennett, Shiree Bent, Julie Bohannon, Steven Boyer, Becky Connolly, Dawn Draus, Catie Graham, Kyle Hammon, Janell Haynes-Hughes, Maryanne Hirning, Anne-Marie Klein, Rachel Mystic, Ariana Muro, Angel Ruvalcaba, Terri Skeie, Christopher Tower, Barry Walther, Michal-Ann Watts, Jill Yates.

1) Based on the data in this report, what are LCC's strengths in providing students with basic skills and pre-college preparation?

- LCC does an outstanding job with I-BEST, which is contributing to our high rate of college-level credit attainment within the first year, compared to the system average for Basic Education for Adults (BEaA) students. In addition, there has been a notable upward trend over the last five years, from 20 to 35%.
- We are consistently showing high levels of success in the first college level math and English course, even though we have continued to shorten the pre-college pathway.
- Curriculum sharing and placement agreements put in place between Transitional Studies and pre-college are shortening the path to college level studies for BEaA students, contributing to an increase in the proportion of college-level credit attainment in the first year.
- The CEO high school completion rate is consistently trending-up.

2) Based on the data in this report, what are LCC's weaknesses in providing students with basic skills and pre-college preparation?

- LCC's rate is below the system average for BEaA students reaching 45 reported hours or any outcome in the first school year.
- Male students and Students of Color in BEaA complete any college level credits in the first year at a slightly lower rate than female students.
- Due to a policy change (related to WA State math graduation requirements), the high school completion rate for High School Plus students in 2016-17 was lower than previous years.
- Pre-college math and English withdrawal rates are trending up slightly. Shortening the path to college, as well as directed self-placement for English, may be contributing to the trend as the more confident/prepared students are starting in college level.

3) Based on the data in this report, what are LCC's opportunities for providing students with basic skills and pre-college preparation?

- LCC recently received a College Spark math grant, which will support continued math reform to shorten the pathway to college level coursework.
- Math and Transitional Studies faculty collaborated to restructure curriculum for Math 078/079 and ABE Math B and C levels, implementing similar pedagogy as Math 087/097. The changes were implemented this year.
- There is a potential opportunity to explore pairing English 101+ with College Success with Adult Basic Education (ABE) support under the Academic I-BEST model.
- English 101+ has the potential to help increase the percent of students who successfully complete college level English.

4) Based on the data in this report, what are LCC's threats for providing students with basic skills and pre-college preparation?

- With intentional declining enrollment in pre-college math and English, it's more challenging to schedule courses that meet students' needs. By offering fewer face-to-face classes, students are waiting to enroll until the class they need is available at a time

that works for them. This poses a threat to getting students into college level studies more quickly.

- Differential in pay between adjuncts in Transitional Studies and pre-college make sharing faculty between the two areas problematic (the ability to share adjunct faculty could contribute to collaboration between the two areas).
- Today's high school students are facing increasingly rigorous high school graduation requirements. Examples include testing and higher credit requirements. This poses a potential threat to high school completion rates in Open Doors and CEO.

Board Plus/Delta

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

+	Δ

Institutional Excellence
& Community Enrichment
Monitoring Report

2015 – 2019
(Cycle 21)

CORE THEME IV: Institutional Excellence

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 17, 2020



Institutional Excellence & Community Enrichment: A Combined Monitoring Report

Lower Columbia College's Key Performance Indicators were established in 1999 and have been periodically updated since that time.

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

- Employee satisfaction and morale
- Condition of infrastructure
- External perceptions/satisfaction with LCC
- Student/graduate satisfaction with instruction

Information about sustainability practices at LCC is also included in this report.

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

- The Foundation's partnership with the local newspaper, The Daily News, continued in its 5th 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 this covers the annual disbursement to students, all other funds raised go directly to the endowment.
- The Foundation's focus on the College Success Fund is to increase overall support for the college and to increase the amount of grants given to faculty and staff for creative and innovative teaching and learning projects and to fund special equipment.
- The Foundation has focused efforts on cultivating planned giving which will help boost our overall endowments.
- The Foundation tracks the completion rates of the Student Success Fund recipients and the results show that the fund is helping with completions for our students.
- The Foundation is tracking the demographics of the students accessing our scholarship process so that we can learn how to better serve our diverse student populations.
- The Foundation along with Student Services successfully received a grant for the Kelso High Scholl Navigator position which is designed to help with the percentages of students attending college after high school.
- The Main Building renovation was completed in time for Fall Quarter. The renovation created five new state of the art classrooms for general classroom use, additional faculty offices, and an updated testing center.
- A workgroup was created to formalize renovation designs for the Library Building.
- LCC Athletics won the Athletic Directors Cup for the third year in a row. This award is given based on the competitiveness of our program. Additionally, LCC Athletics won the President's Cup, which is awarded to the program that excels in the classroom. It is the first time that a school won both awards in the same year.
- For the third year in a row, auditors from the State Auditor's Office had no opinions regarding the FY19 Financial Statements. The auditors were very complimentary of the LCC Finance Office.

- LCC successfully went live with ctclink on March 9, 2020, after approximately five years of preparation. Although state project team members noted that it was the smoothest transition yet, a substantial amount of clean-up and problem-solving occurred after conversion. This will likely continue for quite some time. Adding to the challenge was the unfolding COVID-19 outbreak, which was declared a global pandemic just as college staff were preparing to roll the new system out to students. The closure of the campus to students and visitors, and shortly thereafter to most employees, created an unexpected need to provide virtual technical support for the new system with almost no notice. In spite of the obstacles, account activation rates for both students and employees fell within expected ranges. Members of the state project team and ERP support repeatedly commented on the cleanliness of LCC's data. This is a true testament to the incredible talent and dedication of LCC's subject matter experts, especially those working in Registration, Finance, Human Resources, Instruction, Financial Aid, Information Technology Services, and Effectiveness and College Relations.
- Our investment in preparedness and development of emergency procedures in recent years has served us well during the ongoing COVID-19 pandemic. Things have been running incredibly smoothly in light of the enormity of the situation, which forced us to shift to virtually 100% remote operations in a matter of days. LCC was the first college in the state to resume in-person (approved) labs once the initial "Stay Home, Stay Healthy" order shifted to allow resumption of essential activities. This was due to advanced preparation, a high degree of collaboration and cooperation between the college's Emergency Operations and Executive Leadership Teams, and amazing creativity and dedication on the part of faculty.

In 2019-20, LCC revised/updated several key performance indicators, goals and data sources.

Key Performance Indicator: Employee Satisfaction and Morale

Table 1: Employee PACE Survey: Employee Satisfaction and Morale
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)

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

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.298***	3.302***	3.626	3.606	3.397

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

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.327***	3.357***	3.747	3.690	3.488

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

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.386***	3.407***	3.902	3.785	3.564

Question 27: My supervisor seriously considers my ideas.

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.903***	3.878***	4.258	4.124	4.000

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

	Medium 2 Year - 2020	All institutions - 2020	LCC - 2020	LCC - 2017	LCC – 2016
Mean Score	3.774***	3.811***	4.115	3.996	3.985

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

***statistically significant at the $p < .001$ level

- The employee PACE Survey is administered to LCC employees every three years.
- Two hundred and thirty one LCC employees completed the survey in 2020, compared to 239 in 2017 and 295 in 2016. Over 19,900 community college employees across the nation are included in the Medium 2 Year Comparison group (similarly sized two-year colleges across the United States), and other 64,000 employees are included in the “all institutions” category.

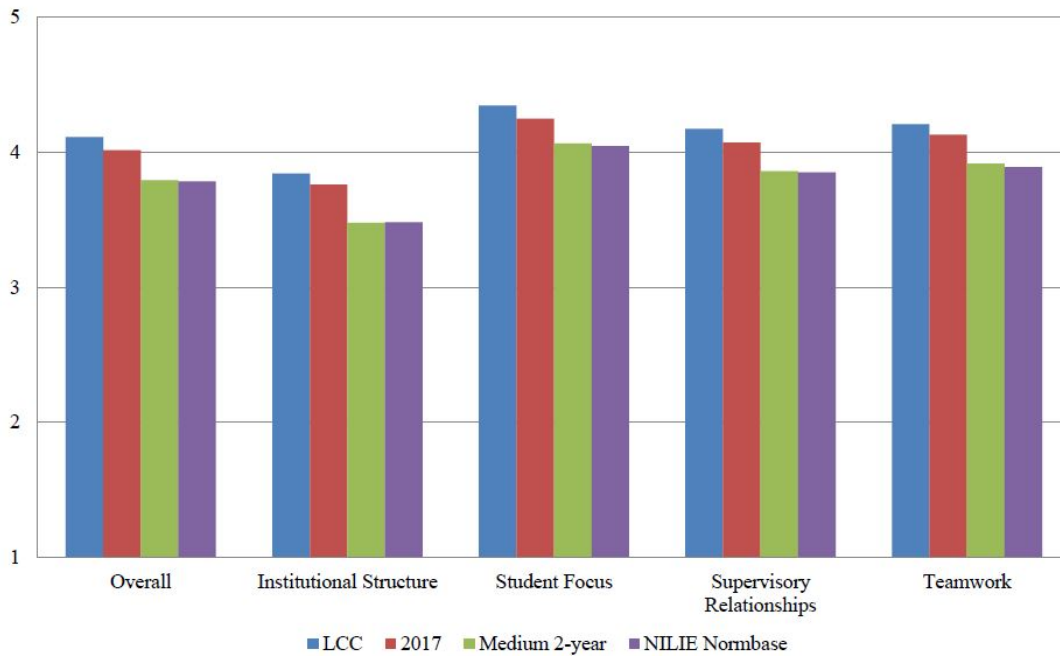
**Table 2: Employee PACE Survey Comparison by Benchmark Area
(Mission Fulfillment – Meet or Exceed Medium 2-Years)
(Stretch Goal - Meet or Exceed All Institutions)**

	Medium 2 Year - 2020		All institutions - 2020		LCC - 2020	LCC - 2017	LCC - 2016
	Mean	Sig	Mean	Sig	Mean	Mean	Mean
Overall	3.792	***	3.783	***	4.111	4.015	3.919
Institutional Structure	3.477	***	3.483	***	3.842	3.760	3.628
Student Focus	4.065	***	4.044	***	4.346	4.247	4.189
Supervisory Relationship	3.859	***	3.850	***	4.172	4.071	3.957
Teamwork	3.915	***	3.889	***	4.207	4.129	4.046

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

***statistically significant at the $p < .001$ level

Figure 1. Means by Comparison Group and Climate Factor



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

Note: NILIE Norm base = all (participating) institutions.

Figure 2 – Benchmarks by Race-Ethnicity

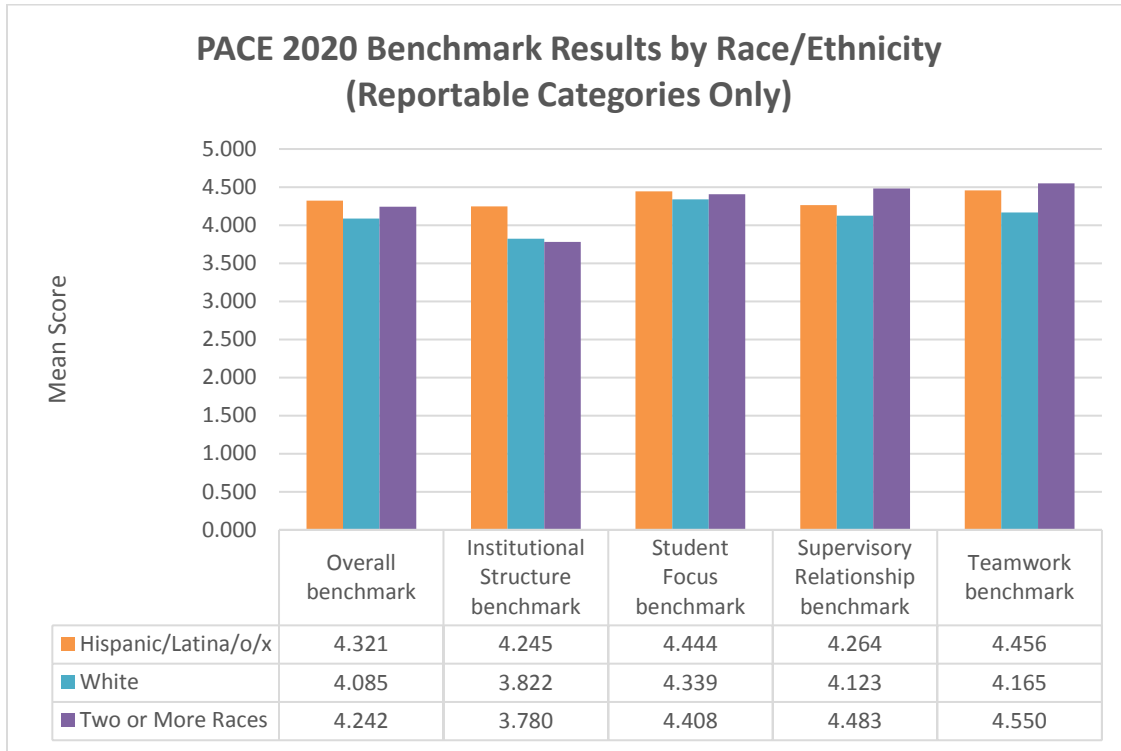
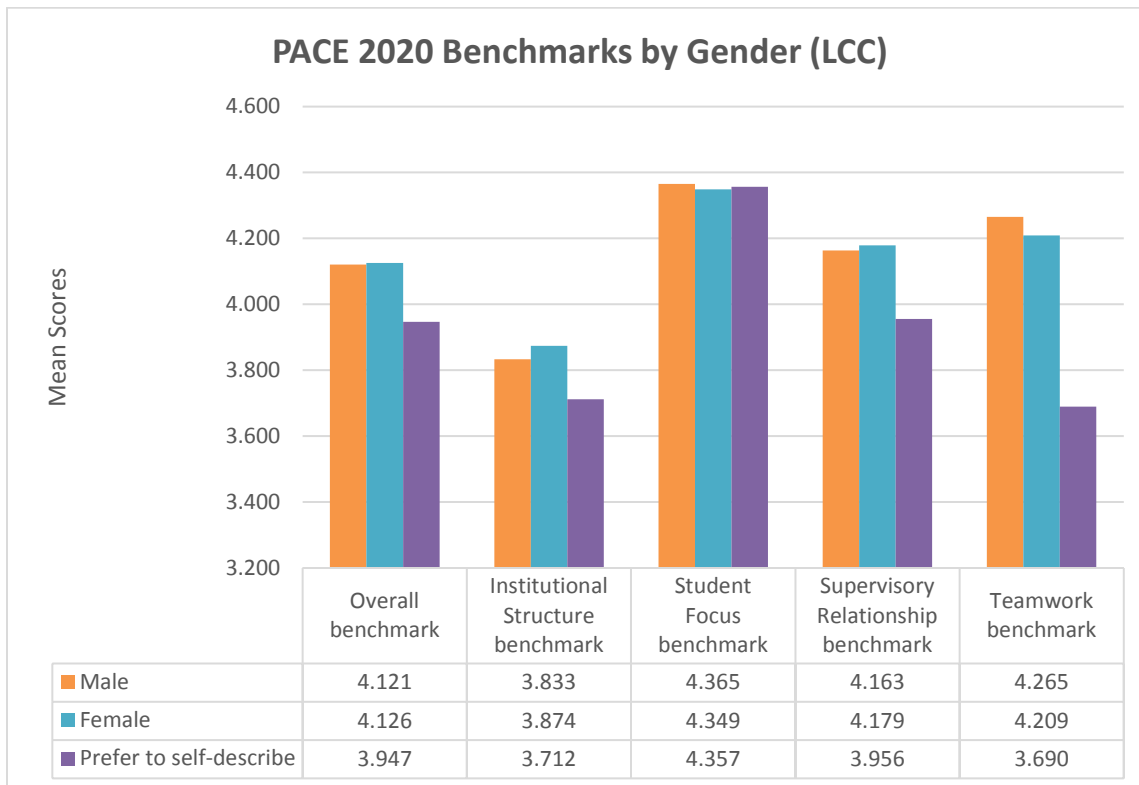


Figure 3 – Benchmarks by Gender



Key Performance Indicator: Condition of Infrastructure

Table 3: Condition of Infrastructure (Physical Infrastructure)
(Facilities overall: mission fulfillment = 275 or below; stretch goal = 200 or below)
(Facilities by building: mission fulfillment = 70% or above, stretch goal = 100%)

Metrics for Physical Infrastructure come from the Facilities Condition Survey, conducted once every biennium in odd years. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate. The ratings are provided by an outside contractor at the request of the State Board for Community and Technical Colleges.

	2011	2013	2015	2017	2019
Facilities overall	257	256	247	230	226
Facilities by building: proportion of buildings receiving scores of 350 or below	71%	73%	81%	86%	86%

Source: Campus Services

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

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

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

The Foundation has set the goal of raising the Foundation’s net assets to \$23 million by 2025 by focusing on growing endowment support for the Student Success Fund, Athletic Excellence Fund, College Success Fund, and through additional endowed student scholarships.

	2015	2016	2017	2018	2019
Net assets	\$14,227,411	\$13,932,339	\$15,640,606	\$15,621,438	\$18,284,823
Net assets annual growth (%)	-4.19%	-2.07%	12.26%	-0.12%	17.05%
Endowments*	\$10,375,950	\$9,999,977	\$11,562,824	\$11,788,022	\$13,630,288
Endowments as proportion of net assets*	72.93%	71.78%	73.93%	75.46%	74.54%

Source: LCC Foundation. *2014 to 2017 Endowment figures were updated from previous reports to include Pledges Receivable.

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.

	2015	2016	2017	2018	2019
Program support	\$1,090,864	\$985,108	\$939,828	\$1,237,259	\$1,157,440
Program support as proportion of net assets	7.67%	7.07%	6.01%	7.92%	6.33%
Endowed Scholarships	\$130,600	\$150,593	\$90,859	\$145,820	\$167,109
Annual Scholarships*	\$132,173	\$131,582	\$162,999	\$171,242	\$270,907
Total scholarships disbursed & Student Success Program Support	\$299,859	\$333,566	\$312,317	\$378,521	\$494,826
Direct Student Support as a proportion of program support	27.49%	33.86%	33.23%	30.59%	42.75%

Source: LCC Foundation

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

**2014 Total Scholarship figures updated from previous report, per the Foundation.

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

	2015*	2016**	2017	2018	2019
Cash & Investments to Operating Expenditures					
Do we have sufficient cash flow and reserves to meet our operating expenditures?	32%	38%	27%	27%	25%

Source: Finance Office

*Note: a \$3 million Certificate of Participation (COP) for the Fitness Center remodel was received after year-end, which affected results for 2015.

**2016 figure was updated from previous report, per Finance Office.

Key Performance Indicator: External Perceptions/Satisfaction with LCC

Table 7: Community Satisfaction with Core Themes
(Mission Fulfillment = 90% or higher)
(Stretch Goal = 95% or higher)

From the Community Perception Survey, administered every three years. In 2017-18, the survey was administered through paid advertising on The Daily News website, the Kelso-Longview Chamber of Commerce newsletter and social media. Figures represent the proportion that responded “agree” or “strongly agree” to statements beginning with “LCC does a good job of...”

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
I - Workforce & Economic Development			
...providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%
...helping employers in this community train their employees.	88%	84%	83%
II – Transfer & Academic Preparation			
...providing students with the opportunity to obtain the first two years of a bachelor’s degree.	97%	96%	99%
...providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%
...providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%
...providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%
III – Access, Support & Completion			
...making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%
...making college accessible to the community by offering classes	99%	99%	96%

	2011-12 (n = 172)	2014-15 (n = 165)	2017-18 (n = 137)
in convenient locations.			
...making college accessible to the community by offering a variety of online classes.	90%	99%	94%
...making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%
...providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%
IV – Institutional Excellence			
...consistently providing high quality programs and services.	96%	97%	95%
...enriching the community with cultural events and opportunities.	NA	95%	94%
...enriching the community with athletic events and opportunities.	NA	96%	99%

- One question, related to helping employers in the community train their employees, fell below mission fulfillment in the 2017-18 survey administration.

Key Performance Indicator: Student/Graduate Satisfaction with Instruction

Table 8: Student Satisfaction with Instruction
 (Mission Fulfillment = 85% or higher)
 (Stretch Goal = 95% or higher)

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

	2015-16 (n = 260)	2016-17 (n = 249)	2017-18 (n = 279)	2018-19 (n = 708)	2019-20 (n = 680)
LCC Overall	89%	91%	84%	90%	86%
<i>Male</i>	*	*	*	*	85%
<i>Female</i>	*	*	*	*	87%
<i>Students of Color</i>	*	*	*	*	84%

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

- Satisfaction has remained relatively steady over the years.

Comments from the Internal Review Team

Members include: Kendra Sprague & Nolan Wheeler, co-chairs; Lynell Amundson, Jason Arrowsmith, Hiedi Bauer, Marie Boisvert, Amy Boultinghouse, Robert Cochran, Alex Emerson, Serina Graham, Jeanne Hamer, Richard Hamilton, Mary Leach, Nadine Lemmons, Brandon Ray, Natalie Richie, Leah Sanchez, Janel Skreen.

1) Based on the data in this report, what are LCC's strengths in exemplifying institutional excellence?

- As noted in the action planning section of the report, LCC's successful implementation of ctclink is a strength. Deployment just before the COVID-19 outbreak, although it presented some challenges in terms of student support, has made it easier for employees to telework. Employees can perform nearly every transaction remotely now, including making changes in the system, running queries, approving purchase and leave requests, etc. None of that was possible in our Legacy system. On the student side, ctclink provides a much better interface than our old system. Students have better access to information and can perform more online functions than with Legacy.
- We consistently scored higher than peer institutions (and our previous scores) on the PACE Survey.
- The Foundation has consistently met its stretch goals, resulting in valuable support to the college's students and programs.
- Over the past five years, the percentage growth in Foundation support that goes directly to students is truly noteworthy.
- Community engagement with athletics and cultural programming is very high, and a testament to the quality and accessibility of those activities.
- The Foundation's net assets increased by almost three million dollars between 2018 and 2019 – a very large figure.
- Results of our financial audits have been stellar.

2) Based on the data in this report, what are LCC's weaknesses in exemplifying institutional excellence?

- Community perception in terms of customized training is an ongoing challenge (although client/customer satisfaction with delivered content, reported in another monitoring report, has been extremely high).
- Although our cash-to-investments ratio has been declining, this has largely been intentional and has allowed us to invest in new revenue-generating opportunities such as our first applied baccalaureate program. In addition, most of the "new" allocations we have received in recent years have been earmarked, causing an increase in operating expenditures. In addition, we have made some strategic decisions to spend reserves in recent years, such as the investment in our emergency preparedness infrastructure.

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

- In terms of student satisfaction with instruction, it was noted that satisfaction rates were slightly lower for males and students of color than for the overall student population. While there are no statistically significant differences between those

percentages (at the $p < .05$ level), there are certainly opportunities to identify and close equity gaps across the institution. This work is occurring across the institution as part of our Guided Pathways initiative. A set of new data dashboards designed for faculty to use with the new “Data and Equity” portion of the Curriculum & Program Review process were rolled out in fall and winter quarters in support of this work.

- As we learn more about the functionality of the ctclink system, we have an opportunity to improve financial reporting capacity. This will ensure that we are comparing apples-to-apples when looking at previous years’ data.

4) Based on the data in this report, what are LCC’s threats for exemplifying institutional excellence?

- The biggest threat to Institutional Excellence right now is the COVID-19 pandemic. Most significantly, related threats include enrollment, budget, foundation assets, scholarships, and student satisfaction (particularly as it relates to campus engagement, made more difficult by virtue of our required remote operations). Prior to the outbreak, LCC was one of a small number of colleges experiencing increased enrollments.
- With every crisis comes opportunity, and appears to be true for this pandemic.
 - Here is a small sampling of what we’ve learned, which we can use to supplement our operations when things return to “normal.”
 - i. The vast majority of our employees learned how to telework.
 - ii. We developed online instruction in many areas that previously had none.
 - iii. We learned how to effectively provide remote support services.
 - iv. We’ve explored non-traditional lab schedules (including weekends).
 - v. Our growing expertise in remote operations could benefit recruitment and orientation of prospective international students.
 - There may be additional course and/or certification opportunities.
 - i. For K-12 educators: advanced courses re: online course delivery.
 - ii. For custodial/maintenance employees: sanitization courses.
- We face a potential decline in employee satisfaction and morale with looming budget cuts and employee lay-offs.
- International enrollment is a threat, particularly if there is a second wave of infections globally.
- Participation in athletics is also a threat due to suspended sports operations, which includes a reduction in FTE if players depart because they are unable to play.

Board Plus/Delta

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

+	Δ

Professional/Technical
& Customized Education
Monitoring Report

2015 – 2019
(Cycle 21)

CORE THEME I: Workforce and Economic Development

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 20, 2020



Professional/Technical & Customized Education Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for Professional/Technical and Customized Education include:

- Student performance
- Demonstration of program competencies
- Licensure/exam rates
- Placement rate in the workforce
- Employer satisfaction
- Relevance of programs
- 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:

- Two new Certificates of Proficiency were developed in the Manufacturing, Trades and Transportation pathway: Production Technician and Engineering Technician. These programs were created in response to industry demand and will assist in addressing current local labor shortages.
- In the Production Technician COP, a new course, Fundamentals of Instrumentation and PLC's, was also created and the first time offering saw participants from six different local employers.
- Workforce Education programs, in partnership with College Relations, continued to strengthen marketing efforts and web page design to attract new students and improve navigation. LCC's "Go-to-Work" page was redesigned and several new recruiting and marketing materials were developed for Engineering Tech, Early Childhood Education, Nursing, and Medical Assisting. Active marketing for MEDA has been occurring as the cohort size has been down.
- Nursing has expanded the entering LPN2RN cohort from 46 students to 51 (10%).
- Pass rates for the nursing licensure exam are trending up; the two-day on campus Kaplan review course for licensure exam preparation continues to be offered every quarter.
- As part of the Guided Pathways initiative, all course data was reviewed in each program. Medical Assisting faculty made some changes regarding grading in some courses as a result of the data review.
- MEDA continues to encourage all students applying for certification to take the online review course.
- Selected Chemical Dependency Studies and Criminal Justice courses are now being offered hybrid and online.

- LCC became an approved AWS (American Welding Society) facility. The welding program adopted new curriculum through the AWS online educational library giving students an opportunity to graduate with additional industry recognized credentials.
- Professional-Technical Advisory Committees were strengthened this year by combining with K12 CTE programs and increasing employer participation. Over 30 new partners from business and industry were added and feedback on the combining of advisory boards with K12 has been highly positive.
- A new Business Achievement Center (BAC) was established to support students in Accounting, Business, and IT programs. The BAC provides students pursuing these majors a place to receive additional instructional support. As a part of this project, a new active learning classroom was also created that will serve students in all programs.
- LCC was awarded a \$95,000 Workforce Technology Enhancement grant, with a matching portion from local industry and the LCC Foundation, to purchase a CDL training simulator to help support the ongoing demand for truck drivers.

In 2019-20, LCC revised/updated several key performance indicators, goals and data sources.

PART 1: PROFESSIONAL/TECHNICAL

Key Performance Indicator: Student Performance
(Mission Fulfillment = 80%)
(Stretch Goal = 85%)

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

	2014-15	2015-16	2016-17	2017-18	2018-19
C or better (Overall)	84.0%	84.3%	85.7%	86.4%	87.3%
<i>Male</i>	81.7%	82.9%	85.9%	83.1%	80.5%
<i>Female</i>	87.8%	87.7%	88.8%	90.0%	89.4%
<i>Students of Color</i>	83.6%	84.6%	85.5%	87.1%	85.7%
<i>Economically Disadvantaged</i>	83.1%	83.6%	85.2%	85.4%	85.1%

Source: Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X or NA; select dept_div, course num is >=100, gr, gr_dec, item and yrq; link to Class table using item and yrq to select INSTIT_INTENT_RECAT = "V" (Workforce Courses) from Class table.

Note: as of 2017-18, P grades included as successful grade.

Key Performance Indicator: Demonstration of Program Competencies
(GOALS SET BY INDIVIDUAL PROGRAMS)

Attainment of Competencies for Individual Programs

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

Key Performance Indicator: Licensure/Exam Rates

(Mission Fulfillment NCLEX = exceed state benchmark of 80%; WABO = 80%; MAERB = 80%)

(Stretch Goal NCLEX = 90%; WABO = 100%; MAERB = 90%)

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. Rates are based on the calendar year.

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

	2015	2016	2017	2018	2019
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	89% (109/122)	88% (99/113)	82% (94/115)	88% (70/80)	95% (81/85)
WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018					
Welding (LCC students only)	100% (n = 14)	100% (n=9)	100% (n=11)	96% (n=25)	88% (n=26)
MAERB (Medical Assisting Education Review Board) – pass rate					
Medical Assistant	100% (n = 19)	100% (n = 13)	89% (n = 16)	92% (n = 12)	*

Source: Nursing and Welding Departments. *data not yet available

- NCLEX rates are by cohort graduation year.
- WABO rates are by calendar 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.

Key Performance Indicator: Placement Rate in the Workplace
(Mission Fulfillment = no more than 2% below system average)
(Stretch Goal = Exceed System Average)

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

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

	2014-15	2015-16	2016-17	2017-18	2018-19
LCC	77%	79%	80%	74%	86%
System Average	77%	77%	77%	76%	77%

Source: [SBCTC After College Outcomes Dashboard](http://sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx), Prof/Tech Placement View, located at sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx. Excludes those who are self-employed and work out of state.

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

Table 4: Employer ranking of LCC Graduates’ professionalism

	2014-15	2015-16	2016-17	2017-18	2018-19
Professionalism is “Average” or “Above Average” (“Exceeds Expectations” or “Meets Standard” from Nursing survey; “Strongly Agree” or “Agree” from Medical Assisting survey)	90% (n = 52)	98% (n = 93)	97% (n = 140)	99% (n=77)	99% (n=116)

Source: Employer Feedback Survey and Early Childhood Education (ECED) Employer Survey. Starting in 2015-16, included Nursing Graduate Employer Survey. Starting in 2018-19, included Medical Assisting Employer Survey.

- Survey methodology includes surveying members of LCC’s Professional/Technical Advisory Committees in addition to other employers including employers of Nursing, Medical Assisting and Early Childhood Education graduates.

Key Performance Indicator: Relevance of Programs
(Mission Fulfillment = 85%)
(Stretch Goal = 90%)

**Table 5: Proportion of LCC graduates who are satisfied with training at LCC
in relation to their job duties**

	2013-14	2014-15	2015-16	2016-17	2017-18
“Good” or “Very Good” responses (and “Yes, Very” and “Yes” from Nursing Survey).	89% (n = 120)	89% (n = 90)	88% (n = 104)	91% (n = 145)	96% (n=113)

Source: Prof/Tech Alumni Survey. Starting in 2015-16, sources are Prof/Tech Alumni Survey and Nursing Graduate Survey.

Please note: This is the most recent data available.

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 6: Professional Technical Enrollment Summary (state funded only)

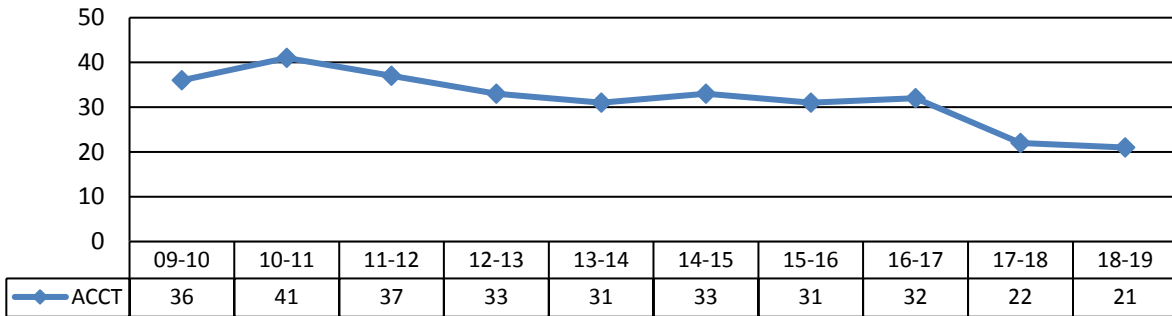
	Prof/Tech FTE	Worker Retraining FTE
2014-15	793	99
2015-16	699	109
2016-17	606	103
2017-18	574	110
2018-19	548	100
1 year change	-5%	-9%
5 year change	-31%	+1.0%

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

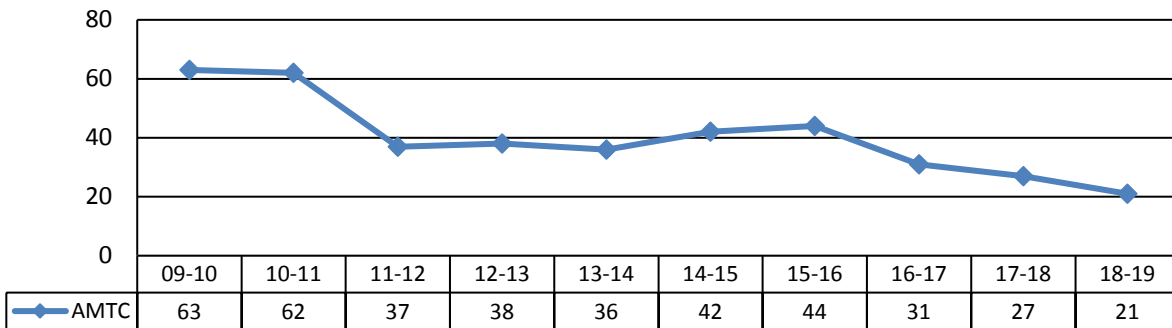
- In 2018-19, Professional/Technical enrollment decreased and Worker Retraining enrollment decreased.

Figure 7: Professional Technical Enrollment by Discipline (annual state funded FTE)

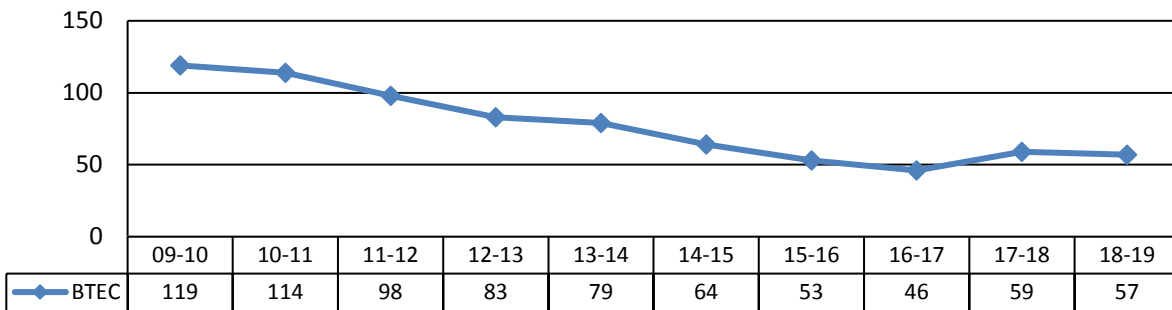
Accounting



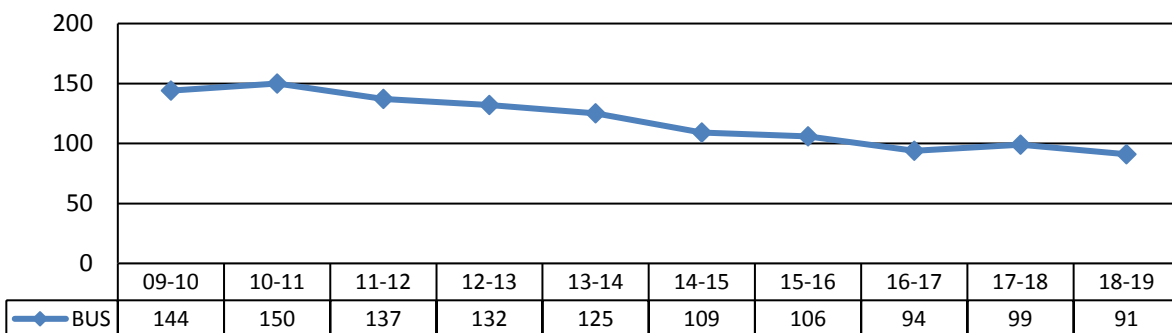
Automotive Technology



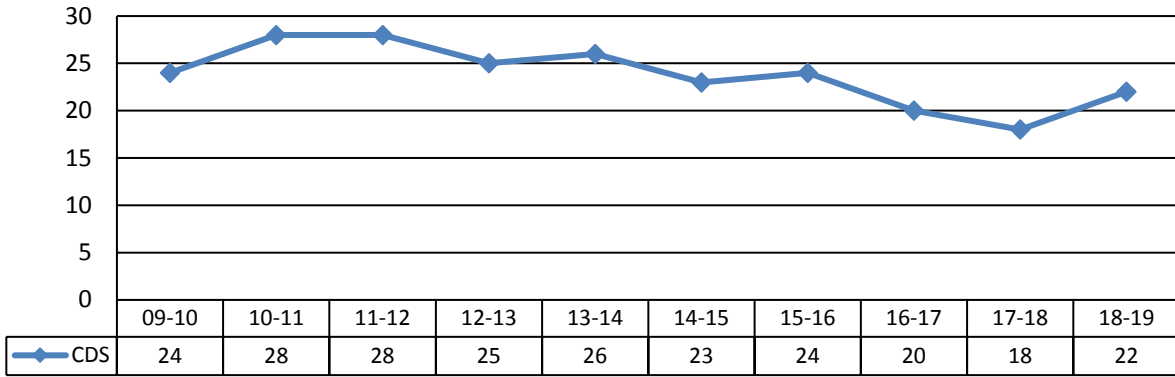
Business Technology



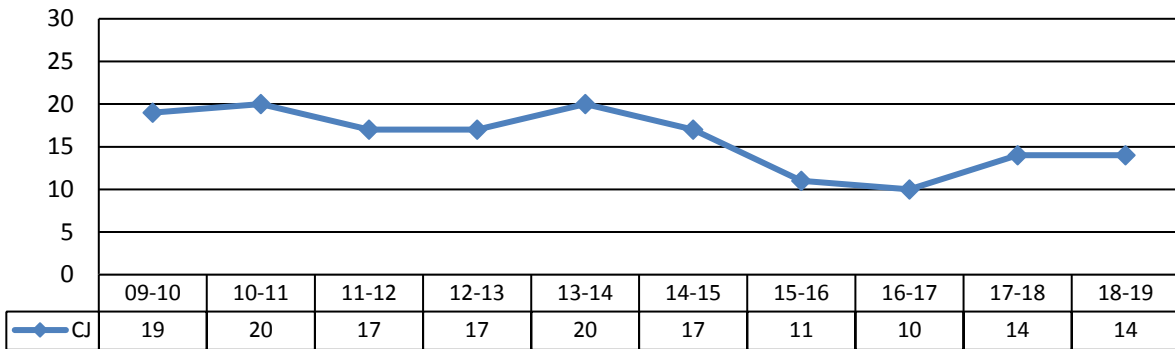
Business



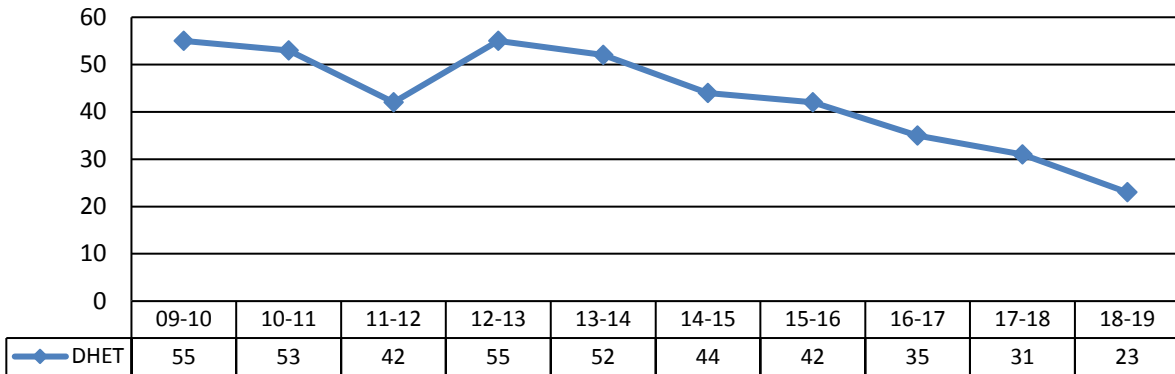
Chemical Dependency Studies



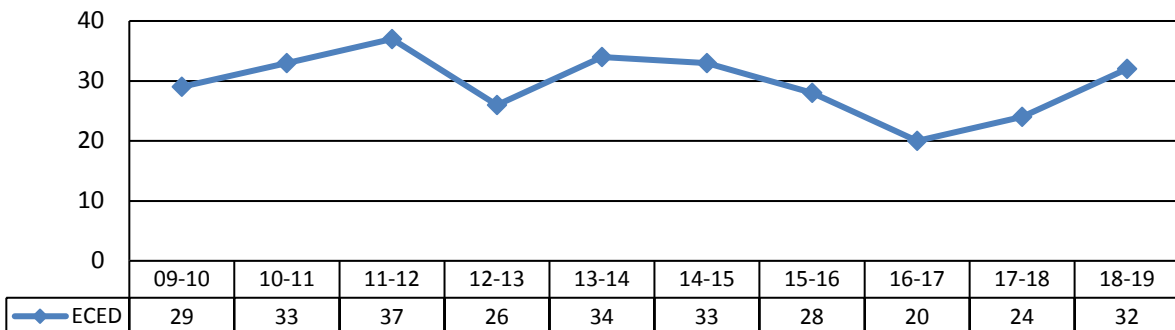
Criminal Justice



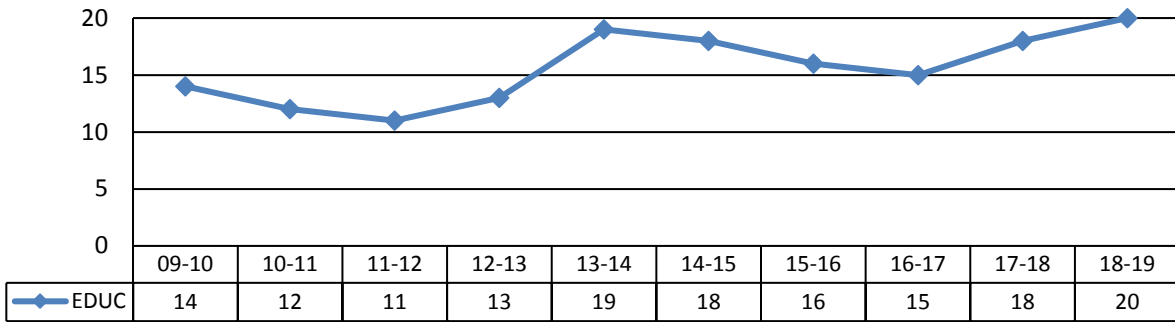
Diesel/Heavy Equipment Technology



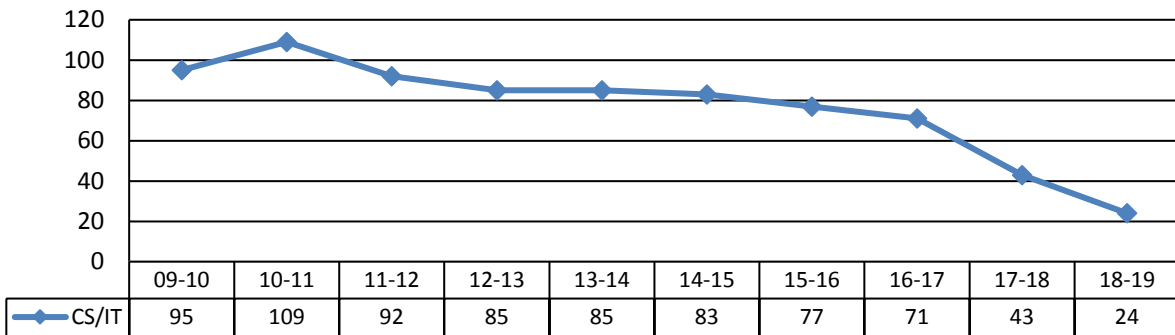
Early Childhood Education



Education

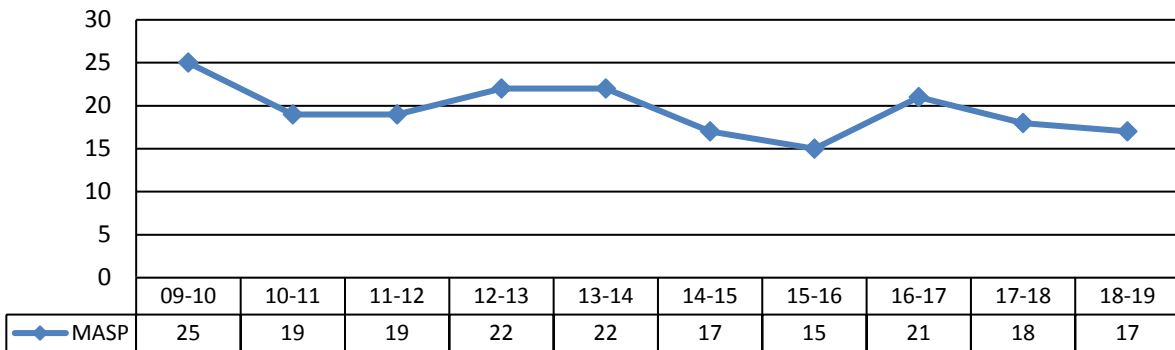


Information Technology / Computer Science

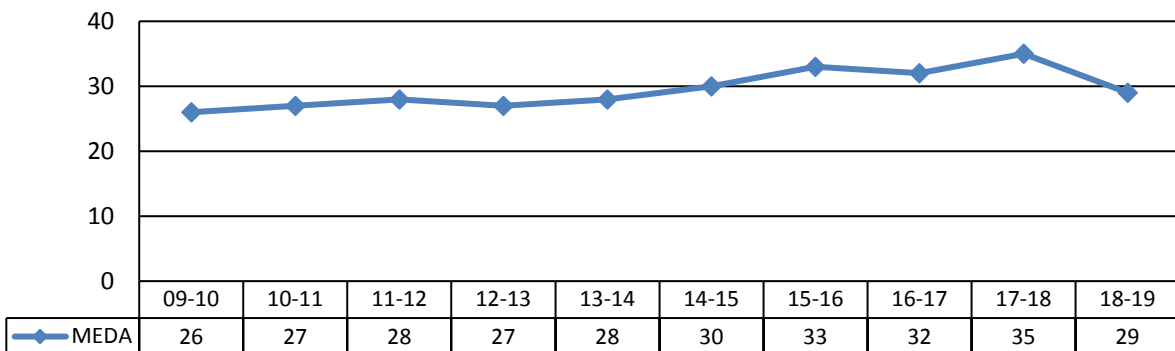


Note: includes IT FTEs beginning 2017-18.

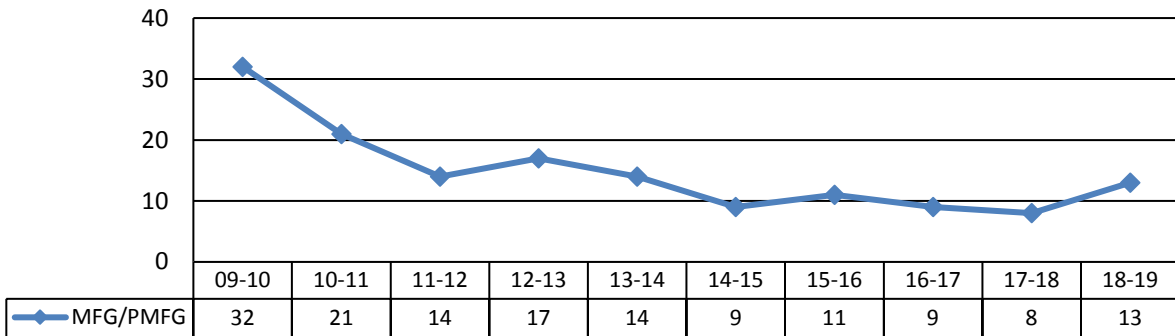
Machine Trades



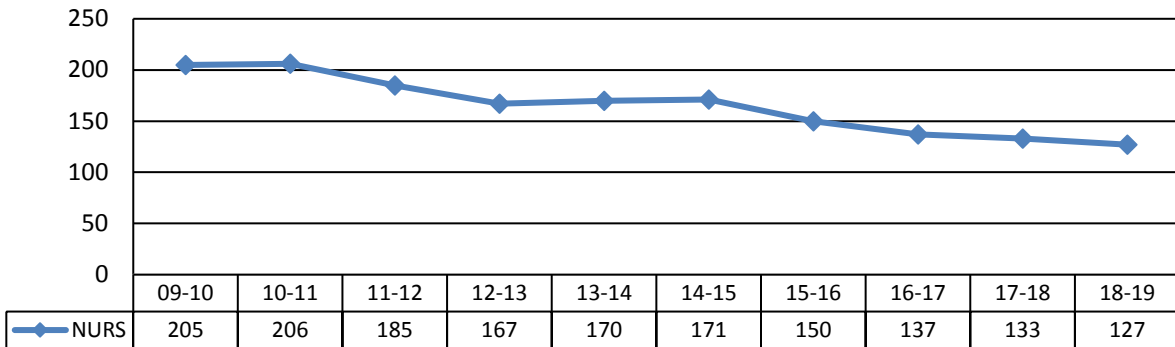
Medical Assisting



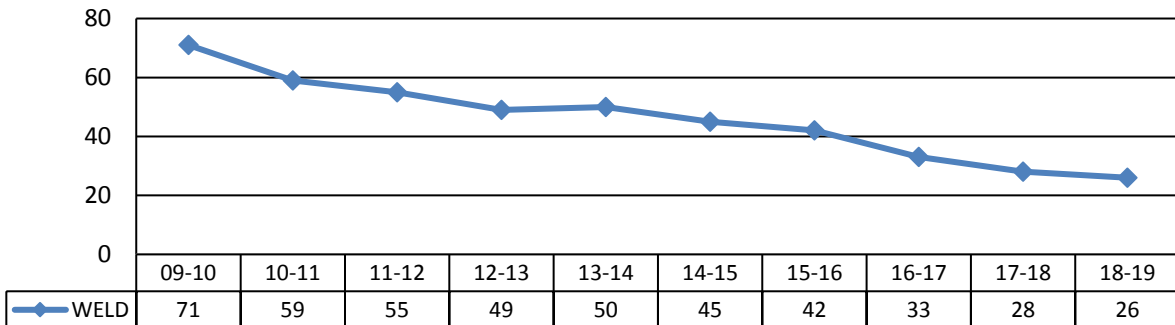
Manufacturing/Process Manufacturing (previously PULP)



Nursing (including RN, LPN and Nursing Assistant)



Welding



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

PART 2: CUSTOMIZED EDUCATION

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

Table 8: Evaluation of Corporate & Continuing Education

The following evaluations were administered across a variety of Corporate & Continuing Education courses in 2017-18 (including 359 responders). Respondents ranked each category on the following scale: Exceeded Expectations, Met Expectations, or Needs Improvement.

	2013-14	2014-15	2015-16	2016-17	2017-18
Percent indicating that overall expectations were met or exceeded.	99%	99%	99%	98%	98%

Source: Corporate & Continuing Education Office

- Client satisfaction remains strong.
- This is the most recent data available.

EDUCATION, TRAINING AND TESTING ACTIVITIES

Table 9: Continuing Education Enrollment: Duplicated Headcount

2014-15	2015-16	2016-17	2017-18	2018-19	1 yr Δ	5 yr Δ
2,260	2,131	2,018	2,109	1,842	-13%%	-18%

Source: Fact Book/Continuing Education office

- Enrollment in Continuing Education activities is trending down.

Table 10: Pre-Employment Testing (Work Keys, etc.) Unduplicated Headcount

2014-15	2015-16	2016-17	2017-18	2018-19	1 yr Δ	5 yr Δ
540	294	455	332	385	16%	-29%

Source: Fact Book/Testing Office/Continuing Ed Office.

- Pre-Employment Testing increased in 2018-19 from the previous year.

Table 11: Other Testing Exams: Duplicated Headcount

Exam	2014-15	2015-16	2016-17	2017-18	2018-19
NREMT (EMT Test)	117	151	166	165	159
Educator Licensing Exams (NES, West-B, ORELA)	200	259	232	289	304
Automotive Service Excellence (ASE)	232	281	206	125	154
ASE Student Entry-Level Certification	***	***	***	***	26
CLEP (Prior Learning Assessment)	45	25	25	45	23
Certiport (Microsoft Office Certification)	22	146	251	200	202
Pesticide Testing (Washington State Department of Agriculture)	70	241	327	379	455
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	*	43	41	41	45
ParaPro (certification exam for paraprofessional educators)	**	**	103	91	84
Castle Worldwide (ACE certification, BPS, certification, and others)	**	**	17	17	14
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	***	***	***	***	15

Source: Fact Book/Testing Office. *Data not available because test newly offered in 2015-16. **Data not available because test newly offered in 2016-17. ***Data not available because test newly offered in 2018-19.

Lower Columbia College
Professional/Technical Monitoring Report
Analysis from the Review Team

Members include: Tamra Gilchrist & Karen Joiner, co-chairs, Lynell Amundson, Randy Byrum, Leszek Cromwell, Dana Cummings, Liz Engel, Sarah Griffith, Heidi Hamer, Serena Lampkin, Elissa Loren, Anita Quirk, Connie Ramos, Stefan Rijnhart, David Rosi, Rebekah Rossetti, Stefanee Sorgenfrei, Dani Trimble, Nonnie Weaver, Ann Williamson, Jill Yates.

1) Based on the data in this report, what are LCC's strengths in providing professional/technical preparation and customized education?

- Based on employer satisfaction and placement rates, we are doing a good job of connecting with the local workforce and surrounding community.
- Our pass rates for licensure are very high for all programs represented.
- Our Early Childhood Education and Education pathways are growing, at least partially in response to our new BAS-TE degree.
- We have been able to stabilize and maintain our Worker Retraining enrollment, which brings new enrollments and provides additional funding for our programs and support services for students.

2) Based on the data in this report, what are LCC's weaknesses in providing professional/technical preparation and customized education?

- We need to continue to look at our programs that have declining enrollment and deploy strategies to strengthen them, such as through curriculum reform, connecting with Centers of Excellence, etc.
- A lack of updated facilities may be impacting enrollment in some areas. The new vocational building should address this issue.
- The landscape is changing in some fields that are beginning to prioritize industry certifications over educational credentials. Because students in some programs may leave before completion (but after achieving certification), there may be an impact on enrollment. On a related note, opportunities may exist to add certification options for people who have already earned degrees.

3) Based on the data in this report, what are LCC's opportunities for providing professional/technical preparation and customized education?

- The COVID-19 pandemic has inadvertently provided an opportunity to explore more online instruction in areas that have traditionally been predominantly face-to-face.
- We have an opportunity to grow continuing education, especially in terms of employer training.
- Increasing capacity in the nursing program is an opportunity.
- We are currently exploring development of a second BAS pathway that fits with a majority of our existing professional/technical associate degrees.
- In terms of our K-12 partnerships, we have an opportunity to increase alignment and collaboration.

- Reengagement of adults over 25 is a growing opportunity, and aligns with similar initiatives being promoted by the Washington Student Achievement Council (for example).
- Closing equity gaps in terms of student performance is an opportunity we can begin to explore by diving further into the data.

4) Based on the data in this report, what are LCC's threats for providing professional/technical preparation and customized education?

- Facilities limitations will remain a threat while we are awaiting our new vocational building.
- The COVID-19 pandemic will remain a threat to enrollment for an undetermined amount of time, but could also result in an enrollment boom. Overall, the outlook is uncertain.

Board Plus/Delta

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

+	Δ

Transfer Monitoring Report

2015 – 2019
(Cycle 21)

CORE THEME II: Transfer and Academic Preparation

Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

February 19, 2020



Transfer Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999 through a strategic planning process. The framework was updated in 2007, and revised in 2011 with the adoption of the Northwest Commission on Colleges and Universities new standards for accreditation.

Key Performance Indicators for the Transfer Monitoring Report include:

- Student performance
- Transfer readiness
- Demonstration of General Education Outcomes
- Academic transfer rate
- Academic success of transfer students after transfer
- Relevance of programs

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 Transfer Monitoring Report include:

- Guided Pathways work continues:
 - A new 2-credit College Success course is being planned through a committee and will be offered at the start of the 2020-21 academic year.
 - It will be a graduation requirement for students with fewer than 30 credits.
 - A sub-committee is working on identifying appropriate Open Educational Resources to use for course materials/textbooks.
 - Regularly scheduled and ad hoc college success workshops are being scheduled through the Learning Commons until the College Success courses are running.
 - Career Pathways have been identified, and program planning work is underway.
 - Advising is being redesigned to better support student completion and transfer:
 - This year LCC implemented a comprehensive technology system and mobile application for advising called EAB Navigate.
 - Data labs hosted by Institutional Research provide opportunities for faculty to identify and address potential barriers for various student demographic groups in their courses and programs.
- Math faculty are developing an accelerated precollege sequence for STEM and Business pathways. With support from the Guided Pathways grant and starting in March, additional grant funding from College Spark, the curriculum and pedagogy will be updated, and will provide professional development for faculty.

- Language and literature faculty are piloting a co-requisite model for students who could be successful in ENGL& 101 with additional support. Initial results suggest the approach can be effective.
- Biology and Chemistry faculty are continuing their adoption of authentic research, and are participating in a collaborative grant application with WSU-V and Clark College faculty. If funded, this project will aim to increase the number of underrepresented students transferring to WSU-V.

In 2019-20, LCC revised/updated several key performance indicators, goals and data sources.

Key Performance Indicator: Student Performance

(Mission Fulfillment = 78%)

(Stretch Goal = 85%)

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

	2014-15	2015-16	2016-17	2017-18	2018-19
Proportion of students receiving grades of C or better in Academic classes numbered 100 and above. Grades excluded: I, N, R, NA, V, X and *.	80.8%	83.4%	84.3%	82.6%	81.1%
<i>Male</i>	80.3%	82.3%	83.9%	81.4%	77.4%
<i>Female</i>	82.3%	84.3%	85.0%	83.7%	83.1%
<i>Students of Color</i>	77.7%	80.3%	83.3%	82.8%	76.4%
<i>Economically Disadvantaged</i>	78.6%	81.5%	80.5%	81.2%	77.6%

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

- The proportion of students successfully completing academic transfer courses declined in 2018-19, but still met mission fulfillment.

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)

	2014-15	2015-16	2016-17	2017-18	2018-19
Communication	--	--	2.9	--	--
Critical Thinking	--	3.1	--	--	--
Interpersonal Relations	2.9	--	--	--	--
Quantitative Literacy (Numeracy)	--	--	--	3.1	3.1

- Artifacts are collected throughout each academic year in preparation for the annual summer assessment institute. Artifacts are assessed using rubrics developed by LCC faculty on a scale of 1 (low) to 5 (high). LCC faculty readers for the institute are selected through a competitive application process.
- LCC faculty repeated Quantitative Literacy two years in a row while a new rubric was piloted and subsequently adopted.

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

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

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

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

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

Interpersonal Skills--Interact effectively with individuals and/or within groups.

- A. Students will participate actively, demonstrating commitment to shared tasks.
- B. Students will cooperate with others.
- C. Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

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

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

Key Performance Indicator: Transfer Readiness
(Mission Fulfillment = at or above the system rate)
(Stretch Goal = 5% above the system rate)

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, 45 credits has been considered a notable milestone in terms of transfer preparedness and is a momentum point in the state’s Student Achievement Initiative (performance-funding model).

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

Cohort year	2013-14	2014-15	2015-16	2016-17	2017-18
LCC Rate: Overall	52%	46%	52%	55%	51%
System Rate: Overall	43%	45%	46%	47%	47%
LCC Rate: Female	53%	49%	55%	55%	53%
System Rate: Female	45%	46%	47%	49%	48%
LCC Rate: Male	50%	42%	49%	53%	47%
System Rate: Male	41%	43%	44%	44%	45%
LCC Rate: Students of Color	46%	43%	49%	60%	49%
System Rate: Students of Color	41%	42%	44%	45%	45%
LCC Rate: Received Need-Based Aid	36%	33%	45%	41%	40%
System Rate: Received Need-Based Aid	40%	40%	40%	41%	41%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Credit Milestones view, 45 Credits Year 2 milestone. Includes all student cohort groups, transfer only students, summer/fall entry quarters.

Key Performance Indicator: Academic Transfer Rate
 (Mission Fulfillment = within 5% of system rate)
 (Stretch Goal = meet or exceed system rate)

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

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

Cohort year	2011-12	2012-13	2013-14	2014-15	2015-16
LCC Rate: Overall	32%	32%	38%	36%	38%
System Rate: Overall	35%	36%	37%	38%	39%
LCC Rate: Female	34%	33%	39%	39%	40%
System Rate: Female	36%	37%	39%	40%	41%
LCC Rate: Male	27%	31%	37%	31%	35%
System Rate: Male	34%	35%	36%	36%	37%
LCC Rate: Students of Color	21%	33%	31%	35%	41%
System Rate: Students of Color	32%	34%	34%	36%	37%
LCC Rate: Received Need-Based Aid	22%	16%	26%	22%	25%
System Rate: Received Need-Based Aid	25%	25%	26%	26%	27%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Post-College view, Year 4 – Transfer 4yr College. Includes all student cohort groups, transfer only students, summer/fall entry quarters.

Table 5: Where Did They Go?

Transfer destinations of students enrolled in 2018-19 (all transfer students)

- A.T. Still University Of Health Sciences, MO (1)
- Ashford University, CA (1)
- Bellevue College* (1)
- Biola University, CA (1)
- Boise State University (9)
- Central Washington University (5)
- Chamberlain University, IL (1)
- City University Of Seattle (2)
- Clover Park Technical College* (1)
- Concordia University Portland (2)
- Corban University (1)
- DeVry University, IL (1)
- Earlham College, IN (1)
- East Carolina University, NC (1)
- Eastern Washington University (9)
- Embry-Riddle Aeronautical University, FL (2)
- George Fox University (2)
- George Washington University, DC (1)
- Grand Canyon University, AZ (3)
- Grand Canyon University-Traditional, AZ (3)
- Green River Community College* (3)
- Highline College* (1)
- Linfield College (2)
- Montana State University - Bozeman (1)
- Montana State University - Northern (1)
- Multnomah University (3)
- Northern Arizona University (1)
- Northwest University (2)
- Oregon State University (1)
- Pacific Lutheran University (3)
- Peninsula College* (2)
- Pepperdine University, CA (1)
- Portland State University (6)
- Purdue University Global, IN (1)
- Reed College (1)
- Rocky Mountain College, MT (1)
- Saint Martin's University (3)
- Saint Mary's University Of Minnesota (1)
- Seattle Pacific University (1)
- Southern New Hampshire (1)
- Southern Oregon University (1)
- St Mary's University - Minneapolis (1)
- The Evergreen State College (2)
- The Master's University, CA (1)
- University Of California - Extension (1)
- University Of Cincinnati (1)
- University Of Idaho (2)
- University Of Jamestown, ND (1)
- University Of Oregon (1)
- University Of Phoenix (1)
- University Of Portland (1)
- University Of Washington - Seattle (13)
- Walla Walla University (2)
- Warner Pacific College (6)
- Washington State University (58)
- Wellesley College, MA (1)
- Western Governors University, UT (12)
- Western Washington University (4)
- Westminster College Of Salt Lake City, UT (1)
- Wichita State University, KS (1)

*Baccalaureate program

Key Performance Indicator: Relevance of Programs
(Mission Fulfillment = 3.00)
(Stretch Goal = 3.25)

Table 6: Average GPA of LCC students at Washington Public Baccalaureate Institutions

	2012-13	2013-14	2014-15	2015-16	2016-17
Overall Average GPA, all students	3.18	3.18	3.24	3.19	3.23

- A collaborative data venture (called MRTE+) has greatly enhanced LCC’s access to transcript information from four-year institutions. Information reported above includes all LCC transfer students attending Washington State University, the University of Washington, Eastern Washington University, Western Washington University, and Central Washington University. Due to the complexity of the data submission process, there is significant lag time before data is released to college researchers.

Transfer Enrollment Data

Table 7: Enrollment and Graduation Data

	2014-15	2015-16	2016-17	2017-18	2018-19
Unduplicated headcount, all funding sources	2071	1946	1980	1997	2000
Transfer student population as a percent of all students	27%	27%	30%	29%	31%
FTE by institutional intent (fall quarter, state funded)	1003	937	917	989	969
FTE as percent of institutional FTE (fall quarter, state funded)	37%	37%	41%	43%	45%
Transfer associate degrees granted	381	460	455	437	459

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 of transfer students increased 0.2% in 2018-19.
- The number of transfer associate degrees granted has increased by 20% over the last five years.

Transfer Monitoring Report

Analysis from the Review Team

Members include: Kyle Hammon & Melinda Harbaugh, co-chairs, Katelyn Berezo, Pam DeRosier, Dawn Draus, Jim Franz, Traci Fuller, Mary Hebert, Lindsay Keevy, Amber Kiker, Louis LaPierre, Joanna Mosser, Lucas Myers, Stefanie Neill, Shawnee Randolph, Mavourneen Rister, Jenny Smith, Jim Stanley, Maggie Stuart, Ian Triana, Niki Walker, Annette Ward.

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

- LCC's proportion of students achieving 45 credits has consistently outperformed the system.
- The proportion of students who perform well at the university level, as measured through GPA after transfer, has been trending up.
- More than eight of ten transfer students perform well academically, a rate that has been consistent over the past five years.
- We exceeded our goal for quantitative literacy outcomes two years in a row.
- Our transfer students go all over the United States.
- The number of transfer associate degrees granted has increased by 20%, due at least in part to the increase in Running Start students getting an associate degree the year they graduate from high school.
- The proportion of students of color who transferred has nearly doubled in five years, and is above the system rate.

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

- The overall proportion of students transferring is below the system rate, which may be partially due to LCC's relative geographical isolation and higher than average student age. Older students tend to have more responsibilities, such as parenting and employment that may impede transferring. The development of Bachelor of Applied Science degrees at LCC should positively increase the transfer rate.
- Males and students of color performed less well academically in 2018-19. However, the trend was not consistent across the five years of data depicted in the report.

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

- We have an opportunity to increase our transfer rate with the development of Bachelor of Applied Science degrees at LCC.
- We have several opportunities related to the implementation of Guided Pathways.

- Increased focus on mandatory/intrusive advising.
- Development of program maps tailored to the student experience.
- Implementation of new College Success course, mandatory for all students with less than 30 credits.
- Math and English reform.
- With a growing number of online four-year degree programs available, our students (even those who are place-bound) have more opportunities to transfer than ever before.
- Our K-12 partners are working on math pathways to better prepare all students for college.
- We have an opportunity to address equity gaps for males and students of color in terms of achieving 45 college level credits, and females in terms their transfer rate.

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

- Guided Pathways poses some threats, in addition to opportunities. Most notably, the inclusion of ABE and ESL students in the requirement to get students "to and through" their first college level math course within a year poses significant challenges. Many students require more remediation than can be provided in a quarter or two.
- Insufficient state funding is an ongoing threat.
- The forthcoming high demand funding, while appreciated overall, poses a threat to academic transfer faculty. The funding has the potential to create a multi-tiered pay structure for faculty, leaving some senior academic transfer faculty (such as those in English and Social Sciences) near the bottom in terms of pay. This could have a destabilizing effect for our colleges, even though the legislative intent was to provide more support for community colleges.

Board Plus/Delta

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

+	Δ