

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)

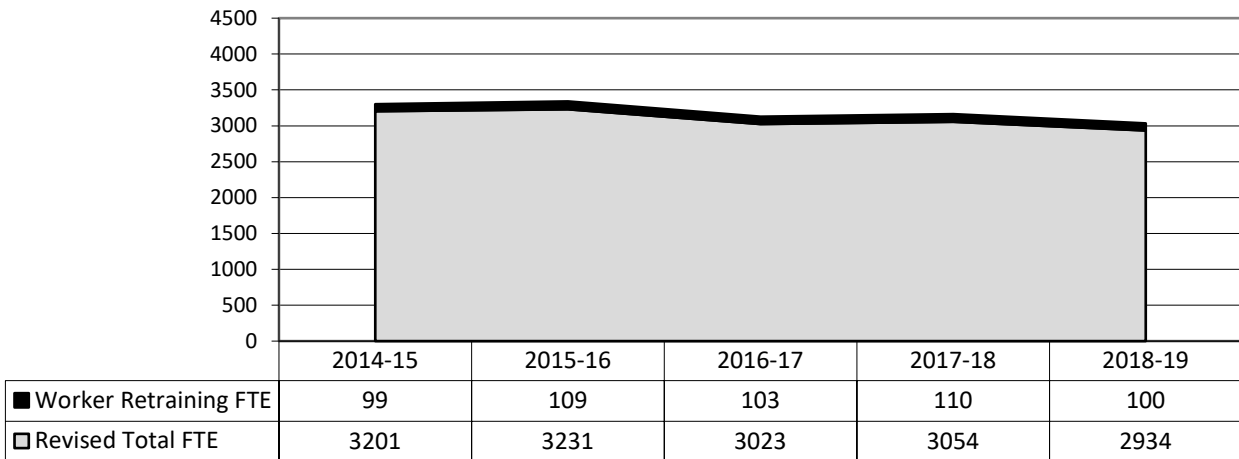
	2014-15	2015-16	2016-17	2017-18	2018-19
Percent of System (Total)	1.8%	1.9%	1.8%	1.8%	1.8%
Percent of System (State)	2.1%	2.0%	1.9%	1.9%	1.9%
Actual FTE accrued (Total)	3,300	3,340	3,126	3,164	3,034
Actual FTE accrued (State)	2,905	2,712	2,460	2,457	2,384

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

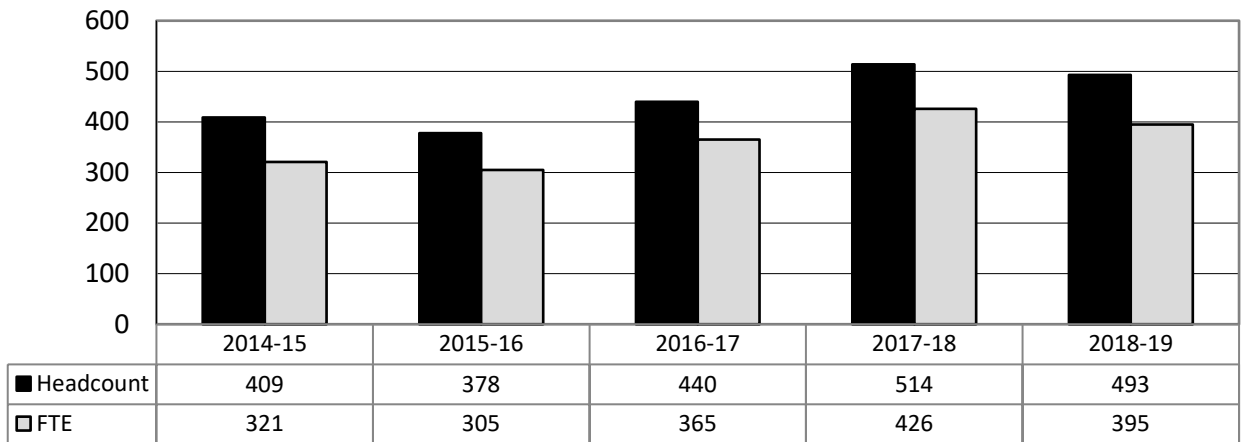
Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC, or can take classes at both the College and their respective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

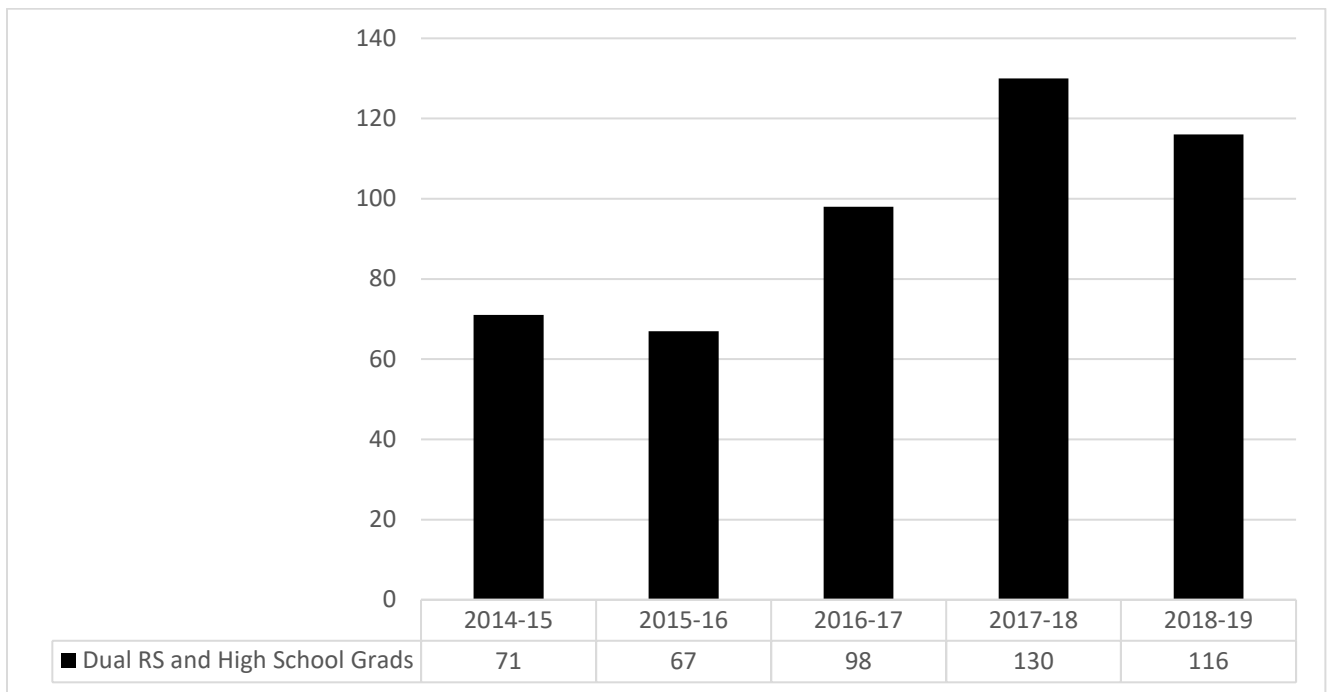
Figure 9: LCC Annual Headcount and FTE in Running Start



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?”

+	Δ