Student Access, Support & Completion Monitoring Report

2016 – 2020
(Cycle 22)

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 16, 2020

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:

- Thanks to the generous support of the Community Foundation of Southwest Washington, LCC hired a **Navigator** to work in Kelso High School to increase the number of graduates attending postsecondary education by directly assisting students to enroll at LCC, including providing a Summer Bridge Program.
- LCC received the **Student Emergency Assistance Grant** (SEAG), which provides $30,000 in 2019-20 and $35,000 in 2020-21 to students to assist with emergency expenses, such as transportation needs, housing expenses, childcare, food and nutrition and other basic needs.
- With the go live of ctcLink in March, **Financial Aid** and **Registration** worked diligently to convert and learn the new system, including troubleshooting difficulties, supporting staff and students with the transition, and building new business practices.
- Collaborating with Effectiveness and College Relations, LCC's onboarding team can now track the percentage of applicants who enroll at LCC, which has increased 8% and 5% summer and fall 2020 respectively. The tools in Navigate have allowed better monitoring, outreach and tracking of intervention strategies and students' progression.
- The COVID-19 pandemic required a quick transition to remote operations, including serving students in a virtual environment through Zoom rooms, online events, and access to financial and technological support. Some of these transitions included:
  - A first-time virtual Commencement
  - Zoom rooms for Library, Tutoring & eLearning, One-Stop & Financial Aid, Registration, Testing Center, Transitional Studies, University Center, and Workforce and Career Services
  - Disbursement of CARES Act and other emergency funding to students
  - Loaning essential technology to students, such as Chromebooks, laptops, and Wi-Fi hotspots

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Overall (service district participation rate in credit courses)	5.79%	5.38%	5.37%	5.00%	5.61%

Source: – Census Data, located at data.census.gov/cedsci/. SBCTC Data Warehouse Student table for LCC enrollment. Due to Census reporting change beginning in 2019-20, participation rate is based off of community population ages "18 and older." Prior to 2019-20, community population used was ages "17 and older."

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

(Mission Fulfillment = 24% or higher for Students of Color* and no more than 5% below system average for other categories)
(Stretch Goal = No more than 10% below system average for Students of Color* and meet or exceed system average for other categories)

	2015-16	2016-17	2017-18	2018-19	2019-20
LCC Rate: Students of Color	22%	21%	22%	24%	24%
System Rate: Students of Color	36%	37%	38%	38%	40%
LCC Rate: Female	59%	58%	60%	62%	64%
System Rate: Female	50%	50%	50%	50%	52%
LCC Rate: Male	34%	33%	32%	31%	31%
System Rate: Male	43%	42%	41%	40%	40%
LCC Rate: Students with disabilities	9%	8%	8%	9%	8%
System Rate: Students with disabilities	5%	5%	5%	5%	5%
LCC Rate: Students Receiving Veterans Benefits	3%	3%	2%	2%	1%
System Rate: Students Receiving Veterans Benefits	3%	3%	3%	3%	3%

Source: SBCTC Enrollment Data Dashboard, located at https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx.

*Unlike other demographic categories listed here, race/ethnicity tends to vary tremendously by geographical area. For example, the proportion of the population reported by the U.S. Census Bureau in 2019 as something other than "White alone, not Hispanic or Latino" was 32.5% for Washington, 16.8% for Cowlitz, and 13.5% for Wahkiakum county. Not controlling for age, the LCC rate of 24% in 2019-20 was 1.43 times the proportion in Cowlitz, vs. the system rate of 1.23 times the proportion in the state. That means that although our rate is substantially below the state, we appear to be enrolling a higher *proportion* of non-white students than the system as a whole.

This is also true to a much lesser extent for students receiving veterans benefits, since military populations tend to be much greater in communities that host one or more military facilities.

Source: https://www.census.gov/quickfacts/fact/table/US/PST045219

<p align="center">Key Performance Indicator: Enrollment</p>

<p align="center">(Mission Fulfillment for Total = 1.8%)
(Stretch Goal for Total = 2.0%)</p>

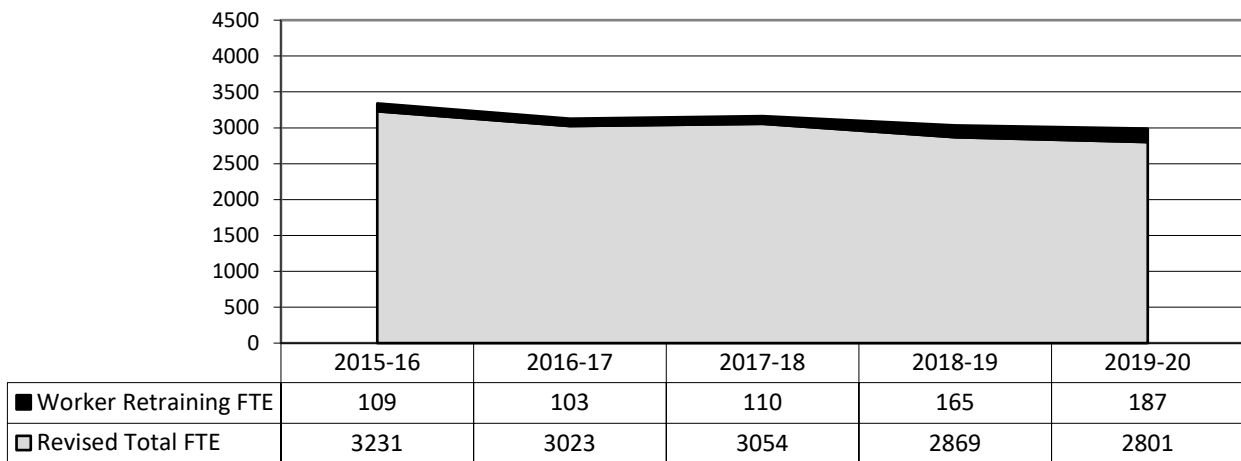<p align="center">Table 2: LCC Enrollment (Percent of system, Total & State FTE)</p>

	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of System (Total)	**1.9%**	**1.8%**	**1.8%**	**1.8%**	**1.8%**
Percent of System (State)	2.0%	1.9%	1.9%	1.9%	2.0%
Actual FTE accrued (Total)	3,340	3,126	3,164	3,034	2,988
Actual FTE accrued (State)	2,712	2,460	2,457	2,384	2,307

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.

<p align="center">Figure 3: Annual FTE excluding Worker Retraining FTEs (all funding sources)</p>

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Worker Retraining FTE	109	103	110	165	187
☐ Revised Total FTE	3231	3023	3054	2869	2801

Source: Worker Retaining FTE: SBCTC Allocation Monitoring Report. Please note: 2018-19 numbers updated from previous report due to calculation error.

- 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
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%
2019-20	1052 (46%)	686 (30%)	569 (25%)	46%

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

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

	2014	2015	2016	2017	2018
Castle Rock	43%	49%	30-39%	51%	42%
Kalama	41%	43%	52%	63%	*
Kelso	51%	53%	47%	46%	47%
Mark Morris	65%	63%	58%	62%	45%
R A Long	63%	62%	56%	54%	57%
Toutle Lake	58%	50%	53%	56%	61%
Wahkiakum	65%	62%	60%	52%	51%
Woodland	43%	42%	49%	42%	42%

Source: Education Research and Data Center, located at erdcdata.wa.gov/hsfb.aspx. High School Feedback Reports, Table 1.
Please note all years of data have been updated from previous reports due to a dashboard/methodology update by the ERDC.
*Data not available.

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

	2014	2015	2016	2017	2018
Castle Rock	41%	48%	56%	50%	51%
Kalama	43%	31%	50%	21%	*
Kelso	56%	58%	55%	49%	40%
Mark Morris	50%	51%	54%	53%	47%
R A Long	59%	45%	42%	47%	37%
Toutle Lake	50%	72%	42%	56%	50%
Wahkiakum	48%	43%	53%	0-20%	*
Woodland	13%	9%	9%	10%	17%

Source: Education Research and Data Center, located at erdcdata.wa.gov. High School Feedback Reports, Table 1. *Data not available.
Please note all years of data have been updated from previous reports due to a dashboard/methodology update by the ERDC.

- 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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Castle Rock	11/59 = 19%	20/81 = 25%	16/88=18%	11/90=12%	15/98=15%
Kalama	15/64 = 23%	8/63 = 13%	11/69=16%	8/61=13%	12/68=18%
Kelso	62/296 = 21%	44/303 = 15%	44/360=12%	66/311=21%	68/295=23%
Mark Morris	48/179 = 27%	46/201 = 23%	38/199=19%	44/196=22%	41/203=21%
R.A. Long	23/184 = 13%	35/186 = 19%	26/182=14%	30/193=16%	20/163=12%
Toutle Lake	10/51 = 20%	21/54 = 39%	9/41=22%	12/41=29%	16/40=40%
Wahkiakum	4/27 = 15%	2/27 = 7%	4/23=17%	4/32=13%	6/32=19%
Woodland	7/131 = 5%	3/135 = 2%	9/154=6%	8/153=5%	4/144=3%
Total Dist.	**180/991 = 18%**	**179/1050 = 17%**	**157/1116=14%**	**183/1077=17%**	**182/1043=17%**

Source: LCC Registration Office (KR-HISCHO3), after Fall 2019, dataLink Enrollment of HS Grads.sql (Fact Book). Note: students from LCC's service district have the option of participating in Washington's online school, called Insight. When those figures are included, LCC's service district totals are as follows: 2016 - 14%; 2017 - 13%; 2018 - 11%; 2019 - 13%; 2020 - 12%.

- Increases in Running Start participation have affected this rate.
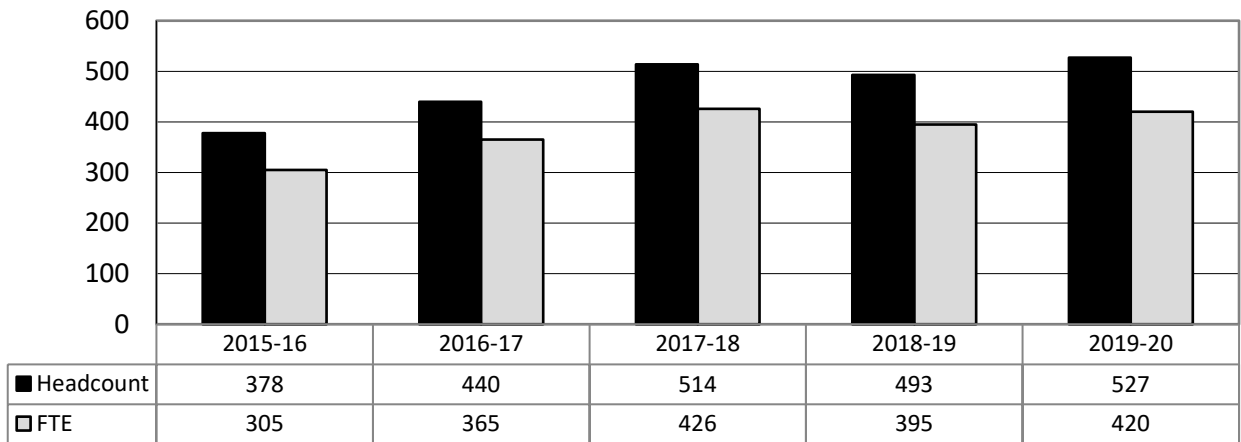
Running Start

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	2015-16	2016-17	2017-18	2018-19	2019-20
Castle Rock	28/203 = 14%	34/220 = 15%	32/222 = 14%	31/235 = 13%	36/227 = 16%
Kalama	33/141 = 23%	42/154 = 27%	59/163 = 36%	39/150 = 25%	23/155 = 15%
Kelso	114/761 = 15%	131/817 = 16%	174/856 = 20%	152/777 = 20%	119/758 = 16%
R.A. Long	56/433 = 13%	55/464 = 12%	54/438 = 12%	60/419 = 14%	71/394 = 18%
Mark Morris	86/471 = 18%	100/480 = 21%	113/493 = 23%	109/474 = 23%	132/470 = 28%
Toutle Lake	20/114 = 18%	28/105 = 27%	22/81 = 27%	27/98 = 28%	38/104 = 37%
Wahkiakum	9/66 = 14%	9/61 = 15%	8/71 = 11%	9/80 = 11%	14/102 = 14%
Woodland	13/330 = 4%	13/354 = 4%	15/354 = 4%	21/366 = 6%	28/352 = 8%
Grand Total	**359/2519 = 14%**	**412/2655 = 16%**	**477/2678 = 18%**	**448/2608 = 17%**	**461/2562 = 18%**

Source: Fact Book.

Figure 9: LCC Annual Headcount and FTE in Running Start

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Headcount	378	440	514	493	527
□ FTE	305	365	426	395	420

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)

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Dual RS and High School Grads	67	98	130	116	100
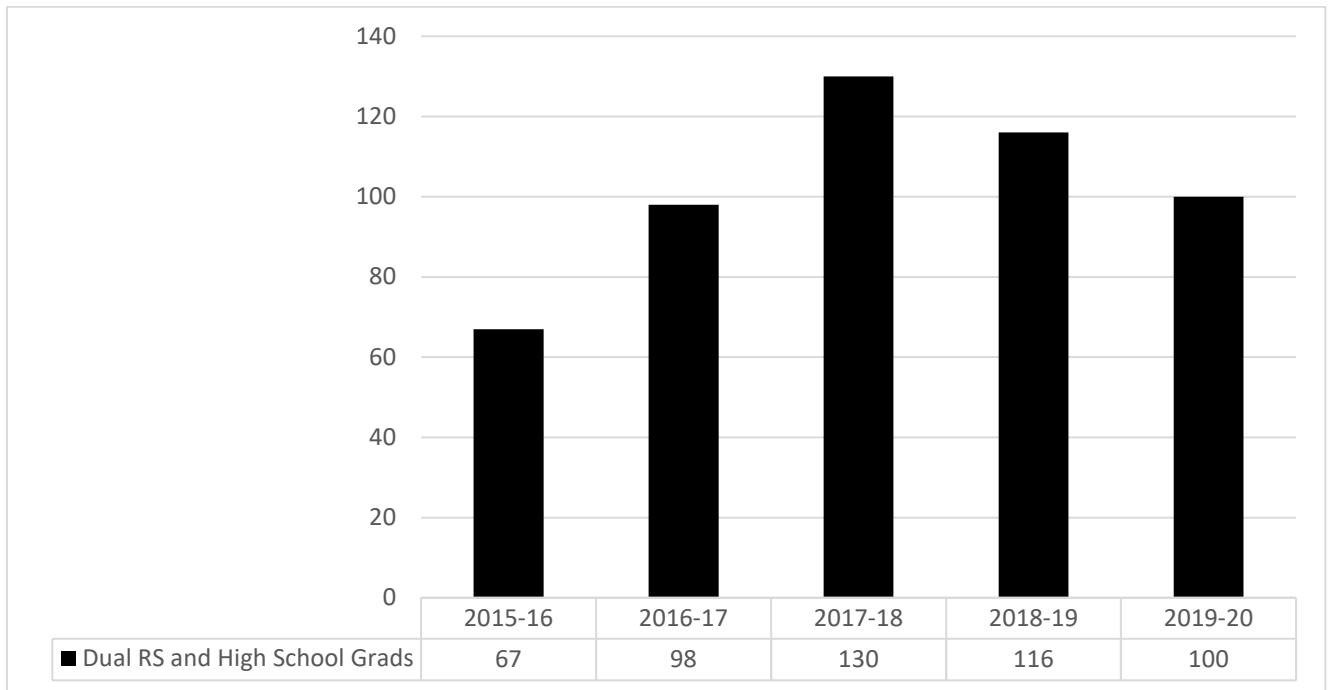
Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma at the same time is trending downward since 2017-18.

<div align="center">

Key Performance Indicator: <u>Student Persistence</u>
(Data divided into two tables for easier readability)

(Mission Fulfillment = no more than 8% below system average for all categories)
(Stretch Goal = meet or exceed system average for all categories)

</div>

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. It is possible to track these cohorts to measure progress in a variety of ways, including fall to fall persistence.

<div align="center">

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

</div>

	Fall 2014-Fall 2015	Fall 2015-Fall 2016	Fall 2016-Fall 2017	Fall 2017-Fall 2018	Fall 2018-Fall 2019
LCC Rate: Overall	**51% (n = 1,002)**	**52% (n = 953)**	**58% (n = 896)**	**52% (n = 981)**	**54% (n = 880)**
Full-time	58% (n = 635)	60% (n = 592)	66% (n = 555)	60% (n = 626)	61% (n = 560)
Part-time	39% (n = 367)	39% (n = 361)	46% (n = 341)	39% (n = 355)	43% (n = 320)
Male	51% (n = 390)	50% (n = 351)	58% (n = 320)	51% (n = 353)	52% (n = 291)
Female	51% (n = 604)	53% (n = 590)	58% (n = 558)	52% (n = 616)	55% (n = 573)
Need-Based Aid*	48% (n = 394)	47% (n = 350)	52% (n = 336)	43% (n = 361)	47% (n = 298)
System Rate: Overall	53% (n = 51,119)	53% (n = 50,291)	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)
Full-time	59% (n = 30,950)	60% (n = 29,981)	61% (n = 30,625)	60% (n = 32,369)	61% (n = 32,030)
Part-time	43% (n = 20,169)	43% (n = 20,310)	44% (n = 20,245)	43% (n = 21,727)	44% (n = 20,091)
Male	51% (n = 22,968)	52% (n = 22,536)	52% (n = 21,766)	52% (n = 23,116)	53% (n = 22,223)
Female	54% (n = 27,757)	54% (n = 27,227)	56% (n = 26,947)	55% (n = 28,678)	56% (n = 28,552)
Need-Based Aid*	51% (n = 15,199)	52% (n = 12,978)	51% (n = 13,264)	52% (n = 13,164)	53% (n = 13,005)

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Retention View (All cohorts, Transfer & Prof/Tech students).
*Students who received need-based aid.

- Please note: full-time/part-time status is based on student's first quarter of enrollment.

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

	Fall 2014-Fall 2015	Fall 2015-Fall 2016	Fall 2016-Fall 2017	Fall 2017-Fall 2018	Fall 2018-Fall 2019
LCC Rate: Overall	**51% (n = 1,002)**	**52% (n = 953)**	**58% (n = 896)**	**52% (n = 981)**	**54% (n = 880)**
American Indian or Alaska Native	41% (n = 37)	41% (n = 44)	49% (n = 49)	56% (n = 43)	51% (n = 49)
Asian	53% (n = 32)	46% (n = 48)	66% (n = 32)	49% (n = 37)	58% (n = 43)
Black or African American	33% (n = 27)	28% (n = 36)	67% (n = 18)	35% (n = 40)	56% (n = 32)
Hispanic or Latino	54% (n = 79)	58% (n = 91)	69% (n = 78)	58% (n = 92)	56% (n = 86)
Native Hawaiian or other Pacific Islander	*	58% (n =12)	*	25% (n = 12)	55% (n = 11)
White	51% (n = 822)	53% (n = 778)	58% (n = 761)	53% (n = 811)	55% (n = 722)
System Rate: Overall	53% (n = 51,119)	53% (n = 50,291)	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)
American Indian or Alaska Native	47% (n = 1,673)	45% (n = 1,652)	45% (n = 1,719)	46% (n = 1,782)	50% (n = 1,759)
Asian	58% (n = 5,051)	58% (n = 5,541)	59% (n = 5,491)	57% (n = 6,664)	60% (n = 6,386)
Black or African American	42% (n = 3,892)	43% (n = 3,939)	44% (n = 4,069)	44% (n = 4,340)	47% (n = 4,409)
Hispanic or Latino	53% (n = 6,674)	53% (n = 6,745)	54% (n = 7,293)	53% (n = 8,022)	55% (n = 8,474)
Native Hawaiian or other Pacific Islander	47% (n = 734)	52% (n = 772)	50% (n = 845)	49% (n = 927)	51% (n = 1,000)
White	53% (n = 33,850)	54% (n= 32,998)	55% (n = 32,333)	54% (n = 33,698)	55% (n = 32,319)

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Retention View (All cohorts, Transfer & Prof/Tech students).

*Less than 10 students; redacted to protect student privacy.

<p align="center">Key Performance Indicator: Student Completion</p>
<p align="center">(Data divided into two tables for easier readability)</p>

<p align="center">(Mission Fulfillment = no more than 8% below system average for all categories)</p>
<p align="center">(Stretch Goal = meet or exceed system average for all categories)</p>

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. It is possible to track these cohorts to measure progress in a variety of ways, including completion.

<p align="center">Table 12a: Students who Graduated
(Based on FTEC Cohorts finishing within Four Years)</p>

	2016	2017	2018	2019	2020
	(2012 cohort)	(2013 cohort)	(2014 cohort)	(2015 cohort)	(2016 cohort)
LCC Rate: Overall	**34%**	**38%**	**37%**	**38%**	**42%**
Full-time	34%	42%	41%	43%	46%
Part-time	33%	32%	31%	28%	35%
Male	27%	31%	33%	34%	33%
Female	40%	42%	40%	40%	47%
Need-Based Aid*	31%	33%	31%	29%	34%
System Rate: Overall	33%	33%	34%	35%	35%
Full-time	39%	40%	41%	42%	42%
Part-time	23%	22%	23%	24%	24%
Male	31%	30%	32%	33%	32%
Female	34%	35%	36%	37%	37%
Need-Based Aid*	34%	33%	34%	35%	35%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter). *Students who received need-based aid.

Table 12b: Students who Graduated by Race/Ethnicity
(Based on FTEC Cohorts finishing within Four Years)

	2016 (2012 cohort)	2017 (2013 cohort)	2018 (2014 cohort)	2019 (2015 cohort)	2020 (2016 cohort)
LCC Rate: Overall	**34%**	**38%**	**37%**	**38%**	**42%**
American Indian or Alaska Native	34%	13%	35%	14%	31%
Asian	48%	47%	47%	46%	59%
Black or African American	20%	24%	19%	28%	39%
Hispanic or Latino	32%	37%	30%	45%	46%
Native Hawaiian or other Pacific Islander	*	*	*	17%	*
White	34%	37%	38%	37%	42%
System Rate: Overall	33%	33%	34%	35%	35%
American Indian or Alaska Native	25%	24%	28%	29%	28%
Asian	35%	35%	36%	38%	38%
Black or African American	23%	22%	25%	25%	24%
Hispanic or Latino	31%	32%	33%	34%	33%
Native Hawaiian or other Pacific Islander	25%	28%	26%	29%	28%
White	33%	33%	35%	36%	35%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter). *Less than 10 students; redacted to protect student privacy.

(Mission Fulfillment = mean score of 50 or higher overall and no more than five points below LCC average for all demographic categories)
(Stretch Goal = mean score of 52 or higher overall and on par with LCC average for all demographic categories)

LCC conducts several locally developed student satisfaction surveys to support the departmental/program assessment progress. The Community College Survey of Student Engagement (CCSSE) is a national survey which allows us to compare ourselves to our peers across multiple benchmark categories, including "Support for Learners." The CCSSE is administered every three years at LCC.

Table 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.

<p style="text-align:center;">**Key Performance Indicator: Success of Academic Support Programs**</p>

<p style="text-align:center;">**(Mission Fulfillment = 80% or higher)**
(Stretch Goal = 85% or higher)</p>

The percent indicates how many students received a "C" or better in the courses for which they received tutoring.

<p style="text-align:center;">**Table 14: Success in Tutoring Program**</p>

2015-16	2016-17	2017-18	2018-19	2019-20
83%	82%	82%	85%	83%

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

<p style="text-align:center;">**Key Performance Indicator: Faculty-Student Engagement**</p>

<p style="text-align:center;">**(Mission Fulfillment = mean score of 50 or higher overall and no more than five points below LCC average for all demographic categories)**
(Stretch Goal = mean score of 55 or higher overall and on par with LCC average for all demographic categories)</p>

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.

<p style="text-align:center;">**Table 15: Community College Survey of Student Engagement (CCSSE) –
Faculty-Student Engagement Benchmark Category (Mean Score)**</p>

	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 improved between 2015-16 and 2018-19.
- 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, Nicole Faber, Byron Ford, Marisa Geier, Melinda Harbaugh, Jennifer Houge, Mindy Leasure, Rosie Leno, Leah Moore, Mary Kate Morgan, Jagger Norris, Sam Orth, Brianna Purdy, Alejandra Sanchez, Nichole Seroshek, Rick Swee, Donovan Tate, Shannon Wachob, Adam Wolfer.

1) **Based on the information in this report, what are LCC's strengths in providing access, support and completion to students?**
   - Persistence and graduation rates are strong, virtually across the board.
   - Enrollment of Running Start students is also strong.
   - A lot of high schools seem to turn to LCC, particularly in terms of Running Start, which indicates we are doing a good job with outreach.
   - Our CCSSE results are strong, and show improvement from the previous administration.
   - Course success with students who receive tutoring stands out.
   - Although only included as a footnote in our participation rate metric, the ratio of students of color attending LCC in comparison to the surrounding community (1.43) is encouraging.

2) **Based on the information in this report, what are LCC's weaknesses in providing access, support and completion to students?**
   - The proportion of high school graduates from our service district attending post-secondary institutions could be higher.
   - Declining participation of male students is concerning, and needs more examination. Although it is at least partially a byproduct of the industrial base in our service district, there may be other factors at play.

3) **Based on the information in this report, what are LCC's opportunities for providing access, support and completion to students?**
   - Enrollment of Woodland High School graduates increased substantially over the last two years. With further engagement of Woodland students in College in the High School and other initiatives, we have an opportunity to increase this even more.
   - We have an opportunity to drill down into our CCSSE results where particular demographic groups show less support/engagement with student services or instruction, to see if there are gaps that can be filled.
   - With the new Navigator position at Kelso High School, we have an opportunity to increase the number of students coming to LCC.

4) **Based on the information in this report, what are LCC's threats for providing access, support and completion to students?**
   - The pandemic has substantially impacted enrollment.
   - With the move by most colleges to mostly online instruction due to the pandemic, students have more options (as far as where they can choose to attend college) than usual right now.

- Some colleges in Oregon are waiving barriers to admission such as application fees and test scores. Some are even offering tuition discounts to attract students during the pandemic. This could be a threat, as students may be enticed by the incentives offered by other institutions.
- Prior to the pandemic, LCC had "cornered the market" on certain types of online instruction such as Human Anatomy and Physiology. With the increased amount of online instruction due to the pandemic, the field is now more competitive.
- With LCC's new ctcLink transactional computer system, students have the ability to see all available classes in the system (not just what's available at LCC). Particularly while instruction remains mostly online, this could be a threat since students can easily enroll at other institutions. This is especially true for colleges that are already live in the system, such as Clark.
- Issues with the new ctcLink system, such as difficulties with the distribution of financial aid and problems with certain registration functions such as prerequisites, have posed at least a short-term threat to enrollment.

Board Plus/Delta

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

+	Δ