

Student Access, Support & Completion Monitoring Report

2017 – 2021
(Cycle 23)

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 15, 2021



Student 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 Student Access & Completion Monitoring Report include:

- Participation rates
- Enrollment
- Student persistence
- Student completion
- Student satisfaction with support services
- Faculty-student engagement
- Student/graduate satisfaction with instruction

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

- LCC received three rounds of federal stimulus funding during the pandemic, and combined with additional local, state, and federal **emergency funding assistance**, the college distributed over \$1,284,000 to students in academic year 2020-2021. Emergency aid awards support housing, food, transportation, utilities, child care, technology, health and tuition assistance.
- LCC received a two-year competitive state grant, **Supporting Students Experiencing Homelessness (SSEH)**. Through the grant, the college provides a variety of accommodations for students, including access to laundry facilities, storage and lockers, showers, technology, short-term housing or housing assistance, food banks and meals, and case management services.
- As part of the college's Guided Pathways efforts, LCC piloted its **advising redesign** to enhance proactive and comprehensive advising services by providing professional advising and faculty mentors to all degree seeking students. The aim of the redesign is to improve retention, job placement, and transfer rates. The Social Science and Music faculty kicked off the pilot project with the STEM pathway following this spring. The college also launched the **Academic Advising Tool** in Navigate, which provides a dynamic, interactive process for students and their advisors to plan a quarter by quarter pathway towards completing their academic goal.
- Student Services continued to provide robust online support and services to students through the use of zoom rooms, online appointments, accessible academic forms, and more while simultaneously re-opening services for in-person support beginning in July 2021.
- LCC held its second virtual commencement in June 2021 that included a drive-thru event to cheer and celebrate its graduates.

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

	2016-17	2017-18	2018-19	2019-20	2020-21
Overall (service district participation rate in credit courses)	5.38%	5.37%	5.00%	5.61%	4.59%

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

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Students of Color	21%	22%	24%	24%	25%
System Rate: Students of Color	37%	38%	38%	40%	42%
LCC Rate: Female	58%	60%	62%	64%	66%
System Rate: Female	50%	50%	50%	52%	54%
LCC Rate: Male	33%	32%	31%	31%	28%
System Rate: Male	42%	41%	40%	40%	39%
LCC Rate: Students with disabilities**	4%	5%	5%	6%	5%
System Rate: Students with disabilities**	4%	4%	4%	4%	4%
LCC Rate: Students Receiving Veterans Benefits	3%	2%	2%	1%	1%
System Rate: Students Receiving Veterans Benefits	3%	3%	3%	3%	2%

Source: [SBCTC Enrollment Data Dashboard](https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx), located at https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx. **”Students with disabilities” rates for 2016-17 to 2019-20 changed from previous monitoring report due to change in State Board methodology. “Students with disabilities” percent is based on students who reported a disability at the accessibility office.

*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>

Key Performance Indicator: Enrollment

(Mission Fulfillment for Total = 1.8%)

(Stretch Goal for Total = 2.0%)

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

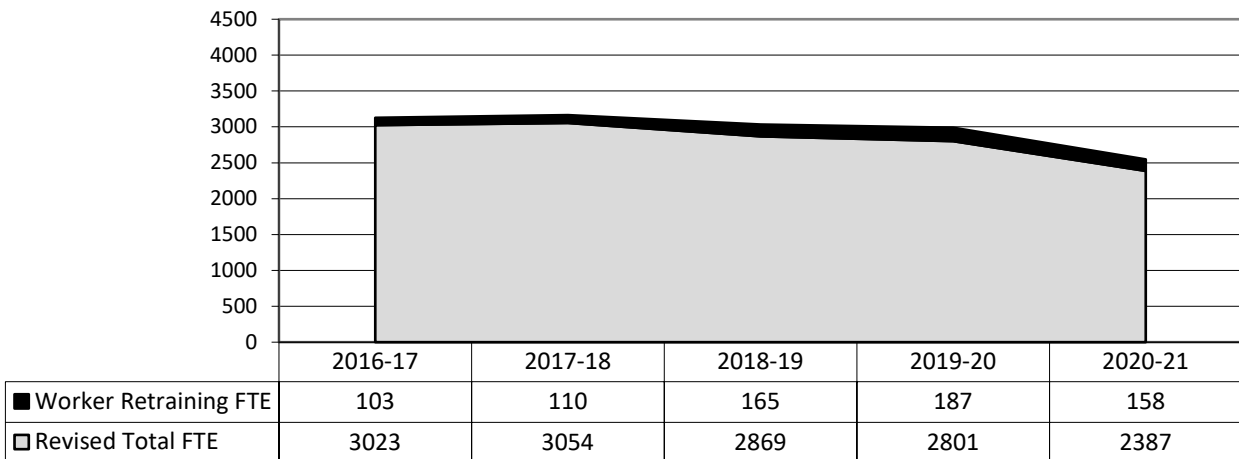
	2016-17	2017-18	2018-19	2019-20	2020-21
Percent of System (Total)	1.8%	1.8%	1.8%	1.8%	1.8%
Percent of System (State)	1.9%	1.9%	1.9%	2.0%	1.9%
Actual FTE accrued (Total)	3,126	3,164	3,034	2,988	2,545
Actual FTE accrued (State)	2,460	2,457	2,384	2,307	1,956

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
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%
2020-21	885 (45%)	572 (29%)	499 (26%)	45%

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

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

	2015	2016	2017	2018	2019
Castle Rock	49%	30-39%	51%	42%	42%
Kalama	43%	52%	63%	59%*	44%
Kelso	53%	47%	46%	47%	46%
Mark Morris	63%	58%	62%	45%	49%
R A Long	62%	56%	54%	57%	55%
Toutle Lake	50%	53%	56%	61%	58%
Wahkiakum	62%	60%	52%	51%	53%
Woodland**	48%	52%	50%	50%	40%

Source: Education Research and Data Center, located at erdcdata.wa.gov/hsfb.aspx. High School Feedback Reports, Table 1.

*Kalama 2018 figure updated from previous monitoring report. **Woodland rates changed for 2015 to 2018 from previous monitoring report to exclude TEAM High School from the rate. Woodland rates only include Woodland High School.

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

	2015	2016	2017	2018	2019
Castle Rock	48%	56%	50%	51%	46%
Kalama	31%	50%	21%	28%*	44%
Kelso	58%	55%	49%	40%	54%
Mark Morris	51%	54%	53%	47%	52%
R A Long	45%	42%	47%	37%	42%
Toutle Lake	72%	42%	56%	50%	55%
Wahkiakum	43%	53%	0-20%	**	39%
Woodland	9%	9%	10%	17%	15%

Source: Education Research and Data Center, located at erdcdata.wa.gov. High School Feedback Reports, Table 1.

*Kalama 2018 figure updated from previous report. **Data not available.

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

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Castle Rock	20/81 = 25%	16/88=18%	11/90=12%	15/98=15%	12/83 = 14%
Kalama	8/63 = 13%	11/69=16%	8/61=13%	12/68=18%	16/57 = 28%
Kelso	44/303 = 15%	44/360=12%	66/311=21%	68/295=23%	60/300 = 20%
Mark Morris	46/201 = 23%	38/199=19%	44/196=22%	41/203=21%	41/165 = 25%
R.A. Long	35/186 = 19%	26/182=14%	30/193=16%	20/163=12%	20/180 = 11%
Toutle Lake	21/54 = 39%	9/41=22%	12/41=29%	16/40=40%	16/41 = 39%
Wahkiakum	2/27 = 7%	4/23=17%	4/32=13%	6/32=19%	1/56 = 2%
Woodland	3/135 = 2%	9/154=6%	8/153=5%	4/144=3%	9/133 = 7%
Total Dist.	179/1050 = 17%	157/1116=14%	183/1077=17%	182/1043=17%	175/1015 = 17%

Source: LCC Registration Office (KR-HISCHO3), after Fall 2019, dataLink Enrollment of HS Grads.sql (Fact Book).

- Running Start participation has affected this rate.

Running Start

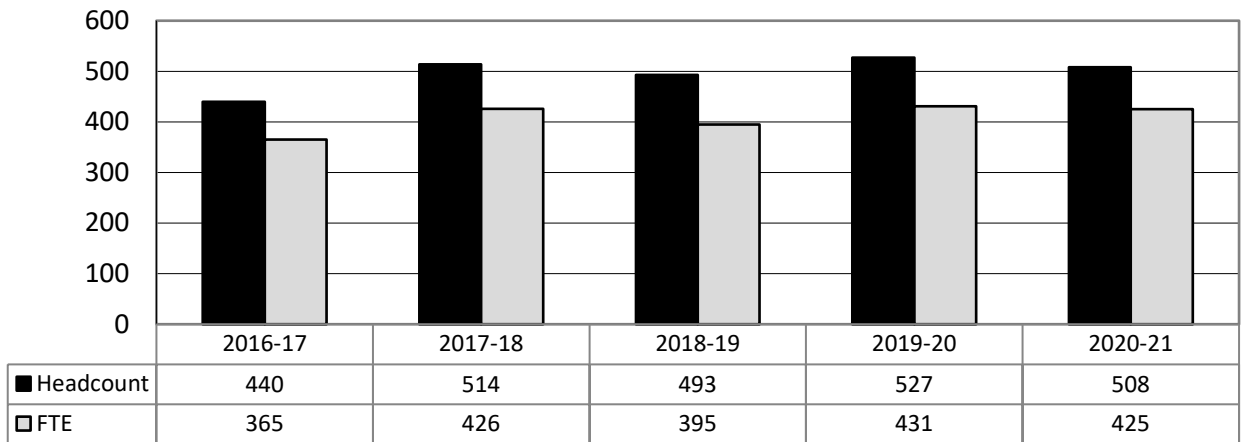
Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC, or can take classes at both the College and their respective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

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

High School	2016-17	2017-18	2018-19	2019-20	2020-21
Castle Rock	34/220 = 15%	32/222 = 14%	31/235 = 13%	36/227 = 16%	39/206 = 19%
Kalama	42/154 = 27%	59/163 = 36%	39/150 = 25%	23/155 = 15%	37/161 = 23%
Kelso	131/817 = 16%	174/856 = 20%	152/777 = 20%	119/758 = 16%	132/645 = 20%
R.A. Long	55/464 = 12%	54/438 = 12%	60/419 = 14%	71/394 = 18%	79/411 = 19%
Mark Morris	100/480 = 21%	113/493 = 23%	109/474 = 23%	132/470 = 28%	110/421 = 26%
Toutle Lake	28/105 = 27%	22/81 = 27%	27/98 = 28%	38/104 = 37%	31/97 = 32%
Wahkiakum	9/61 = 15%	8/71 = 11%	9/80 = 11%	14/102 = 14%	15/107 = 14%
Woodland	13/354 = 4%	15/354 = 4%	21/366 = 6%	28/352 = 8%	24/301 = 8%
Grand Total	412/2655 = 16%	477/2678 = 18%	448/2608 = 17%	461/2562 = 18%	467/2349 = 20%

Source: Fact Book.

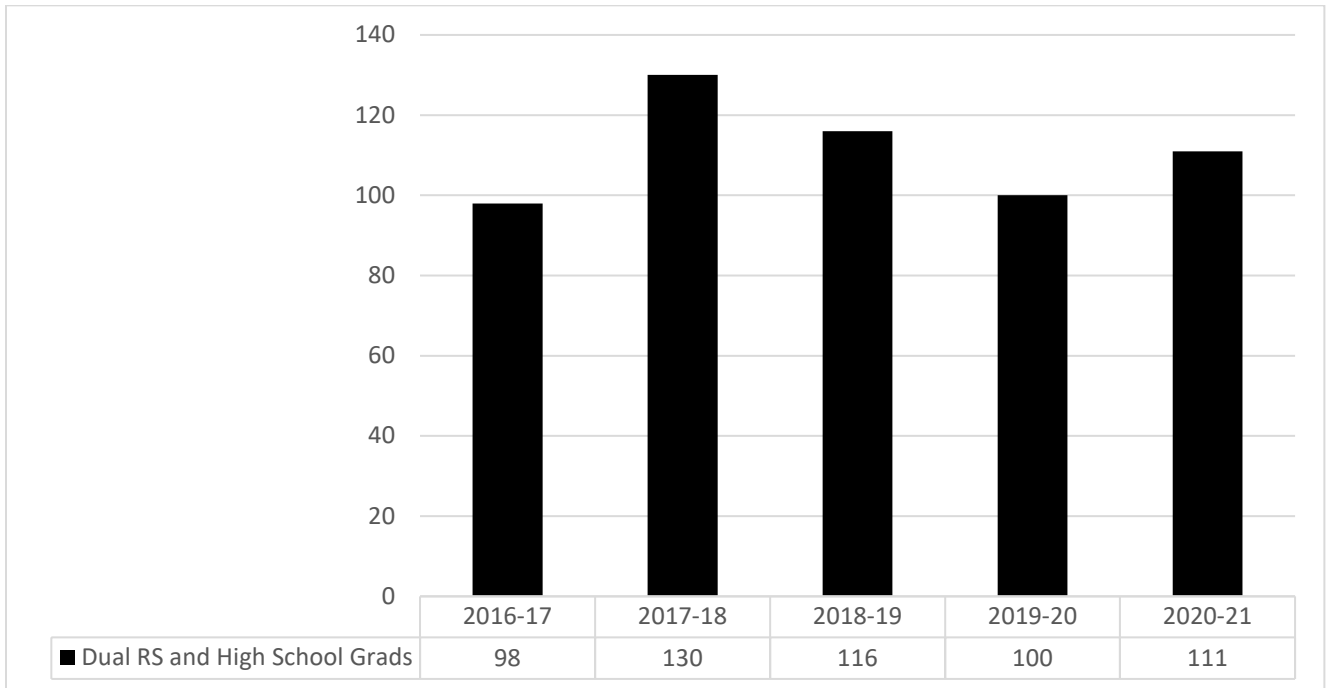
Figure 9: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book. Note: 2019-20 FTE updated from previous Monitoring Report.

- Running Start enrollment dropped slightly from 2019-20 to 2020-21, but 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 increased in 2020-21.

Key Performance Indicator: Student Persistence

(Data divided into two tables for easier readability)

(Mission Fulfillment = no more than 8% below system average for all categories)

(Stretch Goal = meet or exceed system average for all categories)

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

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

	Fall 2015- Fall 2016	Fall 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019	Fall 2019 – Fall 2020
LCC Rate: Overall	52% (n = 953)	58% (n = 896)	52% (n = 981)	54% (n = 880)	51% (n = 988)
Full-time	60% (n = 592)	66% (n = 555)	60% (n = 626)	61% (n = 560)	60% (n = 664)
Part-time	39% (n = 361)	46% (n = 341)	39% (n = 355)	43% (n = 320)	32% (n = 324)
Male	50% (n = 351)	58% (n = 320)	51% (n = 353)	52% (n = 291)	52% (n = 329)
Female	53% (n = 590)	58% (n = 558)	52% (n = 616)	55% (n = 573)	50% (n = 652)
Need-Based Aid*	47% (n = 350)	52% (n = 336)	43% (n = 361)	47% (n = 298)	**
System Rate^: Overall	53% (n = 50,291)	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)	54% (n = 52,481)
Full-time	60% (n = 29,981)	61% (n = 30,625)	60% (n = 32,369)	61% (n = 32,030)	60% (n = 32,616)
Part-time	43% (n = 20,310)	44% (n = 20,245)	43% (n = 21,727)	44% (n = 20,091)	42% (n = 19,865)
Male	52% (n = 22,536)	52% (n = 21,766)	52% (n = 23,116)	53% (n = 22,223)	51% (n = 22,203)
Female	54% (n = 27,227)	56% (n = 26,947)	55% (n = 28,678)	56% (n = 28,552)	56% (n = 29,016)
Need-Based Aid*	52% (n = 12,978)	51% (n = 13,264)	52% (n = 13,164)	53% (n = 13,005)	**

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

*Students who received need-based aid. **Data not available yet. ^All Other Colleges.

- 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 2015- Fall 2016	Fall 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019	Fall 2019 – Fall 2020
LCC Rate: Overall	52% (n = 953)	58% (n = 896)	52% (n = 981)	54% (n = 880)	51% (n = 988)
American Indian or Alaska Native	41% (n = 44)	49% (n = 49)	56% (n = 43)	51% (n = 49)	36% (n = 45)
Asian	46% (n = 48)	66% (n = 32)	49% (n = 37)	58% (n = 43)	43% (n = 44)
Black or African American	28% (n = 36)	67% (n = 18)	35% (n = 40)	56% (n = 32)	41% (n = 27)
Hispanic or Latino	58% (n = 91)	69% (n = 78)	58% (n = 92)	56% (n = 86)	60% (n = 96)
Native Hawaiian or Other Pacific Islander	58% (n = 12)	*	25% (n = 12)	55% (n = 11)	30% (n = 10)
White	53% (n = 778)	58% (n = 761)	53% (n = 811)	55% (n = 722)	52% (n = 829)
System Rate^: Overall	53% (n = 50,291)	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)	54% (n = 52,481)
American Indian or Alaska Native	45% (n = 1,652)	45% (n = 1,719)	46% (n = 1,782)	50% (n = 1,759)	46% (n = 1,761)
Asian	58% (n = 5,541)	59% (n = 5,491)	57% (n = 6,664)	60% (n = 6,386)	61% (n = 6,674)
Black or African American	43% (n = 3,939)	44% (n = 4,069)	44% (n = 4,340)	47% (n = 4,409)	46% (n = 4,650)
Hispanic or Latino	53% (n = 6,745)	54% (n = 7,293)	53% (n = 8,022)	55% (n = 8,474)	52% (n = 9,057)
Native Hawaiian or Other Pacific Islander	52% (n = 772)	50% (n = 845)	49% (n = 927)	51% (n = 1,000)	49% (n = 994)
White	54% (n = 32,998)	55% (n = 32,333)	54% (n = 33,698)	55% (n = 32,319)	54% (n = 32,951)

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

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

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

	Fall 2016- Winter 2017	Fall 2017- Winter 2018	Fall 2018- Winter 2019	Fall 2019- Winter 2020	Fall 2020- Winter 2021
LCC Rate: Overall	86% (n = 896)	81% (n = 981)	84% (n = 880)	83% (n = 988)	83% (n = 777)
Full-time	89% (n = 555)	84% (n = 626)	87% (n = 560)	88% (n = 664)	87% (n = 476)
Part-time	81% (n = 341)	76% (n = 355)	79% (n = 320)	73% (n = 324)	76% (n = 301)
Male	84% (n = 320)	79% (n = 353)	80% (n = 291)	81% (n = 329)	80% (n = 202)
Female	87% (n = 558)	82% (n = 616)	86% (n = 573)	84% (n = 652)	84% (n = 481)
Need-Based Aid*	87% (n = 336)	76% (n = 361)	83% (n = 298)	83% (n = 327)	**
System Rate^: Overall	81% (n = 50,870)	81% (n = 54,096)	82% (n = 52,122)	82% (n = 52,481)	83% (n = 44,366)
Full-time	87% (n = 30,624)	86% (n = 32,368)	87% (n = 32,028)	87% (n = 32,616)	87% (n = 28,307)
Part-time	73% (n = 20,246)	72% (n = 21,728)	74% (n = 20,094)	74% (n = 19,865)	75% (n = 16,059)
Male	80% (n = 21,767)	79% (n = 23,117)	81% (n = 22,223)	80% (n = 22,203)	81% (n = 17,235)
Female	83% (n = 26,949)	82% (n = 28,678)	83% (n = 28,555)	83% (n = 29,016)	84% (n = 24,734)
Need-Based Aid*	84% (n = 13,264)	84% (n = 13,163)	83% (n = 13,006)	82% (n = 13,400)	**

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

*Students who received need-based aid. **Data not available yet. ^All Other Colleges.

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

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

	Fall 2016- Winter 2017	Fall 2017- Winter 2018	Fall 2018- Winter 2019	Fall 2019- Winter 2020	Fall 2020- Winter 2021
LCC Rate: Overall	86% (n = 896)	81% (n = 981)	84% (n = 880)	83% (n = 988)	83% (n = 777)
American Indian or Alaska Native	71% (n = 49)	81% (n = 43)	86% (n = 49)	80% (n = 45)	87% (n = 31)
Asian	81% (n = 32)	84% (n = 37)	86% (n = 43)	82% (n = 44)	84% (n = 37)
Black or African American	83% (n = 18)	73% (n = 40)	84% (n = 32)	85% (n = 27)	81% (n = 32)
Hispanic or Latino	86% (n = 78)	83% (n = 92)	86% (n = 86)	83% (n = 96)	81% (n = 74)
Native Hawaiian or Other Pacific Islander	*	75% (n = 12)	82% (n = 11)	80% (n = 10)	79% (n = 19)
White	86% (n = 761)	82% (n = 811)	84% (n = 722)	83% (n = 829)	84% (n = 680)
System Rate^: Overall	81% (n = 50,870)	81% (n = 54,096)	82% (n = 52,122)	82% (n = 52,481)	83% (n = 44,366)
American Indian or Alaska Native	76% (n = 1,719)	78% (n = 1,781)	79% (n = 1,760)	77% (n = 1,761)	76% (n = 1,383)
Asian	85% (n = 5,491)	83% (n = 6,664)	85% (n = 6,385)	86% (n = 6,674)	86% (n = 6,173)
Black or African American	75% (n = 4,069)	75% (n = 4,340)	77% (n = 4,410)	75% (n = 4,650)	78% (n = 3,812)
Hispanic or Latino	80% (n = 7,293)	79% (n = 8,022)	82% (n = 8,474)	80% (n = 9,057)	81% (n = 7,362)
Native Hawaiian or Other Pacific Islander	79% (n = 845)	79% (n = 927)	80% (n = 1,000)	80% (n = 994)	82% (n = 840)
White	82% (n = 32,334)	82% (n = 33,699)	83% (n = 32,321)	83% (n = 32,951)	84% (n = 28,786)

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

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

Key Performance Indicator: Student Completion

(Data divided into two tables for easier readability)

(Mission Fulfillment = no more than 8% below system average for all categories)

(Stretch Goal = meet or exceed system average for all categories)

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

**Table 13a: Students who Graduated
(Based on FTEC Cohorts finishing within Four Years)**

	2017	2018	2019	2020	2021
	(2013 cohort)	(2014 cohort)	(2015 cohort)	(2016 cohort)	(2017 cohort)
LCC Rate: Overall	38%	37%	38%	42%	39%
Full-time	42%	41%	43%	46%	43%
Part-time	32%	31%	28%	35%	31%
Male	31%	33%	34%	33%	37%
Female	42%	40%	40%	47%	39%
Need-Based Aid*	33%	31%	29%	34%	**
System Rate^: Overall	33%	34%	35%	35%	34%
Full-time	40%	41%	42%	42%	42%
Part-time	22%	23%	24%	24%	23%
Male	30%	32%	33%	32%	32%
Female	35%	36%	37%	37%	37%
Need-Based Aid*	33%	34%	35%	35%	**

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter). *Students who received need-based aid. **Data not available yet. ^All Other Colleges.

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

	2017	2018	2019	2020	2021
	(2013 cohort)	(2014 cohort)	(2015 cohort)	(2016 cohort)	(2017 cohort)
LCC Rate: Overall	38%	37%	38%	42%	39%
American Indian or Alaska Native	13%	35%	14%	31%	42%
Asian	47%	47%	46%	59%	32%
Black or African American	24%	19%	28%	39%	28%
Hispanic or Latino	37%	30%	45%	46%	40%
Native Hawaiian or Other Pacific Islander	*	*	17%	*	50%
White	37%	38%	37%	42%	39%
System Rate^: Overall	33%	34%	35%	35%	34%
American Indian or Alaska Native	24%	28%	29%	28%	28%
Asian	35%	36%	38%	38%	38%
Black or African American	22%	25%	25%	24%	25%
Hispanic or Latino	32%	33%	34%	33%	33%
Native Hawaiian or Other Pacific Islander	28%	26%	29%	28%	30%
White	33%	35%	36%	35%	35%

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

Key Performance Indicator: Student Satisfaction with Support Services

(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 14: 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: Faculty-Student Engagement

(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)

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 improved between 2015-16 and 2018-19.
- The next CCSSE administration is in winter 2022.

Key Performance Indicator: Student/Graduate Satisfaction with Instruction

Table 16: 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.

	2017-18 (n = 279)	2018-19 (n = 708)	2019-20 (n = 680)	2020-21 (n = 308)	2021-22 (n = 353)
LCC Overall	84%	90%	86%	82%	81%
<i>Male</i>	*	*	85%	70%	70%
<i>Female</i>	*	*	87%	85%	83%
<i>Students of Color</i>	*	*	84%	79%	83%

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 is trending down. In 2020-21 and 2021-22, female students have a much higher satisfaction rate than male students. The COVID-19 pandemic may have impacted 2020-21 and 2021-22 satisfaction rates, particularly for male students.
- Please note: the 2021-22 Student Satisfaction Survey was administered in Fall 2021.

Student 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, Jennifer Houge, Jenny Isaacson, Rosie Leno, Leah Moore, Mary Kate Morgan, Sam Orth, Bruce Pollock, 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?

- While overall market participation is down, LCC's engagement with Female students and Students of Color is on the rise.
- LCC's completion rates are above the system average.
- Based on the CCSSE, LCC students are more satisfied with Support Services and Faculty-Student Engagement than the national cohort.
- When Running Start and high school graduate numbers are combined, it shows that LCC is increasing engagement with the junior, senior and recent high school graduate population.

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

- Although fall to winter persistence is on par with the state average, which is a strength, fall to fall persistence is below the state rate. We have an opportunity to evaluate our retention efforts to make sure we're not missing anything.
- The proportion of male students attending LCC has declined from previous years, and is well below both the system rate and the proportion of females.
- Fall to fall persistence rates are below the system average, regardless of race/ethnicity, and appear to be declining. Fall to fall persistence is also down somewhat for females and part-time students.
- Only 70% of male students report that they are participating in meaningful learning experiences, which may have a lot to do with modality changes brought on by the pandemic.

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

- With the decline in the proportion of males enrolled, there may be opportunities to engage men more effectively and/or work to identify barriers that prevent them from attending. Alternatively, we could work to identify the factors that have helped our male students who are continuing.
- We should continue to look for interventions to help increase persistence rates from the first to second year.
- With additional navigators, we have an opportunity to engage with more high school students about the advantages of attending college right out of high school, before significant life commitments (such as children or full-time employment) make attendance more challenging.
- We should continue to partner with K-12 to help increase our overall postsecondary going rate, regardless of LCC-specific attendance.

- We should continue to seek non-academic supports for students who struggle with things like food insecurity, to help them stay in school and graduate.
- Improvements that could potentially be made to financial aid in ctLink, including changes that would allow us to download FAFSA applications six months earlier and mass packaging that would allow students to receive their aid packages much earlier, could substantially impact enrollment, persistence and completion.
- We have an opportunity to message to stopped-out students that the only way to continue to defer student loans (when the pandemic deferment program ends in January 2022) is to come back to school.

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

- Low Running Start participation at some high schools is a threat to enrollment (and is potentially detrimental to individual students who miss out on the opportunity to attend college tuition-free while in high school).
- Aggressive recruitment tactics from some for-profit trade schools is a threat to enrollment.
- The COVID-19 pandemic is an ongoing threat and impacts the ability of some students to get the in-person support they need to persist and complete.
- Survey results indicate that at least in some ways, male students have been more adversely impacted by the pandemic than females. This disengagement from male students is a threat to enrollment.

Board Plus/Delta

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

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