

Student Access, Support & Completion Monitoring Report

2018 – 2022
(Cycle 24)

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 14, 2022



Student Access, Support & Completion Monitoring Report

Lower Columbia College's Key Performance Indicators were initially established in 1999. The framework is reviewed and updated annually (as needed) in order to align with the Northwest Commission on Colleges and Universities standards and eligibility requirements, as well as local, state and national initiatives.

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:

- In line with the college's **Strategic Enrollment Management** plan, the college added an Assistant Director of Outreach focused on multicultural outreach and adult reengagement, in addition to implementing a Customer Relationship Management (CRM) system, called Fire Engine Red.
- **Navigate**, LCC's student success platform, expanded its scope through implementation of an Academic Planning Tool. The tool facilitates creation of individualized academic plans for students that can be viewed by both students and their care team.
- **Student housing** expanded its occupancy capacity by 25% through a donation of 75 bedroom sets of residence hall furniture from Eastern Washington University.
- Under the umbrella of the **Student Success Grant**, LCC leverages a variety of funding and support programs including: SEAG, CARES Act, SSEH, LCC Foundation, BFET reutilization, WorkFirst Student Support funds, and other community funds to provide services to students. This program provides wraparound support and case management for students to access funding and services for basic needs including housing, food, transportation, educational costs such as tuition, books, and other emergency needs. This year, a combined total of \$2,042,915 was awarded to students as emergency aid.
- Through a state grant, **Running Start** funded summer enrollment for 120 Running Start students.
- LCC updated its **Diversity, Equity and Inclusion Strategic Plan**. The college hired a consultant group, Revolution Lab, to engage in a months-long process that included input and ongoing feedback from a vast array of stakeholders across the LCC campus community. Through surveys, listening sessions, and numerous conversations, the plan includes three priority areas with multiple objectives:
 - Priority Area 1: Develop a culture of safety and belonging for all
 - Priority Area 2: Invest in a campus experience where all succeed
 - Priority Area 3: Create a sustainable infrastructure to bolster continued DEI success

- LCC celebrated its 2022 graduates on Friday, June 17, with a modified, on-campus **Commencement**. Graduates and their guests participated from designated classrooms on campus to watch the event live streamed from the RCA Wollenberg Auditorium. Faculty marshals escorted grads into the Wollenberg where they walked across the stage to receive their diploma cover from the President, while guests could watch from the auditorium. The college also celebrated its third in-person **Multicultural Graduation Night** in the outdoor pavilion with dinner, entertainment and a certificate ceremony.

Key Performance Indicator: Participation Rates

(Mission Fulfillment = 4.5% for overall rate)

(Stretch Goal = 5.5% for overall rate)

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

	2017-18	2018-19	2019-20	2020-21	2021-22
Overall (service district participation rate in credit courses) (all students)	5.37%	5.00%	5.61%	4.59%	4.25%
Female	*	*	*	*	5.63%
Male	*	*	*	*	2.45%
Traditional Age [^]	*	*	*	*	21.53%
Nontraditional Age [^]	*	*	*	*	2.47%

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 on community population ages “18 and older.” Prior to 2019-20, community population used was ages “17 and older.” *Data not available. [^]Traditional age is defined as 18 to 24 only for this table due to Census data restrictions; nontraditional age is 25+.

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)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Students of Color	22%	24%	24%	25%	26%
System Rate: Students of Color	38%	38%	40%	42%	43%
LCC Rate: Female	60%	62%	64%	66%	65%
System Rate: Female	50%	50%	52%	54%	53%
LCC Rate: Male	32%	31%	31%	28%	28%
System Rate: Male	41%	40%	40%	39%	39%
LCC Rate: Students with disabilities**	5%	5%	6%	5%	6%
System Rate: Students with disabilities**	4%	4%	4%	4%	4%
LCC Rate: Students Receiving Veterans Benefits	2%	2%	1%	1%	1%
System Rate: Students Receiving Veterans Benefits	3%	3%	3%	2%	2%
LCC Rate: Nontraditional Age^	54%	54%	53%	50%	53%
System Rate: Nontraditional Age^	53%	53%	51%	49%	51%
LCC Rate: Traditional Age^	45%	45%	47%	49%	47%
System Rate: Traditional Age^	46%	47%	48%	51%	49%

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" percent is based on students who reported a disability at the accessibility office. ^Traditional age is up to 24; nontraditional age is 25+.

*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 2021 as something other than "White alone, not Hispanic or Latino" was 34.0% for Washington, 17.7% for Cowlitz, and 13.6% for Wahkiakum county. Not controlling for age, the LCC rate of 26% in 2021-22 was 1.47 times the proportion in Cowlitz, vs. the system rate of 1.26 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 for census data: <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)

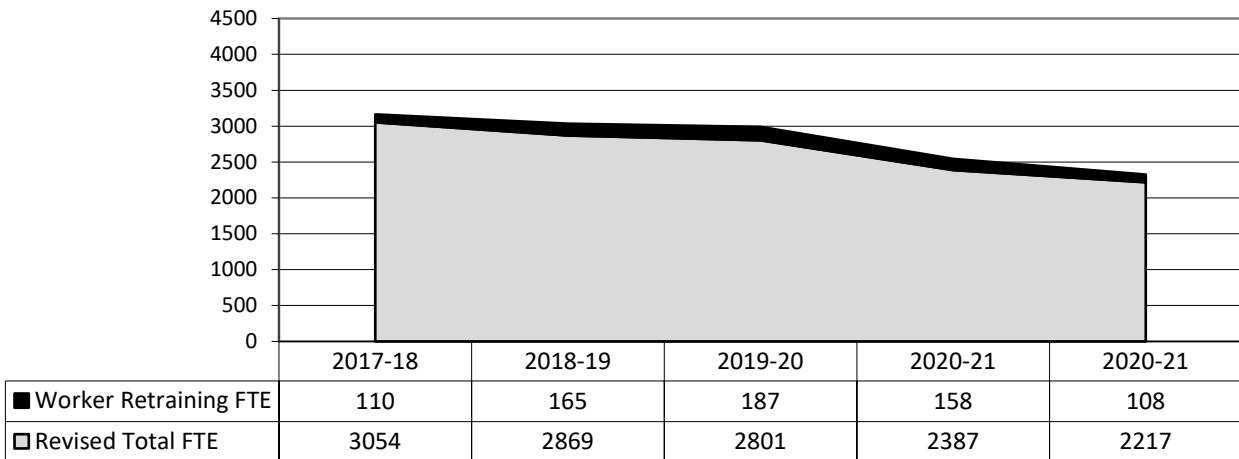
	2017-18	2018-19	2019-20	2020-21	2021-22
Percent of System (Total)	1.8%	1.8%	1.8%	1.8%	1.8%
Percent of System (State)	1.9%	1.9%	2.0%	1.9%	1.9%
Actual FTE accrued (Total)	3,164	3,034	2,988	2,545	2,325
Actual FTE accrued (State)	2,457	2,384	2,307	1,956	1,795

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
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%
2021-22	788 (44%)	542 (30%)	466 (26%)	48%

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 erdccdata.wa.gov/hsfb.aspx. High School Graduate Outcomes dashboard.

*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 erdccdata.wa.gov. High School Feedback Reports, Table 1.

*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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Castle Rock	16/88=18%	11/90=12%	15/98=15%	12/83 = 14%	20/73 = 27%
Kalama	11/69=16%	8/61=13%	12/68=18%	16/57 = 28%	14/66 = 21%
Kelso	44/360=12%	66/311=21%	68/295=23%	60/300 = 20%	67/296 = 23%
Mark Morris	38/199=19%	44/196=22%	41/203=21%	41/165 = 25%	38/178 = 21%
R.A. Long	26/182=14%	30/193=16%	20/163=12%	20/180 = 11%	43/158 = 27%
Toutle Lake	9/41=22%	12/41=29%	16/40=40%	16/41 = 39%	19/41 = 46%
Wahkiakum	4/23=17%	4/32=13%	6/32=19%	1/56 = 2%	7/33 = 21%
Woodland	9/154=6%	8/153=5%	4/144=3%	9/133 = 7%	20/134 = 15%
Total Dist.	157/1116=14%	183/1077=17%	182/1043=17%	175/1015 = 17%	228/979 = 23%

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

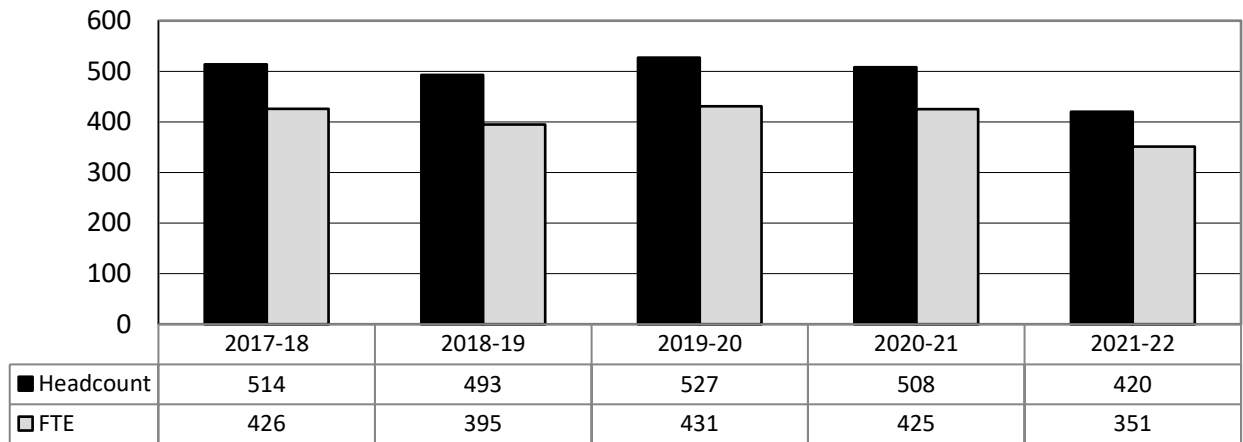
Running Start is a dual enrollment program that allows students to attend high school and college simultaneously, in many cases earning their high school diploma and an associate degree at the same time. Students can take classes exclusively at LCC, or can take classes at both the College and their respective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

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

High School	2017-18	2018-19	2019-20	2020-21	2021-22
Castle Rock	32/222 = 14%	31/235 = 13%	36/227 = 16%	39/206 = 19%	30/198 = 15%
Kalama	59/163 = 36%	39/150 = 25%	23/155 = 15%	37/161 = 23%	37/171 = 22%
Kelso	174/856 = 20%	152/777 = 20%	119/758 = 16%	132/645 = 20%	104/713 = 15%
R.A. Long	54/438 = 12%	60/419 = 14%	71/394 = 18%	79/411 = 19%	71/398 = 18%
Mark Morris	113/493 = 23%	109/474 = 23%	132/470 = 28%	110/421 = 26%	92/433 = 21%
Toutle Lake	22/81 = 27%	27/98 = 28%	38/104 = 37%	31/97 = 32%	27/93 = 29%
Wahkiakum	8/71 = 11%	9/80 = 11%	14/102 = 14%	15/107 = 14%	12/96 = 13%
Woodland	15/354 = 4%	21/366 = 6%	28/352 = 8%	24/301 = 8%	12/301 = 4%
Grand Total	477/2678 = 18%	448/2608 = 17%	461/2562 = 18%	467/2349 = 20%	385/2403 = 16%

Source: Fact Book.

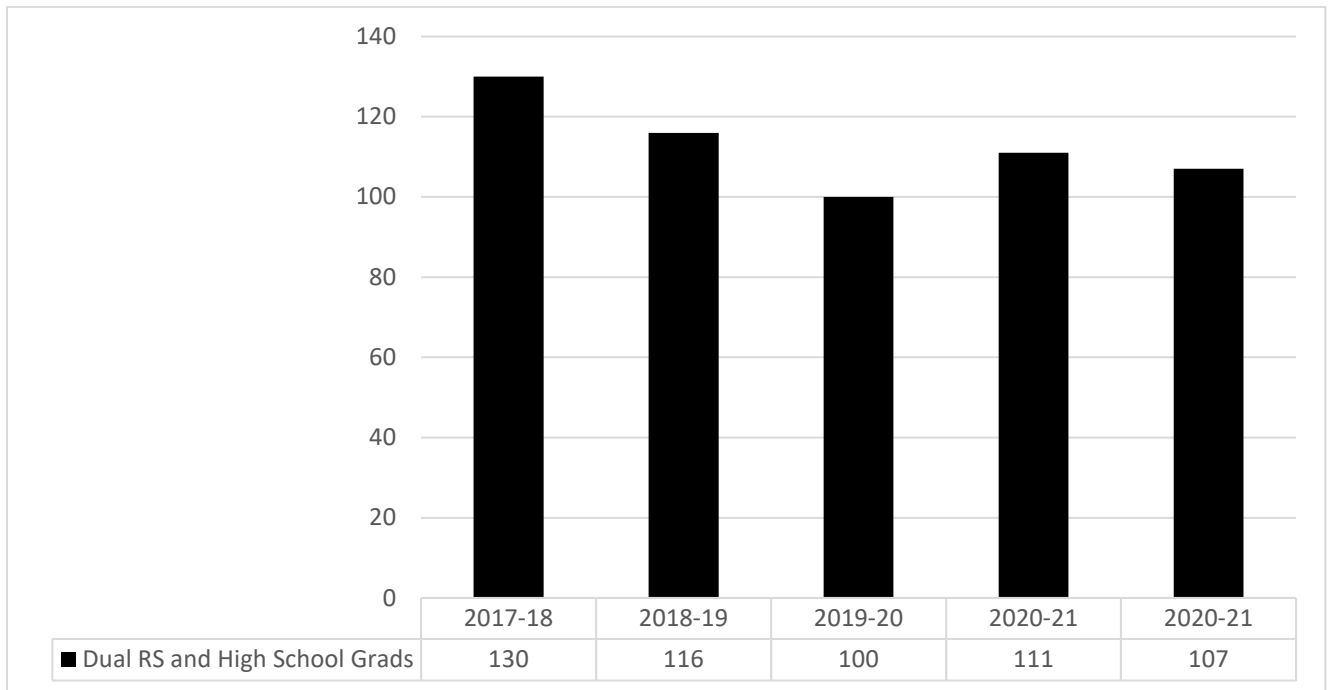
Figure 9: LCC Annual Headcount and FTE in Running Start



Source: LCC Fact Book.

- The pandemic negatively impacted Running Start enrollment in 2020-21 and 2021-22.

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 slightly decreased in 2021-22.

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 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021
LCC Rate: Overall	58% (n = 896)	52% (n = 981)	54% (n = 880)	51% (n = 988)	53% (n = 777)
Full-time	66% (n = 555)	60% (n = 626)	61% (n = 560)	60% (n = 664)	62% (n = 476)
Part-time	46% (n = 341)	39% (n = 355)	43% (n = 320)	32% (n = 324)	39% (n = 301)
Male	58% (n = 320)	51% (n = 353)	52% (n = 291)	52% (n = 329)	53% (n = 202)
Female	58% (n = 558)	52% (n = 616)	55% (n = 573)	50% (n = 652)	50% (n = 481)
Need-Based Aid*	52% (n = 336)	43% (n = 361)	47% (n = 298)	38% (n = 335)	43% (n = 234)
Nontraditional Age**	45% (n = 266)	41% (n = 287)	45% (n = 264)	34% (n = 293)	36% (n = 241)
Traditional Age**	64% (n = 629)	57% (n = 694)	58% (n = 615)	58% (n = 695)	60% (n = 536)
System Rate^: Overall	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)	54% (n = 52,481)	54% (n = 44,378)
Full-time	61% (n = 30,625)	60% (n = 32,369)	61% (n = 32,030)	60% (n = 32,616)	61% (n = 28,312)
Part-time	44% (n = 20,245)	43% (n = 21,727)	44% (n = 20,091)	42% (n = 19,865)	43% (n = 16,066)
Male	52% (n = 21,766)	52% (n = 23,116)	53% (n = 22,223)	51% (n = 22,203)	53% (n = 17,241)
Female	56% (n = 26,947)	55% (n = 28,678)	56% (n = 28,552)	56% (n = 29,016)	55% (n = 24,739)
Need-Based Aid*	51% (n = 13,264)	52% (n = 13,164)	53% (n = 13,005)	48% (n = 13,547)	52% (n = 10,018)
Nontraditional Age**	43% (n = 14,327)	43% (n = 14,617)	42% (n = 13,870)	41% (n = 13,882)	43% (n = 10,811)
Traditional Age**	58% (n = 36,626)	57% (n = 39,530)	58% (n = 38,278)	58% (n = 38,646)	58% (n = 33,549)

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. **Traditional age is up to 24; nontraditional age is 25+. ^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 2016- Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021
LCC Rate: Overall	58% (n = 896)	52% (n = 981)	54% (n = 880)	51% (n = 988)	53% (n = 777)
American Indian or Alaska Native	49% (n = 49)	56% (n = 43)	51% (n = 49)	36% (n = 45)	52% (n = 31)
Asian	66% (n = 32)	49% (n = 37)	58% (n = 43)	43% (n = 44)	38% (n = 37)
Black or African American	67% (n = 18)	35% (n = 40)	56% (n = 32)	41% (n = 27)	50% (n = 32)
Hispanic or Latino	69% (n = 78)	58% (n = 92)	56% (n = 86)	60% (n = 96)	54% (n = 74)
Native Hawaiian or other Pacific Islander	*	25% (n = 12)	55% (n = 11)	30% (n = 10)	16% (n = 19)
White	58% (n = 761)	53% (n = 811)	55% (n = 722)	52% (n = 829)	54% (n = 680)
System Rate^: Overall	54% (n = 50,870)	53% (n = 54,096)	54% (n = 52,121)	54% (n = 52,481)	54% (n = 44,378)
American Indian or Alaska Native	45% (n = 1,719)	46% (n = 1,782)	50% (n = 1,759)	46% (n = 1,761)	47% (n = 1,383)
Asian	59% (n = 5,491)	57% (n = 6,664)	60% (n = 6,386)	61% (n = 6,674)	61% (n = 6,174)
Black or African American	44% (n = 4,069)	44% (n = 4,340)	47% (n = 4,409)	46% (n = 4,650)	49% (n = 3,814)
Hispanic or Latino	54% (n = 7,293)	53% (n = 8,022)	55% (n = 8,474)	52% (n = 9,057)	54% (n = 7,362)
Native Hawaiian or other Pacific Islander	50% (n = 845)	49% (n = 927)	51% (n = 1,000)	49% (n = 994)	52% (n = 840)
White	55% (n = 32,333)	54% (n = 33,698)	55% (n = 32,319)	54% (n = 32,951)	54% (n = 28,794)

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 2017- Winter 2018	Fall 2018- Winter 2019	Fall 2019- Winter 2020	Fall 2020- Winter 2021	Fall 2021- Winter 2022
LCC Rate: Overall	81% (n = 981)	84% (n = 880)	83% (n = 988)	83% (n = 777)	81% (n = 665)
Full-time	84% (n = 626)	87% (n = 560)	88% (n = 664)	87% (n = 476)	83% (n = 414)
Part-time	76% (n = 355)	79% (n = 320)	73% (n = 324)	76% (n = 301)	76% (n = 251)
Male	79% (n = 353)	80% (n = 291)	81% (n = 329)	80% (n = 202)	78% (n = 216)
Female	82% (n = 616)	86% (n = 573)	84% (n = 652)	84% (n = 481)	82% (n = 416)
Need-Based Aid*	76% (n = 361)	83% (n = 298)	83% (n = 327)	83% (n = 234)	76% (n = 225)
Nontraditional Age**	81% (n = 287)	82% (n = 264)	77% (n = 293)	83% (n = 241)	71% (n = 223)
Traditional Age**	81% (n = 694)	85% (n = 615)	85% (n = 695)	83% (n = 536)	85% (n = 442)
System Rate^: Overall	81% (n = 54,096)	82% (n = 52,122)	82% (n = 52,481)	83% (n = 44,366)	80% (n = 39,071)
Full-time	86% (n = 32,368)	87% (n = 32,028)	87% (n = 32,616)	87% (n = 28,307)	85% (n = 24,095)
Part-time	72% (n = 21,728)	74% (n = 20,094)	74% (n = 19,865)	75% (n = 16,059)	72% (n = 14,166)
Male	79% (n = 23,117)	81% (n = 22,223)	80% (n = 22,203)	81% (n = 17,235)	79% (n = 15,671)
Female	82% (n = 28,678)	83% (n = 28,555)	83% (n = 29,016)	84% (n = 24,734)	81% (n = 21,217)
Need-Based Aid*	84% (n = 13,163)	83% (n = 13,006)	82% (n = 13,400)	83% (n = 10,018)	81% (n = 10,202)
Nontraditional Age**	74% (n = 14,617)	74% (n = 13,870)	73% (n = 13,882)	76% (n = 10,811)	73% (n = 10,400)
Traditional Age**	83% (n = 39,530)	85% (n = 38,278)	85% (n = 38,646)	85% (n = 33,549)	83% (n = 28,671)

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. **Traditional age is up to 24; nontraditional age is 25+. ^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 2017- Winter 2018	Fall 2018- Winter 2019	Fall 2019- Winter 2020	Fall 2020- Winter 2021	Fall 2021- Winter 2022
LCC Rate: Overall	81% (n = 981)	84% (n = 880)	83% (n = 988)	83% (n = 777)	81% (n = 665)
American Indian or Alaska Native	81% (n = 43)	86% (n = 49)	80% (n = 45)	87% (n = 31)	66% (n = 41)
Asian	84% (n = 37)	86% (n = 43)	82% (n = 44)	84% (n = 37)	80% (n = 40)
Black or African American	73% (n = 40)	84% (n = 32)	85% (n = 27)	81% (n = 32)	76% (n = 25)
Hispanic or Latino	83% (n = 92)	86% (n = 86)	83% (n = 96)	81% (n = 74)	82% (n = 94)
Native Hawaiian or other Pacific Islander	75% (n = 12)	82% (n = 11)	80% (n = 10)	79% (n = 19)	100% (n = 11)
White	82% (n = 811)	84% (n = 722)	83% (n = 829)	84% (n = 680)	82% (n = 552)
System Rate^: Overall	81% (n = 54,096)	82% (n = 52,122)	82% (n = 52,481)	83% (n = 44,366)	80% (n = 39,071)
American Indian or Alaska Native	78% (n = 1,781)	79% (n = 1,760)	77% (n = 1,761)	76% (n = 1,383)	74% (n = 1,274)
Asian	83% (n = 6,664)	85% (n = 6,385)	86% (n = 6,674)	86% (n = 6,173)	84% (n = 5,747)
Black or African American	75% (n = 4,340)	77% (n = 4,410)	75% (n = 4,650)	78% (n = 3,812)	75% (n = 3,802)
Hispanic or Latino	79% (n = 8,022)	82% (n = 8,474)	80% (n = 9,057)	81% (n = 7,362)	78% (n = 7,340)
Native Hawaiian or other Pacific Islander	79% (n = 927)	80% (n = 1,000)	80% (n = 994)	82% (n = 840)	76% (n = 816)
White	82% (n = 33,699)	83% (n = 32,321)	83% (n = 32,951)	84% (n = 28,786)	81% (n = 24,792)

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).

^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)**

	2018	2019	2020	2021	2022
	(2014 cohort)	(2015 cohort)	(2016 cohort)	(2017 cohort)	(2018 cohort)
LCC Rate: Overall	37%	38%	42%	39%	36%
Full-time	41%	43%	46%	43%	40%
Part-time	31%	28%	35%	31%	29%
Male	33%	34%	33%	37%	29%
Female	40%	40%	47%	39%	39%
Need-Based Aid*	31%	29%	34%	32%	25%
Nontraditional Age**	43%	38%	41%	38%	35%
Traditional Age**	35%	37%	43%	39%	37%
System Rate^: Overall	34%	35%	35%	34%	34%
Full-time	41%	42%	42%	42%	41%
Part-time	23%	24%	24%	23%	23%
Male	32%	33%	32%	32%	31%
Female	36%	37%	37%	37%	36%
Need-Based Aid*	34%	35%	35%	35%	34%
Nontraditional Age**	36%	36%	36%	35%	35%
Traditional Age**	34%	35%	34%	34%	33%

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. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

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

	2018	2019	2020	2021	2022
	(2014 cohort)	(2015 cohort)	(2016 cohort)	(2017 cohort)	(2018 cohort)
LCC Rate: Overall	37%	38%	42%	39%	36%
American Indian or Alaska Native	35%	14%	31%	42%	22%
Asian	47%	46%	59%	32%	44%
Black or African American	19%	28%	39%	28%	22%
Hispanic or Latino	30%	45%	46%	40%	24%
Native Hawaiian or other Pacific Islander	*	17%	*	50%	27%
White	38%	37%	42%	39%	38%
System Rate^: Overall	34%	35%	35%	34%	34%
American Indian or Alaska Native	28%	29%	28%	28%	28%
Asian	36%	38%	38%	38%	37%
Black or African American	25%	25%	24%	25%	24%
Hispanic or Latino	33%	34%	33%	33%	33%
Native Hawaiian or other Pacific Islander	26%	29%	28%	30%	30%
White	35%	36%	35%	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)

	2009-10	2012-13	2015-16	2018-19	2021-22
LCC	50.6	52.7	49.6	57.2	54.3
National Cohort	50.0	50.0	50.0	50.0	50.0
Male	*	*	47.0	55.3	48.1
Female	*	*	52.4	57.6	57.6
Gender not reported	*	*	*	66.9	*
Hispanic or Latino	*	54.7	58.2	54.0	62.1
White	*	52.1	49.4	55.9**	54.1
2 or More Races	*	*	*	64.2	53.5
All Other Races/Ethnicities [^]	*	*	*	*	53.6
First Generation	*	54.8	50.1	58.4	55.1
Not First Generation	*	49.3	50.6	56.5	53.5
Nontraditional Age ^{^^}	*	53.7	49.3	61.6	54.7
Traditional Age ^{^^}	*	51.8	50.2	53.0	53.6

Source: CCSSE website/Benchmark Report.

*Data not available. **Figure updated from previous monitoring report. [^]“All Other Races/Ethnicities” includes American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian, Pacific Islander and Other. These were combined to due to small n’s and to protect student privacy. ^{^^}Traditional age is up to 24; nontraditional age is 25+.

- LCC’s overall mean score went down from 2018-19 to 2021-22, but is still above the national cohort rate.
- The next CCSSE administration is in winter 2025.

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 “Student-Faculty Interaction.” The CCSSE is administered every three years at LCC.

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

	2009-10	2012-13	2015-16	2018-19	2021-22
LCC	50.7	56.0	52.5	55.1	56.0
National Cohort	50.0	50.0	50.0	50.0	50.0
Male	*	*	50.2	53.1	49.2
Female	*	*	54.2	56.4	59.4
Gender not reported	*	*	*	50.2	*
Hispanic or Latino	*	50.4	56.5	59.4	52.4
White	*	56.0	50.8	54.8	57.6
2 or More Races	*	*	*	54.8	52.2
All Other Races/Ethnicities [^]	*	*	*	*	52.8
First Generation	*	60.8	50.1	60.4	57.5
Not First Generation	*	53.0	54.5	51.8	54.2
Nontraditional Age ^{^^}	*	57.2	51.8	57.1	57.5
Traditional Age ^{^^}	*	54.0	52.5	52.9	53.8

Source: CCSSE website/Benchmark Report

*Data not available. [^]“All Other Races/Ethnicities” includes American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian, Pacific Islander and Other. These were combined to due to small n’s and to protect student privacy.

^{^^}Traditional age is up to 24; nontraditional age is 25+.

- LCC’s overall mean score improved between 2018-19 and 2021-22, although it dropped for male, Hispanic or Latino, “2 or more races” and first generation students.
- The next CCSSE administration is in winter 2025.

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, Kali Brandt, Sheila Burgin, Nicole Faber, Byron Ford, Sarah Griffith, Jennifer Houge, Jenny Isaacson, Rosie Leno, Mary Kate Morgan, Tiffany Richards, Alejandra Sanchez, Nichole Seroshek, Rosemary Siipola, Rick Swee, April Tovar Villa, Adam Wolfer.

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

- The yield rate for RA Long High School graduates (moving on to LCC) increased significantly in fall 2022. This is a big win and a reflection of the Outreach team's good work, specifically the bilingual navigator.
- The yield rate for Toutle was very high in fall 2022. We may be able to apply what's working there to other small districts like Kalama.
- We are consistently above the system rate in serving students with disabilities.
- Even though our CCSSE scores fell, being above the national cohort rate during the pandemic is a strength.
- The number of Running Start students who earn associate degrees when they graduate from high school is impressive.
- Although enrollment is down, the adaptations made by LCC during the pandemic (such as transitioning instruction and other services to Zoom) has made the college accessible to the community. This is demonstrated in the consistent rate of system FTE being generated by LCC (1.8%).

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

- Although the yield rate for Woodland is trending up, it's still very low. They have not benefitted from having an embedded navigator like some other districts, but we have a grant application in that if funded will provide that service in southern Cowlitz county.
- There is concerning data about male students across several indicators in the report, including CCSSE data, satisfaction with instruction, participation, fall to winter persistence, and completion. It's problematic to have growing numbers of unskilled male adults in the community. We need to figure out how to engage our male students with the services available to them at LCC, working through the "men don't ask for directions" mentality. Part of the solution may involve working with male students at ages younger than high school to reinforce the concept that a college credential is relevant for everyone.
- Persistence and completion data for our Black and African American, American Indian and Alaska Native, Hispanic/Latino/Latina, and Native Hawaiian and other Pacific Islander populations is alarming.
- There are downward trends and gaps between LCC and system rates across several indicators for students receiving need-based aid.

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

- Given the evidence about issues with our male student population, we have an opportunity to drill down further into how we can better serve them through a task force or other collaborative effort.
- Using the data to ensure we are serving all student populations, and adapting our processes to meet them where they are, is a real opportunity.
- Our fall-to-fall persistence rates fell below mission fulfillment for students receiving need-based aid, Asian students, and Native Hawaiian or other Pacific Islander students. We need to figure out what we can do to help them persist.
- We have some good general support systems in place, such as wraparound services, mentoring and peer support, and the work we're doing with navigators. However, we have an opportunity to drill down into more high impact support specifically for those populations that are trending down or are significantly below average in persistence and completion.
- We are investing in things like the new Vocational Building and getting additional navigators into our local high schools. There may be a need for additional investments to support "hand holding" all the way through (K-12 and beyond) in order to ensure that everyone has an opportunity to be part of the skilled workforce.
- Changes are needed to ensure we're meeting the needs of newer generations, who tend to interact with the world through their phones and prefer not to talk to people directly. Hitting them with a firehose of information doesn't work; but they need to know where to go for help. They need targeted, individualized support to get them to graduation.
- It is essential to maintain the "momentum of interest" students have when they apply. We need to harness that momentum and energy so we can get students advised and registered for classes in a timely manner.
- Affinity development is critical to holding students' engagement all the way through to graduation.
- Related to enrollment:
 - We're doing well with our application rate, but need to work on increasing our conversion rate which is beginning to trend up.
 - We have an opportunity to work on "right sizing" classes according to modality, to align with the new block schedule.
 - We know students are more successful when they are on campus and engaged with activities outside of class. The pandemic has led to an environment where many students just come to campus to go to class, then leave. We need to continue to work on becoming a destination campus, to keep people here for more than just class. We should continue to build on the work that Student Activities has been doing to increase the number of opportunities for students.
 - We need to increase the sense of belonging for students who choose to be online, and offer them remote engagement activities such as online bingo.

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

- Expectations are different in the post-pandemic environment, which presents some challenges in terms of meeting students where they are. There is more online learning, use of technology, and an enhanced need to offer things in a hybrid or "hyflex" environment.
- There are significant challenges with male enrollment and satisfaction, but no clear direction on how to fix it.
- In the national political arena, we may see an increase in dialog about pathways to high wage opportunities that don't involve college credentials. Increasing the presence of navigators in the high schools can help mitigate this, especially when there are shorter-term certificate pathways to promote. Developing ways to get students to credentials more quickly will help us meet the needs of our students and the community.

Board Plus/Delta

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

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