Student Access, Support & Completion Monitoring Report

2019 – 2023
(Cycle 25)

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 13, 2023

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
- Student sense of belonging

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

- Running Start students were provided with two state-funded summer enrollment options. After Exit allowed graduating 12th grade students who were within 15 college credits of an associate degree to finish courses for their degree. Additional funding was available to non-graduating 11th and 12th grade students who did not reach their combined FTE during the 22-23 school year. 50 students (21 FTE) participated in summer 2023 Running Start.
- LCC increased their basic needs support to students through several significant grants and services, including:
  - Hiring a full-time Resource Navigator to support students with resources related to housing, food, and other basic needs. The Navigator also oversees the Food Pantry.
  - Completing construction of a laundry room facility for students experiencing homelessness and housing insecurity.
  - With support from the WA State Legislature, expanding the Opportunity Grant program to serve additional students in healthcare programs such as Substance Abuse Disorder Studies. In 2022-23, an additional 50 students were awarded tuition assistance, textbooks, and emergency assistance, which is nearly a 60% increase compared to the previous 10 years.
- Starting in fall 2022, the Financial Aid department began processing financial award letters to all students who applied to the college rather than waiting until students registered for classes. From Fall 2022 to Fall 2023, the number of students who were awarded aid increased from 1018 to 1179, and the total amount of aid disbursed increased from $2,440,820 to $3,371,510.
- LCC contracted with BankMobile, a 3rd party vendor, to disburse Financial Aid and other reimbursements to offer faster delivery of refunds to students.

- LCC restructured its Strategic Enrollment Management committee to focus on five key initiatives:
    - K12 alignment
    - Adult re-engagement and basic skills
    - Onboarding and entry
    - Persistence, retention and completion
    - Financial access and support
- In an effort to address declining enrollment for students of color and men, LCC hosted the first annual Men of Color Conference in May 2023. Outreach also launched a Summer Scholars Program focused on increasing the application to registration conversion rate of BIPOC male students with early introduction and affinity development through the College Success Scholarship program and ongoing retention efforts of the cohort through connection to a success coach.
- As a part of Guided Pathways, LCC fully transitioned to a new advising model incorporating a success team that includes, at a minimum, one staff and faculty advisor assigned to every student.
- In collaboration with Math faculty and Advising, the Testing team worked to further remove math placement barriers by expanding high school transcript GPA placements to include pre-college math, and by working with advisors to offer students conditional math placements as a way to streamline their onboarding process.
- Disability & Access Services (DAS) expanded services to English Language Learners in Spring 2023. For students experiencing language barriers, accommodations like quiet testing with extended test time, audio books, and recording classes may be provided. DAS also increased Title IX training Fall 2022 to better support pregnant and parenting students and ensuring appropriate medical leave.

<p align="center" style="color:purple">Key Performance Indicator</p>

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 "16 years and older" who live within the College's service district

Population Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
Overall (service district participation rate in credit courses) (all students)	**5.99%**	**5.40%**	**4.54%**	**4.12%**	**4.26%**
Female	*	*	*	5.45%	5.43%
Male	*	*	*	2.37%	2.58%
Traditional Age^	*	*	*	21.53%	20.15%
Nontraditional Age^	*	*	*	2.46%	2.38%

Source: – Census Data, located at data.census.gov. SBCTC Data Warehouse Student table for LCC enrollment. Participation rate is based on community population ages "16 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+.

Please note: All years of data were updated from previous monitoring report to adjust community and student population to include ages "16 and older" for all five years.

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)

Student Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
LCC Rate: Students of Color	24%	24%	25%	26%	27%
System Rate: Students of Color	38%	40%	42%	43%	42%
LCC Rate: Female	62%	64%	66%	65%	63%
System Rate: Female	50%	52%	54%	53%	51%
LCC Rate: Male	31%	31%	28%	28%	29%
System Rate: Male	40%	40%	39%	39%	39%
LCC Rate: Students with disabilities**	5%	6%	5%	6%	7%
System Rate: Students with disabilities**	4%	4%	4%	4%	4%
LCC Rate: Students Receiving Veterans Benefits	2%	1%	1%	1%	1%
System Rate: Students Receiving Veterans Benefits	3%	3%	2%	2%	2%
LCC Rate: Nontraditional Age^	54%	53%	50%	53%	48%
System Rate: Nontraditional Age^	53%	51%	49%	51%	52%
LCC Rate: Traditional Age^	45%	47%	49%	47%	52%
System Rate: Traditional Age^	47%	48%	51%	49%	48%

Source: SBCTC Enrollment Data Dashboard, 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+.

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

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

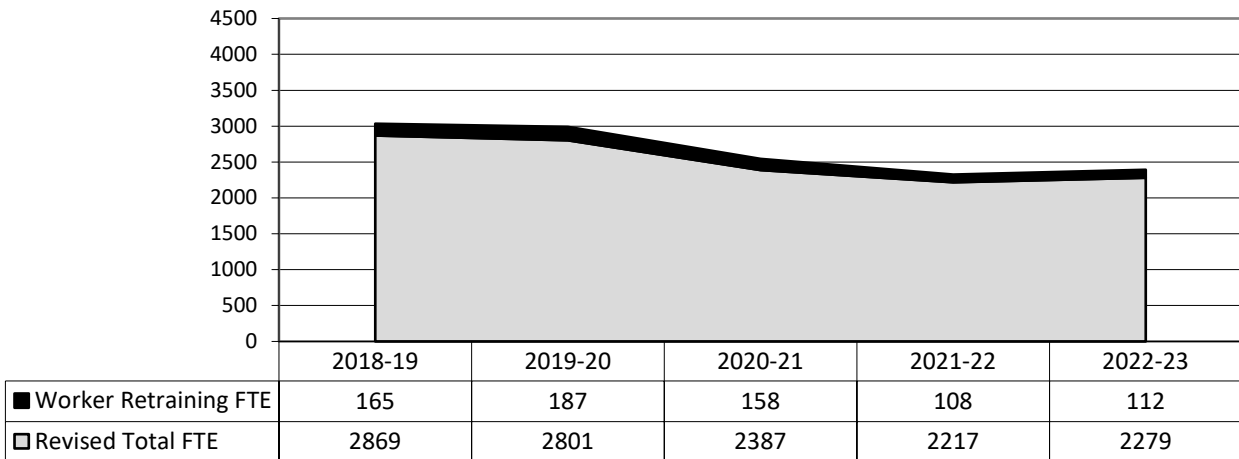<p style="text-align:center">Table 2: LCC Enrollment (Percent of system, Total & State FTE)</p>

	2018-19	2019-20	2020-21	2021-22	2022-23
Percent of System (Total)	**1.8%**	**1.8%**	**1.8%**	**1.8%**	**1.8%**
Percent of System (State)	1.9%	2.0%	1.9%	1.9%	1.9%
Actual FTE accrued (Total)	3,034	2,988	2,545	2,325	2,391
Actual FTE accrued (State)	2,384	2,307	1,956	1,795	1,813

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 had a small increase in 2022-23. LCC's proportion of system enrollment has remained flat.

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

	2018-19	2019-20	2020-21	2021-22	2022-23
■ Worker Retraining FTE	165	187	158	108	112
☐ Revised Total FTE	2869	2801	2387	2217	2279

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*

Year	Academic Number (Percent)	Basic Skills/Pre-College Number (Percent)	Workforce Number (Percent)	Percent of Enrollment that is Full-time
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%
2022-23	830 (46%)	470 (26%)	513 (28%)	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

High School	2017	2018	2019	2020	2021
Castle Rock	51%	42%	42%	37%	35%
Kalama	63%	59%	44%	38%	44%
Kelso	46%	47%	46%	34%	39%
Mark Morris	62%	45%	49%	40%	40%
R A Long	54%	57%	55%	36%	47%
Toutle Lake	56%	61%	58%	53%	51%
Wahkiakum	52%	51%	53%	41%	39%
Woodland*	50%	50%	40%	30%	44%

Source: Education Research and Data Center, located at https://erdc.wa.gov/. 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)

High School	2017	2018	2019	2020	2021
Castle Rock	50%	51%	46%	51%	39%
Kalama	21%	28%	44%	48%	29%
Kelso	49%	40%	54%	48%	44%
Mark Morris	53%	47%	52%	51%	36%
R A Long	47%	37%	42%	48%	40%
Toutle Lake	56%	50%	55%	61%	55%
Wahkiakum	0-20%	*	39%	42%	20%
Woodland	10%	17%	15%	9%	11%

Source: Education Research and Data Center, located at https://erdc.wa.gov/. High School Graduate Outcomes dashboard, Enrollment by Institution. *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

High School	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Castle Rock	11/90=12%	15/98=15%	12/83 = 14%	20/73 = 27%	23/87 = 26%
Kalama	8/61=13%	12/68=18%	16/57 = 28%	14/66 = 21%	18/69 = 26%
Kelso	66/311=21%	68/295=23%	60/300 = 20%	67/296 = 23%	80/306 = 26%
Mark Morris	44/196=22%	41/203=21%	41/165 = 25%	38/178 = 21%	51/171 = 30%
R.A. Long	30/193=16%	20/163=12%	20/180 = 11%	43/158 = 27%	24/158 = 15%
Toutle Lake	12/41=29%	16/40=40%	16/41 = 39%	19/41 = 46%	10/35 = 29%
Wahkiakum	4/32=13%	6/32=19%	1/56 = 2%	7/33 = 21%	4/45 = 9%
Woodland	8/153=5%	4/144=3%	9/133 = 7%	20/134 = 15%	20/134 = 15%
Total Dist.	**183/1077=17%**	**182/1043=17%**	**175/1015 = 17%**	**228/979 = 23%**	**230/1005 = 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.
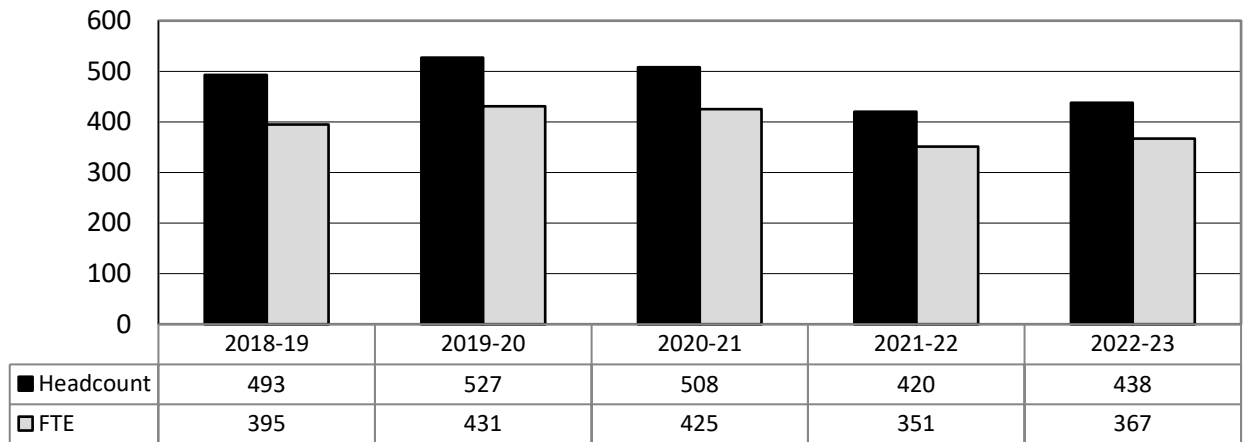
Running Start

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	2018-19	2019-20	2020-21	2021-22	2022-23
Castle Rock	31/235 = 13%	36/227 = 16%	39/206 = 19%	30/198 = 15%	42/215 = 20%
Kalama	39/150 = 25%	23/155 = 15%	37/161 = 23%	37/171 = 22%	37/175 = 21%
Kelso	152/777 = 20%	119/758 = 16%	132/645 = 20%	104/713 = 15%	109/714 = 15%
R.A. Long	60/419 = 14%	71/394 = 18%	79/411 = 19%	71/398 = 18%	61/403 = 15%
Mark Morris	109/474 = 23%	132/470 = 28%	110/421 = 26%	92/433 = 21%	93/432 = 22%
Toutle Lake	27/98 = 28%	38/104 = 37%	31/97 = 32%	27/93 = 29%	28/101 = 28%
Wahkiakum	9/80 = 11%	14/102 = 14%	15/107 = 14%	12/96 = 13%	7/93 = 8%
Woodland	21/366 = 6%	28/352 = 8%	24/301 = 8%	12/301 = 4%	20/284 = 7%
Grand Total	**448/2608 = 17%**	**461/2562 = 18%**	**467/2349 = 20%**	**385/2403 = 16%**	**397/2417 = 16%**

Source: Fact Book.

Figure 9: LCC Annual Headcount and FTE in Running Start

	2018-19	2019-20	2020-21	2021-22	2022-23
■ Headcount	493	527	508	420	438
□ FTE	395	431	425	351	367

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)

	2018-19	2019-20	2020-21	2021-22	2022-23
■ Dual RS and High School Grads	116	100	111	107	106
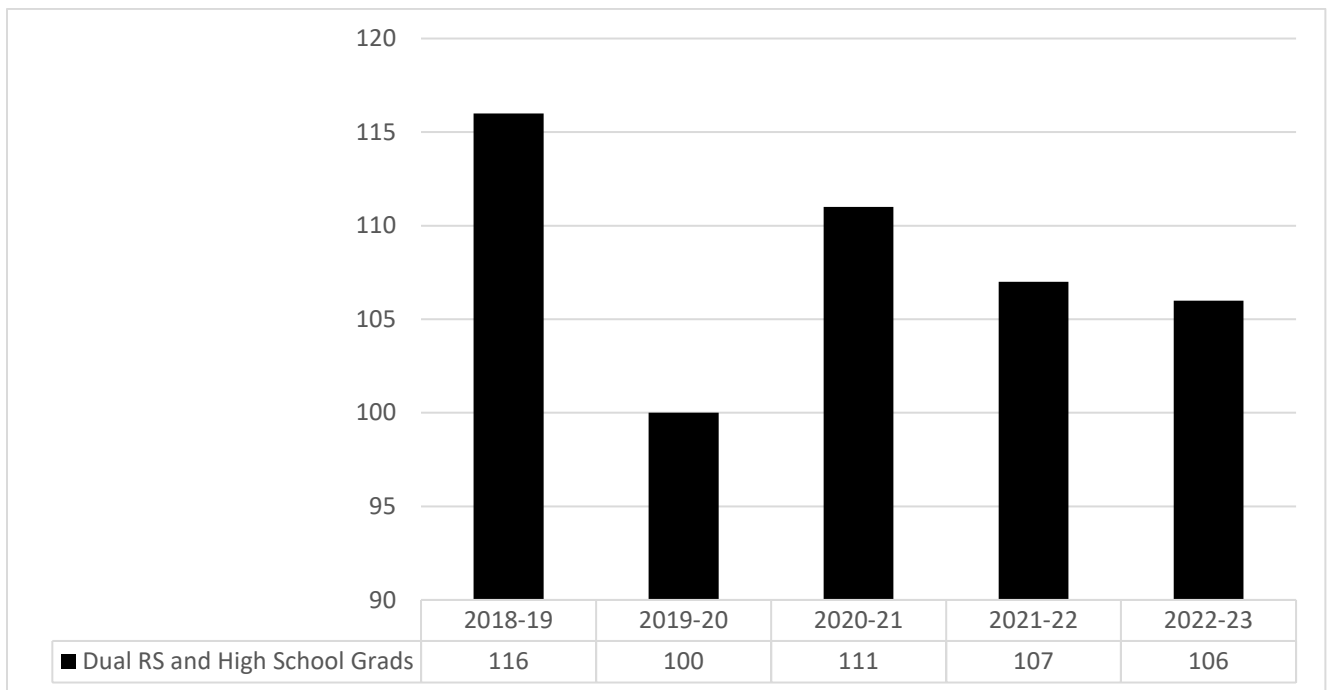
Source: IR Data Warehouse, Student and Completion Tables

- The number of Running Start students receiving their associate degree and high school diploma has been trending down the last five years.

<p align="center" style="color:purple">Key Performance Indicator: <u>Student Persistence</u></p>

<p align="center">(Data divided into two tables for easier readability)</p>

<p align="center" style="color:blue">(Mission Fulfillment = no more than 8% below system average for all categories)
(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 fall to fall persistence.

<p align="center">Table 11a: Fall-to-Fall Persistence Rates for First-Time Degree-Seeking Students</p>

Student Demographic	Fall 2017-Fall 2018	Fall 2018-Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022
LCC Rate: Overall	**57% (n = 981)**	**58% (n = 880)**	**54% (n = 988)**	**55% (n = 777)**	**59% (n = 665)**
Full-time	62% (n = 626)	64% (n = 560)	61% (n = 664)	62% (n = 476)	67% (n = 414)
Part-time	48% (n = 355)	48% (n = 320)	39% (n = 324)	45% (n = 301)	47% (n = 251)
Male	53% (n = 353)	54% (n = 291)	54% (n = 329)	54% (n = 202)	60% (n = 216)
Female	58% (n = 616)	60% (n = 573)	54% (n = 652)	53% (n = 481)	59% (n = 416)
Need-Based Aid*	49% (n = 367)	49% (n = 298)	41% (n = 335)	45% (n = 234)	48% (n = 225)
Nontraditional Age**	54% (n = 287)	53% (n = 264)	41% (n = 293)	44% (n = 241)	46% (n = 223)
Traditional Age**	58% (n = 694)	60% (n = 615)	59% (n = 695)	60% (n = 536)	66% (n = 442)
First Generation	-	-	-	-	55% (n = 416)
System Rate^: Overall	58% (n = 54,165)	58% (n = 52,164)	57% (n = 52,536)	58% (n = 44,376)	57% (n = 39,057)
Full-time	65% (n = 32,412)	65% (n = 32,054)	64% (n = 32,655)	64% (n = 28,311)	63% (n = 24,903)
Part-time	47% (n = 21,753)	47% (n = 20,110)	46% (n = 19,881)	46% (n = 16,065)	46% (n = 14,154)
Male	56% (n = 23,135)	56% (n = 22,234)	54% (n = 22,226)	56% (n = 17,243)	55% (n = 15,662)
Female	59% (n = 28,715)	60% (n = 28,578)	60% (n = 29,047)	58% (n = 24,736)	59% (n = 21,211)
Need-Based Aid*	57% (n = 13,269)	57% (n = 13,072)	53% (n = 13,547)	57% (n = 10,016)	54% (n = 10,206)
Nontraditional Age**	52% (n = 14,618)	52% (n = 13,870)	49% (n = 13,882)	51% (n = 10,813)	49% (n = 10,401)
Traditional Age**	60% (n = 39,532)	61% (n = 38,277)	60% (n = 38,647)	60% (n = 33,545)	60% (n = 28,656)
First Generation	-	-	-	-	55% (n = 13,805)

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

Notes:
- All years of data were updated from the previous monitoring report due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates for most student populations.
- Full-time/part-time status is based on student's first quarter of enrollment.
- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

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

Student Demographic	Fall 2017-Fall 2018	Fall 2018-Fall 2019	Fall 2019 – Fall 2020	Fall 2020 – Fall 2021	Fall 2021 – Fall 2022
LCC Rate: Overall	**57% (n = 981)**	**58% (n = 880)**	**54% (n = 988)**	**55% (n = 777)**	**59% (n = 665)**
American Indian or Alaska Native	63% (n = 43)	51% (n = 49)	38% (n = 45)	52% (n = 31)	41% (n = 41)
Asian	51% (n = 37)	63% (n = 43)	52% (n = 44)	46% (n = 37)	55% (n = 40)
Black or African American	48% (n = 40)	63% (n = 32)	48% (n = 27)	53% (n = 32)	48% (n = 25)
Hispanic or Latino	62% (n = 92)	56% (n = 86)	63% (n = 96)	57% (n = 74)	49% (n = 94)
Native Hawaiian or other Pacific Islander	58% (n = 12)	55% (n = 11)	40% (n = 10)	21% (n = 19)	45% (n = 11)
White	57% (n = 811)	58% (n = 722)	55% (n = 829)	56% (n = 680)	62% (n = 552)
System Rate^: Overall	58% (n = 54,165)	58% (n = 52,164)	57% (n = 52,536)	58% (n = 44,376)	57% (n = 39,057)
American Indian or Alaska Native	50% (n = 1,785)	54% (n = 1,761)	49% (n = 1,767)	50% (n = 1,384)	49% (n = 1,273)
Asian	63% (n = 6,668)	64% (n = 6,388)	64% (n = 6,676)	64% (n = 6,174)	63% (n = 5,742)
Black or African American	49% (n = 4,345)	51% (n = 4,412)	49% (n = 4,657)	52% (n = 3,814)	51% (n = 3,801)
Hispanic or Latino	57% (n = 8,026)	59% (n = 8,477)	56% (n = 9,061)	57% (n = 7,365)	55% (n = 7,339)
Native Hawaiian or other Pacific Islander	54% (n = 927)	54% (n = 1,002)	52% (n = 994)	55% (n = 840)	49% (n = 816)
White	58% (n = 33,747)	58% (n = 32,349)	57% (n = 32,994)	57% (n = 28,791)	58% (n = 24,780)

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. ^All Other Colleges.

- Note: All years of data were updated from the previous monitoring report due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates for most student populations.

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

Student Demographic	Fall 2018-Winter 2019	Fall 2019-Winter 2020	Fall 2020-Winter 2021	Fall 2021-Winter 2022	Fall 2022-Winter 2023
LCC Rate: Overall	**84% (n = 880)**	**83% (n = 988)**	**83% (n = 777)**	**80% (n = 665)**	**79% (n = 805)**
Full-time	87% (n = 560)	87% (n = 664)	87% (n = 476)	83% (n = 414)	85% (n = 496)
Part-time	79% (n = 320)	73% (n = 324)	77% (n = 301)	76% (n = 251)	70% (n = 309)
Male	80% (n = 291)	80% (n = 329)	80% (n = 202)	77% (n = 216)	75% (n = 236)
Female	86% (n = 573)	84% (n = 652)	84% (n = 481)	82% (n = 416)	80% (n = 508)
Need-Based Aid*	83% (n = 298)	83% (n = 335)	83% (n = 234)	76% (n = 225)	79% (n = 300)
Nontraditional Age**	82% (n = 264)	78% (n = 293)	83% (n = 241)	71% (n = 223)	74% (n = 244)
Traditional Age**	85% (n = 615)	85% (n = 695)	83% (n = 536)	85% (n = 442)	81% (n = 561)
First Generation	-	-	-	78% (n = 416)	76% (n = 506)
System Rate^: Overall	83% (n = 52,164)	83% (n = 52,536)	83% (n = 44,376)	81% (n = 39,057)	80% (n = 41,934)
Full-time	88% (n = 32,054)	88% (n = 32,655)	88% (n = 28,311)	85% (n = 24,903)	85% (n = 26,674)
Part-time	74% (n = 20,110)	74% (n = 19,881)	75% (n = 16,065)	72% (n = 14,154)	72% (n = 15,260)
Male	82% (n = 22,234)	81% (n = 22,226)	82% (n = 17,243)	79% (n = 15,662)	80% (n = 16,612)
Female	83% (n = 28,578)	84% (n = 29,047)	84% (n = 24,736)	82% (n = 21,211)	82% (n = 21,822)
Need-Based Aid*	84% (n = 13,072)	83% (n = 13,547)	83% (n = 10,016)	81% (n = 10,206)	82% (n = 10,915)
Nontraditional Age**	76% (n = 13,870)	75% (n = 13,882)	77% (n = 10,813)	75% (n = 10,401)	71% (n = 9,670)
Traditional Age**	85% (n = 38,277)	86% (n = 38,647)	85% (n = 33,545)	83% (n = 28,656)	83% (n = 32,253)
First Generation	-	-	-	78% (n = 13,805)	78% (n = 19,514)

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

Notes:
- All years of data were updated from the previous monitoring report due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates for most student populations.
- Full-time/part-time status is based on student's first quarter of enrollment.
- First Generation was added to the State Board data source for the 2021-22 year forward. A First Generation college student is the first person in the family to go to college.

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

Student Demographic	Fall 2018-Winter 2019	Fall 2019-Winter 2020	Fall 2020-Winter 2021	Fall 2021-Winter 2022	Fall 2022-Winter 2023
LCC Rate: Overall	**84% (n = 880)**	**83% (n = 988)**	**83% (n = 777)**	**80% (n = 665)**	**79% (n = 805)**
American Indian or Alaska Native	86% (n = 49)	80% (n = 45)	87% (n = 31)	66% (n = 41)	76% (n = 38)
Asian	86% (n = 43)	82% (n = 44)	84% (n = 37)	78% (n = 40)	79% (n = 38)
Black or African American	84% (n = 32)	85% (n = 27)	81% (n = 32)	76% (n = 25)	65% (n = 40)
Hispanic or Latino	86% (n = 86)	81% (n = 96)	81% (n = 74)	81% (n = 94)	75% (n = 97)
Native Hawaiian or other Pacific Islander	82% (n = 11)	80% (n = 10)	79% (n = 19)	100% (n = 11)	67% (n = 12)
White	84% (n = 722)	83% (n = 829)	84% (n = 680)	81% (n = 552)	81% (n = 685)
System Rate^: Overall	83% (n = 52,164)	83% (n = 52,536)	83% (n = 44,376)	81% (n = 39,057)	80% (n = 41,934)
American Indian or Alaska Native	80% (n = 1,761)	78% (n = 1,767)	76% (n = 1,384)	75% (n = 1,273)	77% (n = 1,425)
Asian	86% (n = 6,388)	86% (n = 6,676)	86% (n = 6,174)	84% (n = 5,742)	84% (n = 6,507)
Black or African American	77% (n = 4,412)	76% (n = 4,657)	78% (n = 3,814)	75% (n = 3,801)	76% (n = 4,830)
Hispanic or Latino	82% (n = 8,477)	81% (n = 9,061)	81% (n = 7,365)	78% (n = 7,339)	79% (n = 8,530)
Native Hawaiian or other Pacific Islander	81% (n = 1,002)	80% (n = 994)	82% (n = 840)	76% (n = 816)	79% (n = 965)
White	83% (n = 32,349)	84% (n = 32,994)	84% (n = 28,791)	81% (n = 24,780)	81% (n = 26,457)

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).
^All Other Colleges.

- Note: All years of data were updated from the previous monitoring report due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates for most student populations.

<p style="text-align:center">**Key Performance Indicator**: <u>**Student Completion**</u></p>

<p style="text-align:center">(Data divided into two tables for easier readability)</p>

<p style="text-align:center">**(Mission Fulfillment = no more than 8% below system average for all categories)**</p>
<p style="text-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 style="text-align:center">**Table 13a: Students who Graduated**</p>
<p style="text-align:center">**(Based on FTEC Cohorts finishing within Four Years)**</p>

Student Demographic	2018 (2014 cohort)	2019 (2015 cohort)	2020 (2016 cohort)	2021 (2017 cohort)	2022 (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](), 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.

Please note: Per the State Board, this is the most recent data available.

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

Student Demographic	2018 (2014 cohort)	2019 (2015 cohort)	2020 (2016 cohort)	2021 (2017 cohort)	2022 (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, 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.

Please note: Per the State Board, this is the most recent data available.

Key Performance Indicator: Student Satisfaction with Support Services

(Mission Fulfillment = standardized benchmark score of 50 or higher overall and no more than five points below LCC average for all demographic categories)
(Stretch Goal = standardized benchmark 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 (Standardized Benchmark Score)

Student Demographic	2009-10	2012-13	2015-16	2018-19	2021-22
National Cohort	50.0	50.0	50.0	50.0	50.0
LCC	**50.6**	**52.7**	**49.6**	**57.2**	**54.3**
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 standardized benchmark 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 = standardized benchmark score of 50 or higher overall and no more than five points below LCC average for all demographic categories)
(Stretch Goal = standardized benchmark 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 (Standardized Benchmark Score)

Student Demographic	2009-10	2012-13	2015-16	2018-19	2021-22
National Cohort	50.0	50.0	50.0	50.0	50.0
LCC	**50.7**	**56.0**	**52.5**	**55.1**	**56.0**
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 standardized benchmark 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." This question is part of the annual Student Satisfaction Survey, typically administered each spring via email.

Student Demographic	2018-19 (n = 708)	2019-20 (n = 680)	2020-21 (n = 308)	2021-22 (n = 353)	2022-23 (n = 409)
LCC Overall	**90%**	**86%**	**82%**	**81%**	**88%**
Male	*	85%	70%	70%	77%
Female	*	87%	85%	83%	93%
Students of Color, combined	*	84%	79%	83%	87%
American Indian or Alaska Native	*	*	*	*	81%
Asian	*	*	*	*	94%
Black or African American	*	*	*	*	100%
Hispanic or Latino/a	*	*	*	*	79%
Native Hawaiian or other Pacific Islander	*	*	*	*	**
White	*	*	*	*	90%
Other race/ethnicity	*	*	*	*	92%
Attend Full-time	*	*	*	*	88%
Attend part-time	*	*	*	*	88%
Traditional age (24 or under)	*	*	*	*	85%
Non-traditional age (25+)	*	*	*	*	91%

Source: Student Satisfaction Survey.
*disaggregation not available
**"n" size not reportable

- After trending down during the pandemic, overall satisfaction rates have returned to pre-COVID levels. The double-digit gap between males and females, however, persists.

Key Performance Indicator: Student Sense of Belonging

Table 17: Student Sense of Belonging
(Mission Fulfillment = TBD)
(Stretch Goal = TBD)

This indicator represents the proportion of students that responded "slightly agree," "moderately agree" or "strongly agree" to the survey question, "During the current academic year at this college, I have felt like I belong." This question is part of the Community College Survey of Student Engagement (CCSSE), Race/Ethnicity Survey Subscale. This survey was administered for the first time in 2022-23.

Student Demographic	2022-23 (n = 97)
All Students	**84.8%**
Male	90.0%
Female	86.8%
American Indian or Alaska Native	*
Asian	*
Black of African American	*
Hispanic or Latino/a	72.7%
Native Hawaiian or other Pacific Islander	*
White	90.2%
Two or more races	85.7%
Traditional age (24 or under)	76.9%
Non-traditional age (25+)	87.9%

*not reportable due to "n" size

Student Access, Support & Completion Monitoring Report
Analysis from the Review Team

Members include: Sue Orchard, chair, Tim Allwine, Magnus Altmayer, Brad Benjamin, Kali Brandt, Sheila Burgin, Nicole Faber, Byron Ford, Sarah Griffith, Elissa Loren, Mary Kate Morgan, Guadalupe Rodriguez, Alejandra Sanchez, Nichole Seroshek, Rosemary Siipola, Rick Swee, April Tovar Villa, Shalaina Williams, Adam Wolfer.

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

- The participation rate of students with disabilities is consistently above the system rate, especially in the last academic year.
- There has been sustained growth in the proportion of students enrolling directly after graduating from high school.
- There was 100% satisfaction from our black and African American students reporting that they participated in meaningful learning experiences (in the most recent survey administration).
- The most recent overall fall-to-fall persistence rate was higher than the previous year.
- Although the Support for Learners scores from the Community College Survey of Student Engagement (CCSSE) declined from the previous administration, we are still above the national comparison.
- We receive high marks from students in the Faculty-Student Engagement portion of the CCSSE survey.
- We're starting to see a post-pandemic rebound in Running Start enrollment.

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

- Satisfaction of male students is quite a bit lower than their female counterparts in the CCSSE survey.
- Participation and fall-to-winter persistence rates for non-traditional age students have declined.
- In terms of student sense of belonging as reported via the CCSSE Race/Ethnicity Subscale, the rate for our Hispanic/Latino student population is a lot lower than for our white students.
- The rate for sense of belonging reported by our traditional age students seems kind of low.
- Male completion rates are low compared to females.
- Completion rates for need-based aid and Hispanic students falls below mission fulfillment.

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

- Although males reported a high sense of belonging via the CCSSE Race/Ethnicity Subscale Survey, they have lower satisfaction levels in some other survey areas (such as with the Support for Learners and Faculty-Student Interaction benchmarks from the main CCSSE survey).

- The Legislature is aware of and continuing to fund basic needs support, so we have an opportunity to leverage that funding and learn from our colleagues about how they're using that funding to support their students.
- The proportion of high school students going on to postsecondary education in general decreased dramatically during the pandemic years. We have an opportunity to get creative about how we access and serve those populations, such as providing more opportunities in the evening and finding other ways that work with their employment and other life conflicts.
- We have an opportunity to help more of the students who come to LCC to finish their high school diplomas to continue on to college programs. Certifications (not just two-year degrees) can make a big difference in terms of job opportunities and pay. Sometimes traditional age students don't see the relevance of continuing their education beyond high school, but if they wait until they are older to pursue college, they are faced with more life challenges, such as caring for children and working full-time.
- We are working through our COLL 101 curriculum to help students learn how to be good online learners, which creates an opportunity for students with childcare and other life barriers to be prepared to take online classes (which may fit more seamlessly into their schedules).
- The new Vocational Center will create a wonderful visual opportunity to help members of the community see what the college offers.
- People in high school receive a lot of mixed messages, particularly about not needing a four-year degree, and we have an opportunity to continue to connect with that audience to communicate the value of a post-secondary credential.

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

- Unemployment rates are the lowest they've been in decades, which is keeping some students away from college (because they are working).
- The effect of the pandemic on students (K-12 and college) is unprecedented, and there will be consequences in the long-run that we have not yet anticipated.
- For students who work during the day, daycare is tight. It's non-existent at night, which prevents some students from being able to take classes in the evening. Childcare is a huge barrier for a lot of people.
- Transportation can also be a barrier. Although we offer free bus passes, the bus doesn't go everywhere and stops running relatively early in the evening.

Board Plus/Delta

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

+	Δ