

Transfer Monitoring Report

2015 – 2019
(Cycle 21)

CORE THEME II: Transfer and Academic Preparation

Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

February 19, 2020



Transfer 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 Transfer Monitoring Report include:

- Student performance
- Transfer readiness
- Demonstration of General Education Outcomes
- Academic transfer rate
- Academic success of transfer students after transfer
- Relevance of programs

Transfer enrollment data is also included in this report.

Some of the actions that have come about as a result of past reviews of the Transfer Monitoring Report include:

- Guided Pathways work continues:
 - A new 2-credit College Success course is being planned through a committee and will be offered at the start of the 2020-21 academic year.
 - It will be a graduation requirement for students with fewer than 30 credits.
 - A sub-committee is working on identifying appropriate Open Educational Resources to use for course materials/textbooks.
 - Regularly scheduled and ad hoc college success workshops are being scheduled through the Learning Commons until the College Success courses are running.
 - Career Pathways have been identified, and program planning work is underway.
 - Advising is being redesigned to better support student completion and transfer:
 - This year LCC implemented a comprehensive technology system and mobile application for advising called EAB Navigate.
 - Data labs hosted by Institutional Research provide opportunities for faculty to identify and address potential barriers for various student demographic groups in their courses and programs.
- Math faculty are developing an accelerated precollege sequence for STEM and Business pathways. With support from the Guided Pathways grant and starting in March, additional grant funding from College Spark, the curriculum and pedagogy will be updated, and will provide professional development for faculty.

- Language and literature faculty are piloting a co-requisite model for students who could be successful in ENGL& 101 with additional support. Initial results suggest the approach can be effective.
- Biology and Chemistry faculty are continuing their adoption of authentic research, and are participating in a collaborative grant application with WSU-V and Clark College faculty. If funded, this project will aim to increase the number of underrepresented students transferring to WSU-V.

In 2019-20, LCC revised/updated several key performance indicators, goals and data sources.

Key Performance Indicator: Student Performance

(Mission Fulfillment = 78%)

(Stretch Goal = 85%)

Table 1: Proportion of transfer students achieving satisfactory academic performance in academic transfer courses

	2014-15	2015-16	2016-17	2017-18	2018-19
Proportion of students receiving grades of C or better in Academic classes numbered 100 and above. Grades excluded: I, N, R, NA, V, X and *.	80.8%	83.4%	84.3%	82.6%	81.1%
<i>Male</i>	80.3%	82.3%	83.9%	81.4%	77.4%
<i>Female</i>	82.3%	84.3%	85.0%	83.7%	83.1%
<i>Students of Color</i>	77.7%	80.3%	83.3%	82.8%	76.4%
<i>Economically Disadvantaged</i>	78.6%	81.5%	80.5%	81.2%	77.6%

Source: Fact book; Select Kind of Student = T from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X or NA; select dept_div, course num, gr, item and yrq; link to Class table using item and yrq to select INSTIT_INTENT_RECAT = "A" (Academic Courses) from Class table. Note: as of 2017-18, P grades included as successful grade.

- The proportion of students successfully completing academic transfer courses declined in 2018-19, but still met mission fulfillment.

Key Performance Indicator:

Demonstration of General Education Outcomes (Global Skills)

(Mission Fulfillment = 3.0)

(Stretch Goal = 3.8)

Table 2: Average Scores, General Education Outcomes (Global Skills)

	2014-15	2015-16	2016-17	2017-18	2018-19
Communication	--	--	2.9	--	--
Critical Thinking	--	3.1	--	--	--
Interpersonal Relations	2.9	--	--	--	--
Quantitative Literacy (Numeracy)	--	--	--	3.1	3.1

- Artifacts are collected throughout each academic year in preparation for the annual summer assessment institute. Artifacts are assessed using rubrics developed by LCC faculty on a scale of 1 (low) to 5 (high). LCC faculty readers for the institute are selected through a competitive application process.
- LCC faculty repeated Quantitative Literacy two years in a row while a new rubric was piloted and subsequently adopted.

Lower Columbia College's Global Skills (General Education Outcomes)

Communication--Express ideas and information in writing and speaking in a manner that is clear and appropriate to the audience, and read and listen effectively.

- A. Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.
- B. Students will develop and express their ideas clearly and reasonably for a unified purpose.
- C. Students will demonstrate comprehension of a wide variety of materials.
- D. Students will use credible evidence to support arguments and conclusions.
- E. Students will document source information.
- F. Students will use a style of delivery that is effective in communicating their message.

Critical Thinking--Apply various techniques and processes using information, data, situations, or other forms of artistic expression, to draw logical, rational, ethical, and coherent conclusions.

- A. Students will identify and define primary problems or issues.
- B. Students will gather relevant and accurate information and draw valid inferences from that information.
- C. Students will be able to analyze and make judgments in response to problems, issues, and artistic expression using technique or processes appropriate to subject.
- D. Students will propose and/or evaluate solutions based on the criteria of logic, ethical principles, and coherence.

Interpersonal Skills--Interact effectively with individuals and/or within groups.

- A. Students will participate actively, demonstrating commitment to shared tasks.
- B. Students will cooperate with others.
- C. Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

Quantitative Literacy (QL) -- also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data.

- A. Students will explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- B. Students will convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- C. Students will perform mathematical calculations.
- D. Students will make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
- E. Students will make and evaluate important assumptions in estimation, modeling, and data analysis
- F. Students will express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Key Performance Indicator: Transfer Readiness
(Mission Fulfillment = at or above the system rate)
(Stretch Goal = 5% above the system rate)

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. Historically, 45 credits has been considered a notable milestone in terms of transfer preparedness and is a momentum point in the state’s Student Achievement Initiative (performance-funding model).

**Table 3: Percent of Transfer Students Achieving 45 College Level Credits within 2 Years
(First-Time Entering Student Outcomes Metrics)**

Cohort year	2013-14	2014-15	2015-16	2016-17	2017-18
LCC Rate: Overall	52%	46%	52%	55%	51%
System Rate: Overall	43%	45%	46%	47%	47%
LCC Rate: Female	53%	49%	55%	55%	53%
System Rate: Female	45%	46%	47%	49%	48%
LCC Rate: Male	50%	42%	49%	53%	47%
System Rate: Male	41%	43%	44%	44%	45%
LCC Rate: Students of Color	46%	43%	49%	60%	49%
System Rate: Students of Color	41%	42%	44%	45%	45%
LCC Rate: Received Need-Based Aid	36%	33%	45%	41%	40%
System Rate: Received Need-Based Aid	40%	40%	40%	41%	41%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Credit Milestones view, 45 Credits Year 2 milestone. Includes all student cohort groups, transfer only students, summer/fall entry quarters.

Key Performance Indicator: Academic Transfer Rate
(Mission Fulfillment = within 5% of system rate)
(Stretch Goal = meet or exceed system rate)

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. The figures below show the proportion of students who transferred to a four-year institution within four-years of starting at LCC.

Table 4: Percent of Transfer Students who Transfer to a 4-Year College (Four Years after Start) (First-Time Entering Student Outcomes Metrics)

Cohort year	2011-12	2012-13	2013-14	2014-15	2015-16
LCC Rate: Overall	32%	32%	38%	36%	38%
System Rate: Overall	35%	36%	37%	38%	39%
LCC Rate: Female	34%	33%	39%	39%	40%
System Rate: Female	36%	37%	39%	40%	41%
LCC Rate: Male	27%	31%	37%	31%	35%
System Rate: Male	34%	35%	36%	36%	37%
LCC Rate: Students of Color	21%	33%	31%	35%	41%
System Rate: Students of Color	32%	34%	34%	36%	37%
LCC Rate: Received Need-Based Aid	22%	16%	26%	22%	25%
System Rate: Received Need-Based Aid	25%	25%	26%	26%	27%

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](#), Post-College view, Year 4 – Transfer 4yr College. Includes all student cohort groups, transfer only students, summer/fall entry quarters.

Table 5: Where Did They Go?

Transfer destinations of students enrolled in 2018-19 (all transfer students)

- A.T. Still University Of Health Sciences, MO (1)
- Ashford University, CA (1)
- Bellevue College* (1)
- Biola University, CA (1)
- Boise State University (9)
- Central Washington University (5)
- Chamberlain University, IL (1)
- City University Of Seattle (2)
- Clover Park Technical College* (1)
- Concordia University Portland (2)
- Corban University (1)
- DeVry University, IL (1)
- Earlham College, IN (1)
- East Carolina University, NC (1)
- Eastern Washington University (9)
- Embry-Riddle Aeronautical University, FL (2)
- George Fox University (2)
- George Washington University, DC (1)
- Grand Canyon University, AZ (3)
- Grand Canyon University-Traditional, AZ (3)
- Green River Community College* (3)
- Highline College* (1)
- Linfield College (2)
- Montana State University - Bozeman (1)
- Montana State University - Northern (1)
- Multnomah University (3)
- Northern Arizona University (1)
- Northwest University (2)
- Oregon State University (1)
- Pacific Lutheran University (3)
- Peninsula College* (2)
- Pepperdine University, CA (1)
- Portland State University (6)
- Purdue University Global, IN (1)
- Reed College (1)
- Rocky Mountain College, MT (1)
- Saint Martin's University (3)
- Saint Mary's University Of Minnesota (1)
- Seattle Pacific University (1)
- Southern New Hampshire (1)
- Southern Oregon University (1)
- St Mary's University - Minneapolis (1)
- The Evergreen State College (2)
- The Master's University, CA (1)
- University Of California - Extension (1)
- University Of Cincinnati (1)
- University Of Idaho (2)
- University Of Jamestown, ND (1)
- University Of Oregon (1)
- University Of Phoenix (1)
- University Of Portland (1)
- University Of Washington - Seattle (13)
- Walla Walla University (2)
- Warner Pacific College (6)
- Washington State University (58)
- Wellesley College, MA (1)
- Western Governors University, UT (12)
- Western Washington University (4)
- Westminster College Of Salt Lake City, UT (1)
- Wichita State University, KS (1)

*Baccalaureate program

Key Performance Indicator: Relevance of Programs
(Mission Fulfillment = 3.00)
(Stretch Goal = 3.25)

Table 6: Average GPA of LCC students at Washington Public Baccalaureate Institutions

	2012-13	2013-14	2014-15	2015-16	2016-17
Overall Average GPA, all students	3.18	3.18	3.24	3.19	3.23

- A collaborative data venture (called MRTE+) has greatly enhanced LCC’s access to transcript information from four-year institutions. Information reported above includes all LCC transfer students attending Washington State University, the University of Washington, Eastern Washington University, Western Washington University, and Central Washington University. Due to the complexity of the data submission process, there is significant lag time before data is released to college researchers.

Transfer Enrollment Data

Table 7: Enrollment and Graduation Data

	2014-15	2015-16	2016-17	2017-18	2018-19
Unduplicated headcount, all funding sources	2071	1946	1980	1997	2000
Transfer student population as a percent of all students	27%	27%	30%	29%	31%
FTE by institutional intent (fall quarter, state funded)	1003	937	917	989	969
FTE as percent of institutional FTE (fall quarter, state funded)	37%	37%	41%	43%	45%
Transfer associate degrees granted	381	460	455	437	459

Data Source: FACT BOOK, Data Warehouse, Registration Office for degrees granted; FTE – Class Table (FTES_State, YRQ, Dept_Div, Course_Num, Item, Instit_Intent_Recat = A)

- Headcount of transfer students increased 0.2% in 2018-19.
- The number of transfer associate degrees granted has increased by 20% over the last five years.

Transfer Monitoring Report

Analysis from the Review Team

Members include: Kyle Hammon & Melinda Harbaugh, co-chairs, Katelyn Berezo, Pam DeRosier, Dawn Draus, Jim Franz, Traci Fuller, Mary Hebert, Lindsay Keevy, Amber Kiker, Louis LaPierre, Joanna Mosser, Lucas Myers, Stefanie Neill, Shawnee Randolph, Mavourneen Rister, Jenny Smith, Jim Stanley, Maggie Stuart, Ian Triana, Niki Walker, Annette Ward.

1) Based on the data in this report, what are LCC's strengths in providing transfer education?

- LCC's proportion of students achieving 45 credits has consistently outperformed the system.
- The proportion of students who perform well at the university level, as measured through GPA after transfer, has been trending up.
- More than eight of ten transfer students perform well academically, a rate that has been consistent over the past five years.
- We exceeded our goal for quantitative literacy outcomes two years in a row.
- Our transfer students go all over the United States.
- The number of transfer associate degrees granted has increased by 20%, due at least in part to the increase in Running Start students getting an associate degree the year they graduate from high school.
- The proportion of students of color who transferred has nearly doubled in five years, and is above the system rate.

2) Based on the data in this report, what are LCC's weaknesses in providing transfer education?

- The overall proportion of students transferring is below the system rate, which may be partially due to LCC's relative geographical isolation and higher than average student age. Older students tend to have more responsibilities, such as parenting and employment that may impede transferring. The development of Bachelor of Applied Science degrees at LCC should positively increase the transfer rate.
- Males and students of color performed less well academically in 2018-19. However, the trend was not consistent across the five years of data depicted in the report.

3) Based on the data in this report, what are LCC's opportunities for providing students transfer education?

- We have an opportunity to increase our transfer rate with the development of Bachelor of Applied Science degrees at LCC.
- We have several opportunities related to the implementation of Guided Pathways.

- Increased focus on mandatory/intrusive advising.
- Development of program maps tailored to the student experience.
- Implementation of new College Success course, mandatory for all students with less than 30 credits.
- Math and English reform.
- With a growing number of online four-year degree programs available, our students (even those who are place-bound) have more opportunities to transfer than ever before.
- Our K-12 partners are working on math pathways to better prepare all students for college.
- We have an opportunity to address equity gaps for males and students of color in terms of achieving 45 college level credits, and females in terms of their transfer rate.

4) Based on the data in this report, what are LCC's threats for providing students transfer education?

- Guided Pathways poses some threats, in addition to opportunities. Most notably, the inclusion of ABE and ESL students in the requirement to get students "to and through" their first college level math course within a year poses significant challenges. Many students require more remediation than can be provided in a quarter or two.
- Insufficient state funding is an ongoing threat.
- The forthcoming high demand funding, while appreciated overall, poses a threat to academic transfer faculty. The funding has the potential to create a multi-tiered pay structure for faculty, leaving some senior academic transfer faculty (such as those in English and Social Sciences) near the bottom in terms of pay. This could have a destabilizing effect for our colleges, even though the legislative intent was to provide more support for community colleges.

Board Plus/Delta

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

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