

Academic Transfer Monitoring Report

2017 – 2021

(Cycle 23)

Objective 1: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 2: Provide the support for transfer students to successfully transition to upper division college and university programs.

February 16, 2022



Academic 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 Academic 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
- College level English and math completion

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 Academic Transfer Monitoring Report include:

- Guided Pathways: Block schedule development has progressed to implementation with a pilot run Spring 2022. The 2022-2023 class schedule utilizing the new block has been created by faculty and deans.
- English faculty have joined an initiative with the SBCTC to develop and review antiracist curriculum for ENGL& 101 courses across the state of Washington.
- English faculty are working on redesigning ENGL 104. This is a course that focuses on reading, writing, and grammar. This course is being developed with feedback from Nursing and Education to help prepare students for the WEST-B and TEAS tests. It could also function as part of the remediation process for Education students needing additional support.
- Music and Social Science faculty are working with liaison advisors to pilot the new advising redesign project.
- Several science faculty have been active in the state Communities of Practice, including providing leadership at the state level in the Biology Community of Practice.
- Math has continued work on curricular alignment per the College Spark grant.
 - Shortened math pathway to calculus implemented in fall 2021.
 - Revised placement and updated placement refresher courses have also been implemented.
 - Biweekly community of practice meetings held to discuss pedagogy and technology use in mathematics courses.
- Through the Lower Columbia Regional University Center partnerships and development of Bachelor of Applied Science (BAS) degrees, LCC continued progress toward the overall strategy of raising the bachelor degree attainment

- rate. A new partnership with Franklin University was established and 3+1 articulation agreements created in several areas including Accounting, Medical Office Administration, Business Management, Criminal Justice, Information Technology/Cyber Security, and Psychology.
- LCC's BAS programs remained strong despite the challenges with the pandemic.
 - BAS-TE (Bachelor of Applied Science in Teacher Education) cohort #1: 19 students graduated or are still enrolled in the program
 - BAS-TE cohort #2: 20 students are currently enrolled
 - BAS-OLTM (Bachelor of Applied Science in Organizational Leadership and Technical Management) launched fall 2021 with 20 students.
 - As part of the self-reflection "to-do" items in the college's 2021 Mid-Cycle Evaluation, the Instructional Assessment Committee and Instructional Council replaced the "Interpersonal Relations" outcomes and rubric with the more widely vetted "Teamwork" outcomes and rubric from the American Association of Colleges and Universities. Faculty believe the "Teamwork" outcomes are more measurable and will result in more actionable results.

Key Performance Indicator: Student Performance
(Mission Fulfillment = 78% for all categories)
(Stretch Goal = 85% for all categories)

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

	2016-17	2017-18	2018-19	2019-20	2020-21
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 *.	84.3%	82.6%	81.1%	80.3%	82.0%
<i>Male</i>	83.9%	81.4%	77.4%	78.2%	81.2%
<i>Female</i>	85.0%	83.7%	83.1%	81.5%	82.7%
<i>Students of Color</i>	83.3%	82.8%	76.4%	76.0%	80.1%
<i>Economically Disadvantaged</i>	80.5%	81.2%	77.6%	78.0%	79.7%

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 increased in 2020-21.

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)

	2016-17	2017-18	2018-19	2019-20	2020-21
Communication	2.9	--	--	--	--
Critical Thinking	--	--	--	*	3.4
Quantitative Literacy (Numeracy)	--	3.1	3.1**	--	--
Teamwork	--	--	--	--	--

*Summer Assessment Institute canceled due to COVID-19 pandemic **Category repeated in subsequent year due to adoption of new rubric/outcomes

- Global Skills for academic transfer programs are assessed at an annual Summer Assessment Institute, using randomly selected artifacts contributed by faculty. Scores are based on rubrics ranging from one (low) to five (high). Faculty evaluators for the institutes are selected via a competitive application process designed to represent as many different disciplines as possible each year.
- Teamwork will be assessed in 2021-22.

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.

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).

Teamwork-- individual behaviors that facilitate a team's ability to achieve a desired goal or outcome.

- A. Students will make individual contributions to the team.
- B. Students will facilitate the contributions of team members.
- C. Students will foster a constructive team climate.
- D. Students will respond constructively to conflict.

Key Performance Indicator: Transfer Readiness
(Mission Fulfillment = at or above the system rate for all categories)
(Stretch Goal = five percentage points or more above the system rate* 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. Historically, reaching 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	2015-16	2016-17	2017-18	2018-19	2019-20
LCC Rate: Overall	52%	55%	51%	53%	52%
System Rate^: Overall	46%	47%	47%	47%	49%
LCC Rate: Female	55%	55%	53%	57%	51%
System Rate^: Female	47%	49%	48%	50%	52%
LCC Rate: Male	49%	53%	47%	44%	53%
System Rate^: Male	44%	44%	45%	45%	46%
LCC Rate: Students of Color	49%	60%	49%	44%	49%
System Rate^: Students of Color	44%	45%	45%	47%	48%
LCC Rate: Received Need-Based Aid	44%	41%	39%	34%	37%
System Rate^: Received Need-Based Aid	40%	40%	41%	42%	39%

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.
*percentage points. ^All Other Colleges.

Key Performance Indicator: Academic Transfer Rate

(Mission Fulfillment = within five percentage points of system rate for all categories)

(Stretch Goal = meet or exceed system rate 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. 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	2013-14	2014-15	2015-16	2016-17	2017-18
LCC Rate: Overall	38%	36%	38%	40%	34%
System Rate^: Overall	37%	38%	39%	39%	37%
LCC Rate: Female	39%	39%	40%	45%	38%
System Rate^: Female	39%	40%	41%	41%	39%
LCC Rate: Male	37%	31%	35%	31%	28%
System Rate^: Male	36%	36%	37%	36%	35%
LCC Rate: Students of Color	31%	35%	41%	46%	29%
System Rate^: Students of Color	34%	36%	37%	36%	35%
LCC Rate: Received Need-Based Aid	26%	23%	25%	24%	24%
System Rate^: Received Need-Based Aid	26%	25%	27%	26%	24%

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.

^All Other Colleges.

Table 5: Where Did They Go?

Transfer destinations of students enrolled in 2020-21 (all transfer students)

- Arizona Christian University (5)
- Arizona State University (5)
- Bellevue College* (1)
- Bellevue University (2)
- Bismarck State College (1)
- Boise State University (7)
- Boston University (1)
- Briar Cliff University, IA (1)
- Brigham Young University (6)
- Bushnell University, OR (2)
- Central Washington University (21)
- Centralia College* (5)
- Chamberlain University (2)
- Champlain College, VT (1)
- Clover Park Technical College* (1)
- Columbia Basin College* (1)
- Concordia University (2)
- Conservatory of Music of Puerto Rico (1)
- Cottey College, MO (1)
- Dixie State University, UT (1)
- Eastern Kentucky University (1)
- Eastern Oregon University (2)
- Eastern Washington University (4)
- George Fox University (1)
- Gonzaga University (1)
- Grand Canyon University (10)
- Holy Names University, CA (1)
- Idaho State University (1)
- Indiana State University (2)
- Lewis & Clark College of Arts & Sciences (1)
- Life University, GA (1)
- Linfield University (1)
- Lipscomb University, TN (1)
- Lock Haven University, PA (1)
- Marshall University Huntington (1)
- Michigan State University (2)
- Missouri University of Science and Technology (1)
- Montana State University - Bozeman (4)
- Multnomah University (2)
- North Seattle College* (1)
- Northwest Nazarene University (2)
- Norwich University, VT (1)
- Olympic College* (1)
- Oregon Institute of Technology (2)
- Oregon State University (5)
- Ottawa University - Ottawa, KS (1)
- Portland State University (5)
- Quinnipiac University, CT (1)
- Regent University, VA (1)
- Saint Martin's University (4)
- Santa Fe College, FL (1)
- Seattle Pacific University (3)
- Seattle University (2)
- South Seattle College* (1)
- Southern New Hampshire (3)
- The Evergreen State College (4)
- University of Alaska - Fairbanks (1)
- University of Arizona (2)
- University of Hartford (1)
- University of Hawaii at Hilo (1)
- University of Hawaii at Manoa (1)
- University of Idaho (2)
- University of Jamestown, ND (2)
- University of Massachusetts at Amherst (1)
- University of Michigan (1)
- University of Montana (1)
- University of Nevada Las Vegas (1)
- University of Oregon (1)
- University of Providence (1)
- University of San Diego (1)
- University of South Carolina Upstate (1)
- University of Texas Arlington (1)
- University of Washington - Seattle (25)
- Walla Walla University (1)
- Warner Pacific College (6)
- Washington State University (67)
- West Coast University - Dallas (1)
- West Texas A&M University (1)
- Western Governors University (21)
- Western Washington University (10)
- Whitworth University (1)

*Baccalaureate program

Key Performance Indicator: Relevance of Programs
(Mission Fulfillment = 60%)
(Stretch Goal = 65%)

Table 6: Graduation Rate of LCC Transfer Students at 4-Year Transfer Institutions

Grad Year	2016-17	2017-18	2018-19	2019-20	2020-21
Grad Rate of LCC transfer students at transfer institutions	51.0%	62.9%	62.0%	67.3%	65.8%

Source: SBCTC First-Time Entering Student Cohorts (FTEC) for student cohorts (All cohorts, summer/fall start, transfer students), and National Student Clearinghouse for graduate information.

- Information reported above includes first-time entering LCC transfer students that transferred to a 4-year institution after attending LCC. The above table allows students eight years from when they started at LCC to graduate at a 4-year institution.

Transfer Enrollment Data

Table 7: Enrollment and Graduation Data

	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated headcount, all funding sources	1980	1997	2000	1959	1748
Transfer student population as a percent of all students	30%	29%	31%	33%	39%
FTE by institutional intent (fall quarter, state funded)	917	989	969	978	795
FTE as percent of institutional FTE (fall quarter, state funded)	41%	43%	45%	45%	45%
Transfer associate degrees granted	455	437	459	401	451

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 and FTE of transfer students decreased in 2020-21, although there was an increase in transfer associated degrees granted.
- The decline in transfer student enrollment in 2019-20 and 2020-21 was likely due to the COVID-19 pandemic, although it should be noted that the transfer student population as a percent of all students increased substantially in 2020-21.
- Disruptions in spring quarter 2020 due to the COVID-19 pandemic likely caused a dip in the number of transfer associate degrees granted that year.

Key Performance Indicator: College Level English & Math Completion
(Mission Fulfillment = meet or exceed system rate for all categories)
(Stretch Goal = exceed system rate by three percentage points or more for all categories)

Table 8a: College Level English Completion in First Year (Transfer Students Only)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	69%	64%	66%	69%	65%
Full-time	78%	71%	71%	76%	78%
Part-time	49%	46%	54%	45%	39%
Male	65%	63%	61%	67%	65%
Female	72%	64%	68%	71%	63%
Need-Based Aid*	51%	43%	46%	59%	49%
System Rate^: Overall	60%	57%	61%	62%	63%
Full-time	70%	68%	71%	72%	73%
Part-time	45%	42%	46%	46%	45%
Male	58%	55%	59%	60%	63%
Female	63%	59%	63%	64%	63%
Need-Based Aid*	52%	50%	51%	50%	51%

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>. Credit Milestones View (All cohorts, Transfer students, summer/fall start). See dashboard for “n” size, college access only.

*Students who received need-based aid. ^All Other Colleges.

Table 8b: College Level English Completion in First Year by Race/Ethnicity (Transfer Students Only)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	69%	64%	66%	69%	65%
American Indian or Alaska Native	50%	50%	56%	66%	70%
Asian	83%	62%	54%	46%	65%
Black or African American	42%	48%	46%	80%	68%
Hispanic or Latino	89%	67%	65%	78%	56%
Native Hawaiian or Other Pacific Islander	*	*	*	*	57%
White	68%	66%	67%	70%	67%
System Rate^: Overall	60%	57%	61%	62%	63%
American Indian or Alaska Native	51%	50%	54%	52%	56%
Asian	66%	60%	65%	68%	69%
Black or African American	52%	49%	54%	56%	57%
Hispanic or Latino	58%	56%	59%	60%	60%
Native Hawaiian or Other Pacific Islander	55%	56%	58%	58%	64%
White	61%	59%	62%	63%	64%

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>. Credit Milestones View (All cohorts, Transfer students, summer/fall start). See dashboard for “n” size, college access only.

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

Key Performance Indicator: College Level English & Math Completion
(Mission Fulfillment = within five percentage points of system rate across all categories)
(Stretch Goal = meet or exceed system rate across all categories)

Table 9a: College Level Math Completion in First Year (Transfer Students Only)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	31%	29%	29%	33%	28%
Full-time	38%	35%	34%	37%	34%
Part-time	16%	15%	16%	21%	17%
Male	35%	31%	28%	41%	31%
Female	28%	28%	29%	28%	27%
Need-Based Aid*	22%	26%	23%	27%	21%
System Rate[^]: Overall	32%	33%	34%	36%	38%
Full-time	39%	40%	41%	43%	46%
Part-time	22%	23%	23%	23%	25%
Male	35%	36%	37%	39%	41%
Female	31%	31%	32%	33%	36%
Need-Based Aid*	27%	29%	30%	32%	36%

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>. Credit Milestones View (All cohorts, Transfer students, summer/fall start). See dashboard for “n” size, college access only.

*Students who received need-based aid. ^All Other Colleges.

Table 9b: College Level Math Completion in First Year by Race/Ethnicity (Transfer Students Only)

	2016-17	2017-18	2018-19	2019-20	2020-21
LCC Rate: Overall	31%	29%	29%	33%	28%
American Indian or Alaska Native	25%	32%	24%	31%	25%
Asian	56%	33%	43%	21%	31%
Black or African American	42%	17%	17%	27%	16%
Hispanic or Latino	32%	21%	17%	35%	23%
Native Hawaiian or Other Pacific Islander	*	*	*	*	14%
White	30%	30%	29%	33%	29%
System Rate[^]: Overall	32%	33%	34%	36%	38%
American Indian or Alaska Native	22%	24%	30%	29%	29%
Asian	44%	45%	47%	48%	49%
Black or African American	23%	22%	25%	26%	29%
Hispanic or Latino	25%	27%	28%	29%	32%
Native Hawaiian or Other Pacific Islander	30%	27%	27%	29%	36%
White	33%	34%	34%	36%	38%

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>. Credit Milestones View (All cohorts, Transfer students, summer/fall start). See dashboard for “n” size, college access only.

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

Academic Transfer Monitoring Report

Analysis from the Review Team

Members include: Stefanie Gilberti and Karen Joiner, co-chairs, Cathy Bakamus, Alex Brehm, Rob Davis, Dawn Draus, Jim Franz, Traci Fuller, Mary Hebert, Devin Hendricks, Lindsay Keevy, Louis LaPierre, Allison McCrady, John Melink, Joanna Mosser, Lucas Myers, Mavourneen Rister, Jim Stanley, Maggie Stuart, Ian Triana, Annette Ward.

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

- The number of degrees awarded is up, even though enrollment is down.
- The graduation rate of LCC students at transfer institutions is high, and trending up.
- We are consistently above the system rate in terms of students achieving 45 college level credits.
- Our rate of attainment for college level English in year one is slightly above the system rate.
- LCC transfer students are performing well academically.
- The number of students transferring to Washington State University is high, providing evidence of the strength of our relationship with our closest university partner.

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

- In the most recent year, attainment of college level math in year one is well below the system rate. The numbers are particularly low for our Black, African American, Native Hawaiian and Pacific Islander students.
- Institutional equity gaps for students of color are apparent across several metrics, including student performance, transfer readiness, and academic transfer rate.
- Students who choose to attend on a part-time basis generally have lower transfer attainment rates than students who attend full-time.
- LCC's current transfer rate is somewhat below the system rate, although that is not the case for all years displayed in the report.

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

- Although the list of transfer institutions is robust, would like to see more LCC students going to highly selective universities.
- Although the attainment rate of college level math in year one fell substantially in the most current year for which we have data, we have an opportunity to turn it around through a variety of Guided Pathways initiatives including development of math pathways and program maps. College level math and English in year one has been selected as one of two Guided Pathways areas of focus for the 2022-23 academic year.

- Through Guided Pathways and other initiatives, we have an opportunity to identify interventions to put in place throughout the student lifecycle to increase transfer attainment rates.
- A fairly steady decline in attainment of college level English in year one with our Hispanic/Latino students creates an opportunity to implement targeted interventions to support that population.

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

- Declining enrollment, due at least in part to the pandemic, is a threat to stability.
- The pandemic also poses a threat in other ways, such as increased challenges with understanding what instructional modalities our students want and need. Lower enrollments also make it more difficult to offer multiple modalities.
- Another pandemic-related threat is not knowing what students may have missed out on in middle and high school. This may pose particular challenges to our attainment rates for college level math and English in year one in future years.
- There are some indications that students receiving need-based aid have been disproportionately affected by the pandemic, as evidenced by outcomes such as transfer readiness and academic transfer rate.

Board Plus/Delta

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

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