Academic Transfer Monitoring Report

2018 – 2022

(Cycle 24)

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 15, 2023

Academic Transfer 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 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:
- Instruction is in the process of developing the college's third and fourth applied bachelor's degree programs.
- COLL 110, Test of Essential Academic Skills (TEAS) Preparation, will be offered for the first time at college level in spring 2023. It was previously an Adult Basic Education (ABE) class. The TEAS test score is one of multiple factors used in the admissions process for the nursing program.
- The Math department is engaged in an internal promotional campaign to encourage advisors to help their advisees enroll in the appropriate math class during their first year. The proportion of students achieving college level math within the first year is an important Guided Pathways metric.
- Math boot camps have returned after a lengthy hiatus caused by the pandemic. The boot camps help students prepare for math placement testing.
- Biweekly community of practice meetings to improve teaching and learning continue in the Math department.
- COLL 101, the college's mandatory college success course for all entering students, is engaged in a large-scale outcomes assessment project to ensure that students are learning (one of the four Guided Pathways pillars).
- LCC continues to have successful transfers from the relatively new Music-MRP program into four-year music programs in the region. Students have entered and are graduating from programs at Central Washington University, Pacific Lutheran University, Portland State University, and more. In addition, two former LCC music graduates have been accepted into master's music programs in Arizona and Illinois.

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

	2017-18	2018-19	2019-20	2020-21	2021-22
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 *.	82.6%	81.1%	80.3%	82.0%	82.8%
Male	81.4%	77.4%	78.2%	81.2%	81.4%
Female	83.7%	83.1%	81.5%	82.7%	83.8%
Students of Color	82.8%	76.4%	76.0%	80.1%	77.2%
Economically Disadvantaged	81.2%	77.6%	78.0%	79.7%	80.4%
*Traditional Age^*	*	*	*	*	83.4%
*Nontraditional Age^*	*	*	*	*	80.7%

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. ^Traditional age is up to 24; nontraditional age is 25+. *Data not available.

- The proportion of students successfully completing academic transfer courses increased overall in 2021-22.

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)
(Academic Transfer Students)

	2017-18	2018-19	2019-20	2020-21	2021-22
Communication	--	--	--	--	--
Critical Thinking	--	--	*	3.4	--
Quantitative Literacy (Numeracy)	3.1	3.1**	--	--	--
Teamwork	--	--	--	--	4.1

*Summer Assessment Institute canceled due to COVID-19 pandemic **Category repeated in subsequent year due to adoption of new rubric/outcomes. Note: Prior to 2021-22, Academic Transfer and Workforce Global Skills scores were combined.

- Scores are based on rubrics ranging from one (low) to five (high).
- Global Skills for academic transfer programs are assessed either via a Summer Assessment Institute process or by department, depending on the year and outcome (for example, Teamwork is assessed at the departmental level).
- Communication will be assessed in 2022-23.

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. Students will:
  A. Communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.
  B. Develop and express their ideas clearly and reasonably for a unified purpose.
  C. Demonstrate comprehension of a wide variety of materials.
  D. Use credible evidence to support arguments and conclusions.
  E. Document source information.
  F. 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. Students will:
  A. Identify and define primary problems or issues.
  B. Gather relevant and accurate information and draw valid inferences from that information.
  C. Be able to analyze and make judgments in response to problems, issues, and artistic expression using technique or processes appropriate to subject.
  D. 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. Students will:*
  A. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
  B. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
  C. Perform mathematical calculations.
  D. Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
  E. Make and evaluate important assumptions in estimation, modeling, and data analysis
  F. 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. Students will:
  A. Make individual contributions to the team.
  B. Facilitate the contributions of team members.
  C. Foster a constructive team climate.
  D. 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 3a: Percent of Transfer Students Achieving 45 College Level Credits within 2 Years
(First-Time Entering Student Outcomes Metrics)

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Year (summer/fall)	2016	2017	2018	2019	2020
LCC Rate: Overall	**55%**	**51%**	**53%**	**52%**	**49%**
Female	55%	53%	57%	51%	47%
Male	53%	47%	44%	53%	48%
Received Need-Based Aid	41%	39%	34%	37%	34%
Traditional Age**	58%	53%	56%	55%	56%
Nontraditional Age**	34%	34%	34%	29%	21%
System Rate^: Overall	47%	47%	47%	49%	50%
Female	49%	48%	50%	52%	50%
Male	44%	45%	45%	46%	48%
Received Need-Based Aid	40%	41%	42%	39%	42%
Traditional Age**	50%	50%	52%	53%	53%
Nontraditional Age**	29%	27%	27%	26%	28%

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

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

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Year (summer/fall)	2016	2017	2018	2019	2020
LCC Rate: Overall	**55%**	**51%**	**53%**	**52%**	**49%**
American Indian or Alaska Native	38%	53%	47%	31%	45%
Asian	83%	48%	57%	46%	46%
Black or African American	67%	30%	38%	40%	32%
Hispanic or Latino	66%	56%	46%	62%	40%
Native Hawaiian or Other Pacific Islander	**	**	**	**	7%
White	54%	53%	55%	52%	50%
System Rate^: Overall	47%	47%	47%	49%	50%
American Indian or Alaska Native	36%	37%	42%	40%	39%
Asian	55%	53%	55%	57%	57%
Black or African American	36%	35%	39%	38%	41%
Hispanic or Latino	43%	44%	47%	46%	47%
Native Hawaiian or Other Pacific Islander	42%	44%	44%	43%	45%
White	48%	48%	49%	50%	50%

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. **Less than 10 students; redacted to protect student privacy. ^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 4a: Percent of Transfer Students who Transfer to a 4-Year College (Four Years after Start) (First-Time Entering Student Outcomes Metrics)

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Year (summer/fall)	2014	2015	2016	2017	2018
LCC Rate: Overall	**36%**	**38%**	**40%**	**34%**	**30%**
Female	39%	40%	45%	38%	33%
Male	31%	35%	31%	28%	25%
Received Need-Based Aid	23%	25%	24%	24%	14%
Traditional Age*	36%	41%	43%	38%	31%
Nontraditional Age*	39%	19%	22%	16%	23%
System Rate^: Overall	38%	39%	39%	37%	39%
Female	40%	41%	41%	39%	41%
Male	36%	37%	36%	35%	37%
Received Need-Based Aid	25%	27%	26%	24%	26%
Traditional Age*	41%	42%	42%	42%	41%
Nontraditional Age*	27%	28%	28%	30%	28%

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

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

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Cohort Year (summer/fall)	2014	2015	2016	2017	2018
LCC Rate: Overall	**36%**	**38%**	**40%**	**34%**	**30%**
American Indian or Alaska Native	23%	14%	34%	32%	26%
Asian	57%	48%	61%	38%	39%
Black or African American	25%	45%	58%	22%	25%
Hispanic or Latino	39%	44%	51%	27%	25%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	37%	38%	38%	36%	31%
System Rate^: Overall	38%	39%	39%	37%	39%
American Indian or Alaska Native	30%	32%	31%	33%	33%
Asian	45%	46%	48%	47%	47%
Black or African American	32%	34%	33%	33%	34%
Hispanic or Latino	32%	34%	33%	32%	33%
Native Hawaiian or Other Pacific Islander	27%	33%	32%	31%	30%
White	39%	40%	41%	41%	40%

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

Table 5: Where Did They Go?
Transfer destinations of students enrolled in 2021-22 (all transfer students)

- Arizona Christian University (1)
- Arizona State University (5)
- Bellevue College* (3)
- Belmont University, TN (1)
- Biola University, CA (1)
- Boise State University (1)
- Brigham Young University (6)
- Bushnell University, OR (3)
- California Polytechnic State University (2)
- Capella University, MN (5)
- Central Washington University (15)
- Centralia College* (2)
- Chamberlain University, IL (2)
- City University of Seattle (1)
- Clark Atlanta University (1)
- College of Southern Nevada (1)
- Concordia University (3)
- Corban University, OR (1)
- Cuny Hunter College, NY (1)
- Eastern Oregon University (1)
- Eastern Washington University (1)
- Embry-Riddle Aeronautical University – Arizona (2)
- Embry-Riddle Aeronautical University – Daytona (1)
- Full Sail University, FL (1)
- Gonzaga University (1)
- Grand Canyon University (9)
- Green River College* (1)
- Herzing University-Minneapolis (1)
- Idaho State University (3)
- Indiana State University (1)
- Lewis & Clark College of Arts & Sciences, OR (1)
- Lewis-Clark State College, ID (1)
- Linfield University (1)
- Louisiana State University - Shreveport (1)
- Montana State University - Bozeman (3)
- Montana State University – Billings (1)
- Naropa University, CO (1)
- National University of Natural Medicine, OR (1)
- New York University (1)
- Olympic College* (1)
- Oregon State University (4)
- Ottawa University - Ottawa, KS (1)
- Pacific Lutheran University (1)
- Pacific Northwest College of Art (1)
- Pacific University (4)
- Peninsula College* (1)
- Point University, GA (1)
- Portland State University (2)
- Regis University, CO (1)
- Seattle Central College* (1)
- Seattle Pacific University (3)
- Southern New Hampshire (2)
- Southern Utah University (1)
- Texas Tech University Lubbock (1)
- The University of Arizona Global Campus (1)
- University of Idaho (3)
- University of Montana (1)
- University of Montana - Western (1)
- University of Nevada – Reno (1)
- University of North Carolina - Wilmington (1)
- University of Phoenix (2)
- University of Providence (1)
- University of South Carolina Upstate (2)
- University of Southern California (1)
- University of The Cumberlands, KY (1)
- University of Vermont & State Agricultural College (1)
- University of Washington - Seattle (11)
- Utah Valley University (2)
- Walla Walla University (2)
- Warner Pacific College (2)
- Washington State University (50)
- Weatherford College, TX (1)
- Weber State University, UT (2)
- Western Governors University (16)
- Western Oregon University (6)
- Western Washington University (15)

*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	2017-18	2018-19	2019-20	2020-21	2021-22
Grad Rate of LCC transfer students at transfer institutions	62.9%	62.0%	67.3%	65.8%	66.7%

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

	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated headcount, all funding sources	1997	2000	1959	1748	1580
Transfer student population as a percent of all students	29%	31%	33%	39%	38%
FTE by institutional intent (fall quarter, state funded)	989	969	978	795	765
FTE as percent of institutional FTE (fall quarter, state funded)	43%	45%	45%	45%	44%
Transfer associate degrees granted	437	459	401	451	421

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 2021-22.
- The COVID-19 pandemic most likely impacted the decline in transfer student enrollment the last few years, although it should be noted that the transfer student population as a percent of all students increased substantially in 2020-21 and remained relatively flat in 2021-22.
- 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)
(Students who take AND complete college level English in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	**64%**	**66%**	**69%**	**65%**	**64%**
Full-time	71%	71%	76%	78%	76%
Part-time	46%	54%	45%	39%	36%
Male	63%	61%	67%	65%	65%
Female	64%	68%	71%	63%	64%
Need-Based Aid*	43%	46%	59%	49%	45%
Traditional Age**	69%	70%	74%	71%	72%
Nontraditional Age**	24%	37%	34%	36%	28%
System Rate^: Overall	57%	61%	62%	63%	62%
Full-time	68%	71%	72%	73%	71%
Part-time	42%	46%	46%	45%	44%
Male	55%	59%	60%	63%	60%
Female	59%	63%	64%	63%	63%
Need-Based Aid*	50%	51%	50%	51%	51%
Traditional Age**	64%	67%	68%	69%	67%
Nontraditional Age**	26%	28%	28%	29%	31%

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. Credit Milestones View (All cohorts, Transfer students, summer/fall start). See dashboard for "n" size, college access only.
*Students who received need-based aid. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.

Table 8b: College Level English Completion in First Year by Race/Ethnicity
(Transfer Students Only)
(Students who take AND complete college level English in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21	2021-22
LCC Rate: Overall	**64%**	**66%**	**69%**	**65%**	**64%**
American Indian or Alaska Native	50%	56%	66%	70%	48%
Asian	62%	54%	46%	65%	52%
Black or African American	48%	46%	80%	68%	35%
Hispanic or Latino	67%	65%	78%	56%	54%
Native Hawaiian or Other Pacific Islander	*	*	*	57%	*
White	66%	67%	70%	67%	67%
System Rate^: Overall	57%	61%	62%	63%	62%
American Indian or Alaska Native	50%	54%	52%	56%	51%
Asian	60%	65%	68%	69%	69%
Black or African American	49%	54%	56%	57%	55%
Hispanic or Latino	56%	59%	60%	60%	58%
Native Hawaiian or Other Pacific Islander	56%	58%	58%	64%	58%
White	59%	62%	63%	64%	62%

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. 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.

<p align="center">**Key Performance Indicator**: <u>**College Level English & Math Completion**</u></p>

<p align="center">**(Mission Fulfillment = within five percentage points of system rate across all categories)**</p>

<p align="center">**(Stretch Goal = meet or exceed system rate across all categories)**</p>

<p align="center">**Table 9a: College Level Math Completion in First Year (Transfer Students Only)**</p>

<p align="center">(Students who take AND complete college level math in their first year of attendance)</p>

	2017-18	2018-19	2019-20	2020-21^^	2021-22^^
LCC Rate: Overall	**29%**	**29%**	**33%**	**28%**	**29%**
Full-time	35%	34%	37%	34%	33%
Part-time	15%	16%	21%	17%	20%
Male	31%	28%	41%	31%	34%
Female	28%	29%	28%	27%	26%
Need-Based Aid*	26%	23%	27%	21%	25%
Traditional Age**	32%	29%	34%	31%	32%
Nontraditional Age**	11%	23%	24%	15%	13%
System Rate^: Overall	33%	34%	36%	38%	38%
Full-time	40%	41%	43%	46%	45%
Part-time	23%	23%	23%	25%	24%
Male	36%	37%	39%	41%	41%
Female	31%	32%	33%	36%	35%
Need-Based Aid*	29%	30%	32%	36%	35%
Traditional Age**	34%	35%	37%	39%	39%
Nontraditional Age**	26%	26%	27%	30%	30%

Source: <u>SBCTC First-Time Entering Student Outcomes Dashboard</u>, 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. **Traditional age is up to 24; nontraditional age is 25+. ^All Other Colleges.
^^Please note: For 2020-21 and 2021-22 academic year, BUS 104, MATH 105 and MATH 106 were not counted as College Math in the State Board's FTEC metrics due to a change in State Board methodology which likely impacted College Math Year 1 rates. Going from Winter 2023 forward, those courses will be included in the State Board's metrics as college math.

Table 9b: College Level Math Completion in First Year by Race/Ethnicity
(Transfer Students Only)
(Students who take AND complete college level math in their first year of attendance)

	2017-18	2018-19	2019-20	2020-21^^	2021-22^^
LCC Rate: Overall	**29%**	**29%**	**33%**	**28%**	**29%**
American Indian or Alaska Native	32%	24%	31%	25%	19%
Asian	33%	43%	21%	31%	26%
Black or African American	17%	17%	27%	16%	12%
Hispanic or Latino	21%	17%	35%	23%	22%
Native Hawaiian or Other Pacific Islander	*	*	*	14%	*
White	30%	29%	33%	29%	30%
System Rate^: Overall	33%	34%	36%	38%	38%
American Indian or Alaska Native	24%	30%	29%	29%	31%
Asian	45%	47%	48%	49%	47%
Black or African American	22%	25%	26%	29%	26%
Hispanic or Latino	27%	28%	29%	32%	32%
Native Hawaiian or Other Pacific Islander	27%	27%	29%	36%	29%
White	34%	34%	36%	38%	37%

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. ^^Please note: For 2020-21 and 2021-22 academic year, BUS 104, MATH 105 and MATH 106 were not counted as College Math in the State Board's FTEC metrics due to a change in State Board methodology which likely impacted College Math Year 1 rates. Going from Winter 2023 forward, those courses will be included in the State Board's metrics as college math.

Note: tables 9a & 9b measure students who take AND complete college level math in their first year of attendance. Although course success plays a role in this indicator, it is not a reflection of how students do in college level math overall. Overall success rates (C or better) in college level math for transfer students in 2021-22 are as follows:

- Overall rate: 77%
- Female: 77%
- Male: 78%
- Receiving need-based aid: 74%
- Traditional age: 78%
- Nontraditional age: 72%
- Asian: 96%
- Hispanic or Latino: 62%
- White: 77%

Please note: some demographic categories were excluded due to 'n' size.
Data Source for college math course success rates are the SBCTC Data Warehouse Student and Transcript tables (COURSE_NUM >=100, GR Not in (I, R, V, N, X, NA, '*'), SECT Not in (T#P, A#P, C#P, CHS, CHK, CHW, CHP, CHM, CHL, CHLP). BUS 104 included as college math.

Academic Transfer Monitoring Report
Analysis from the Review Team

Members include: Stefanie Gilberti, chair, Alex Brehm, Rob Davis, Dawn Draus, Jim Franz, Traci Fuller, Mary Hebert, Devin Hendricks, Lindsay Keevy, Louis LaPierre, John Melink, Joanna Mosser, Lucas Myers, Jenny Smith, Jim Stanley, Maggie Stuart, Ian Triana.

1. **Based on the data in this report, what are LCC's strengths in providing transfer education?**
   - Our students do well after transferring to universities, and our transfer graduation rate exceeds our stretch goal.
   - It's encouraging to see that we're above the system average for students completing college level English in year one.
   - Our traditional age students are doing well.
   - Based on the list of where they go, we are doing a good job of not limiting options for our transfer students.
   - Our transfer students continued to perform well academically during the pandemic.
   - We exceeded our stretch goal for general education (teamwork) this year.
   - There is not a huge disparity between academic performance of transfer students between our male and female populations.
   - There's an institution-wide effort to map and streamline curriculum/curricular pathways to facilitate students' timely progress to degree.

2. **Based on the data in this report, what are LCC's weaknesses in providing transfer education?**
   - We are well below the system average in terms of completion of college level math in year one. This is a major focus of our Guided Pathways work this year, and several initiatives are underway intended to change our advising practices around math, including educating our faculty and staff about how to talk to students about math degree requirements.
   - We are really struggling to equitably serve our students of color. Our numbers are undeniable. Completion of college level math in year one by Black and African American students is one example. Improving equity outcomes is a major focus of our Guided Pathways initiative, but we have a lot of work to do.
   - Non-traditional age students are doing less well across a variety of indicators, which may indicate that they need additional support to help them balance their work and family obligations.
   - We saw a dip with our four-year transfer rate, which could be a reflection of the impact of the pandemic on our student population. Because our average age is higher than the system as a whole, our students may have

had more challenges balancing the needs of their school-aged children with their own coursework during the pandemic.

- Our part-time students perform consistently less well across a variety of indicators compared to other student populations. In regard to completing college level math and English in year one, this makes sense since part-time students may only be able to take a class or two each quarter.
- There was a decline in the proportion of Black or African American and Hispanic or Latino transfer students achieving 45 college level credits within two years. The proportion of students eligible for need-based aid declined as well, which may be at least partially attributable to the pandemic.
- The proportion of transfer students receiving need-based aid who transferred to a four-year college also declined.

3. **Based on the data in this report, what are LCC's opportunities for providing students transfer education?**
   - Many of the soft spots in our data can be at least partially attributed to the pandemic. Now that we're entering the post-pandemic phase, we have an opportunity to reengage students in two ways. First, with reopening in-person programs and services. Second, with more adaptable and flexible services that we didn't have before the pandemic, that allow for more remote engagement.
   - Related to operating in a post-pandemic environment, we have an opportunity to deliver more opportunities for students to increase their digital literacy to ensure that they can take full advantage of our programs and services.
   - Through the statewide focus on Diversity, Equity and Inclusion as well as Guided Pathways, we have an opportunity to address at least some of the issues we're seeing with serving students of color.
   - We can and should do more to prioritize services and enhance support for vulnerable populations.

4. **Based on the data in this report, what are LCC's threats for providing students transfer education?**
   - The potential resurgence of COVID (another wave of the pandemic) is an ongoing threat.
   - A lot of students relied on emergency pandemic aid over the past few years. Now that those sources of aid have mostly been depleted, lack of funding and other available resources could pose new challenges.
   - The current and projected future budget of the college may prevent us from doing some of things we could and should be doing that require additional staffing (that we may not be able to support).

- Pandemic-related threats such as inflation and supply chain issues have the potential to impact enrollment, and even the ability of some students to be able to physically travel to campus.
- The lack of technology access, including devices and Internet connectivity, is a threat for some student populations since all classes have at least a minimal digital component now.
- Similar to the threats LCC is facing, the institutions our students want to transfer to may be suffering from enrollment and budget challenges. This could impact their ability to serve our transfer student population.
- Increased mental health challenges in our society, post-pandemic, has created new and ongoing challenges.
- The fall 2022 CARES Act campaign may have attracted some students who didn't intend to stay. It's great that they came, but it could impact our numbers down the road if they don't return.
- Guided Pathways has moved us away from allowing people to remain as general transfer students. Instead, we require people to quickly identify a Career Pathway. This could act as a deterrent for some students who are truly undecided.

Board Plus/Delta

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

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