

Academic Transfer Monitoring Report

2019 – 2023

(Cycle 25)

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 21, 2024



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:

- Faculty assessment work continues. Faculty are looking at individual programs and how classes transfer to 4-year institutions.
- Assessment of the LCC requirements for the Direct Transfer Agreement (DTA) compared to the Intercollege Relations Commission (ICRC) guidelines for earning a DTA to focus on alignment and removing barriers.
- Faculty and staff continue to build partnerships with the University Center - and align pathways into those BAS programs.
- Re-introduced academic I-BEST through College and Career Preparation (CCP) to provide extra support for students in transfer programs.
- College Success continues to make adjustments and success rates are improving. We plan to include mandatory DEI training for all new students in the COLL 101 courses starting July 2024.
- The English faculty are continuing to improve the materials for the Directed Self Placement (DSP) and hope to align it with new advising practices.
- Guided Pathways and SEM groups have merged to continue the work that has been in place. Areas of focus include: K-12 & Youth, Adult Re-engagement, Onboarding, Males of Color, Retention & Persistence, Completion & Post-Completion, and Financial Resources.
- Several Biology faculty participated in a Biosafety Cabinet Training and had an opportunity to review their own lab safety practices. As a result, the Microbiology classes have implemented Biosafety Level 2 practices in an effort to better prepare students for potential work environments requiring these skills include an emphasis on the pre-nursing students.

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 (C or better grade) in academic transfer courses (numbered 100 and above).

| Student Demographic | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|
| Overall | 81.1% | 80.3% | 82.0% | 82.8% | 83.5% |
| Male | 77.4% | 78.2% | 81.2% | 81.4% | 83.5% |
| Female | 83.1% | 81.5% | 82.7% | 83.8% | 84.2% |
| Students of Color | 76.4% | 76.0% | 80.1% | 77.2% | 82.5% |
| Economically Disadvantaged | 77.6% | 78.0% | 79.7% | 80.4% | 79.1% |
| Traditional Age [^] | * | * | * | 83.4% | 83.9% |
| Nontraditional Age [^] | * | * | * | 80.7% | 81.7% |

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. 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 2022-23.

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)

| Global Skill | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------------|---------|---------|---------|---------|---------|
| Communication | -- | -- | -- | -- | 2.9 |
| Critical Thinking | -- | * | 3.4 | -- | -- |
| Quantitative Literacy | 3.1 | -- | -- | -- | -- |
| Teamwork | -- | -- | -- | 4.1 | -- |

*Summer Assessment Institute canceled due to COVID-19 pandemic. 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).
- Quantitative Literacy will be assessed in 2023-24.
- Full reports available on LCC's [Global Skills Assessment webpage](#).

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 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------|------------|------------|------------|------------|------------|
| Cohort Year (summer/fall) | 2017 | 2018 | 2019 | 2020 | 2021 |
| LCC Rate: Overall | 51% | 53% | 52% | 49% | 54% |
| Female | 53% | 57% | 51% | 47% | 54% |
| Male | 47% | 44% | 53% | 48% | 54% |
| Received Need-Based Aid | 39% | 34% | 37% | 34% | 35% |
| Traditional Age** | 53% | 56% | 55% | 56% | 62% |
| Nontraditional Age** | 34% | 34% | 29% | 21% | 18% |
| First Generation | - | - | - | - | 51% |
| System Rate^: Overall | 47% | 47% | 49% | 50% | 50% |
| Female | 48% | 50% | 52% | 50% | 51% |
| Male | 45% | 45% | 46% | 48% | 48% |
| Received Need-Based Aid | 41% | 42% | 39% | 42% | 41% |
| Traditional Age** | 50% | 52% | 53% | 53% | 53% |
| Nontraditional Age** | 27% | 27% | 26% | 28% | 30% |
| First Generation | - | - | - | - | 46% |

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.

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

| Reporting Year | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|------------|------------|------------|------------|------------|
| Cohort Year (summer/fall) | 2017 | 2018 | 2019 | 2020 | 2021 |
| LCC Rate: Overall | 51% | 53% | 52% | 49% | 54% |
| American Indian or Alaska Native | 53% | 47% | 31% | 45% | 30% |
| Asian | 48% | 57% | 46% | 46% | 65% |
| Black or African American | 30% | 38% | 40% | 32% | 24% |
| Hispanic or Latino | 56% | 46% | 62% | 40% | 35% |
| Native Hawaiian or Other Pacific Islander | ** | ** | ** | 7% | ** |
| White | 53% | 55% | 52% | 50% | 57% |
| System Rate^: Overall | 47% | 47% | 49% | 50% | 50% |
| American Indian or Alaska Native | 37% | 42% | 40% | 39% | 39% |
| Asian | 53% | 55% | 57% | 57% | 57% |
| Black or African American | 35% | 39% | 38% | 41% | 40% |
| Hispanic or Latino | 44% | 47% | 46% | 47% | 46% |
| Native Hawaiian or Other Pacific Islander | 44% | 44% | 43% | 45% | 40% |
| White | 48% | 49% | 50% | 50% | 51% |

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 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------|------------|------------|------------|------------|------------|
| Cohort Year (summer/fall) | 2015 | 2016 | 2017 | 2018 | 2019 |
| LCC Rate: Overall | 38% | 40% | 34% | 30% | 33% |
| Female | 40% | 45% | 38% | 33% | 31% |
| Male | 35% | 31% | 28% | 25% | 35% |
| Received Need-Based Aid | 25% | 24% | 24% | 14% | 18% |
| Traditional Age* | 41% | 43% | 38% | 31% | 34% |
| Nontraditional Age* | 19% | 22% | 16% | 23% | 25% |
| System Rate^: Overall | 39% | 39% | 37% | 39% | 39% |
| Female | 41% | 41% | 39% | 41% | 41% |
| Male | 37% | 36% | 35% | 37% | 37% |
| Received Need-Based Aid | 27% | 26% | 24% | 26% | 23% |
| Traditional Age* | 42% | 42% | 42% | 41% | 41% |
| Nontraditional Age* | 28% | 28% | 30% | 28% | 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; nontraditional 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 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|------------|------------|------------|------------|------------|
| Cohort Year (summer/fall) | 2015 | 2016 | 2017 | 2018 | 2019 |
| LCC Rate: Overall | 38% | 40% | 34% | 30% | 33% |
| American Indian or Alaska Native | 14% | 34% | 32% | 26% | 13% |
| Asian | 48% | 61% | 38% | 39% | 38% |
| Black or African American | 45% | 58% | 22% | 25% | 27% |
| Hispanic or Latino | 44% | 51% | 27% | 25% | 32% |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| White | 38% | 38% | 36% | 31% | 34% |
| System Rate^: Overall | 39% | 39% | 37% | 39% | 39% |
| American Indian or Alaska Native | 32% | 31% | 33% | 33% | 31% |
| Asian | 46% | 48% | 47% | 47% | 48% |
| Black or African American | 34% | 33% | 33% | 34% | 35% |
| Hispanic or Latino | 34% | 33% | 32% | 33% | 32% |
| Native Hawaiian or Other Pacific Islander | 33% | 32% | 31% | 30% | 33% |
| White | 40% | 41% | 41% | 40% | 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 5a: Where Did They Go?

Transfer destinations of students enrolled in 2022-23 (all transfer students)

- Aquinas College (1)
- Arizona Christian University (1)
- Arizona State University (6)
- Benedictine College, KS (1)
- Biola University, CA (1)
- Boise State University (17)
- Brigham Young University (5)
- Bushnell University, OR (2)
- California Polytechnic State University (1)
- California State University - Fresno (1)
- Capella University, MN (2)
- Central Washington University (13)
- Chaminade University of Honolulu (2)
- Concordia University (4)
- Eastern Washington University (9)
- Edward Waters College, FL (1)
- Florida State University (1)
- George Fox University (2)
- Gonzaga University (2)
- Grand Canyon University (8)
- Greenville University (1)
- Harding University, AR (1)
- Herzing University-Minneapolis (1)
- Lewis & Clark College of Arts & Sciences, OR (1)
- Lewis-Clark State College, ID (1)
- Liberty University (2)
- Linfield University (3)
- Loras College, IA (1)
- Midland University, NE (1)
- Montana State University - Bozeman (2)
- Montana State University – Billings (1)
- Northern Arizona University (1)
- Northwest University (1)
- Oklahoma State University - Stillwater/Tulsa (1)
- Oregon Institute of Technology (2)
- Oregon State University (10)
- Ottawa University - Surprise (1)
- Park University, MO (1)
- Point University, GA (1)
- Portland State University (6)
- Regent University, VA (1)
- Rocky Mountain College, MT (1)
- Saint Martin's University (1)
- Seattle Pacific University (4)
- Seattle University (1)
- Southern New Hampshire (1)
- Southern Nazarene University, OK (1)
- Texas A&M University - Corpus Christi (1)
- The College of Idaho (1)
- The Evergreen State College (3)
- Unity Environmental University, ME (1)
- University of Alabama (1)
- University of Alaska Anchorage (2)
- University of Arizona (3)
- University of Minnesota - Duluth (1)
- University of Montana (4)
- University of New Hampshire - Durham (1)
- University of Oregon (1)
- University of Phoenix (1)
- University of Portland (2)
- University of Puget Sound (1)
- University of Tennessee (1)
- University of Utah (2)
- University of Washington - Seattle (18)
- Utah State University (1)
- Vanguard University of Southern California (1)
- Walla Walla University (1)
- Warner Pacific University (1)
- Washington State University (65)
- Western Governors University (26)
- Western Kentucky University (1)
- Western Oregon University (2)
- Western Washington University (20)
- Whitworth University (2)

Source: SBCTC Data Warehouse, Student table (Kind_of_Student = T) for list of LCC transfer students; National Student Clearinghouse for transfer institution list and enrollment.

Table 5b: Where Did They Go?

Washington Community & Technical College transfer destinations of LCC students enrolled in 2022-23 (all transfer students)

- Bates Technical College (1)
- Bellevue College (3)
- Clark College (17)
- Centralia College (6)
- Everett Community College (1)
- Green River College (2)
- Lower Columbia College (8)
- Olympic College (1)
- Skagit Valley College (1)
- South Puget Sound Community College (1)
- Spokane Community College (1)
- Yakima Valley College (1)

Source: SBCTC Data Warehouse, Student table (Kind_of_Student = T) for list of LCC transfer students; National Student Clearinghouse for transfer institution list and enrollment.

- Please note: The above list shows the Washington Community & Technical Colleges (WA CTC's) that LCC students transferred to after attending LCC in 2022-23. Although most WA CTC's offer baccalaureate-level programs, LCC does not know which program level students transfer into until after they graduate from the transfer institution.

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 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|---------|---------|
| Grad Rate of LCC transfer students at transfer institutions | 62.0% | 67.3% | 65.8% | 66.7% | 62.0% |

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.
- Please note: 2021-22 graduation rate includes five students who earned a BAS at a Washington community and technical college (CTC), four of which were at LCC. 2022-23 graduation rate includes four students who earned a BAS at a Washington CTC.

Transfer Enrollment Data

Table 7: Enrollment and Graduation Data

| Academic Year | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|----------------|----------------|----------------|----------------|----------------|
| Unduplicated headcount, all funding sources | 2000 | 1959 | 1748 | 1580 | 1668 |
| Transfer student population as a percent of all students | 31% | 33% | 39% | 38% | 37% |
| FTE by institutional intent (fall quarter, state funded) | 969 | 978 | 795 | 765 | 793 |
| FTE as percent of institutional FTE (fall quarter, state funded) | 45% | 45% | 45% | 44% | 47% |
| Transfer associate degrees granted | 459 | 401 | 451 | 421 | 422 |

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 increased in 2022-23.
- The impact of the COVID-19 pandemic on enrollment and completion is evident throughout the college’s metrics, including the table above.

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)

| Student Demographic | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------|------------|------------|------------|------------|------------|
| LCC Rate: Overall | 66% | 69% | 65% | 64% | 61% |
| Full-time | 71% | 76% | 78% | 76% | 74% |
| Part-time | 54% | 45% | 39% | 36% | 37% |
| Male | 61% | 67% | 65% | 65% | 59% |
| Female | 68% | 71% | 63% | 64% | 64% |
| Need-Based Aid* | 46% | 59% | 49% | 45% | 43% |
| Traditional Age** | 70% | 74% | 71% | 72% | 70% |
| Nontraditional Age** | 37% | 34% | 36% | 28% | 19% |
| First Generation | - | - | - | 61% | 57% |
| System Rate^: Overall | 61% | 62% | 63% | 62% | 63% |
| Full-time | 71% | 72% | 73% | 71% | 71% |
| Part-time | 46% | 46% | 45% | 44% | 47% |
| Male | 59% | 60% | 63% | 60% | 61% |
| Female | 63% | 64% | 63% | 63% | 63% |
| Need-Based Aid* | 51% | 50% | 51% | 51% | 50% |
| Traditional Age** | 67% | 68% | 69% | 67% | 67% |
| Nontraditional Age** | 28% | 28% | 29% | 31% | 31% |
| First Generation | - | - | - | 58% | 58% |

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

- 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 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)

| Student Demographic | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|------------|------------|------------|------------|------------|
| LCC Rate: Overall | 66% | 69% | 65% | 64% | 61% |
| American Indian or Alaska Native | 56% | 66% | 70% | 48% | 62% |
| Asian | 54% | 46% | 65% | 52% | 52% |
| Black or African American | 46% | 80% | 68% | 35% | 43% |
| Hispanic or Latino | 65% | 78% | 56% | 54% | 68% |
| Native Hawaiian or Other Pacific Islander | * | * | 57% | * | * |
| White | 67% | 70% | 67% | 67% | 63% |
| System Rate^: Overall | 61% | 62% | 63% | 62% | 63% |
| American Indian or Alaska Native | 54% | 52% | 56% | 51% | 51% |
| Asian | 65% | 68% | 69% | 69% | 70% |
| Black or African American | 54% | 56% | 57% | 55% | 58% |
| Hispanic or Latino | 59% | 60% | 60% | 58% | 58% |
| Native Hawaiian or Other Pacific Islander | 58% | 58% | 64% | 58% | 56% |
| White | 62% | 63% | 64% | 62% | 63% |

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)
 (Students who take AND complete college level math in their first year of attendance)

| Student Demographic | 2018-19 | 2019-20 | 2020-21^^ | 2021-22^^ | 2022-23 |
|------------------------------|------------|------------|------------|------------|------------|
| LCC Rate: Overall | 29% | 33% | 28% | 29% | 31% |
| Full-time | 34% | 37% | 34% | 33% | 36% |
| Part-time | 16% | 21% | 17% | 20% | 20% |
| Male | 28% | 41% | 31% | 34% | 35% |
| Female | 29% | 28% | 27% | 26% | 30% |
| Need-Based Aid* | 23% | 27% | 21% | 25% | 31% |
| Traditional Age** | 29% | 34% | 31% | 32% | 33% |
| Nontraditional Age** | 23% | 24% | 15% | 13% | 18% |
| First Generation | - | - | - | 29% | 25% |
| System Rate^: Overall | 34% | 36% | 38% | 38% | 37% |
| Full-time | 41% | 43% | 46% | 45% | 44% |
| Part-time | 23% | 23% | 25% | 24% | 24% |
| Male | 37% | 39% | 41% | 41% | 40% |
| Female | 32% | 33% | 36% | 35% | 35% |
| Need-Based Aid* | 30% | 32% | 36% | 35% | 37% |
| Traditional Age** | 35% | 37% | 39% | 39% | 38% |
| Nontraditional Age** | 26% | 27% | 30% | 30% | 29% |
| First Generation | - | - | - | 32% | 33% |

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx>. 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.

- 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 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)

| Student Demographic | 2018-19 | 2019-20 | 2020-21^^ | 2021-22^^ | 2022-23 |
|---|------------|------------|------------|------------|------------|
| LCC Rate: Overall | 29% | 33% | 28% | 29% | 31% |
| American Indian or Alaska Native | 24% | 31% | 25% | 19% | 33% |
| Asian | 43% | 21% | 31% | 26% | 30% |
| Black or African American | 17% | 27% | 16% | 12% | 24% |
| Hispanic or Latino | 17% | 35% | 23% | 22% | 24% |
| Native Hawaiian or Other Pacific Islander | * | * | 14% | * | * |
| White | 29% | 33% | 29% | 30% | 32% |
| System Rate^: Overall | 34% | 36% | 38% | 38% | 37% |
| American Indian or Alaska Native | 30% | 29% | 29% | 31% | 29% |
| Asian | 47% | 48% | 49% | 47% | 46% |
| Black or African American | 25% | 26% | 29% | 26% | 29% |
| Hispanic or Latino | 28% | 29% | 32% | 32% | 32% |
| Native Hawaiian or Other Pacific Islander | 27% | 29% | 36% | 29% | 31% |
| White | 34% | 36% | 38% | 37% | 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.

Academic Transfer Monitoring Report

Analysis from the Review Team

Members include: Stefanie Gilberti & Jamie Martin, co-chairs, Jolynn Amrine, Allison Baumgart (student), Alex Brehm, Breoni Coalman, Rob Davis, Jim Franz, Traci Fuller, Mary Hebert, Devin Hendricks, Lindsay Keevy, Louis LaPierre, John Melink, Joanna Mosser, Lucas Myers, Jenny Smith, Maggie Stuart, Kimberly Swartz (student), Ian Triana.

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

- The overall proportion of transfer students achieving satisfactory academic performance is increasing. Several of the disaggregated groups, including males, are trending up as well. The gap between traditional and nontraditional age students is not as large for this metric as in some other areas in the report.
- Overall, we are performing better than the system in terms of transfer students achieving 45 college level credits within two years. We are above the state average for many of the disaggregated groups as well. Traditional age students are doing particularly well, and Asian and white students also increased substantially from the prior year.
- Every group with the exception of females, American Indian or Alaska Native, and Asian students increased in terms of transferring to a four-year college within four years after starting at LCC.
- We exceeded our mission fulfillment threshold for the graduation rate of LCC transfer students at four-year transfer institutions.
- Although we are slightly below the system average overall for college level English completion in the first year, we are above the state average for full-time students, and our part-time student rate did increase slightly from last year.

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

- Across several metrics, our non-traditional age students are doing less well than traditional age students at LCC. They are also doing less well than system averages for similar aged students.
- The proportion of our Black/African American and Hispanic students achieving 45 college level credits within two years is trending down at LCC. We are also somewhat below system averages for those demographics.
- First year college level English completion rates fell substantially for males and non-traditional age students. Additionally, we fell below the system average for the overall rate.
- Although first year math completion rates are trending up overall, we are still below the system average.

- The proportion of need-based aid students who transfer to a four-year college within four years of starting at LCC is well below the overall rate for the college, and has been trending down over time even though the rate increased slightly in 2022-23.

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

- Because there are indications across several metrics that our nontraditional age students are doing less well than their younger peers, we have an opportunity to create targeted supports for that population.
- The math corequisite model that is under discussion at LCC could create an opportunity to increase our first-year math completion rate.
- Creating intentional, supported cohorts of students intending to transfer to the same university could lead to an increase in our transfer rate.
- LCC is currently exploring a guaranteed acceptance agreement with Washington State University Vancouver, which could lead to an increase in our transfer rate.
- We may need to find ways to provide additional transfer support to students receiving need-based aid, who transfer at lower rates than other students.
- The Instructional Assessment Committee is working on updating the rubric associated with assessing our Communications Global Skill, which should result in more accurately capturing student achievement rates in that area.
- We may need targeted support for part-time and nontraditional age students to increase first year English completion rates.

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

- The system definition of "first generation" status is limited to parental relationships, and may be more limiting than helpful when looking at the data.
- Department of Education guidelines prevent students from voluntarily taking a lower math class than where they place if they are on financial aid. This may result in lower math success rates, at least initially.

Board Plus/Delta

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

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