

# Basic Skills & Pre-College Education Monitoring Report

2015 – 2019  
(Cycle 21)

## *CORE THEME II: Transfer and Academic Preparation*

***Objective 1: Ensure that learners who are under prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.***

May 20, 2020



## Basic Skills & Pre-College Education: A Combined 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 Basic Skills & Pre-College Monitoring Report include:

- Basic skills achievement
- Academic performance of developmental education students

Enrollment data for Basic Skills and Pre-College is also included, as well as performance data for I-BEST and CEO.

Some of the actions that have come about as a result of past reviews of the Basic Skills & Pre-College Monitoring Report include:

- Transitional Studies launched a late start math class for students who enrolled after the fourth week of the quarter giving students the options to study English and/or math in instructional environments designed for late start students.
- In an effort to increase student success, the Integrated English Literacy and Civics Education (IELCE) grant funded a navigator to support eligible students including non-native English speakers and those from non-native English speaking backgrounds.
- To help students navigate LCC's learning management system and ease their transition to college-level math courses, ABE math faculty embedded open source online homework management directly into CANVAS.
- ABE and college-level math faculty worked together under a Guided Pathways funded effort to align curriculum between the two departments and promote instructional practices that deepen math understanding for all students.
- The Math department secured grant funding from College Spark to support their ongoing work to get students to and through college level math in three quarters. The project involves modifications to curriculum, instructor training, and adjustments to placement instruments.
- English faculty are piloting a co-requisite model we're calling English 101 plus. Students take ENGL 098 and ENGL& 101 at the same time. Preliminary results are promising.

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

## Key Performance Indicator: Basic Skills Achievement

The State Board created a Basic Education for Adults (BEa) Outcomes dashboard that replaces previously used reporting methodology. The dashboard looks at precollege and college level progress of students who start in BEa.

**Table 1a: Combined Basic Skills (ABE and ESL):  
Reached at least 45 Reported Hours or any Outcome in the First School Year**  
(Mission Fulfillment = 55%)  
(Stretch Goal = meet or exceed system rate)

	2013-14		2014-15		2015-16		2016-17		2017-18	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
<b>LCC</b>	<b>610</b>	<b>62%</b>	<b>531</b>	<b>63%</b>	<b>487</b>	<b>60%</b>	<b>359</b>	<b>59%</b>	<b>387</b>	<b>62%</b>
Female	356	64%	302	66%	302	60%	232	62%	243	63%
Male	254	59%	229	58%	185	62%	127	54%	144	61%
Students of Color	205	61%	209	61%	172	59%	134	61%	131	60%
<b>System</b>	<b>28,418</b>	<b>68%</b>	<b>25,809</b>	<b>69%</b>	<b>27,233</b>	<b>69%</b>	<b>26,436</b>	<b>68%</b>	<b>24,664</b>	<b>70%</b>
Female	16,376	70%	14,653	71%	15,596	71%	15,202	71%	14,565	73%
Male	12,042	65%	11,156	67%	11,637	66%	11,234	65%	10,099	66%
Students of Color	20,239	70%	18,298	70%	19,466	70%	18,454	69%	17,181	70%

Source: SBCTC [BEa Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx), Precollege Progress view located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx>. Most current data available.

**Table 1b: Combined Basic Skills (ABE and ESL):  
Completed any College Level Credits in the First School Year**  
(Mission Fulfillment = 25%)  
(Stretch Goal = 35%)

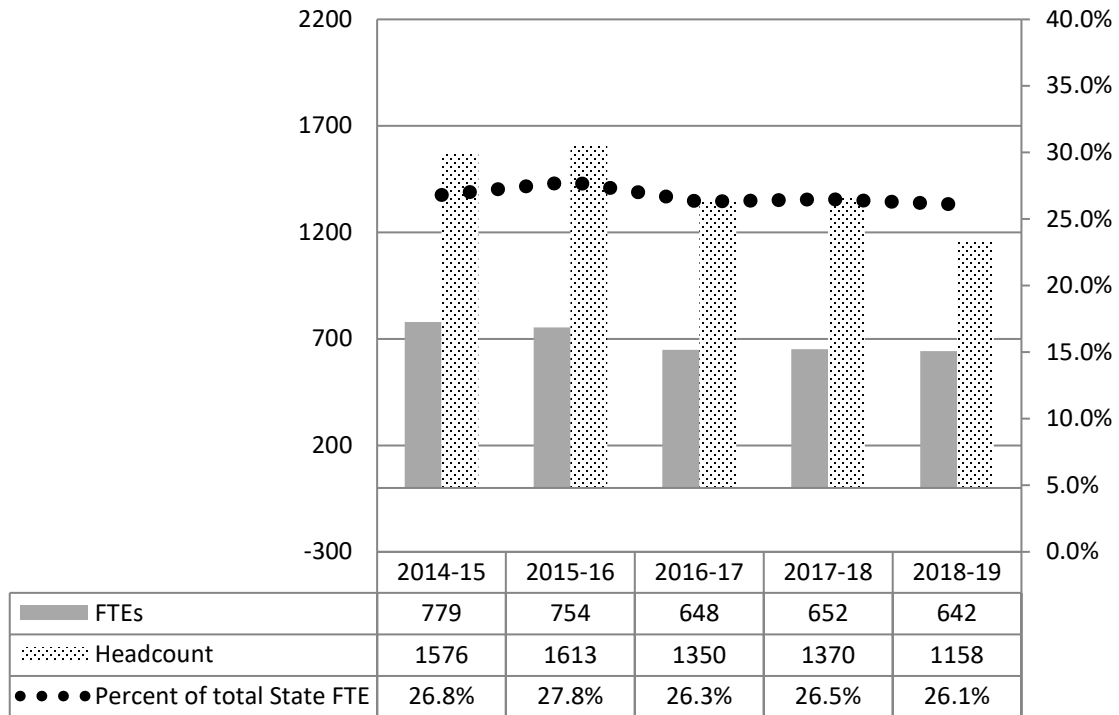
	2013-14		2014-15		2015-16		2016-17		2017-18	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
<b>LCC</b>	<b>610</b>	<b>20%</b>	<b>531</b>	<b>16%</b>	<b>487</b>	<b>28%</b>	<b>359</b>	<b>29%</b>	<b>387</b>	<b>35%</b>
Female	356	22%	302	19%	302	29%	232	32%	243	40%
Male	254	17%	229	12%	185	28%	127	24%	144	28%
Students of Color	205	10%	209	8%	172	14%	134	16%	131	21%
<b>System</b>	<b>28,418</b>	<b>12%</b>	<b>25,809</b>	<b>12%</b>	<b>27,233</b>	<b>14%</b>	<b>26,436</b>	<b>14%</b>	<b>24,664</b>	<b>17%</b>
Female	16,376	13%	14,653	12%	15,596	13%	15,202	14%	14,565	17%
Male	12,042	10%	11,156	12%	11,637	14%	11,234	15%	10,099	17%
Students of Color	20,239	8%	18,298	8%	19,466	9%	18,454	10%	17,181	12%

Source: SBCTC [BEa Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx), Precollege Progress view located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx>. Most current data available.

## Basic Skills Enrollment Summary

The basic skills enrollment summary presents the unduplicated headcount and FTEs of all basic skills students enrolled at LCC. Specifically, these are enrollments in adult basic education (ABE), and English as a Second Language (ESL).

**Figure 2: Basic Skills Enrollment  
Annualized FTE – State Funded**



Source: Fact Book

- The proportion of State FTE attributed to Basic Skills declined slightly between 2017-18 and 2018-19.

### Special Programs within Basic Skills

**CEO:** Career Education Options (CEO) began fall 2000. The program targets high school dropouts under 21 years of age. They are co-enrolled in high school, but they attend all of their classes on the LCC campus and can take college level classes while working towards a high school diploma. Participating school districts include Longview, Kelso, Toutle Lake, Kalama, Wahkiakum, Woodland, and Castle Rock.

**High School Plus:** High School Plus program began in 2013-14. The program originally targeted students 21 years of age or older who do not have a high school diploma. As of spring 2019, the program accepts students 18 years of age and older.

**Table 3: Annual High School Enrollment\* and Three Year Completion Rate (HS or equivalent)**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
CEO Students	210	230	238	291	245	238	224
Total HS Completions within 3 years	63	74	90	120	102	**	**
% HS Completions within 3 years	30%	32%	38%	41%	42%	**	**
High School Plus Students	-	231	283	229	259	161	136
Total HS Completions within 3 years	-	156	162	143	106	**	**
% HS Completions within 3 years	-	68%	57%	62%	41%***	**	**

Source: Data Warehouse, COMPLETIONS Table for CEO. WABERS database and Data Warehouse COMPLETIONS table for HS+. HS completions include GED completions. High School Plus program began in 2013-14.

\*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

Note: The High School Plus cohorts only include students who have earned a credit and completed an orientation. \*\*Data not yet available (due to cohort tracking period).

\*\*\*In 2016-17, BEdA raised graduation requirements for all students starting 1/1/2016 or later. Notably, graduates must now complete ABE Math Level D (previously ABE Math Level C), earn 4 English credits (previously 3) and 1 US History credit (previously .5) to match OSPI guidelines. The number of elective courses was lowered making the total number of credits needed 20 (previously 19). Student who started before 1/1/2016 had a two quarter period to complete under the old requirement by June 2016.

**I-BEST:** Integrated Basic Education and Skills Training (I-BEST) pairs basic skills instructors with professional/technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. LCC offered its first I-BEST courses in 2006-07 and now offers several program pathways.

**Table 4: Annual I-BEST Enrollment\* and Three Year Completion Rate (Degree or Certificate)**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
I-BEST Students	130	192	176	238	203	225	293
Total Completions within 3 years	81	93	108^	145	130	**	**
% Completions within 3 years	62%	48%	61%	61%	64%	**	**

Source: Fact Book; Data Warehouse, COMPLETIONS Table.

\*Note: Cohorts include all students enrolled in a particular year, including new and returning students, creating some duplication. All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

\*\*Data not yet available (due to cohort tracking period).

**Key Performance Indicator: Academic Performance of Developmental Education Students**

Credit- and tuition-bearing students who are enrolled in a pre-college class must pass it with a “C” or better to be able to advance to the next class.

**Table 5: Passing Rates of Students in Pre-college Math  
(MATH & TECH 078/079, 087/097, 088/089, 098/099) --**

**Duplicated Headcount (includes self-paced math courses; excludes summer)**

**(Mission Fulfillment = 65%; Stretch Goal = 75% re: pass rate excluding students who withdrew)**

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who received a 2.0 or better (C or above)	1906	1766	1439	1190	1020
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	1906/2687 = <b>70.9%</b>	1766/2370 = <b>74.5%</b>	1439/1884 = <b>76.4%</b>	1190/1632 = <b>72.9%</b>	1020/1407 = <b>72.5%</b>
Number/proportion of students who withdrew	139 <b>(4.9%)</b>	121 <b>(4.9%)</b>	84 <b>(4.3%)</b>	91 <b>(5.3%)</b>	95 <b>(6.3%)</b>
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	1906/2826 = <b>67.4%</b>	1766/2491 = <b>70.9%</b>	1439/1968 = <b>73.1%</b>	1190/1723 = <b>69.1%</b>	1020/1502 = <b>67.9%</b>

Source: Data Warehouse, TRANSCRIPTS Table.

\*The KPI is based on this metric. W=withdraw, I=incomplete, N=audit, NA = no attendance; P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

**Table 6: Passing Rates of Students in Pre-college English  
(ENGL 098, 099/100) -- Duplicated Headcount (excludes summer)**

**(Mission Fulfillment = 65%; Stretch Goal = 75% re: pass rate excluding students who withdrew)**

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who received a 2.0 or better (C or above)	275	273	220	168	166
Proportion of students who received a 2.0 or better (C or above) <i>excluding students receiving grades of W, I, N, NA, R, P, or V*</i>	275/442 = <b>62.2%</b>	273/401 = <b>68.1%</b>	220/312 = <b>70.5%</b>	168/262 = <b>64.1%</b>	166/249 = <b>66.7%</b>
Number/proportion of students who withdrew	42 <b>(8.7%)</b>	39 <b>(8.9%)</b>	18 <b>(5.5%)</b>	26 <b>(9.0%)</b>	26 <b>(9.6%)</b>
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	275/484 = <b>56.8%</b>	273/440 = <b>62.0%</b>	220/330 = <b>66.7%</b>	168/288 = <b>58.3%</b>	166/272 = <b>61.0%</b>

Source: Data Warehouse, TRANSCRIPTS Table.

\*The KPI is based on this metric. W=withdraw, I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal).

- In winter 2017, LCC adopted Directed Self Placement for English. This resulted in more students beginning in English 101 and an overall drop in skill-level for students enrolled in pre-college.

**Key Performance Indicator: Performance of Pre-college Math and English Students in Subsequent College Level Math and English Composition Classes**

The following tables show the performance of pre-college students who successfully completed their pre-college work and, by the subsequent fall quarter, completed their first college level math or English composition class.

**Table 7: Developmental Math (MATH/TECH 078/079, 087/097, 088/089, 098/099) Students That Moved on to the Next Level (MATH or MATH& 105, 106, 112/141, 121/131, 122/132, 125, 130/107, 146, 210, or BUS 104, 206) by the subsequent fall (includes self-paced courses) (Mission Fulfillment = 80%; Stretch Goal = 85%)**

	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort	Fall 17-18 Cohort	Fall 18-19 Cohort
Total number of students who successfully completed a pre-college math class	467	456	373	298	263
Total number of those students who went on to a college level course listed above	188/467 = <b>40.3%</b>	231/456 = <b>50.7%</b>	191/373 = <b>51.2%</b>	144/298 = <b>48.3%</b>	148/263 = <b>56.3%</b>
Total number of those students who withdrew from their college level course	15/188 = <b>8.0%</b>	28/231 = <b>12.1%</b>	15/191 = <b>7.9%</b>	7/144 = <b>4.9%</b>	16/148 = <b>10.8%</b>
Total number of those students who passed their college level course with a 2.0 or better	154/188 = <b>82.0%</b>	189/231 = <b>81.8%</b>	159/191 = <b>83.2%</b>	119/144 = <b>82.6%</b>	110/148 = <b>74.3%</b>

Source: Data Warehouse, TRANSCRIPTS Table. Note: As of summer 2019, MATH 146 replaced MATH 210 and BUS 206.

**Table 8: Developmental English (ENGL 098, 099/100) Students That Moved on to the Next Level (ENGL& 101 or ENGL 110 or BUS 119) by the subsequent fall (Mission Fulfillment = 70%; Stretch Goal = 75%)**

	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort	Fall 17-18 Cohort	Fall 18-19 Cohort
Total number of students who successfully completed a pre-college English class	134	127	115	68	70
Total number of those students who went on to a college level course listed above	84/134 = <b>62.7%</b>	92/127 = <b>72.4%</b>	75/115 = <b>65.2%</b>	42/68 = <b>61.8%</b>	47/70 = <b>67.1%</b>
Total number of those students who withdrew from their college level course	4/84 = <b>4.8%</b>	8/92 = <b>8.7%</b>	5/75 = <b>6.7%</b>	6/42 = <b>14.3%</b>	5/47 = <b>10.6%</b>
Total number of those students who passed their college level course with a 2.0 or better	60/84 = <b>71.4%</b>	63/92 = <b>68.5%</b>	57/75 = <b>76.0%</b>	32/42 = <b>76.2%</b>	33/47 = <b>70.2%</b>

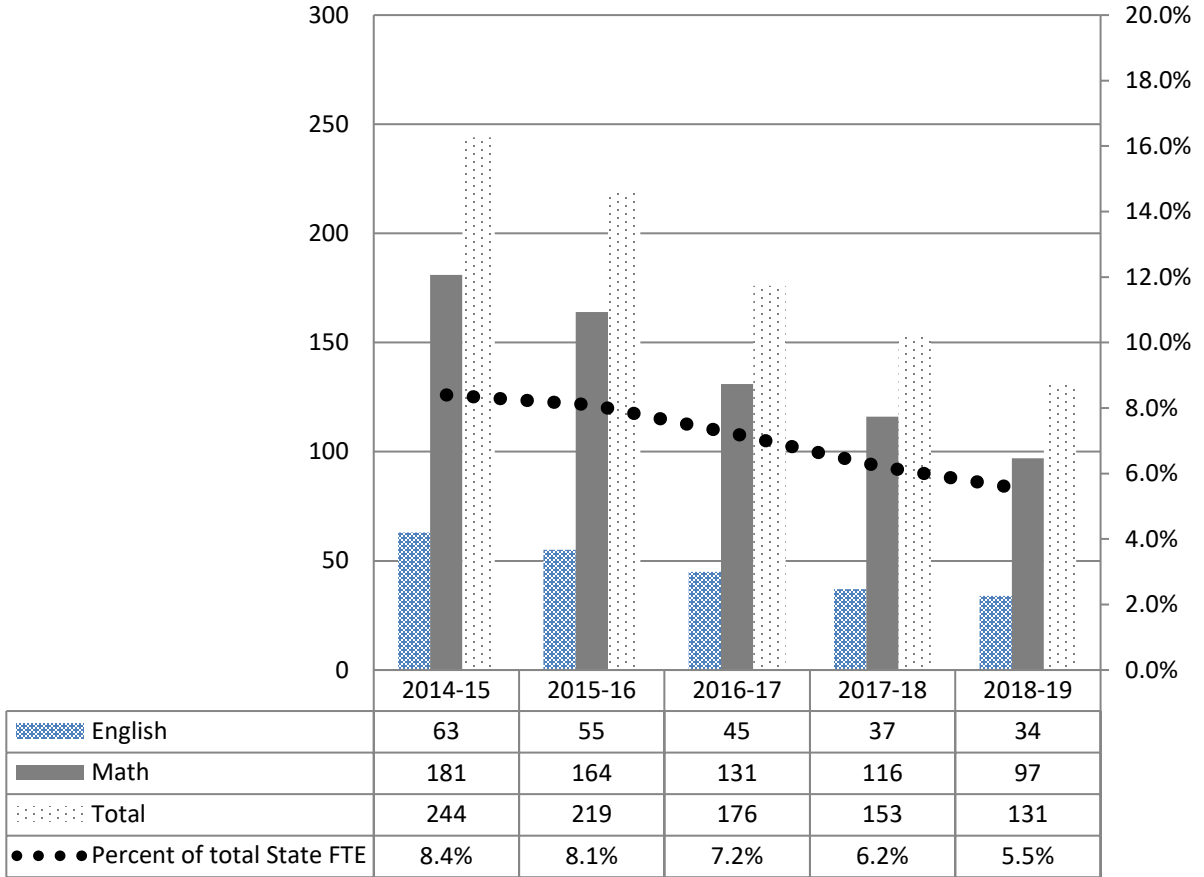
Source: Data Warehouse, TRANSCRIPTS Table.

Due to Guided Pathways reform efforts, an increasing proportion of students are starting in college level math and English. Students that choose (or must take) pre-college courses often face significant academic challenges. This downward trend may intensify as we continue to increase the proportion of students starting at college level.

## Pre-College Enrollment

Pre-college includes math and reading/writing classes that are intended to prepare credit (tuition-bearing) students for college level math and English composition classes.

**Figure 9: Pre-College Math and English Enrollment  
Annualized FTE – State Funded (includes math lab)**



Data Source: Fact Book, DW Class Table.



## **Basic Skills/Pre-College Monitoring Report**

### **Comments from the Review Team**

Members include: Kristen Finnel & Theresa Stalick, co-chairs, Sue Bennett, Shiree Bent, Julie Bohannon, Steven Boyer, Becky Connolly, Dawn Draus, Catie Graham, Kyle Hammon, Janell Haynes-Hughes, Maryanne Hirning, Anne-Marie Klein, Rachel Mystic, Ariana Muro, Angel Ruvalcaba, Terri Skeie, Christopher Tower, Barry Walther, Michal-Ann Watts, Jill Yates.

**1) Based on the data in this report, what are LCC's strengths in providing students with basic skills and pre-college preparation?**

- LCC does an outstanding job with I-BEST, which is contributing to our high rate of college-level credit attainment within the first year, compared to the system average for Basic Education for Adults (BEa) students. In addition, there has been a notable upward trend over the last five years, from 20 to 35%.
- We are consistently showing high levels of success in the first college level math and English course, even though we have continued to shorten the pre-college pathway.
- Curriculum sharing and placement agreements put in place between Transitional Studies and pre-college are shortening the path to college level studies for BEa students, contributing to an increase in the proportion of college-level credit attainment in the first year.
- The CEO high school completion rate is consistently trending-up.

**2) Based on the data in this report, what are LCC's weaknesses in providing students with basic skills and pre-college preparation?**

- LCC's rate is below the system average for BEa students reaching 45 reported hours or any outcome in the first school year.
- Male students and Students of Color in BEa complete any college level credits in the first year at a slightly lower rate than female students.
- Due to a policy change (related to WA State math graduation requirements), the high school completion rate for High School Plus students in 2016-17 was lower than previous years.
- Pre-college math and English withdrawal rates are trending up slightly. Shortening the path to college, as well as directed self-placement for English, may be contributing to the trend as the more confident/prepared students are starting in college level.

**3) Based on the data in this report, what are LCC's opportunities for providing students with basic skills and pre-college preparation?**

- LCC recently received a College Spark math grant, which will support continued math reform to shorten the pathway to college level coursework.
- Math and Transitional Studies faculty collaborated to restructure curriculum for Math 078/079 and ABE Math B and C levels, implementing similar pedagogy as Math 087/097. The changes were implemented this year.
- There is a potential opportunity to explore pairing English 101+ with College Success with Adult Basic Education (ABE) support under the Academic I-BEST model.
- English 101+ has the potential to help increase the percent of students who successfully complete college level English.

**4) Based on the data in this report, what are LCC's threats for providing students with basic skills and pre-college preparation?**

- With intentional declining enrollment in pre-college math and English, it's more challenging to schedule courses that meet students' needs. By offering fewer face-to-face classes, students are waiting to enroll until the class they need is available at a time

that works for them. This poses a threat to getting students into college level studies more quickly.

- Differential in pay between adjuncts in Transitional Studies and pre-college make sharing faculty between the two areas problematic (the ability to share adjunct faculty could contribute to collaboration between the two areas).
- Today's high school students are facing increasingly rigorous high school graduation requirements. Examples include testing and higher credit requirements. This poses a potential threat to high school completion rates in Open Doors and CEO.

## Board Plus/Delta

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

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