

Basic Skills & Precollege Education Monitoring Report

2016 – 2020
(Cycle 22)

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.

April 21, 2021



Basic Skills & Precollege 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 & Precollege Monitoring Report include:

- Basic skills achievement
- Academic performance of developmental education students

Enrollment data for Basic Skills (Adult Basic Education and English as a Second Language) and precollege math and English is also included. Enrollment and completion information for Integrated Basic Education and Skills Training (I-BEST), Career Education Options (CEO), High School Plus, and Open Doors is included as well. Please see page nine for descriptions of these special programs.

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

- The English 101 co-requisite model (which combines English 101 with a college level support class, numbered English 105) has been approved and will begin in fall 2021. The goal is to provide the necessary supports for more students to successfully complete their English requirements.
- With support from College Spark, the math department developed a shortened pathway to calculus that ties an additional credit of math support to Math 141 and 125. The new model, which will begin in fall 2021, is intended to help more students successfully complete their math requirements.
- A texting campaign is underway with students enrolled in precollege math. The purpose of the campaign, a collaborative effort between the math department and advising, is to ensure that students have access to a computer and the Internet. The goal of the campaign is to help more students succeed in precollege math.
- In an effort to promote smooth transitions and direct placement from Transitional Studies to college level courses, navigators, educational planners, and advisors began using the student notes section of the Navigate tool to document individual ABE courses completed as pre-requisites for college level math and English.
- To meet the needs of disengaged native and non-native English speaking 16-21 year old students in our community, LCC launched an Open Doors Youth Reengagement program with Longview and Kelso schools. Classes are embedded in current Transitional Studies offerings and a bilingual educational planner provides academic planning and support.
- To maintain enrollment amid pandemic restrictions and concerns, Transitional Studies suspended CASAS placement testing and provided laptop computers for checkout to faculty, staff and students across campus.

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% for all categories)
(Stretch Goal = meet or exceed system rate for all categories)

	2014-15		2015-16		2016-17		2017-18		2018-19	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
LCC	531	63%	487	60%	359	59%	387	62%	389	58%
Female	302	66%	302	60%	232	62%	243	63%	257	55%
Male	229	58%	185	62%	127	54%	144	61%	132	63%
Students of Color	209	61%	172	59%	134	61%	131	60%	128	59%
System	25,809	69%	27,233	69%	26,436	68%	24,664	70%	24,023	71%
Female	14,653	71%	15,596	71%	15,202	71%	14,565	73%	14,379	73%
Male	11,156	67%	11,637	66%	11,234	65%	10,099	66%	9,644	68%
Students of Color	18,298	70%	19,466	70%	18,454	69%	17,181	70%	16,435	71%

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% for all categories)
(Stretch Goal = 35% for all categories)

	2014-15		2015-16		2016-17		2017-18		2018-19	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
LCC	531	16%	487	28%	359	29%	387	35%	389	40%
Female	302	19%	302	29%	232	32%	243	40%	257	43%
Male	229	12%	185	28%	127	24%	144	28%	132	35%
Students of Color	209	8%	172	14%	134	16%	131	21%	128	26%
System	25,809	12%	27,233	13%*	26,436	14%	24,664	17%	24,023	19%
Female	14,653	12%	15,596	13%	15,202	14%	14,565	16%*	14,379	18%
Male	11,156	12%	11,637	14%	11,234	15%	10,099	17%	9,644	19%
Students of Color	18,298	8%	19,466	9%	18,454	10%	17,181	12%	16,435	14%

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.

*Figures updated from previous monitoring report.

Key Performance Indicator: Academic Performance of Developmental Education Students

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

**Table 2: Passing Rates of Students in Precollege Math
(MATH & TECH 078/079, 087/097, 088/089, 098/099) --
Duplicated Headcount (includes self-paced math courses; excludes summer)
(Mission Fulfillment = 65% for all categories; Stretch Goal = 75% for all categories re: pass rate
excluding students who withdrew)**

	2015-16	2016-17	2017-18	2018-19	2019-20
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	74.5%	76.4%	72.9%	73.0%	72.3%
Male	**	**	**	**	74.6%
Female	**	**	**	**	75.0%
Students of Color	**	**	**	**	72.9%
Received need-based aid	**	**	**	**	72.0%
All students - withdrawal rate	4.9%	4.3%	5.3%	6.4%	11.0%
Male	**	**	**	**	12.0%
Female	**	**	**	**	11.1%
Students of Color	**	**	**	**	17.0%
Received need-based aid	**	**	**	**	10.8%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or *. W=withdraw, I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal). 2018-19 data updated from 2020 report. As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).

**Table 3: Passing Rates of Students in Precollege English
(ENGL 098, 099) -- Duplicated Headcount (excludes summer)**
(Mission Fulfillment = 65% for all categories; Stretch Goal = 75% for all categories re: pass rate excluding students who withdrew)

	2015-16	2016-17	2017-18	2018-19	2019-20
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	68.1%	70.5%	64.1%	69.6%	68.4%
Male	**	**	**	**	73.2%
Female	**	**	**	**	67.0%
Students of Color	**	**	**	**	65.8%
Received need-based aid	**	**	**	**	63.6%
All students - withdrawal rate	8.9%	5.5%	9.0%	8.7%	16.0%
Male	**	**	**	**	8.9%
Female	**	**	**	**	19.0%
Students of Color	**	**	**	**	20.8%
Received need-based aid	**	**	**	**	17.5%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or *. W=withdraw, I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal). 2018-19 data updated from 2020 report. As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).

- 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 precollege.
- ctLink implementation and the COVID-19 pandemic in spring 2020 may have negatively impacted certain student populations' success in precollege English more than others, particularly students who received need-based aid.

Key Performance Indicator: Performance of Precollege Math and English Students in Subsequent College Level Math and English Composition Classes

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

Table 4: 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 or BUS 104) by the subsequent fall (includes self-paced courses)
(Mission Fulfillment = 70% for all categories; Stretch Goal = 75% for all categories)

	2015-16	2016-17	2017-18	2018-19	2019-20
Total number of all students who successfully completed a pre-college math class	456	373	298	263	133
Proportion of those students who went on to a college level course listed above	50.7%	51.2%	48.3%	56.3%	66.9%
Male	*	*	*	*	57.1%
Female	*	*	*	*	71.4%
Students of Color	*	*	*	*	60.0%
Received need based aid	*	*	*	*	65.1%
Proportion of those students who withdrew from their college level course	12.1%	7.9%	4.9%	10.8%	12.4%
Male	*	*	*	*	12.5%
Female	*	*	*	*	12.3%
Students of Color	*	*	*	*	13.3%
Received need based aid	*	*	*	*	14.8%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	81.8%	83.2%	82.6%	74.3%	76.4%
Male	*	*	*	*	79.2%
Female	*	*	*	*	75.4%
Students of Color	*	*	*	*	66.7%
Received need based aid	*	*	*	*	66.7%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, pre-college math cohort tables. Excludes grades I, N, NA, R, P, V or *. I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal). As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).

Table 5: Developmental English (ENGL 098, 099) Students That Moved on to the Next Level (ENGL& 101 or ENGL 110 or BUS 119) by the subsequent fall
(Mission Fulfillment = 70% for all categories; Stretch Goal = 75% for all categories)

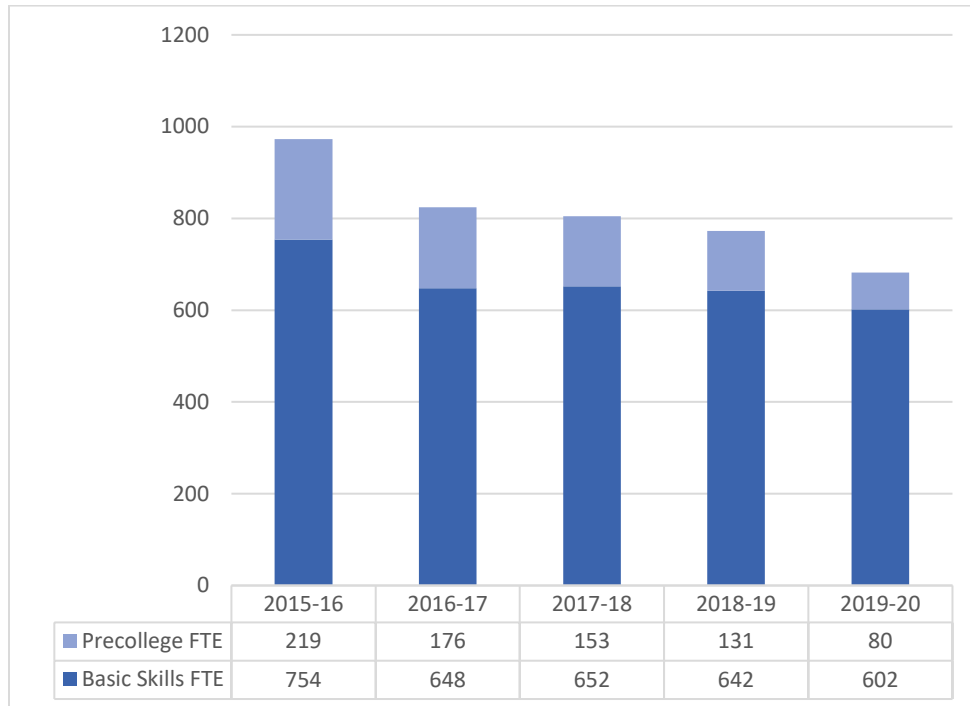
	2015-16	2016-17	2017-18	2018-19	2019-20
Total number of all students who successfully completed a pre-college English class	127	115	68	70	40
Proportion of those students who went on to a college level course listed above	72.4%	65.2%	61.8%	67.1%	77.5%
Male	*	*	*	*	64.3%
Female	*	*	*	*	84.6%
Students of Color	*	*	*	*	75.0%
Received need based aid	*	*	*	*	82.1%
Proportion of those students who withdrew from their college level course	8.7%	6.7%	14.3%	10.6%	6.5%
Male	*	*	*	*	11.1%
Female	*	*	*	*	4.5%
Students of Color	*	*	*	*	22.2%
Received need based aid	*	*	*	*	8.7%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	68.5%	76.0%	76.2%	70.2%	74.2%
Male	*	*	*	*	66.7%
Female	*	*	*	*	77.3%
Students of Color	*	*	*	*	55.6%
Received need based aid	*	*	*	*	78.3%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, pre-college English cohort tables. Excludes grades I, N, NA, R, P, V or *. I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal). As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).

Basic Skills and Precollege Enrollment

Students at LCC can prepare for college level studies through either Basic Skills or precollege classes, or a combination of the two. In Basic Skills, students pay only \$25 a quarter in tuition but financial aid is not available. Precollege classes are tuition-bearing, but financial aid is available for eligible students.

Figure 6: Basic Skills and Precollege Enrollment
Annualized FTE – (includes math lab)



Data Source: Fact Book. Basic Skills FTE is from final weekly enrollment report for the year. Precollege FTE is from Data Warehouse, Class Table.

Special Programs Headcount and Completions

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.

Open Doors: Open Doors is a dropout re-engagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Longview and Kelso School Districts will partner with LCC to offer the Renaissance program, which will make GED, High School+, and vocational training available to eligible students in need of re-engagement.

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 7: Special Programs Headcount and Completions

	2015-16	2016-17	2017-18	2018-19	2019-20
CEO Student Headcount	291	245	238	224	138
Total Annual High School Completions	55	49	56	56	41
High School Plus Student Headcount	229	205*	161	136	93
Total Annual High School Completions	101	60	57	47	42
Open Doors Student Headcount	-	-	-	-	54
Total Annual High School Completions	-	-	-	-	**
I-BEST Student Headcount	238	203	225	293	314
Total Annual Certificate/Degree Completions	104	101	69	107	62

Source: Data Warehouse Headcount tables and Completion table. High school completions include GED.

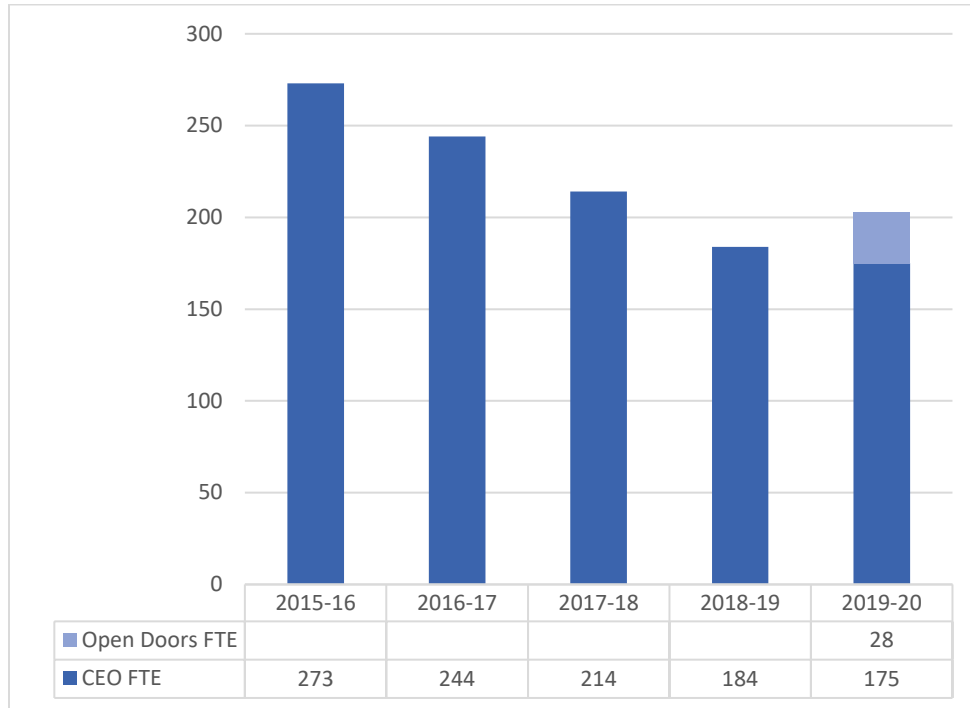
*Updated 2016-17 High School Plus student headcount from previous monitoring report.

** Open Doors program began in winter 2020.

Enrollment in High School Completion Programs

LCC offers two high school completion options for students who are of “traditional” high school age (ages 16 to 21). Those programs are Career Education Options (CEO) and Open Doors. Note: LCC also offers a program called High School Plus, which is a high school completion program for students ages 18 and older.

**Figure 8: Enrollment in CEO and Open Doors
Combined Annualized FTE**



Data Source: Final weekly enrollment reports.

Please note: The Open Doors program at LCC started in winter quarter 2020.

Basic Skills/Precollege 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, Janell Haynes-Hughes, Maryanne Hirning, Anne-Marie Klein, Serena Lampkin, 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 precollege preparation?

- Success rates for in precollege English and math courses are steady.
- The proportion of precollege students who move on and succeed in college level English is strong, indicating that they are being adequately prepared for the transition.
- I-BEST enrollments continue to increase. This is due at least in part to a temporary suspension of CASAS testing (COVID related), making it easier for students to participate.
- The proportion of Basic Skills students who complete some college level credit is very strong compared to the system. LCC's growing I-BEST enrollments have a lot to do with this indicator. The ongoing collaboration between Transitional Studies and precollege math, designed to get students to their first college level math course faster, is also a contributing factor.
- The proportion of students moving on from precollege to college level math is increasing. This is particularly impressive given that students have multiple ways to begin at college level now, meaning that the students who start at the precollege level typically have significant challenges.

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

- There are gaps between white and students of color in many categories, including withdrawal rates. Although small "n" sizes may play a role in some cases, the gap requires further exploration.
- Males are doing less well than females in some areas.
- In 2019-20, there was a significant increase in the number of students withdrawing from math. Some process changes related to our ctcLink conversion (preventing us from moving students to the college success math class) may be a factor, but the math department is working with Registration to implement a fix by summer 2021.
- Withdrawal rates also increased substantially for English, which is being at least partly attributed to the pandemic. We really need to be constantly looking for ways to keep students enrolled.

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

- There is room for enrollment growth in most areas, with enrollment declines being strongly related to the pandemic.
- During the pandemic, we have really changed our teaching format to be more accommodating of our students' schedules. We have created flexible learning opportunities for our students with work, childcare or other time constraints. We have an opportunity to continue to seek ways to reduce barriers for students.

- During the pandemic, CARES Act funding has been helpful in terms of providing technology resources for our students. We have an opportunity to seek ways to continue to provide those resources moving forward.
- We have an opportunity to continue to collaborate across the institution to help even more students begin or progress to college level studies. Examples include finding creative opportunities in Basic Skills or elsewhere to add extra supports for students who need them.
- Through Guided Pathways, we have been working on identifying college level courses that students can take while they're still in precollege math or English.
- As the pandemic begins to wind down, we have an opportunity to provide more in-person learning options to help students who have not been as successful in the online environment.
- There are future enrollment opportunities, particularly with the Open Doors program, given that many high school truancy efforts have relaxed during the pandemic. Once those efforts return to normal, we could see more referrals to our program.
- The lack of adequate facilities is an ongoing weakness, although LCC's new Vocational Building is in the capital projects pipeline.

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

- During the pandemic, we have been allowed to check technology resources out to Basic Skills students that might not have been allowed in more ordinary times. After the pandemic, some students may no longer have access to computers at home, which could be detrimental to their learning. This is true for access to free and low-cost WiFi resources (such as hotspots) as well.
- The pandemic and massive shift to online learning has been problematic for students who are less successful in that environment. Some students require social and face-to-face learning opportunities to succeed, but many people are nervous about the pandemic or have scheduling constraints. This has resulted in low enrollments for the English hybrid courses we have currently available, even though we know some students would be more successful there.
- The math department is also concerned that more students are going to want to continue with online learning due to ease of scheduling, even if that isn't the most successful environment for them.
- If CASAS testing is required again in the future, the number of students we can entice into I-BEST may be limited since the requirement to test is a big disincentive.
- With the economy picking up and more students returning to work, those employment opportunities could distract some people from continuing or returning to school.
- ctLink continues to be a threat, both for students who receive financial aid and for certain registration challenges such as co-requisite classes.

Board Plus/Delta

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

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