

Preparation for College Level Studies Monitoring Report

2017 – 2021
(Cycle 23)

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

April 20, 2022



Preparation for College Level Studies

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 Preparation for College Level Studies 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 Preparation for College Level Studies Precollege Monitoring Report include:

- Faculty collaborated on a new Math 88/98 pathway to save Science, Technology and Math (STEM) students credits and a quarter to get them to their first college level math class faster. Faculty continue to adapt the course to fit the needs of the students.
- College 74 (Math Success) was changed to three credits so it is consistent across all our precollege math courses. This will continue to keep withdrawal rates low.
- The English department is conducting research related to grading practices that might help to establish greater success, especially related to diversity and equity data. Two faculty members are currently piloting these practices and collecting data for review and analysis.
- With support from Student Services and the Navigate advising tool, Transitional Studies students can, for the first time, see Transitional Studies math and English courses alongside their pre-college equivalents. Transitional Studies students can work with their academic advisors to create a plan that meets their academic and financial needs; and, prior to registration, they can "drag and drop" their courses into their "Shopping Cart" for the upcoming quarter.
- In an effort to foster success and promote smooth transitions to college, Transitional Studies began offering an ABE equivalent for the College Success (College 101) course. This identical course is included in the \$25/quarter Basic Skills tuition, meets the college graduation requirement, and most importantly, provides the information and resources students need to be successful as they begin their studies at LCC.
- Amid severe staffing shortages, Transitional Studies started the process of restoring CASAS placement testing required by the federal government. Pandemic related exceptions to standardized testing expired on July 1, 2021. LCC's ongoing effort to restore CASAS placement testing began at the start of winter quarter 2022.

Key Performance Indicator: Basic Skills Achievement

In recent years, LCC has reported on this KPI using the State Board for Community and Technical College’s Basic Education for Adults (BEaA) Outcomes dashboard. The dashboard is currently offline with no indication of if or when it is returning. These figures identify the proportion of students who transition to college level studies by the fall following the year in which they start at LCC.

**Table 1: Combined Basic Skills (ABE and ESL):
Enrolled in College Level Credits by Subsequent Fall
(Mission Fulfillment = 25% for all categories)
(Stretch Goal = 35% for all categories)**

	2016-17		2017-18		2018-19		2019-20		2020-21	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
Overall	302	20%	331	15%	353	22%	318	32%	288	39%
Female	161	18%	176	15%	200	24%	177	33%	164	38%
Male	133	23%	155	15%	153	20%	134	32%	114	37%
Students of Color	144	7%	128	12%	169	12%	129	25%	97	28%

Source: IR Data Warehouse, ABE-ESL Combined cohorts, Student table for student demographics, Transcripts for enrolled in college level credits.

Note: All figures updated from previous monitoring report due to change in data source as SBCTC BEaA Outcomes Dashboard is not available.

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)**

	2016-17	2017-18	2018-19	2019-20	2020-21
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	76.4%	72.9%	73.0%	72.3%	78.1%
Male	*	*	*	74.6%	81.3%
Female	*	*	*	75.0%	84.3%
Students of Color	*	*	*	72.9%	78.0%
Received need-based aid	*	*	*	72.0%	85.6%
All students - withdrawal rate	4.3%	5.3%	6.4%	11.0%	5.9%
Male	*	*	*	12.0%	6.7%
Female	*	*	*	11.1%	5.8%
Students of Color	*	*	*	17.0%	4.3%
Received need-based aid	*	*	*	10.8%	7.2%

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). As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid).

*Data not available.

Note: The “All students” rates come from manually adding the fall, winter, and spring rates from the quarterly precollege math report. The quarterly report doesn’t include disaggregation, so the disaggregated rates are pulled after the year is over from the SBCTC Data Warehouse Transcripts table.

**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)

	2016-17	2017-18	2018-19	2019-20	2020-21
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	70.5%	64.1%	69.6%	68.4%	68.7%
Male	*	*	*	73.2%	74.4%
Female	*	*	*	67.0%	79.2%
Students of Color	*	*	*	65.8%	73.8%
Received need-based aid	*	*	*	63.6%	75.6%
All students - withdrawal rate	5.5%	9.0%	8.7%	16.0%	16.6%
Male	*	*	*	8.8%	13.3%
Female	*	*	*	20.2%	20.0%
Students of Color	*	*	*	20.8%	16.0%
Received need-based aid	*	*	*	18.2%	21.2%

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).

*Data not available.

Note: The “All students” rates come from manually adding the fall, winter, and spring rates from the quarterly precollege English report. The quarterly report doesn’t include disaggregation, so the disaggregated rates are pulled after the year is over from the SBCTC Data Warehouse Transcripts table.

- 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.
- ctCLink 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)

	2016-17	2017-18	2018-19	2019-20	2020-21
Total number of all students who successfully completed a precollege math class	373	298	263	133	124
Proportion of those students who went on to a college level course listed above	51.2%	48.3%	56.3%	66.9%	62.9%
Male	*	*	*	57.1%	57.7%
Female	*	*	*	71.4%	64.2%
Students of Color	*	*	*	60.0%	60.7%
Received need based aid	*	*	*	65.1%	59.7%
Proportion of those students who withdrew from their college level course	7.9%	4.9%	10.8%	12.4%	12.8%
Male	*	*	*	12.5%	26.7%
Female	*	*	*	12.3%	8.2%
Students of Color	*	*	*	13.3%	17.6%
Received need based aid	*	*	*	14.8%	12.5%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	83.2%	82.6%	74.3%	76.4%	76.9%
Male	*	*	*	79.2%	73.3%
Female	*	*	*	75.4%	80.3%
Students of Color	*	*	*	66.7%	70.6%
Received need based aid	*	*	*	66.7%	75.0%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege 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). *Data not available.

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)

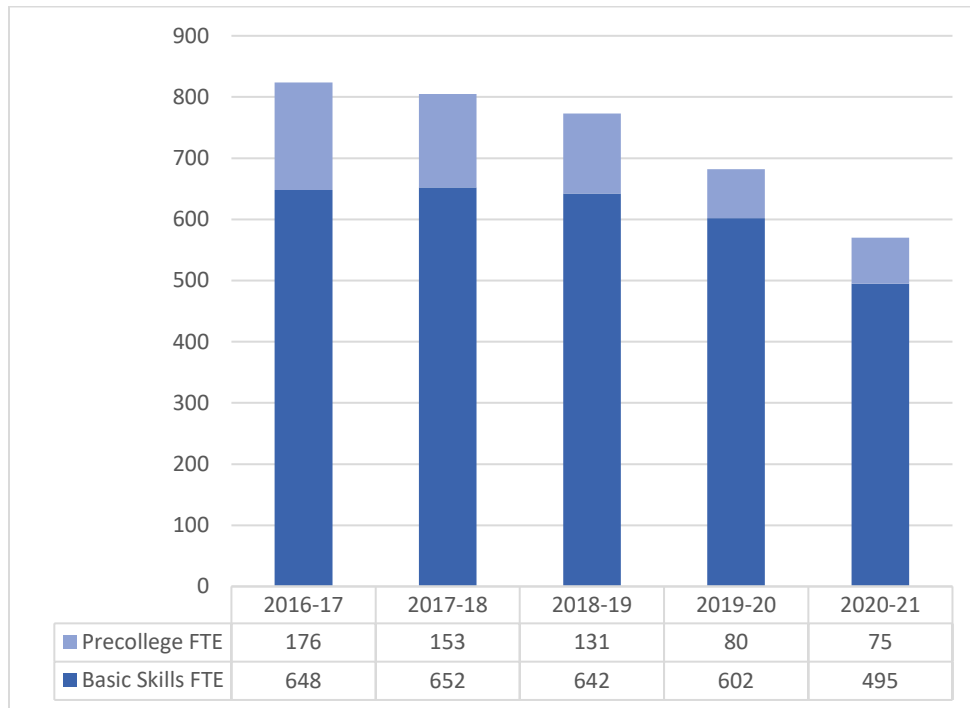
	2016-17	2017-18	2018-19	2019-20	2020-21
Total number of all students who successfully completed a precollege English class	115	68	70	40	45
Proportion of those students who went on to a college level course listed above	65.2%	61.8%	67.1%	77.5%	73.3%
Male	*	*	*	64.3%	69.2%
Female	*	*	*	84.6%	75.9%
Students of Color	*	*	*	75.0%	64.3%
Received need based aid	*	*	*	82.1%	75.0%
Proportion of those students who withdrew from their college level course	6.7%	14.3%	10.6%	6.5%	15.2%
Male	*	*	*	11.1%	33.3%
Female	*	*	*	4.5%	9.1%
Students of Color	*	*	*	22.2%	33.3%
Received need based aid	*	*	*	8.7%	16.7%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	76.0%	76.2%	70.2%	74.2%	81.8%
Male	*	*	*	66.7%	66.7%
Female	*	*	*	77.3%	86.4%
Students of Color	*	*	*	55.6%	77.8%
Received need based aid	*	*	*	78.3%	83.3%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege 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).
 *Data not available.

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

	2016-17	2017-18	2018-19	2019-20	2020-21
CEO Student Headcount	245	238	224	138	86
Total Annual High School Completions	49	56	56	41	19
High School Plus Student Headcount	205	161	136	93	89
Total Annual High School Completions	60	57	47	42	22
Open Doors Student Headcount	-	-	-	54	86
Total Annual High School Completions	-	-	-	*	*
I-BEST Student Headcount	203	225	293	315	370
Total Annual Certificate/Degree Completions	101	69	107	62	67

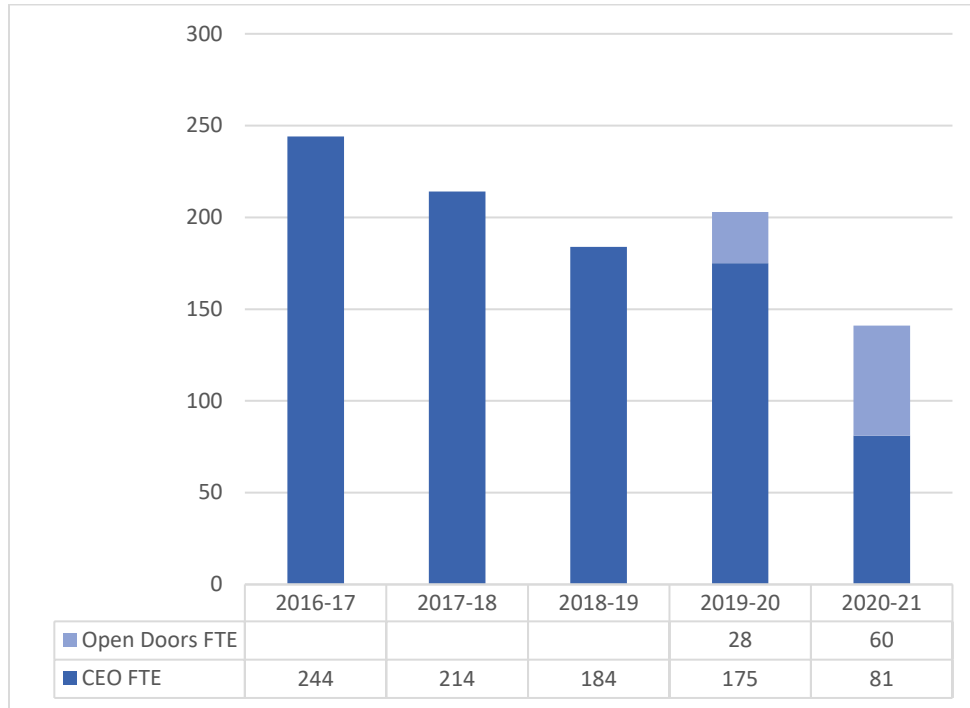
Source: Data Warehouse Headcount tables and Completion table. High school completions include GED.

* Open Doors program began in winter 2020. Completions for Open Doors are not counted by LCC.

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.

Preparation for College Level Studies 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, Emily Gardner, Catie Graham, Janell Haynes-Hughes, Rachel Mystic, Ariana Muro, Serena Murray, 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 preparation for college level studies?

- Over 75% of precollege math students who move on pass their first college level math class, which is a strength.
- The proportion of precollege English students who passed their first college level English course increased substantially in 2020-21, to nearly 82% in 2020-21. In the disaggregated data, there was a substantial increase between 2019-20 and 2020-21 in the proportion of students of color passing their first college level English course. These data points indicate continued growth and success throughout the pandemic.
- The growth rate of the Integrated Basic Education and Skills Training (I-BEST) program is impressive, particularly given that overall enrollment is down.
- Suspension of CASAS testing requirements during the pandemic has been a strength.
- Overall, we are meeting our mission fulfillment for Basic Education for Adults and success in precollege English, and our stretch goal for success in precollege math.
- There is a large increase in the proportion of Adult Basic Education and English as a Second Language students moving on to college level classes. At least part of the change can be attributed to the addition of an Integrated English Literacy and Civics Education Navigator on staff.

2) Based on the data in this report, what are LCC's weaknesses in providing students with preparation for college level studies?

- The proportion of precollege math students who move on to college level math in a timely way is a weakness. There are potentially multiple reasons for this, such as fear, advising, or lack of options. With lower enrollment, there are fewer class options, which further compounds the issue.
- The withdrawal rate for males who started in precollege from their first college math class, at nearly 27%, is concerning.
- Elevated withdrawal rates in precollege English are a concern.
- Males and students of color are withdrawing from their first college level English course at higher rates than other groups.

3) Based on the data in this report, what are LCC's opportunities for providing students with preparation for college level studies?

- Many courses were forced to go online during the pandemic, including Math 87/97 which was adapted to a synchronous format on Zoom. There is a need and potential to further adapt the course to be fully online, which can be done without compromising the group work that makes the course so successful.

- We have an opportunity to help males and students of color in precollege classes achieve higher success rates. Faculty and staff need concrete, specific action steps based on research to help these students. Also, given the pandemic and other stressful societal ongoing events, there's a true opportunity for mental health support for students, and for faculty and staff who work with precollege students.
- Additional training for faculty and staff to better support students of color is an opportunity supported by the college's diversity, equity and inclusion initiatives.
- Although the I-BEST population has increased substantially, completion rates have not. There may be an opportunity to increase flexibility between online and in-person offerings to better support students toward completion.
- The ability to administer CASAS (Basic Skills) testing to students from their homes would be a major opportunity for the college. Although it would require some technology (such as a camera to facilitate proctoring), the reality is that some students don't want to come in to do the testing in person.
- The ability to reduce the waiting period for CASAS testing would be beneficial to students, so they can join ongoing classes more quickly.
- Currently LCC has articulation agreements between Adult Basic Education and college level math. Streamlining the process, including changing the requirement that students wait for grades to be posted before they can register, would support student success. Better aligning the course numbers would also be beneficial.
- We have an opportunity to combine our youth reengagement programs (Open Doors and CEO) under one umbrella could bring cost savings and increased collaboration.

4) Based on the data in this report, what are LCC's threats for providing students with preparation for college level studies?

- The biggest ongoing threat is enrollment and Covid. With such low enrollment, students do not always have the course options they need to be successful.
- It's a potential threat that many students have come to expect online course options that make taking classes "easier." However, the online format is not always best for student success. This is also true for students who have no choice other than online classes due to multiple life responsibilities. This can be compounded if the student lacks basic technology skills. We need better tools to help our students choose the modality that will best promote their success.
- Threats include the ongoing pandemic issues, increased job opportunities and also the economic effects of inflation. Higher cost for gas, food, and housing are or could affect student attendance and success. Many students attempt to juggle excessive work and family responsibilities, in addition to other pressures such as addiction recovery. This creates an unsustainable profile for student success.
- LCC's aging technology is a threat. Although we were able to check out a lot of equipment during the pandemic to help our students, many of the machines are old and in need of repair.
- In Basic Skills, there are substantial numbers of students with learning disabilities, mental health issues such as anxiety, health issues such as poor vision, etc. Faculty can spend a significant amount of time on non-academic support, which can detract from instruction.

- A reduction in workforce funding to pay hourly workers in the Basic Skills area (who complete tasks such as CASAS testing) is a threat.
- Increases in state requirements regarding the number of credits needed for the high school diploma is a potential threat, although mitigated somewhat by the fact that the college's classes are competency based.

Board Plus/Delta

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

+	Δ