

# Preparation for College Level Studies Monitoring Report

2018 – 2022  
(Cycle 24)

***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 19, 2023



## Preparation for College Level Studies

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 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:

- Transitional Studies, in collaboration with the Math department, developed a plan to utilize the renaming of the Transitional Studies department in the coming academic year to better align the long titles and catalog numbers of BEdA math courses to their math department equivalents. This allows advisors and staff assisting students to better identify the next math course needed in a student's pathway.
- Transitional Studies expanded the use of the Ability to Benefit program and increased collaboration to find eligible students by strengthening connections for referrals from Financial Aid and the Testing Center. This program allows qualifying students intending to enroll in an I-BEST college program who are still in need of a high school diploma to be co-enrolled in HS+ and I-BEST while gaining access to financial aid so they can start on their college course work sooner.
- In an effort to offer more support to students in academic transfer programs, Transitional Studies reestablished the Academic I-BEST program (formerly called I-TRANS). Through collaborations with faculty in various departments such as Math, English, Nutrition, and others, Transitional Studies can now offer I-BEST support to transfer students in eligible classes.
- Transitional Studies staff met with staff from Advising and Registration and developed a plan to allow students utilizing the articulation agreement between Math and Transitional Studies to be able to register for the next math class in their pathway in ctLink automatically utilizing milestones.
- In order to better serve students in Youth Reengagement programs at LCC, Career Education Options (CEO) was integrated into the Transitional Studies department over summer quarter.
- Transitional Studies made the necessary preparations to move to a new name in the coming academic year that better reflects the mission of the department. Staff and

faculty created new course plans renaming the subjects, catalog numbers, and long titles of the entire course schedule for the department corresponding with the new name of College and Career Preparation.

- Last year the math department implemented a new course (Math 88/98) that replaces the two quarter sequence 88/89 and 98/99, thus shortening the path to MATH& 141 and MATH 125 by a quarter.
- Math faculty have been working on improving instruction by implementing the practices outlined in Peter Liljedahl's book, "Building Thinking Classrooms in Mathematics."
- Math boot camps have returned after a years-long hiatus due to the pandemic.
- Math faculty continue to work with professional and academic advisors to increase the number of students enrolling in math courses.
- The high school GPA placement process has expanded to include precollege as well as college level math classes.

**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)**

	2017-18		2018-19		2019-20		2020-21		2021-22	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
<b>Overall</b>	331	15%	353	22%	318	32%	288	39%	212	26%
Female	176	15%	200	24%	177	33%	164	38%	123	29%
Male	155	15%	153	20%	134	32%	114	37%	71	21%
Students of Color	128	12%	169	12%	129	25%	97	28%	86	14%

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**  
**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)**

	2017-18	2018-19	2019-20	2020-21	2021-22
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	72.9%	73.0%	72.3%	78.1%	74.8%
Male	*	*	74.6%	81.3%	67.2%
Female	*	*	75.0%	84.3%	78.7%
Students of Color	*	*	72.9%	78.0%	67.1%
Received need-based aid	*	*	72.0%	85.6%	76.2%
All students - withdrawal rate	5.3%	6.4%	11.0%	5.9%	4.9%
Male	*	*	12.0%	6.7%	4.4%
Female	*	*	11.1%	5.8%	5.4%
Students of Color	*	*	17.0%	4.3%	4.6%
Received need-based aid	*	*	10.8%	7.2%	3.6%

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).

Note: Precollege math includes MATH & TECH 078/079, 087/097, 088/089, 098/099.

\*Data not available; disaggregated rates not collected until 2019-20.

Note: The “All students” rates come from manually adding the fall, winter, and spring rates from the quarterly precollege math report. Starting 2021-22, disaggregated also come from manually adding the fall, winter, and spring rates from the quarterly precollege math report. Prior to 2021-22, the quarterly report didn’t include disaggregation, so the disaggregated rates were pulled after the year was over from the SBCTC Data Warehouse Transcripts table.

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

	2017-18	2018-19	2019-20	2020-21	2021-22
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	64.1%	69.6%	68.4%	68.7%	61.6%
Male	*	*	73.2%	74.4%	36.8%
Female	*	*	67.0%	79.2%	68.3%
Students of Color	*	*	65.8%	73.8%	58.8%
Received need-based aid	*	*	63.6%	75.6%	60.0%
All students - withdrawal rate	9.0%	8.7%	16.0%	16.6%	13.1%
Male	*	*	8.8%	13.3%	17.4%
Female	*	*	20.2%	20.0%	12.5%
Students of Color	*	*	20.8%	16.0%	8.1%
Received need-based aid	*	*	18.2%	21.2%	19.4%

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). Note: Precollege English includes ENGL 098 or 099.

\*Data not available; disaggregated rates not collected until 2019-20.

Note: The “All students” rates come from manually adding the fall, winter, and spring rates from the quarterly precollege English report. Starting 2021-22, disaggregated also come from manually adding the fall, winter, and spring rates from the quarterly precollege English report. Prior to 2021-22, the quarterly report didn’t include disaggregation, so the disaggregated rates were pulled after the year was over from the SBCTC Data Warehouse Transcripts table.

**Table 4: Success Rate of Developmental Math Students That Moved on to the Next Level by the Subsequent Fall (includes self-paced courses)**  
**(Mission Fulfillment = 70% for all categories; Stretch Goal = 75% for all categories)**

The following table shows the performance of precollege students who successfully completed their precollege math and, by the subsequent fall quarter, completed their first college level math composition class.

	2017-18	2018-19	2019-20	2020-21	2021-22
Total number of all students who successfully completed a precollege math class	298	263	133	124	111
Proportion of those students who went on to a college level course listed above	<b>48.3%</b>	<b>56.3%</b>	<b>66.9%</b>	<b>62.9%</b>	<b>57.7%</b>
Male	*	*	57.1%	57.7%	42.9%
Female	*	*	71.4%	64.2%	59.5%
Students of Color	*	*	60.0%	60.7%	50.0%
Received need-based aid	*	*	65.1%	59.7%	59.5%
Proportion of those students who withdrew from their college level course	<b>4.9%</b>	<b>10.8%</b>	<b>12.4%</b>	<b>12.8%</b>	<b>10.9%</b>
Male	*	*	12.5%	26.7%	8.3%
Female	*	*	12.3%	8.2%	9.1%
Students of Color	*	*	13.3%	17.6%	0.0%
Received need-based aid	*	*	14.8%	12.5%	4.1%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	<b>82.6%</b>	<b>74.3%</b>	<b>76.4%</b>	<b>76.9%</b>	<b>82.8%</b>
Male	*	*	79.2%	73.3%	75.0%
Female	*	*	75.4%	80.3%	86.4%
Students of Color	*	*	66.7%	70.6%	83.3%
Received need-based aid	*	*	66.7%	75.0%	86.4%

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). Note: Developmental math includes MATH/TECH 078/079, 087/097, 088/089, 098/099. Next level math includes MATH or MATH& 105, 106, 112/141, 121/131, 122/132, 125, 130/107, 146 or BUS 104  
 \*Data not available; disaggregated rates not collected until 2019-20.

**Table 5: Success Rate of Developmental English Students That Moved on to the Next Level by the Subsequent Fall**  
**(Mission Fulfillment = 70% for all categories; Stretch Goal = 75% for all categories)**

The following table shows the performance of precollege students who successfully completed their precollege English and, by the subsequent fall quarter, completed their first college level English composition class.

	2017-18	2018-19	2019-20	2020-21	2021-22
Total number of all students who successfully completed a precollege English class	68	70	40	45	21
Proportion of those students who went on to a college level course listed above	<b>61.8%</b>	<b>67.1%</b>	<b>77.5%</b>	<b>73.3%</b>	<b>66.7%</b>
Male	*	*	<b>64.3%</b>	<b>69.2%</b>	<b>**</b>
Female	*	*	<b>84.6%</b>	<b>75.9%</b>	<b>63.2%</b>
Students of Color	*	*	<b>75.0%</b>	<b>64.3%</b>	<b>**</b>
Received need-based aid	*	*	<b>82.1%</b>	<b>75.0%</b>	<b>61.5%</b>
Proportion of those students who withdrew from their college level course	<b>14.3%</b>	<b>10.6%</b>	<b>6.5%</b>	<b>15.2%</b>	<b>**</b>
Male	*	*	<b>11.1%</b>	<b>33.3%</b>	<b>**</b>
Female	*	*	<b>4.5%</b>	<b>9.1%</b>	<b>**</b>
Students of Color	*	*	<b>22.2%</b>	<b>33.3%</b>	<b>**</b>
Received need-based aid	*	*	<b>8.7%</b>	<b>16.7%</b>	<b>**</b>
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	<b>76.2%</b>	<b>70.2%</b>	<b>74.2%</b>	<b>81.8%</b>	<b>78.6%</b>
Male	*	*	<b>66.7%</b>	<b>66.7%</b>	<b>**</b>
Female	*	*	<b>77.3%</b>	<b>86.4%</b>	<b>75.0%</b>
Students of Color	*	*	<b>55.6%</b>	<b>77.8%</b>	<b>**</b>
Received need-based aid	*	*	<b>78.3%</b>	<b>83.3%</b>	<b>75.0%</b>

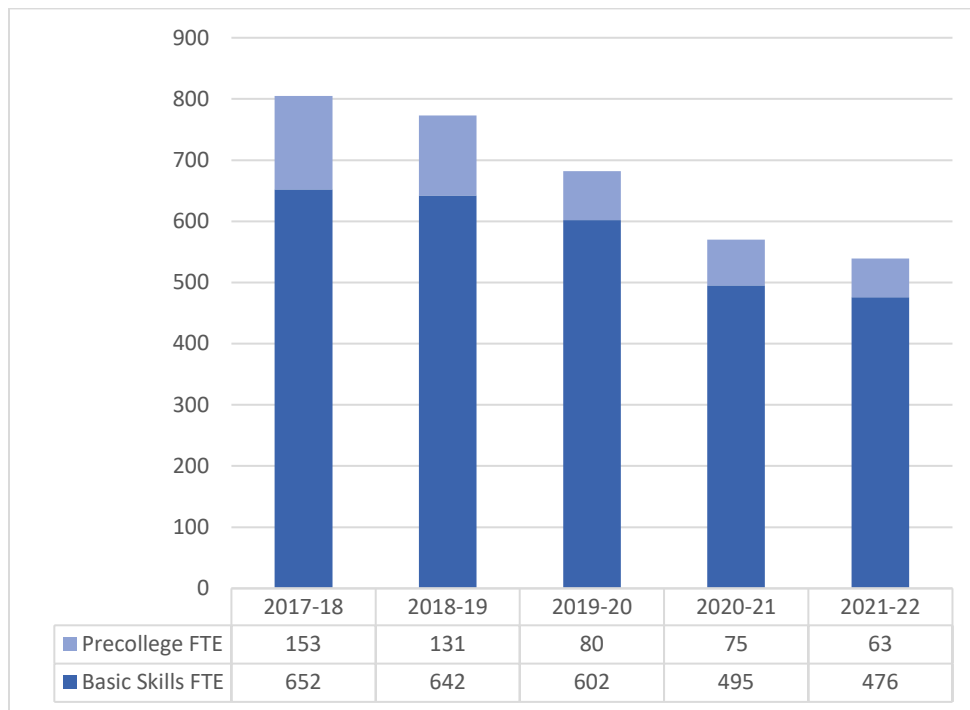
Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege English cohort tables. Excludes grades I, N, NA, R, P, V or \*. I=incomplete, N=audit, NA = no attendance, P=pass/fail option, R=grade replaced, V = Vanish (instructor initiated withdrawal). As of 2019-20, including rates for students of color, sex, and economic disadvantage (received need-based aid). Note: Developmental English includes ENGL 098 or 099. Next level English includes ENGL& 101 or ENGL 110 or BUS 119. \*Data not available; disaggregated rates not collected until 2019-20. \*\*Data redacted to protect student privacy due to small n size.



## 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**

	2017-18	2018-19	2019-20	2020-21	2021-22
CEO Student Headcount	238	224	138	86	76
Total Annual High School Completions	56	56	41	19	11
High School Plus Student Headcount	161	136	93	89	35
Total Annual High School Completions	57	47	42	22	15
Open Doors Student Headcount	-	-	54	86	79
Total Annual High School Completions	-	-	*	*	*
I-BEST Student Headcount	225	293	315	370	318
Total Annual Certificate/Degree Completions	69	107	62	67	81

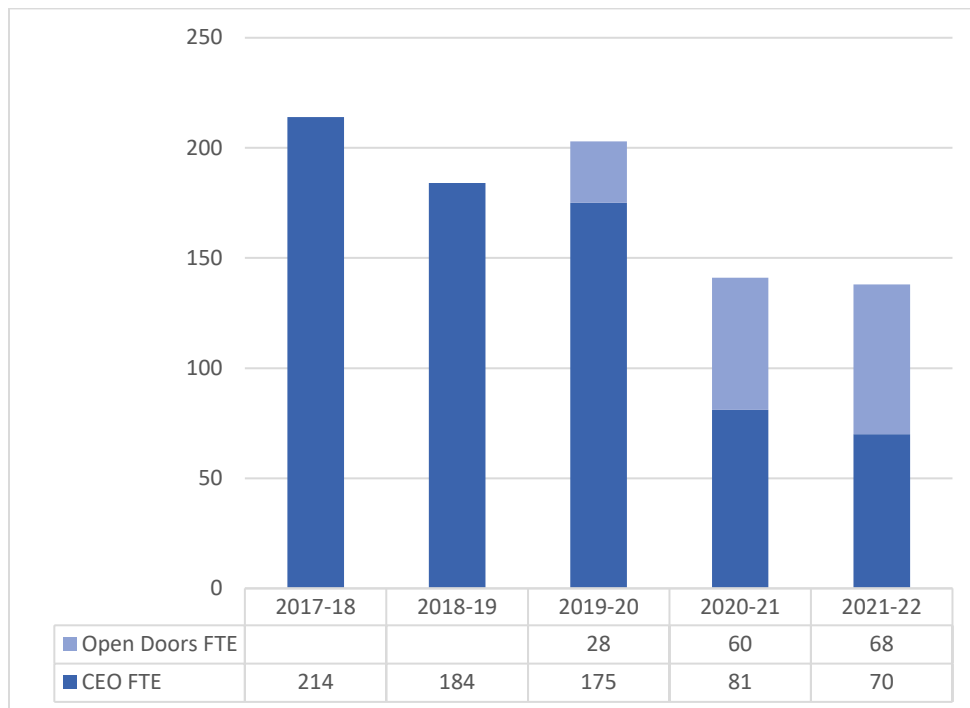
Source: Data Warehouse Headcount tables and Completion table. High school completions include GED.

\* 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, Kathryn Harlan, Rachel Mistic, Ariana Muro, Serena Murray, Mavourneen Rister, Angel Ruvalcaba, Terri Skeie, Christopher Tower, Rheannon Van de Voorde, 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?**

- Precollege math and English students are preparing well for college level math and English courses.
- Even with the planned reduction in enrollment numbers in precollege courses, success rates remain relatively high and we are achieving mission fulfillment for most demographic categories.
- The number of I-BEST graduates is strong.
- As noted in the 'actions taken' portion of this report, we are creating new pathway-specific options for precollege math students.
- The return of math boot camps is going well.
- Withdrawal rates for both precollege math and English declined between last year and the prior year.

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

- The decline in success rates for males and students of color in precollege English is very concerning. This is being discussed by the college's Retention Subcommittee.
- Success rate for males in precollege math is also concerning. Faculty are discussing the trend and what can be done about it.
- Another area of concern is non-STEM students taking precollege math courses designed for STEM students. Often the reason is just availability of open sections, and time and modality of individual courses, but it can be detrimental to success rates when there is a mismatch. Getting more students into math boot camps is one way to alleviate this concern, as those students receive expert recommendations on which math courses to take.

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

- Expanding CASAS testing is a significant opportunity since a lack of testing access can serve as a barrier for students. Offering the test via the Testing Center is on the horizon, and remote testing is also being explored.
- A majority of precollege English students choose online over in-person classes due to constraints with their work or family schedules, however, it isn't always the most appropriate and supportive environment for them to be successful. Since we can't offer more in-person sections due to financial constraints, we have an opportunity to mitigate the situation by offering interventions such as in-person office hours in the evenings for online students. English faculty have also started surveying students early in the quarter to help connect them to needed services.
- We have an opportunity to better meet the needs of male students in precollege classes by advising them earlier and more regularly to support their success.
- There seems to be a breakdown in the process of students going from Transitional Studies to college level courses. For example, many students don't complete the required online admissions application in a timely way. Transitional Studies is planning to improve the

process by providing hands-on assistance during the final transcript evaluation to make sure all required steps are completed.

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

- Mental health is a significant threat that has always existed for college students, but was exacerbated by the pandemic and is now overwhelming. Faculty are seeing higher levels of anxiety and lower levels of motivation than in the past, both of which are impacting student success.
- Continued high enrollments in online vs. in-person precollege math classes is a threat. Precollege math students need the extra support that in-person instruction can provide, but many people got used to doing things remotely during the pandemic and are reluctant to return to in-person activities. Although in-person classes are offered, they have low enrollments while the online sections generate waitlists due to student demand.
- Related to the topic above, many precollege students know they would be more successful taking classes on campus, but are unable to do so because they can't afford childcare.
- Competition from employment opportunities and other colleges is an ongoing threat. Regularly promoting our programs can help with enrollment.
- Differing expectations and practices between high schools and colleges can detract from student success. For example, some high school students are allowed to turn in all of their work at the end of the term, which is not a feasible practice in college. Attendance can also carry much greater weight in high school vs. college classes.

## Board Plus/Delta

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

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