

Preparation for College Level Studies Monitoring Report

2019 – 2023
(Cycle 25)

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 17, 2024



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 Education for Adults achievement
- Academic performance of precollege students

Enrollment data for Basic Education for Adults (College and Career Preparation, formerly Adult Basic Education, and English Language Learning, formerly 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), High School Plus, and Open Doors is included as well (archival data for Career Education Options, CEO, is also included). 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:

- To better integrate support for and serve College and Career Preparation students, CASAS testing has been moved to MAN 127, locating it right across the hall from the college level Testing Center in MAN 128. Plans to also co-locate CCP staff that serve in an advising-type role to Admissions (ADC) next to the Advising Center will be complete by Spring of 2024. These moves will allow students to better access supports on LCC's campus regardless of program of study or pathway, fulfilling some of LCC's goals with implementation of Guided Pathways.
- College and Career Preparation continued to grow our Academic I-BEST program, expanding both in subjects and number of courses supported each quarter. CCP will continue to identify areas and pathways that need additional assistance and support and work with programs to offer Academic I-BEST services were eligible.
- College and Career Preparation staff met with Registration staff to develop a new, more streamlined process for registering students within the department. This has significantly cut down on the time it takes to fully onboard and enroll new students, often leading to students being fully registered within two days of completing CASAS testing, something that in the past could take a week or more.
- The College and Career Preparation Department developed new outreach measures for students struggling to engage in classes throughout the quarter. Staff participate in intensive outreach to all students that have low participation noted through both faculty attendance reporting and through Navigate alerts in our open enrollment program. This outreach is done at three points throughout the quarter, giving staff the opportunity to offer support and access to resources on campus for students that may need the extra assistance.

- LCC's Open Doors program expanded services to include Castle Rock and Woodland School Districts. Both schools have had good initial enrollment numbers, offering expanded pathways for student success.
- The Language and Literature department started scheduling two different instructors for online and face-to-face classes, allowing for different perspectives and giving students a chance to choose the best fit for them.
- ENGL 98/99 sections offer additional supports for students, such as; more one-on-one conferences, instructional videos, and the development of a writing handbook that students create in a Google folder and can be used throughout their time at LCC.
- Precollege English instructors also allow students to choose the citation format that best fits their pathway. While MLA is discussed, students have the option to choose a different style if that works better for their program requirements.
- Working with Advising and Placement, the Math department signed on as a pilot school for a statewide agreement on placement. The agreement guarantees a minimum placement level that will be portable between CTC's.
- The Math department is expanding online and evening math offerings to support the BAS-TE program, making it possible for fully remote students to complete the bachelor's degree.
- Math department members are representing the college in a statewide Community of Practice focused on active learning using Peter Liljedahl's Thinking Classrooms model. Because math faculty have been early adopters of the model in the CTC space, they are leading groups as experts.
- Math faculty have undertaken a department-wide initiative to move to open educational resources. This requires significant work from all participating members to build content and learn a new platform. When implemented, precollege students will save \$60-150 per course.
- Math faculty continue to investigate possibilities for shortening math pathways by moving to a corequisite model, which would place more students directly into college level courses with appropriate support. Work on this project is ongoing.

Key Performance Indicator: Basic Education for Adults 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 Education for Adults (CCP and ELL, formerly ABE and ESL):
Enrolled in College Level Credits by Subsequent Fall
(Mission Fulfillment = 25% for all categories)
(Stretch Goal = 35% for all categories)**

Student Demographic	2018-19		2019-20		2020-21		2021-22		2022-23	
	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
Overall	353	22%	318	32%	288	39%	212	26%	261	28%
Female	200	24%	177	33%	164	38%	123	29%	133	32%
Male	153	20%	134	32%	114	37%	71	21%	119	22%
Students of Color	169	12%	129	25%	97	28%	86	14%	96	31%
First Generation	-	-	-	-	-	-	96	34%	107	43%

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

- 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.

Key Performance Indicator: Academic Performance of Precollege 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: Success Rates of Students in Precollege Math
Duplicated Headcount (excludes summer)**
(Mission Fulfillment = 65% for all categories; Stretch Goal = 75% for all categories re: pass rate excluding students who withdrew)

	2018-19	2019-20	2020-21	2021-22	2022-23
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	73.0%	72.3%	78.1%	74.8%	78.3%
Male	*	*	*	67.2%	73.1%
Female	*	*	*	78.7%	80.4%
Students of Color	*	*	*	67.1%	76.4%
Received need-based aid	*	*	*	76.2%	78.5%
All students - withdrawal rate	6.4%	11.0%	5.9%	4.9%	6.6%
Male	*	*	*	4.4%	5.6%
Female	*	*	*	5.4%	6.9%
Students of Color	*	*	*	4.6%	9.8%
Received need-based aid	*	*	*	3.6%	7.3%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or *. Note: Precollege math includes MATH 078/079, 087/097, 088, 098. MATH 089 and 099 were included prior to 2021-22, but were discontinued as of 2021-22.

*Data not available; disaggregated rates not collected until 2021-22.

Note: The rates come from manually adding the fall, winter, and spring rates from the quarterly precollege math report. Prior to 2021-22, the quarterly report did not include disaggregation.

Table 3: Success 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)

	2018-19	2019-20	2020-21	2021-22	2022-23
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	69.6%	68.4%	68.7%	61.6%	59.3%
Male	*	*	*	36.8%	53.6%
Female	*	*	*	68.3%	63.3%
Students of Color	*	*	*	58.8%	55.6%
Received need-based aid	*	*	*	60.0%	62.7%
All students - withdrawal rate	8.7%	16.0%	16.6%	13.1%	14.7%
Male	*	*	*	17.4%	6.7%
Female	*	*	*	12.5%	19.7%
Students of Color	*	*	*	8.1%	3.6%
Received need-based aid	*	*	*	19.4%	16.9%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or *. Note: Precollege English includes ENGL 098 or 099.

*Data not available; disaggregated rates not collected until 2021-22.

Note: The rates come from manually adding the fall, winter, and spring rates from the quarterly precollege English report. Prior to 2021-22, the quarterly report did not include disaggregation.

Table 4: Success Rate of Precollege Math 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 math and, by the subsequent fall quarter, completed their first college level math class.

	2018-19	2019-20	2020-21	2021-22	2022-23
Total number of all students who successfully completed a precollege math class	263	133	124	111	103
Proportion of those students who went on to a college level math course	56.3%	66.9%	62.9%	57.7%	63.1%
Male	*	57.1%	57.7%	42.9%	67.9%
Female	*	71.4%	64.2%	59.5%	62.3%
Students of Color	*	60.0%	60.7%	50.0%	58.6%
Received need-based aid	*	65.1%	59.7%	59.5%	61.4%
First Generation	-	-	-	-	64.1%
Proportion of those students who withdrew from their college level course	10.8%	12.4%	12.8%	10.9%	15.4%
Male	*	12.5%	26.7%	8.3%	5.3%
Female	*	12.3%	8.2%	9.1%	18.6%
Students of Color	*	13.3%	17.6%	0.0%	29.4%
Received need-based aid	*	14.8%	12.5%	4.1%	13.7%
First Generation	-	-	-	-	14.0%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	74.3%	76.4%	76.9%	82.8%	73.8%
Male	*	79.2%	73.3%	75.0%	73.7%
Female	*	75.4%	80.3%	86.4%	76.7%
Students of Color	*	66.7%	70.6%	83.3%	58.8%
Received need-based aid	*	66.7%	75.0%	86.4%	74.5%
First Generation	-	-	-	-	70.0%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege math cohort tables. Excludes grades I, N, NA, R, P, V or *. Note: Precollege math includes MATH 078/079, 087/097, 088, 098. MATH 089 and 099 were included in precollege math prior to 2021-22, but were discontinued as of 2021-22. 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.

- First Generation was added to the State Board data source in 2021-22. 2022-23 is the first year First Generation rates were calculated for this metric. A First Generation college student is the first person in the family to go to college.

Table 5: Success Rate of Precollege 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.

	2018-19	2019-20	2020-21	2021-22	2022-23
Total number of all students who successfully completed a precollege English class	70	40	45	21	18
Proportion of those students who went on to a college level course listed above	67.1%	77.5%	73.3%	66.7%	66.7%
Male	*	64.3%	69.2%	**	**
Female	*	84.6%	75.9%	63.2%	63.6%
Students of Color	*	75.0%	64.3%	**	**
Received need-based aid	*	82.1%	75.0%	61.5%	64.3%
First Generation	-	-	-	-	69.2%
Proportion of those students who withdrew from their college level course	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%	**	**
First Generation	-	-	-	-	**
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	70.2%	74.2%	81.8%	78.6%	91.7%
Male	*	66.7%	66.7%	**	**
Female	*	77.3%	86.4%	75.0%	**
Students of Color	*	55.6%	77.8%	**	**
Received need-based aid	*	78.3%	83.3%	**	**
First Generation	-	-	-	-	**

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege English cohort tables. Excludes grades I, N, NA, R, P, V or *. Note: Precollege English includes ENGL 098 or 099. Next level English includes ENGL& 101 or ENGL 110 or BUS 119.

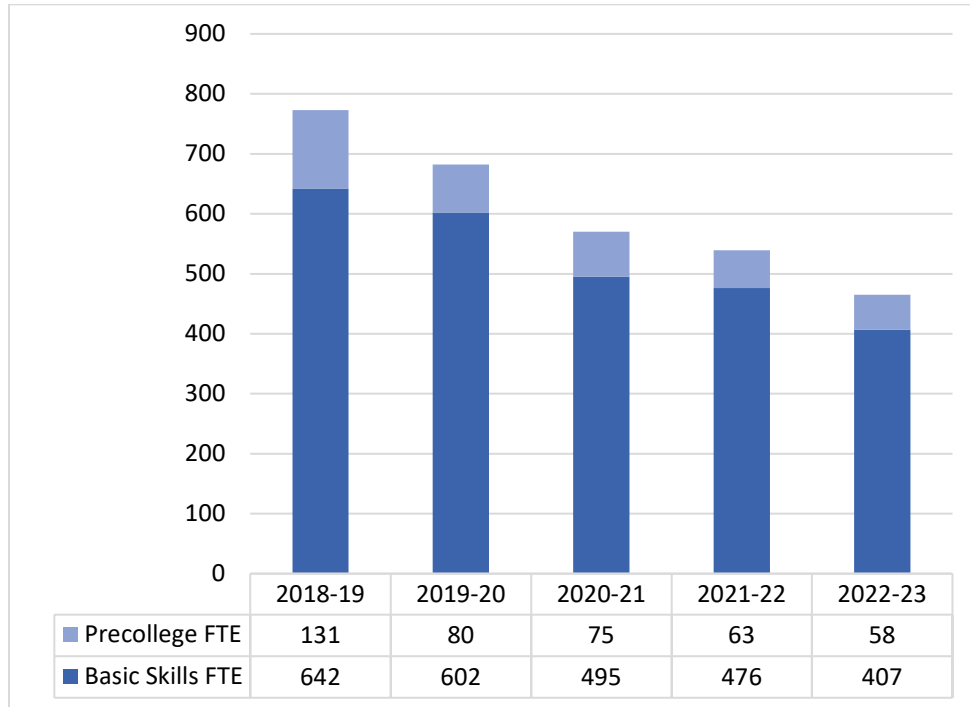
*Data not available; disaggregated rates not collected until 2019-20. **Data redacted to protect student privacy due to small n size.

- First Generation was added to the State Board data source in 2021-22. 2022-23 is the first year First Generation rates were calculated for this metric. A First Generation college student is the first person in the family to go to college.

Basic Education for Adults and Precollege Enrollment

Students at LCC can prepare for college level studies through either Basic Education for Adults or precollege classes, or a combination of the two.

**Figure 6: Basic Education for Adults and Precollege Enrollment
Annualized FTE**



Data Source: Fact Book. Basic Skills FTE is from final weekly enrollment report for the year. Precollege FTE is from Data Warehouse, Class Table where Dept_Div is Math or English and Course_Num is <100.

Please note: Precollege FTE is based on precollege math and English course enrollments.

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. The last year of operation for CEO was 2022-23.

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 youth re-engagement system that provides education and services to older youth, ages 16-21, who are not expected to graduate from high school by the age of 21. Longview, Kelso, Castle Rock and Woodland School Districts partner with LCC to offer a variety of pathways to success including GED, high school diploma, professional/technical, and transfer degree on-ramps and completion.

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

Table 7: Special Programs Headcount and Completions

High School Program	2018-19	2019-20	2020-21	2021-22	2022-23
CEO Student Headcount	224	138	86	76	59
Total Annual High School Completions	56	41	19	11	11
High School Plus Student Headcount	136	93	89	35	69
Total Annual High School Completions	47	42	22	15	23
Open Doors Student Headcount	-	54	86	79	126
Total Annual High School Completions	-	*	*	*	*
I-BEST Student Headcount	293	315	370	318	200
Total Annual Certificate/Degree Completions	107	62	67	89**	25

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.

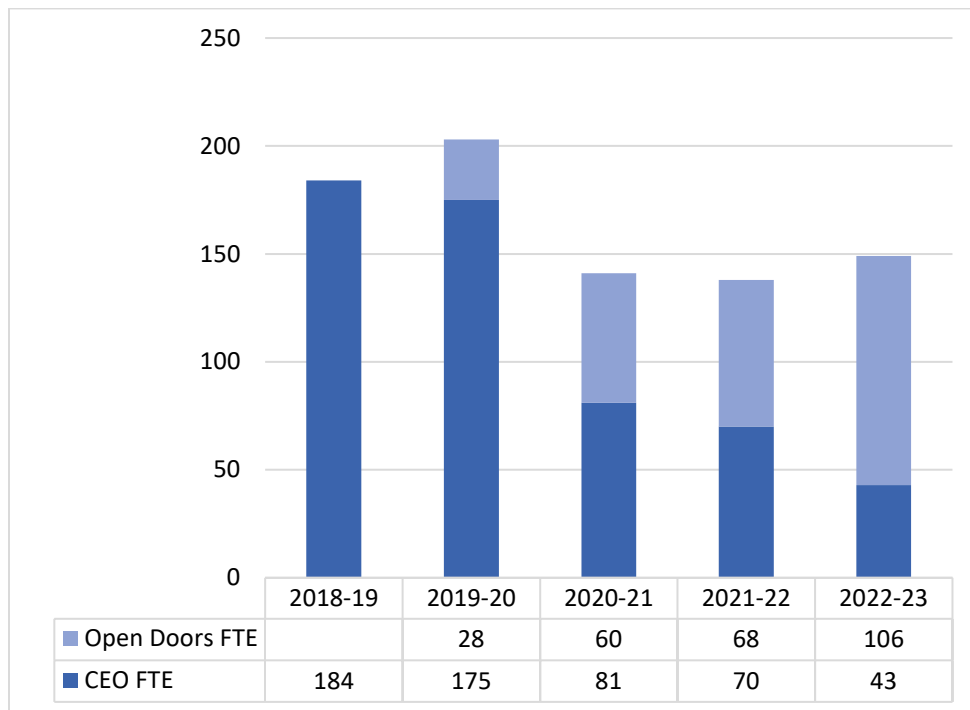
**Number updated from previous monitoring report.

Please note: Starting in 2022-23, the methodology for I-BEST headcount changed to match State Board FTE calculation procedures, resulting in fewer students categorized as I-BEST (although some students not categorized as I-BEST also receive support).

Enrollment in High School Completion

LCC offers a high school completion program called Open Doors for students ages 16 to 21 with a high school affiliation. A similar program called Career Education Options (CEO) was offered through 2022-23. LCC also offers a program called High School Plus, intended for students ages 18 and older without a high school affiliation.

**Figure 8: Enrollment in High School Completion
Combined Annualized FTE**



Data Source: Final weekly enrollment reports.

Please note: The Open Doors program at LCC started in winter quarter 2020. CEO operated through the end of academic year 2022-23.

Preparation for College Level Studies Monitoring Report

Analysis 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, Scott Schiedler (student), Terri Skeie, Christopher Tower, Rheannon Van de Voorde, Barry Walther, Michal-Ann Ure, Jill Yates.

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

- The proportion of students passing pre-college math seems to have rebounded from the pandemic dip.
- The proportion of precollege math students who went on to college level math also seems to be trending up.
- The number of students enrolled in Basic Education for Adults is higher than last year, and the proportion going on to college level credits by the subsequent fall is also higher than last year.
- Enrollment in the Open Doors program is increasing.
- Although enrollment in I-BEST appears to have declined due to a change in methodology, we have restored academic I-BEST which is giving more students an opportunity to participate in the I-BEST program.

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

- Success rates for males and students of color in precollege math are lower than for other groups, however the success rate for males met mission fulfillment and the success rate for students of color met the stretch goal. Similarly, precollege math withdrawal rates for students of color are higher than for other groups.
- The rate of males moving on to college level studies from College and Career Preparation programs is much lower than all other demographics. The rate falls below mission fulfillment.
- Females and students of color who took precollege math and went on to college level math withdrew from college level math at much higher rates than other groups.
- The proportion of students passing precollege English is trending down. We did not meet mission fulfillment with this metric. However, the number of students taking a stand-alone precollege English class has been intentionally declining, and we may need to explore changing the methodology to capture success in this area.

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

- It would be interesting to track College and Career Preparation students who go on to college level studies to see if they are taking math, English, or other disciplines.
- The Directed Self Placement process for English was put in place in 2017 and needs some dedicated attention to ensure that we are serving students in the best way possible.
- Because we've added English 101+ and English 105 and larger numbers of students are going to those classes than stand-alone precollege courses, we have an opportunity to more accurately capture the English preparation picture by possibly incorporating additional data into this report.
- We have an opportunity to create an "English recovery" course option, similar to math.
- Increased advising support could help more College and Career Preparation students set their end goals, which might increase the proportion that go on to college level studies.

- It would be beneficial for students if we could provide in-person tutoring options in the evenings and on Saturdays. Although we have online tutoring available 24/7, that format does not work well for all students.
- It would also be beneficial to have additional testing hours such as in the evenings and on Saturdays for students.
- The new Math Achievement Program will roll out in spring quarter. The program is designed to help more students succeed in college level math. Students will have an opportunity to earn badges for engaging in positive behavior such as joining a study group, participating in tutoring, meeting with their instructor during office hours, etc. They can use their badges to retake tests, do test corrections, etc.
- Expanding the number of school districts that participate in Open Doors will likely increase headcount in the program. We've added Woodland and Castle Rock and applications are pending for Kalama and Wahkiakum. Toutle has also expressed interest. Discussions are also in progress with the Rainier District for dual enrollment opportunities.
- College and Career Preparation students would benefit from having more people on their "care team," like students enrolled in college level programs.
- A student mentor program could provide additional support opportunities.

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

- Post COVID, there is still a significant increase in mental health issues with students, particularly anxiety. This can prevent students from completing their work on time.
- Although enrollment is a huge priority, we also have to be realistic about the number of credits we're allowing students to take. Students with significant life barriers may not be realistic succeed at 15 credits, even though at that level they receive more financial aid.
- Transportation can be a significant barrier for some students. Perhaps we can encourage the formulation of carpools.
- Artificial Intelligence (AI) is one of the biggest threats and opportunities facing higher education today. We need to develop a policy or statement to help guide faculty, and support them with relevant professional development opportunities. Teaching students for careers of the future, which includes the use of AI, is essential. Statewide discussions by discipline about the use of AI would be beneficial.

Board Plus/Delta

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

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