



Area High School Participation and Student Success Rates in Dual Credit Courses.

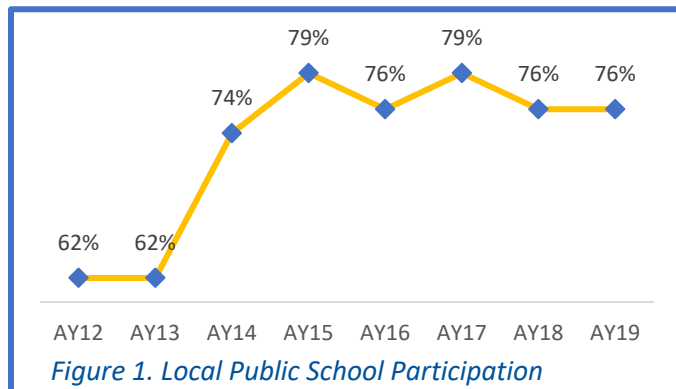
	Previous	Current	Trend	Target	Rating
HS Participation	76%	76%	↔	75%	Developed
Student Success	96%	97%	↗	95%	

Mission Fulfillment Indicator (MFI) 7 measures the number of high schools in Lane County that offer dual credit courses through Lane Community College’s College Now program and the success rates of students enrolled in those courses. Dual credit courses allow current high school students to earn college credits by taking college-level classes taught by certified high school instructors in the student’s high school; students also receive high school credits for these courses. Success rates report the number of students who completed the course with a grade of Pass or C- or higher.

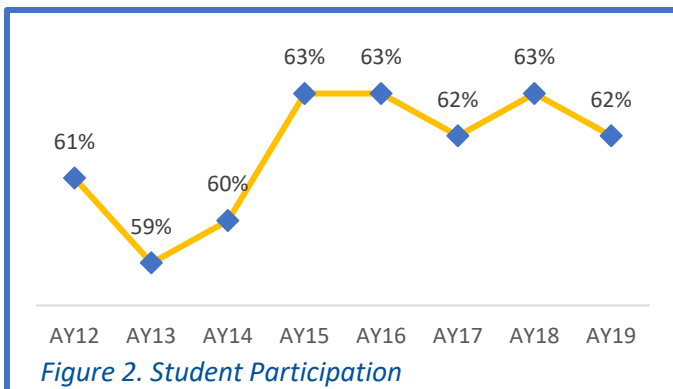
Discussion

In the last 8 years, LCC has consistently offered more than 500 sections of College Now each year at more than 30 locations, with peak counts above 600 sections at 40 locations. Over this period College Now has served an average of 4,778 students per year across all locations, with an average of 9,725 course enrollments.

Percent of School Participation: In AY19 College Now was offered at 26 of 34 local public schools (76%). However, this metric does not account for school size. It should be noted that 95% of all juniors and seniors in Lane County attended a school where College Now was offered.

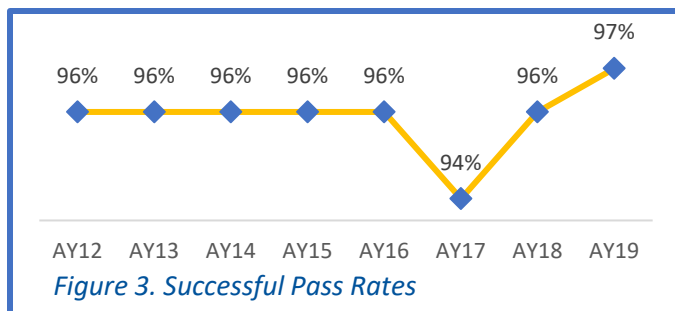


Percent of Student Participation: Student participation rates are assessed using the ratio of total participants to the combined size of the junior and senior class. While College Now is not limited to these grades, it is most relevant for this population. Student participation rates vary widely but are above 19% for all locations except two alternative programs (Kennedy Alternative HS & Eugene Education Options) where College Now may not be especially applicable to a number of participants.



For the 26 schools offering College Now in AY19, 13 schools had rates above 50% and only 5 schools had a rate below 30%, including the two noted above. Overall, the total number of College Now participants in AY19 was equal to 62% of combined junior and senior classes across all schools in Lane County offering College Now classes.

Successful Pass Rate: Finally, we look at the rate of passing grades as a fraction of total enrollments at each school in each year. Success rates are extremely high, averaging at or above 96% in all except one of the last 8 years.



Deeper Data Dive

Oregon state dual credit standards require high school instructors to meet the same minimum instructor requirements as their college counterparts. This is the primary limiting factor in achieving College Now dual credit approvals, and, at some schools, none of the teachers are able to meet the minimum instructor requirements. In addition, students must complete independent enrollment processes to receive both the high school credits and the college credits for completing a dual credit course. Some students only enroll in the high school portion of a dual credit course, but the reasons why the student did not complete the college enrollment process may remain unknown, and neither the College nor the high school is in a position to intervene. This leads to additional challenges around equitable access and achievement. It is also worth noting that, because college and high school calendars are misaligned, dual credit registration deadlines allow students to have spent time in a course before registering for the college credits. This allows most dual credit students to have a general idea of how well they are performing in the class before deciding if they want to register for the college credit. Most students who are not earning a passing grade simply choose not to complete the college registration process.

Peer Comparisons

The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution's quality. At this time, there is no adequate peer comparison available due to variations in process and data collection as well as the lack of a statewide system for collecting this data consistently across institutions.

Lessons Learned & Next Steps

During the winter/spring of 2020, all high schools in Lane Community College's service area transitioned to 100% (or nearly 100%) remote instruction due to the COVID-19 pandemic. The instructional modality has now been codified as Comprehensive Distance Learning (CDL) in K-12, with nearly 100% remote instruction continuing for most school districts. It is likely that this modality will continue for most high schools through the remainder of the 2020-2021 academic year. This is important because the transition to CDL has dramatically affected high school calendars, instructional schedules, contact teaching hours, and access to teaching resources, which in turn has made it much more difficult for teachers to meet the requirements of dual credit. Dual credit offerings and enrollment declined significantly in spring 2020, and despite maximizing flexibility within the standards, along with a wide array of supports offered to teachers, all indications are that offerings and enrollment will remain significantly down from historical averages throughout the 2020-2021 academic year.