The Early College at Lansing Community College

2020-2021 Annual Report

Contents

About The Early College at LCC 3

Enrollment and Demographics 5

Academic Performance 6

Appendix A: Historical Completion Rates 11

Appendix B: TEC Student Transfer Institutions 12

Non-Discrimination Statement: 13

About The Early College at LCC

History

The Early College (TEC) was established in 2011 through a Middle College Partnership Grant received by Ingham Intermediate School District (Ingham ISD). A Memorandum of Understanding was signed by Ingham ISD, Lansing Community College, and the participating K-12 school districts. TEC is recognized by the Michigan Department of Education as a Shared Education Entity. The program is financially supported by the foundation allowance for public education students. An oversight group comprised of designees from partner institutions and a representative from each of the participating districts, provides ongoing governance for TEC. TEC is a member of the Michigan Early/Middle College Association (MEMCA).

Program Structure

TEC is a three-year school for grades 11 through 13. Students have an opportunity to earn up to 60 college credits as part of their high school learning experience. The program fosters the development of critical thinking skills within a curriculum that includes Science, Technology, Engineering, and Mathematics (STEM). David Conley's facets of college readiness provide a theoretical foundation for TEC.

Participating schools set their own number of seats available to their students to attend TEC based on their incoming class sizes. Eligible students are entered into a lottery with 1/3 of the spaces dedicated to students who are first-generation college students and/or are eligible for free and or reduced lunch. The remaining seats are available to any eligible student.

TEC uses a success skills curriculum that incorporates Conley's college readiness principles. Success skills are learned behaviors that positively influence academic and occupational success. These behaviors include attending class, preparing for class, following through on tasks, communicating effectively, and taking responsibility for one's actions. This success skills curriculum is titled College and Career Readiness (CCR).

TEC faculty and students evaluate student progress in their use of success skills at least twice each semester as part of the credentialing process. Success skills are reinforced in every TEC high school class to create a college-going culture.

TEC's semesterly credentialing process ensures that students are college ready in each core academic subject and possess college success skills. TEC faculty, mentors, and the Director determine when a student will enroll in college courses and if they possess the knowledge and college readiness skills to continue in TEC.

First-year TEC students complete a five-week success skills curriculum and core college prep classes to include English, Science, Social Studies and Math during their first semester. By the second semester, some students are credentialed to begin college coursework. The remaining students continue to take college prep courses until the end of the second semester. Credentialed students move on to take

college courses during their second year at TEC. Those students who are not credentialed at the end of their first year return to their high schools to complete the high school diploma.

TEC students usually start volunteering for community service during their second year. They begin to explore careers as they work to fulfill one of the options of requirements for the Michigan Early Middle College Association (MEMCA) Certificate.

MEMCA Certification

The MEMCA Certificate provides verification that the student has successfully completed each of the following:

a) The State of Michigan high school graduation requirements

b) A MEMCA approved College Readiness Curriculum

c) A minimum of 15 college credit hours (non-remedial courses)

d) One of the following options:

- 100 hours of verified community service
- A minimum of 40 hours of verified career exploration, internship, or job shadowing
- Or a combination of the two that equals 70+ hours
- Capstone paper and presentation researching a chosen career path

Wrap Around Supports

TEC students have access to numerous academic supports to ensure their they are prepared to be successful in college-level work:

- Annual Kick-Off Event consists of a week of activities to help first-year TEC students transition to the program. Students attend workshops and seminars to learn about college expectations, communication, leadership, and teamwork. Students tour the LCC campus. Guest speakers teach students about campus resources and student services available to them on campus.
- CCR Days- CCR Days provide supplemental and complementary activities, seminars, and workshops to academic curriculum. During CCR days students visit college campuses, explore career aptitude, college programing, engage with local businesses and leaders, learn about overall mental and physical wellness and strategies to help cope with stress, build resumes, cover letters, develop interviewing skills, and write reflections on all CCR Day experiences.
- Mentors-TEC faculty serve as mentors. Each student is assigned a mentor. Mentors and students meet to discuss the student's academic progress and their transition plan after TEC. Mentors connect students to additional supports and help them feel connected to the program.
- MEMCA Student Leadership Conference
- LCC Resources-Students have access to LCC resources including myLCC, LCC email, Banner, the Library, the Learning Commons, Public Safety, Writing Center, Center for Student Access, Counseling Services, and Help Desk. All third year TEC students are assigned an LCC Academic Success Coach. TEC students may participate in LCC Registered Student Organizations.

Enrollment and Demographics

Fifteen high schools afforded their students an opportunity to apply (EC20) or return to TEC (EC18 and EC19) in 2020-2021. The following is a breakdown of the TEC student population by sending high school, gender, race/ethnicity, free/reduced lunch, and first generation college student status. This report shows a headcount of students enrolled in LCC and TEC courses during the Spring 2021 semester.

Enrollment by High School

	EC18	EC19	EC20
Dansville High School	1	0	0
DeWitt High School	5	1	3
Did not graduate	0	0	1
East Lansing High School	4	8	3
Eaton Rapids High School	5	14	3
Grand Ledge High School	7	7	4
Haslett High School	2	8	6
Leslie High School	1	3	0
Mason High School	5	4	1
NexTech High School of Lansing	1	2	2
Okemos High School	7	9	8
St Johns High School	1	3	3
Stockbridge High School	0	0	1
Waverly High School	8	8	5
Webberville Community High	1	2	3
Williamston High School	3	4	3
Total	52	73	46

This table shows enrolled Early College students by the high school on their LCC Application. Academic Records may update the high school of record for a student as new information is available, so the number of students enrolled per high school may change over time.

Gender

	EC18	EC19	EC20	Total
Female	27	49	27	103
Male	20	23	18	61
Unknown	5	1	1	7

Race/Ethnicity

	EC18	EC19	EC20	Total
Asian	2	6	5	13
Black	7	7	5	19
Hispanic	4	12	9	25
Other	0	2	3	5
Two or More	4	10	3	17
White	35	36	21	92

Free/Reduced Lunch

	EC18	EC19	EC20	Total
Students receiving Free Reduced Lunch	19	16	7	42
Students not receiving Free/Reduced Lunch	30	42	30	102
Unreported	3	15	9	27

First-Generation College Students

	EC18	EC19	EC20	Total
First Generation	18	20	6	44
Not First Generation	31	41	35	107
Unreported	3	12	5	20

First Generation and Free/Reduced Lunch data are self-reported by students to The Early College.

Academic Performance

TEC High School Courses and College Courses Enrollment

Entering students TEC take TEC high school courses in their first semester. Sixteen first-year students accessed LCC courses during their second semester in Spring 2021 Second-year and third-year students enroll in college full-time.

All cohorts (EC18, EC19, and EC20) in total earned over 83% of college credits attempted.

Credit Hours Attempted and Earned by Term

On average, EC18 students earned 84% of college credits attempted, with students earning on average 10.7 credits each.

EC19 students earned 87% of college credits attempted and earned an average of 10.5 credits each.

EC20 students earned 92% of college credits they attempted, with students earning an average of 11.2 credits each.

Cohort	Credit Hours	Fall 2020	Spring 2021	Total
EC18	Attempted	598	513	1,111
	Earned	469	402	871
EC19	Attempted	848	802	1,650
	Earned	714	692	1,406
EC20*	Attempted	0	172	172
	Earned	0	159	159

Percent of College Credits Earned and Average Credits Earned

	Average attempted	Average Earned
EC18	12.5	10.7
EC19	12.1	10.5
EC20	12.5	11.2

Grade Point Average

TEC students consistently have college GPAs above a 3.00. The average GPA for all TEC students in the fall was 2.995. The average college GPA for the Spring 2021 term for all TEC students was 3.2.

Average College GPA by Term

Cohort	Fall 2020	Spring 2021
EC18	2.9	3.0
EC19	3.2	2.9
EC20*	n/a	3.6
Average GPA (all cohorts)	3.0	3.2

This report shows only credit level coursework, and does not include non-credit or high school course credits.

** Entering students take TEC high school courses in their first semester. Sixteen EC 20 students accessed LCC courses during their second semester, Spring 2021.*

Cumulative College GPA

Cumulative college grade point average includes college courses taken throughout the students' enrollment with TEC. The table below contains students' cumulative GPA through the spring 2021 semester.

Cohort	Average cumulative GPA
EC18	3.12
EC19	2.98
EC20	3.49

Assessments

SAT

The SAT is an entrance exam used by many colleges and universities to make admissions decisions. The SAT is a multiple-choice, pencil-and-paper test created and administered by the College Board. Its purpose is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. The College uses SAT scores for college course placement for TEC students.

Accuplacer

The Accuplacer test is an assessment which has been vetted over time and with consistent results to measure a student's skills in Reading, Writing, and Math to evaluate a student's readiness for intro college courses in these subjects. The Early College uses these test scores along with other tools to assess if a first-year student will be successful when taking college courses.

- For math, only 8% of EC20 students were deemed college-ready before their first year of TEC. However, 47% were college ready following their first year.

- For reading, 60% of EC20 students were considered college-ready before their first year of TEC, and 76 % were college ready following their first year of the program.

- For writing, 63% were college ready before their first year, and 86% were college ready following their first year in the program.

The Early College Completers and Degrees Earned

The Early College students are considered "completers" and receive a Michigan Early/Middle College Technical Certificate, after fulfilling the following criteria: 1) The Michigan Merit Curriculum for a high school diploma, 2) A 40-hour internship or 100 hours of volunteer service or a capstone paper along with a presentation that researches their chosen career field. 3) A minimum of 15 college credits, 4) and completion of the College/Career Readiness curriculum.

Completers by High School

High School	TEC Completers
DeWitt High School	1
East Lansing High School	2
Eaton Rapids High School	3
Grand Ledge High School	4
Haslett High School	0
Leslie High School	0
Mason High School	0
Okemos High School	5
Waverly High School	2
Webberville Community High	1
Williamston High School	1
Total	**19**

Nineteen of the 47 students who were enrolled as part of the EC18 cohort completed TEC in Spring 2021.

Certificates and Degrees Earned

A student earning a Certificate of Completion has met LCC institutional requirements of less than 30 credits, but has maintained a GPA of 2.0 in all required classes. A student earning a Certificate of Achievement has met the LCC institutional requirements of a completed program of study that has a minimum of 30 college credits with all classes having a 2.0 grade or higher. Students receiving Associate Degrees have completed a program of study consisting of a minimum of 60 credits with a 2.0 or higher in all required classes.

High School	Certificates of Completion	Certificates of Achievement	Associates (AAA, AAS, AA, GA or AS)
DeWitt High School	0	3	3
East Lansing High School	0	3	3
Eaton Rapids High School	0	3	2
Grand Ledge High School	0	5	5
Haslett High School	0	0	1
Leslie High School	0	0	0
Mason High School	0	0	0
NexTech High School of Lansing	0	0	0
Okemos High School	0	4	3
St Johns High School	1	0	0
Stockbridge High School	0	0	0
Waverly High School	0	4	5
Webberville Community High	0	1	1
Total	**1**	**23**	**23**

This table shows degrees earned by the entire cohort, not just degrees earned by EC18 completers.

Post-TEC Plans[!]

- 15 TEC students planned to transfer to four-year institutions (see Appendix B for a list of transfer institutions)
- 1 student planned to complete licensure to become a Real Estate Agent
- 1 student planned to take a gap year and join the workforce

[!]*Post-TEC plans are self-reported by students to The Early College. This data may not total to the total number of enrolled students in the EC18 cohort.*

Appendix A: Historical Completion Rates

Cohort Graduation Year	**EC12** 2015	**EC13** 2016	**EC14** 2017	**EC15** 2018	**EC16** 2019	**EC17** 2020	**EC18** 2021
Number of Students Completed	54	56	53	69	56	64	42
Average Attempted Credits per Student	60	60	65	63	63	64	13
Average Credits Earned per Student	49	53	57	60	58	58	11
Percentage of Attempted College Credits Earned	82%	88%	88%	96%	89%	90%	84%
Average Cumulative Grade Point Average	2.7	3.0	3.1	3.3	3.2	3.3	3.0
Number of Certificates or Degrees Earned	52	65	62	108	85	104	44
% Students who left program without completing	24%	34%	37%	15%	28%	14%	22%
% Students who completed the program	76%	66%	63%	85%	72%	85%	78%

Appendix B: TEC Student Transfer Institutions

For EC18 students, they self-reported that they would be transferring to the following institutions:

	College Name	Student Count
EC18	ALBION UNIVERSITY	1
	BENEDICT COLLEGE	1
	CALVIN UNIVERSITY	1
	DAVENPORT UNIVERSITY	1
	GRAND VALLEY STATE UNIVERSITY	1
	HOPE COLLEGE	2
	MICHIGAN STATE UNIVERSITY	7
	UNDECIDED	1

Non-Discrimination Statement:

Lansing Community College provides equal opportunity for all persons and prohibits discriminatory practices based on race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, military status, veteran's status, or other status as protected by law, or genetic information that is unrelated to the person's ability to perform the duties of a particular job or position or participate in educational programs, courses, services or activities offered by the College.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies: Equal Opportunity Officer, Washington Court Place, 309 N. Washington Square Lansing, MI 48933, 517-483-1730; Employee Coordinator 504/ADA, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1875; Student Coordinator 504/ADA, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-1885; Human Resource Manager/Employee Title IX Coordinator, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1879; Student Title IX Coordinator, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-9632.