

Preparation for College Level Studies Monitoring Report

2020 – 2024

(Cycle 26)

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 16, 2025



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:

- Made changes to new student/registration procedures, including defining roles for our advisors and navigators.
- Added a late start class this quarter to capture those students who start mid-quarter.
- Increased Academic I-BEST offerings.
- Implemented a tech boot camp at the beginning of fall and winter quarters to prepare new students with tech support before class starts.
- Developed program maps for CCP students to streamline class offerings and provide clear guidelines for earning a High School diploma.
- Added online, afternoon, and evening offerings of COLL 101 (College Success).
- Reorganized CCP to separate Student Services from Instructional activities to streamline processes and serve students better.
- Continued discussions with Kelso High School to reengage Open Doors.

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 Demographics	2019-20	2020-21	2021-22	2022-23	2023-24
Overall	32% (n = 318)	39% (n = 288)	26% (n = 212)	28% (n = 261)	35% (n = 343)
Female	33% (n = 177)	38% (n = 164)	29% (n = 123)	32% (n = 133)	36% (n = 187)
Male	32% (n = 134)	37% (n = 114)	21% (n = 71)	22% (n = 119)	35% (n = 145)
Students of Color	25% (n = 129)	28% (n = 97)	14% (n = 86)	31% (n = 96)	21% (n = 172)
First Generation	-	-	34% (n = 96)	43% (n = 107)	41% (n = 160)

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)

Year	2019-20	2020-21	2021-22	2022-23	2023-24
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	72.3%	78.1%	74.8%	78.3%	80.9%
Female	*	*	78.7%	80.4%	82.2%
Male	*	*	67.2%	73.1%	78.2%
Students of Color	*	*	67.1%	76.4%	77.8%
Received need-based aid	*	*	76.2%	78.5%	81.3%
All students - withdrawal rate	11.0%	5.9%	4.9%	6.6%	4.7%
Female	*	*	5.4%	6.9%	4.4%
Male	*	*	4.4%	5.6%	6.2%
Students of Color	*	*	4.6%	9.8%	4.3%
Received need-based aid	*	*	3.6%	7.3%	3.1%

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)**

Year	2019-20	2020-21	2021-22	2022-23	2023-24
All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i>	68.4%	68.7%	61.6%	59.3%	75.0%
Female	*	*	68.3%	63.3%	79.7%
Male	*	*	36.8%	53.6%	65.7%
Students of Color	*	*	58.8%	55.6%	62.5%
Received need-based aid	*	*	60.0%	62.7%	72.5%
All students - withdrawal rate	16.0%	16.6%	13.1%	14.7%	7.4%
Female	*	*	12.5%	19.7%	9.2%
Male	*	*	17.4%	6.7%	5.4%
Students of Color	*	*	8.1%	3.6%	7.0%
Received need-based aid	*	*	19.4%	16.9%	8.0%

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 in fall and, by the subsequent fall quarter, completed their first college level math class.

Fall Cohort	Fall 2019 - Fall 2020	Fall 2020 - Fall 2021	Fall 2021 - Fall 2022	Fall 2022 - Fall 2023	Fall 2023 - Fall 2024
Total number of fall students who successfully completed a precollege math class	133	124	111	103	123
Proportion of those students who went on to a college level math course	66.9%	62.9%	57.7%	63.1%	67.5%
Female	71.4%	64.2%	59.5%	62.3%	71.8%
Male	57.1%	57.7%	42.9%	67.9%	55.0%
Students of Color	60.0%	60.7%	50.0%	58.6%	75.0%
Received need-based aid	65.1%	59.7%	59.5%	61.4%	70.4%
First Generation	-	-	-	64.1%	71.6%
Proportion of those students who withdrew from their college level course	12.4%	12.8%	10.9%	15.4%	7.2%
Female	12.3%	8.2%	9.1%	18.6%	7.1%
Male	12.5%	26.7%	8.3%	5.3%	9.1%
Students of Color	13.3%	17.6%	0.0%	29.4%	0.0%
Received need-based aid	14.8%	12.5%	4.1%	13.7%	8.7%
First Generation	-	-	-	14.0%	7.4%
Proportion of those students who passed their college level course with a 2.0 or better (including students who withdrew)	76.4%	76.9%	82.8%	73.8%	73.5%
Female	75.4%	80.3%	86.4%	76.7%	71.4%
Male	79.2%	73.3%	75.0%	73.7%	77.3%
Students of Color	66.7%	70.6%	83.3%	58.8%	71.4%
Received need-based aid	66.7%	75.0%	86.4%	74.5%	69.6%
First Generation	-	-	-	70.0%	72.1%

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

- 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 in fall and, by the subsequent fall quarter, completed their first college level English composition class.

Fall Cohort	Fall 2019 - Fall 2020	Fall 2020 - Fall 2021	Fall 2021 - Fall 2022	Fall 2022 - Fall 2023	Fall 2023 - Fall 2024
Total number of fall students who successfully completed a precollege English class	40	45	21	18	25
Proportion of those students who went on to a college level course listed above	77.5%	73.3%	66.7%	66.7%	52.0%
Female	84.6%	75.9%	63.2%	63.6%	50.0%
Male	64.3%	69.2%	*	*	*
Students of Color	75.0%	64.3%	*	*	72.7%
Received need-based aid	82.1%	75.0%	61.5%	64.3%	38.9%
First Generation	-	-	-	69.2%	41.2%
Proportion of those students who withdrew from their college level course	6.5%	15.2%	*	*	*
Female	4.5%	9.1%	*	*	*
Male	11.1%	33.3%	*	*	*
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)	74.2%	81.8%	78.6%	91.7%	92.3%
Female	77.3%	86.4%	75.0%	*	100.0%
Male	66.7%	66.7%	*	*	*
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 redacted to protect student privacy due to small n size.

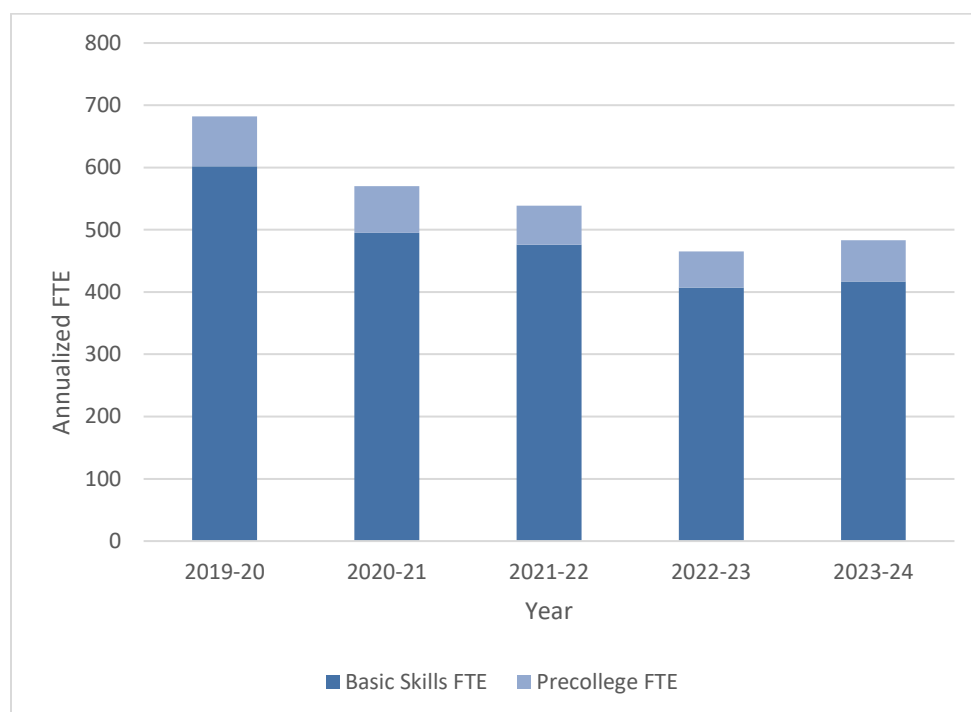
- First Generation was added to the State Board data source in 2021-22. 2022-23 is the first year First Generation rates were calculated for this metric. A First Generation college student is the first person in the family to go to college.

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

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Basic Skills FTE	602	495	476	407	417
Precollege FTE	80	75	63	58	66



Data Source: Fact Book. Basic Skills FTE (State funded) 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 and was offered through 2022-23. The program targeted high school dropouts under 21 years of age. They were co-enrolled in high school, but they attended all of their classes on the LCC campus and could take college level classes while working towards a high school diploma. Participating school districts included 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 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	2019-20	2020-21	2021-22	2022-23	2023-24
CEO Student Headcount	138	86	76	59	-
Total Annual High School Completions	41	19	11	11	-
High School Plus Student Headcount	93	89	35	69	63
Total Annual High School Completions	42	22	15	23	26
Open Doors Student Headcount	54	86	79	126	143
Total Annual High School Completions	*	*	*	*	*
I-BEST Student Headcount	315	370	318	200	299
Total Annual Certificate/Degree Completions	62	67	89	25	54

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.

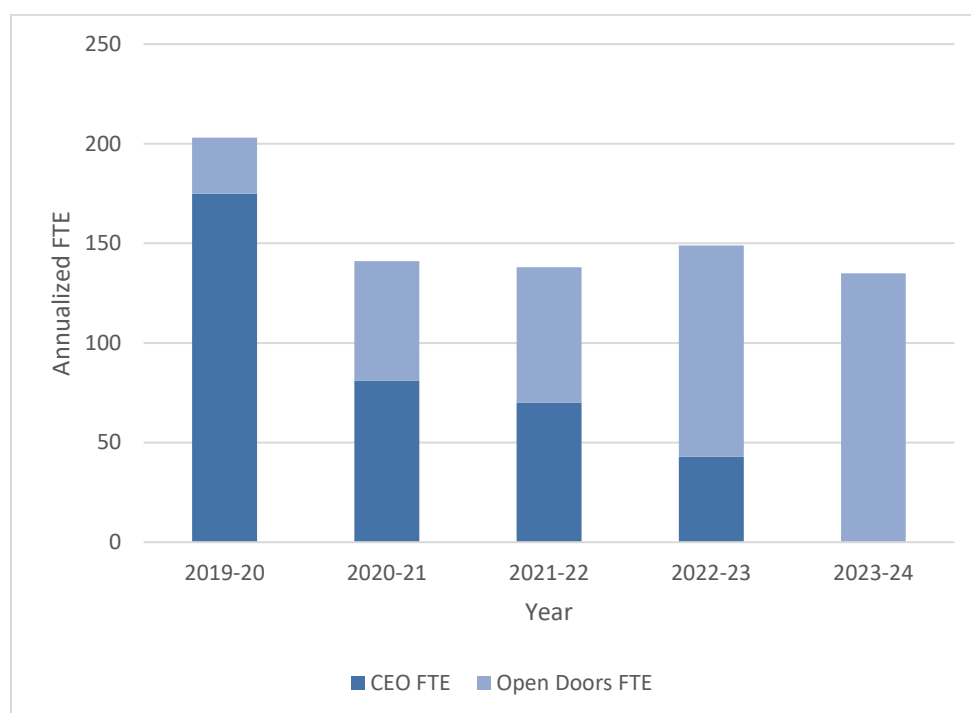
Please note: Starting in 2022-23, the methodology for I-BEST headcount changed to match State Board FTE calculation procedures, resulting in fewer students categorized as I-BEST (although some students not categorized as I-BEST also receive support).

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**

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Open Doors FTE	28	60	68	106	135
CEO FTE	175	81	70	43	



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, chair, Sue Bennett, Shiree Bent, Julie Bohannon, Steven Boyer, Becky Connolly, Emily Gardner (community rep), Catie Graham, Kathryn Harlan, Rachel Mistic, Ariana Muro, Mavourneen Rister, Shelley Schlenther (student), Marc Silva (LCC Board of Trustees member), Terri Skeie, Lisa Thomas (student), Christopher Tower, Michal Ure, Rheannon Van de Voorde, Barry Walther, 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 success rates of precollege Math and English students meet or exceed the stretch goals while withdrawal rates decrease.
- The number of precollege English students who pass their college-level course continues to increase.
- The proportion of precollege math students going on to college-level math is increasing.
- Decreases in withdrawals are not just due to faculty increasing their use of the early alert system but also because of related increases in advising and tutoring support.
- Student headcount in I-BEST increased quite a bit year over year.
- We are transitioning more CCP students into college-level courses. This is a very positive trend that we want to continue.

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

- Only 55% of males are going on to college-level math courses. Hopefully, a lot of that will be resolved with the new math co-requisite and placement models coming next year.
- The proportion of Students of Color transitioning from CCP to college-level courses significantly decreased.
- The number of precollege English students taking a college English course by the following year is decreasing. This could be due to the increasing number of students registering for college-level English as their first course due to Directed Self-placement and co-requisite offerings.

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

- The new math co-requisite model coming next year will absolutely increase the number of students who take college-level math in their first year.
- The new federal accessibility laws (that take effect in April 2026) will allow us to serve students better.
- We are continuing to add I-BEST programs and sections. The addition of Ability to Benefit eligibility (which provides access to financial aid) for CCP students is a benefit for some students.
- As we continue to expand the availability of basic needs resources, we will be better able to support our low-income and first-generation students.
- Redefined roles for CCP staff members create an opportunity to focus on helping more Students of Color transition to college-level courses.
- Administering required assessments before registration that measure digital literacy, time-management skills, and independent learning skills for students who want to take online courses. Students think they can "do it all" because asynchronous online classes

don't require exact hours, but they don't necessarily have the practical self-knowledge to be successful.

- We have an opportunity to better serve students who may be fearful to ask for the help they need.

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

- The loss of two experienced math faculty in the middle of a major curriculum redesign effort is a threat. The remaining faculty will have a heavier load to carry, particularly when addressing the new federal accessibility laws that take effect in April 2026 (that include all curriculum and related materials). The new accessibility laws and the short timeline to comply are a threat to all faculty, although we will ultimately be able to serve students better.
- The learning curve associated with the recent reorganization of the CCP area could pose a threat. Some things may get overlooked due to a lack of understanding. CCP's new "hybrid" model (half in Instruction and half in Student Services) is a new thing for LCC.
- Recent changes to federal immigration enforcement practices are a threat.
- Students who don't have time for college courses may enroll in online courses and ultimately struggle or fail. This can damage their self-esteem and academic/financial standing.