

# **Preparation for College-Level Studies Monitoring Report**

**2021 – 2025**  
(Cycle 27)

***Objective: Ensure that learners who are underprepared for college-level studies have access to developmental coursework and bridge opportunities to college-level work.***

April 15, 2026



## 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) 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 pre-college 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), as well as pre-college math and English, are also included. Enrollment and completion information for Integrated Basic Education and Skills Training (I-BEST), High School Plus, and Open Doors is also included. Please see page seven 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 Monitoring Report include:

- Restructured the pre-college math sequence so that students now enroll in pre-college math concurrently with a college-level math course. This co-requisite model is designed to accelerate student progress and reduce time spent in developmental coursework.
- Integrated CASAS testing into the Lower Columbia College Testing Center to increase testing availability in the future and provide students with more flexible scheduling options.
- Established a new Open Doors Youth Re-engagement contract with the Kelso School District, strengthening regional partnerships and expanding pathways for youth to re-engage in education and transition into college-level studies.
- Hired a dedicated College and Career Preparation (CCP) advisor who works directly with students to develop individualized education plans and map required coursework to support completion of program goals and transition to college-level programs.
- Integrated Math, English, and ELL faculty within their respective academic departments to foster better disciplinary collaboration.
- Expanded Academic I-BEST course offerings in STEM, including Math and Chemistry, increasing opportunities for students to access integrated instruction for college-level math and science coursework.
- Developed new and expanded Workforce I-BEST pathways, including the following: Education AAS, Diesel Technology AAS, Business Technology–Medical Administration AAS, and Welding AAS, strengthening connections between basic skills instruction and career-technical education programs.

**Key Performance Indicator: Basic Education for Adults Achievement**

These figures show the proportion of students who transition to college-level studies by the fall following the year they start at LCC.

**Table 1: Combined Basic Education for Adults (CCP and ELL, formerly ABE and ESL): Enrolled in College-Level Credits by the Subsequent Fall (Mission Fulfillment = 25% for all categories)**

Year	2020-21		2021-22		2022-23		2023-24		2024-25	
Student Demographic	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%	# in cohort	%
<b>Overall</b>	<b>288</b>	<b>39%</b>	<b>212</b>	<b>26%</b>	<b>261</b>	<b>28%</b>	<b>343</b>	<b>35%</b>	<b>433</b>	<b>40%</b>
Female	164	38%	123	29%	133	32%	187	36%	202	45%
Male	114	37%	71	21%	119	22%	145	35%	148	41%
Students of Color	97	28%	86	14%	96	31%	172	21%	220	26%
First Generation	-	-	96	34%	107	43%	160	41%	231	42%

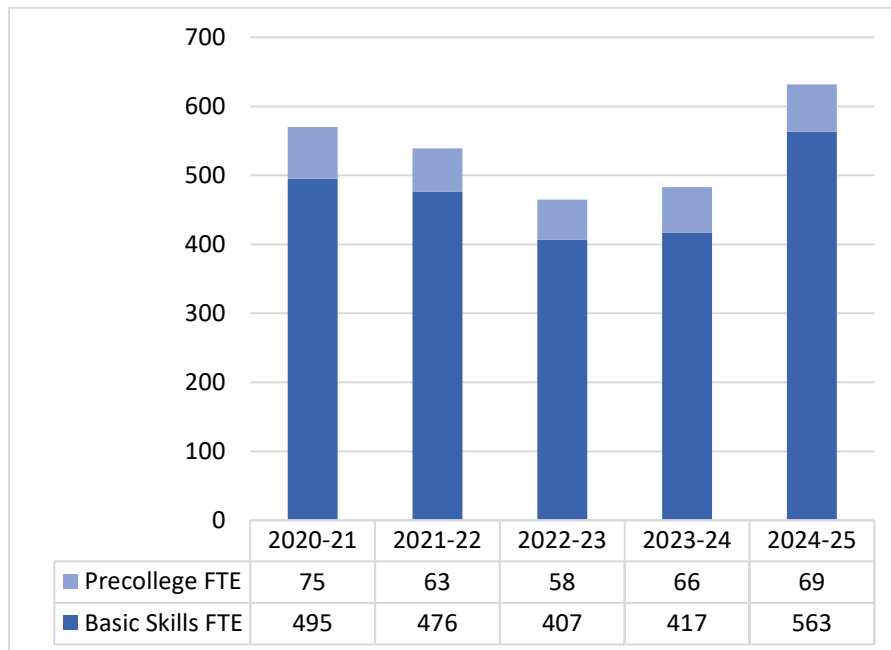
Source: IR Data Warehouse, CCP-ELL (formerly ABE-ESL) Combined cohorts, Student table for student demographics, Transcripts for enrolled in college-level credits.

- 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.

**Basic Education for Adults and Pre-college Enrollment**

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

**Figure 2: Basic Education for Adults and Pre-college Enrollment Annualized FTE**



Data Source: Fact Book. Basic Skills FTE (State funded) is from final weekly enrollment report for the year. Pre-college FTE is from Data Warehouse, Class Table where Dept\_Div is Math or English and Course\_Num is <100.

Please note: Pre-college FTE is based on precollege math and English course enrollments.

**Key Performance Indicator: Academic Performance of Pre-college Students**

Credit- and tuition-bearing students enrolled in a pre-college class must pass it with a “C” or better to advance to the next class.

**Table 3: Success Rates of Students in Pre-college Math  
Duplicated Headcount (excludes summer)  
(Mission Fulfillment = 65% for all categories)**

Year	2020-21	2021-22	2022-23	2023-24	2024-25
<b>All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i></b>	<b>78.1%</b>	<b>74.8%</b>	<b>78.3%</b>	<b>80.9%</b>	<b>82.4%</b>
Female	*	78.7%	80.4%	82.2%	84.5%
Male	*	67.2%	73.1%	78.2%	76.0%
Students of Color	*	67.1%	76.4%	77.8%	83.3%
Received need-based aid	*	76.2%	78.5%	81.3%	81.9%
<b>All students - withdrawal rate</b>	<b>5.9%</b>	<b>4.9%</b>	<b>6.6%</b>	<b>4.7%</b>	<b>2.5%</b>
Female	*	5.4%	6.9%	4.4%	2.1%
Male	*	4.4%	5.6%	6.2%	1.5%
Students of Color	*	4.6%	9.8%	4.3%	2.4%
Received need-based aid	*	3.6%	7.3%	3.1%	2.7%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables. Excludes grades W, I, N, NA, R, P, V or \*. Note: Pre-college 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 pre-college math report. Prior to 2021-22, the quarterly report did not include disaggregation.

**Table 4: Success Rates of Students in Pre-college English  
Duplicated Headcount (excludes summer)  
(Mission Fulfillment = 65% for all categories)**

Year	2020-21	2021-22	2022-23	2023-24	2024-25
<b>All students - proportion receiving 2.0 (C) or better <i>excluding withdrawals</i></b>	<b>68.7%</b>	<b>61.6%</b>	<b>59.3%</b>	<b>75.0%</b>	<b>79.8%</b>
Female	*	68.3%	63.3%	79.7%	83.1%
Male	*	36.8%	53.6%	65.7%	72.4%
Students of Color	*	58.8%	55.6%	62.5%	85.4%
Received need-based aid	*	60.0%	62.7%	72.5%	78.4%
<b>All students - withdrawal rate</b>	<b>16.6%</b>	<b>13.1%</b>	<b>14.7%</b>	<b>7.4%</b>	<b>13.2%</b>
Female	*	12.5%	19.7%	9.2%	9.7%
Male	*	17.4%	6.7%	5.4%	19.4%
Students of Color	*	8.1%	3.6%	7.0%	12.8%
Received need-based aid	*	19.4%	16.9%	8.0%	16.9%

Source: Data Warehouse, TRANSCRIPTS, and STUDENT tables. Excludes grades W, I, N, NA, R, P, V, or \*. Note: Pre-college 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 pre-college English report. Prior to 2021-22, the quarterly report did not include disaggregation.

**Table 5: Success Rate of Pre-college Math Students That Moved on to the Next Level by the Subsequent Fall**  
**(Mission Fulfillment = 70% for all categories)**

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

Fall Quarter to Fall Quarter	Fall 2020 - Fall 2021	Fall 2021 - Fall 2022	Fall 2022 - Fall 2023	Fall 2023 - Fall 2024	Fall 2024 - Fall 2025
Total number of fall students who successfully completed a precollege math class	124	111	103	123	115
Proportion of those students who went on to a college level math course	62.9%	57.7%	63.1%	67.5%	69.6%
Female	64.2%	59.5%	62.3%	71.8%	69.6%
Male	57.7%	42.9%	67.9%	55.0%	62.5%
Students of Color	60.7%	50.0%	58.6%	75.0%	77.1%
Received need-based aid	59.7%	59.5%	61.4%	70.4%	67.4%
First Generation	-	-	64.1%	71.6%	67.9%
Proportion of those students who withdrew from their college level course	12.8%	10.9%	15.4%	7.2%	*
Female	8.2%	9.1%	18.6%	7.1%	*
Male	26.7%	8.3%	5.3%	9.1%	*
Students of Color	17.6%	0.0%	29.4%	0.0%	*
Received need-based aid	12.5%	4.1%	13.7%	8.7%	*
First Generation	-	-	14.0%	7.4%	*
<b>Proportion of those students who passed their college level course with a C or better grade (including students who withdrew)**</b>	<b>76.9%</b>	<b>82.8%</b>	<b>73.8%</b>	<b>73.5%</b>	<b>81.3%</b>
Female	80.3%	86.4%	76.7%	71.4%	85.5%
Male	73.3%	75.0%	73.7%	77.3%	73.3%
Students of Color	70.6%	83.3%	58.8%	71.4%	88.9%
Received need-based aid	75.0%	86.4%	74.5%	69.6%	81.0%
First Generation	-	-	70.0%	72.1%	82.5%

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, pre-college math cohort tables. Excludes grades I, N, NA, R, P, V, or \*. Note: Pre-college math includes MATH 078/079, 087/097, 088, 098. MATH 089 and 099 were included in pre-college 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. \*Redacted to protect student privacy due to small “n” size. \*\*Note: methodology changed from 2.0 decimal grade to a C or better grade in Fall 2024-Fall 2025.

- 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 6: Success Rate of Pre-college English Students Who Moved on to the Next Level by the Subsequent Fall**  
**(Mission Fulfillment = 70% for all categories)**

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

Fall Quarter to Fall Quarter	Fall 2020 - Fall 2021	Fall 2021 - Fall 2022	Fall 2022 - Fall 2023	Fall 2023 - Fall 2024	Fall 2024 - Fall 2025
Total number of fall students who successfully completed a precollege English class	45	21	18	25	28
Proportion of those students who went on to a college level course listed above	73.3%	66.7%	66.7%	52.0%	64.3%
Female	75.9%	63.2%	63.6%	50.0%	58.8%
Male	69.2%	*	*	*	*
Students of Color	64.3%	*	*	72.7%	61.5%
Received need-based aid	75.0%	61.5%	64.3%	38.9%	68.4%
First Generation	-	-	69.2%	41.2%	53.3%
Proportion of those students who withdrew from their college level course	15.2%	*	*	*	*
Female	9.1%	*	*	*	*
Male	33.3%	*	*	*	*
Students of Color	33.3%	*	*	*	*
Received need-based aid	16.7%	*	*	*	*
First Generation	-	-	*	*	*
<b>Proportion of those students who passed their college level course with a C or better grade (including students who withdrew)**</b>	<b>81.8%</b>	<b>78.6%</b>	<b>91.7%</b>	<b>92.3%</b>	<b>77.8%</b>
Female	86.4%	75.0%	*	100.0%	70.0%
Male	66.7%	*	*	*	*
Students of Color	77.8%	*	*	*	*
Received need-based aid	83.3%	*	*	*	76.9%
First Generation	-	-	*	*	*

Source: Data Warehouse, TRANSCRIPTS and STUDENT tables, precollege English cohort tables. Excludes grades I, N, NA, R, P, V, or \*. Note: Pre-college 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. \*\*Note: methodology changed from 2.0 decimal grade to a C or better grade in Fall 2024-Fall 2025.

- 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.

## Special Programs Headcount and Completions

**High School Plus:** The 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**

Special Program	2020-21	2021-22	2022-23	2023-24	2024-25
High School Plus Student Headcount	89	35	69	63	102
Total Annual High School Completions	22	15	23	26	45
Open Doors Student Headcount	86	79	126	143	24
Total Annual High School Completions	*	*	*	*	*
I-BEST Student Headcount	370	318	200	299	522
Total Annual Certificate/Degree Completions	67	89	25	54	80

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

\* The 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).

## Preparation for College-Level Studies Monitoring Report

### Analysis from the Review Team

Members include: Henry Brewster, Stefanie Gilberti, Michaela Jackson, co-chairs, Shiree Bent, Jessica Bilek, Julie Bohannon, Nadezhda Bondarenko, Steven Boyer, Jenna Burnell, Becky Connolly, Emily Gardner (community rep), Catie Graham, Kathryn Harlan, Elissa Loren, Rachel Mystic, Ariana Muro, Mavourneen Rister, Terri Skeie, Michal Ure, Rheannon Van de Voorde, Megan Vincent (student), 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?**

- Basic Skills
  - The proportion of CCP and ELL students transitioning into college-level studies by the subsequent fall increased steadily increased the past four years.
- Enrollment
  - The combined enrollment figure for Basic Education for Adults and pre-college increased substantially year-over-year.
- Pre-college Math
  - Pre-college math success rates are steadily increasing.
  - Pre-college math withdrawal rates are trending down.
  - Although not reflected in this report, success rates for students who begin in pre-college math and move on to college-level is on par with the general population.
  - Success rates for Students of Color increased in each of the last four years.
- Pre-college English
  - Success rates for Students of Color increased over the last four years.
- Special Programs
  - Enrollment and completion numbers are up for High School Plus and I-BEST.

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

- Males
  - Although we are meeting mission fulfillment in all categories, success rates for males are lagging behind success rates for females in most categories.
- Students of Color
  - Although we are meeting mission fulfillment in all categories, Students of Color succeeded at a noticeably lower rate than all students moving from Basic Education for Adults into college-level studies by the subsequent fall.
- Pre-college English
  - Although they succeed at high rates once they enroll in college-level English, a continued push is needed to encourage more pre-college English students to move on to college-level English within their first year.
  - Withdrawal rates in pre-college English are also higher than expected. Since the introduction of the co-requisite model, the number of pre-college English students has intentionally declined, and enrolled students tend to be less prepared and have higher barriers than in the past.

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

- Male students
  - In order to promote success rates for male students, faculty could do more to encourage male students to ask questions in class.
- Technology-skill barriers
  - A lack of technology skills is a barrier for many of our Basic Education for Adults and pre-college students. We should do more to identify and mitigate technology deficits, such as providing assessments or screenings during the math and English placement process and offering technology bootcamps. This is an issue for all classes, but particularly distance education. A basic technology-readiness indicator could be used in the advising process.
- Pre-college Math
  - The recent implementation of math co-requisites creates an opportunity for more pre-college math students to move on to college-level math sooner.

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

- I-BEST
  - Enrollment requirements for I-BEST are moving from seven to 10 in the spring of 2026, which will negatively impact enrollment and reduce support for students.
- Amazon
  - The new Amazon distribution center will bring around 300 jobs. This could be a disincentive for some students to enroll in college, particularly if they need to begin at the Basic Education for Adults or pre-college level.
- Resources
  - Federal, state, and local budget shortfalls all pose resource challenges to this mission area.
- Academic requirements
  - Reduction in academic standards requirements for Running Starts students means that we have fewer college-ready students enrolling.
- Learning and behavioral issues
  - The proportion of students with learning disabilities and/or behavioral and mental health challenges, in Basic Education for Adults classes in particular, seems to be increasing.