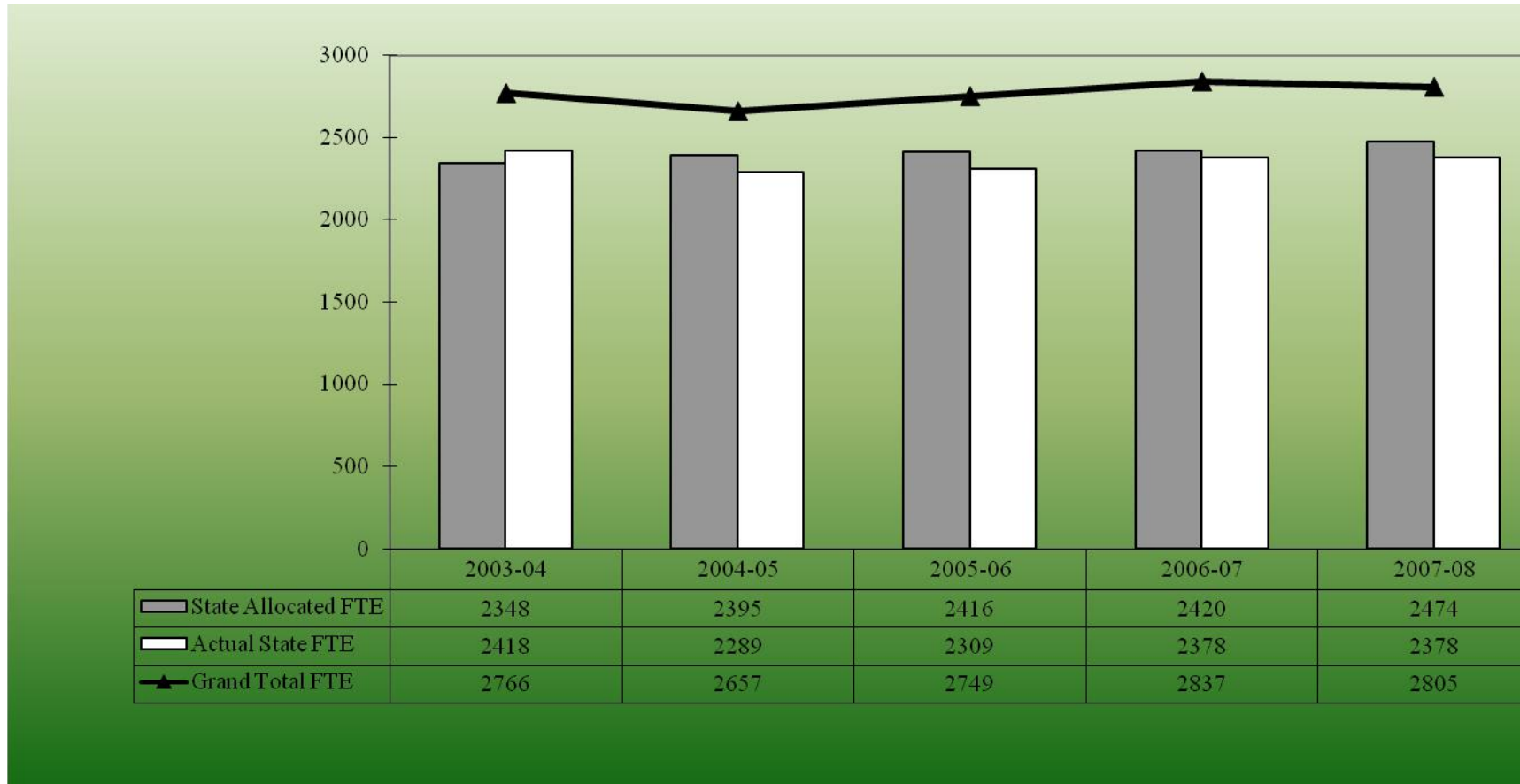


LCC FACTS & FIGURES 2007-08

11th Edition



COMMUNITY COLLEGE DISTRICT 13

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Lower Columbia College

1600 Maple Street
Longview, WA 98632
(360) 442-2000
(360) 442-2379 Fax
(360) 442-2344 TDD
www.lowercolumbia.edu

Note on the cover chart: One Annual FTE is equal to 45 enrolled college credits. Data source: SBCTC Academic Year Report.

Data for the 11th Edition of Facts & Figures provided by the Office of Institutional Research, Planning and Assessment. The intent of this report is to provide the campus community and general public with valuable information that is useful and timely. Every attempt has been made to present the data as accurately as possible; however, due to the complexities involved in compiling data from multiple sources, some imperfections may appear. Please contact Wendy Hall, Director of Institutional Research, at (360) 442-2491 for questions or comments.

Published: October 2008

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VISION, MISSION AND VALUES

OUR VISION: Our vision is to be a powerful force for improving the quality of life in our community.

OUR MISSION: The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional, and innovative.

OUR VALUE SYSTEM: Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.

OUR EXPECTED COLLEGE OUTCOMES:

ACCESS: We invite the community to participate in the full array of programs, services, and activities at Lower Columbia College.

TRANSFER: We offer courses and support for students to meet the requirements for transfer from Lower Columbia College and to pursue successfully upper division college and university programs.

PROFESSIONAL/TECHNICAL: We provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development.

BASIC SKILLS: We ensure that all learners who are under prepared for college level studies have the opportunity to receive basic skills instruction for literacy development, diploma completion, English as a second language, citizenship, and preparation for higher education.

CUSTOMIZED EDUCATION: We are an enthusiastic partner with business and community groups to create customized programs and services.

COMMUNITY ENRICHMENT: We enrich the community through diverse cultural, artistic, athletic, social activities and programs for personal enrichment.

INSTITUTIONAL EXCELLENCE: We are committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.

Lower Columbia College is a comprehensive community college and a member of the Washington Community and Technical College system as created by the Community College Act of 1967, serving people of the Lower Columbia region. We are an AA/EEO employer.

Adopted by the Board of Trustees: July 18, 2007

INSTITUTIONAL EFFECTIVENESS

Lower Columbia College's Institutional Effectiveness program is based on annual monitoring of twenty-five Key Performance Indicators (KPI's), categorized within each of the College's seven outcome areas. The Office of Institutional Research, Planning and Assessment produces a separate report for each of the seven outcomes annually. Each report is reviewed by an interdisciplinary team made up of about twelve faculty, classified and administrative staff (each report has its own review team). The seven Monitoring Reports, which each include a summary of the evaluation conducted by the review teams, are presented individually to the Board of Trustees during their regular academic year meeting schedule.

Lower Columbia College: Key Performance Indicators

Access

- General enrollment
- Participation rates of persons age 16 and above who live within the college's service district
- Participation rate and success of diverse student populations

Transfer

- Student/graduate satisfaction with instruction
- Academic transfer rate
- Academic success of transfer students (after transfer)
- Student attainment of General Education Outcomes
- Transfer Eligibility

Professional/Technical

- Licensure/certification rates
- Student/graduate satisfaction with instruction
- Employer satisfaction
- Placement rate in the workforce
- Student attainment of General Education Outcomes through related instruction

Basic Skills

- Student/graduate satisfaction with basic skills instruction
- Basic skills achievement
- Academic performance of developmental education students

Customized Education

- Client assessment of programs and services

Community Enrichment

- Cultural enrichment of students and community
- Citizenship

Institutional Excellence

- Student progress
- Relevance of programs
- Faculty/staff satisfaction and morale
- External perceptions/satisfaction with LCC
- Student/graduate satisfaction with support services
- Student persistence and performance

STRATEGIC PLAN

LCC's Strategic Plan was designed to provide a roadmap for accomplishing the Vision, Mission and Values. Strategic Plans typically address institutional direction in the short-term, generally 3-5 years. The following was adopted by the LCC Board of Trustees on July 18, 2007.

STRATEGIC ISSUE #1: *Lower Columbia College will strengthen its student-centered environment that promotes a campus-wide focus on learning.*

The faculty and staff at LCC recognize that learning is the central value and activity of a college. We believe that students' successes depend not just on the variety and quality of instruction they receive, but on student development and retention of learning. Faculty, staff, and students will work to establish active learning and development opportunities.

- ▶▶ Strengthen our commitment to student success and excellence in teaching and learning, which will be evidenced in every learning environment and support service we provide.
- ▶▶ Ensure a comprehensive assessment process that engages all instruction and support services in continuous improvement.
- ▶▶ Engage all faculty and staff in opportunities for growth and development.

STRATEGIC ISSUE #2: *Lower Columbia College will sustain a complete and inclusive educational process for all students that integrates instruction and support services in order to meet students' needs.*

Lower Columbia College is committed to student success both inside and outside the institution. We will continue to integrate student services and academic instruction for the educational, career, and personal development of students. Expanded access and varied learning opportunities will allow students from all cultures and backgrounds to achieve their educational goals.

- ▶▶ Sustain a campus-wide focus on student achievement and retention by employing an evidence-based approach to improve and align existing services.
- ▶▶ Ensure that Lower Columbia College is an open and inclusive environment.
- ▶▶ Align instruction and services to provide proactive strategies to support and guide students through their education from first contact through attainment of their goals.

STRATEGIC ISSUE #3: *Lower Columbia College will create and maintain strategic alliances to meet educational, cultural, and training needs.*

Because Lower Columbia College is committed to serving students and the community, the college's connections with various organizations in the community are crucial to the services it provides. We develop and foster partnerships with other educational institutions, business and industry, community groups, cultural organizations, workforce development organizations, and funding agencies. These alliances emphasize the importance of math, sciences, technology, and the humanities to a wide variety of career pathways.

- ▶▶ Strengthen partnerships with local school districts to make the path to college academically and administratively seamless for all students, no matter their circumstances.
- ▶▶ Focus on key partnerships with local agencies and employers to strategically develop our regional workforce and respond to changing local job markets.
- ▶▶ Create seamless transitions with transfer institutions and employers for students' next steps in education or into successful careers.

STRATEGIC PLAN, CONTINUED

STRATEGIC ISSUE #4: *Lower Columbia College will support an organizational climate and processes that build trust, promote collaboration, support learning, and align activities with strategic goals.*

Lower Columbia College is committed to maintaining a positive work environment for faculty and staff. As an effective institution, LCC relies on the commitment of every employee to collaborate, participate in shared decision making, contribute to positive communication, uphold campus values, and support campus events and activities.

- ▶▶ Build a spirit of professional competency, cooperation, positive communication, and information sharing.
- ▶▶ Ensure that organizational processes reflect campus values.
- ▶▶ Encourage collaborative participation in decision-making.
- ▶▶ Promote faculty and staff participation in events and activities to celebrate and strengthen our campus community.

STRATEGIC ISSUE #5: *Lower Columbia College will build a physical and technological infrastructure that promotes learning, enhances safety, and contributes to the aesthetic value of the community.*

Lower Columbia College is committed to providing high quality facilities, infrastructure, and services. We will work both inside and outside the institution to build an environment that supports the educational, safety, aesthetic, and service needs of the students, faculty, and staff.

- ▶▶ Enhance campus-wide technology, providing access to emerging technologies in existing and proposed facilities.
- ▶▶ Increase systems of institutional safety through improvements in physical and technological infrastructure and staff training.
- ▶▶ Strengthen collaboration with community leaders and other agencies to develop facilities, technological systems, and plans that address local and regional needs.
- ▶▶ Carry out vision in campus master plan, including: construction of new health and science building, expansion and modernization of gymnasium, renovation of physical science and library buildings, and establishment of permanent facility in Woodland.

STRATEGIC ISSUE #6: *Lower Columbia College will develop a campus-wide culture of evidence that supports achievement of student learning outcomes, promotes institutional effectiveness, and satisfies the need for internal and external accountability.*

The faculty and staff at LCC recognize the value of evaluating evidence of student success for the purpose of improving the teaching and learning process. We will conduct regular and ongoing inquiry into the effectiveness of the institution in both instructional and non-instructional areas. This inquiry will support the college's commitment to self-monitoring as well as external accountability.

- ▶▶ Finalize and implement the comprehensive General Education assessment plan for all seven student learning outcomes.
- ▶▶ Develop and implement a model for assessment of Related Instruction in Professional/Technical programs.
- ▶▶ Institutionalize assessment across all areas of the College.
- ▶▶ Close the assessment loop: document the use of data to improve instruction, programs, and services.

BRIEF HISTORY OF LCC

LCC was established in 1934 as Lower Columbia Junior College. First time students registered for classes at Korten's Music Store in Longview, Dahlman Hardware in Castle Rock, and the Orr Furniture Store in Kelso. Accounts of the number of students who enrolled that first year vary from 42 to 55. Students managing the College's first student newspaper, *The Lower Columbian*, put out ten issues that year. The founding faculty held classes at R.A. Long High School. The first graduating class, including seven students, received their associate degrees in 1936.

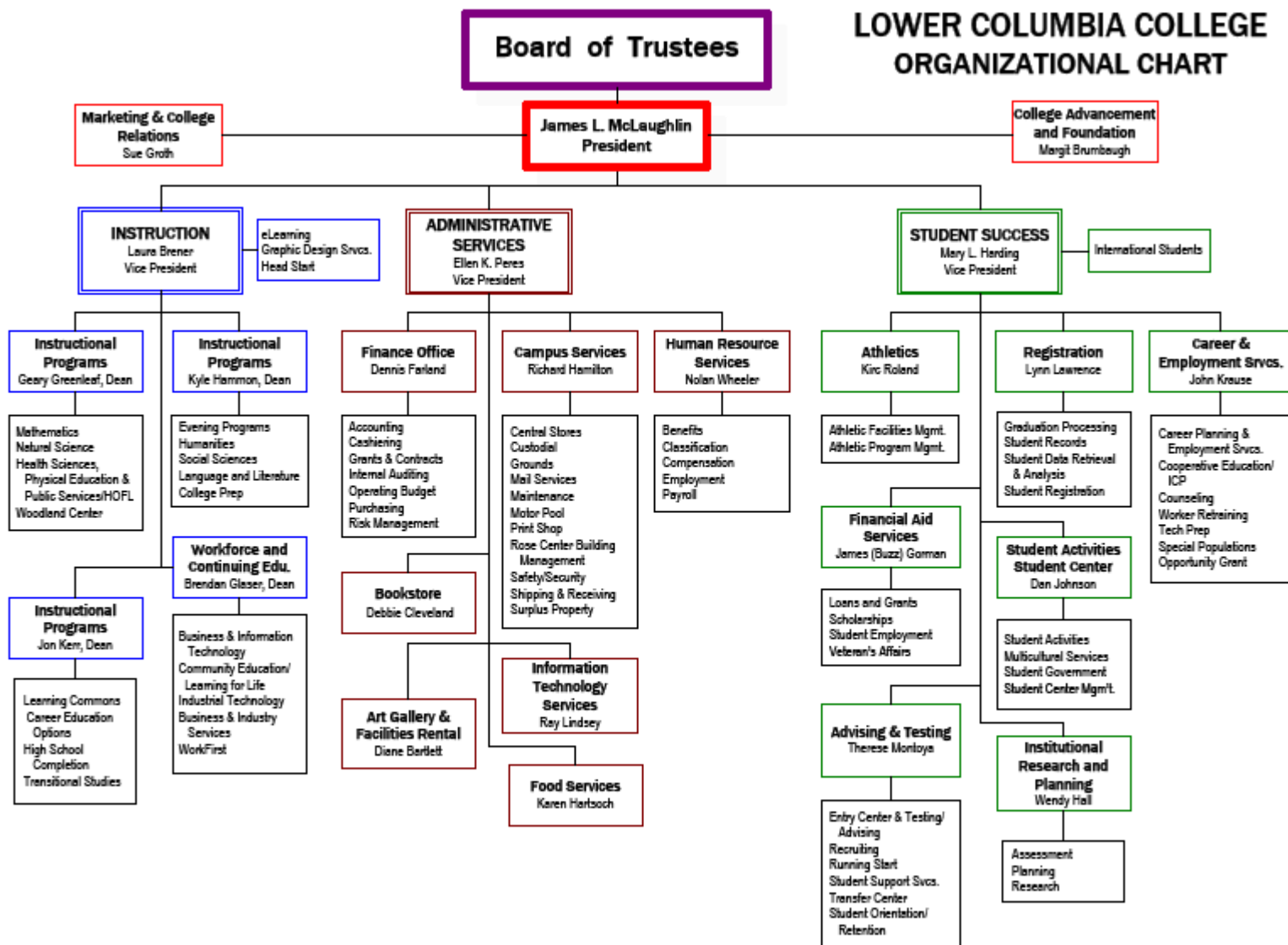
The number of enrolled students doubled in the College's second year, climbing to 96. As the number of students increased, instruction expanded into the Myklebust building in downtown Longview, and the Moose Hall. The Moose Hall continued to house classes until 1949, when damage from an earthquake caused the building to be condemned. Classes were also held on the first floor of the Longview Public Library. Enrollment continued to increase, with 149 students in 1939, up to 200 in the early 1950s, and finally reached 300 students in 1954. The proportion of female students also increased during that time. In 1948, the College received its first accreditation from the Northwest Commission on Colleges and Universities.

During the 1930s and 1940s, the College struggled with financial problems, and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building was slated to have thirteen classrooms, and came with a price tag of a quarter of a million dollars. The Lower Columbia College League, an association of friends of the College, assisted with fundraising efforts to pay for the construction.

After the College had achieved financial stability, it became a part of the Longview School District. In 1961, the College was elevated from a "junior college" to a "community college." In 1967, LCC joined the state-supported community college system. Today, the College includes 27 buildings on 35 acres, and enrolls approximately 4,000 students each quarter.

Source: Cowlitz Historical Quarterly, Volume XXVI, No. 2, 1984; College records

ORGANIZATIONAL STRUCTURE



LCC QUICK FACTS

Students (2007-08)

Total Student Headcount—State (6090); All (7146)
FTE (Full Time Equivalent)—State (2378); All (2805)

Students Taking Classes (2007-08)

English as a Second Language 393
Distance Education 3,199
Retirement Program (duplicated) 1,636
Community Educ. (duplicated) 330

Enrollment by Intent (2007-08)

25% Transfer
44% Workforce
10% Basic Skills
21% Other

Students in Programs (2007-08)

357 Running Start
212 CEO
143 Worker Retraining

Demographics (2007-08)

62% Female
17% Of Color
32.5 Average Age
37% Full-Time (12+ cr)

Degrees & Awards (2007-08)

215 AA/AS
150 AAS
93 Certificates (1+ years)
77 Completions (<1 year)
66 High School Diplomas
117 GED

- Transfers: 243 students transferred to public Washington four-year institutions in 2007-08
- Employment: 82% of Professional/Technical graduates employed within 9 months

-
- Founded in 1934 and is now one of 35 Washington community and technical colleges
 - 37.8 acre site houses 27 college buildings
 - Service Area: District 13 serves Cowlitz & Wahkiakum Counties; additionally 250+ students from Columbia County, Oregon served
 - Operating budget (2007-08) of \$20.0 million
 - Financial Aid: (2007-08) \$10,176,593 dispersed
 - Accredited by the Northwest Commission on Colleges and Universities since 1948
 - Foundation Net Assets (2007-08): \$8,642,550
 - NWAACC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Soccer and Volleyball
 - Annual tuition and fees (2007-08): \$ 2,874 (Full-Time, 45 cr)
 - 374 Employees (Fall 07): 76 Full-Time Faculty, 98 Part-Time Faculty, 11 Administrators, 56 Exempt, 133 Classified Staff
-

Courses and programs available in 54 disciplines: Accounting, Automotive/Diesel Technology, Allied Health, Anthropology, Art, Astronomy, Biology, Blueprint Reading, Business Administration, Business Technology, Chemical Dependency Studies, Chemistry, College Success, Computer Science, Contemporary Musicianship and Audio Production, Criminal Justice, Drama, Early Childhood Education, Economics, Electronics Technology, English, Engineering, Environmental Studies, Earth Science, Education, Fire Science Technology, French, Geography, Geology, Human Development, History, Health, Home & Family Life, Humanities, Industrial Maintenance, Individual Development, Journalism, Library, Machine Trades, Mathematics, Mechanical Engineering Technology, Medical Assisting, Music, Nursing, Oceanography, Physical Education, Philosophy, Physics, Political Science, Psychology, Pulp & Paper Technology, Sociology, Spanish, Speech and Welding.

2007-08 STUDENT DEMOGRAPHICS

2007-2008	All	State Funded
Unduplicated student headcount	7146 (100%)	6090 (85%)
Female students	4031 (62%)	3547 (63%)
Male students	2450 (38%)	2055 (37%)
African American students	59 (0.8%)	51 (0.8%)
Native American students	132 (1.8%)	115 (1.9%)
Asian/PI students	138 (1.9%)	121 (2.0%)
Hispanic students	386 (5.4%)	379 (6.2%)
Multi-racial	250 (3.5%)	229 (3.8%)
Other Race	168 (2.4%)	158 (2.6%)
Students of color (Subtotal)	1133 (15.9%)	1053 (17.3%)
Caucasian students	5013 (70.2%)	4302 (70.6%)
Unknown Race	1000 (14.0%)	735 (12.1%)
Age: 0-18 years old	1175 (16.1%)	746 (11.9%)
Age: 19-24 years old	1976 (27.1%)	1874 (29.9%)
Age: 25-34 years old	1568 (21.5%)	1501 (24.0%)
Age: 35-49 years old	1254 (17.2%)	1094 (17.5%)
Age: 50+ years old	1311 (18.0%)	1047 (16.7%)
Average age, all students	32.5	33.0
Average age, credit students	31.3	32.5
International Students	5 (<1%)	5 (<1%)
Worker Retraining students	143 (2%)	143 (2%)
Veterans	84 (1%)	84 (1%)
Disabled students	165 (2%)	160 (3%)
Credit Students (>1 credit)	6239 (89.2%)	5674 (94.5%)
Non-credits students	752 (10.8%)	328 (5.5%)

2007-2008	All	State Funded
Transfer students	2004 (24.6%)	1687 (26.3%)
Workforce students	3590 (44.0%)	3177 (45.7%)
Basic Skills students	841 (10.3%)	720 (10.4%)
Personal Interest students	1715 (21.0%)	1363 (19.6%)
Part-time (< 12 credits) status	5143 (62.7%)	4344 (62.7%)
Full-time (12+ credits) status	3063 (37.3%)	2597 (37.4%)
Resident students	5700 (91.2%)	4704 (89.9%)
Non-resident students	562 (8.8%)	527 (10.1%)
Day students	6238 (82.9%)	5323 (83.0%)
Evening students	1285 (17.1%)	1094 (17.0%)
First generation students, male	579 (40.5%)	not available
First generation students, female	852 (59.5%)	not available
Students with no children	2093 (48.1%)	1875 (47.1%)
Couples with children	1243 (28.5%)	1132 (28.5%)
Single students with children	1018 (23.4%)	971 (24.4%)
Low-income students	1708 (23.9%)	1703 (27.9%)
Unemployed Students	1195 (16.7%)	0919 (16.7%)
Prior education: less than high school graduation	2719 (32.1%)	1294 (31.7%)
High school or equivalent	2824 (55.4%)	2564 (58.3%)
Certificate (< 2 years)	185 (3.8%)	175 (4.0%)
Associate degree	132 (2.7%)	113 (2.6%)
Bachelor's degree or higher	193 (3.9%)	132 (3.5%)

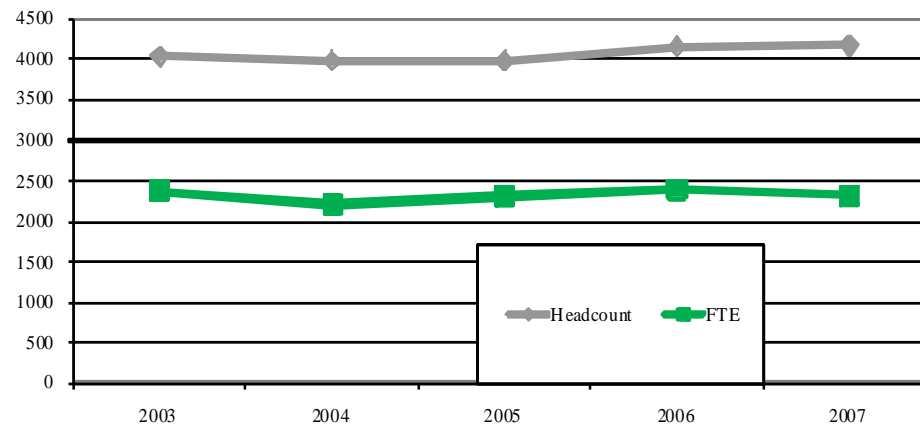
Source: SBCTC Data Warehouse, Student Table. Note: percentages may equal greater than 100% due to rounding. Headcount in some categories may be duplicated if students fell into different categories during different quarters within the academic year (e.g., part-time/full-time status). Note: percentages calculated include only those students who disclosed specific pieces of demographic information. WH_STWKFTE (Data Express) for Worker Retraining.

FALL END OF QUARTER ENROLLMENT TRENDS

Fall to Fall

Note: One Quarterly FTE (Full Time Equivalent) is equal to 15 enrolled college credits

FALL	Students Enrollment (All)	FTE (State- Supported)
2003	4045	2376
2004	3984	2208
2005	3983	2309
2006	4159	2397
2007	4182	2321



Source: SBCTC Data Warehouse, CLASS Table (FTE_STATE) and Student Table (Headcount).

FALL FTEs by Institutional Intent	Academic	Workforce	Basic Skills	Developmental Studies	Total FTEs
Fall 2003	1,022 (43%)	728 (31%)	417 (18%)	209 (9%)	2,376
Fall 2004	1,001 (45%)	667 (30%)	325 (15%)	214 (10%)	2,208
Fall 2005	990 (43%)	587 (25%)	515 (22%)	217 (9%)	2,309
Fall 2006	971 (41%)	623 (26%)	609 (25%)	194 (8%)	2,397
Fall 2007	1,015 (44%)	628 (27%)	484 (21%)	194 (8%)	2,321

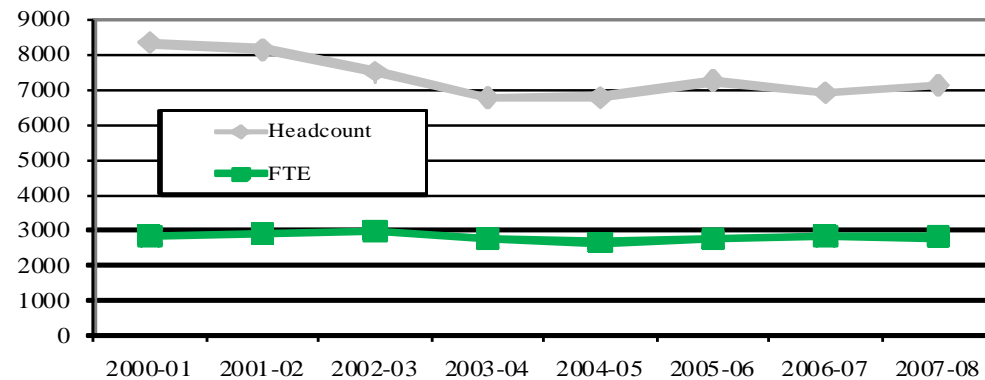
Source: SBCTC Fall Enrollment & Staffing Report, Data Warehouse by Institutional Intent Recat, State Supported

ANNUAL ENROLLMENT TRENDS

Year to Year (All Students, All Funding Sources)

Note: One Annual FTE (Full Time Equivalent) is equal to 45 enrolled college credits

YEAR	Headcount	FTE
2000-01	8339	2829
2001-02	8165	2910
2002-03	7522	2982
2003-04	6789	2766
2004-05	6802	2657
2005-06	7258	2749
2006-07	6929	2837
2007-08	7146	2805



YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
2000-01	2,493 (88%)	281 (10%)	55 (2%)	2,829 (100%)
2001-02	2,519 (87%)	334 (11%)	57 (2%)	2,910 (100%)
2002-03	2,604 (87%)	339 (11%)	38 (1%)	2,982 (100%)
2003-04	2,418 (87%)	312 (11%)	20 (1%)	2,766 (100%)
2004-05	2,289 (86%)	342 (13%)	27 (1%)	2,657 (100%)
2005-06	2,309 (84%)	406 (15%)	34 (1%)	2,749 (100%)
2006-07	2,378 (84%)	439 (15%)	20 (1%)	2,837 (100%)
2007-08	2,378 (85%)	417 (15%)	10 (<1%)	2,805 (100%)

Source: SBCTC Data Warehouse, Student Table (Unduplicated Headcount), Class Table (FTE—FTES_Total/3 – where record code =1 or =2)

NON-CREDIT ENROLLMENT

LCC offers a variety of non-credit classes and training for employers, workers, job seekers, retirees and personal enrichment.

Continuing Education

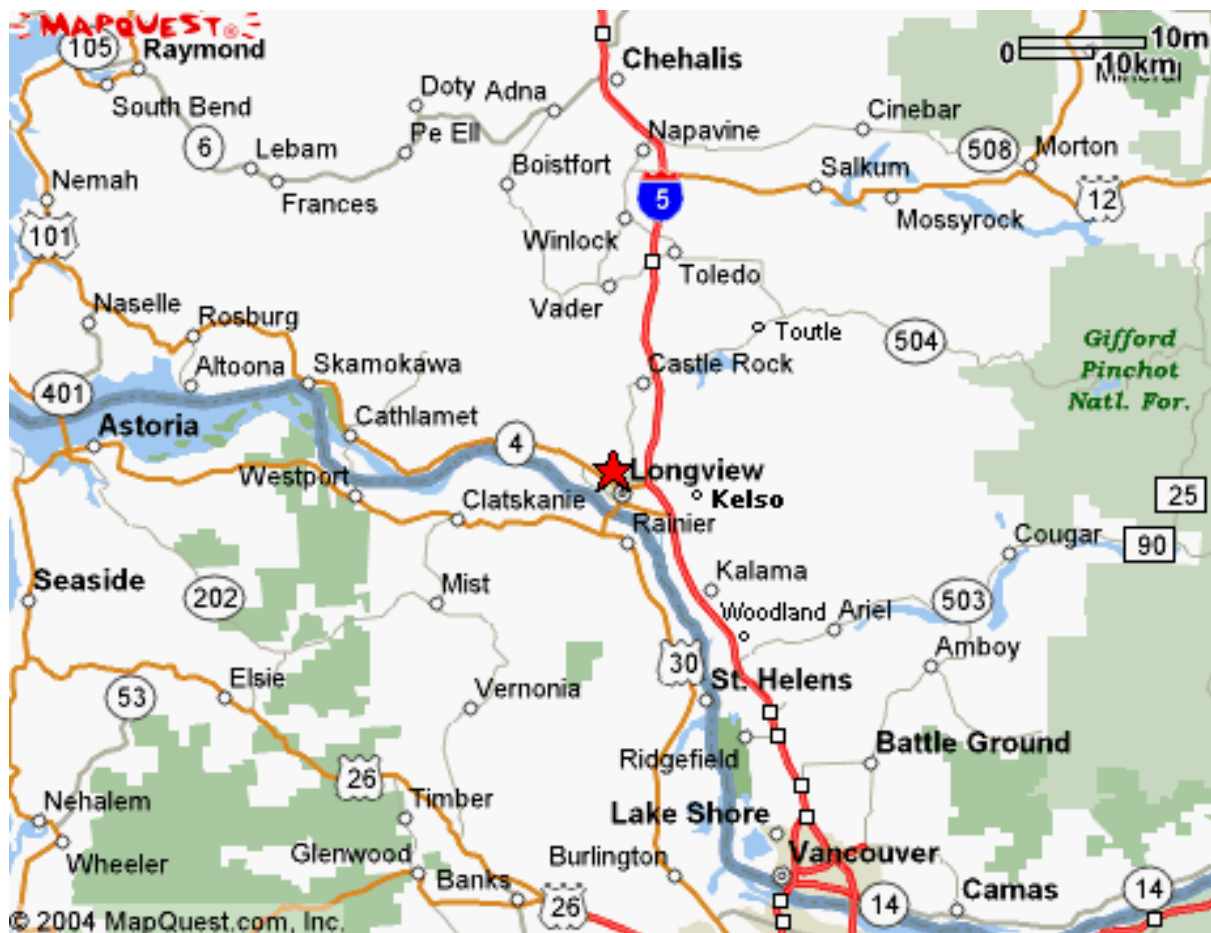
	2003-04	2004-05	2005-06	2006-07	2007-08
Lifelong Learning					
1) Community Education Self-Support (duplicated headcount)	523	474	976	644	330
2) Retirement program* (duplicated headcount)	812	1,056	1,237	1,449	1,636
3) Small Business Courses (introduced 1/08) duplicated headcount	--	--	--	--	439
Professional Development	1,206	1,211	432	812	532
Online Classes (Ed-2-Go) duplicated headcount	176	156	141	114	101
Testing					
1) Food Handler Card Testing (duplicated headcount)	3,382	3,770	4,640	4,917	5,364
2) Pre-Employment Testing (Work Keys) duplicated headcount	532	861	549	863	447
Interactive Multimedia (duplicated headcount)	367	302	26	102	335
Client Contracts	17	14	19	21	28

Source: Community Enrichment and Customized Education Monitoring Reports.

*formerly Senior Studies/Prime Time

STUDENT HOME ZIP CODES

Approximately 90% of LCC students are from the college's official service district, including Cowlitz and Wahkiakum Counties, and Columbia County, Oregon (although LCC serves many students in Oregon, Oregon is not part of the college's official service district). Another 9% come from elsewhere in Washington State (including Clark Co.), and about 1% come from other out of state locations.



Source: Data Warehouse Student Table RESIDENCE_ZIP; mapquest.com (map)

2007-08 Student Enrollment by Zip

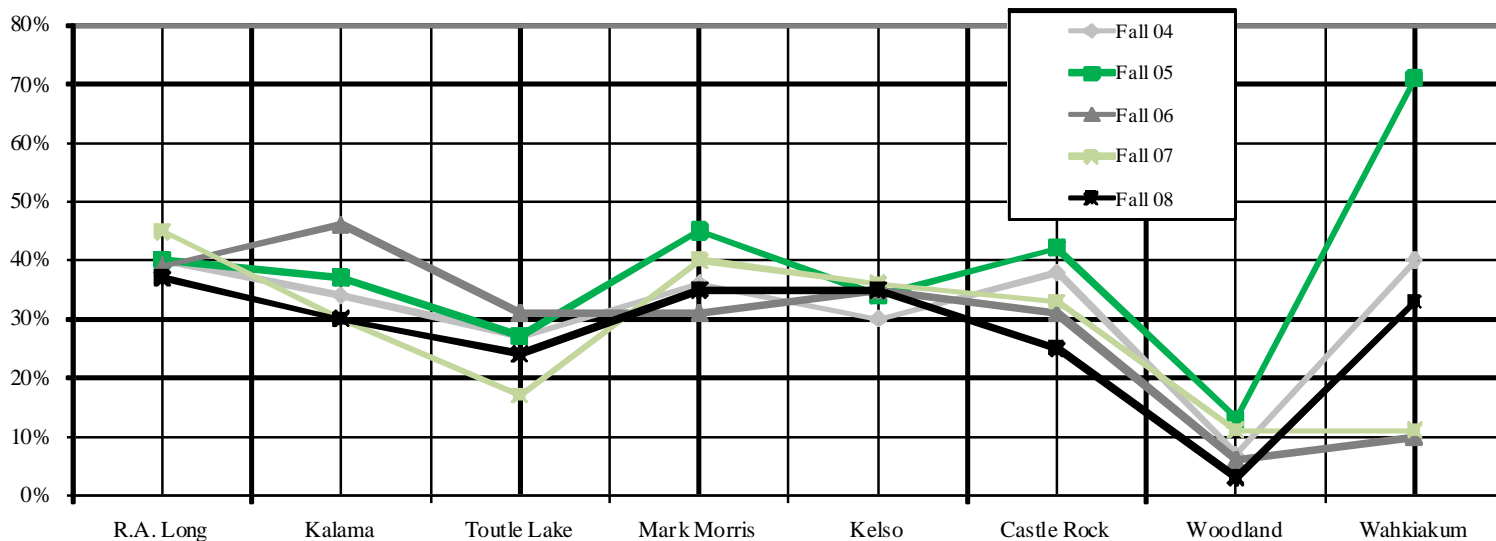
		#	%
Longview	98632	3464	48.5%
Kelso	98626	1599	22.4%
Castle Rock	98611	394	5.5%
Kalama	98625	238	3.3%
Woodland	98674	304	4.3%
Rainier (OR)	97048	189	2.6%
Clatskanie (OR)	97016	159	2.2%
Cathlamet	98612	90	1.3%
St. Helens (OR)	97051	58	0.8%
Silver Lake	98645	49	0.7%
Winlock	98596	25	0.3%
Toledo	98591	35	0.5%
La Center	98629	42	0.6%
Toutle	98649	37	0.5%
Battle Ground	98604	37	0.5%
Other Washington State		342	4.8%
Other Out of State		78	1.1%

ENROLLMENT OF HIGH SCHOOL GRADUATES

Proportion of Local High School Graduates Who Enroll at LCC

	R.A. Long	Kalama	Toutle Lake	Mark Morris	Kelso	Castle Rock	Woodland	Wahkiakum	Total
Fall 2004	56/140=40%	22/64=34%	11/41=27%	76/211=36%	97/325=30%	26/69=38%	7/105=7%	17/42=40%	312/997=31%
Fall 2005	61/154=40%	23/62=37%	13/49=27%	83/185=45%	107/313=34%	42/101=42%	14/106=13%	12/17=71%	355/987=36%
Fall 2006	62/160=39%	31/68=46%	15/49=31%	60/195=31%	102/289=35%	29/95=31%	7/119=6%	5/48=10%	311/1023=30%
Fall 2007	73/161=45%	22/74=30%	7/42=17%	85/211=40%	122/339=36%	31/93=33%	14/123=11%	5/44=11%	359/1087=33%
Fall 2008	65/175=37%	25/82=30%	12/50=24%	74/211=35%	116/329=35%	27/109=25%	4/121=3%	14/42=33%	337/1119=30%

Source: Registration Office

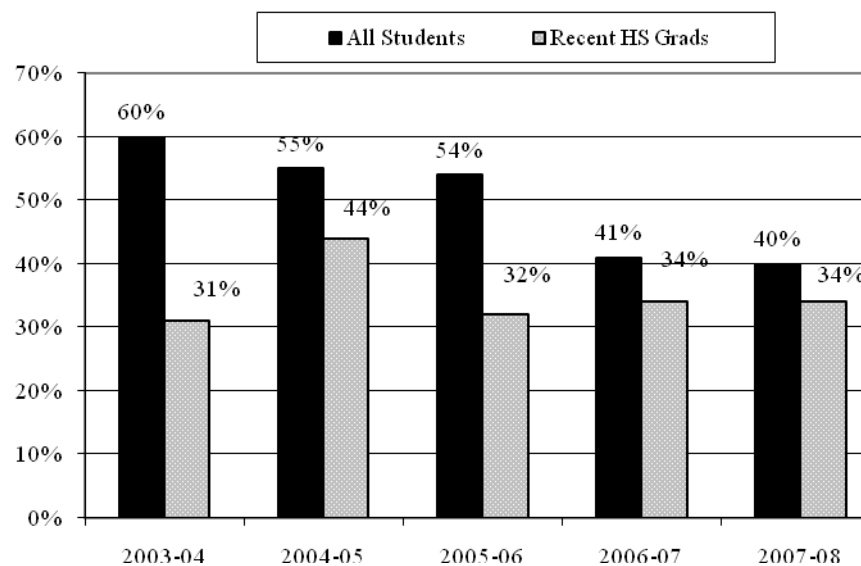


PREPARATION OF INCOMING STUDENTS

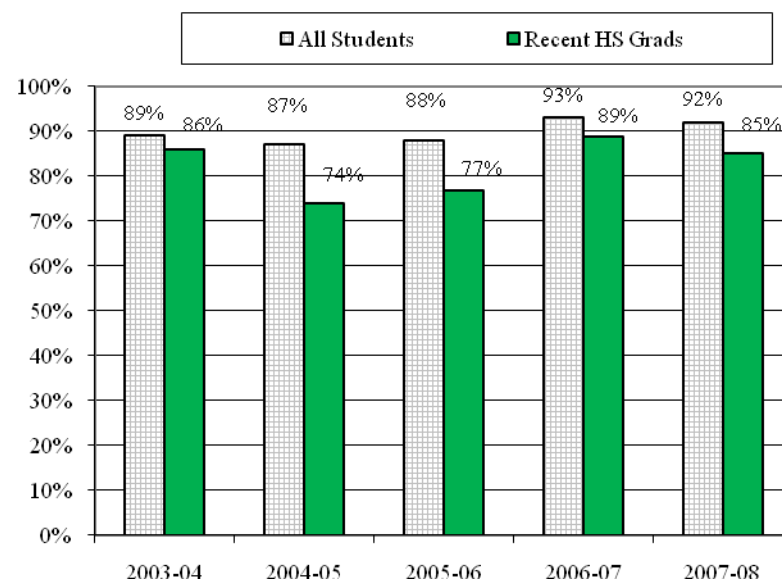
The majority of students entering LCC take placement exams in reading, writing and mathematics. The results of the exams help determine the level at which students begin their coursework.

	% of Students Underprepared in Reading, Writing or both		% of Students Underprepared in Mathematics	
	All Students	Recent High School Graduates	All Students	Recent High School Graduates
2003-04	60%	31%	89%	86%
2004-05	55%	44%	87%	74%
2005-06	54%	32%	88%	77%
2006-07	41%	34%	93%	89%
2007-08	40%	34%	92%	85%

Students Underprepared in Reading, Writing or Both



Students Underprepared in Math



Source: Data Express WH-COMPAS, Analyzed in Data Warehouse linked to Student Table; 2007-08 data analyzed with LCC Score Ranges and Recommendations dated 02/26/2008.

TOP 10 “MAJOR” AREAS OF STUDY

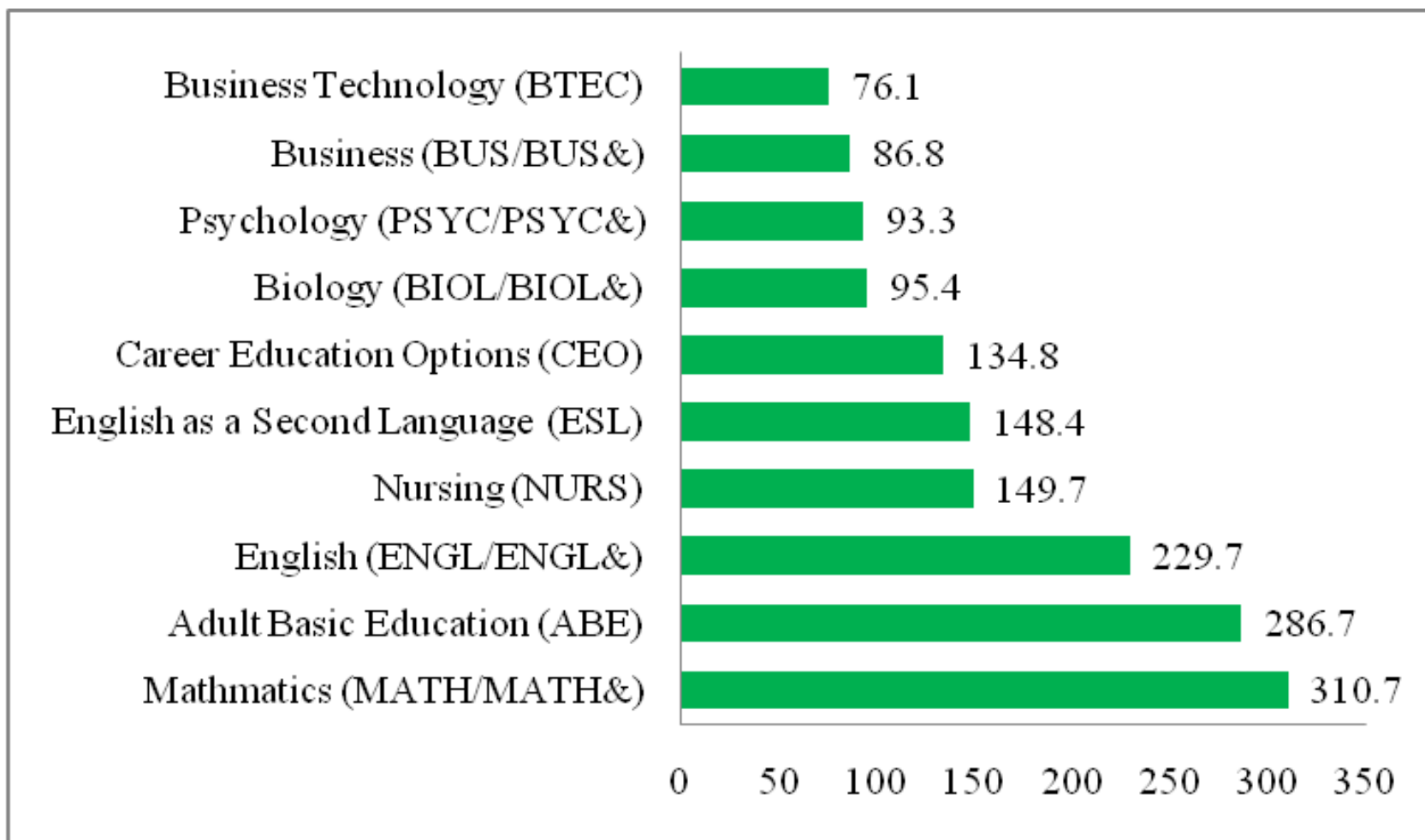
Academic Transfer represents the largest group of “majors” at LCC, with 1,885 in 2006-07, and 1,879 in 2007-08. The following chart depicts the top ten majors within the professional/technical areas. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations, such as in nursing, affect the number of students actually in the program.

Academic Year 2006-07	# of Students	Academic Year 2007-08	# of Students
Nursing	1096	Nursing	1056
Business Technology	236	Welding	140
Early Childhood Education	139	Computer Information Systems	116
Welding	123	Early Childhood Education	116
Automotive/Diesel Technology	108	Business Technology	112
Business Management/Administration	104	Medical Assisting	104
Computer Information Systems	97	Automotive/Diesel Technology	84
Criminal Justice	93	Business Management/Administration	82
Fire Science	88	Fire Science	82
Medical Assisting	85	Criminal Justice	74

Source: SBCTC Data Warehouse, Student Table Program CIP for Professional/Technical programs

TOP 10 FTE GENERATING DISCIPLINES

The following ten disciplines accrued the most annual FTE in 2007-08. One Annual FTE (Full Time Equivalent) is equal to 45 enrolled college credits.

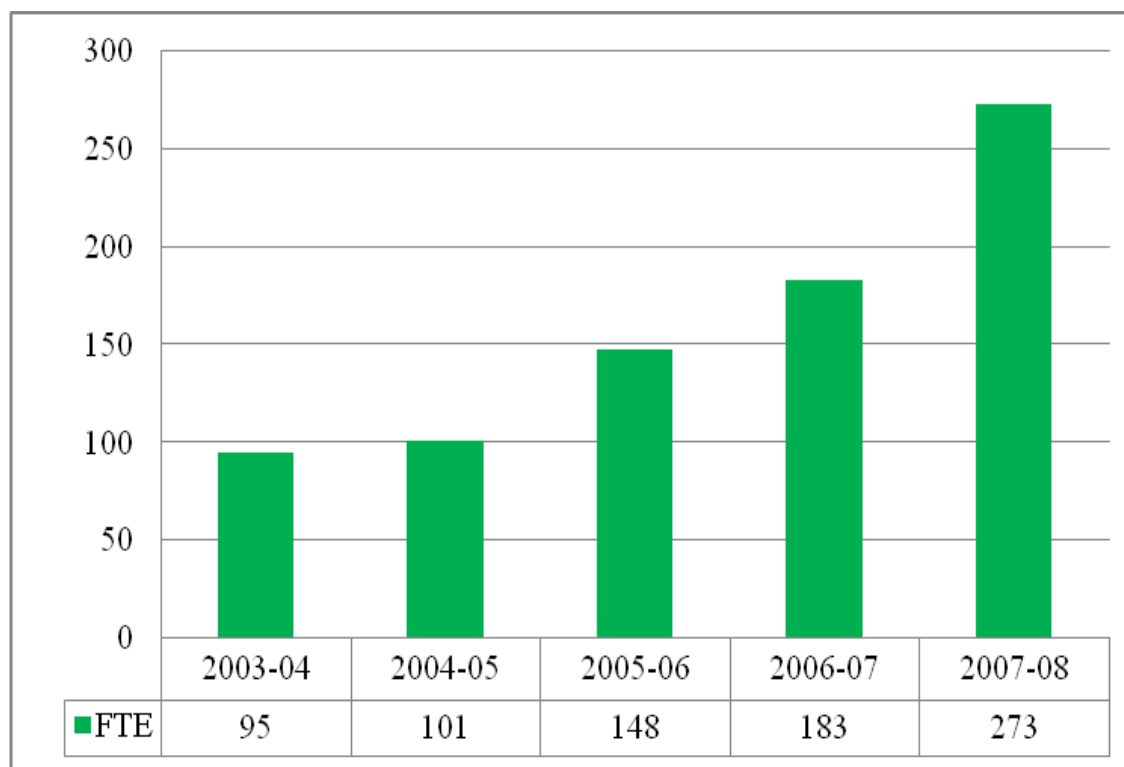


Source: SBCTC Data Warehouse, Class Table, FTES_Total/3 where record code =1 or =2.

DISTANCE EDUCATION

Distance Education includes on-line, correspondence, hybrid, and telecourses. Headcount is duplicated.

Headcount	
2003-04	994
2004-05	1490
2005-06	2296
2006-07	2114
2007-08	3199
Number of Courses	
2003-04	144
2004-05	234
2005-06	319
2006-07	297
2007-08	286
2007-08 Breakout	
Telecourse	17
Correspondence	1
On-line	192
Hybrid	76
TOTAL	286



In 2007-08, Distance Education classes were offered in the following disciplines: Adult Basic Education, Allied Health, Accounting, Art, Astronomy, Biology, Business, Business Technology, Chemical Dependency Studies, Chemistry, Computers, Criminal Justice, Early Childhood Education, Earth Science, Education, English, Environmental Science, Fire Science, Geology, Health, History, Individual Development, Mathematics, Music, Nursing, Philosophy, Political Science, Psychology, Pulp and Paper, Sociology, Spanish, and Speech.

Source: SBCTC Data Warehouse, Transcript Table, Class Table for DIST_ED code.

FINANCIAL AID

The following is a summary of Financial Aid awards and information. The Cohort Default Rate is the percent of Title IV borrowers entering repayment in a given year who are in default on their loans.

Cohort Default Rate				
	FY 2003	FY 2004	FY 2005	FY 2006
Public 2-year colleges in the United States	7.6%	8.1%	7.9%	8.4%
Lower Columbia College	11.6%	12.4%	5.9%	12.3%

Source: LCC Fact Book (US Department of Education website)

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
2003-04	\$4,050 (1.3%)	\$2,250 (+7.6%)
2004-05	\$4,050 (0.0%)	\$2,445 (+8.7%)
2005-06	\$4,050 (0.0%)	\$2,646 (+8.2%)
2006-07	\$4,050 (0.0%)	\$2,793 (+5.5%)
2007-08	\$4,310 (16.4%)	\$2,874 (+2.9%)

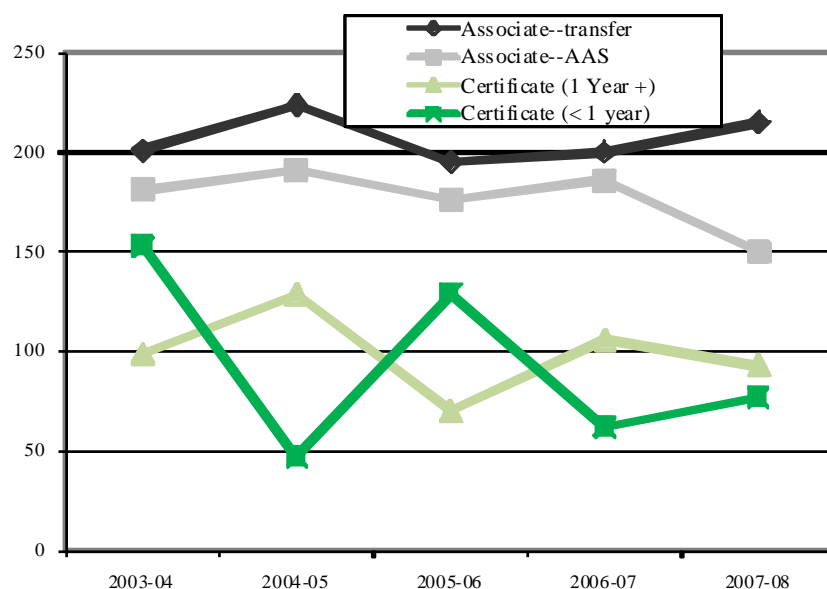
Summary of Financial Aid Awards 2007-08		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)	\$5,915,785	3,123
SCHOLARSHIPS		
LCC Scholarships	\$27,189	31
LCC Foundation	\$248,737	190
Athletic/Booster	\$37,729	61
Other/Outside	\$223,678	193
LOANS		
Subsidized	\$1,823,720	780
Unsubsidized	\$919,995	336
PLUS (Parent Loan)	\$33,172	5
WORK STUDY	\$946,588	604
GRAND TOTAL	\$10,176,593	5,323

*Other scholarships include TRIO grants through SSS, and all other scholarships that are not funded through the LCC Foundation.
Source: LCC Financial Aid Office, Higher Education Coordinating Board.

DEGREES AND CERTIFICATES AWARDED

AWARD	2003-04	2004-05	2005-06	2006-07	2007-08
Associate degrees (transfer)	201	224	195	200	215
Associate in Applied Science (AAS)	181	191	176	186	150
Certificates/Completions (1 Year +)	99	129	70	106	93
Certificates/Completions (< 1 Year)	153	47	129	62	77
Subtotal	634	591	570	554	535

Source: LCC Registration Office



Characteristics of Graduates		
2007-08 Degree Completers Only		
Age	Number	Percent
18 or below	34	11.2%
19-24	142	46.7%
25-34	63	20.7%
35-49	55	18.1%
50+	10	3.3%
AVERAGE AGE OF DEGREE COMPLETING GRADUATES: 27.6		
Ethnicity		
	Female	Male
African American	0	0
Native American	2	1
Asian/Pacific Islander	2	1
Hispanic	0	0
Multi-Racial	5	2
Other Race	1	1
Ethnicity unknown	9	8
Caucasian	168	106
TOTAL	187 (61%)	119 (39%)

Source: Data Warehouse—Student and Completion Tables

TRANSFER INFORMATION

Transfers from LCC to 4-Year Institutions in Washington: 2006-07 students

School	# Students	Percent
Wash. State University	111	73%
The Evergreen State College	6	4%
Western Washington U.	12	8%
Central Washington U.	12	10%
University of Washington	7	5%
Eastern Washington U.	5	3%
TOTAL	153	100%

Academic Success of LCC Transfer Students at Washington Baccalaureate Institutions: Spr 07

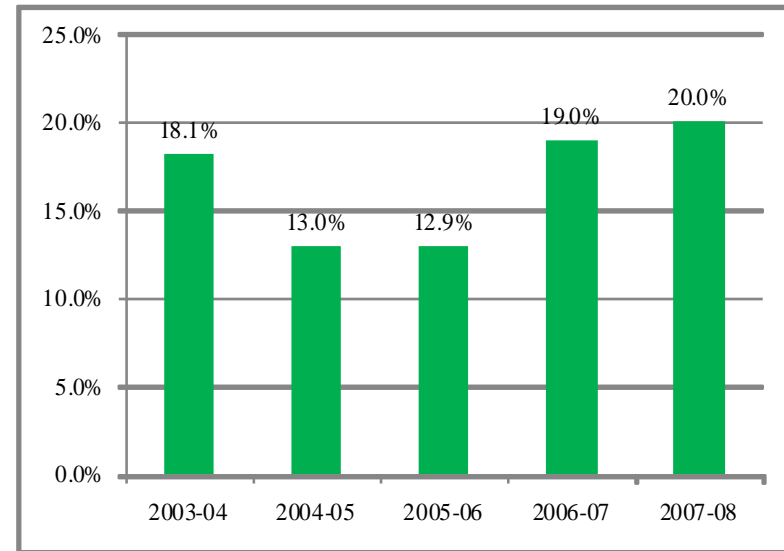
School	Average GPA
Washington State University	3.27
Western Washington University	2.81
Central Washington University	3.13
University of Washington	2.80

Transfer Student Enrollment

Year	Headcount
2003-04	1930
2004-05	1911
2005-06	1908
2006-07	1885
2007-08	2004

Source: Transfer Monitoring Report, SBCTC Data Warehouse

Academic Transfer Rate



Fall to Fall Persistence of New Transfer Students (percentage of new students who returned the next fall)

Cohort	Number	Percent
Fall 02 to 03	69/131	52.7%
Fall 03 to 04	56/109	51.4%
Fall 04 to 05	68/124	54.8%
Fall 05 to 06	59/121	48.8%
Fall 06 to 07	42/91	46.2%

EMPLOYMENT DATA

Estimated Employment Rates For LCC Completers

	2003-04		2004-05		2005-06	
	Employed /Total	Rate	Employed /Total	Rate	Employed /Total	Rate
Accounting Technician	8/11	73%	7/8	88%	12/16	75%
Automotive Technology	25/29	86%	18/23	78%	17/20	85%
Business Management	16/23	70%	8/11	73%	15/19	79%
Business Tech: Administration	13/17	76%	21/27	78%	17/21	81%
Business Tech: Medical	7/9	78%	18/21	86%	20/25	80%
Business Tech: Legal	4/5	80%	No data	No data	1/2	50%
Chemical Dependency	14/16	88%	5/6	83%	8/13	50%
Computer Science	34/42	81%	28/38	74%	25/34	74%
Criminal Justice	7/8	88%	3/3	100%	9/10	90%
Diesel/Heavy Equipment	37/46	80%	40/52	77%	27/28	96%
Early Childhood Education	15/24	63%	12/15	80%	12/19	63%
Fire Science	14/15	93%	16/19	84%	13/16	81%
Home Health Aide	43/53	81%	55/65	85%	16/20	80%
Industrial Maintenance	7/8	88%	6/7	86%	6/7	86%
Machine Trades	7/8	88%	4/5	80%	4/5	80%
Medical Assisting	20/24	83%	19/22	86%	27/31	87%
Nursing Assistant	28/40	70%	14/19	74%	13/20	65%
Practical Nurse	6/6	100%	3/3	100%	7/10	70%
Associate Degree Nursing	53/56	95%	66/67	99%	82/88	93%
Welding	29/36	81%	18/19	95%	20/23	93%
TOTAL	387/476	81%	361/430	84%	351/427	82%

Source: Data Linking Outcomes Assessment (DLOA) database, excludes the self-employed and individuals working out of state

Adjusted Wage Rates for LCC Completers

	2003-04		2004-05		2005-06	
	Low to High	Median	Low to High	Median	Low to High	Median
Accounting Technician	\$7.52-12.27	\$8.87	\$8.36-12.71	\$9.99	\$8.60-18.85	\$15.57
Automotive Technology	\$7.20-51.72	\$9.99	\$7.63-16.96	\$12.61	\$7.80-16.49	\$11.73
Business Management	\$7.25-49.93	\$11.03	\$11.20-13.65	\$12.43	\$8.11-27.30	\$11.30
Business Tech: Administration	\$7.28-30.68	\$10.04	\$7.99-17.44	\$11.38	\$8.85-16.55	\$9.59
Business Tech: Medical	\$7.59-15.02	\$9.62	\$8.52-13.08	\$10.86	\$7.92-15.10	\$9.99
Business Tech: Legal	\$8.34-16.92	\$8.78	No data	No data	\$10.26-10.26	\$10.26
Chemical Dependency	\$7.85-22.44	\$11.24	\$8.14-12.99	\$10.57	\$9.19-33.42	\$11.54
Computer Science	\$7.43-29.05	\$12.64	\$8.59-25.65	\$14.22	\$9.82-32.28	\$17.00
Criminal Justice	\$7.99-29.04	\$12.78	\$10.89-34.99	\$22.94	\$8.10-15.12	\$10.00
Diesel/Heavy Equipment	\$8.27-33.30	\$14.88	\$10.50-42.72	\$16.79	\$8.25-33.64	\$16.34
Early Childhood Education	\$7.22-16.15	\$9.21	\$7.76-16.76	\$11.26	\$7.79-30.54	\$12.21
Fire Science	\$7.27-30.90	\$10.36	\$9.07-13.12	\$11.07	\$8.03-18.03	\$10.79
Home Health Aide	\$7.65-33.19	\$8.52	\$7.43-37.63	\$9.39	\$9.45-22.29	\$12.80
Industrial Maintenance	\$13.87-36.02	\$18.55	\$17.83-42.72	\$27.65	No data	No data
Machine Trades	\$9.16-35.76	\$19.61	\$9.89-9.89	\$9.89	\$9.64-32.77	\$21.44
Medical Assisting	\$7.59-17.93	\$10.15	\$11.39-20.19	\$13.97	\$7.69-15.44	\$12.51
Nursing Assistant	\$7.57-44.82	\$9.86	\$8.43-22.81	\$14.76	\$8.12-38.74	\$10.82
Practical Nurse	\$9.27-23.72	\$16.21	\$9.01-16.72	\$12.87	\$14.67-30.23	\$23.27
Associate Degree Nursing	\$7.83-32.05	\$23.76	\$14.10-34.83	\$25.81	\$7.96-38.88	\$24.65
Welding	\$7.46-36.45	\$13.20	\$7.38-30.78	\$15.59	\$9.42-27.85	\$14.27

Source: Data Linking Outcomes Assessment (DLOA) database, Office of Institutional Research; excludes the self-employed and those working out of state.

TOP MAJOR AREAS FOR GRADUATES

Associate Degree Completers Only.

Academic Year 2006-07	# of Students
Associate of Arts, AA-DTA (transfer degree)	160
Nursing	93
Business Management	12
Auto/Diesel Technology	9
Associate of Arts, non-DTA	8
Business Technology	8
Fire Science	6
Criminal Justice	6
Computer Information Systems	6
Associate of Science, Transfer track 2	4
Welding	4

Academic Year 2007-08	# of Students
Associate of Arts, AA-DTA (transfer degree)	215
Nursing	75
Fire Science	15
Associate of Arts, non-DTA	11
AS-T	11
Business Management	11
Auto/Diesel Technology	9
Business Technology	7
Chemical Dependency Studies	5
Early Childhood Education	5
Computer Science, Contemporary Musicianship, and Machine Trades	4 each

Source: SBCTC Data Warehouse, Completions Table, Program CIP, Nursing Department for Nursing Graduates

LICENSURE INFORMATION

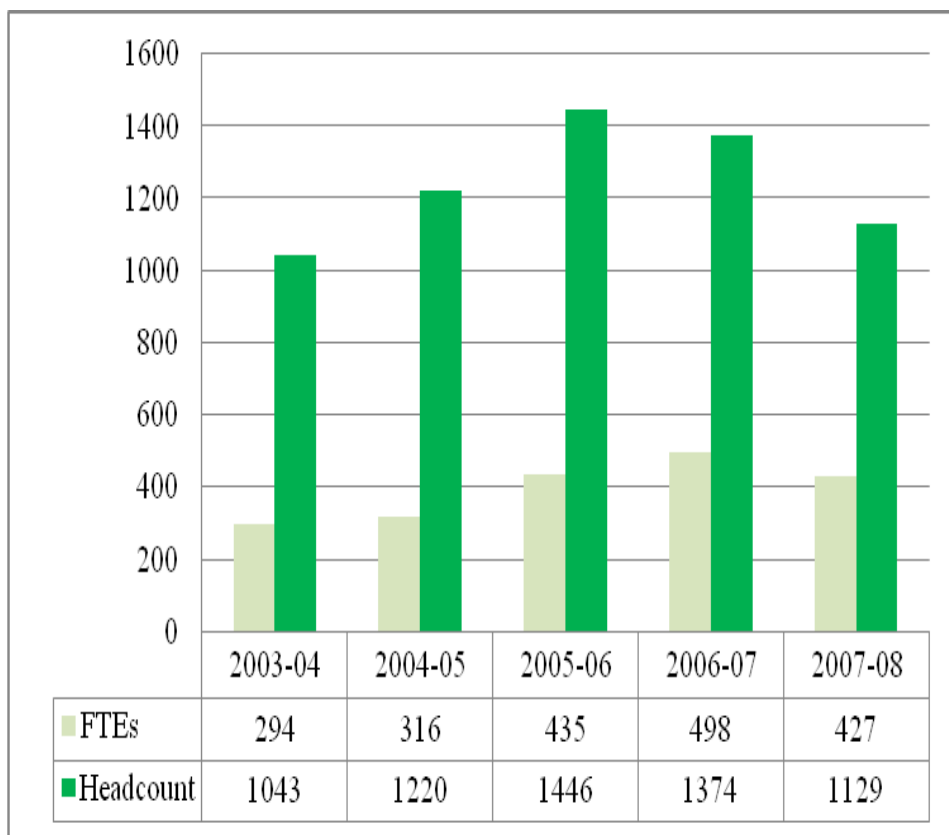
	2003	2004	2005	2006	2007
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	100%	98%	98%	100%	100%
Registered Nurse	87%	90%	91%	93%	82%
WABO (Washington Association of Building Officials)					
Welding	99%	100%	96%	88%	67%

Source: Nursing Department, Welding Department

BASIC SKILLS

Enrollments in basic skills include Adult Basic Education (ABE), English as a Second Language (ESL), and high school graduation equivalency (GED). Headcount is unduplicated.

Basic Skills Enrollment



Ethnicity of Basic Skills Students

	2003-04	2004-05	2005-06	2006-07	2007-08
Asian/Pacific Islander	4.8%	2.0%	3.1%	3.1%	2.7%
African American	3.1%	1.8%	2.0%	2.1%	0.9%
Native American	2.4%	4.0%	2.6%	2.5%	2.2%
Hispanic	24.4%	24.2%	23.6%	20.4%	29.2%
Multiple Races	0.0%	1.2%	4.2%	7.0%	8.8%
Other Race	0.6%	1.0%	3.1%	3.4%	6.4%
Caucasian	64.8%	65.8%	61.4%	61.5%	50.2%

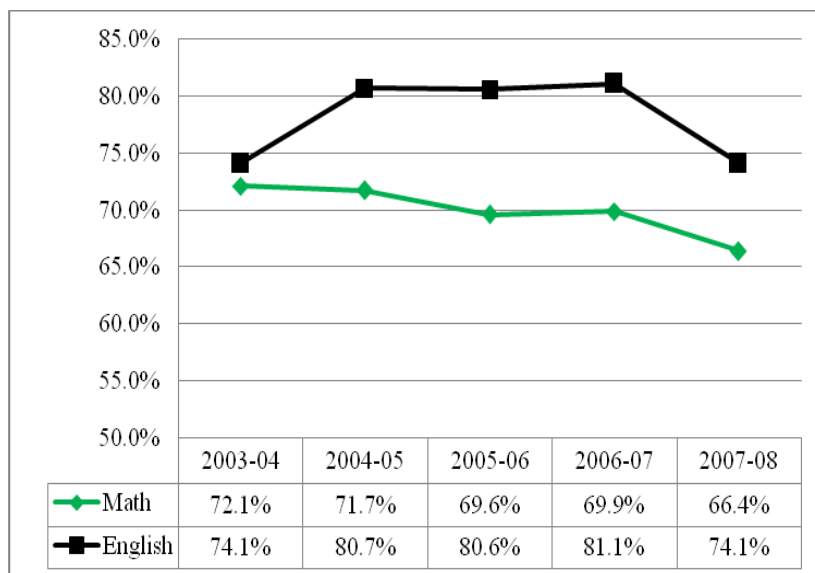
Source: Data Warehouse, Stuclass Table, sum FTE (CR_Equiv/45) where CIP like "32*" and not in ("320201", "320205", "320206", "320207")

PRE-COLLEGE

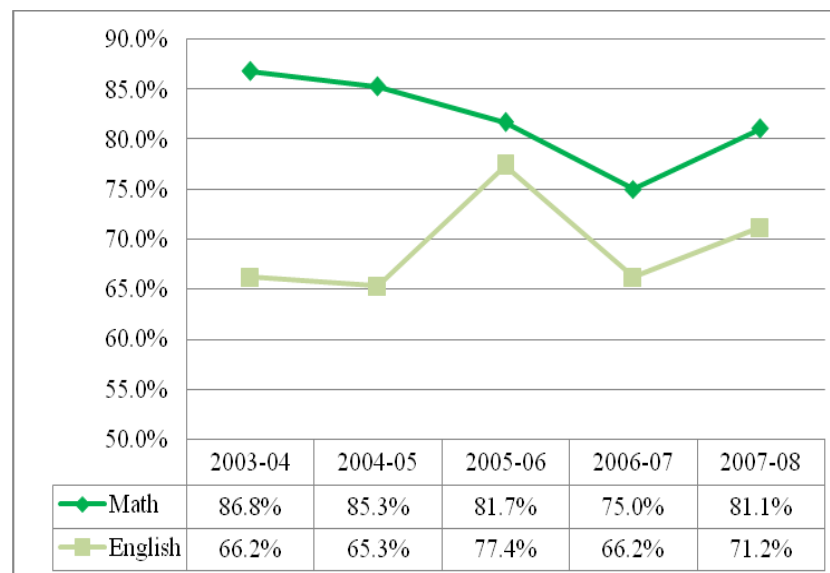
FTE Enrollment in Pre-College Courses (English—INDV 065, 075 and 085 and Math below 100)

	2003-04	2004-05	2005-06	2006-07	2007-08
INDV	28	30	41	35	40
MATH	244	222	197	205	219
TOTAL	272	252	239	240	259

**Passing Rates of Pre-College Math and English Students
(Duplicated Headcount; excludes withdrawals)**



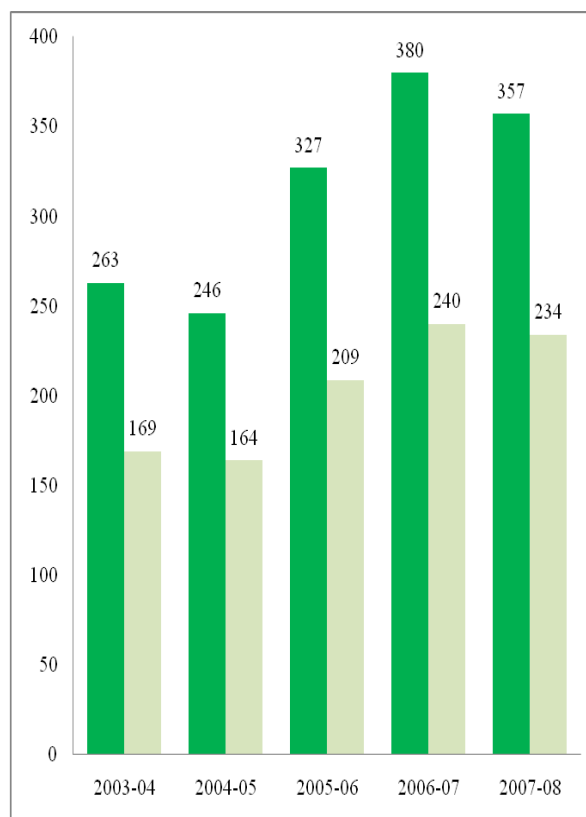
Passing Rates of Pre-College Students in College Level Math and English (fall to fall cohorts; withdrawals included)



Source: Basic Skills and Developmental Education Monitoring Report.

RUNNING START

**Running Start Enrollment
(Headcount is unduplicated)**



Source: Data Express, KR-FPS Where fee pay status =54. Academic Performance-Transcripts Table (note: grades of I, N, P, R, X and V excluded; also lab sections and other grades of “*” excluded from % passed calculation—number enr is duplicated count)

Running Start & All Students Academic Performance Comparison: 2007-08 (W's included)

Discipline	Running Start Students			All Other Students		
	Number Enrolled	Passed with C or above	% Passed	Number Enrolled	Passed with C or above	% Passed
Accounting	26	22	85%	261	216	83%
Anthropology	15	13	87%	136	90	66%
Art	128	107	84%	91	58	64%
Astronomy	6	4	67%	527	437	83%
Biological Sciences	76	52	68%	67	58	87%
Business Administration	64	50	78%	756	546	72%
Business Technology	59	44	75%	733	541	74%
Chemistry	113	75	66%	1038	699	67%
Computer Science	43	32	74%	557	423	76%
Criminal Justice	7	4	57%	503	367	73%
College Success	17	16	94%	142	94	66%
Drama	15	10	67%	158	122	77%
Economics	44	39	89%	226	113	50%
English	462	298	65%	1652	1057	64%
French	21	20	95%	33	32	97%
Human Development	16	13	81%	435	283	65%
History	148	120	81%	278	225	81%
Health	113	101	89%	398	332	83%
Humanities	19	15	79%	215	184	86%
Math	464	343	74%	2671	1633	61%
Music	67	56	84%	612	528	86%
Physical Education	170	137	81%	745	621	83%
Philosophy	35	28	80%	154	114	74%
Physics	13	13	100%	102	97	95%
Political Science	109	85	78%	231	167	72%
Psychology	123	103	84%	716	585	82%
Sociology	60	44	73%	359	282	79%
Spanish	104	64	62%	316	228	72%
Speech	97	78	80%	392	335	85%
ALL DISCIPLINES	2634	1986	75%	14504	10467	72%

ATHLETICS

	WESTERN DIVISION CHAMPIONS													
YEAR	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Baseball (Men)					✓	✓	✓	✓		✓	✓	✓	✓	✓
Basketball (Men)	✓		✓							✓	✓	✓		✓
Basketball (Women)	✓									✓	✓			✓
Soccer (Women)														
Softball (Women)*					✓	✓	✓	✓	✓	✓	✓	**	**	**
Volleyball (Women)		✓					✓				✓			

*Only team in any sport in NWACC history to win six or more conference titles in a row ** NWAAC CHAMPIONS

ATHLETIC TEAM GRADE POINT AVERAGES					
	2004	2005	2006	2007	2008
Baseball (Men)	2.78	2.80	3.02	3.04	2.92
Basketball (Men)	2.83	2.46	2.48	2.59	2.14
Basketball (Women)	2.91	3.18	2.59	2.98	2.75
Soccer (Women)	2.66	2.69	2.83	3.06	2.32
Softball (Women)	2.93	2.87	2.86	2.39	2.60
Volleyball (Women)	2.93	2.77	3.05	2.88	2.56
OVERALL TEAM GPA	2.83	2.81	2.86	2.86	2.68

NUMBER OF ATHLETES: 2007-08			
	Men	Women	All
Baseball (Men)	28		28
Basketball (Men)	13		13
Basketball (Women)		13	13
Soccer (Women)		15	15
Softball (Women)		16	16
Volleyball (Women)		10	10
TOTAL	41	54	95

Source: LCC Athletics Office

STUDENT SUPPORT SERVICES

Student Support Services (SSS) is a federal program, funded by the United States Department of Education. SSS has been active on the LCC campus for nearly 30 years, and has served over 2,000 students since 1978. Students are eligible to participate in this program if neither parent earned a Bachelor's degree, if they are low income, or have a disability. The program serves 210 students per year, out of hundreds of potentially eligible students.

Persistence: the proportion of eligible participants who persist toward completion of the academic programs in which they are enrolled.

	2003-04	2004-05	2005-06	2006-07	2007-08
Proposed	67%	67%	60%	60%	60%
Actual	113/164 = 69%	120/155 = 77%	109/155 = 70%	119/173 = 69%	126/186 = 68%

Good Academic Standing: the proportion of eligible participants who maintain a 2.0 or better grade point average.

	2003-04	2004-05	2005-06	2006-07	2007-08
Proposed	80%	80%	80%	80%	80%
Actual	193/210 = 91%	207/218 = 95%	198/210 = 94%	204/220 = 93%	202/220 = 92%

Graduation: the proportion of eligible participants who graduate each year.

	2003-04	2004-05	2005-06	2006-07	2007-08
Proposed	16%	16%	30%	30%	30%
Actual	39/173 = 23%	43/106 = 41%	42/90 = 47%	41/94 = 44%	44/119 = 37%

Transfer: the proportion of eligible participants who transfer each year.

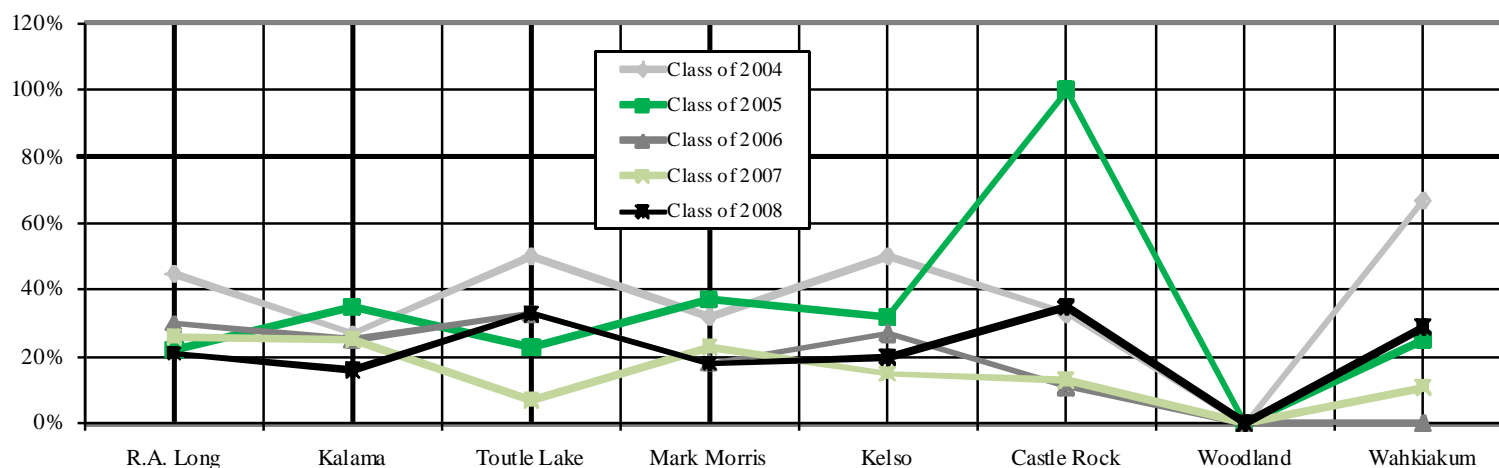
	2003-04	2004-05	2005-06	2006-07	2007-08
Proposed	15%	15%	30%	30%	30%
Actual	35/173 = 20%	48/106 = 45%	29/90 = 33%	47/94 = 50%	38/119 = 32%

Source: LCC Student Support Services Office

Tech Prep links high school and college courses to provide a seamless pathway of career preparation leading to employment. By participating in Tech Prep students can begin earning their Associate in Applied Science Degree at LCC while still in high school. Graduates of LCC's professional-technical programs who began their studies as Tech Prep students often complete their programs in less time and are well prepared to enter a competitive job market both well educated and prepared for a high paying job.

Number of Graduating Seniors with Tech Prep Credit Enrolling at LCC in Subsequent Fall Quarter

	RA Long	Kalama	Toutle Lake	Mark Morris	Kelso	Castle Rock	Woodland	Wahkiakum	Total
Class of 2004	18/40=45%	4/15=27%	1/2=50%	18/56=32%	21/42=50%	4/12=33%	0/0=0%	4/6=67%	70/173=40%
Class of 2005	20/90=22%	6/17=35%	3/13=23%	25/67=37%	38/117=32%	8/8=100%	0/1=0%	2/8=25%	102/321=32%
Class of 2006	19/64=30%	2/8=25%	11/33=33%	17/96=18%	23/85=27%	7/65=11%	0/4=0%	0/6=0%	79/361=22%
Class of 2007	17/65=26%	1/4=25%	3/41=7%	24/106=23%	27/177=15%	5/38=13%	0/7=0%	0/4=0%	78/447=17%
Class of 2008	18/84=21%	3/19=16%	9/27=33%	26/143=18%	43/212=20%	13/37=35%	0/24=0%	5/17=29%	117/563=21%



Source: LCC Tech Prep Office

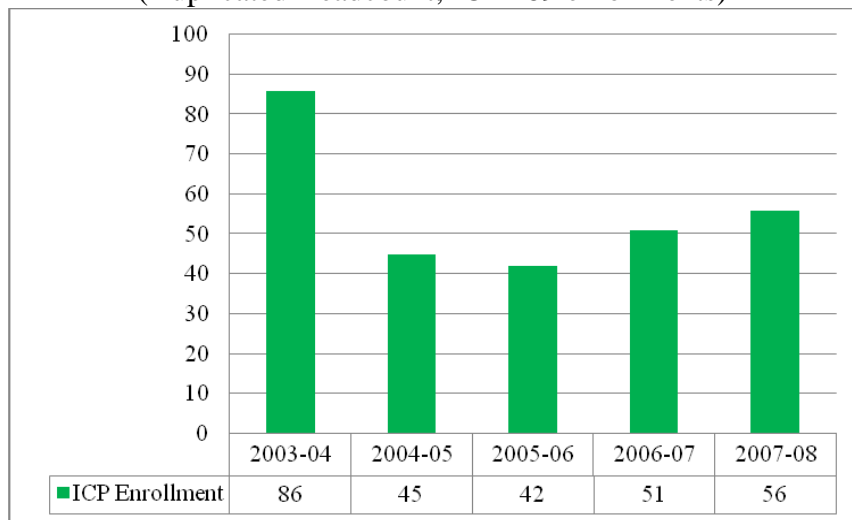
CAREER & EMPLOYMENT SERVICES

Career and Employment Services offers comprehensive career related services to students at LCC and to people in the community. Resources are available for resume writing, interviewing skills, career exploration, and Internet/Web research. This is a self-directed service and individuals can work at their own pace.

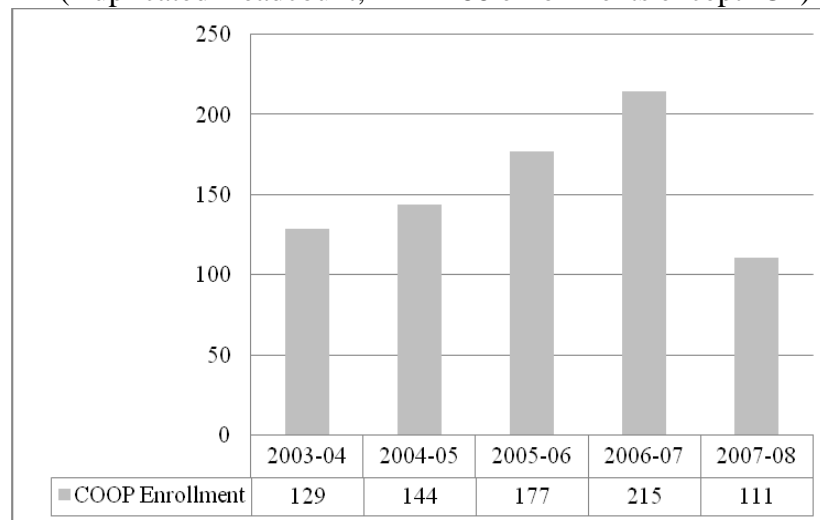
Hire Connections (on-line job posting and search service implemented in fall 2005)	2005-06	2006-07	2007-08
Employers registered to post jobs and review resumes	169	193	139
Job openings posted by employers	387	622	572
Students registered to use the system	391	711	848
Alumni registered to use the system	66	164	80
Students who posted resumes for employers to review	114	119	139
Alumni who posted resumes for employers to review	27	23	13
Students who forwarded resumes to employers in response to job postings	190	267	162
Alumni who forwarded resumes to employers in response to job postings	15	6	13
Times employers reviewed student resumes on-line	110	184	89
Times employers reviewed alumni resumes on-line	22	166	25

Source: Career & Employment Services.

ICP (Individualized Certificate Program) Enrollment
(Duplicated Headcount; ICP 289 enrollments)



Cooperative Work Experience Enrollment
(Duplicated Headcount; ALL 288 enrollments except ICP)



PERSONNEL

Number of LCC Employees—All Funding Sources (FALL QUARTER)

Fall Quarter	FTEF	Percent of Faculty FTE (FTEF) that is Full-Time	FT Faculty	PT Faculty	Administrators	Exempt Staff	Classified Staff	Total Employees
2003	129.81	56.5%	79	85	14	46	138	362
2004	129.38	59.1%	81	89	14	42	145	371
2005	131.81	57.6%	77	90	13	40	138	358
2006	144.13	54.9%	76	104	12	51	133	359
2007	136.1	53.5%	76	98	11	56	133	374

Source: SBCTC Data Warehouse (CLASS Table) for FTEF (FTE_Total and where Employment_Stat =1 for FT), Employee Table; Human Resources

GENDER, ETHNICITY & AGE OF LCC PERSONNEL

Characteristics of LCC Employees, by Classification – All Funding Sources (FALL QUARTER)

	Total	Women	Men	African American	Hispanic	Asian/PI	Native American	Caucasian	55 and over
Full-Time Faculty	76	29	47	1	2	1	0	72	42/55%
Administrative	11	3	8	0	0	0	1	10	5/45%
Exempt	56	44	12	1	3	1	2	49	27/48%
Classified	133	102	31	0	3	4	2	124	46/35%
Part-Time Faculty	98	66	32	0	1	1	1	95	40/41%
TOTAL	374	244	130	2	9	7	6	350	160
TOTAL (%)	100%	65%	35%	0.5%	2.4%	1.9%	1.6%	93.5%	43%

Source: SBCTC Data Warehouse, Employee Table, Human Resources. Note: percentages may not equal 100% due to rounding.

OPERATING REVENUES & EXPENDITURES

Operating Revenues & Expenditures—Dollars and Percent (unrestricted)

	2003-04 Actual		2004-05 Actual		2005-06 Actual		2006-07 Actual		2007-08 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	3,693,869	24.1	3,607,821	22.9	3,716,083	22.0	3,913,266	22.4	4,207,431	21.0
State Appropriation	9,928,816	64.8	10,519,713	66.9	11,447,277	67.8	11,848,402	67.9	14,057,043	70.3
Local Unrestricted	1,019,849	6.7	997,790	6.3	1,064,258	6.3	1,073,456	6.1	1,123,291	5.6
Local Dedicated	692,933	4.5	612,253	3.9	653,103	3.9	627,722	3.6	621,620	3.1
TOTAL REVENUES	15,335,467	100	15,737,577	100	16,880,721	100	17,462,846	100	20,009,385	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	7,277,595	47.6	7,678,234	48.5	8,195,560	48.2	8,636,831	49.8	9,362,975	48.7
Community Education	75,246	0.5	60,980	0.4	55,843	0.3	46,799	0.2	29,030	0.2
Academic Support	909,120	5.9	913,626	5.8	1,042,936	6.2	969,601	5.9	1,040,665	5.4
Libraries	414,352	2.7	390,175	2.5	415,574	2.5	379,254	2.2	349,723	1.8
Student Services	1,934,464	12.6	2,086,449	13.2	2,126,370	12.5	2,156,803	12.4	2,609,939	13.6
Institutional Support	2,872,610	18.8	2,905,715	18.3	3,122,264	18.4	3,141,557	18.1	3,567,267	18.6
Operation of Plant	1,817,548	11.9	1,787,311	11.3	2,027,064	11.9	2,021,439	11.4	2,255,232	11.7
TOTAL EXPENDITURES	15,300,935	100	15,822,490	100	16,995,611	100	17,352,284	100	19,214,831	100

Operating refers to Instruction and General accounts. These exclude auxiliary services, restricted funds, and grant funds.

Source: BA1204/BA1213/BA1212/SBCTC Allocation Schedule (LCC Business Office)

GOVERNMENT & PRIVATE PROGRAM GRANTS

Government and Private Program Grants (restricted)

	2003-04 Actual	2004-05 Actual	2005-06 Actual	2006-07 Actual	2007-08 Actual
REVENUES	\$	\$	\$	\$	\$
Private	648,649	564,069	942,967	1,042,097	1,313,760
State	2,958,227	2,905,114	3,885,479	4,247,864	3,604,548
Federal	3,003,033	2,983,326	3,203,035	3,130,032	3,052,599
TOTAL REVENUES	6,609,909	6,452,509	8,031,481	8,419,993	7,970,907
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	2,041,068	1,866,491	2,494,660	1,971,982	1,531,959
Academic Support	37,184	45,206	66,455	96,798	93,304
Libraries	22,662	31,007	38,325	21,237	18,937
Student Services	4,171,317	4,223,478	4,645,845	4,547,687	4,887,912
Institutional Support	234,685	237,178\$	224,403	533,909	900,492
Operation of Plant	212,548	159,754	177,188	175,647	173,689
TOTAL EXPENDITURES	6,719,464	6,563,114	7,646,876	7,347,260	7,606,293

Source: BA1204/BA1213/BA1212/SBCTC Allocation Schedule (LCC Business Office).

COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	2003-04 Cost Per FTE	2004-05 Cost Per FTE	2005-06 Cost Per FTE	2006-07 Cost Per FTE	2007-08 Cost Per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	3,010	3,354	3,551	3,624	3,936
Community Education	31	27	24	20	12
Academic Support	376	399	452	407	437
Libraries	171	170	180	159	147
Student Services	800	912	921	905	1,097
Institutional Support	1,188	1,269	1,357	1,318	1,499
Operation of Plant	752	781	878	848	948
TOTAL EXPENDITURES	6,328	6,912	7,363	7,282	8,077
FTE Enrollment	2,418 FTE	2,289 FTE	2,308 FTE	2,383 FTE	2,379 FTE
State Reimbursement per FTE*	\$4,100	\$4,200	\$4,300	\$4,500	\$4,800

Source: BA1204/BA1213/BA1212/SBCTC Allocation Schedule (LCC Business Office)

*note: reimbursement rates differ depending on type of FTE (Full-Time Equivalent)

FACILITIES & SQUARE FOOTAGE

Acres, Buildings, Gross Square Footage

Acres of Land.....	37.8
Number of Buildings.....	27
Gross Square Footage.....	403,200

Library Resources

Volumes in Library.....	42,488
Multimedia Materials.....	7,764
Print Periodicals.....	160
Online Periodicals.....	2,771
Online Databases.....	3

Square Footage by Construction Project

Building	Year Built	Gross Sq. Footage	Total Rooms
Administration (ADM)	1960	11,642	50
Admissions Center (ADC)	1960	18,612	66
Alan Thompson Library (LIB)	1977	28,999	37
Applied Arts (AAR)	1960	26,736	68
BB Concessions (BBC)	1988	264	1
Batting Barn (BTB)	1988	2,220	1
Campus Services (CMS)	1995	18,148	39
Carpentry Shop (CRP)	1981	403	1
Don Talley (DTV)	1981	51,400	69
Faculty Office B (FOB)	1970	1,088	9
Green House (GHS)	1979	605	1
Gym (GYM)	1960	23,635	20
HeadStart Storage (HSS)	1992	260	1
Home/Family Life Storage (HFS)	1989	96	1

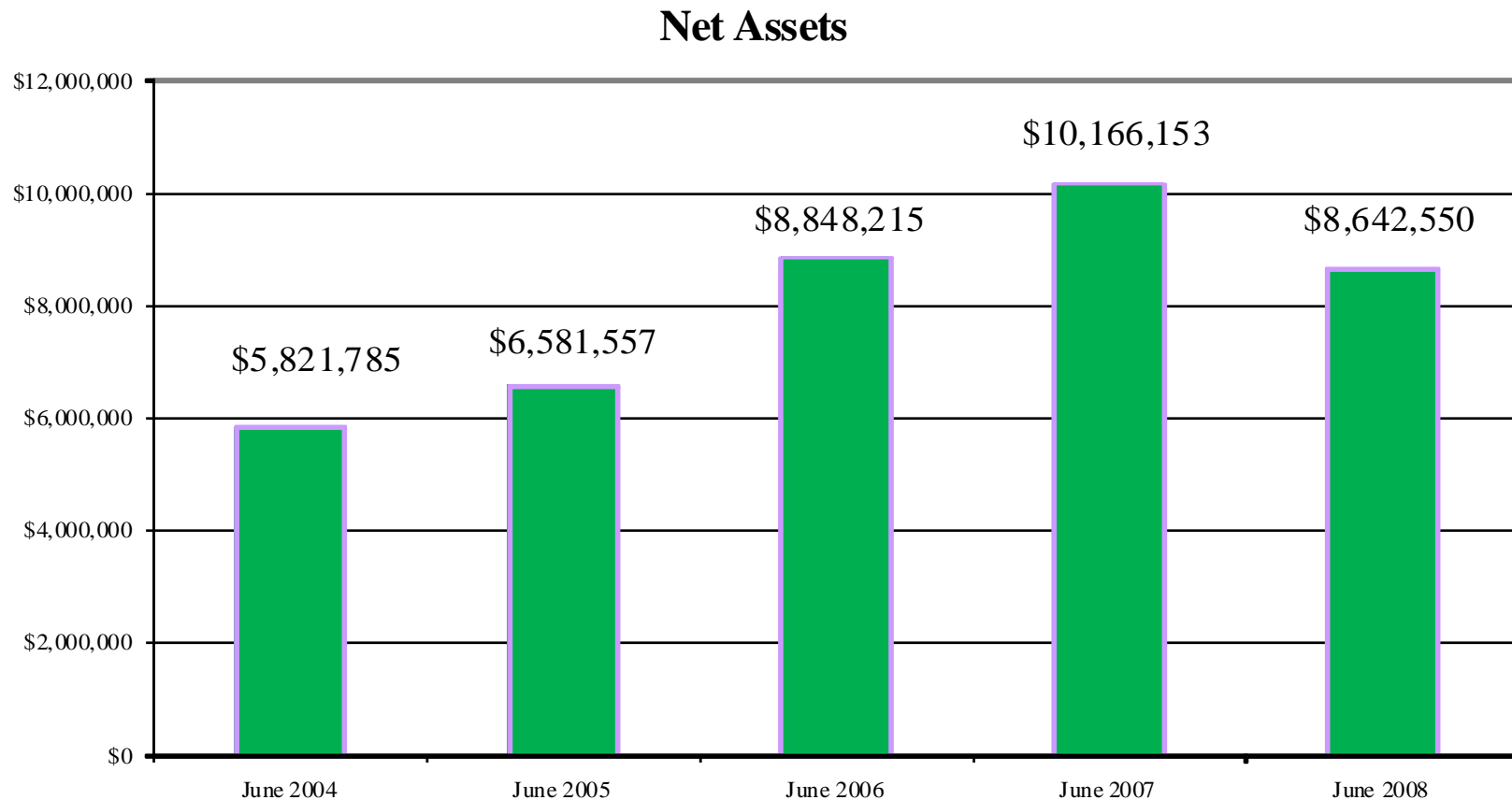
Building	Year Built	Gross Sq. Footage	Total Rooms
Home/Family Life Center (HFL)	1990	17,400	54
Information Tech. Center (ITC)	1970	1,904	11
Instructional Office Bldg. (IOB)	1960	7,623	38
International Center (INC)	1972	1,850	3
Main (MAN)	1970*	40,515	68
Head Start-East (HSE)	2000	5,935	9
Physical Science (PSC)	1971	9,551	20
Rose Center for the Arts (RCA)	2008	55,151	37
HeadStart Administration (RSV)	1957	3,892	13
Science (SCI)	1960	6,994	18
Steam Plant (SPL)	1982	1,723	1
Student Center (STC)	1993	34,304	68
Vocational (VOC)	1960	32,250	58
College Grand Total		403,200	762

*Original date of construction for Main was September, 1950 (oldest building on campus)--Source: LCC Campus Services

LCC FOUNDATION NET ASSETS

Since 1976, the Lower Columbia College Foundation has been:

- Providing financial supplements where public funds are not sufficient
- Gathering public support for enhancement of educational opportunities for LCC students
- Strengthening the teaching, learning and cultural environment of LCC and the community it serves



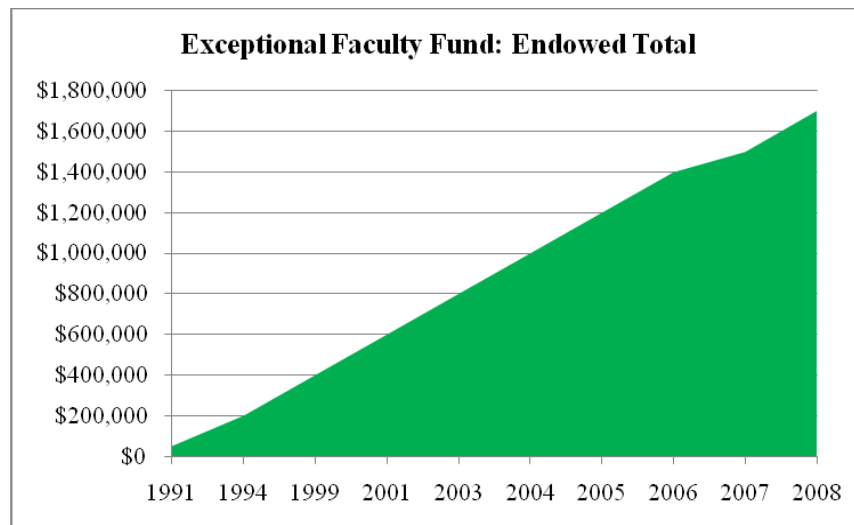
Source: LCC Foundation Office. Note: Audited figures provided.

LCC FOUNDATION SUPPORT

Every year, the Lower Columbia College Foundation uses a percentage of its net assets to support programs at the College. Investment earnings on net assets determine how much is available in any given year.

Total Amount of Program Support to LCC

Year	Dollar Amount	% of Net Assets
2004	\$320,585	5.5%
2005	\$360,430	5.5%
2006	\$535,724	6.0%
2007	\$802,037	7.2%
2008	\$1,215,697	14.1%



2007-08 Support to LCC

	Amount	Percent
Scholarships	\$212,968	17.5%
Grants	\$76,122	6.3%
Program Support	\$810,056	66.6%
Equipment	\$25,500	2.1%
Other	\$91,051	7.5%
TOTAL	\$1,215,697	100%

LCC's Exceptional Faculty Fund holds \$1,702,052 in endowed funds including both LCC and LCC Foundation funds. Figures include a 100% match from the State of Washington.

Source: LCC Foundation Office. Note: Audited figures provided.

COLLEGE & COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State	United States
Total Population, 2007 Estimate (1)	100,467	4,039	6,468,424	301,621,157
Total Population, 2000	92,948	3,824	5,894,121	281,421,906
Percent Change, 2000 to 2006	+7.5%	+5.3%	+8.5%	+6.4%
Percent Change, 1990 to 2000	+13%	+15%	+21%	+13%
Average Annual Wage per Job, 2006 (2)	\$35,696	\$28,520	\$43,727	\$41,991
Average Annual Wage per Job, 1994	\$26,127	\$19,469	\$26,777	\$26,543
Percent Change, 1994 to 2006	+37%	+46%	+63%	+58%
Unemployment Rate, seasonally adjusted, 2007 (3)	6.3%	6.6%	4.5%	4.6%
Unemployment Rate, seasonally adjusted, 2006	6.6%	6.5%	5.0%	4.6%
Unemployment Rate, seasonally adjusted, 2005	7.2%	7.0%	5.5%	5.1%
Unemployment Rate, seasonally adjusted, 2004	10.3%	7.9%	6.2%	5.5%
Unemployment Rate, seasonally adjusted, 2003	10.3%	7.9%	7.5%	6.0%
Poverty Rate, 2005 (3)	15.0%	10.2%	12.0%	13.3%
Poverty Rate, 1999	14.0%	8.1%	10.6%	12.4%
Poverty Rate, 1989	13.0%	10.4%	10.9%	13.1%

Sources: (1) <http://quickfacts.census.gov> (2) www.bea.gov/bea/regional/reis (3) Northwest Area Foundation Indicator Website (www.indicators.nwaf.org)

INFLATION & TUITION COMPARISON

	2003	2004	2005	2006	2007
Inflation, Consumer Price Index (1)	2.3%	2.7%	3.4%	2.4%	2.8%
LCC Tuition Increases, percent annual increase (2)	7.6%	8.7%	8.2%	5.5%	2.9%

Source: (1) U.S. Department of Labor, Bureau of Labor Statistics, www.bls.gov, (2) LCC Financial Aid Office

PARTICIPATION RATES

Service District Participation Rate (Headcount/Population Age 17+) x 100

	Cowlitz County	Wahkiakum County	Washington State
2006 Participation Rate	4.36% (rank: 5)	1.86% (rank: 33)	3.69%
2000 Participation Rate	4.64% (rank: 8)	2.38% (rank: 33)	3.82%

Source: Washington State Higher Education Trends and Highlights, Office of Financial Management Forecasting Division

	2003-04	2004-05	2005-06	2006-07	2007-08
Total Service District Population	98,746	99,981	101,174	103,931	104,506
People of Color in Service District	10,972	11,403	11,639	12,372	12,042
Proportion of People of Color in Service District Population	11.1%	11.4%	11.5%	11.9%	11.5%
Total LCC Student Population	6,789	6,802	7,258	6,929	7,146
Students of Color at LCC	703	743	983	1,010	1,133
Proportion of Students of Color at LCC	10.4%	10.9%	13.5%	14.6%	15.9%

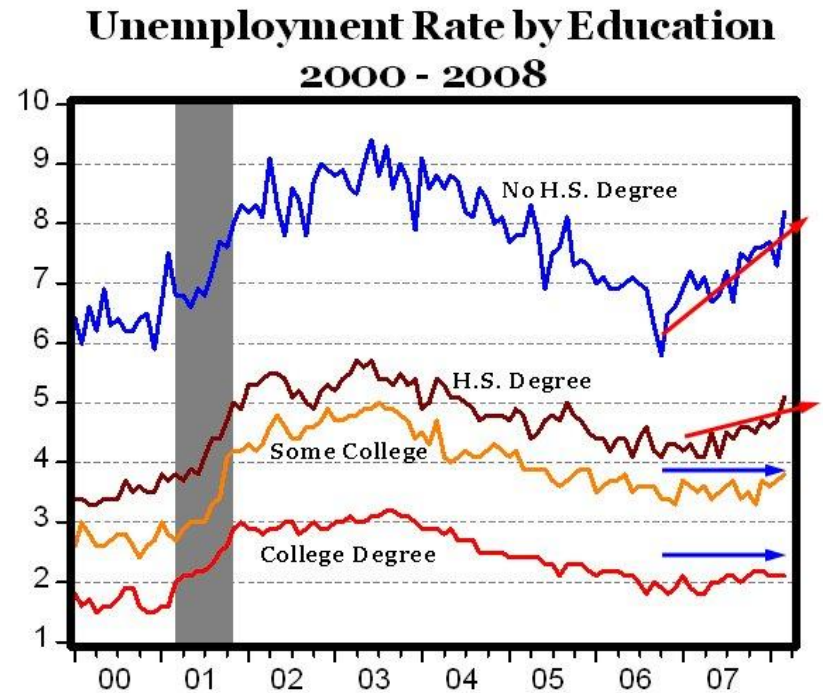
Source: LCC Institutional Portfolio, U.S. Bureau of the Census: <http://www.census.gov/popest/counties/asrh/files/cc-est2007-5race-53.csv>

EDUCATIONAL ATTAINMENT & UNEMPLOYMENT

All figures represent persons 25 years old and over in 2000.

	Percent of population without a high school diploma (25 years old and over)	Percent of population with a bachelor's degree or higher (25+)
Cowlitz County	16.8%	13.3%
Wahkiakum County	15.8%	14.8%
Washington State	12.9%	27.7%
United States	19.6%	24.4%

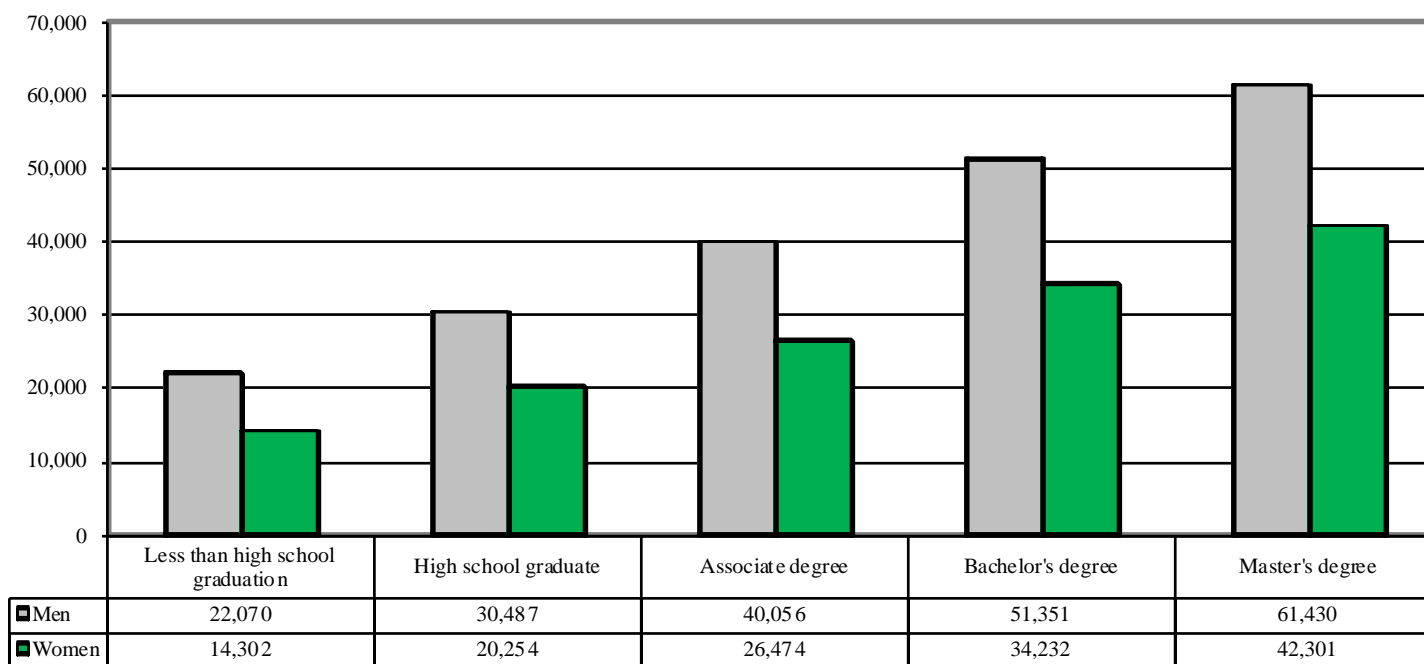
Source: http://factfinder.census.gov/servlet/SAFFPeople?_event=&geo_id=05000US53015&_geoContext=01000US%7C04000US53%7C05000US53015&_street=&_county=Cowlitz&_cityTown=Cowlitz&_state=04000US53&_zip=&_lang=en&_sse=on&ActiveGeoDiv=geoSelect&_useEV=&pctxt=fph&pgsl=050&_submenuId=people_5&ds_name=null&_ci_nbr=null&qtr_name=null®=null%3Anull&_keyword=&_industry



Source:
<http://mjperry.blogspot.com/2008/04/unemployment-rates-by-education.html>

EDUCATIONAL ATTAINMENT & EARNINGS

Median annual income of persons with income 25 years old and over, by highest level of education and gender: 2002 (United States)



Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-60, "Money Income in the United States: 2002."

CRIME STATISTICS

Lower Columbia College Crime Statistics

Campus Crime Statistics	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses – Forcible	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses – Non-Forcible	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	3	2	1	1	0	0	0	0	1	0	0	0	0
Burglary	10	10	7	4	1	0	3	0	0	0	2	0	2
Motor Vehicle Theft	3	3	4	3	4	4	4	1	2	3	0	0	2
Arson	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	16	15	12	8	5	4	7	1	3	3	2	0	4

Arrest/Disciplinary Action/Judicial Referrals	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Illegal Weapons Possession					0	0	0	0	0	0	0	0	0
Drug Law Violations					0	0	0	0	0	1	0	0	0
Liquor Law Violations					0	0	0	0	0	0	0	0	0
TOTAL					0	0	0	0	0	1	0	0	0

Non-Reported Statistics	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Assaults	0	2	20	1	1	2	6	3	3	2	2	5	3
Vandalism	31	10	19	14	24	32	48	29	29	15	15	16	12
Theft	21	28	31	16	22	28	28	23	25	17	18	21	4
Trespassing	7	20	3	4	3	18	7	6	6	1	1	5	7
TOTAL	59	60	73	35	50	80	89	61	63	35	36	47	26

Source: LCC Campus Services

WASHINGTON STATE UNIVERSITY LEARNING CENTER

The WSU Center on the LCC campus provides local baccalaureate degree options for students. Located in the Instructional Office Building, the WSU Center features eight computer workstations for students, and provides students with services and support (including Admissions advising for WSU Vancouver and exam proctoring for the various distance degree programs). WSU also supports a WHETS (Washington Higher Education Telecommunications System) classroom in LCC's Vocational Building which is used for WSU courses in addition to college and community meetings. The WSU Center maintains operation of Videoconferencing technology to facilitate LCC faculty and staff meetings as well as those of community agencies. The WHETS classroom supports an ongoing Post-graduate School Psychologist Certification Program. This program provides state certification for local school counselors to become School Psychologists. The WSU Center also coordinates a number of community education events, including the annual Full Immersion Spanish Institute and STARS courses for Child Care Providers.

Several Distance Degree Programs are offered, including: BA in Business Administration (Management and Operations or Management Information Systems); BA in Criminal Justice; BA in Human Development; BA in Humanities; and BA in Social Sciences. Additional degree completion programs are: BSN for Registered Nurses; Masters in Engineering and Technology Management; and Masters in Agriculture. In addition, a BA in Education (K-8 Certification) is taught at LCC in the form of live classes as a 2 + 2 program.

		2005-06	2006-07	2007-08
Distance Degree Programs, Bachelor Degrees	Number of students enrolled (unduplicated)	121	30	250
	Number of courses offered	150	648	648
	Number of completions	6	7	9
Distance Degree Programs, Masters Degrees	Number of students enrolled (unduplicated)	5	0	0
	Number of courses offered	17	27	27
WHETS Classroom	Number of courses offered	5	13	23
	Unduplicated student headcount	9	21	32
BSN Nursing Program	Number of students enrolled (unduplicated)	1	0	0
BA in Education Program, 2 + 2 (K-8 Certification)	Number of juniors enrolled (unduplicated)	16	16	20
	Number of seniors enrolled (unduplicated)	14	16	16
	Number of courses offered	27	27	27
	Number of completions	20	16	15
Other	Number of transfer students advised	299	352	401
	Number of walk-in students served (duplicated)	5,280	6,329	7,023
	Number of community education events offered	70	67	73

Source: Washington State University Learning Center

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Lower Columbia College, 1600 Maple Street, Longview, WA, 98632, (360) 442-2000, www.lowercolumbia.edu