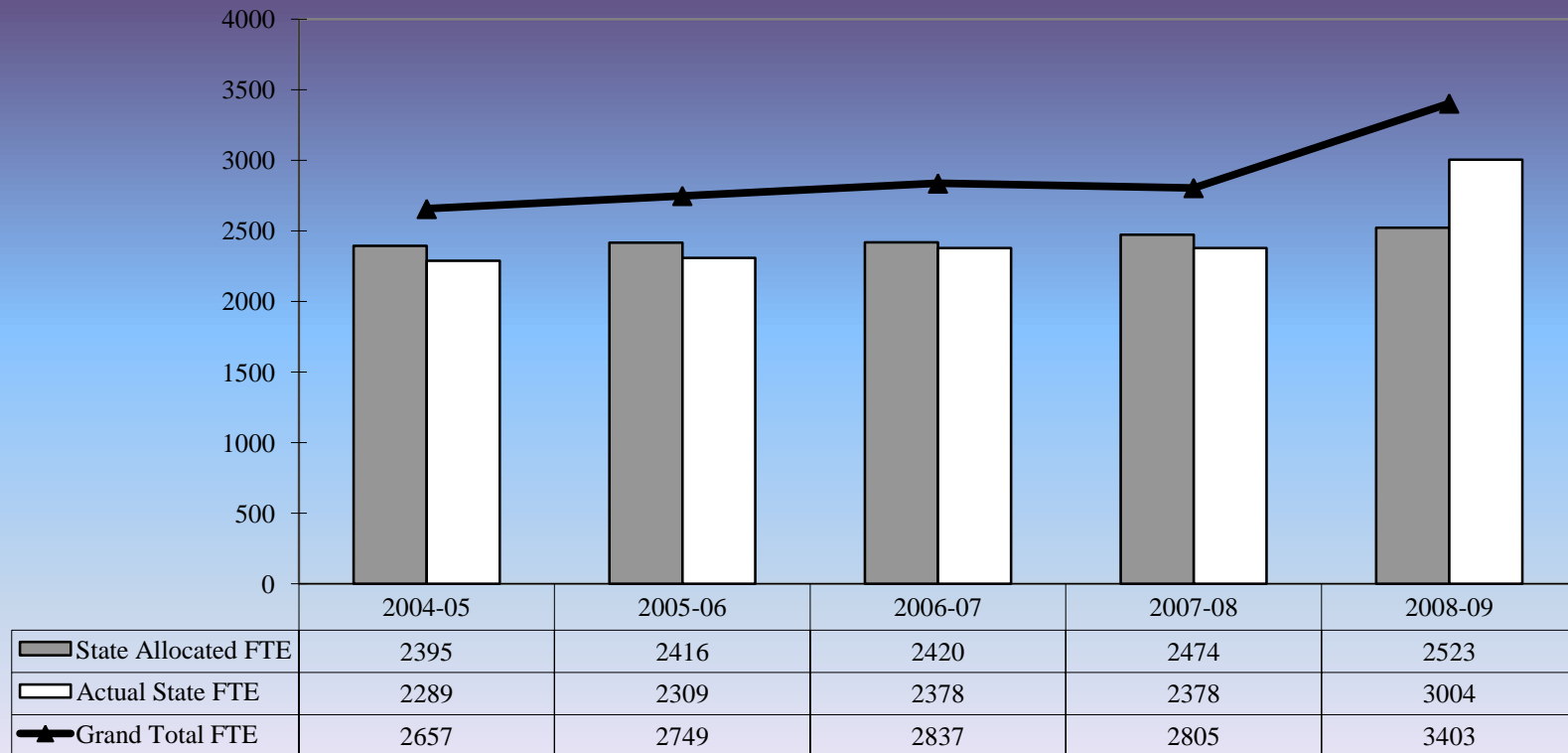


LCC FACTS & FIGURES 2008-09

12th Edition



COMMUNITY COLLEGE DISTRICT 13

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Data for the 12th 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 Lopic Hall, Director of Institutional Research, at (360) 442-2491 for questions or comments.

Published: October 2009

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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.

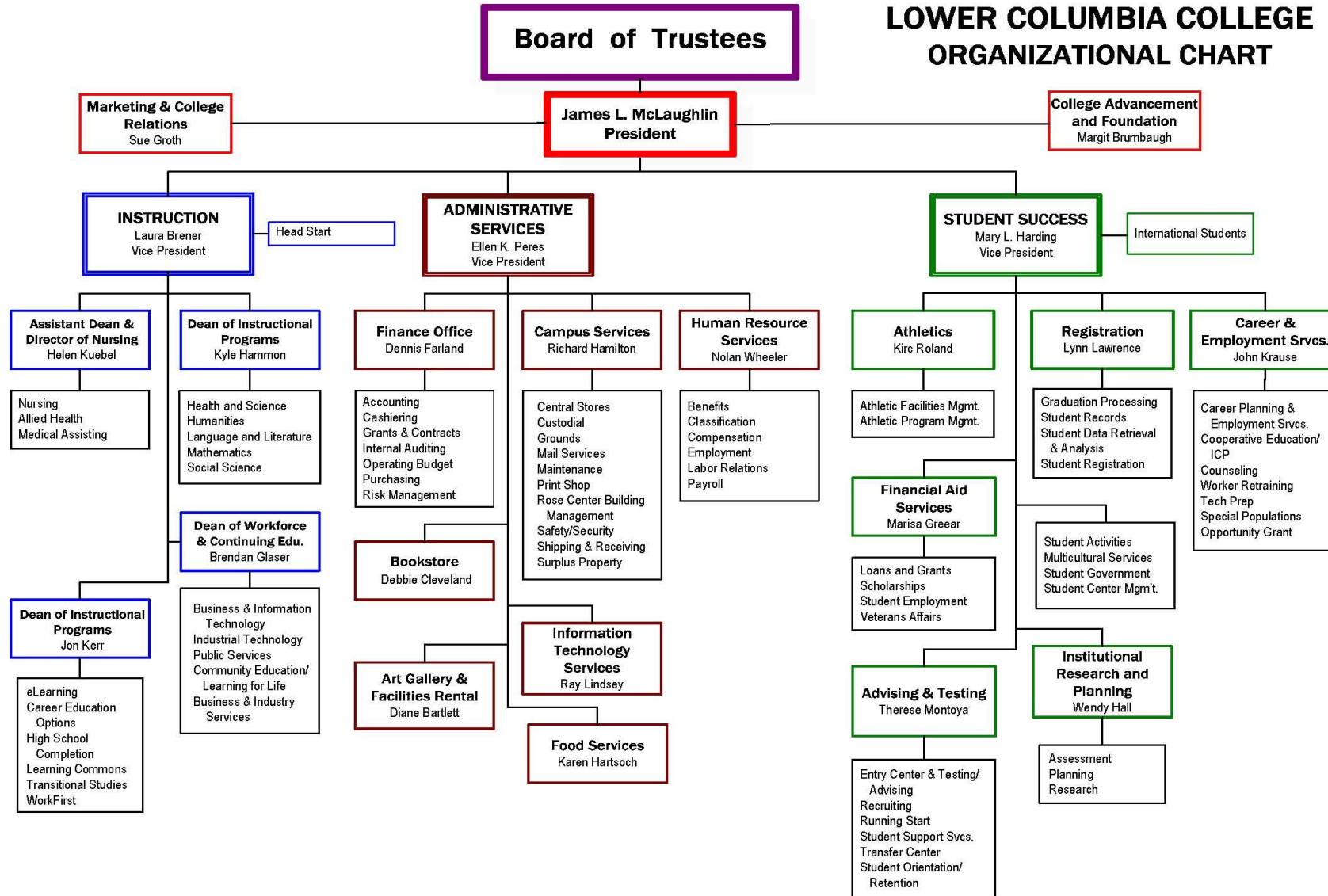
During the 1930s and 1940s, the College struggled with financial problems, and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building 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 25 buildings on 38.75 acres, and enrolls over 4,000 students each quarter.

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

ORGANIZATIONAL STRUCTURE

LOWER COLUMBIA COLLEGE ORGANIZATIONAL CHART



DEFINITION OF TERMS

- ⌘ **Accreditation:** is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public...Institutional accreditation is granted by a regional accrediting agency within a scope of authority approved by the U.S. Department of Education. Institutional accreditation applies to the college...as a whole, not individual programs or units within the institution (NWCCU Handbook, 2003 Edition).
- ⌘ **Contract Funded:** Refers to a course that is externally funded, such as by a company that has requested specific training for their employees.
- ⌘ **Credit Course:** A course that, if successfully completed, can be applied toward the number of credits required to achieve a degree, diploma, certificate, or other formal credential.
- ⌘ **Credit Hour:** A unit of measure representing an hour (50 minutes) of instruction over an approximately 11-week period in a quarter. It can be applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal credential from the college.
- ⌘ **Degree Seeking Student:** Students enrolled in courses for credit that apply to a degree or other formal credential that is offered by the college. Students are also considered degree-seeking while working on pre-requisites to their degree or certificate program (including developmental courses).
- ⌘ **Full-Time-Equivalent (FTE) Student:** is the equivalent of 15 credit hours per quarter, or 45 credit hours per academic year. The calculation is total credits earned/15 for quarterly FTE and total credits earned/45 for annual FTE.
- ⌘ **Full-Time Student:** A student enrolled for 12 or more credits in a given quarter.
- ⌘ **Major:** Although LCC technically does not have majors, the word is used to describe students who are recognized by the institution as being enrolled in a particular degree or certificate program.
- ⌘ **Noncredit Course:** A Course or activity having no credit applicable toward a degree, diploma, certificate, or other formal credential.
- ⌘ **Part-time Student:** A student enrolled for less than 12 credits in a given quarter.
- ⌘ **State-Funded:** Refers to a course that is internally funded, with resources obtained through the state enrollment/appropriation model. Base funding is determined by the number of target FTE that have been assigned to the college by the state. Reimbursements rates vary between different categories of FTE.
- ⌘ **Student-Funded:** Refers to a course for which a student would not be eligible to receive financial aid, such as community education courses.
- ⌘ **Student Persistence:** Refers to students continuing at the college from term to term in credit bearing courses that lead to a credential or other educational goal.
- ⌘ **Student Retention:** Refers to whether a student successfully completes the term for which they are enrolled (i.e., does not withdraw from all classes).
- ⌘ **Unduplicated headcount:** Headcount which counts each student only one time regardless of enrollment in multiple courses or programs.

LCC QUICK FACTS

Students (2008-09)

Total Student Headcount—State (7054); All (7982)
FTE (Full Time Equivalent)—State (3004); All (3403)

Students Taking Classes (2008-09)

English as a Second Language	428
Distance Education	5,376
Retirement Program (duplicated)	1,397
Community Educ. (duplicated)	294

Enrollment by Intent (2008-09)

21%	Transfer
53%	Workforce
9%	Basic Skills
18%	Other

Students in Programs (2008-09)

313	Running Start
215	CEO
310	Worker Retraining

Demographics (2008-09)

63%	Female
17%	Of Color
31	Average Age
39%	Full-Time (12+ cr)

Degrees & Awards (2008-09)

232	Transfer degrees
238	AAS degrees
112	Certificates (1+ years)
249	Completions (<1 year)
68	High School Diplomas
110	GED

- Transfer rate: 25% of students transferred to four-year college or university
- Employment rate: 83% of Professional/Technical graduates employed within 9 months

-
- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▪ Founded in 1934 and is now one of 35 Washington community and technical colleges ▪ 38.75 acre site houses 25 college buildings ▪ Service Area: District 13 serves Cowlitz & Wahkiakum Counties; 87% of students come from service district; 6% are out of state ▪ Operating budget (2008-09) of \$20.8 million ▪ Financial Aid: (2008-09) \$12,958,302 dispersed | <ul style="list-style-type: none"> ▪ Accredited by the Northwest Commission on Colleges and Universities since 1948 ▪ Foundation Net Assets (June 2009): \$6,812,995 ▪ NWAACC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Soccer and Volleyball ▪ Annual tuition and fees (2008-09): \$ 2,937 (Full-Time, 36 cr) ▪ 417 Employees (Fall 08): 74 Full-Time Faculty, 129 Part-Time Faculty, 16 Administrators, 54 Exempt, 144 Classified Staff |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
-

Courses and programs available in 60 disciplines: Accounting, Allied Health, Anthropology, Art, Astronomy, Automotive Technology, Biology, Blueprint Reading, Business Administration, Business Technology, Chemical Dependency Studies, Chemistry, College Success, Computer Science, Contemporary Musicianship and Audio Production, Cooperative Education, Criminal Justice, Dance, Diesel & Heavy Equipment Technology, Drafting, Drama, Early Childhood Education, Earth Science, Economics, Education, Engineering, English, English as a Second Language, Environmental Studies, Fire Science, French, Geography, Geology, Health, High School Completion, History, Home & Family Life, Human Development, Humanities, Individualized Certificate Program, Library, Machine Trades, Manufacturing, Math, Medical Assisting, Music, Nursing, Oceanography, Philosophy, Physical Education, Physical Science, Physics, Process Control Manufacturing, Political Science, Psychology, Sociology, Spanish, Speech, Technology Education, and Welding.

2008-09 STUDENT DEMOGRAPHICS

2008-2009	All		State Funded	
Unduplicated student headcount	7982	100%	7054	88%
Female students	4672	63%	4233	63%
Male students	2763	37%	2434	37%
African American students	91	1%	82	1%
Native American students	143	2%	133	2%
Asian/PI students	180	3%	165	3%
Hispanic students	704	10%	678	11%
Multi-racial/other	242	4%	227	4%
Students of color (<i>Subtotal</i>)	1360	20%	1285	21%
Caucasian students	5459	80%	4851	79%
Age: 0-18 years old	1141	14%	752	10%
Age: 19-24 years old	2278	28%	2178	30%
Age: 25-34 years old	1910	23%	1847	25%
Age: 35-49 years old	1472	18%	1361	19%
Age: 50+ years old	1348	17%	1127	16%
Average age, all students	33.2	--	32.8	--
Average age, credit students	31.2	--	32.7	--
Credit Students (>1 credit)	6239	89%	5674	80%
International Students	5	< 1%	5	< 1%
Disabled students	187	2%	179	3%
Veterans	197	3%	197	3%
First Generation*	639	82%	583	82%
Not-First Generation*	144	18%	128	18%

2008-2009	All		State Funded	
Transfer students	1977	21%	1697	21%
Workforce students	4918	53%	4475	54%
Basic Skills students	803	9%	702	9%
Personal Interest students	1666	18%	1394	17%
Part-time (< 12 credits) status	5650	61%	4930	60%
Full-time (12+ credits) status	3621	39%	3290	40%
Resident students	6498	90%	5614	90%
Non-resident students	694	10%	659	10%
Day students	7230	85%	6395	86%
Evening students	1226	15%	1080	14%
Students with no children	2199	47%	1873	44%
Couples with children	1373	29%	1309	31%
Single students with children	1136	24%	1084	25%
Low-income students	1974	25%	1973	28%
Unemployed Students	1405	20%	1237	18%
New college students	2137	27%	1746	25%
Students who transferred in	407	5%	395	6%
Former students who returned	2542	32%	2222	32%
Continuing students	5152	65%	4609	65%
Prior education: < high school	1895	36%	1598	33%
High school or equivalent	2862	54%	2741	57%
Certificate (< 2 years)	203	4%	195	4%
Associate degree	146	3%	138	3%
Bachelor's degree or higher	200	4%	168	4%

Source: SBCTC Data Warehouse, Student Table. Note: percentages may not equal 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). Veteran's data from Registration.

Percentages calculated include only those students who disclosed specific pieces of demographic information.

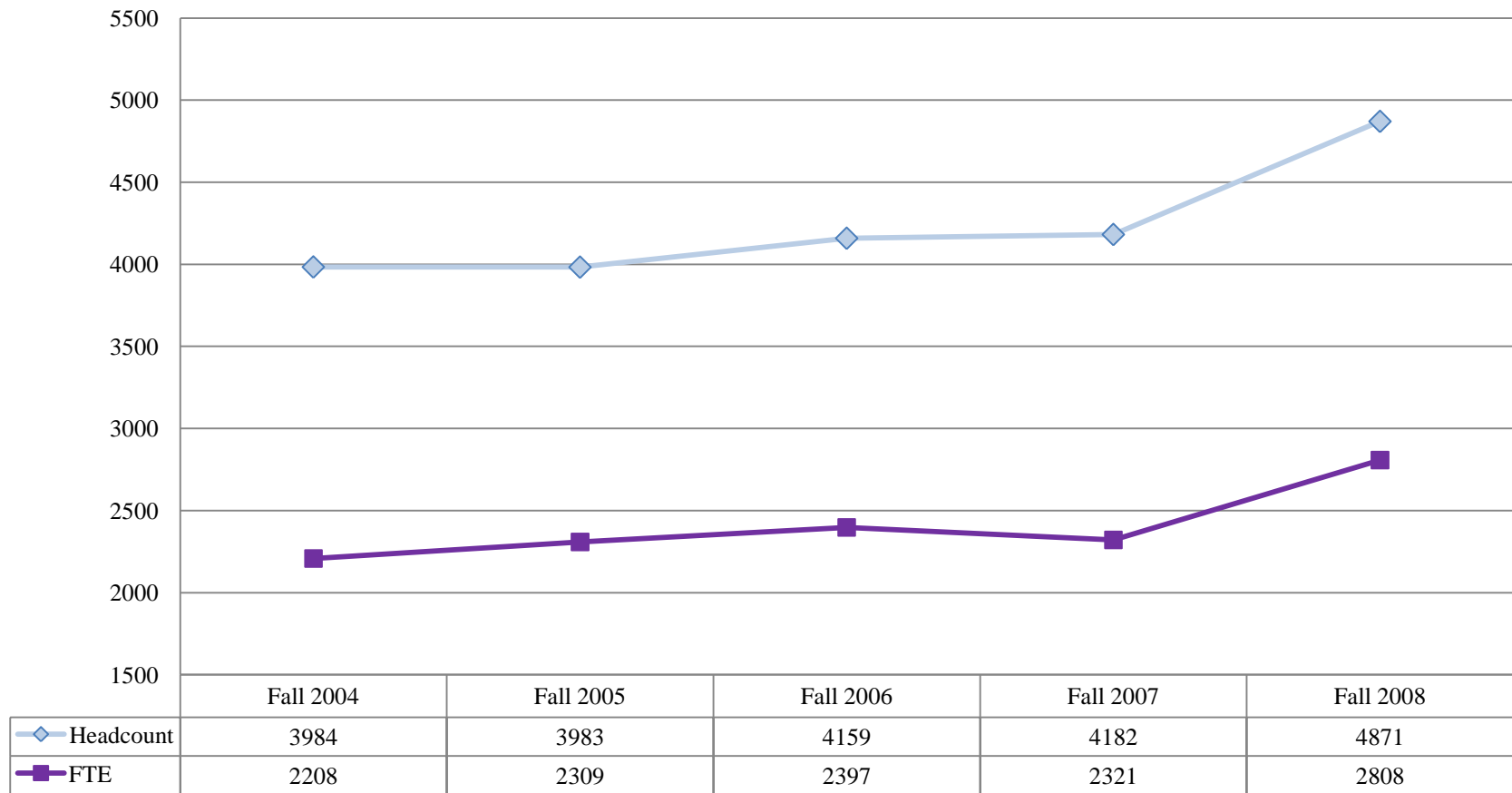
*Data collection didn't begin until fall 2008, so numbers only reflect students entering LCC at or after that time.

FALL QUARTER ENROLLMENT TRENDS

QUARTER	Academic	Workforce	Basic Skills	Developmental	Total FTEs
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
Fall 2008	1,113 (40%)	800 (28%)	675 (24%)	220 (8%)	2,808

Source: Data Warehouse by Institutional Intent Recat, State Supported

Fall Headcount and FTE Enrollment (all funding sources)

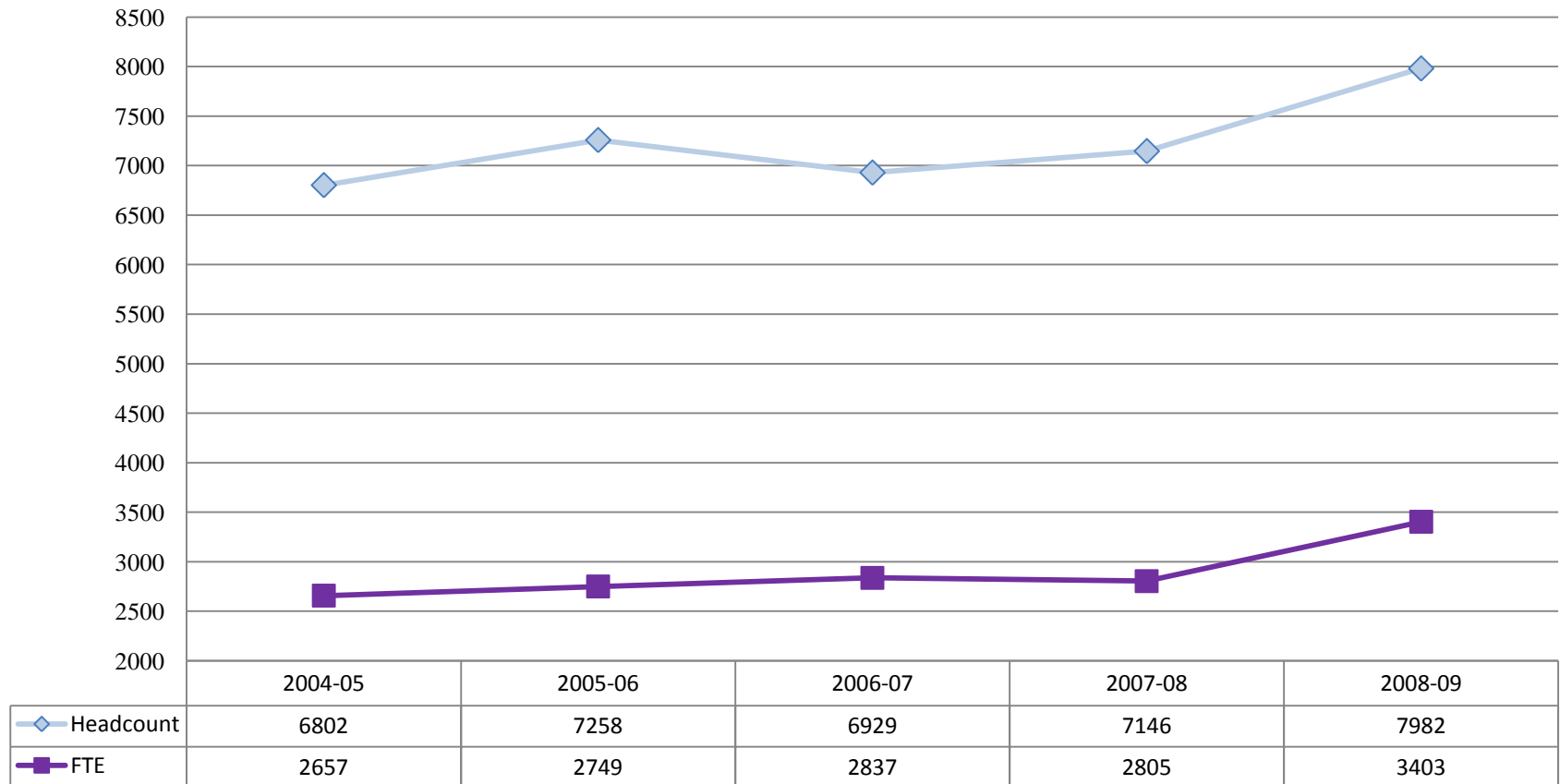


ANNUAL ENROLLMENT TRENDS

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%)
2008-09	3,004 (88%)	386 (11%)	13 (<1%)	3,403 (100%)

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

Annual Headcount and FTE Enrollment



NON-CREDIT ENROLLMENT

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

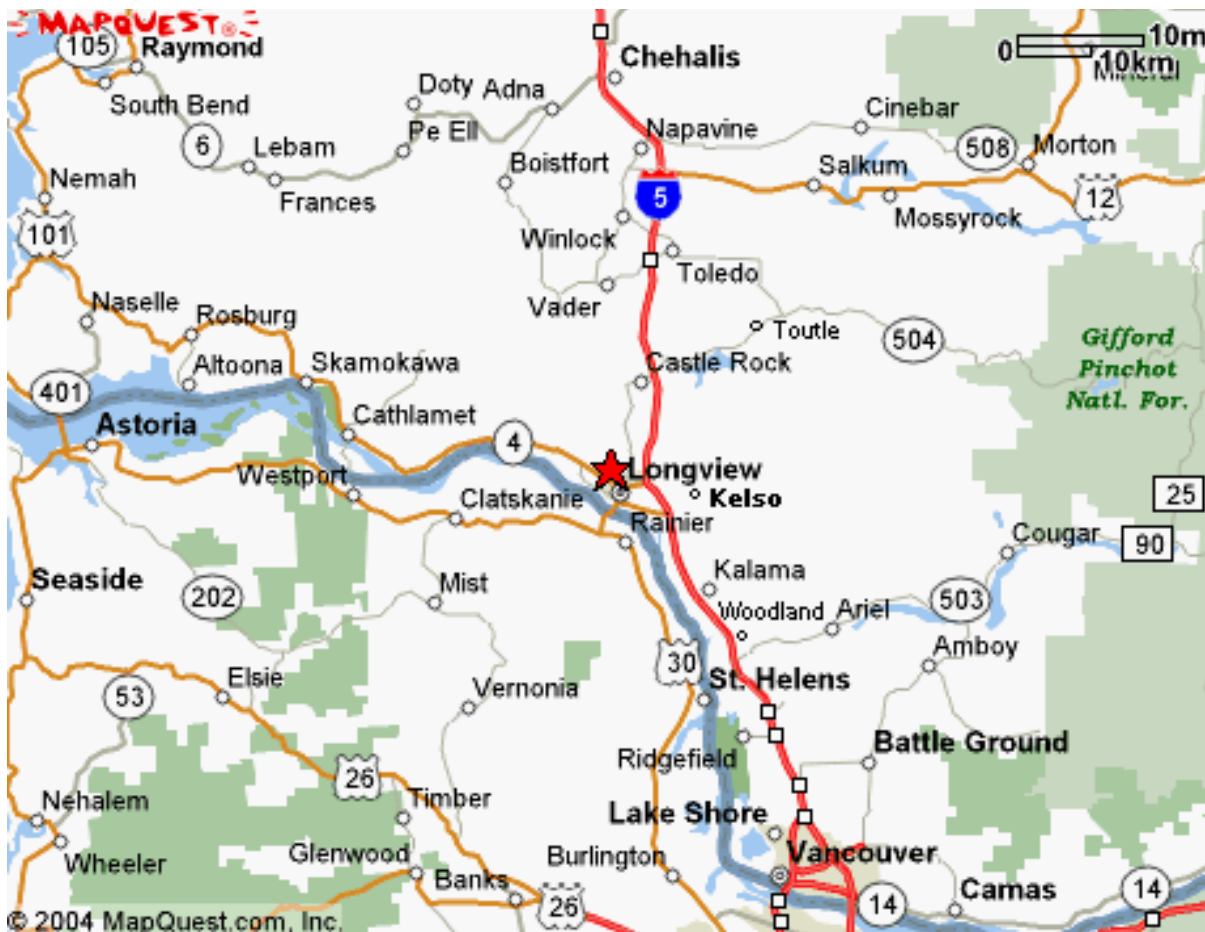
Continuing Education (duplicated headcount)

	2004-05	2005-06	2006-07	2007-08	2008-09
Learning for Life					
1) Community Education Self-Support (CLCE)	474	976	644	330	294
2) Retirement program (CLRT) formerly Senior Studies	1,056	1,237	1,449	1,636	1,397
3) Small Business Courses (CLSB) introduced January 2008	--	--	--	439	320
Testing					
1) Food Handler Card Testing (duplicated headcount)	3,770	4,640	4,917	5,364	3,989
2) Pre-Employment Testing (Work Keys) duplicated headcount	861	549	863	447	299
Client Contracts	14	19	21	28	18

Source: Data Warehouse (Learning for Life), Janis Wright (Online Classes), Testing Office (Testing), Janis Wright (Interactive Multimedia), Lynell Amundson (Client Contracts)

STUDENT HOME ZIP CODES

Approximately 87% of LCC students are from the college's official service district, including Cowlitz and Wahkiakum Counties. Although LCC serves many students in Oregon, Oregon is not part of the college's official service district. Another 7% come from elsewhere in Washington State (including Clark Co.), and about 6% come from other out of state locations.



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

2008-09 Student Enrollment by Zip

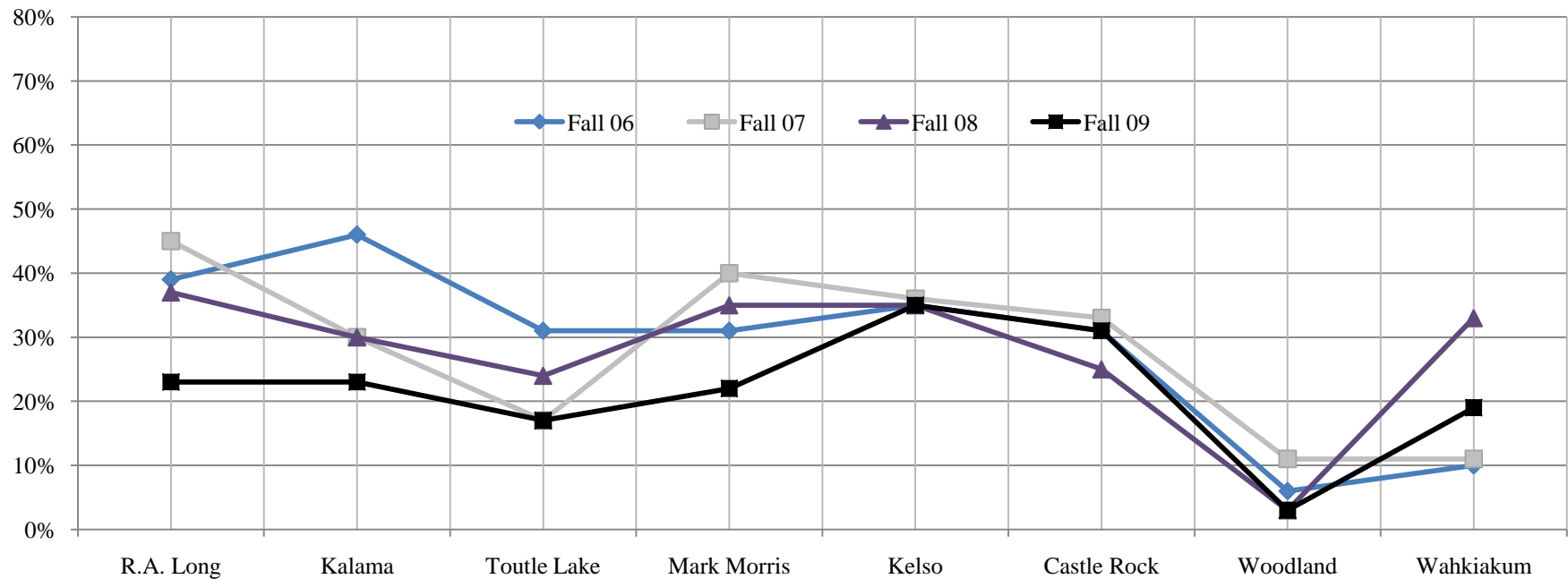
		#	%
Longview	98632	3758	47.1%
Kelso	98626	1848	23.2%
Castle Rock	98611	492	6.2%
Kalama	98625	325	4.1%
Woodland	98674	328	4.1%
Rainier (OR)	97048	226	2.8%
Clatskanie (OR)	97016	164	2.1%
Cathlamet	98612	92	1.2%
St. Helens (OR)	97051	66	0.8%
Silver Lake	98645	49	0.6%
Winlock	98596	26	0.3%
Toledo	98591	28	0.4%
La Center	98629	40	0.5%
Toutle	98649	45	0.6%
Battle Ground	98604	42	0.5%
Other Washington State		331	4.1%
Other Out of State		172	1.5%

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 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%
Fall 2009	38/165=23%	14/61=23%	7/41=17%	48/220=22%	108/311=35%	37/121=31%	4/152=3%	7/36=19%	263/1107=24%

Source: Registration Office

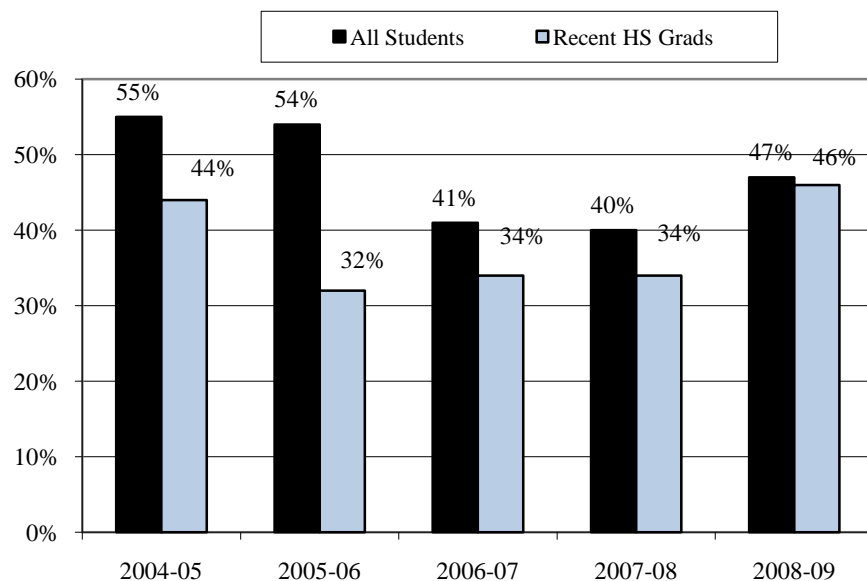


PREPARATION OF INCOMING STUDENTS

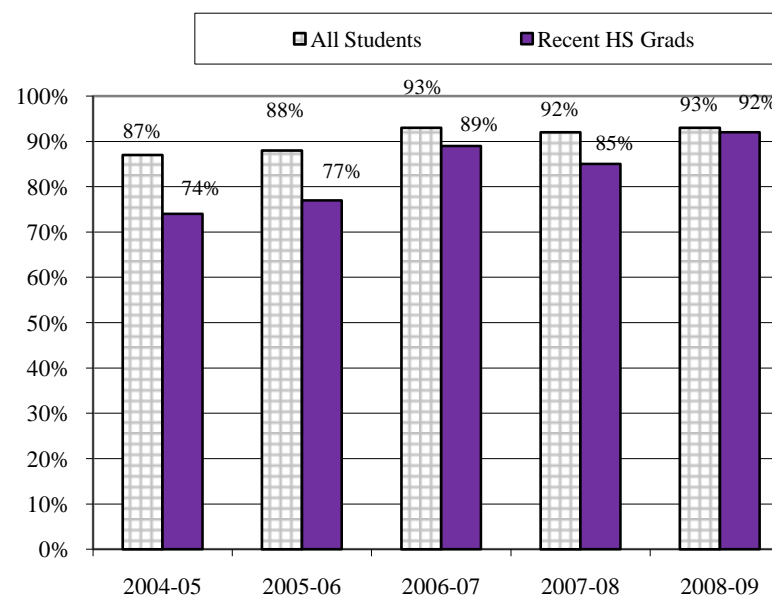
The majority of students entering LCC take placement exams in reading, writing and mathematics. The results of the exams help determine the level at which students begin their coursework.

	% 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
2004-05	55%	44%	87%	74%
2005-06	54%	32%	88%	77%
2006-07	41%	34%	93%	89%
2007-08	40%	34%	92%	85%
2008-09	47%	46%	93%	92%

Students Underprepared in Reading, Writing or Both



Students Underprepared in Math



Source: Data Express WH-COMPAS, Analyzed in Data Warehouse linked to Student Table; 2008-09 data analyzed with LCC Score Ranges and Recommendations dated 05/15/2009 for new students (source = 4). Excludes students entering under transitions math project agreement..

MOST POPULAR AREAS OF STUDY

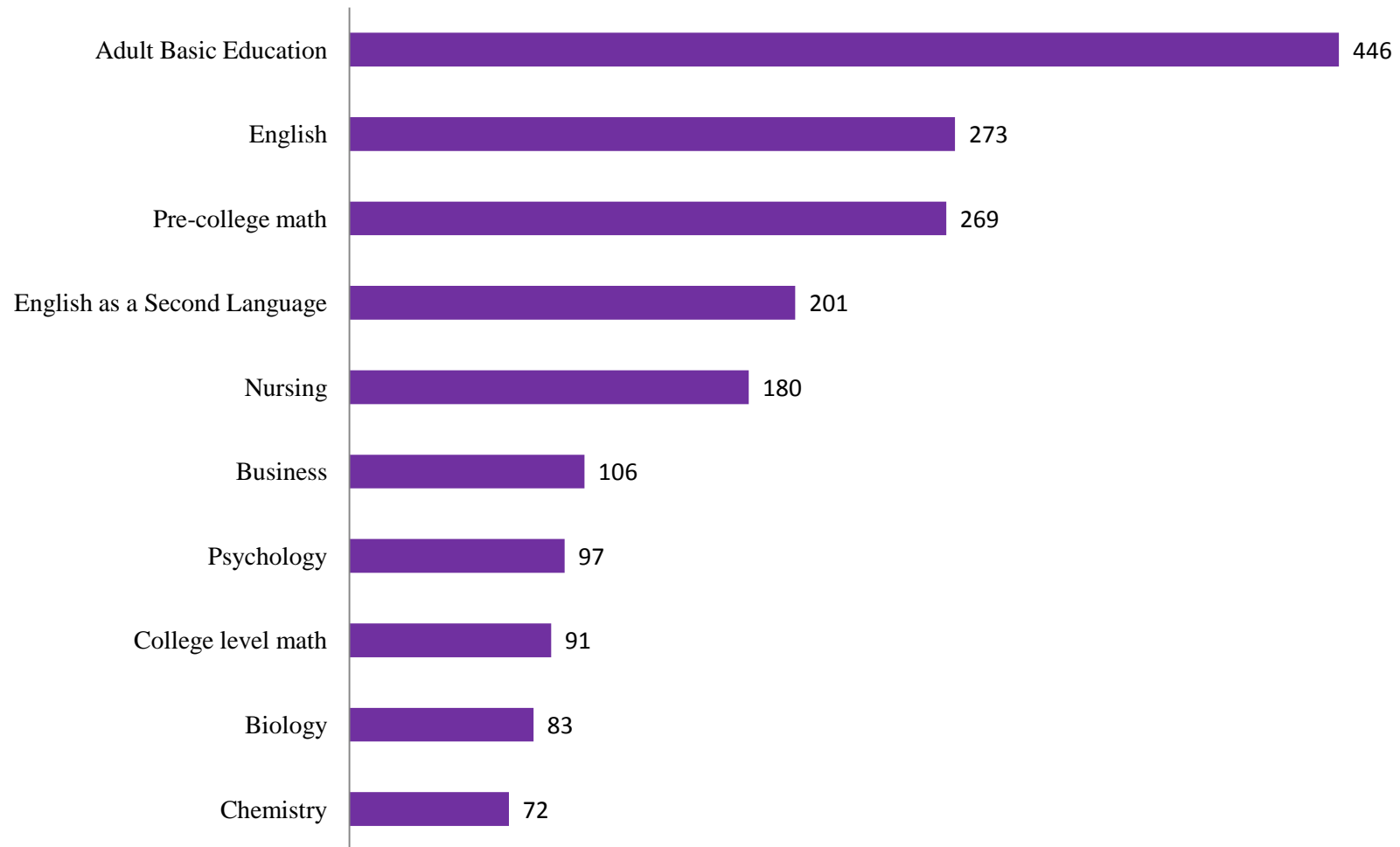
Academic Transfer represents the largest group of “majors” at LCC, with 1,879 in 2007-08, and 1,977 in 2008-09. The following chart depicts the top ten majors within the professional/technical areas. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations, such as in nursing, affect the number of students actually in the program.

Academic Year 2007-08	# of Students	Academic Year 2008-09	# of Students
Nursing	1056	Nursing	1257
Welding	140	Computer Information Systems	152
Computer Information Systems	116	Welding	144
Early Childhood Education	116	Early Childhood Education	142
Business Technology	112	Medical Assisting	114
Medical Assisting	104	Business Management/Administration	108
Automotive/Diesel Technology	84	Criminal Justice	87
Business Management/Administration	82	Fire Science	84
Fire Science	82	Chemical Dependency Studies	78
Criminal Justice	74	Automotive Technology	71

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 2008-09. One Annual FTE (Full Time Equivalent) is equal to 45 enrolled college credits.

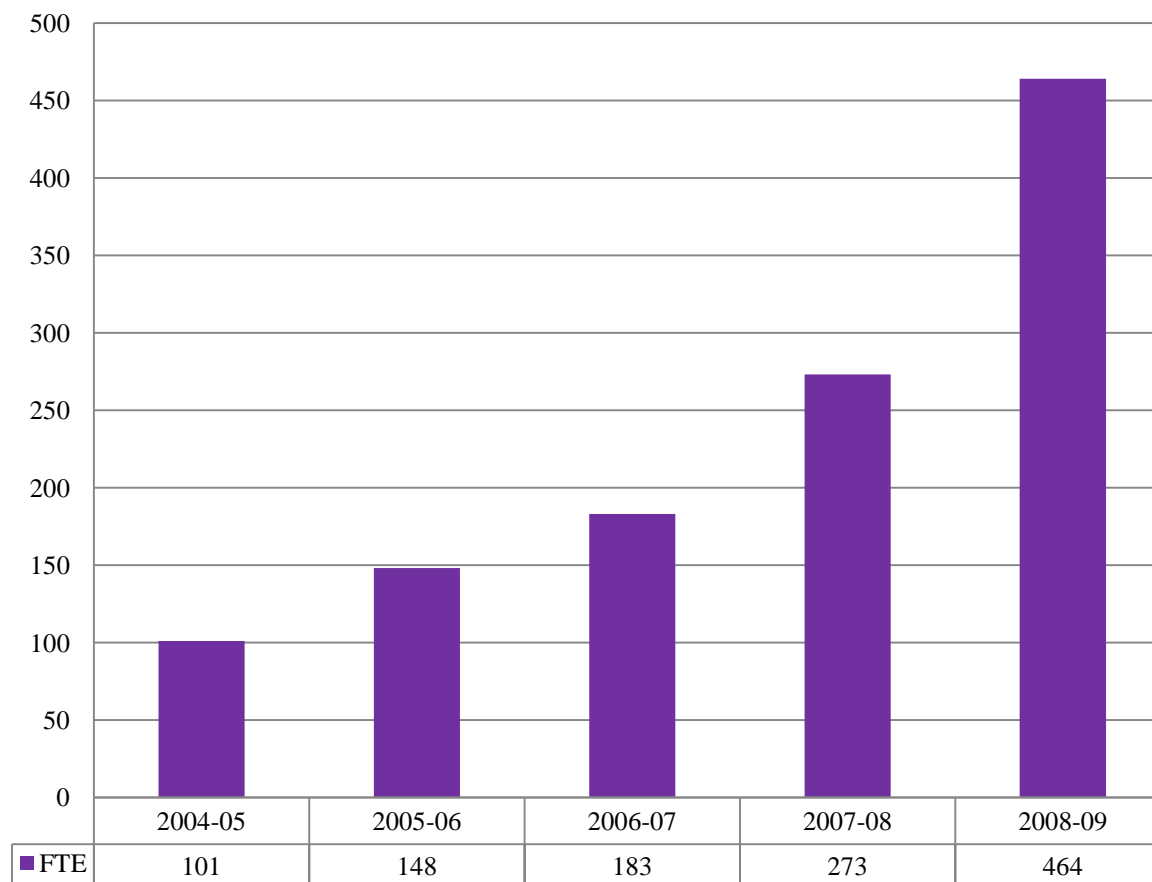


Source: SBCTC Data Warehouse, Class Table, FTES_Total/3 where record code =1 or =2.

ELEARNING

Includes primarily on-line, correspondence, and hybrid (part classroom and part on-line) courses. Headcount is duplicated.

Headcount	
2004-05	1490
2005-06	2296
2006-07	2114
2007-08	3199
2008-09	5376
Number of Courses	
2004-05	234
2005-06	319
2006-07	297
2007-08	286
2008-09	351
2008-09 Breakout	
Telecourse	3
Correspondence	1
On-line	255
Hybrid	92
TOTAL	351



In 2008-09, eLearning classes were offered in the following disciplines: Adult Basic Education, Accounting, Allied Health, Anthropology, Art, Astronomy, Biology, Business, Business Technology, Chemistry, Computers Science, Criminal Justice, Early Childhood Education, Education, English, Environmental Science, Earth Science, Fire Science, Geology, Health, History, Humanities, Individual Development, Library, Mathematics, Music, Nursing, Philosophy, Political Science, Psychology, Pulp and Paper, Sociology, Spanish, and Speech. Source: SBCTC Data Warehouse, Class Table for DIST_ED code.

FINANCIAL AID

	Total Financial Aid Awarded
2004-05	\$7,537,982
2005-06	\$7,907,327
2006-07	\$8,680,722
2007-08	\$10,176,593
2008-09	\$12,958,302

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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 (+6.4%)	\$2,874 (+2.9%)
2008-09	\$4,731 (+9.8%)	\$2,937 (+2.2%)

Summary of Financial Aid Awards 2008-09		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)	\$7,277,663	3,710
SCHOLARSHIPS		
LCC Scholarships	\$24,929	18
LCC Foundation	\$223,778	175
Athletic/Booster	\$40,929	59
Other/Outside	\$298,421	228
LOANS		
Subsidized	\$2,466,810	1013
Unsubsidized	\$1,709,485	631
PLUS (Parent Loan)	\$71,902	8
WORK STUDY	\$844,385	525
GRAND TOTAL	\$12,958,302	6367

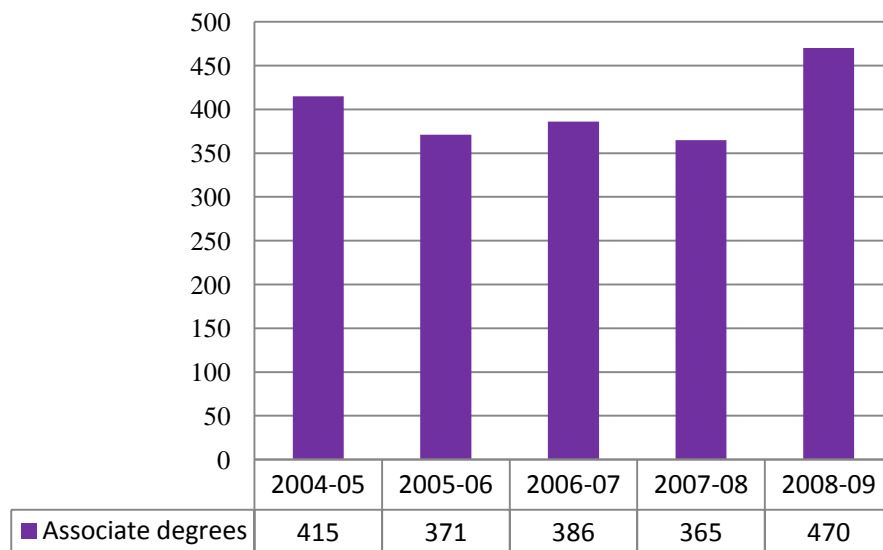
*Other scholarships include TRIO grants through SSS, and all other scholarships that are not funded through the LCC Foundation.
Source: LCC Financial Aid Office.

DEGREES AND CERTIFICATES AWARDED

AWARD	2004-05	2005-06	2006-07	2007-08	2008-09
Associate degrees (transfer)	224	195	200	215	232
Associate in Applied Science (AAS)	191	176	186	150	238
Certificates/Completions (1 Year +)	129	70	106	93	112
Subtotal	544	441	492	458	582

Source: LCC Registration Office

Associate Degree Recipients



Source: LCC Registration Office

Characteristics of Graduates		
2008-09 Associate Degree Completers Only		
Age	Percent	
18 or below	8%	
19-24	41%	
25-34	30%	
35-49	18%	
50+	3%	
Average Age of Degree Completing Grads: 28		
Ethnicity	Female	Male
African American	0.9%	0.9%
Native American	0.9%	0.9%
Asian/Pacific Islander	4.5%	1.8%
Hispanic	4.9%	3.7%
Multi-Racial	1.4%	2.8%
Other Race	1.4%	0.9%
Ethnicity unknown	4.5%	3.7%
Caucasian	81.4%	85.3%

Source: Data Warehouse—Student and Completion Tables

TRANSFER INFORMATION

Top Transfer Institutions for 2007-08 Students

School	# Students
Washington State University	129
Central Washington University	17
University of Washington	17
Portland State University	17
Western Washington University	14
City University of Seattle	10
The Evergreen State College	8

Academic Success of LCC Transfer Students at Washington Baccalaureate Institutions: Spr 08

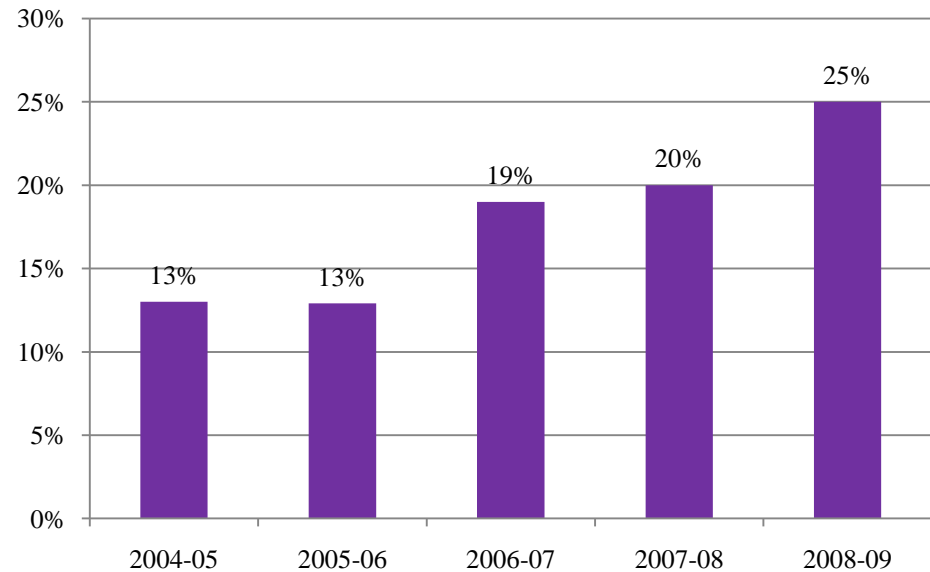
School	Average GPA
Washington State University-V	3.25
Washington State University – Distance Programs	3.41
Western Washington University	2.96
Central Washington University	3.14

Transfer Student Enrollment

Year	Headcount
2004-05	1911
2005-06	1908
2006-07	1885
2007-08	2004
2008-09	1977

Source: Transfer Monitoring Report

Academic Transfer Rate



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

Cohort	Number	Percent
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%
Fall 07 to 08	38/75	50.7%

STUDENTS OF COLOR

Enrollment of Students of Color (all students)

	2004-05	2005-06	2006-07	2007-08	2008-09
African American students	58 (1%)	72 (1%)	70 (1%)	58 (1%)	91 (1%)
Native American students	112 (2%)	99 (2%)	170 (3%)	122 (2%)	143 (2%)
Asian/PI students	130 (2%)	138 (2%)	140 (2%)	142 (2%)	180 (3%)
Hispanic students	507 (9%)	565 (9%)	558 (9%)	660 (11%)	704 (10%)
Multi-racial/other	69 (1%)	151 (2%)	224 (4%)	211 (3%)	242 (4%)
Students of color (<i>Subtotal</i>)	876 (15%)	1025 (16%)	1162 (19%)	1193 (20%)	1360 (20%)
Caucasian students	5063 (85%)	5276 (84%)	4951 (81%)	4911 (80%)	5459 (80%)

Source: Data Warehouse, Student Table, Race-Ethnic-Code. Note: Count includes only students who have an assigned race/ethnic code in student records.

Persistence of Students of Color (New/First-Time Degree-Seeking Students Only)

	Fall 03-Fall 04	Fall 04-Fall 05	Fall 05-Fall 06	Fall 06-Fall 07	Fall 07-Fall 08
	Persisted	Persisted	Persisted	Persisted	Persisted
New degree-seeking students (ALL)	94/197 = 47.7%	107/222 = 48.2%	92/213 = 43.2%	83/185 = 44.9%	86/169 = 50.9%
Students of Color (ALL)	12/20 = 60.0%	13/32 = 45.0%	8/24 = 33.3%	5/14 = 35.7%	10/19 = 52.6%
Caucasian Students	81/173 = 46.8%	92/186 = 49.5%	83/185 = 44.9%	77/168 = 45.8%	76/149 = 51.0%

Source: Institutional Excellence Monitoring Report

Participation and Completion Rates of Students of Color (SOC)

Year	SOC as proportion of all students	SOC as proportion of transfer & workforce populations only	SOC as proportion of degree/certificate (one year +) completers
2004-05	876/5939 = 15%	554/4762 = 12%	18/544 = 3.3%
2005-06	1025/6301 = 16%	633/5011 = 13%	21/441 = 4.8%
2006-07	1162/6113 = 19%	693/4801 = 14%	28/492 = 5.7%
2007-08	1193/6104 = 20%	909/5026 = 18%	34/458 = 7.4%
2008-09	1360/6819 = 20%	1158/6136 = 19%	57/582 = 9.8%

Source: Data Warehouse: Completions and Student Tables using Race-Ethnic Code. Note: Count includes only students who have an assigned race/ethnic code in student records.

ESTIMATED EMPLOYMENT DATA BY PROGRAM

Estimated Employment Rates For LCC Completers

	2002-03	2003-04	2004-05	2005-06	2006-07
	Rate	Rate	Rate	Rate	Rate
Accounting Technician	85%	73%	88%	75%	75%
Automotive Technology	86%	86%	78%	85%	75%
Business Management	76%	70%	73%	79%	88%
Business Tech: Administration	93%	76%	78%	81%	35%
Business Tech: Medical	56%	78%	86%	80%	56%
Business Tech: Legal	100%	80%	No data	50%	No data
Chemical Dependency	77%	88%	83%	50%	100%
Computer Science	83%	81%	74%	74%	79%
Criminal Justice	80%	88%	100%	90%	100%
Diesel/Heavy Equipment	89%	80%	77%	96%	79%
Early Childhood Education	87%	63%	80%	63%	86%
Fire Science	92%	93%	84%	81%	95%
Home Health Aide	89%	81%	85%	80%	100%
Industrial Maintenance	100%	88%	86%	86%	100%
Machine Trades	93%	88%	80%	80%	60%
Medical Assisting	77%	83%	86%	87%	97%
Nursing Assistant	79%	70%	74%	65%	62%
Practical Nurse	90%	100%	100%	70%	67%
Associate Degree Nursing	95%	95%	99%	93%	92%
Welding	87%	81%	95%	93%	75%
TOTAL	85%	82%	84%	82%	83%

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

WAGE DATA BY PROGRAM

Adjusted Median Wage Rates for LCC Completers

	2002-03	2003-04	2004-05	2005-06	2006-07
	Median	Median	Median	Median	Median
Accounting Technician	\$10.72	\$8.87	\$9.99	\$15.57	\$11.09
Automotive Technology	\$11.55	\$9.99	\$12.61	\$11.73	\$13.37
Business Management	\$13.04	\$11.03	\$12.43	\$11.30	\$11.89
Business Tech: Administration	\$9.62	\$10.04	\$11.38	\$9.59	\$12.61
Business Tech: Medical	\$10.12	\$9.62	\$10.86	\$9.99	\$12.38
Business Tech: Legal	\$13.17	\$8.78	No data	\$10.26	No data
Chemical Dependency	\$10.02	\$11.24	\$10.57	\$11.54	\$13.46
Computer Science	\$19.40	\$12.64	\$14.22	\$17.00	\$14.46
Criminal Justice	\$13.87	\$12.78	\$22.94	\$10.00	\$12.43
Diesel/Heavy Equipment	\$13.27	\$14.88	\$16.79	\$16.34	\$15.36
Early Childhood Education	\$10.23	\$9.21	\$11.26	\$12.21	\$13.22
Fire Science	\$19.40	\$10.36	\$11.07	\$10.79	\$13.64
Home Health Aide	\$8.63	\$8.52	\$9.39	\$12.80	No data
Industrial Maintenance	\$17.13	\$18.55	\$27.65	No data	No data
Machine Trades	\$19.04	\$19.61	\$9.89	\$21.44	No data
Medical Assisting	\$11.36	\$10.15	\$13.97	\$12.51	\$13.33
Nursing Assistant	\$9.89	\$9.86	\$14.76	\$10.82	\$10.43
Practical Nurse	\$15.50	\$16.21	\$12.87	\$23.27	No data
Associate Degree Nursing	\$21.46	\$23.76	\$25.81	\$24.65	\$28.39
Welding	\$12.34	\$13.20	\$15.59	\$14.27	\$15.21

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

TOP PROGRAMS FOR GRADUATES

Associate Degree completers only.

Academic Year 2006-07	# 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

Academic Year 2008-09	# of Students
Associate of Arts, AA-DTA (transfer degree)	193
Nursing	100
Associate in Major, DTA/MRP (transfer)	16
AS-T	15
Fire Science	15
Business Management	13
Contemporary Music & Audio Production	8
Welding	7
BTEC/Administrative Assistant	6
Chemical Dependency Studies	6
Automotive Technology, AA degree, Early Childhood Education	5 each

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

LICENSURE INFORMATION

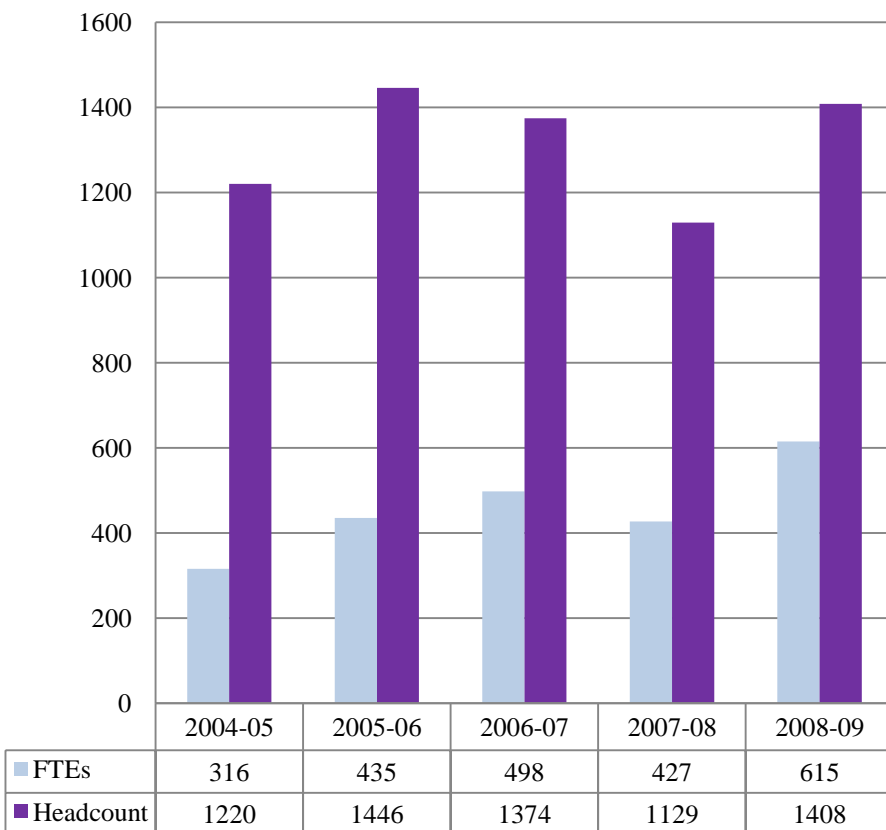
	2004	2005	2006	2007	2008
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	98%	98%	100%	100%	100%
Registered Nurse	90%	91%	93%	82%	92%
WABO (Washington Association of Building Officials)					
Welding	100%	96%	88%	67%	100%

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

	2004-05	2005-06	2006-07	2007-08	2008-09
Asian/Pacific Islander	2.0%	3.1%	3.1%	2.7%	4.5%
African American	1.8%	2.0%	2.1%	0.9%	1.6%
Native American	4.0%	2.6%	2.5%	2.2%	2.4%
Hispanic	24.2%	23.6%	20.4%	29.2%	29.7%
Multiple Races	1.2%	4.2%	7.0%	8.8%	6.0%
Other Race	1.0%	3.1%	3.4%	6.4%	3.5%
Caucasian	65.8%	61.4%	61.5%	50.2%	52.3%

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

Integrated Basic Education and Skills Training (I-BEST) pairs English as a second language (ESL)/adult basic education (ABE) instructors with professional-technical instructors in the classroom to concurrently provide students with literacy education and workforce skills. LCC's I-BEST programs include: Manufacturing Occupations Core, Business Technology/Administrative Support, Early Childhood Education, and Health Occupations Core. LCC offered its first I-BEST courses in 2006-07.

I-BEST Enrollment

	FTE	Headcount	Courses Offered
Fall 2006	7	12	AH, BLPT, BTEC, ENGL, HLTH, MASP, MFG, WELD
Annual 2006-07	14	27	
Fall 2007	8	9	AH, BLPT, BTEC, BUS, HLTH, MASP, MATH, MFG, TECH, WELD
Annual 2007-08	10	21	
Fall 2008	30	29	ABE, AH, BLPT, BTEC, BUS, ECED, EDUC&, ENGL, HLTH, MASP, MATH, MFG, NURS, TECH, WELD
Annual 2008-09	30	69	

I-BEST Completions (unduplicated count within category and cohort year)

	Number and percent of high school completion or GED Certificates (exit codes 6,7)*	Number and percent of college certificates and/or degrees (exit codes 1, 3 or 4)*
2006-2007	3/27 = 11%	16/27 = 59%
2007-2008	5/21 = 24%	8/21 = 38%
2008-2009	11/75 = 15%	31/75 = 41%

*all cohorts updated through spring quarter 2009

Student Success in I-BEST

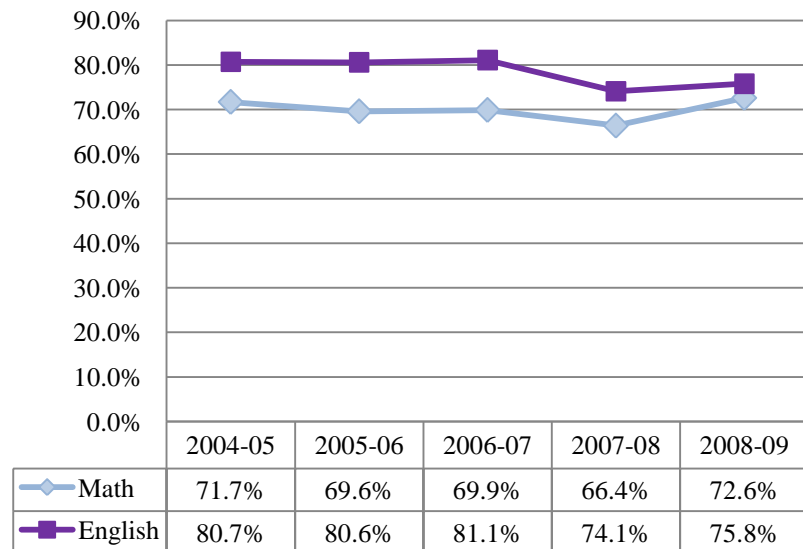
	Percent credits earned vs. attempted in cohort year	I-BEST courses passed with a 2.0 or above in cohort year*	Average GPA in I-BEST courses in cohort year*
2006-2007	595/693=86%	232/261=89%	2.91
2007-2008	396/580=68%	109/139=78%	2.37
2008-2009	844/1094=77%	210/249=84%	3.01

*excludes grades of W, I, N, P, R, V

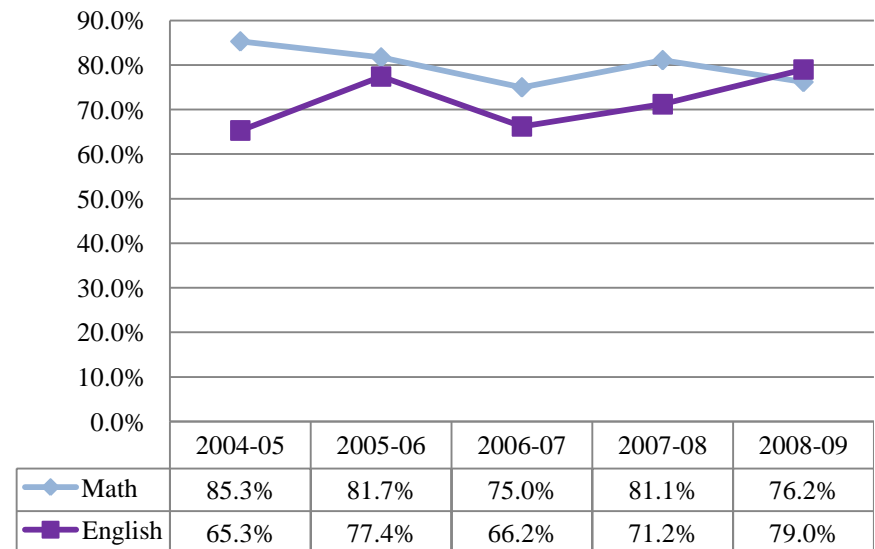
FTE Enrollment in Pre-College Courses (English* and Math below 100) – All Funding Sources

	2004-05	2005-06	2006-07	2007-08	2008-09
ENGL*	30	41	35	40	43
MATH	222	197	205	219	269
TOTAL	252	238	240	259	312

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)

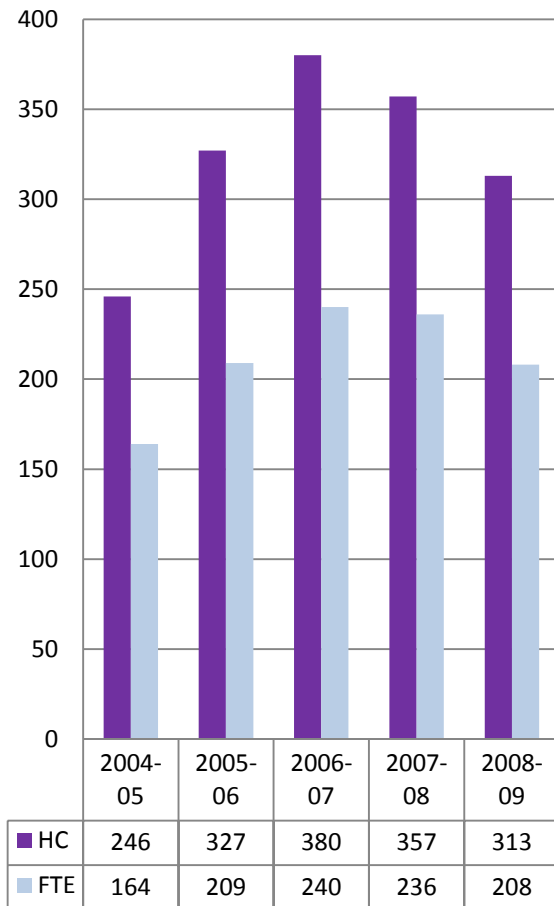


Source: Basic Skills and Developmental Education Monitoring Report.

*formerly INDV courses

RUNNING START

Running Start Enrollment Headcount (HC) is unduplicated



Source: Data Express, KR-FPS Where fee pay status =50, 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)

Running Start & All Students Academic Performance Comparison: 2008-09 (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	7	6	86%	305	250	82%
Anthropology	9	5	56%	122	89	73%
Art	123	106	86%	644	482	75%
Biological Sciences	63	45	71%	726	530	73%
Business Administration	41	29	71%	980	735	75%
Business Technology	19	18	95%	1340	926	69%
Chemistry	83	62	75%	673	516	77%
Computer Science	27	21	78%	734	570	78%
Criminal Justice	14	13	93%	144	118	82%
College Success	9	8	89%	160	113	71%
Dance	9	9	100%	45	43	96%
Drama	24	21	88%	150	114	76%
Economics	50	47	94%	194	175	90%
English	405	270	67%	2075	1460	70%
French	16	15	94%	29	27	93%
Geology	11	9	82%	109	91	83%
Human Development	15	10	67%	469	295	63%
History	144	115	80%	307	251	82%
Health	91	81	89%	477	418	88%
Humanities	23	18	78%	295	236	80%
Math	167	131	78%	3288	2153	65%
Music	95	82	86%	659	516	78%
Oceanography	10	6	60%	19	15	79%
Physical Education	162	141	87%	935	803	86%
Philosophy	19	14	74%	133	105	79%
Physics	13	12	92%	120	103	86%
Political Science	122	75	61%	248	168	68%
Psychology	93	84	90%	895	708	79%
Sociology	49	35	71%	500	404	81%
Spanish	73	59	81%	359	252	70%
Speech	126	102	81%	452	358	79%
ALL DISCIPLINES	2112	1649	78%	17586	13024	74%

ATHLETICS

	DIVISION CHAMPIONS										
YEAR	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
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					
	2005	2006	2007	2008	2009
Baseball (Men)	2.80	3.02	3.04	2.92	3.18
Basketball (Men)	2.46	2.48	2.59	2.14	2.42
Basketball (Women)	3.18	2.59	2.98	2.75	2.94
Soccer (Women)	2.69	2.83	3.06	2.32	3.08
Softball (Women)	2.87	2.86	2.39	2.60	2.65
Volleyball (Women)	2.77	3.05	2.88	2.56	3.15
OVERALL TEAM GPA	2.81	2.86	2.86	2.68	2.94

NUMBER OF ATHLETES: 2008-09			
	Men	Women	All
Baseball (Men)	30	--	30
Basketball (Men)	13	--	13
Basketball (Women)	--	10	10
Soccer (Women)	--	15	15
Softball (Women)	--	18	18
Volleyball (Women)	--	11	11
TOTAL	43	54	97

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.

	2004-05	2005-06	2006-07	2007-08	2008-09
Proposed	67%	60%	60%	60%	60%
Actual	120/155 = 77%	109/155 = 70%	119/173 = 69%	126/186 = 68%	119/165 = 72%

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

	2004-05	2005-06	2006-07	2007-08	2008-09
Proposed	80%	80%	80%	80%	80%
Actual	207/218 = 95%	198/210 = 94%	204/220 = 93%	202/220 = 92%	197/220 = 90%

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

	2004-05	2005-06	2006-07	2007-08	2008-09
Proposed	16%	30%	30%	30%	30%
Actual	43/106 = 41%	42/90 = 47%	41/94 = 44%	44/119 = 37%	50/123 = 41%

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

	2004-05	2005-06	2006-07	2007-08	2008-09
Proposed	15%	30%	30%	30%	30%
Actual	48/106 = 45%	29/90 = 33%	47/94 = 50%	38/119 = 32%	40/123 = 33%

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

	Class of 2005	Class of 2006	Class of 2007	Class of 2008*	Class of 2009
Castle Rock	8/8 = 100%	7/65=11%	5/38=13%	13/37=35%	10/39=26%
Kalama	6/17=35%	2/8=25%	1/4=25%	3/19=160%	2/13=15%
Kelso	38/117=32%	23/85=27%	27/177=15%	43/125=34%	33/113=29%
Mark Morris	25/67=37%	17/96=18%	24/106=23%	25/86=29%	10/56=18%
RA Long	20/90=22%	19/64=30%	17/65=26%	18/57=32%	6/43=14%
Toutle Lake	3/13=23%	11/33=33%	3/41=7%	9/27=33%	6/15=40%
Wahkiakum	2/8=25%	0/6=0%	1/9=11%	5/17=29%	3/14=21%
Woodland	0/1=0%	0/4=0%	0/7=0%	0/24=0%	1/33=3%
TOTAL	102/321=32%	79/361=22%	78/447=17%	116/392=30%	71/326=22%

Source: LCC Tech Prep Office

*Numbers for the class of 2008 have been corrected. Incorrect figures were presented in 2008 due to a database error. The new figures are estimates based on averaged numbers from 2006, 2007 and 2009.

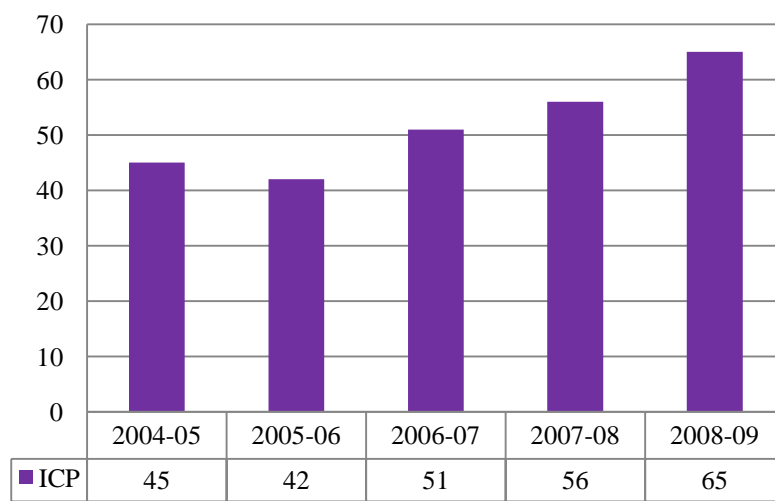
CAREER & EMPLOYMENT SERVICES

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.

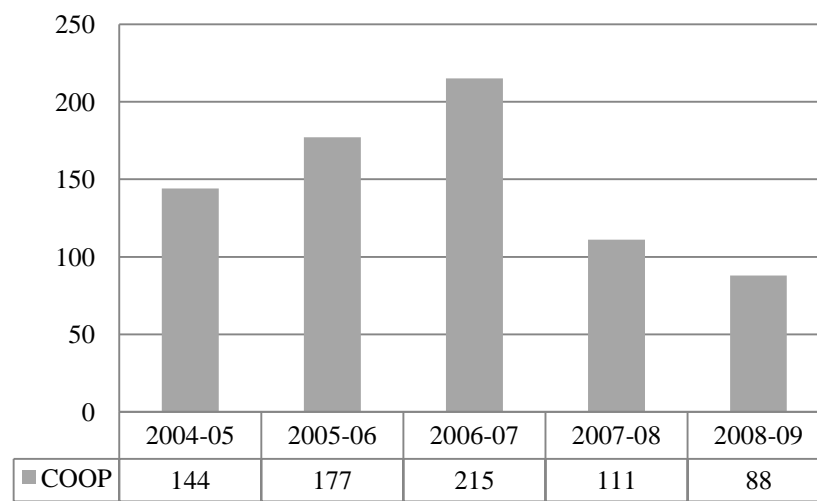
Hire Connections	2005-06	2006-07	2007-08	2008-09
Employers registered to post jobs and review resumes	169	193	139	83
Job openings posted by employers	387	622	572	370
Students registered to use the system	391	711	848	1031
Alumni registered to use the system	66	164	80	75
Students who posted resumes for employers to review	114	119	139	149
Alumni who posted resumes for employers to review	27	23	13	12
Students who forwarded resumes to employers in response to job postings	190	267	162	140
Alumni who forwarded resumes to employers in response to job postings	15	6	13	7
Times employers reviewed student resumes on-line	110	184	89	163
Times employers reviewed alumni resumes on-line	22	166	25	39

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
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
2008	143.97	53.0%	74	129	16	54	144	417

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

GENDER, ETHNICITY & AGE OF LCC PERSONNEL

Characteristics of LCC Employees, by Classification – All Funding Sources (FALL QUARTER 2008)

	Total	Women	Men	African American	Hispanic	Asian/PI	Native American	Caucasian	55 and over	Disabled
Full-Time Faculty	74	29	45	1	2	1	0	70	37	3
Administrative	16	7	9	0	2	0	1	13	9	0
Exempt	54	42	12	1	2	1	0	50	19	1
Classified	144	114	30	0	5	3	2	134	48	2
Part-Time Faculty	129	93	36	n/a	n/a	n/a	n/a	n/a	61	0
TOTAL	417	285	132	4	12	6	5	390	174	6
TOTAL (%)	100%	68%	32%	1%	3%	1%	1%	94%	42%	1%

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)

	2004-05 Actual		2005-06 Actual		2006-07 Actual		2007-08 Actual		2008-09 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	3,607,821	22.9	3,716,083	22.0	3,913,266	22.4	4,207,431	21.0	4,151,839	19.9
State Appropriation	10,519,713	66.9	11,447,277	67.8	11,848,402	67.9	14,057,043	70.3	14,519,017	69.7
Local Unrestricted	997,790	6.3	1,064,258	6.3	1,073,456	6.1	1,123,291	5.6	1,359,060	6.5
Local Dedicated	612,253	3.9	653,103	3.9	627,722	3.6	621,620	3.1	815,284	3.9
TOTAL REVENUES	15,737,577	100	16,880,721	100	17,462,846	100	20,009,385	100	20,845,200	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	7,678,234	48.5	8,195,560	48.2	8,636,831	49.8	9,362,975	48.7	9,752,062	47.9
Community Education	60,980	0.4	55,843	0.3	46,799	0.2	29,030	0.2	32,523	0.2
Academic Support	913,626	5.8	1,042,936	6.2	969,601	5.9	1,040,665	5.4	1,456,945	7.2
Libraries	390,175	2.5	415,574	2.5	379,254	2.2	349,723	1.8	320,883	1.6
Student Services	2,086,449	13.2	2,126,370	12.5	2,156,803	12.4	2,609,939	13.6	2,701,202	13.3
Institutional Support	2,905,715	18.3	3,122,264	18.4	3,141,557	18.1	3,567,267	18.6	3,558,434	17.5
Operation of Plant	1,787,311	11.3	2,027,064	11.9	2,021,439	11.4	2,255,232	11.7	2,519,575	12.4
TOTAL EXPENDITURES	15,822,490	100	16,995,611	100	17,352,284	100	19,214,831	100	20,341,624	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)

	2004-05 Actual	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual
REVENUES	\$	\$	\$	\$	\$
Private	564,069	942,967	1,042,097	1,313,760	1,546,208
State	2,905,114	3,885,479	4,247,864	3,604,548	4,534,601
Federal	2,983,326	3,203,035	3,130,032	3,052,599	2,821,947
TOTAL REVENUES	6,452,509	8,031,481	8,419,993	7,970,907	8,902,756
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	1,866,491	2,494,660	1,971,982	1,531,959	1,735,667
Academic Support	45,206	66,455	96,798	93,304	69,931
Libraries	31,007	38,325	21,237	18,937	33,233
Student Services	4,223,478	4,645,845	4,547,687	4,887,912	5,373,622
Institutional Support	237,178\$	224,403	533,909	900,492	344,582
Operation of Plant	159,754	177,188	175,647	173,689	195,204
TOTAL EXPENDITURES	6,563,114	7,646,876	7,347,260	7,606,293	7,752,239

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

COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	2004-05 Cost Per FTE	2005-06 Cost Per FTE	2006-07 Cost Per FTE	2007-08 Cost Per FTE	2008-09 Cost Per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	3,354	3,551	3,624	3,936	3,812
Community Education	27	24	20	12	13
Academic Support	399	452	407	437	570
Libraries	170	180	159	147	125
Student Services	912	921	905	1,097	1,056
Institutional Support	1,269	1,357	1,318	1,499	1,391
Operation of Plant	781	878	848	948	985
TOTAL EXPENDITURES	6,912	7,363	7,282	8,077	7,952
FTE Enrollment	2,289 FTE	2,308 FTE	2,383 FTE	2,379 FTE	2,558 FTE
State Reimbursement per General FTE*	\$4,200	\$4,300	\$4,500	\$4,800	\$4,900

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.....	38.75
Number of Buildings.....	25
Gross Square Footage.....	400,208

Library Resources

Volumes in Library.....	40,674
Multimedia Materials.....	4,875
Print Periodicals.....	140
Online Periodicals.....	2,818
Online Databases.....	12

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
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
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

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; and strengthening the teaching, learning and cultural environment of LCC and the community it serves.

LCC Foundation Net Assets

June 2005	June 2006	June 2007	June 2008	June 2009
\$6,581,557	\$8,848,215	\$10,166,153	\$8,642,550	\$6,812,995

Total Amount of Program Support to LCC (Dollars and Percent of Net Assets)

Amount available depends on investments earnings in any given year

June 2005	June 2006	June 2007	June 2008	June 2009
\$360,430 (5.5%)	\$535,724 (6.0%)	\$802,037 (7.2%)	\$1,215,697 (14.1%)	\$524,332 (7.7%)

2008-09 Program Support was distributed as follows: Scholarships—\$186,628 (36%); Grants—\$88,000 Foundation (17%), \$50,000 Exceptional Faculty (10%); Program Support—\$106,500 (20%); Equipment—\$79,000 (15%); Other—\$14,204 (3%)

Exceptional Faculty Fund: Endowed Total

Note: includes a 100% match from the State of Washington

2005	2006	2007	2008	2009
\$1,000,000	\$1,200,000	\$1,500,024	\$1,702,052	\$1,374,803

Source: LCC Foundation Office.

COLLEGE & COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State	United States
Total Population, 2008 Estimate (1)	101,254	4,133	6,549,224	304,059,724
Total Population, 2000	92,948	3,824	5,894,121	281,421,906
Percent Change, 2000 to 2008	+9%	+8%	+11%	+8%
Percent Change, 1990 to 2000	+13%	+15%	+21%	+13%
Average Annual Wage per Job, 2007 (2)	\$39,035	\$30,842	\$47,740	\$53,892
Average Annual Wage per Job, 1994	\$26,127	\$19,469	\$26,777	\$26,543
Percent Change, 1994 to 2006	+49%	+58%	+78%	+103%
Unemployment Rate, seasonally adjusted, 2008 (3)	8.2%	7.2%	5.3%	5.8%
Unemployment Rate, seasonally adjusted, 2007	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%
Poverty Rate, 2005 (3)	15%	10%	11%	13%
Poverty Rate, 1999	14%	8%	11%	12%
Poverty Rate, 1989	13%	10%	11%	13%

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

	2004	2005	2006	2007	2008
Inflation, Consumer Price Index (1)	+2.7%	+3.4%	+2.4%	+2.8%	+3.8%
LCC Tuition Increases, percent annual increase (2)	+8.7%	+8.2%	+5.5%	+2.9%	+2.2%

Source: (1) U.S. Department of Labor, Bureau of Labor Statistics, www.bls.gov/cip/

(2) LCC Financial Aid Office

SERVICE DISTRICT PARTICIPATION RATES

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

	Cowlitz County	Wahkiakum County	Washington State
2009 Participation Rate	6.37% (rank: 3)	2.84% (rank: 32)	4.41%
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

Service District vs. College Participation Rates

	2004-05	2005-06	2006-07	2007-08	2008-09
Total Service District Population	99,981	101,174	103,931	104,506	105,387
People of Color in Service District	11,403	11,639	12,372	12,042	13,471
Proportion of People of Color in Service District Population	11%	12%	12%	12%	13%
Total LCC Student Population with race/ethnic code in student records	5939	6301	6113	6104	6819
Students of Color at LCC	876	1025	1162	1193	1360
Proportion of Students of Color at LCC	15%	16%	19%	20%	20%

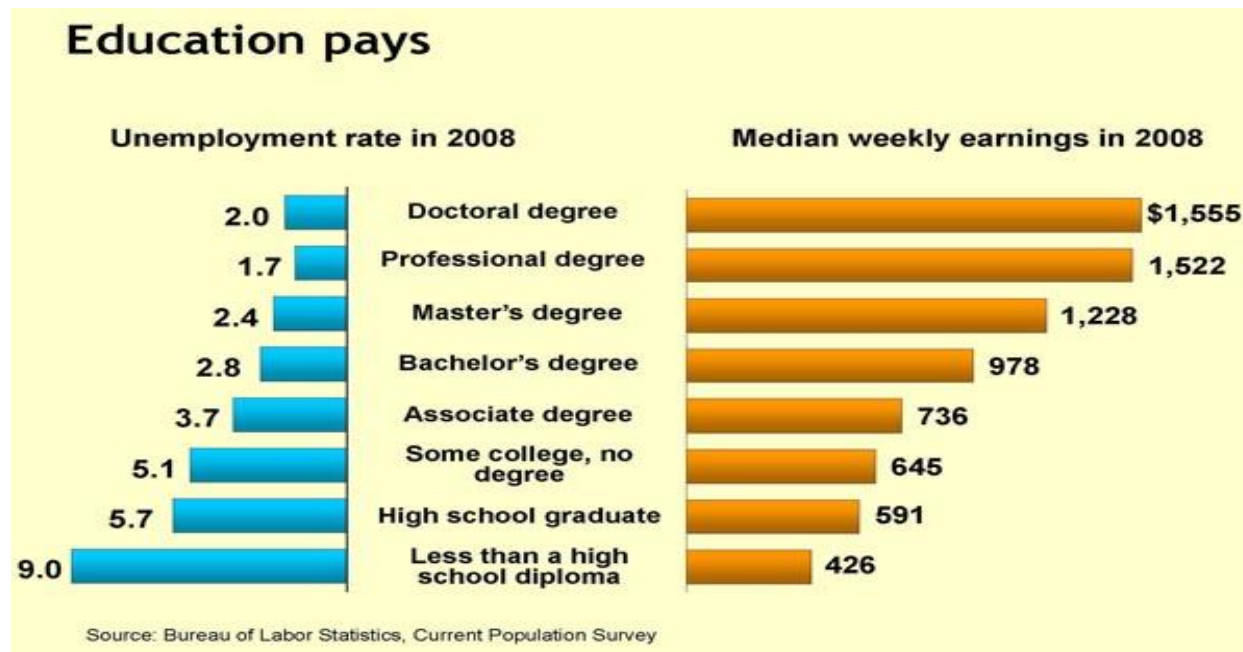
Source: Data Warehouse, U.S. Census Bureau (American Fact Finder)

EDUCATIONAL ATTAINMENT

Educational Attainment Rates (persons 25 and over in 2007)

	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	15.4%	13.4%
Wahkiakum County	15.8%	14.8%
Washington State	12.9%	30.0%
United States	19.6%	24.4%

Source: U.S. Census, Fact Finder, American Community Survey



Source: Bureau of Labor Statistics: <http://www.bls.gov/emp/emptab7.htm>

CRIME STATISTICS

Lower Columbia College Crime Statistics

(The year listed represents the first year in which the academic year started—it is listed this way to match Dept. of Education reporting guidelines)

Campus Crime Statistics	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
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	2	1	1	0	0	0	0	1	0	0	0	0	0
Burglary	10	7	4	1	0	3	0	0	0	2	0	2	1
Motor Vehicle Theft	3	4	3	4	4	4	1	2	3	0	0	2	1
Arson	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	15	12	8	5	4	7	1	3	3	2	0	4	3

Arrest/Disciplinary Action/Judicial Referrals	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Illegal Weapons Possession				0	0	0	0	0	0	0	0	0	0
Drug Law Violations				0	0	0	0	0	1	0	0	0	0
Liquor Law Violations				0	0	0	0	0	0	0	0	0	0
TOTAL				0	0	0	0	0	1	0	0	0	0

Non-Reported Statistics	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Assaults	2	20	1	1	2	6	3	3	2	2	5	3	0
Vandalism	10	19	14	24	32	48	29	29	15	15	16	12	16
Theft	28	31	16	22	28	28	23	25	17	18	21	4	5
Trespassing	20	3	4	3	18	7	6	6	1	1	5	7	7
TOTAL	60	73	35	50	80	89	61	63	35	36	47	26	28

Source: LCC Campus Services

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