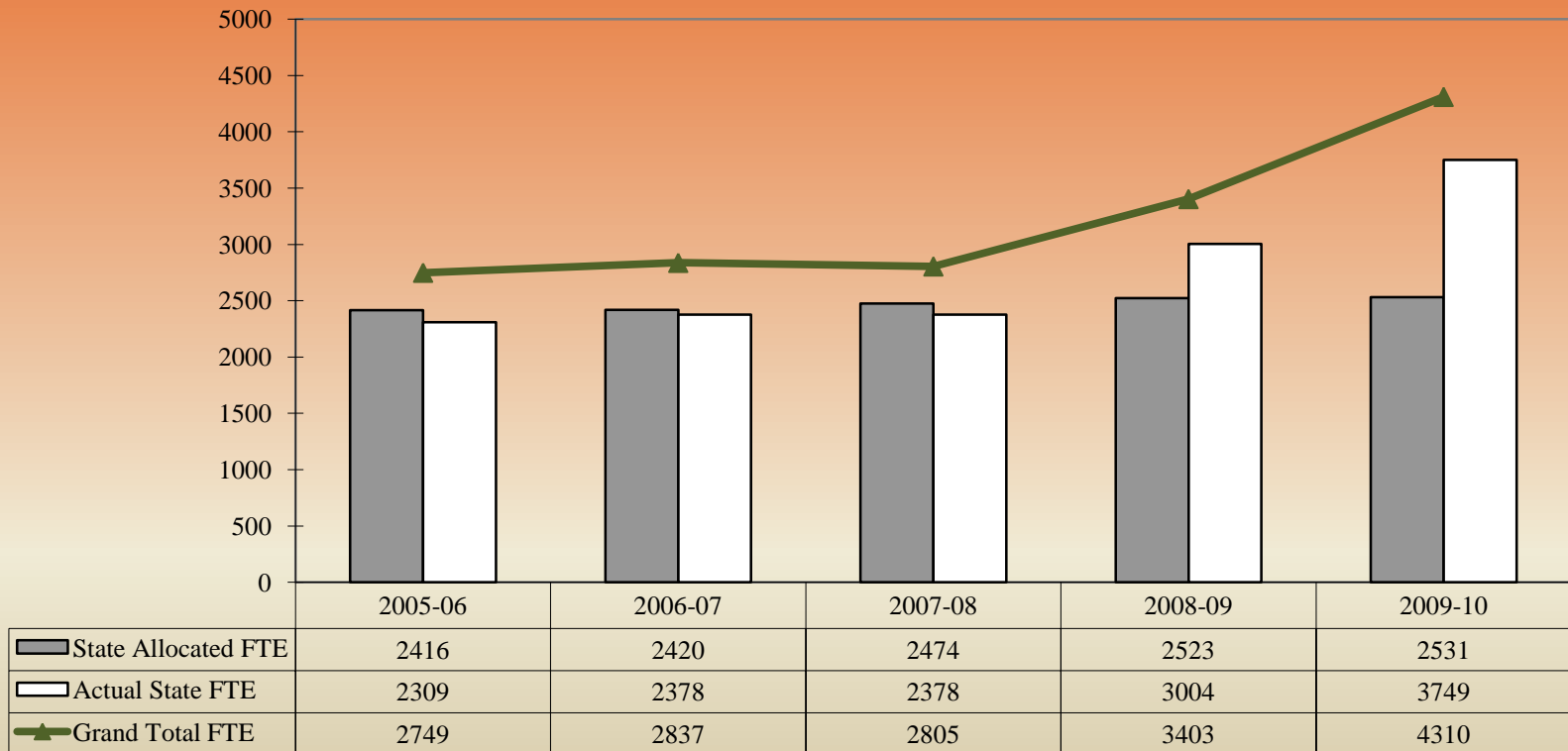


LCC FACTS & FIGURES 2009-10

13th Edition



COMMUNITY COLLEGE DISTRICT 13

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Data for the 13th 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 2010

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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 outcomes annually (with a combined report for Professional/Technical and Customized Education). Each report is reviewed by an interdisciplinary team made up of faculty, classified and administrative staff (each report has its own review team). The six 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.

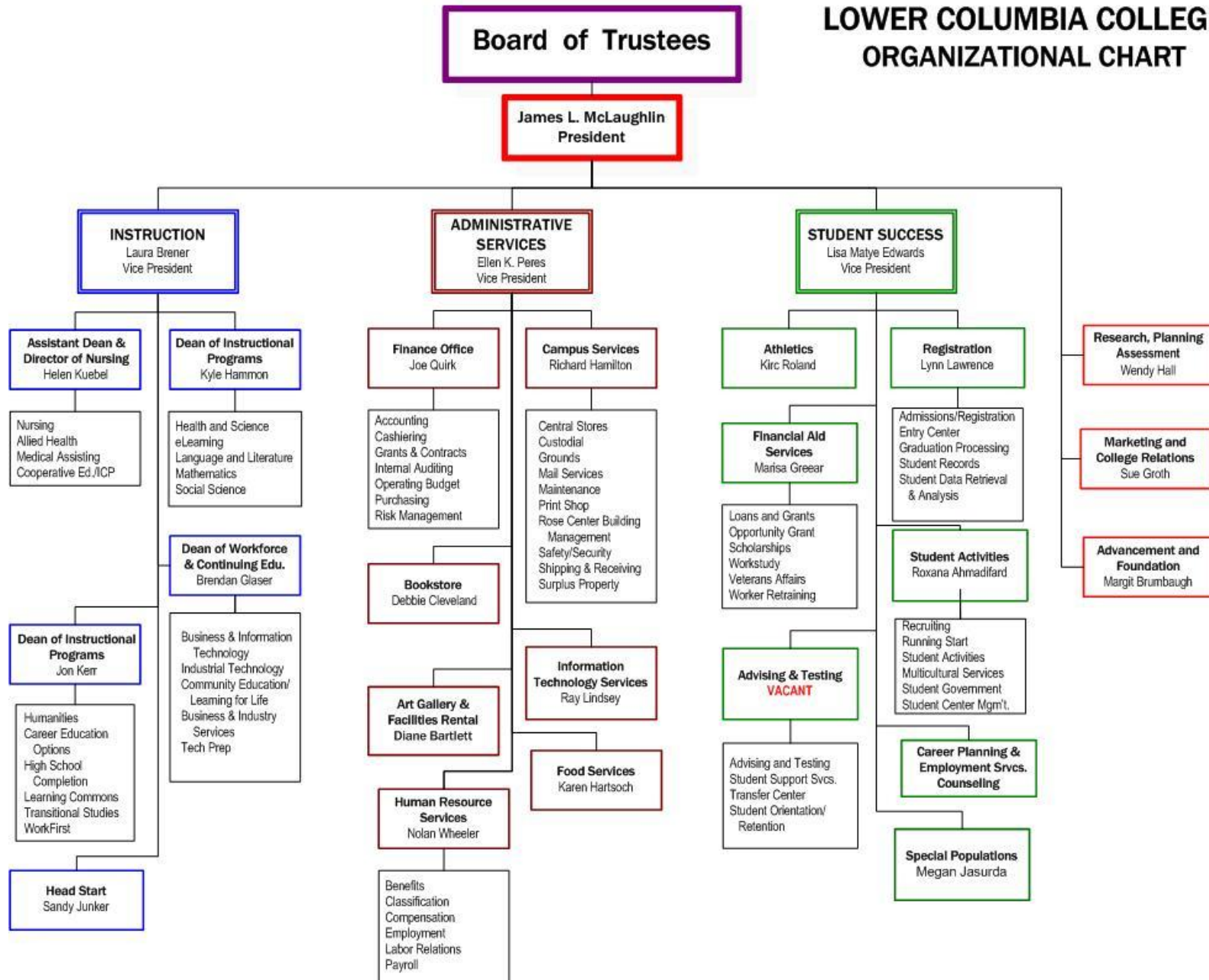
During the 1930s and 1940s, the College struggled with financial problems, and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building 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 (2009-10)

Total Student Headcount—State (6894); All (8601)
FTE (Full Time Equivalent)—State (3749); All (4310)

Students Taking Classes (2009-10)

English as a Second Language	446
eLearning (unduplicated)	2,890
Retirement Program (duplicated)	371
Community Educ. (duplicated)	1,120

Enrollment by Intent (2009-10)

23%	Transfer
49%	Workforce
15%	Basic Skills
14%	Other

Students in Programs (2009-10)

331	Running Start
207	CEO
387	Worker Retraining

Demographics (2009-10)

62%	Female
18%	Of Color
32	Average Age
45%	Full-Time (12+ cr)

Degrees & Awards (2009-10)

205	Transfer degrees
211	AAS degrees
164	Certificates (1+ years)
140	Completions (<1 year)
65	High School Diplomas
116	GED

- Transfer rate: 47% of “transfer ready” students transferred to four-year college or university
- Employment rate: 85% 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 (2009-10) of \$24.3 million ▪ Financial Aid: (2009-10) \$19,351,681 (figure not yet final) | <ul style="list-style-type: none"> ▪ Accredited by the Northwest Commission on Colleges and Universities since 1948 ▪ Foundation Assets (June 2010): \$7,489,033 ▪ NWAACC Varsity Sports: Men & Women’s Basketball, Men’s Baseball, and Women’s Softball and Volleyball ▪ Annual tuition and fees (2009-10): \$ 3,177 (Full-Time, 36 cr) ▪ 417 Employees (Fall 09): 74 Full-Time Faculty, 150 Part-Time Faculty, 13 Administrators, 52 Exempt, 128 Classified Staff |
|---|--|
-

Courses and programs available in the following disciplines: Accounting, Allied Health, Anthropology, Art, Astronomy, Automotive Technology, Biology, Blueprint Reading, Business Administration, Business Technology, Chemical Dependency Studies, Chemistry, College Success, Computer Science, 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.

2009-10 STUDENT DEMOGRAPHICS

2009-2010	All		State Funded	
Unduplicated student headcount	8601	100%	6894	80%
Female students	4943	62%	4090	61%
Male students	3093	38%	2656	39%
African American students	131	2%	117	2%
Native American students	159	2%	134	2%
Asian/PI students	210	2%	187	3%
Hispanic students	787	9%	747	11%
Multi-racial/other	222	3%	197	3%
Students of color (<i>Subtotal</i>)	1509	18%	1382	19%
Caucasian students	7042	82%	5709	81%
Age: 0-18 years old	1102	12%	719	10%
Age: 19-24 years old	2621	30%	2421	34%
Age: 25-34 years old	2201	25%	2028	28%
Age: 35-49 years old	1779	20%	1448	20%
Age: 50+ years old	1168	13%	593	8%
Average age, all students	32.1	--	30.6	--
Average age, credit students	31.4	--	30.6	--
Credit Students (>1 credit)	7953	93%	6850	99%
International Students	4	< 1%	4	< 1%
Disabled students	188	2%	178	3%
Veterans	246	3%	246	4%
First Generation*	1823	80%	1631	81%
Not-First Generation*	468	20%	382	19%

2009-2010	All		State Funded	
Transfer students	2346	23%	2051	25%
Workforce students	4996	49%	4245	51%
Basic Skills students	1499	15%	1311	16%
Personal Interest students	1396	14%	755	9%
Part-time (< 12 credits) status	5602	55%	4123	50%
Full-time (12+ credits) status	4550	45%	4160	50%
Resident students	6792	90%	5178	88%
Non-resident students	769	10%	694	12%
eLearning Students	2907	34%	2667	39%
Students with no children	1303	24%	2138	46%
Couples with children	1619	30%	1407	30%
Single students with children	2456	46%	1146	24%
Low-income students	2619	31%	2603	38%
Unemployed Students	1681	20%	1439	21%
New college students	2080	19%	1467	16%
Students who transferred in	451	4%	431	5%
Former students who returned	2628	24%	1844	21%
Continuing students	5988	54%	5189	58%
Prior education: < high school	2049	34%	1673	33%
High school or equivalent	3327	56%	2952	58%
Certificate (< 2 years)	242	4%	212	4%
Associate degree	173	3%	148	3%
Bachelor's degree or higher	178	3%	120	2%

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

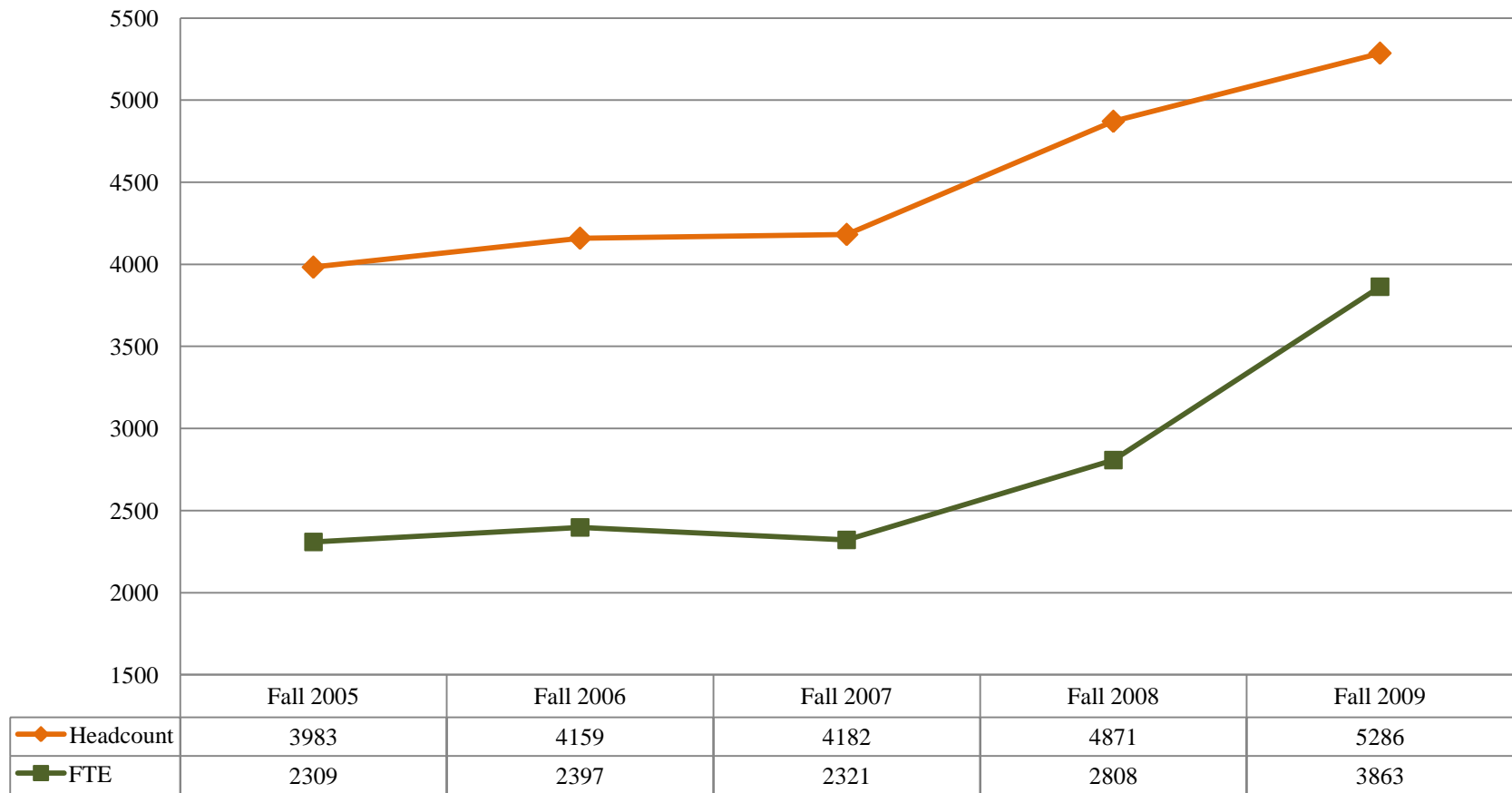
*Data collection didn't begin until fall 2008, so numbers only reflect students entering LCC at or after that time.

FALL QUARTER ENROLLMENT TRENDS

QUARTER	Academic	Workforce	Basic Skills	Pre-College	Total FTEs
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
Fall 2009	1,481 (38%)	1,216 (32%)	722 (19%)	444 (12%)	3,863

Source: Data Warehouse by Institutional Intent Recat, State Supported

Fall Headcount and FTE Enrollment (all funding sources)

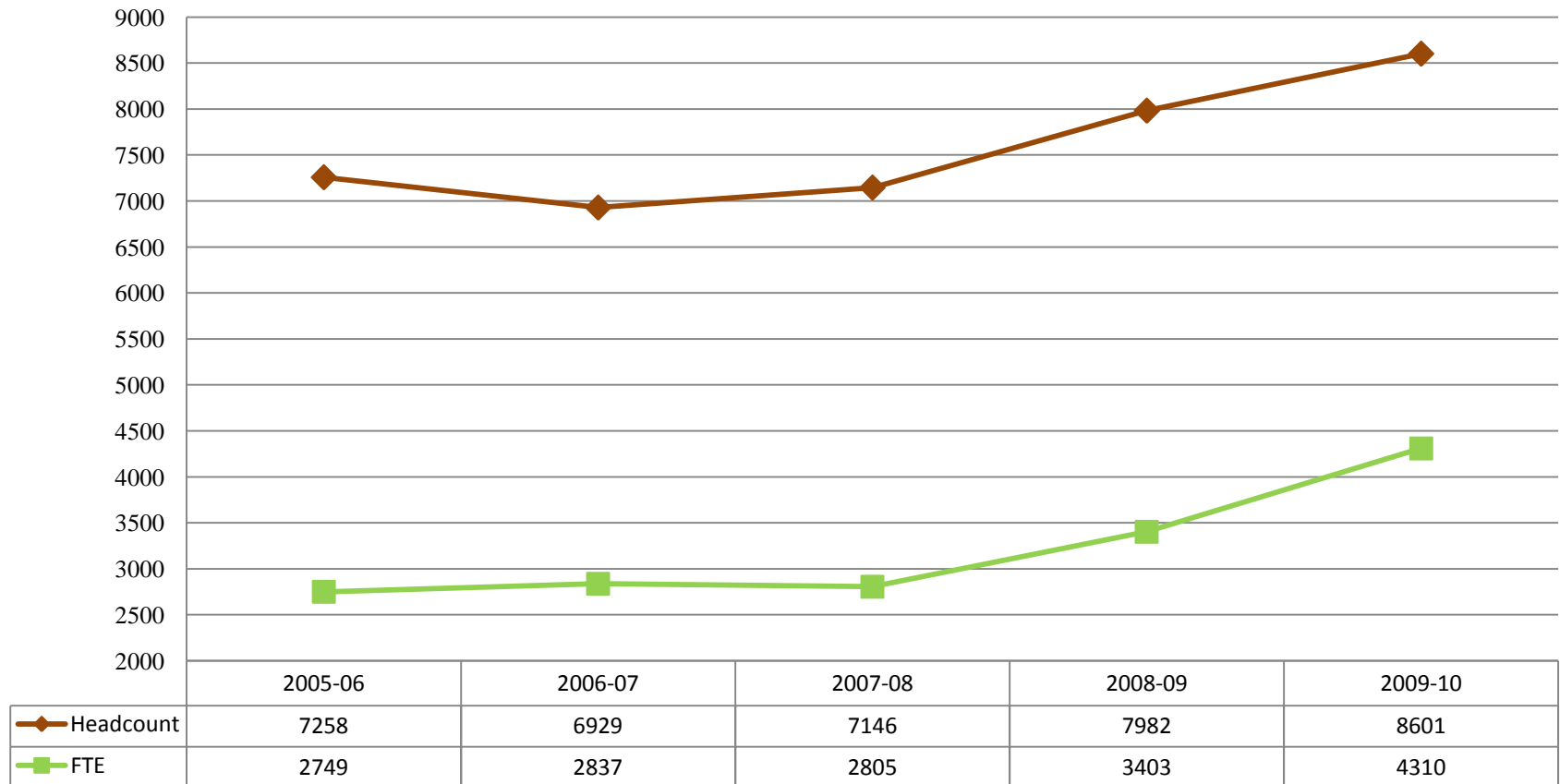


ANNUAL ENROLLMENT TRENDS

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%)
2009-10	3,749 (87%)	515 (12%)	46 (1%)	4,310 (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.

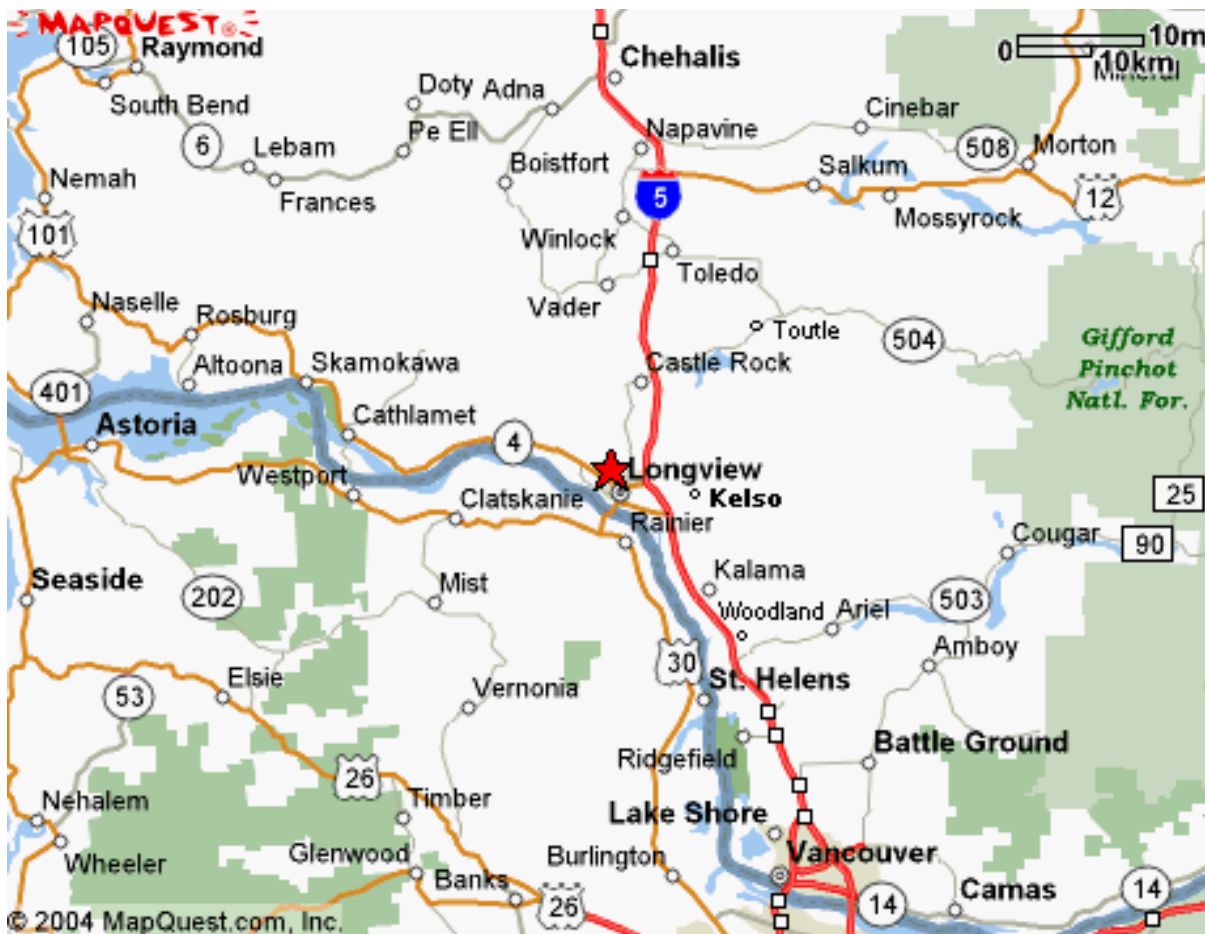
Continuing Education (duplicated headcount)

	2005-06	2006-07	2007-08	2008-09	2009-10
Learning for Life					
1) Community Education Self-Support (CLCE)	976	644	330	294	1,120
2) Retirement program (CLRT) formerly Senior Studies	1,237	1,449	1,636	1,397	371
Testing					
1) Food Handler Card Testing (duplicated headcount)	4,640	4,917	5,364	3,989	5,583
2) Pre-Employment Testing (Work Keys) duplicated headcount	549	863	447	299	565
Client Contracts	19	21	28	18	21

Source: Data Warehouse (Learning for Life), Testing Office (Testing), Lynell Amundson (Client Contracts)

STUDENT HOME ZIP CODES

The vast majority 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. A small percentage come from elsewhere in Washington State (including Clark Co.) and out of state locations.



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

2009-10 Student Enrollment by Zip

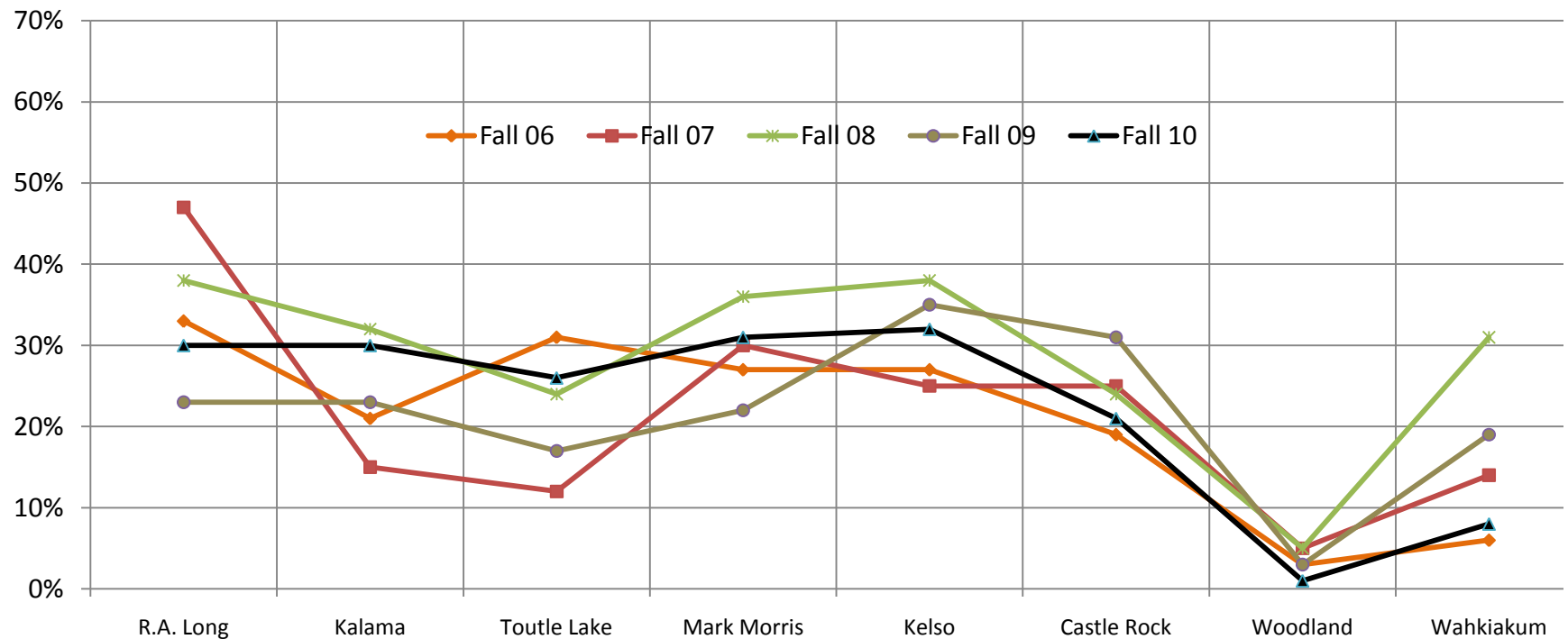
		#	%
Longview	98632	4039	50.2%
Kelso	98626	2065	25.6%
Castle Rock	98611	520	6.5%
Kalama	98625	340	4.2%
Woodland	98674	258	3.2%
Rainier (OR)	97048	237	2.9%
Clatskanie (OR)	97016	160	2.0%
Cathlamet	98612	94	1.2%
St. Helens (OR)	97051	74	0.9%
Silver Lake	98645	52	0.6%
Winlock	98596	30	0.4%
Toledo	98591	36	0.4%
La Center	98629	29	0.4%
Toutle	98649	60	0.7%
Battle Ground	98604	59	0.7%
Other Washington State		396	4.9%
Other Out of State		145	0.8%

ENROLLMENT OF HIGH SCHOOL GRADUATES

Proportion of Local High School Graduates Who Enroll at LCC by Following Fall

	R.A. Long	Kalama	Toutle Lake	Mark Morris	Kelso	Castle Rock	Woodland	Wahkiakum	Total
Fall 2006	52/160=33%	14/68=21%	15/49=31%	52/195=27%	77/289=27%	18/95=19%	4/119=3%	3/48=6%	235/1023=23%
Fall 2007	75/161=47%	11/74=15%	5/42=12%	64/211=30%	84/339=25%	23/93=25%	6/123=5%	6/44=14%	274/1087=25%
Fall 2008	66/175=38%	26/82=32%	12/50=24%	76/211=36%	125/329=38%	26/109=24%	6/121=5%	13/42=31%	350/1119=31%
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%
Fall 2010	62/209=30%	19/63=30%	13/50=26%	76/249=31%	108/340=32%	25/120=21%	1/134=1%	3/36=8%	307/1201=26%

Source: Registration Office (Please note: Fall 2006-2008 data has been updated from previous versions to correct a coding error)

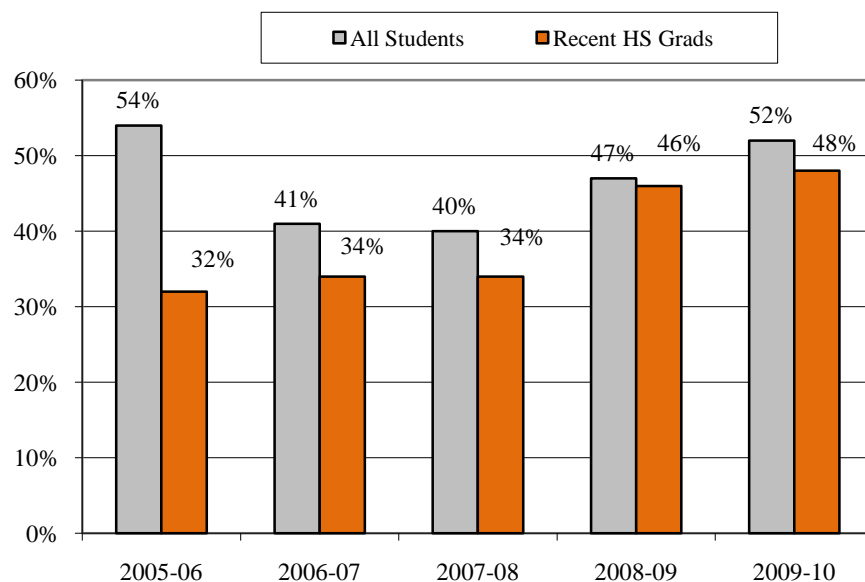


PREPARATION OF INCOMING STUDENTS

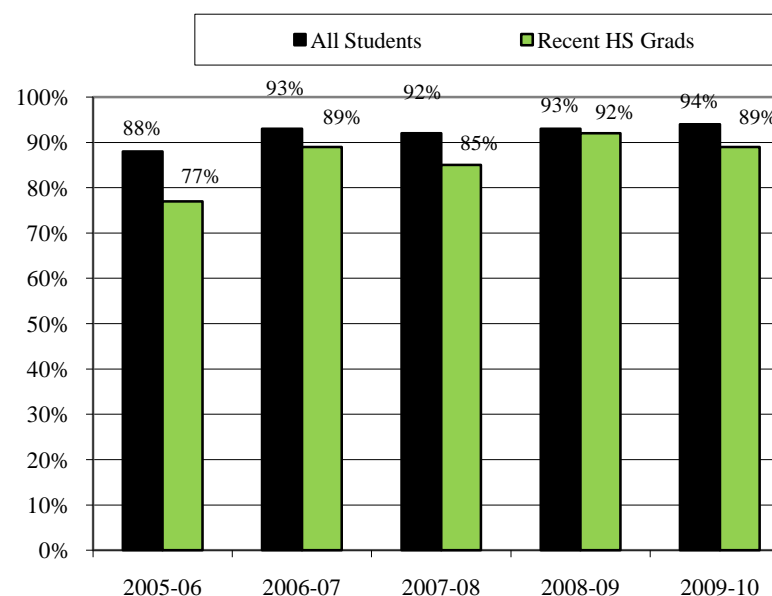
The majority of students entering LCC take placement exams in reading, writing and mathematics. The results of the exams help determine the level at which students begin their coursework.

	% 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
2005-06	54%	32%	88%	77%
2006-07	41%	34%	93%	89%
2007-08	40%	34%	92%	85%
2008-09	47%	46%	93%	92%
2009-10	52%	48%	94%	89%

Students Underprepared in Reading, Writing or Both



Students Underprepared in Math



Source: Data Express WH-COMPAS, Analyzed in Data Warehouse linked to Student Table; 2009-10 data analyzed with LCC Score Ranges and Recommendations dated 08/23/2010 for new students (source = 4). Excludes students entering under transitions math project agreement..

MOST POPULAR AREAS OF STUDY

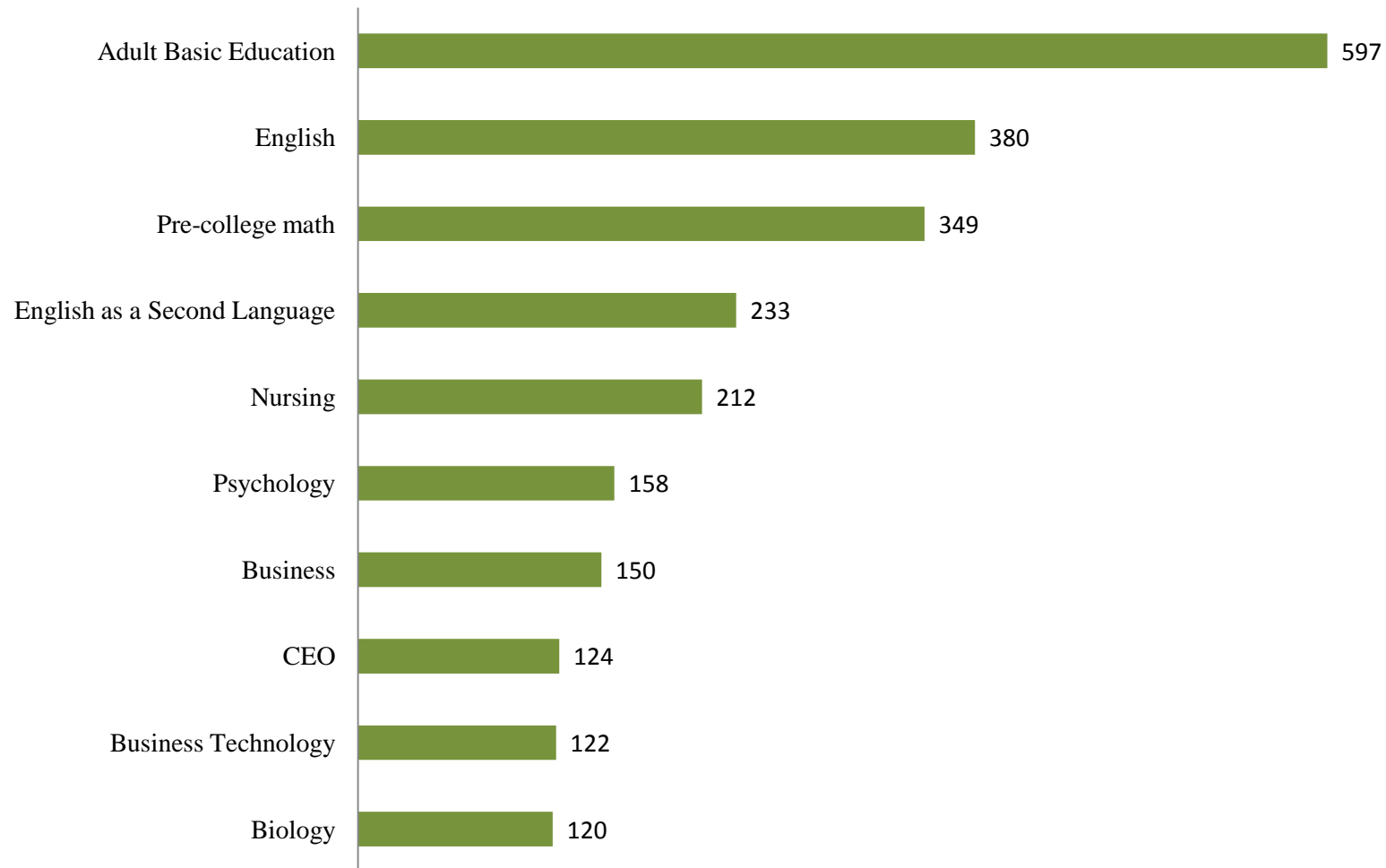
Academic Transfer represents the largest group of “majors” at LCC, with 1977 in 2008-09, and 2346 in 2009-10. The following chart depicts the top ten majors within the professional/technical areas. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations, such as in nursing, affect the number of students actually in the program.

Academic Year 2008-09	# of Students	Academic Year 2009-10	# of Students
Nursing—Associate Degree	1257	Nursing—Associate Degree	1245
Computing Specialist	152	Computing Specialist	272
Welding	144	Welding	224
Early Childhood Education	142	Business Management/Administration	149
Medical Assisting	114	Medical Assisting	147
Business Management/Administration	108	Early Childhood Education	146
Criminal Justice	87	Nursing Assistant-Certified	146
Fire Science	84	Criminal Justice	137
Chemical Dependency Studies	78	Automotive Technology	113
Automotive Technology	71	Chemical Dependency Studies	106

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 2009-10. One Annual FTE (Full Time Equivalent) is equal to 45 enrolled college credits.

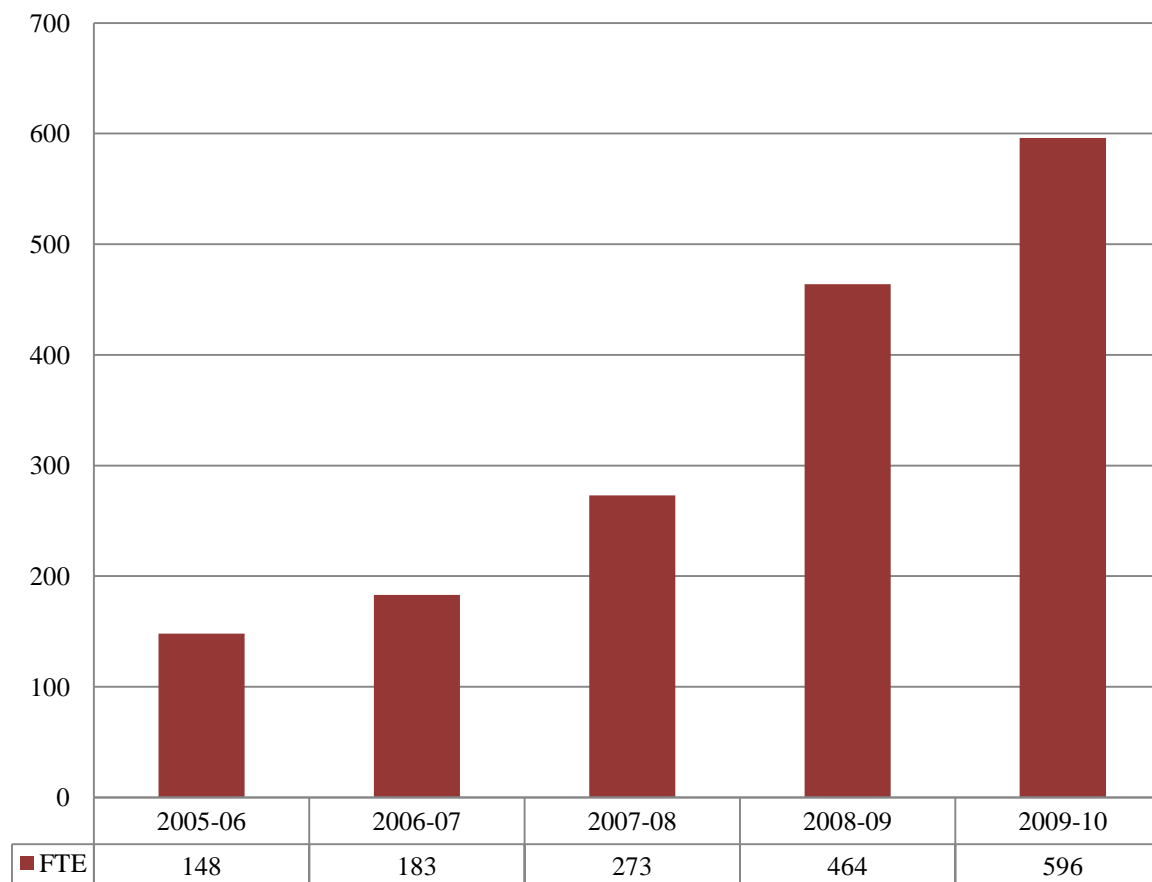


Source: SBCTC Data Warehouse, Class Table, FTES_Total/3 where record code =1 or =2.

ELEARNING

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

Headcount	
2005-06	2296
2006-07	2114
2007-08	3199
2008-09	5376
2009-10	6877
Number of Courses	
2005-06	319
2006-07	297
2007-08	286
2008-09	351
2009-10	386
Breakout	
On-line	261
Hybrid	122
Other	2
Tele-class	1
TOTAL	386



In 2009-10, eLearning classes were offered in the following disciplines: Adult Basic Education, Accounting, Allied Health, Anthropology, Art, Biology, Business, Business Technology, Chemical Dependency Studies, Chemistry, College Success, Computer Science, Continuing Education, Criminal Justice, Early Childhood Education, Economics, Education, English, Environmental Science, Earth Science, Fire Science, Geology, Health, History, Humanities, Industrial Maintenance, Mathematics, Music, Nursing, Political Science, Psychology, Sociology, Spanish, and Speech. Source: SBCTC Data Warehouse, Class Table for DIST_ED code.

FINANCIAL AID

	Total Financial Aid Awarded
2005-06	\$7,907,327
2006-07	\$8,680,722
2007-08	\$10,176,593
2008-09	\$12,958,302
2009-10**	\$19,351,681

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2009-10	\$5,350 (+13.1%)	\$3,132 (+6.6%)

Summary of Financial Aid Awards 2009-10**		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)	\$11,180,206	2,824
SCHOLARSHIPS		
LCC Scholarships	\$21,725	
LCC Foundation	\$144,378	
Athletic/Booster	\$43,997	
Outside/Private	<u>\$238,480</u>	
Total	\$448,580	346
LOANS		
Subsidized	\$3,493,583	
Unsubsidized	\$3,420,364	
PLUS (Parent Loan)	<u>\$73,586</u>	
Total	\$6,987,533	1,611
WORK STUDY	\$735,362	522
GRAND TOTAL	\$19,351,681	5,303

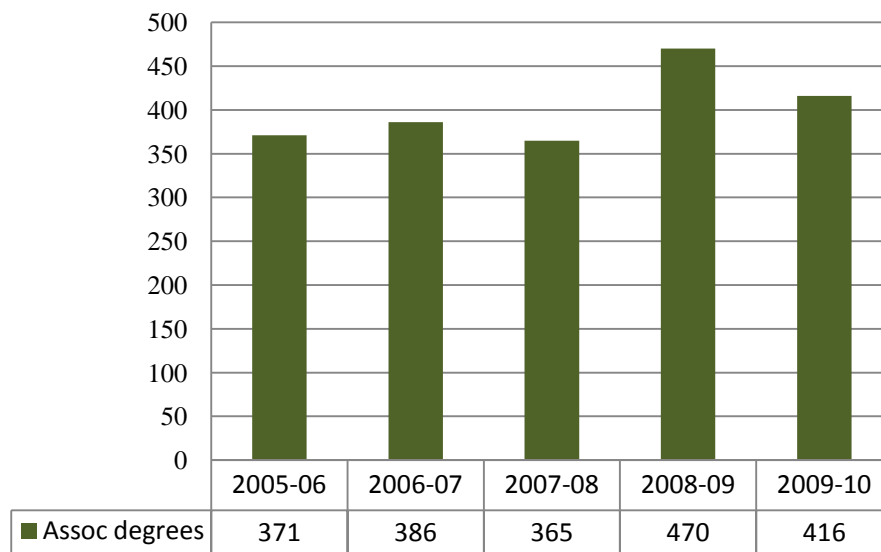
*Other scholarships include TRIO grants through SSS, and all other scholarships that are not funded through the LCC Foundation.
Source: LCC Financial Aid Office. **2009-10 FIGURES NOT YET FINAL

DEGREES AND CERTIFICATES AWARDED

AWARD	2005-06	2006-07	2007-08	2008-09	2009-10
Associate degrees (transfer)	195	200	215	232	205
Associate in Applied Science (AAS)	176	186	150	238	211
Certificates/Completions (1 Year +)	70	106	93	112	164
TOTAL	441	492	458	582	580

Source: LCC Registration Office

Associate Degree Recipients



College Navigator (US Dept. of Education) Graduation Rates

The United States Dept. of Education tracks graduation rates for college students by calculating how many new students entering in a given fall quarter graduate within specific amounts of time. Most commonly, Graduation Rates are reported at 150% of “normal” time, which is three years for community college students (since theoretically a full-time student could complete an associate degree in two years, 150% of that would be three years).

Graduation Rates for LCC (150% time)

Fall 2006 cohort: 35%
 Fall 2005 cohort: 22%
 Fall 2004 cohort: 28%
 Fall 2003 cohort: 27%
 Fall 2002 cohort: 24%
 Fall 2001 cohort: 27%

Source: College Navigator (<http://nces.ed.gov/collegenavigator/>)

TRANSFER INFORMATION

Top Transfer Institutions for 2008-09 Students

School	# Students
Washington State University	100
Central Washington University	25
Portland State University	18
Western Washington University	17
University of Washington	14
Eastern Washington University	10
The Evergreen State College	9

Academic Success of LCC Transfer Students at WA Baccalaureate Institutions: Spring 09

School	Average GPA
Washington State University-V	3.18
Washington State University – Pullman	3.08
Western Washington University	3.41
Central Washington University	3.01

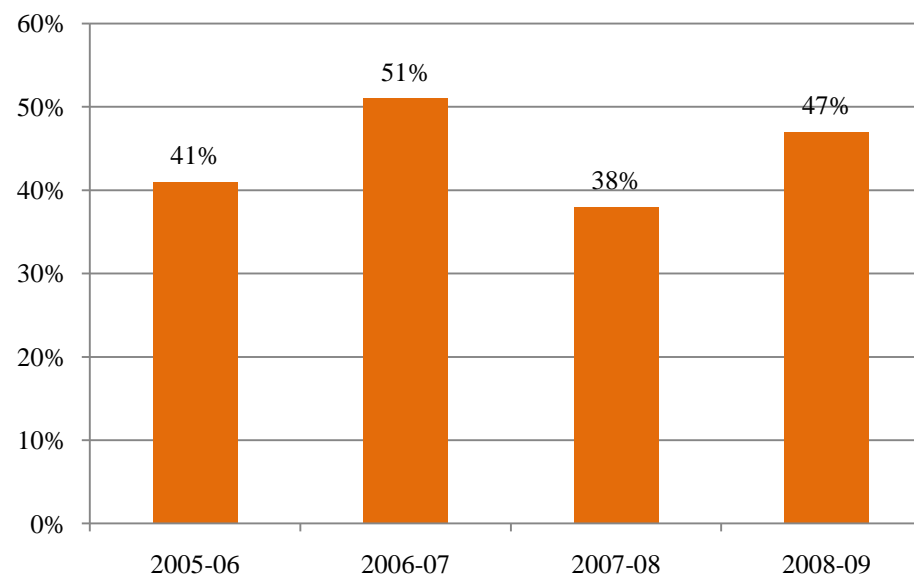
Transfer Student Enrollment

Year	Headcount
2005-06	1908
2006-07	1885
2007-08	2004
2008-09	1977
2009-10	2346

Source: Transfer Monitoring Report

*Transfer Ready students have earned at least 45 college level credits with a 2.0 or better GPA and earned a 2.0 or better in ENGL 102

Academic Transfer Rate for “Transfer Ready” Students*



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

Cohort	Number	Percent
Fall 04 to 05	102/175	58.3%
Fall 05 to 06	87/175	49.7%
Fall 06 to 07	63/122	51.6%
Fall 07 to 08	60/127	47.2%
Fall 08 to 09	87/134	64.9%

STUDENTS OF COLOR

Enrollment of Students of Color (all students)

	2005-06	2006-07	2007-08	2008-09	2009-10
African American students	72 (1%)	70 (1%)	58 (1%)	91 (1%)	117 (2%)
Native American students	99 (2%)	170 (3%)	122 (2%)	143 (2%)	134 (2%)
Asian/PI students	138 (2%)	140 (2%)	142 (2%)	180 (3%)	187 (3%)
Hispanic students	565 (9%)	558 (9%)	660 (11%)	704 (10%)	747 (11%)
Multi-racial/other	151 (2%)	224 (4%)	211 (3%)	242 (4%)	197 (3%)
Students of color (<i>Subtotal</i>)	1025 (16%)	1162 (19%)	1193 (20%)	1360 (20%)	1382 (19%)
Caucasian students	5276 (84%)	4951 (81%)	4911 (80%)	5459 (80%)	5709 (81%)

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 04-Fall 05	Fall 05-Fall 06	Fall 06-Fall 07	Fall 07-Fall 08	Fall 08-Fall 09
	Persisted	Persisted	Persisted	Persisted	Persisted
New degree-seeking students (ALL)	107/222 = 48.2%	92/213 = 43.2%	83/185 = 44.9%	86/169 = 50.9%	123/208 = 59.1%
Students of Color (ALL)	13/32 = 45.0%	8/24 = 33.3%	5/14 = 35.7%	10/19 = 52.6%	16/32 = 50.0%
Caucasian Students	92/186 = 49.5%	83/185 = 44.9%	77/168 = 45.8%	76/149 = 51.0%	106/173 = 61.3%

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
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%
2009-10	1382/6894 = 19%	1036/6441 = 16%	88/752 = 11.7%

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

	2003-04	2004-05	2005-06	2006-07	2007-08
	Rate	Rate	Rate	Rate	Rate
Accounting Technician	73%	88%	75%	75%	88%
Automotive Technology	86%	78%	85%	75%	55%
Business Management	70%	73%	79%	88%	78%
Business Tech: Administration	76%	78%	81%	35%	80%
Business Tech: Medical	78%	86%	80%	56%	65%
Chemical Dependency	88%	83%	50%	100%	92%
Computing Specialist	81%	74%	74%	79%	80%
Criminal Justice	88%	100%	90%	100%	75%
Diesel/Heavy Equipment	80%	77%	96%	79%	75%
Early Childhood Education	63%	80%	63%	86%	88%
Fire Science	93%	84%	81%	95%	90%
Industrial Maintenance	88%	86%	86%	100%	100%
Machine Trades	88%	80%	80%	60%	55%
Medical Assisting	83%	86%	87%	97%	96%
Nursing Assistant	70%	74%	65%	62%	82%
Associate Degree Nursing	95%	99%	93%	92%	95%
Welding	81%	95%	93%	75%	67%
TOTAL	82%	84%	82%	83%	85%

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

	2003-04	2004-05	2005-06	2006-07	2007-08
	Median \$	Median \$	Median \$	Median \$	Median \$
Accounting Technician	8.87	9.99	15.57	11.09	9.73
Automotive Technology	9.99	12.61	11.73	13.37	9.68
Business Management	11.03	12.43	11.30	11.89	14.43
Business Tech: Administration	10.04	11.38	9.59	12.61	10.67
Business Tech: Medical	9.62	10.86	9.99	12.38	10.31
Chemical Dependency	11.24	10.57	11.54	13.46	10.49
Computing Specialist	12.64	14.22	17.00	14.46	10.91
Criminal Justice	12.78	22.94	10.00	12.43	19.54
Diesel/Heavy Equipment	14.88	16.79	16.34	15.36	17.23
Early Childhood Education	9.21	11.26	12.21	13.22	14.08
Fire Science	10.36	11.07	10.79	13.64	17.88
Machine Trades	19.61	9.89	21.44	No data	14.76
Medical Assisting	10.15	13.97	12.51	13.33	13.11
Nursing Assistant	9.86	14.76	10.82	10.43	10.52
Associate Degree Nursing	23.76	25.81	24.65	28.39	30.19
Welding	13.20	15.59	14.27	15.21	13.34

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 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

Academic Year 2009-10	# of Students
Associate of Arts, AA-DTA (transfer degree)	160
Nursing	100
Associate in Business, DTA/MRP	13
Early Childhood Education	9
Welding	9
Accounting Technician	8
Business Management	8
Fire Science	8
Computing Specialist	7
BTEC/Administrative Assistant	6
Diesel Technology, Chemical Dependency Studies, Criminal Justice	5 each

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

LICENSURE INFORMATION

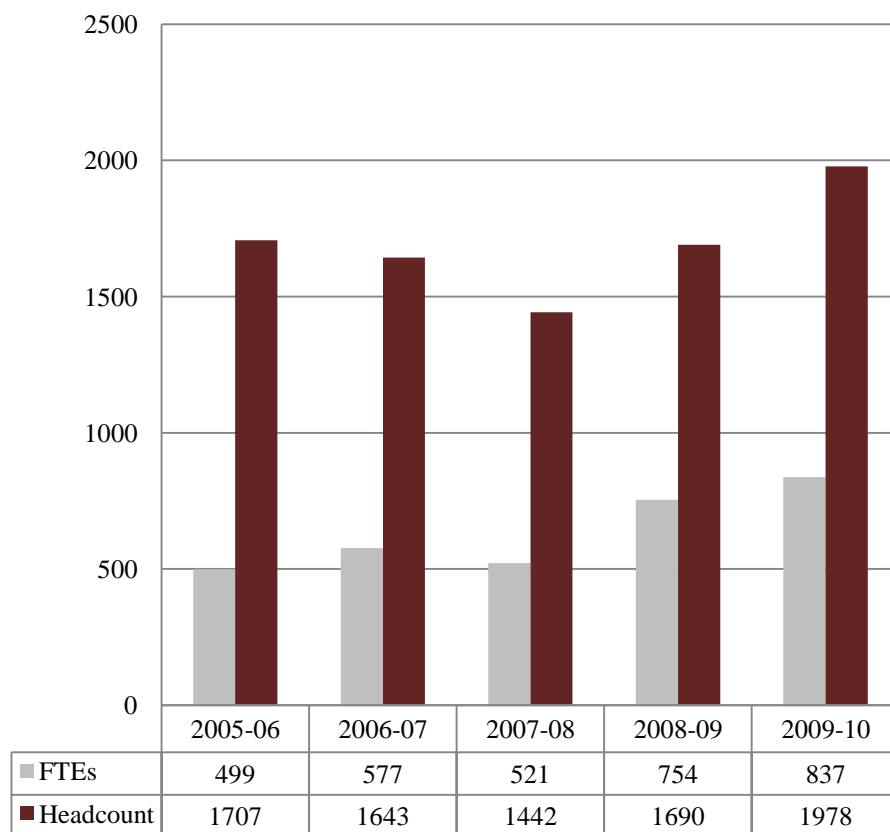
	2005	2006	2007	2008	2009
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	98%	100%	100%	100%	100%
Registered Nurse	91%	93%	82%	92%	86%
WABO (Washington Association of Building Officials)					
Welding	96%	88%	67%	100%	100%

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. Headcount is unduplicated.

Basic Skills Enrollment



Ethnicity of Basic Skills Students

	2005-06	2006-07	2007-08	2008-09	2009-10
Asian/Pacific Islander	3.1%	3.1%	2.7%	4.5%	4.8%
African American	2.0%	2.1%	0.9%	1.6%	1.9%
Native American	2.6%	2.5%	2.2%	2.4%	3.0%
Hispanic	23.6%	20.4%	29.2%	29.7%	26.0%
Multiple Races, Other	7.3%	10.4%	15.2%	9.5%	5.0%
Caucasian	61.4%	61.5%	50.2%	52.3%	59.3%

Source: Data Warehouse, Class Table FTE criteria includes all CIP Code 32* series except 320206 and 320207; state funded enrollments only (Fund Source Category = 1).. Headcount per Transcript records (ABE, ESL, GED, HSC, CEO).

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
2006-07	14	27	AH, BLPT, BTEC, ENGL, HLTH, MASP, MFG, WELD
2007-08	10	21	AH, BLPT, BTEC, BUS, HLTH, MASP, MATH, MFG, TECH, WELD
2008-09	29	69	ABE, AH, BLPT, BTEC, BUS, ECED, EDUC&, ENGL, HLTH, MASP, MATH, MFG, NURS, TECH, WELD
2009-10	96	152	AH, BLPT, BTEC, BUS, ECED, EDUC, ENGL, HDEV, HLTH, MASP, MATH, MEDA, MFG, NURS, TECH, WELD

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%	17/27 = 63%
2007-2008	5/21 = 24%	8/21 = 38%
2008-2009	12/69 = 17%	32/69 = 46%
2009-2010	16/152 = 11%	78/152 = 51%

*all cohorts updated through spring quarter 2010

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 decimal grade 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
2009-2010	3050/3292=93%	757/923 = 82%	2.92

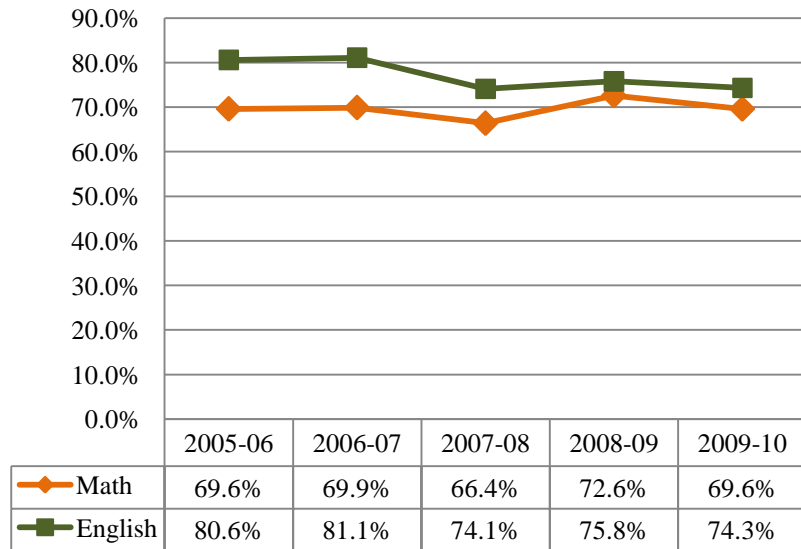
*excludes grades of W, I, N, P, R, V

PRE-COLLEGE

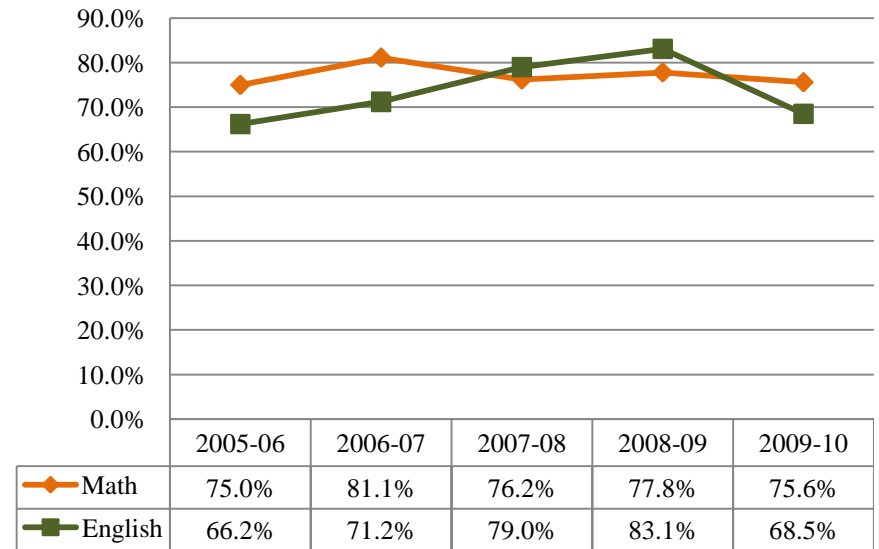
FTE Enrollment in Pre-College Courses (English* and Math below 100) – All Funding Sources

	2005-06	2006-07	2007-08	2008-09	2009-10
ENGL*	41	35	40	43	70
MATH	197	205	219	269	349
TOTAL	238	240	259	312	419

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)

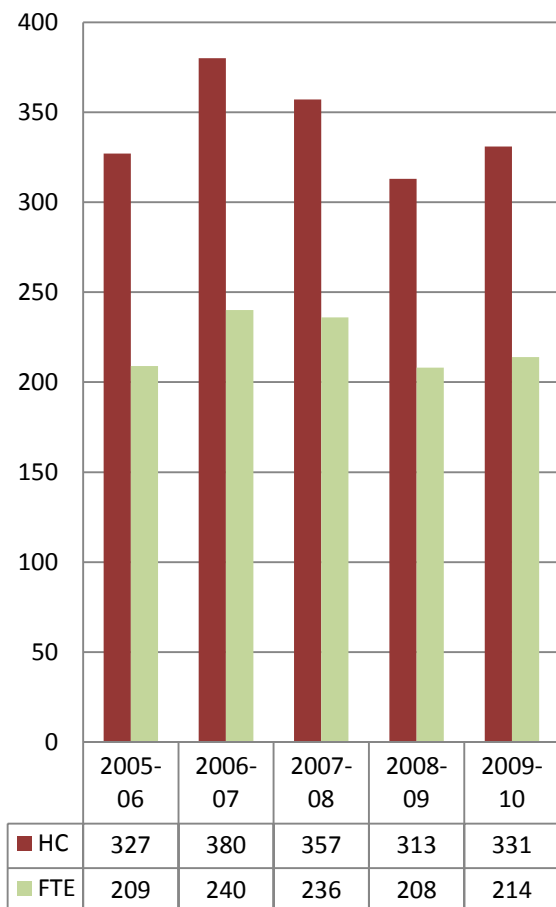


Source: Basic Skills and Pre-College Monitoring Report.

*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: 2009-10 (W's included)

Discipline	Running Start Students			All Other Students		
	Passed with C or above	Number Enrolled	% Passed	Passed with C or above	Number Enrolled	% Passed
Accounting	4	6	67%	278	340	82%
Anthropology	5	9	56%	71	107	66%
Art	86	103	84%	551	701	79%
Biology	39	65	60%	654	977	67%
Business Administration	38	48	79%	1220	1797	68%
Business Technology	13	21	95%	977	1298	75%
Chemistry	80	104	77%	685	909	75%
Computer Science	19	29	66%	158	186	85%
Criminal Justice	12	13	92%	391	603	65%
College Success	11	14	79%	823	1038	79%
Dance	16	17	94%	34	34	100%
Drama	12	14	88%	105	130	81%
Earth Science	10	18	56%	115	150	77%
Economics	43	46	94%	245	269	91%
English	288	401	72%	2151	3233	67%
Environmental Science	9	13	69%	55	85	65%
Geology	14	17	82%	98	132	74%
Human Development	15	16	94%	371	558	67%
History	118	148	80%	294	392	75%
Health	95	100	95%	589	688	86%
Humanities	8	10	80%	297	358	83%
Math	155	194	80%	2836	4446	64%
Music	82	94	87%	480	593	81%
Oceanography	9	10	90%	30	40	75%
Physical Education	127	140	91%	895	1033	87%
Philosophy	18	21	86%	123	169	73%
Physics	11	11	100%	86	97	89%
Political Science	91	115	79%	140	189	74%
Psychology	105	128	82%	854	1116	77%
Sociology	45	56	80%	518	648	80%
Spanish	81	102	79%	291	443	66%
Speech	96	119	81%	391	480	81%
ALL DISCIPLINES	1755	2202	80%	16806	23239	72%

ATHLETICS

	DIVISION CHAMPIONS										
YEAR	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Baseball (Men)	✓	✓	✓		✓	✓ **	✓	✓	✓	✓	✓ **
Basketball (Men)					✓ **	✓ **	✓		✓		
Basketball (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					
	2006	2007	2008	2009	2010
Baseball (Men)	3.02	3.04	2.92	3.18	3.07
Basketball (Men)	2.48	2.59	2.14	2.42	2.47
Basketball (Women)	2.59	2.98	2.75	2.94	2.74
Softball (Women)	2.86	2.39	2.60	2.65	2.65
Volleyball (Women)	3.05	2.88	2.56	3.15	3.14
OVERALL TEAM GPA	2.86	2.86	2.68	2.94	2.86

NUMBER OF ATHLETES: 2009-10			
	Men	Women	All
Baseball (Men)	30		30
Basketball (Men)	14		14
Basketball (Women)		13	13
Softball (Women)		16	16
Volleyball (Women)		12	12
TOTAL	44	41	85

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 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 approximately 220 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.

	2005-06	2006-07	2007-08	2008-09	2009-10*
Proposed	60%	60%	60%	60%	60%
Actual	70%	69%	68%	72%	73%

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

	2005-06	2006-07	2007-08	2008-09	2009-10*
Proposed	80%	80%	80%	80%	80%
Actual	94%	93%	92%	90%	87%

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

	2005-06	2006-07	2007-08	2008-09	2009-10*
Proposed	30%	30%	30%	30%	30%
Actual	47%	44%	37%	41%	42%

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

	2005-06	2006-07	2007-08	2008-09	2009-10*
Proposed	30%	30%	30%	30%	30%
Actual	33%	50%	32%	33%	33%

Source: LCC Student Support Services Office

*Figures are estimates

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 2006	Class of 2007	Class of 2008*	Class of 2009	Class of 2010
Castle Rock	7/65=11%	5/38=13%	13/37=35%	10/39=26%	9/34=26%
Kalama	2/8=25%	1/4=25%	3/19=16%	2/13=15%	4/14=29%
Kelso	23/85=27%	27/177=15%	43/125=34%	33/113=29%	43/119=36%
Mark Morris	17/96=18%	24/106=23%	25/86=29%	10/56=18%	24/93=26%
RA Long	19/64=30%	17/65=26%	18/57=32%	6/43=14%	17/61=28%
Toutle Lake	11/33=33%	3/41=7%	9/27=33%	6/15=40%	5/30=17%
Wahkiakum	0/6=0%	1/9=11%	5/17=29%	3/14=21%	2/11=18%
Woodland	0/4=0%	0/7=0%	0/24=0%	1/33=3%	0/14=0%
TOTAL	79/361=22%	78/447=17%	116/392=30%	71/326=22%	104/376=28%

Source: LCC Tech Prep Office

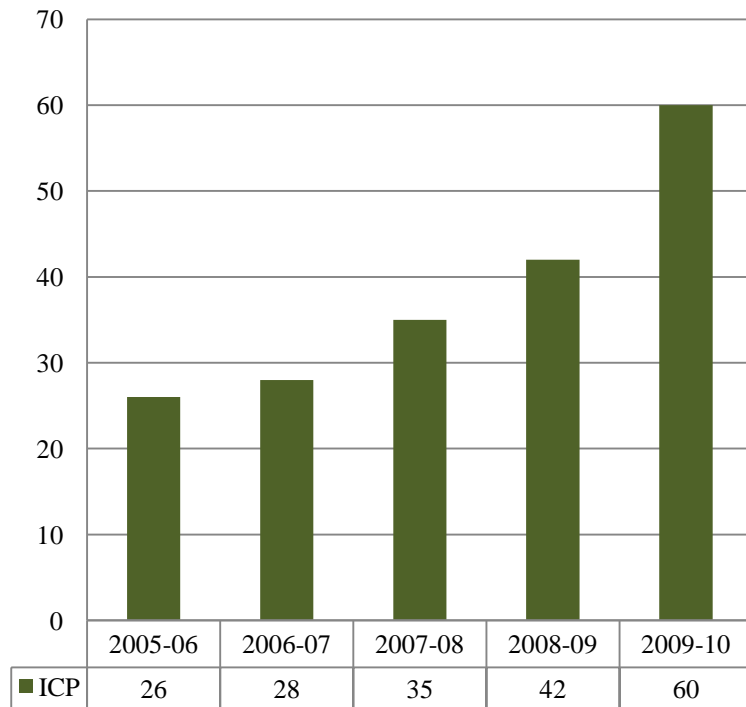
*Numbers for the class of 2008 have been corrected. Incorrect figures were presented in 2008 due to a database error. The new figures are estimates based on averaged numbers from 2006, 2007 and 2009.

WORK-BASED LEARNING

The Individualized Certificate Program (ICP) provides an option for students wishing to pursue a field of study in which LCC does not offer a degree or certificate program. With guidance from faculty and staff, students build a specialized curriculum from LCC courses and gain valuable work-based learning experience from area employers in their chosen field of study. ICP students attend a weekly seminar class to develop a portfolio and discuss topics related to the workplace. Students may earn a Certificate of Completion (36+ credits) or a Certificate of Proficiency (45+ credits) by completing all established program requirements.

The ICP Office is located in the Career and Employment Services Center, which offers a variety of career related services. LCC also offers Cooperative Education (where students gain credit towards a certificate or degree by working in a related field).

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



Individualized Certificate Programs
Current and/or Recent Programs include:

- Bookkeeper
- Criminal Justice
- Fleet Maintenance
- Geographic Information Systems Analyst
- Hemodialysis Technician
- HVAC Maintenance
- Medical Laboratory Assistant
- Mortician's Assistant
- Personal Fitness Trainer
- Pharmacy Technician
- Public Works Maintenance/Water Quality
- Radiology Assistant
- Recreation Assistant
- Social Service Aide
- Veterinary Assistant

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
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
2009	160.38	46.3%	74	150	13	52	128	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 2009

	Total	Women	Men	African American	Hispanic	Asian/PI	Native American	Caucasian	55 and over	Disabled
Full-Time Faculty	74	29	45	1	3	1	0	69	39	3
Administrative	13	6	7	0	1	0	1	11	7	0
Exempt	52	41	11	0	1	1	0	50	17	1
Classified	128	102	26	0	5	3	1	119	46	2
Part-Time Faculty	150	103	47	n/a	n/a	n/a	n/a	n/a	61	0
TOTAL	417	281	136	3	10	6	4	394	170	6
TOTAL (%)	100	67.4%	33.6%	0.7%	2.4%	1.4%	9.6%	94.5%	40.8%	1.4%

Source: SBCTC Data Warehouse, Employee Table, Human Resources. Note: percentages may not equal 100% due to rounding. Please note: affirmative action data is not available for part-time faculty.

OPERATING REVENUES & EXPENDITURES

Operating Revenues & Expenditures—Dollars and Percent (unrestricted)

	2005-06 Actual		2006-07 Actual		2007-08 Actual		2008-09 Actual		2009-10 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	3,716,083	22.0	3,913,266	22.4	4,207,431	21.0	4,151,839	19.9	3,379,637	13.9
State Appropriation	11,447,277	67.8	11,848,402	67.9	14,057,043	70.3	14,519,017	69.7	13,966,455	57.5
Local Unrestricted	1,064,258	6.3	1,073,456	6.1	1,123,291	5.6	1,359,060	6.5	6,512,604	26.8
Local Dedicated	653,103	3.9	627,722	3.6	621,620	3.1	815,284	3.9	429,153	1.8
TOTAL REVENUES	16,880,721	100	17,462,846	100	20,009,385	100	20,845,200	100	24,287,849	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	8,195,560	48.2	8,636,831	49.8	9,362,975	48.7	9,752,062	47.9	11,172,901	50.0
Community Education	55,843	0.3	46,799	0.2	29,030	0.2	32,523	0.2	60,675	.3
Academic Support	1,042,936	6.2	969,601	5.9	1,040,665	5.4	1,456,945	7.2	1,575,158	7.0
Libraries	415,574	2.5	379,254	2.2	349,723	1.8	320,883	1.6	341,920	1.5
Student Services	2,126,370	12.5	2,156,803	12.4	2,609,939	13.6	2,701,202	13.3	2,668,109	12.0
Institutional Support	3,122,264	18.4	3,141,557	18.1	3,567,267	18.6	3,558,434	17.5	4,310,860	19.3
Operation of Plant	2,027,064	11.9	2,021,439	11.4	2,255,232	11.7	2,519,575	12.4	2,208,462	9.9
TOTAL EXPENDITURES	16,995,611	100	17,352,284	100	19,214,831	100	20,341,624	100	22,338,085	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)

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual
REVENUES	\$	\$	\$	\$	\$
Private	942,967	1,042,097	1,313,760	1,546,208	2,808,683
State	3,885,479	4,247,864	3,604,548	4,534,601	3,687,628
Federal	3,203,035	3,130,032	3,052,599	2,821,947	3,029,731
TOTAL REVENUES	8,031,481	8,419,993	7,970,907	8,902,756	9,526,042
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	2,494,660	1,971,982	1,531,959	1,735,667	1,932,290
Academic Support	66,455	96,798	93,304	69,931	14,939
Libraries	38,325	21,237	18,937	33,233	
Student Services	4,645,845	4,547,687	4,887,912	5,373,622	6,089,736
Institutional Support	224,403	533,909	900,492	344,582	162,886
Operation of Plant	177,188	175,647	173,689	195,204	
TOTAL EXPENDITURES	7,646,876	7,347,260	7,606,293	7,752,239	8,199,851

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

COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	2005-06 Cost Per FTE	2006-07 Cost Per FTE	2007-08 Cost Per FTE	2008-09 Cost Per FTE	2009-10 Cost Per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	3,551	3,624	3,936	3,812	4,415
Community Education	24	20	12	13	24
Academic Support	452	407	437	570	622
Libraries	180	159	147	125	135
Student Services	921	905	1,097	1,056	1,054
Institutional Support	1,357	1,318	1,499	1,391	1,703
Operation of Plant	878	848	948	985	873
TOTAL EXPENDITURES	7,363	7,282	8,077	7,952	8,826
FTE Enrollment	2,308 FTE	2,383 FTE	2,379 FTE	2,558 FTE	2,531 FTE
State Reimbursement per General FTE*	\$4,300	\$4,500	\$4,800	\$4,900	\$4,951

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.....	27
Gross Square Footage.....	408,182

Library Resources

Volumes in Library.....	38,380
Multimedia Materials.....	4,711
Print Periodicals.....	140
Online Periodicals.....	4,149
Online Databases.....	17

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
BB Concessions 2/Deck (BBC2)	2010	2,482**	5
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
Head Start-West (HSW)	2010	2,500	7
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		408,182	754

*Original date of construction for Main was September, 1950. **Estimate. 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. *Please note that the 2010 figures are not yet final.

LCC Foundation Assets

June 2006	June 2007	June 2008	June 2009	June 2010*
\$8,848,215	\$10,166,153	\$8,642,550	\$6,812,995	\$7,489,033

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

Amount available depends on investments earnings in any given year

June 2006	June 2007	June 2008	June 2009	June 2010*
\$535,724 (6.0%)	\$802,037 (7.2%)	\$1,215,697 (14.1%)	\$524,332 (7.7%)	\$360,629 (4.8%)

2009-10 Program Support was distributed as follows: Scholarships—\$126,634; Grants—\$334; College Programs—\$165,857 and Other—\$67,804.

Exceptional Faculty Fund: Endowed Total

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

2006	2007	2008	2009	June 2010*
\$1,200,000	\$1,500,024	\$1,702,052	\$1,374,803	\$1,543,440

Source: LCC Foundation Office.

COLLEGE & COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State	United States
Total Population, 2009 Estimate (1)	101,966	4,062	6,664,195	307,006,550
Total Population, 2000	92,948	3,824	5,894,121	281,421,906
Percent Change, 2000 to 2009	+10%	+6%	+13%	+9%
Percent Change, 1990 to 2000	+13%	+15%	+21%	+13%
Average Annual Wage per Job, 2008 (2)	\$38,256	\$28,646	\$47,202	\$45,716
Average Annual Wage per Job, 1994	\$26,127	\$19,469	\$26,777	\$26,543
Percent Change, 1994 to 2008	+46%	+47%	+76%	+103%
Unemployment Rate, seasonally adjusted, 2010 (3)	11.9%	12.2%	8.8%	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, 2008 (3)	15%	11%	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

	2005	2006	2007	2008	2009
Inflation, Consumer Price Index (1)	+3.4%	+2.4%	+2.8%	+3.8%	-0.4%
LCC Tuition Increases, percent annual increase (2)	+8.2%	+5.5%	+2.9%	+2.2%	+6.6%

Source: (1) U.S. Department of Labor, Bureau of Labor Statistics <http://www.bls.gov/cpi/>
 (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

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Service District Population	101,174	103,931	104,506	105,387	106,028
People of Color in Service District	11,639	12,372	12,042	13,471	13,589
Proportion of People of Color in Service District Population	12%	12%	12%	13%	13%
Total LCC Student Population with race/ethnic code in student records	6,301	6,113	6,104	6,819	8,533
Students of Color at LCC	1,025	1,162	1,193	1,360	1,509
Proportion of Students of Color at LCC	16%	19%	20%	20%	18%

Source: Data Warehouse, U.S. Census Bureau <http://quickfacts.census.gov>

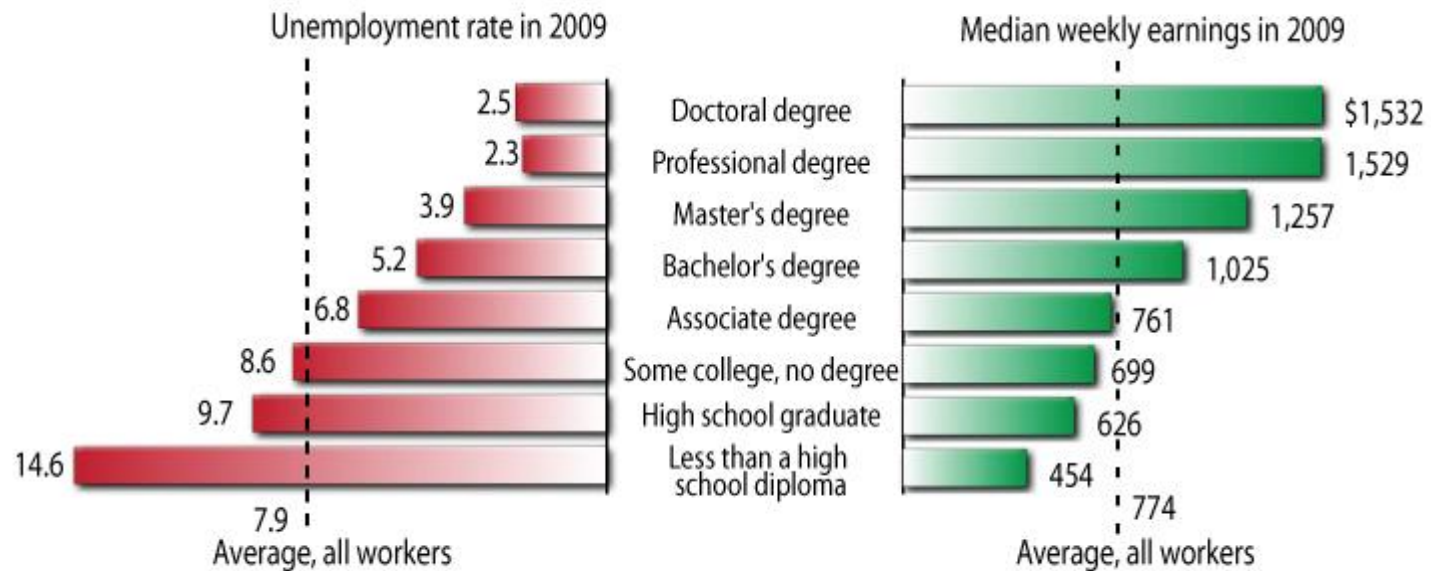
EDUCATIONAL ATTAINMENT

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

Education pays



Source: Bureau of Labor Statistics, Current Population 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 calendar year in which the academic year started in order to match federal reporting guidelines)

Campus Crime Statistics	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
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	1	1	0	0	0	0	1	0	0	0	0	0	0
Burglary	7	4	1	0	3	0	0	0	2	0	2	1	0
Motor Vehicle Theft	4	3	4	4	4	1	2	3	0	0	2	1	1
Arson	0	0	0	0	0	0	0	0	0	0	0	1	0
TOTAL	12	8	5	4	7	1	3	3	2	0	4	3	1

Arrest/Disciplinary Action/Judicial Referrals	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Illegal Weapons Possession			0	0	0	0	0	0	0	0	0	0	0
Drug Law Violations			0	0	0	0	0	1	0	0	0	0	0
Liquor Law Violations			0	0	0	0	0	0	0	0	0	0	0
TOTAL			0	0	0	0	0	1	0	0	0	0	0

Non-Reported Statistics	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Assaults	20	1	1	2	6	3	3	2	2	5	3	0	3
Vandalism	19	14	24	32	48	29	29	15	15	16	12	16	11
Theft	31	16	22	28	28	23	25	17	18	21	4	5	20
Trespassing	3	4	3	18	7	6	6	1	1	5	7	7	14
TOTAL	73	35	50	80	89	61	63	35	36	47	26	28	48

Source: LCC Campus Services

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