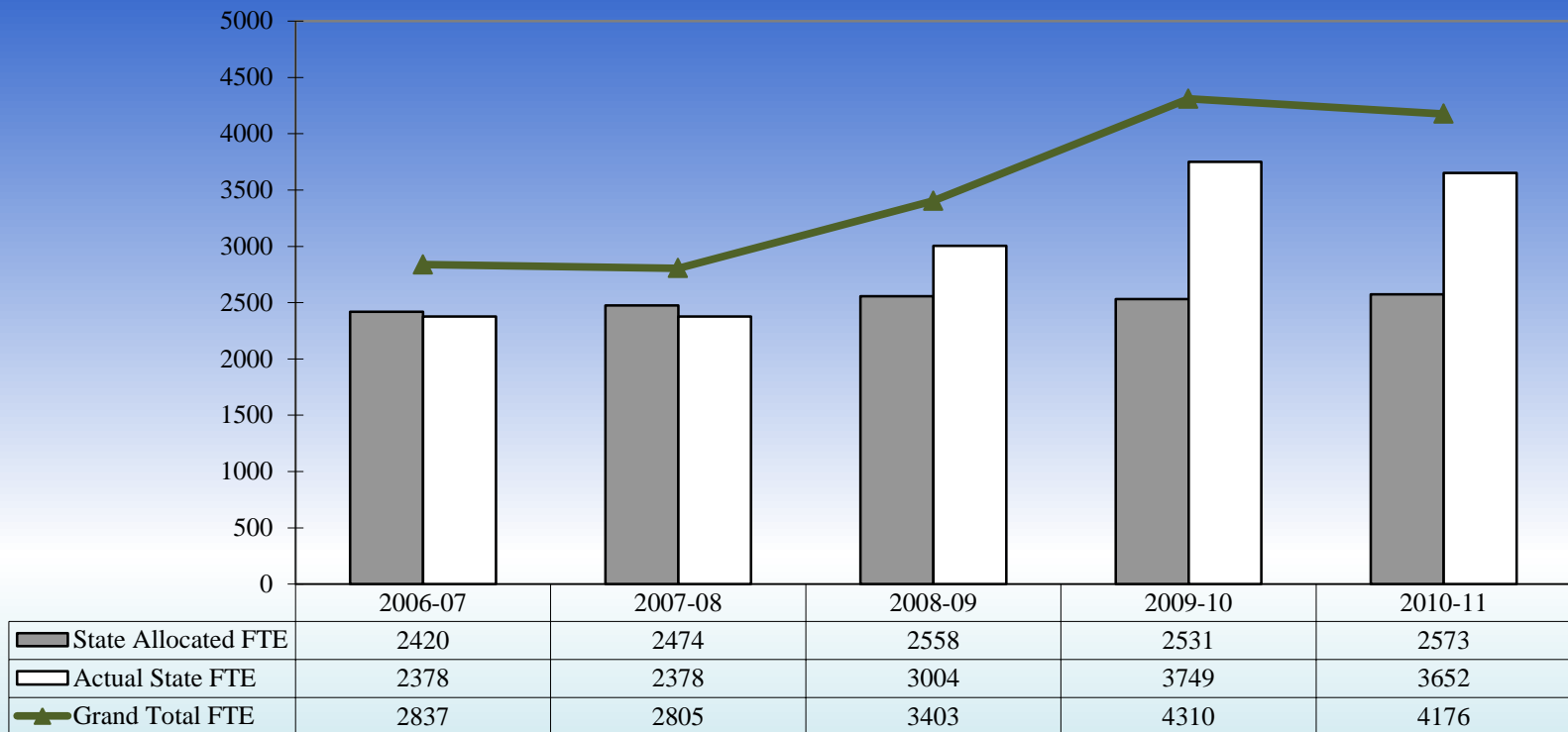


# LCC FACTS & FIGURES 2010-11

14<sup>th</sup> Edition



**COMMUNITY COLLEGE DISTRICT 13**

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Data for the 14<sup>th</sup> 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 2011

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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 & COMPLETION:** We invite the community to participate in the full array of programs, services, and activities at Lower Columbia College. We support student success and completion in all areas of the 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 – updated September 21<sup>st</sup>, 2011

Lower Columbia College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). In 2010, the NWCCU adopted new accreditation standards which require institutions of higher education to adopt Core Themes, Objectives and Core Indicators of Effectiveness. LCC appointed a new Accreditation Steering Committee in January 2011 charged with developing the Core Themes. The following was approved by the LCC Board of Trustees on July 20, 2011.

## **CORE THEME I: Workforce and Economic Development**

*(College Outcomes = Professional/Technical and Customized Education)*

Objective 1: Provide quality professional/technical education for employment, skills enhancement, and career development.

Objective 2: Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.

## **CORE THEME II: Transfer and Academic Preparation**

*(College Outcomes = Basic Skills & Pre-College, and Transfer)*

Objective 1: Ensure that learners who are under prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.

Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

## **CORE THEME III: Student Access and Support**

*(College Outcome = Access)*

Objective 1: Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.

Objective 2: Provide students with the support needed to pursue and achieve their educational goals.

## **CORE THEME IV: Institutional Excellence**

*(College Outcomes = Institutional Excellence and Community Enrichment)*

Objective 1: Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.

Objective 2: Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

# KEY PERFORMANCE INDICATORS

Lower Columbia College's Key Performance Indicators were revised slightly in 2011 to support the Core Themes. The following was adopted, along with the Core Themes and Objectives, by the LCC Board of Trustees on July 20, 2011.

## **CORE THEME I: Workforce and Economic Development**

- A. Student Performance
- B. Demonstration of program competencies
- C. Licensure/certification rates
- D. Placement rate in the workforce
- E. Employer satisfaction
- F. Relevance of programs
- G. Client assessment of programs and services

## **CORE THEME II: Transfer and Academic Preparation**

- A. Basic skills achievement
- B. Academic performance of dev. education students
- C. Student performance
- D. Transfer Eligibility
- E. Demonstration of General Education Outcomes
- F. Academic transfer rate
- G. Academic success of transfer students after transfer
- H. Relevance of programs

## **CORE THEME III: Student Access and Support**

- A. Participation rate of persons age 17 and above who live within the College's service district
- B. Participation of diverse student populations
- C. Enrollment
- D. Student persistence
- E. Student progress/completion
- F. Student satisfaction with support services
- G. Success of academic support programs

## **CORE THEME IV: Institutional Excellence**

- A. Professional development of faculty and staff
- B. Faculty/staff satisfaction and morale
- C. Condition of infrastructure
- D. External perceptions/satisfaction with LCC
- E. Student/graduate satisfaction with instruction
- F. Cultural enrichment of students and community

# 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 5-7 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.

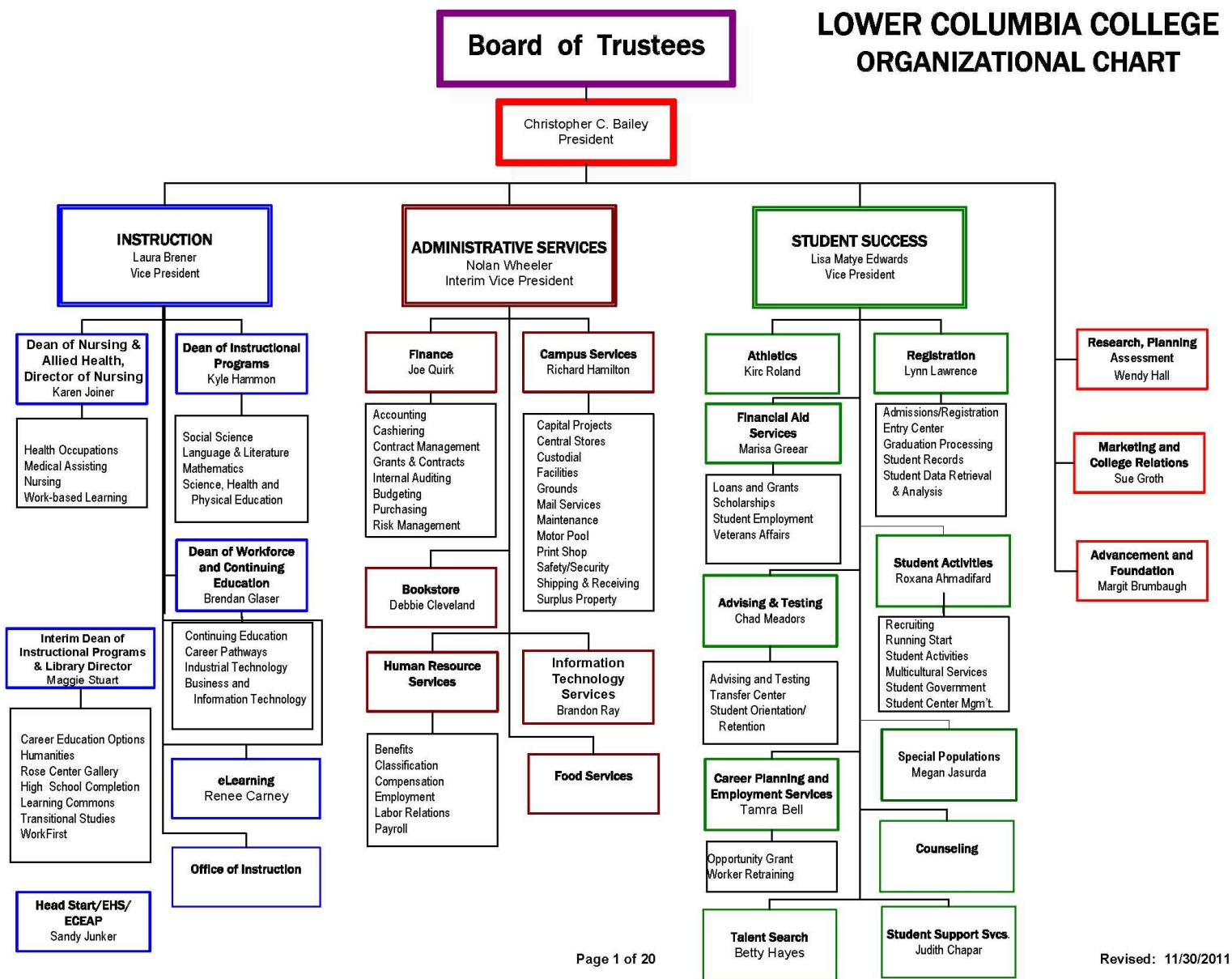
The number of enrolled students doubled in the College's second year, climbing to 96. As the number of students increased, instruction expanded into the Myklebust building in downtown Longview, and the Moose Hall. The Moose Hall continued to house classes until 1949, when damage from an earthquake caused 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 26 buildings on 38.75 acres, and enrolls between 4,000 and 5,000 students each quarter.

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

# ORGANIZATIONAL STRUCTURE



# 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 (2010-11)

Total Student Headcount—State (6501); All (8465)  
FTE (Full Time Equivalent)—State (3652); All (4176)

## Students Taking Classes (2010-11)

English as a Second Language	335
Adult Basic Education	1,250
eLearning (unduplicated)	4,989
Community Educ. (duplicated)	1,843

## Enrollment by Intent (2010-11)

29%	Transfer
48%	Workforce
17%	Basic Skills
7%	Other

## Students in Programs (2010-11)

357	Running Start
208	CEO
386	Worker Retraining

## Demographics (2010-11)

60%	Female
21%	Of Color
30	Average Age
53%	Full-Time (12+ cr)

## Degrees & Awards (2010-11)

250	Transfer degrees
300	AAS degrees
169	Certificates (1+ years)
38	High School Diplomas
87	GED

- Transfer rate: 54% of “transfer ready” students transferred to four-year college or university
- Employment rate: 81% of Professional/Technical graduates employed within 9 months

- 
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Founded in 1934 and is now one of 34 Washington community and technical colleges</li> <li>▪ 38.75 acre site houses 26 college buildings</li> <li>▪ Service Area: District 13 serves Cowlitz &amp; Wahkiakum Counties; 84% of students come from service district; 7% are out of state</li> <li>▪ Operating budget (2010-11) of \$30 million</li> <li>▪ Financial Aid: (2010-11) \$22,852,732</li> </ul> | <ul style="list-style-type: none"> <li>▪ Accredited by the Northwest Commission on Colleges and Universities since 1948</li> <li>▪ Foundation Assets (June 2011): \$12,020,147 (figure not final)</li> <li>▪ NWAACC Varsity Sports: Men &amp; Women’s Basketball, Men’s Baseball, and Women’s Softball, Volleyball and Soccer</li> <li>▪ Annual tuition and fees (2010-11): \$ 3,177 (Full-Time, 36 cr)</li> <li>▪ 408 Employees (Fall 10): 69 Full-Time Faculty, 153 Part-Time Faculty, 186 staff</li> </ul> |
|--|---|
- 

**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.

# STUDENT DEMOGRAPHICS

2010-2011	All		State Funded	
Unduplicated student headcount	8465	100%	6501	77%
Female students	4759	61%	3828	60%
Male students	3020	39%	2576	40%
African American students	144	2%	129	2%
Native American students	166	2%	135	2%
Asian/PI students	158	2%	158	3%
Hispanic students	689	9%	629	10%
Multi-racial/other	287	4%	221	4%
Students of color ( <i>Subtotal</i> )	1444	19%	1272	21%
Caucasian students	6065	81%	4846	79%
Age: Less than 20	1714	20%	1264	19%
Age: 20-24	1948	22%	1832	27%
Age: 25-34 years old	2143	25%	1943	29%
Age: 35-49 years old	1720	20%	1352	20%
Age: 50+ years old	1179	14%	389	6%
Average age, all students	32	--	30	--
Credit Students ( $\geq 1$ credit)	7874	93%	6501	100%
International Students	1	< 1%	1	< 1%
Disabled students	441	5%	415	6%
Veterans	252	3%	252	4%

2010-2011	All		State Funded	
Transfer students	2586	26%	2253	29%
Workforce students	4317	44%	3659	48%
Basic Skills students	1463	15%	1273	17%
Personal Interest students	1396	14%	516	7%
Part-time (< 12 credits) status	5511	55%	3710	47%
Full-time (12+ credits) status	4461	45%	4148	53%
Resident students	6857	81%	4999	77%
Non-resident students	1608	19%	1502	23%
Enrolled in eLearning	4989	59%	4543	70%
Students with no children	2343	46%	2027	46%
Couples with children	1525	30%	1302	30%
Single students with children	1234	24%	1070	24%
New college students	2002	19%	1342	16%
Students who transferred in	361	3%	339	4%
Former students who returned	2491	23%	1684	20%
Continuing students	5918	55%	4920	59%
Prior education: < high school	1831	32%	1521	31%
High school or equivalent	3313	58%	2917	60%
Certificate (< 2 years)	234	4%	210	4%
Associate degree	149	3%	126	3%
Bachelor's degree or higher	184	3%	102	2%

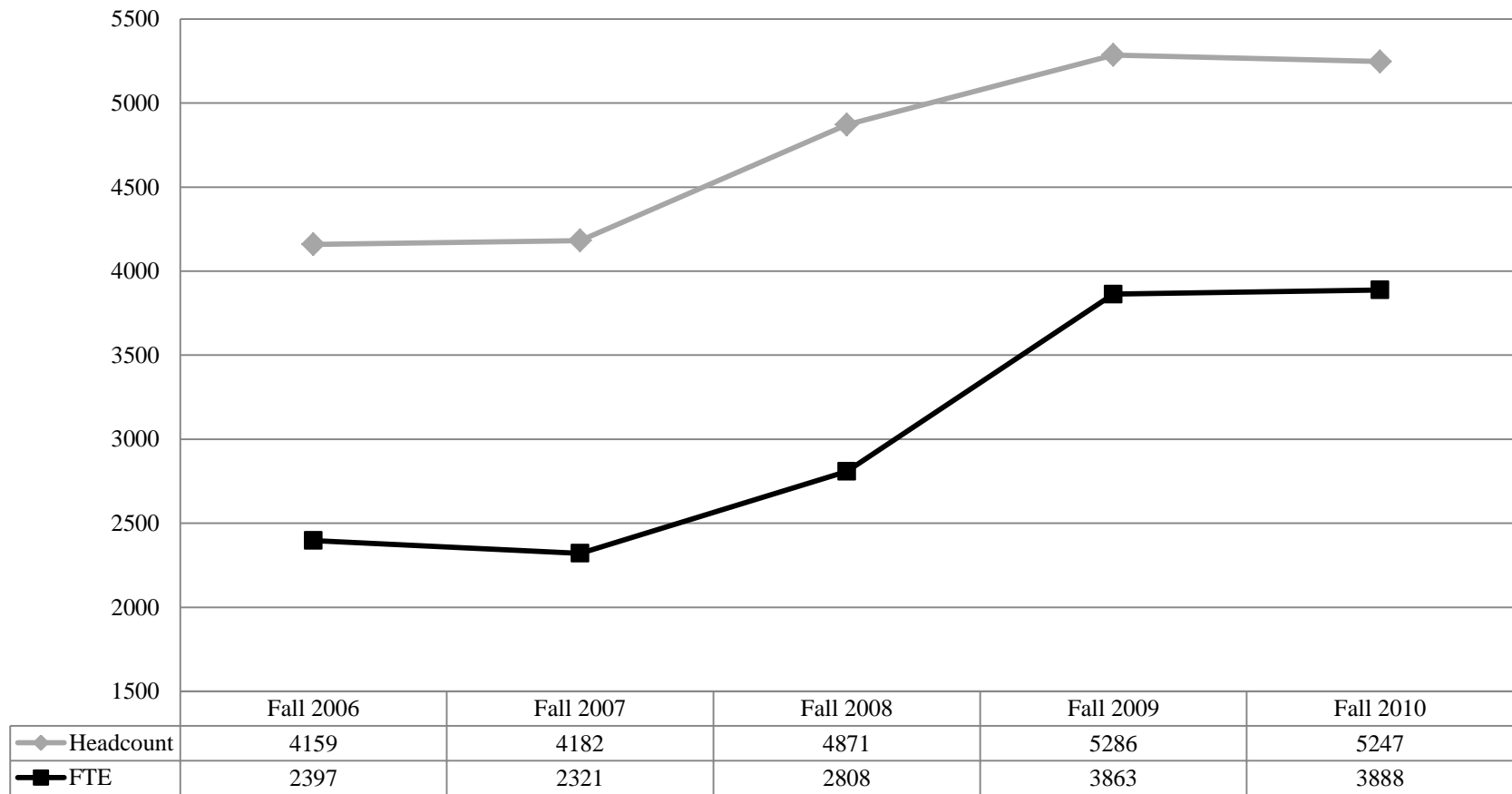
Source: SBCTC Data Warehouse, Student Table (Veterans = DATA).. Note: percentages may not equal 100% due to rounding. Headcount in some categories may be duplicated if students fell into different categories during different quarters within the academic year (e.g., part-time/full-time status). **Percentages calculated include only those students who disclosed specific pieces of demographic information.**

# FALL QUARTER ENROLLMENT TRENDS

QUARTER	Academic	Workforce	Basic Skills	Pre-College	Total FTEs
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
Fall 2010	1,543 (40%)	1,199 (31%)	725 (19%)	421 (11%)	3,888

Source: Data Warehouse, Class Table, by Institutional Intent Recat, (all funding sources)

**Fall Headcount and FTE Enrollment (all funding sources)**

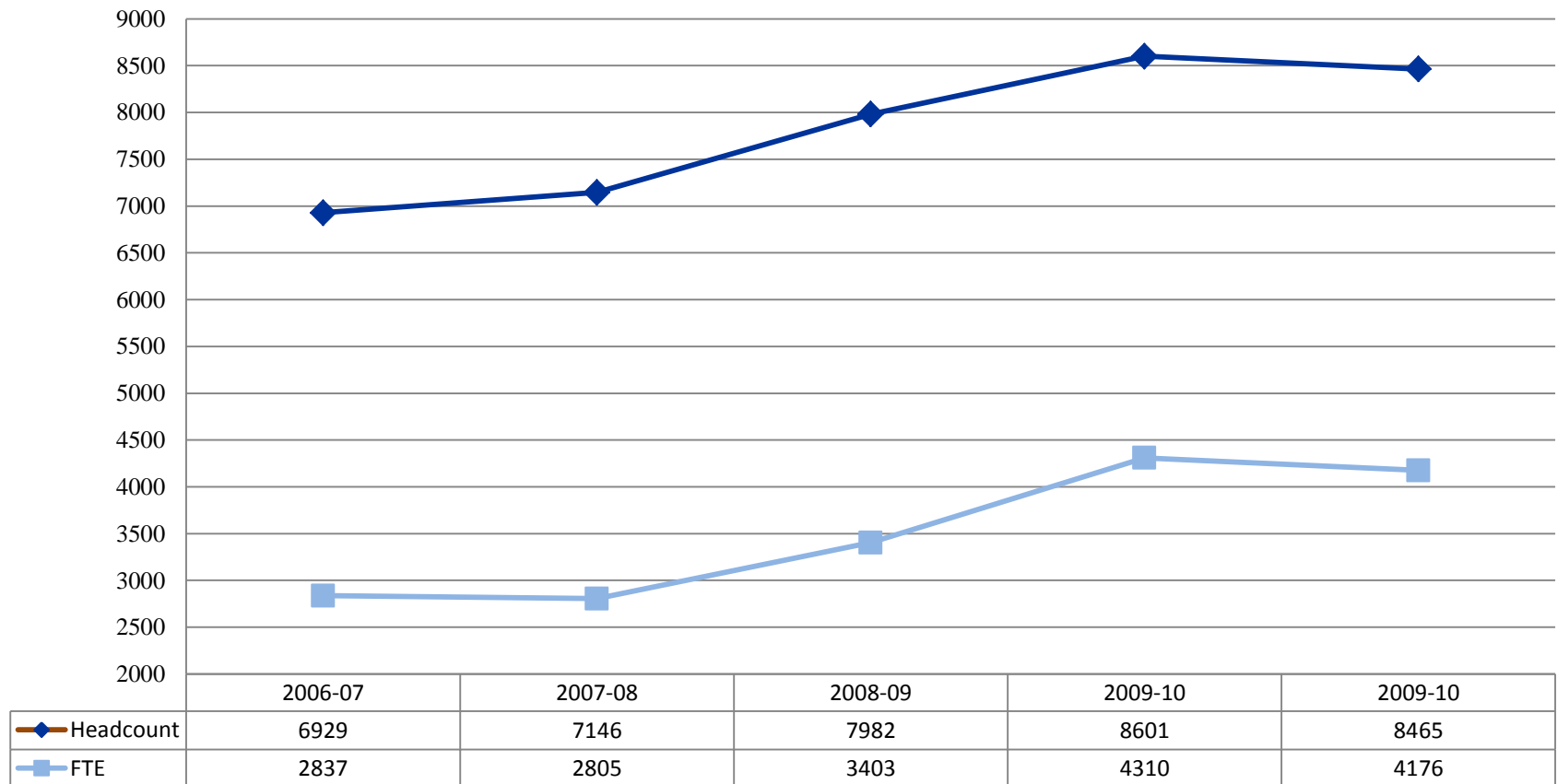


# ANNUAL ENROLLMENT TRENDS

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%)
2010-11	3,652 (87%)	467 (11%)	58 (1%)	4,176 (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)

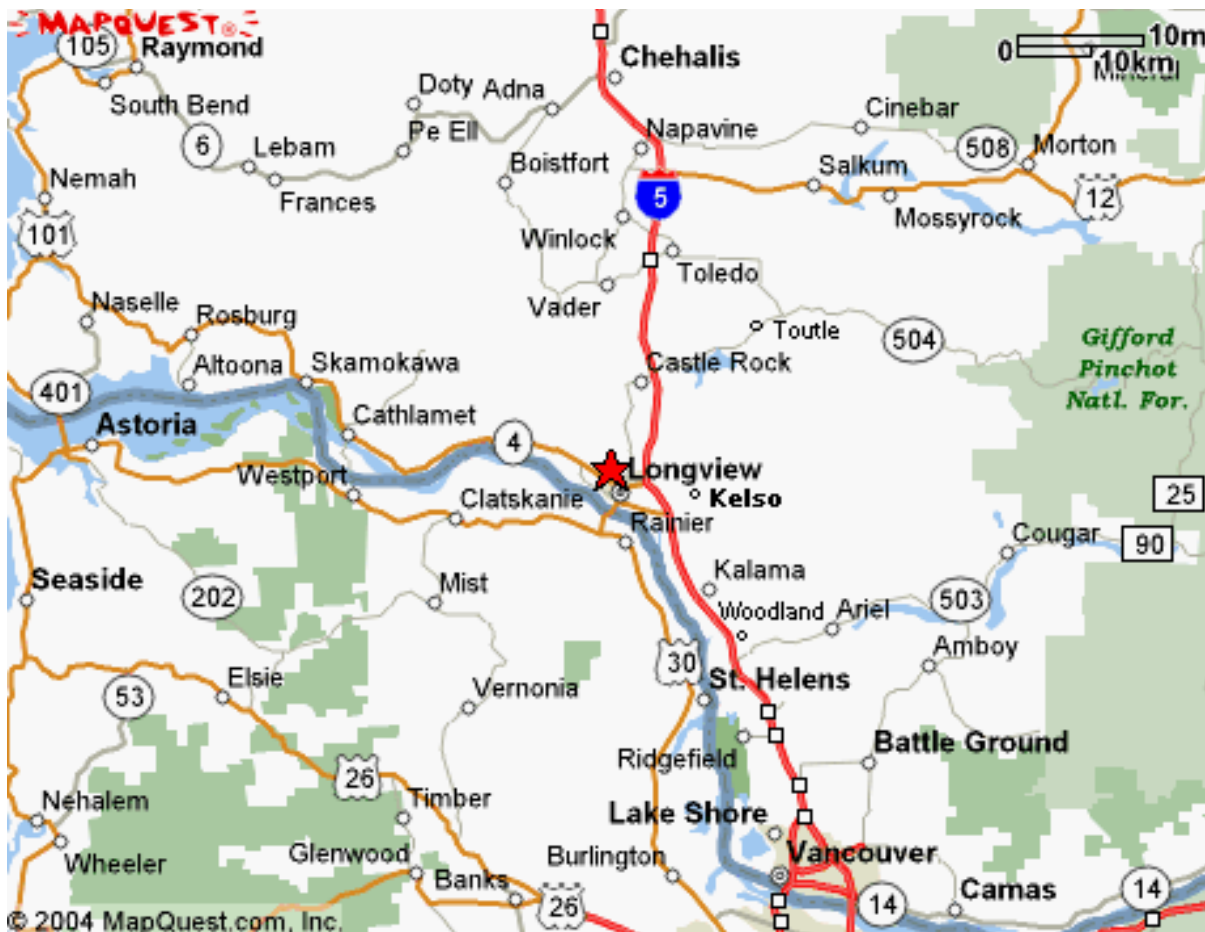
	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Learning for Life</b>					
1) Community Education Self-Support (CLCE)	644	330	294	1,120	1,843
2) Retirement program (CLRT) formerly Senior Studies	1,449	1,636	1,397	371	26
<b>Testing</b>					
1) Food Handler Card Testing (duplicated headcount)	4,917	5,364	3,989	5,583	6,767
2) Pre-Employment Testing (Work Keys) duplicated headcount	863	447	299	565	872
<b>Client Count</b>	21	28	18	21	19

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 comes from elsewhere in Washington State (including Clark Co.) and out of state locations.



Source: Data Warehouse Student Table RESIDENCE\_ZIP; mapquest.com (map)

**2010-11 Student Enrollment by Zip**

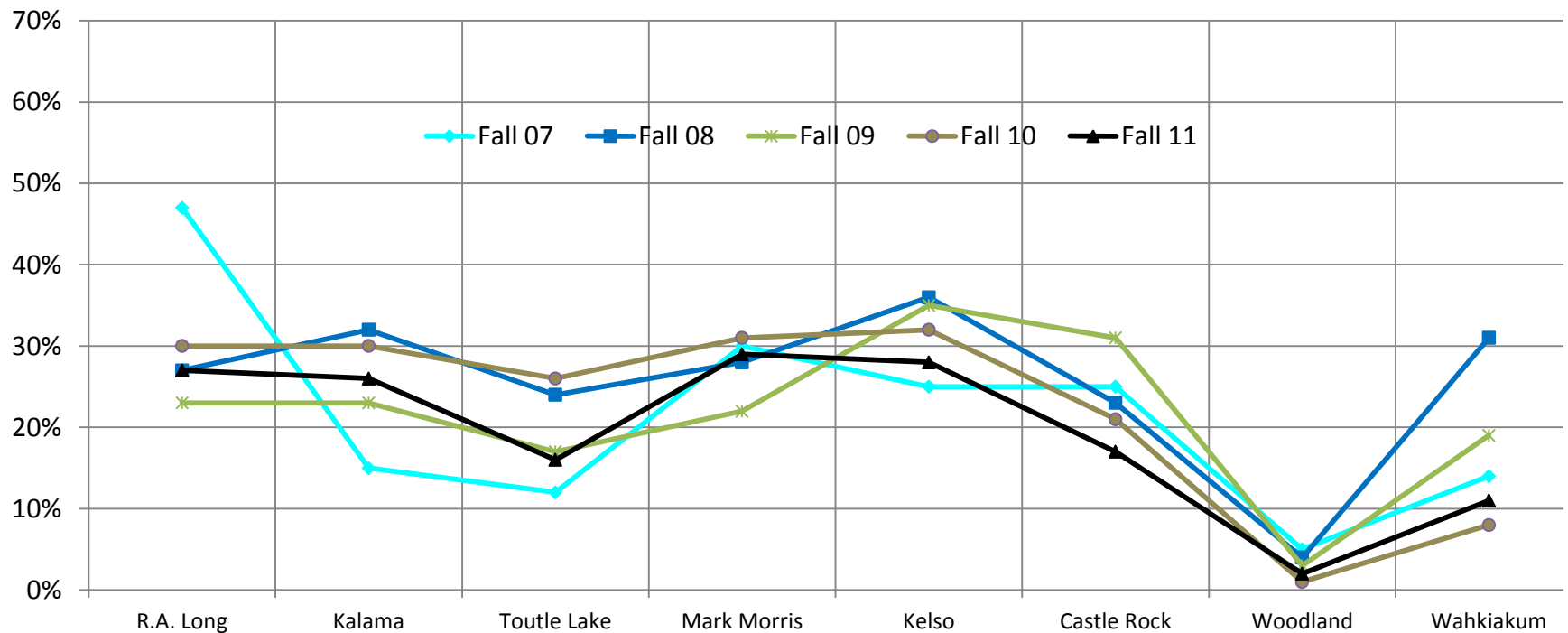
		#	%
Longview	98632	4053	46.4%
Kelso	98626	2009	23.0%
Castle Rock	98611	527	6.0%
Kalama	98625	298	3.4%
Woodland	98674	212	2.4%
Rainier (OR)	97048	222	2.5%
Clatskanie (OR)	97016	164	1.9%
Cathlamet	98612	98	1.1%
St. Helens (OR)	97051	65	0.7%
Silver Lake	98645	56	0.6%
Winlock	98596	35	0.4%
Toledo	98591	50	0.6%
La Center	98629	27	0.3%
Toutle	98649	56	0.6%
Battle Ground	98604	54	0.6%
Other Washington State		648	7.4%
Other Out of State		170	1.9%

# 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
<b>Fall 2007</b>	75/161=47%	11/74=15%	5/42=12%	64/211=30%	84/339=25%	23/93=25%	6/123=5%	6/44=14%	<b>274/1087=25%</b>
<b>Fall 2008</b>	47/175=27%	26/82=32%	12/50=24%	59/211=28%	119/329=36%	25/109=23%	5/121=4%	13/42=31%	<b>306/1119=27%</b>
<b>Fall 2009</b>	38/165=23%	14/61=23%	7/41=17%	48/220=22%	108/311=35%	37/121=31%	4/152=3%	7/36=19%	<b>263/1107=24%</b>
<b>Fall 2010</b>	62/209=30%	19/63=30%	13/50=26%	76/249=31%	108/340=32%	25/120=21%	1/134=1%	3/36=8%	<b>307/1201=26%</b>
<b>Fall 2011</b>	44/162=27%	15/57=26%	8/50=16%	65/223=29%	89/322=28%	15/88=17%	2/131=2%	3/28=11%	<b>241/1061=23%</b>

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

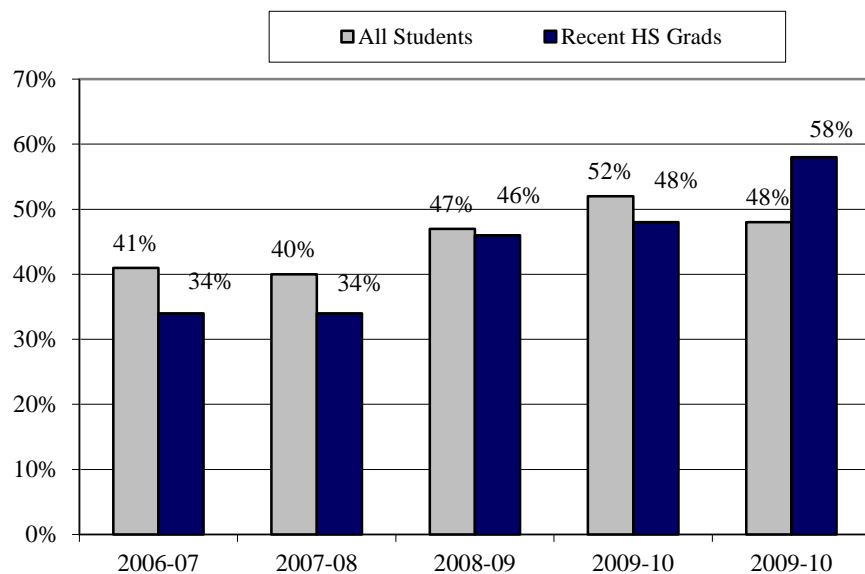


# PREPARATION OF INCOMING STUDENTS

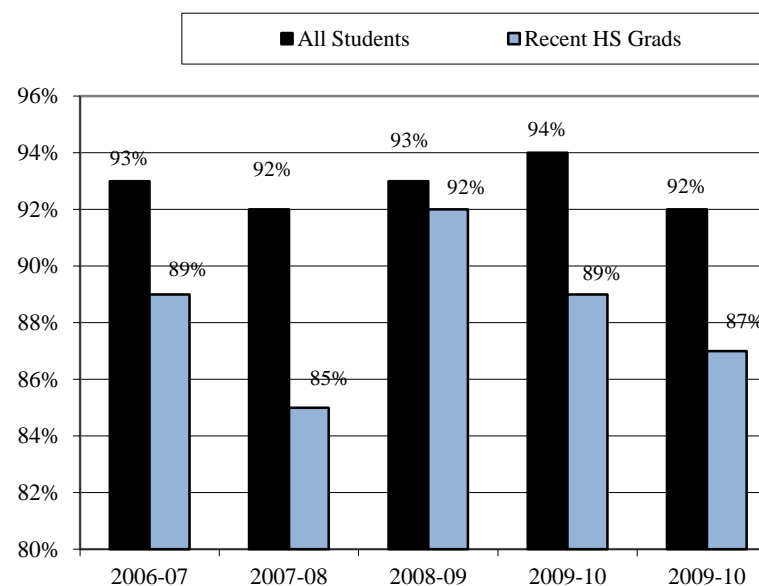
The majority of students entering LCC take placement exams in reading, writing and mathematics. The results of the exams help determine the level at which students begin their coursework.

	% 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
<b>2006-07</b>	41%	34%	93%	89%
<b>2007-08</b>	40%	34%	92%	85%
<b>2008-09</b>	47%	46%	93%	92%
<b>2009-10</b>	52%	48%	94%	89%
<b>2010-11</b>	48%	58%	92%	87%

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

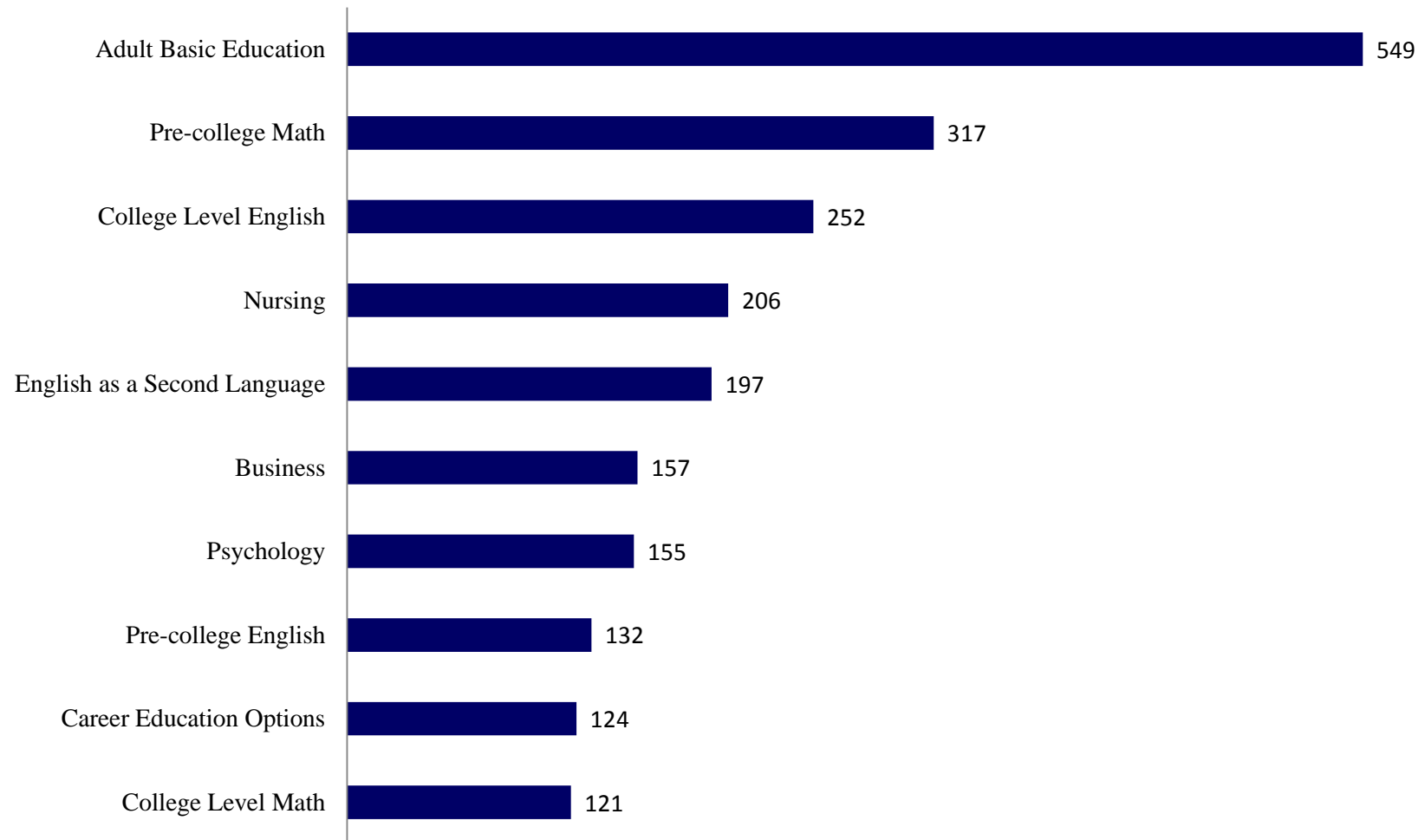
**Academic Transfer represents the largest group of “majors” at LCC, with 2,346 in 2009-10, and 2,586 in 2010-11.** The following chart depicts the top ten majors within the professional/technical areas. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations, such as in nursing, affect the number of students actually in the program.

Academic Year 2009-10	# of Students	Academic Year 2010-11	# of Students
Registered Nurse	2639	Registered Nurse	2447
Welding	408	Welding	383
Information Technology Systems	286	Medical Assisting	321
Criminal Justice	279	Information Technology Systems	296
Business Management	278	Business Management	292
Early Childhood Education	276	Automotive Technology	287
Medical Assisting	276	Chemical Dependency Studies	269
Automotive Technology	237	Early Childhood Education	261
Chemical Dependency Studies	230	Criminal Justice	252
Diesel/Heavy Equipment	191	Diesel/Heavy Equipment	203

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

# TOP 10 FTE GENERATING DISCIPLINES

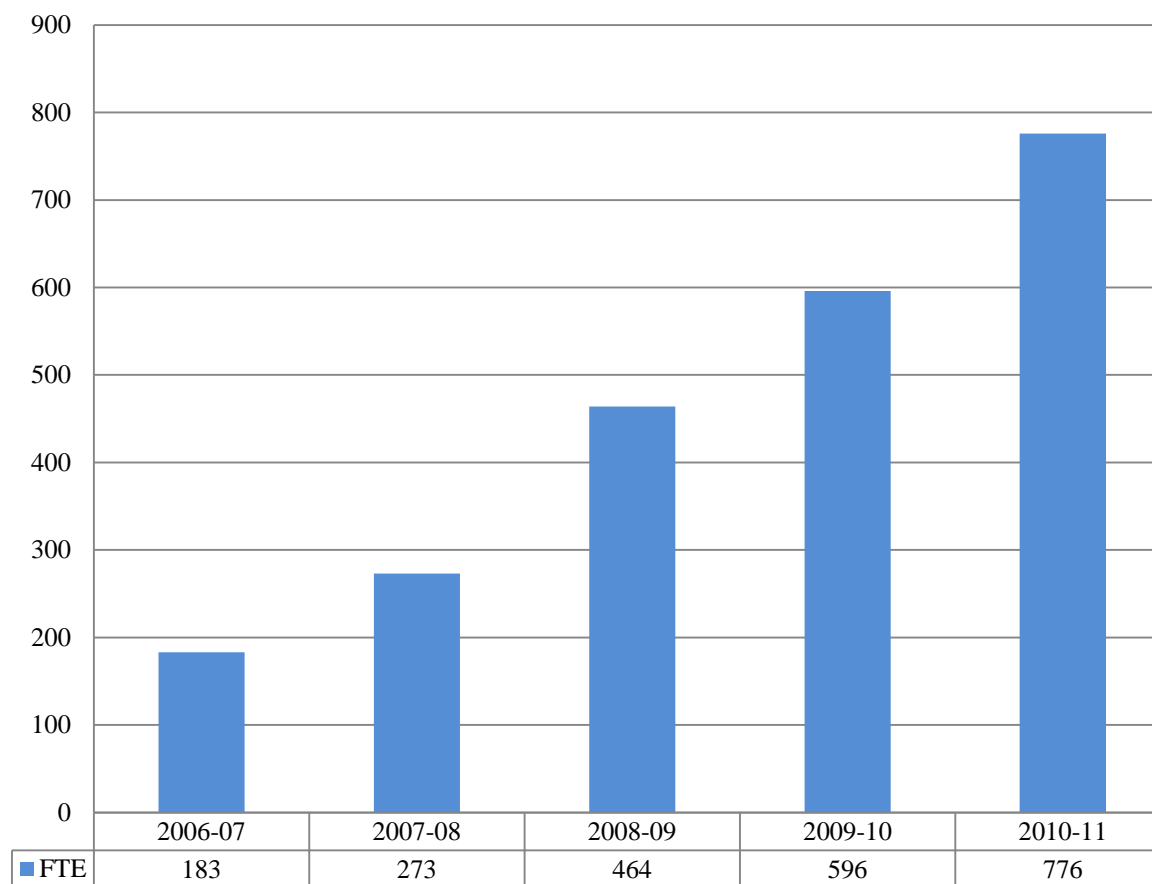
The following ten disciplines accrued the most annual FTE in 2010-11. One Annual FTE (Full Time Equivalent) is equal to 45 enrolled college credits.



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

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

Headcount	
2006-07	2114
2007-08	3199
2008-09	5376
2009-10	6877
2010-11	8418
Number of Courses	
2006-07	297
2007-08	286
2008-09	351
2009-10	386
2010-11	445
Breakout	
On-line	233
Hybrid	210
Other	1
Tele-class	1
<b>TOTAL</b>	<b>445</b>



**In 2010-11, 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
2006-07	\$8,680,722
2007-08	\$10,176,593
2008-09	\$12,958,302
2009-10	\$19,351,681
2010-11	\$22,852,732

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2010-11	\$5,550 (+3.7%)	\$3,405 (+8.7%)

Summary of Financial Aid Awards 2010-11		
	Amount	# of Awards
<b>NEED BASED AID</b> (excluding loans and work study)	\$12,916,595	4,605
<b>SCHOLARSHIPS/OTHER/OUTSIDE AIDE</b> (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships and outside/private funds)	\$390,230	248
<b>LOANS</b>		
Subsidized (need based)	\$4,052,895	1,545
Unsubsidized	\$4,767,650	1,386
PLUS (Parent Loan)	\$12,495	3
Total	\$8,833,040	2,934
<b>WORK STUDY</b>	\$712,867	373
<b>GRAND TOTAL</b>	<b>\$22,852,732</b>	<b>8,160</b>

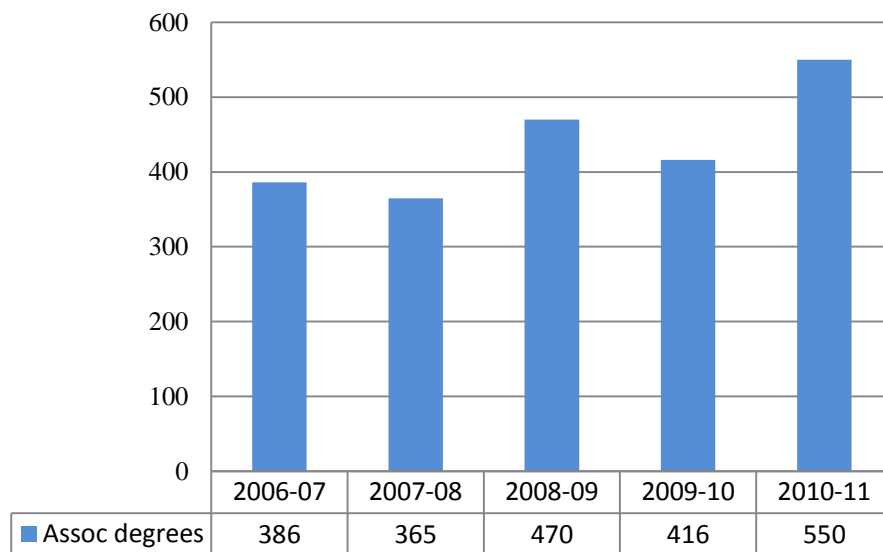
\*Other scholarships include TRIO grants through SSS, and all other scholarships that are not funded through the LCC Foundation.  
Source: LCC Financial Aid Office.

# DEGREES AND CERTIFICATES AWARDED

AWARD	2006-07	2007-08	2008-09	2009-10	2010-11
Associate degrees (transfer)	200	215	232	205	250
Associate in Applied Science (AAS)	186	150	238	211	300
Certificates/Completions (1 Year +)	106	93	112	164	169
<b>TOTAL</b>	<b>492</b>	<b>458</b>	<b>582</b>	<b>580</b>	<b>719</b>

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 2009-10 Students**

School	# Students
Washington State University	102
Central Washington University	21
University of Washington	17
Western Washington University	13
City University of Seattle	11
Portland State University	10
Eastern Washington University	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

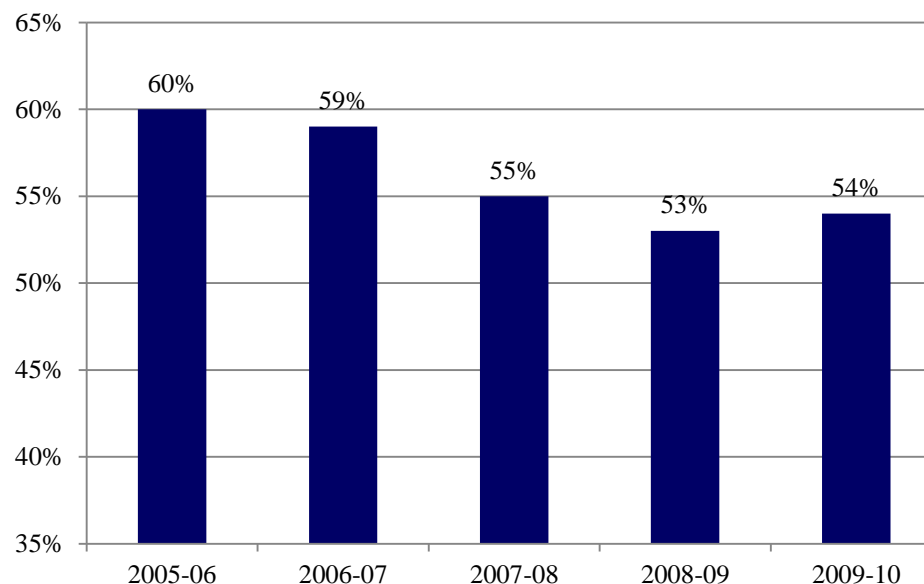
**Transfer Student Enrollment**

Year	Headcount
2006-07	1885
2007-08	2004
2008-09	1977
2009-10	2346
2010-11	2586

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 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%
Fall 09 to 10	87/134	55.2%

# STUDENTS OF COLOR

## Enrollment of Students of Color (all students)

	2006-07	2007-08	2008-09	2009-10	2010-11
African American students	70 (1%)	58 (1%)	91 (1%)	117 (2%)	144 (2%)
Native American students	170 (3%)	122 (2%)	143 (2%)	134 (2%)	166 (2%)
Asian/PI students	140 (2%)	142 (2%)	180 (3%)	187 (3%)	158 (2%)
Hispanic students	558 (9%)	660 (11%)	704 (10%)	747 (11%)	689 (9%)
Multi-racial/other	224 (4%)	211 (3%)	242 (4%)	197 (3%)	287 (4%)
Students of color ( <i>Subtotal</i> )	1162 (19%)	1193 (20%)	1360 (20%)	1382 (19%)	1444 (19%)
Caucasian students	4951 (81%)	4911 (80%)	5459 (80%)	5709 (81%)	6065 (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 05-Fall 06	Fall 06-Fall 07	Fall 07-Fall 08	Fall 08-Fall 09	Fall 09-Fall 10
	Persisted	Persisted	Persisted	Persisted	Persisted
New degree-seeking students (ALL)	92/213 = 43.2%	83/185 = 44.9%	86/169 = 50.9%	123/208 = 59.1%	133/282 = 47.2%
Students of Color (ALL)	8/24 = 33.3%	5/14 = 35.7%	10/19 = 52.6%	16/32 = 50.0%	22/54 = 40.7%
Caucasian Students	83/185 = 44.9%	77/168 = 45.8%	76/149 = 51.0%	106/173 = 61.3%	111/228 = 48.7%

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
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%
2010-11	1444/7509 = 19%	922/6114 = 15%	93/878 = 10.6%

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

**\*\*indicates fewer than 10 students (not reportable)**

	<b>2005-06 (04-05 grads)</b>	<b>2006-07 (05-06 grads)</b>	<b>2007-08 (06-07 grads)</b>	<b>2008-09 (07-08 grads)</b>	<b>2009-10 (08-09) grads</b>
	Rate	Rate	Rate	Rate	Rate
Accounting Technician	**	75%	**	**	**
Automotive Technology	78%	85%	75%	55%	47%
Business Management	73%	79%	88%	78%	78%
Business Tech: Administrative	78%	81%	35%	**	31%
Business Tech: Medical	86%	80%	**	65%	52%
Chemical Dependency	83%	50%	100%	92%	**
Computer Info Systems	74%	74%	79%	80%	50%
Criminal Justice	**	90%	**	**	**
Diesel/Heavy Equipment	77%	96%	79%	75%	79%
Early Childhood Education	80%	63%	86%	88%	62%
Fire Science	84%	81%	95%	90%	88%
Machine Trades	**	**	**	55%	**
Medical Assisting	86%	87%	97%	96%	88%
Nursing Assistant	74%	65%	62%	82%	81%
Associate Degree Nursing	99%	93%	92%	95%	95%
Welding	95%	87%	75%	**	88%
<b>TOTAL</b>	<b>83%</b>	<b>81%</b>	<b>84%</b>	<b>85%</b>	<b>81%</b>

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

	<b>2005-06 (04-05 grads)</b>	<b>2006-07 (05-06 grads)</b>	<b>2007-08 (06-07 grads)</b>	<b>2008-09 (07-08 grads)</b>	<b>2009-10 (08-09 grads)</b>
	<b>Median \$</b>	<b>Median \$</b>	<b>Median \$</b>	<b>Median \$</b>	<b>Median \$</b>
Accounting Technician	**	15.57	**	**	**
Automotive Technology	12.61	11.73	13.37	8.56	9.49
Business Management	12.43	11.30	11.89	15.54	13.58
Business Tech: Administration	11.38	9.59	12.61	**	10.90
Business Tech: Medical	10.86	9.99	**	12.59	10.68
Chemical Dependency	10.57	11.54	13.46	9.37	10.45
Computer Info Systems	14.22	17.00	14.46	15.37	10.06
Criminal Justice	**	10.00	**	**	**
Diesel/Heavy Equipment	16.79	16.34	15.36	17.23	13.82
Early Childhood Education	11.26	12.21	13.22	14.22	12.44
Fire Science	11.07	10.79	13.64	17.88	12.70
Machine Trades	**	**	**	14.75	17.65
Medical Assisting	13.97	12.51	13.33	13.85	12.35
Nursing Assistant	14.76	10.82	10.43	10.32	10.51
Associate Degree Nursing	25.81	24.65	28.39	30.53	26.08
Welding	15.59	14.27	15.21	**	15.88

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 2009-10	# of Students
Associate of Arts, AA-DTA (transfer degree)	169
Nursing	100
Early Childhood Education	13
Medical Assisting	11
Business Management	11
Accounting Technician	11
Welding	9
Fire Science Technology	8
Computing Specialist	8
Criminal Justice	7

Academic Year 2010-11	# of Students
Associate of Arts, AA-DTA (transfer degree)	202
Nursing	120
Welding	26
Diesel/Heavy Equipment	21
Accounting Technician	20
Business Management	17
Computing Specialist	16
Automotive Technology	14
Medical Administrative Support	14
Medical Assisting	12

Source: Registration Office

## LICENSURE INFORMATION

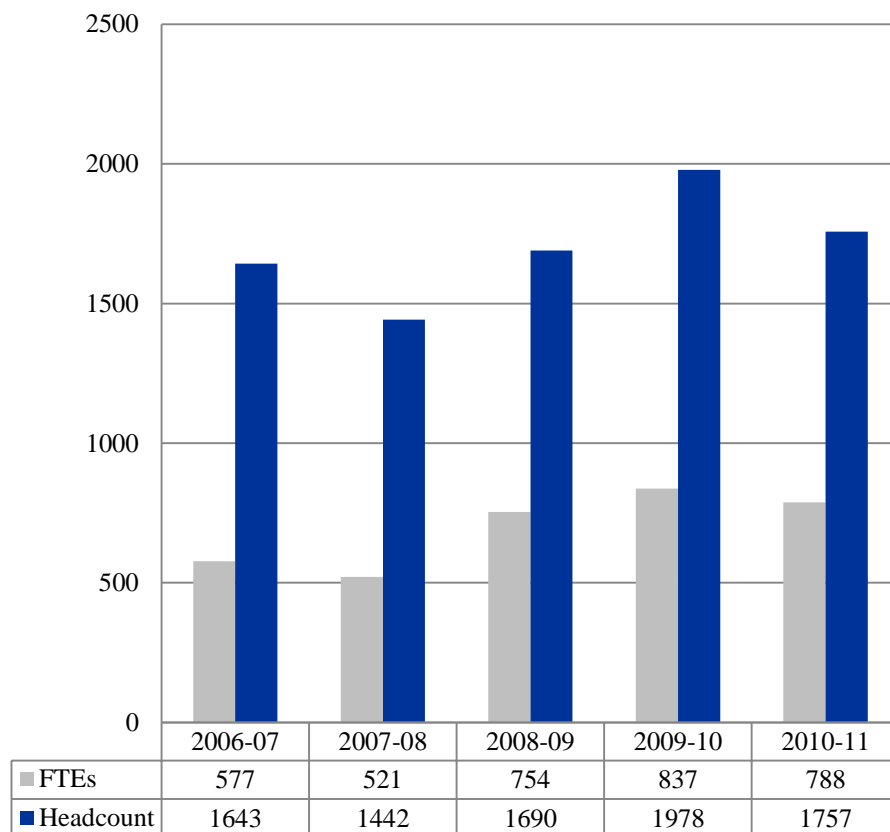
	2006	2007	2008	2009	2010
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	100%	100%	100%	100%	100%
Registered Nurse	93%	82%	92%	86%	85%
WABO (Washington Association of Building Officials)					
Welding	88%	67%	100%	100%	81%

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

	2006-07	2007-08	2008-09	2009-10	2010-11
Asian/Pacific Islander	3.1%	2.7%	4.5%	4.8%	4.0%
African American	2.1%	0.9%	1.6%	1.9%	2.7%
Native American	2.5%	2.2%	2.4%	3.0%	2.8%
Hispanic	20.4%	29.2%	29.7%	26.0%	21.6%
Multiple Races, Other	10.4%	15.2%	9.5%	5.0%	4.5%
Caucasian	61.5%	50.2%	52.3%	59.3%	64.4%

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 offered its first I-BEST courses in 2006-07 and now includes several program options.

## 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
2010-11	112	136	AH, BLPT, BTEC, BUS, ECED, EDUC, ENGL, 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)**through spring 2011	Number and percent of college certificates and/or degrees (everything except exit codes 5-9)**through spring 2011
2006-07	3/27 = 11%	17/27 = 63%
2007-08	5/21 = 24%	11/21 = 52%
2008-09	12/75 = 16%	35/75 = 47%
2009-10	16/152 = 11%	89/152 = 59%
2010-11	16/136 = 12%	55/136 = 40% (does not include summer completions)

## Student Success in I-BEST

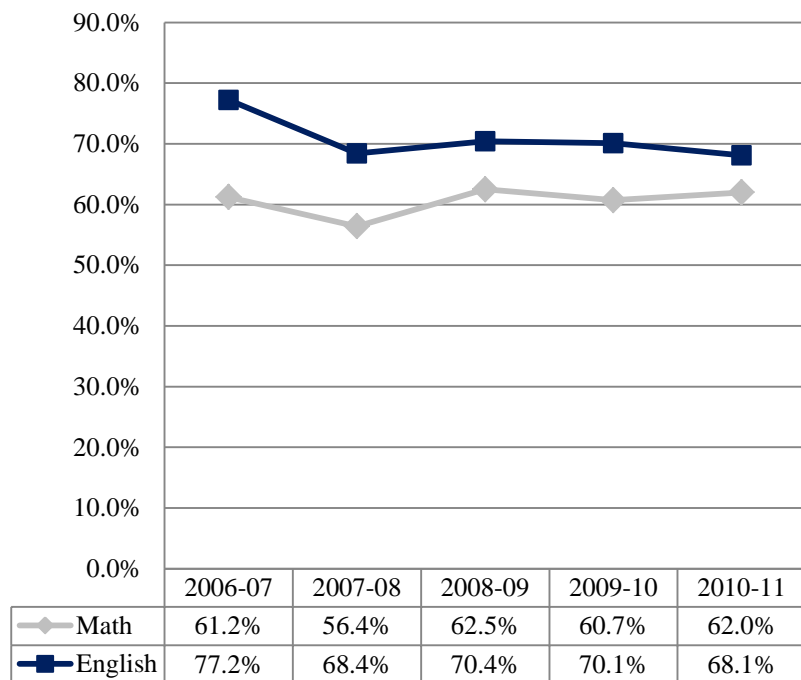
	Percent credits earned vs. attempted in cohort year*	I-BEST courses passed with a 2.0 or above in cohort year*	Average decimal grade in I-BEST courses in cohort year*
2006-07	595/693=86%	232/261=89%	2.91
2007-08	396/580=68%	109/139=78%	2.37
2008-09	844/1094=77%	210/249=84%	3.01
2009-10	3050/3292=93%	757/923=82%	2.92
2010-11	3194/3610=89%	788/1032=76%	2.80

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

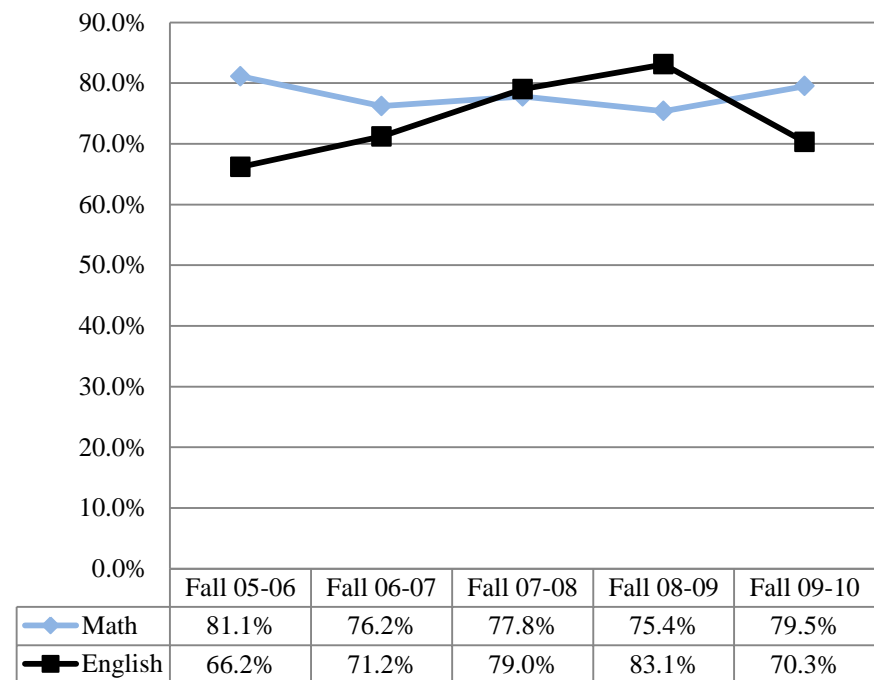
## FTE Enrollment in Pre-College Courses (English\* and Math/Tech below 100) – All Funding Sources

	2006-07	2007-08	2008-09	2009-10	2010-11
ENGL*	35	40	43	70	71
MATH	205	219	269	349	322
TOTAL	240	259	312	419	388

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



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



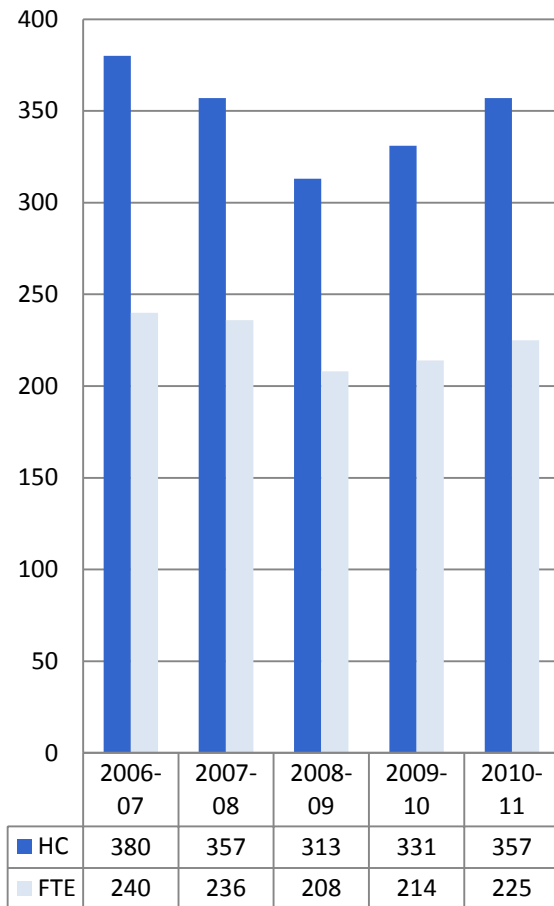
Source: Basic Skills and Pre-College Monitoring Report.

\*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: 2010-11 (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
Art	119	141	84%	570	730	78%
Biology	45	63	71%	665	930	72%
Business	40	54	74%	998	1357	74%
Chemistry	76	92	83%	644	827	78%
Computer Science	28	37	76%	895	1199	75%
Drama	27	28	96%	100	124	81%
Economics	50	51	98%	256	298	86%
English	319	412	77%	1593	2395	67%
Earth Science	15	18	83%	109	137	80%
Geology	15	23	65%	82	155	53%
History	110	144	76%	289	386	75%
Humanities	23	29	79%	328	422	78%
Math	107	128	84%	883	1238	71%
Music	58	63	92%	460	579	79%
Oceanography	14	15	93%	22	28	79%
Physical Education	135	151	89%	906	1069	85%
Political Science	71	106	67%	124	175	71%
Psychology	128	140	91%	998	1224	82%
Sociology	47	53	89%	460	587	78%
Spanish	56	71	79%	335	465	72%
Speech	100	109	92%	491	614	80%
<b>TOTAL</b>	1583	1928	82%	11208	14939	75%

# ATHLETICS

	DIVISION CHAMPIONS										
YEAR	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
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					
	2007	2008	2009	2010	2011
Baseball (Men)	3.04	2.92	3.18	3.07	2.86
Basketball (Men)	2.59	2.14	2.42	2.47	2.70
Basketball (Women)	2.98	2.75	2.94	2.74	2.91
Softball (Women)	2.39	2.60	2.65	2.65	2.98
Volleyball (Women)	2.88	2.56	3.15	3.14	2.84
OVERALL TEAM GPA	2.86	2.68	2.94	2.86	2.86

NUMBER OF ATHLETES: 2010-11			
	Men	Women	All
Baseball (Men)	37		
Basketball (Men)	15		
Basketball (Women)		12	
Softball (Women)		14	
Volleyball (Women)		11	
TOTAL	52	37	89

Source: LCC Athletics 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 2007	Class of 2008*	Class of 2009	Class of 2010	Class of 2011
Castle Rock	5/38=13%	13/37=35%	10/39=26%	9/34=26%	15/33=45%
Kalama	1/4=25%	3/19=16%	2/13=15%	4/14=29%	11/36=31%
Kelso	27/177=15%	43/125=34%	33/113=29%	43/119=36%	30/80=38%
Mark Morris	24/106=23%	25/86=29%	10/56=18%	24/93=26%	27/62=44%
RA Long	17/65=26%	18/57=32%	6/43=14%	17/61=28%	12/33=36%
Toutle Lake	3/41=7%	9/27=33%	6/15=40%	5/30=17%	5/26=19%
Wahkiakum	1/9=11%	5/17=29%	3/14=21%	2/11=18%	0/5=0%
Woodland	0/7=0%	0/24=0%	1/33=3%	0/14=0%	0/15=0%
<b>TOTAL</b>	<b>78/447=17%</b>	<b>116/392=30%</b>	<b>71/326=22%</b>	<b>104/376=28%</b>	<b>100/290=34%</b>

Source: LCC Tech Prep Office

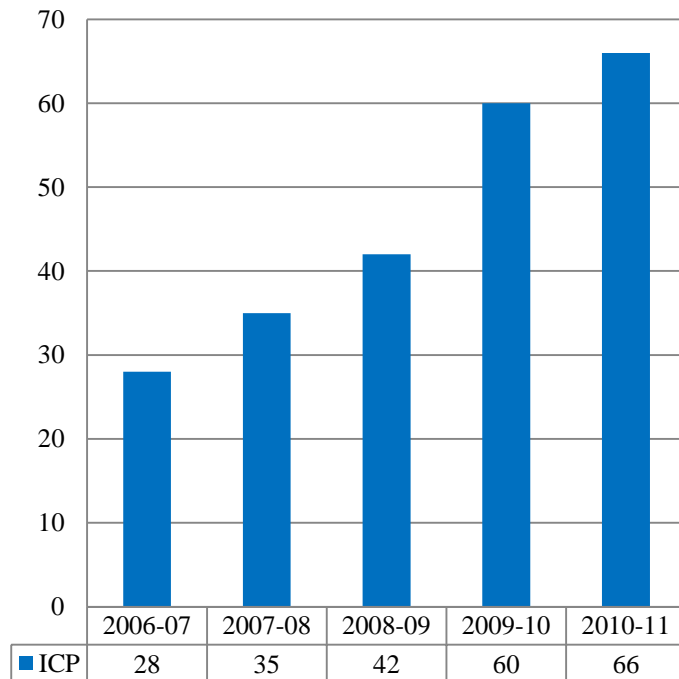
\*Numbers for the class of 2008 have been corrected. Incorrect figures were presented in 2008 due to a database error. The new figures are estimates based on averaged numbers from 2006, 2007 and 2009.

# 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:

- Biology Technician
- Bookkeeper
- Chemistry Technician
- Fleet Maintenance
- Hemodialysis Technician
- HVAC Maintenance
- Industrial Maintenance
- Landscaping
- Legal Advocate
- Library Assistant
- Patient Access Representative
- Personal Fitness Technician
- Pharmacy Technician
- Pipeline Maintenance
- Public Works Maintenance
- Public Works Maint: Wastewater Treatment
- Public Works Maint: Water Distribution
- Public Works Maint: Water Treatment
- Radiology Assistant
- Recreation Assistant
- Social Service Advocate
- Sterile Processing Instrumentation Assistant
- Veterinary Assistant
- Weatherization Field Technician/Energy Auditor
- Welding Inspector

# PERSONNEL

**Number of LCC Employees by Employment Category—All Funding Sources—Fall Quarter (as of November 1<sup>st</sup>)**

	FT Faculty	PT Faculty	Exec/Admin/Managerial	Other Professional	Technical/Paraprofessional	Administrative Support	Skilled Crafts	Service Maintenance	GRAND TOTAL	Head Start/ECEAP Employees	TOTAL less Head Start/ECEAP
2006	76	104	63	8	36	33	4	20	344	43	301
2007	76	98	70	9	41	35	4	26	359	48	311
2008	74	129	47	10	43	64	5	28	400	48	352
2009	74	150	44	10	42	55	4	23	402	57	345
2010	69	153	46	10	49	55	4	22	408	58	350

Source: SR6347A (for IPEDS Report)

# GENDER & RACE/ETHNICITY OF LCC PERSONNEL

## Characteristics of LCC Employees, by Employment Category—All Funding Sources—Fall Quarter

	Total	Women	Men	African American	Hispanic	Asian/PI	Native American	Caucasian
FT Faculty	69	31	38	1	3	1	0	64
Admin/Exempt/Managerial	46	34	12	1	2	0	1	42
Other Professional	10	7	3	0	0	0	0	10
Technical/Paraprofessional	49	45	4	0	3	2	1	43
Administrative Support	55	50	5	1	6	3	1	44
Skilled Crafts	4	1	3	0	0	0	0	4
Service Maintenance	22	9	13	0	2	0	0	20
<b>TOTAL (%)</b>	<b>100%</b>	<b>69%</b>	<b>31%</b>	<b>1%</b>	<b>6%</b>	<b>2%</b>	<b>1%</b>	<b>89%</b>

Source: SR6347A (for IPEDS Report). 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)

	2006-07 Actual		2007-08 Actual		2008-09 Actual		2009-10 Actual		2010-11 Actual	
<b>REVENUES</b>	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	3,913,266	22.4	4,207,431	21.0	4,151,839	19.9	3,379,637	13.9	4,065,745	17.6
State Appropriation	11,848,402	67.9	14,057,043	70.3	14,519,017	69.7	13,966,455	57.5	12,600,867	54.6
Local Unrestricted	1,073,456	6.1	1,123,291	5.6	1,359,060	6.5	5,996,197	26.8	5,339,670	23.1
Local Dedicated	627,722	3.6	621,620	3.1	815,284	3.9	945,560	1.8	1,081,759	4.7
<b>TOTAL REVENUES</b>	<b>17,462,846</b>	<b>100</b>	<b>20,009,385</b>	<b>100</b>	<b>20,845,200</b>	<b>100</b>	<b>24,287,849</b>	<b>100</b>	<b>23,088,041</b>	<b>100</b>
<b>EXPENDITURES</b>	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	8,636,831	49.8	9,362,975	48.7	9,752,062	47.9	11,172,901	50.0	10,898,442	50.7
Community Education	46,799	0.2	29,030	0.2	32,523	0.2	60,675	0.3	82,632	0.7
Academic Support	969,601	5.9	1,040,665	5.4	1,456,945	7.2	1,575,158	7.0	1,901,257	8.8
Libraries	379,254	2.2	349,723	1.8	320,883	1.6	341,920	1.5	378,438	1.7
Student Services	2,156,803	12.4	2,609,939	13.6	2,701,202	13.3	2,668,109	12.0	2,527,467	11.7
Institutional Support	3,141,557	18.1	3,567,267	18.6	3,558,434	17.5	4,310,860	19.3	3,436,256	16.0
Operation of Plant	2,021,439	11.4	2,255,232	11.7	2,519,575	12.4	2,208,462	9.9	2,240,101	10.4
<b>TOTAL EXPENDITURES</b>	<b>17,352,284</b>	<b>100</b>	<b>19,214,831</b>	<b>100</b>	<b>20,341,624</b>	<b>100</b>	<b>22,338,085</b>	<b>100</b>	<b>21,464,593</b>	<b>100</b>

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

Source: BA1204/BA1213/BA1212/SBCTC Allocation Schedule; BA1201 Sub – pro/org 014 Comm Ed of Instructor (LCC Business Office)

# GOVERNMENT & PRIVATE PROGRAM GRANTS

## Government and Private Program Grants (restricted)

	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual
<b>REVENUES</b>	\$	\$	\$	\$	\$
Private	1,042,097	1,313,760	1,546,208	2,808,683	2,965,289
State	4,247,864	3,604,548	4,534,601	3,687,628	3,394,615
Federal	3,130,032	3,052,599	2,821,947	3,029,731	4,489,229
<b>TOTAL REVENUES</b>	<b>8,419,993</b>	<b>7,970,907</b>	<b>8,902,756</b>	<b>9,526,042</b>	<b>10,849,133</b>
<b>EXPENDITURES</b>	\$	\$	\$	\$	\$
Instruction	1,971,982	1,531,959	1,735,667	1,932,290	1,958,098
Academic Support	96,798	93,304	69,931	14,939	61,341
Libraries	21,237	18,937	33,233	0	0
Student Services	4,547,687	4,887,912	5,373,622	6,089,736	6,903,753
Institutional Support	533,909	900,492	344,582	162,886	246,228
Operation of Plant	175,647	173,689	195,204	0	0
<b>TOTAL EXPENDITURES</b>	<b>7,347,260</b>	<b>7,606,293</b>	<b>7,752,239</b>	<b>8,199,851</b>	<b>9,169,420</b>

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



# COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	<b>2006-07 Cost per FTE</b>	<b>2007-08 Cost per FTE</b>	<b>2008-09 Cost per FTE</b>	<b>2009-10 Cost per FTE</b>	<b>2010-11 Cost per FTE</b>
<b>EXPENDITURES</b>	\$	\$	\$	\$	
Instruction	3,624	3,936	3,812	4,415	4,237
Community Education	20	12	13	24	32
Academic Support	407	437	570	622	739
Libraries	159	147	125	135	147
Student Services	905	1,097	1,056	1,054	982
Institutional Support	1,318	1,499	1,391	1,703	1,335
Operation of Plant	848	948	985	873	870
<b>TOTAL EXPENDITURES</b>	<b>7,282</b>	<b>8,077</b>	<b>7,952</b>	<b>8,826</b>	<b>8,342</b>
FTE Enrollment	2,383 FTE	2,379 FTE	2,558 FTE	2,531 FTE	2,573 FTE
<b>State Reimbursement per General FTE*</b>	<b>\$4,500</b>	<b>\$4,800</b>	<b>\$4,900</b>	<b>\$4,951</b>	<b>\$4,493</b>

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.....	26
Gross Square Footage.....	404,290

## Library Resources

Volumes in Library.....	38,841
Multimedia Materials.....	4,573
Print Periodicals.....	130
Online Periodicals.....	4,150
Online Databases.....	23

## 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
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
<b>College Grand Total</b>		<b>404,290</b>	<b>741</b>

\*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.

## LCC Foundation Assets

June 2007	June 2008	June 2009	June 2010	June 2011
\$10,166,153	\$8,642,550	\$6,918,992	\$11,006,800	\$12,020,147*

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

Amount available depends on investments earnings in any given year

June 2007	June 2008	June 2009	June 2010	June 2011
\$802,037 (7.2%)	\$1,215,697 (14.1%)	\$469,515 (6.8%)	\$355,092 (3.0%)	\$368,018 (3.1%)*

2010-11 Program Support was distributed as follows: Scholarships—\$166,344; Grants—\$1,800; College Programs—\$140,287 and Other—\$59,587.

## Exceptional Faculty Fund: Endowed Total

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

2007	2008	2009	2010	June 2011
\$1,500,024	\$1,702,052	\$1,374,803	\$1,275,415	\$1,441,969*

Source: LCC Foundation Office. \*Figures not yet final

## COLLEGE & COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State
<b>Total Population, 2010 Estimate (1)</b>	<b>102,410</b>	<b>3,978</b>	<b>6,724,540</b>
Total Population, 2000	92,948	3,824	5,894,121
Percent Change, 2000 to 2010	+11%	+4%	+14%
<b>Average Annual Wage per Job, 2009 (2)</b>	<b>\$39,196</b>	<b>\$30,029</b>	<b>\$48,868</b>
Average Annual Wage per Job, 1994	\$26,127	\$19,469	\$26,777
Percent Change, 1994 to 2008	+50%	+54%	+83%
<b>Unemployment Rate (July 2011) (2)</b>	<b>11.3%</b>	<b>12.2%</b>	<b>9.0%</b>
Unemployment Rate, seasonally adjusted, 2007	6.3%	6.6%	4.5%
<b>Poverty Rate, 2009 (2)</b>	<b>16%</b>	<b>13%</b>	<b>11%</b>
Poverty Rate, 1999	14%	8%	11%
<b>Number of Jobs (2009) (2)</b>	<b>45,758</b>	<b>1.64</b>	<b>3,826,315</b>
<b>Physician count (per 1,000 population) 2009 (2)</b>	<b>1.50</b>	<b>0.49</b>	<b>2.41</b>

Sources: (1) <http://quickfacts.census.gov> (2) Indicators Northwest (<http://www.indicatorsnorthwest.org/>)

## INFLATION & TUITION COMPARISON

	2006	2007	2008	2009	2010
Inflation, Consumer Price Index (1)	+2.4%	+2.8%	+3.8%	-0.4%	+1.6
LCC Tuition Increases, percent annual increase (2)	+5.5%	+2.9%	+2.2%	+6.6%	+8.8%

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
<b>2009 Participation Rate</b>	6.37% (rank: 3)	2.84% (rank: 32)	4.41%
<b>2006 Participation Rate</b>	4.36% (rank: 5)	1.86% (rank: 33)	3.69%
<b>2000 Participation Rate</b>	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

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Service District Population	103,931	104,506	105,387	106,028	106,388
People of Color in Service District	12,372	12,042	13,471	13,589	14,873
<b>Proportion of People of Color in Service District Population</b>	<b>12%</b>	<b>12%</b>	<b>13%</b>	<b>13%</b>	<b>14%</b>
Total LCC Student Population with race/ethnic code in student records	6,113	6,104	6,819	8,533	7,509
Students of Color at LCC	1,162	1,193	1,360	1,509	1,444
<b>Proportion of Students of Color at LCC</b>	<b>19%</b>	<b>20%</b>	<b>20%</b>	<b>18%</b>	<b>19%</b>

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

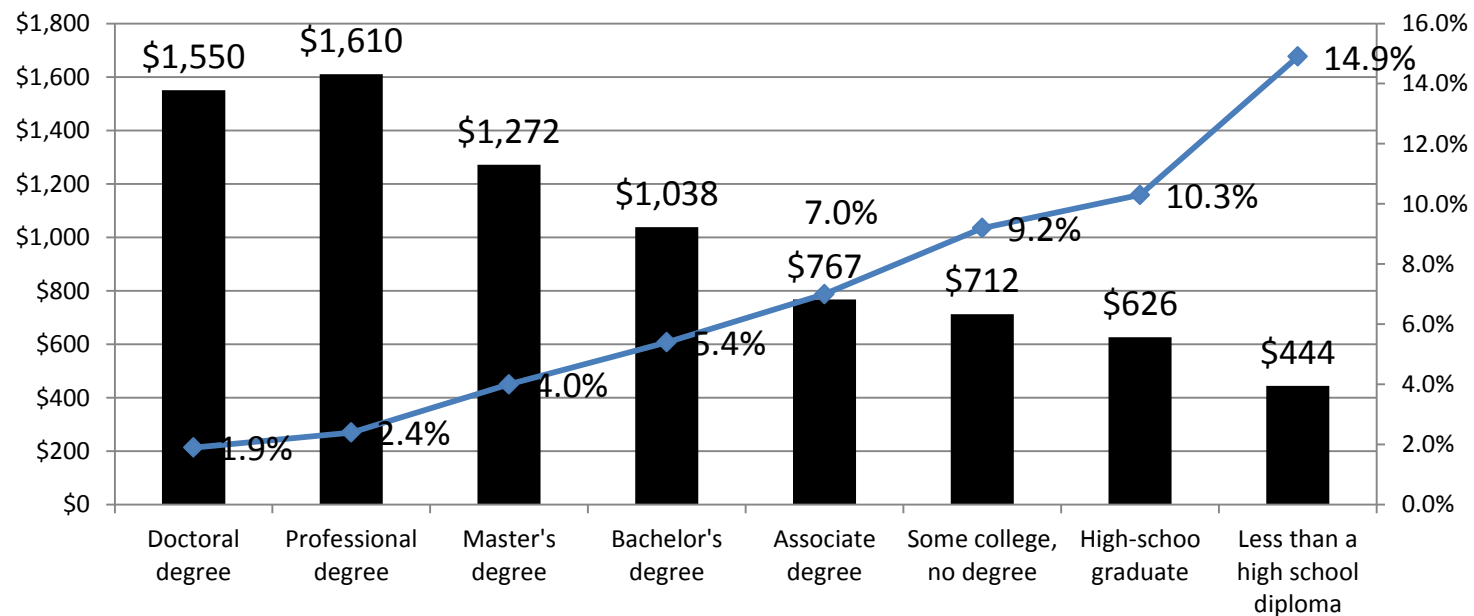
# EDUCATIONAL ATTAINMENT

**Educational Attainment Rates (persons 25 and over in 2010)**

	Proportion that are High School Graduates (25 years old and over)	Proportion with Bachelor's Degree or higher (25 years old and over)
Cowlitz County	85.7%	14.4%
Wahkiakum County	92.3%	16.3%
Washington State	89.4%	30.8%
United States	84.6%	27.5%

Source: U.S. Census (<http://quickfacts.census.gov/qfd/index.html>)

**Education Pays: Relationship between education level, earnings and unemployment rate (2010)**



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	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Murder/Non-negligent Manslaughter	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
Sex Offenses – Forcible	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
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	1	0	0	0	0	0	0	0
Burglary	1	0	3	0	0	0	2	0	2	1	0	1
Motor Vehicle Theft	4	4	4	1	2	3	0	0	2	1	1	2
Arson	0	0	0	0	0	0	0	0	0	1	0	0
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>3</b>

Arrest/Disciplinary Action/Judicial Referrals	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Illegal Weapons Possession	0	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	1
Liquor Law Violations	0	0	0	0	0	0	0	0	0	0	0	1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

Non-Reported Statistics	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Assaults	1	2	6	3	3	2	2	5	3	0	3	1
Vandalism	24	32	48	29	29	15	15	16	12	16	11	2
Theft	22	28	28	23	25	17	18	21	4	5	20	21
Trespassing	3	18	7	6	6	1	1	5	7	7	14	12
<b>TOTAL</b>	<b>50</b>	<b>80</b>	<b>89</b>	<b>61</b>	<b>63</b>	<b>35</b>	<b>36</b>	<b>47</b>	<b>26</b>	<b>28</b>	<b>48</b>	<b>36</b>

Source: LCC Campus Services

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