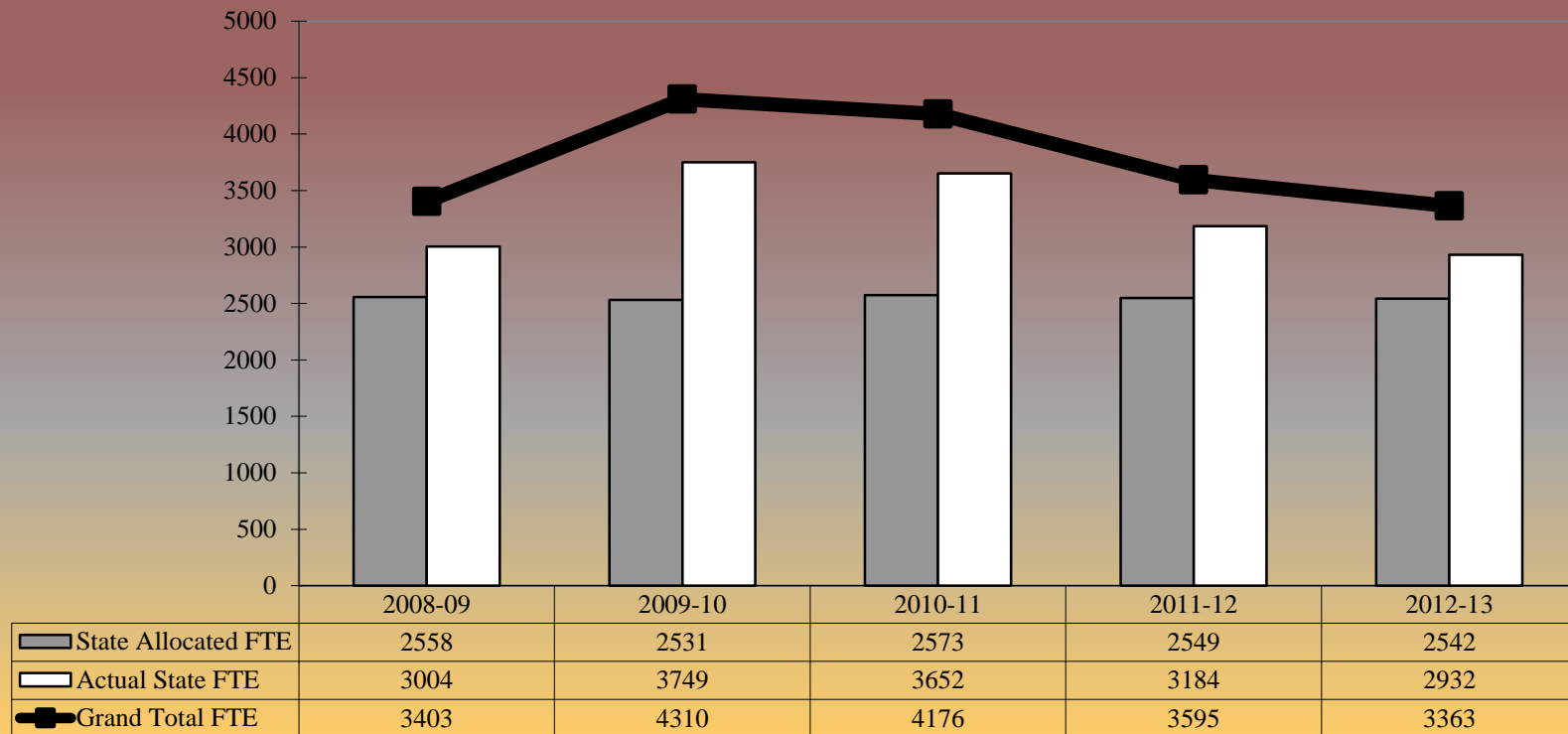


LCC FACTS & FIGURES 2012-13

16th Edition



COMMUNITY COLLEGE DISTRICT 13

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Data for the 16th Edition of Facts & Figures provided by the Office of Institutional Research, Planning and Assessment and other departments where noted. 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: November 2013

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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 21st, 2011

CORE THEMES

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, Support and Completion

(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 and revised on 2/20/2013.

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. Proportion of students placing into college level math
- D. Student performance
- E. Transfer Eligibility
- F. Demonstration of General Education Outcomes
- G. Academic transfer rate
- H. Relevance of programs (academic success after transfer)

CORE THEME III: Student Access, Support and Completion

- 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
- H. Faculty-student engagement

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

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.

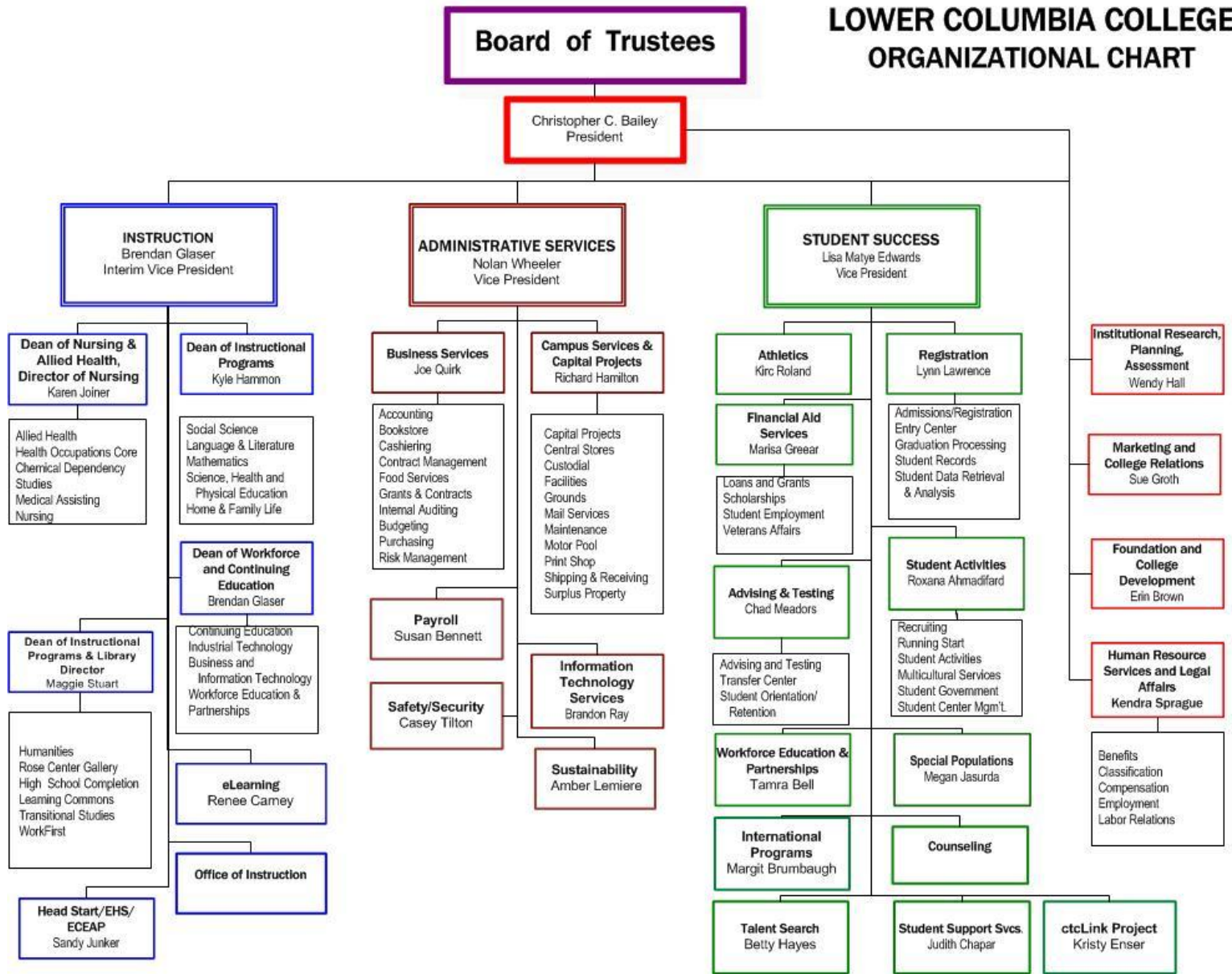
The number of enrolled students doubled in the College's second year, climbing to 96. As the number of students increased, instruction expanded into the Myklebust building in downtown Longview, and the Moose Hall. The Moose Hall continued to house classes until 1949, when damage from an earthquake caused 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 (2012-13)

Total Student Headcount—State (5,431); All (7,219)
FTE (Full Time Equivalent)—State (2,932); All (3,363)

Students Taking Classes

English as a Second Language	351
Adult Basic Education	1,158
Online (unduplicated)	2,260
Community Educ. (duplicated)	2,402

Enrollment by Intent (State Funded)

30%	Transfer
46%	Workforce
20%	Basic Skills
4%	Other

Students in Programs

357	Running Start
210	CEO
216	Worker Retraining

Demographics (State Funded)

59%	Female
24%	Of Color
29%	Average Age
48%	Full-Time (12+ cr)

Degrees & Awards

551	Associate degrees
133	Cert. of Proficiency
73	Cert. of Completion
21	High School Diplomas
191	GED (per Testing)

- Transfer rate: 46% of “transfer ready” students transferred to four-year college or university
- Employment rate: 78% of Professional/Technical graduates employed within 9 months

-
- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Founded in 1934 and is now one of 34 Washington community and technical colleges ▪ 38.75 acre site houses 27 college buildings ▪ Service Area--District 13 serves Cowlitz & Wahkiakum Counties ▪ Operating budget (2012-13) of \$21.7 million ▪ Financial Aid: (2012-13) \$19,723,224 million ▪ Accredited by the Northwest Commission on Colleges and Universities since 1948 | <ul style="list-style-type: none"> ▪ Accredited by the Northwest Commission on Colleges and Universities ▪ Foundation Assets (June 2013): \$13,572,292 (figure not final) ▪ NWAACC Varsity Sports: Men & Women’s Basketball, Men’s Baseball, and Women’s Softball, Volleyball and Soccer ▪ Annual tuition and fees (2012-13): \$ 4,272 (Full-Time, 36 cr) ▪ 393 Employees (Fall 2012): 62 Full-Time Faculty, 133 Part-Time Faculty, 198 staff including Head Start/ECEAP |
|---|---|
-

Courses and programs available in the following disciplines: Accounting, Adult Basic Education, Advanced Technology Manufacturing, Allied Health, Anthropology, Art, Astronomy, Automotive Technology, Biological Sciences, Blueprint Reading, Business (Business Administration, Business Management, General Business, Retail Management), Business Technology (Administrative Support, Office Skills, Medical Administrative Support, Medical Billing & Coding Specialist, Medical Reception), Chemical Dependency Studies, Chemistry, College Success, Computer Aided Design, Computer Science, Continuing Education, 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 Science, Fire Science, GED preparation, Geography, Geology, Health, High School Completion, History, Home & Family Life, Human Development, Humanities, Individualized Certificate Program, Information Technology Systems, Library/Learning Commons, Machine Trades, Manufacturing, Math, Medical Assisting, Music, Nursing, Nutrition, Oceanography, Philosophy, Physical Education, Physical Science, Physics, Political Science, Process Control Manufacturing, Psychology, Sociology, Spanish, Speech, Technology, and Welding Technology.

STUDENT DEMOGRAPHICS

2012-2013	All (# & %)		State Funded	
Unduplicated student headcount	7219	100%	5431	75%
Female students	4087	61%	3158	59%
Male students	2622	39%	2181	41%
African American students	85	1%	78	2%
Native American students	117	2%	102	2%
Asian/Pacific Islander students	153	2%	135	3%
Hispanic students	755	12%	683	13%
Multi-racial/other students	239	4%	212	4%
Students of color (<i>Subtotal</i>)	1349	21%	1210	24%
Caucasian students	4939	79%	3860	76%
International Students	4	<1%	4	<1%
Less than 20 years of age	1449	20%	973	17%
Ages 20-24	1663	22%	1589	28%
Ages 25-34	1848	25%	1699	30%
Ages 35-49	1393	19%	1112	19%
Age 50 years or older	1077	14%	333	6%
Average age (mean)	32		29	
Students with disabilities	424	6%	403	7%
Veterans	186	3%	--	--
ICP** Students	76	1%	--	--

2012-2013	All (# & %)		State Funded	
Transfer students	2212	28%	1844	30%
Workforce students	3204	40%	2824	46%
Basic Skills students	1401	18%	1221	20%
Other students	1164	15%	250	4%
Credit students (≥ 1 credit)	6662		5431	
Part-time (< 12 credits) status	5156	60%	3489	52%
Full-time (≥ 12 credits) status	3466	40%	3209	48%
Washington Resident students	5975	91%	4249	89%
Non-resident students	567	9%	521	11%
Students with no children	1911	49%	1565	48%
Couples with children	1126	29%	916	28%
Single students with children	877	22%	780	24%
New college students	1501	16%	1048	15%
Students who transferred in	350	4%	337	5%
Former students who returned	2255	25%	1474	21%
Continuing students	5026	55%	4039	59%
Prior education: $<$ high school	1493	33%	1200	33%
High school or equivalent	1890	42%	1663	45%
Some post-high school	582	13%	473	13%
Certificate (< 2 years)	180	4%	157	4%
Associate degree	143	3%	95	3%
Bachelor's degree or higher	187	4%	82	2%

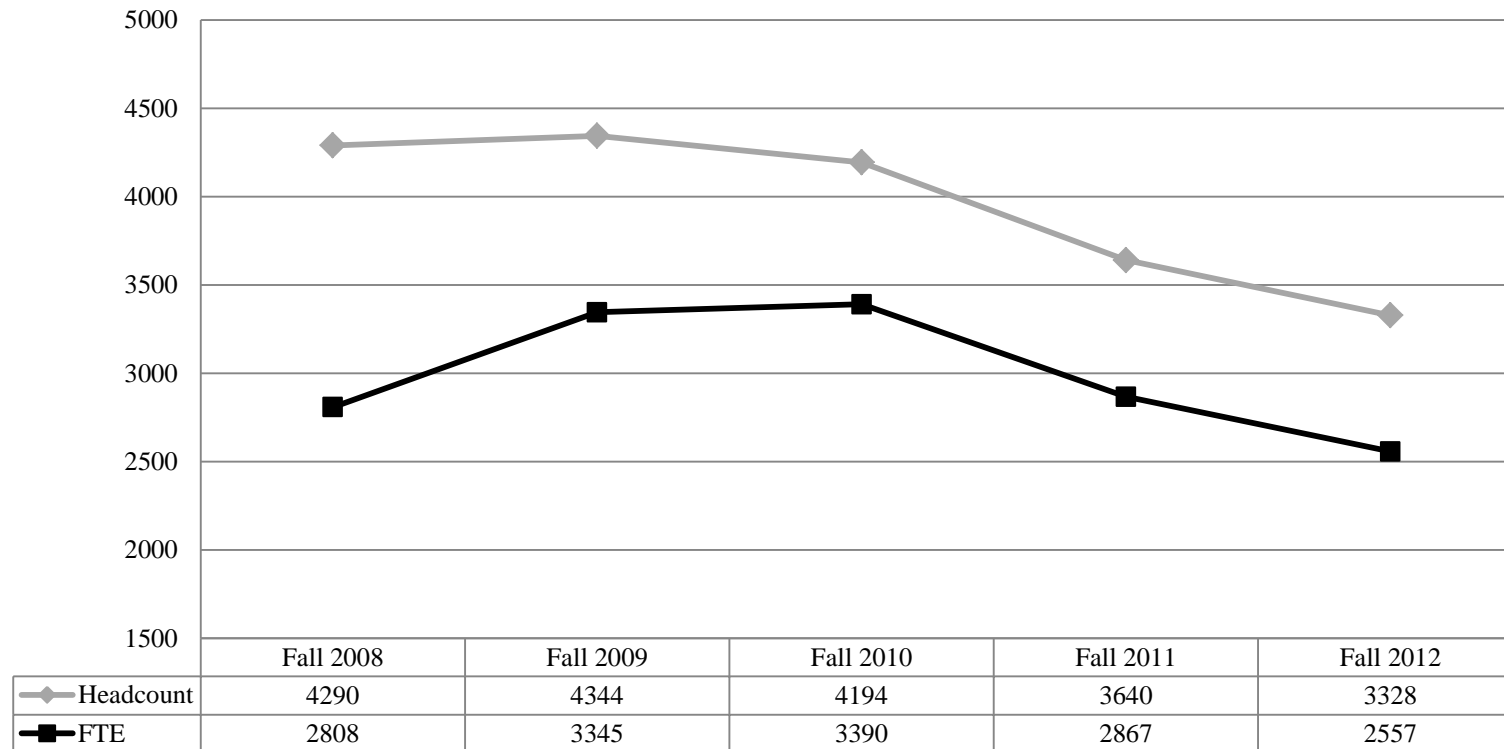
Source: SBCTC Data Warehouse, Student Table (Veterans = VET_BENEFITS is not "N" and not "0") (ICP = Work-Based Learning Office). Note: percentages may not equal 100% due to rounding. Headcount in some categories may be duplicated if students fell into different categories during different quarters within the academic year (e.g., part-time/full-time status). **Percentages calculated include only those students who disclosed specific pieces of demographic information.** **Individualized Certificate Program

FALL QUARTER ENROLLMENT TRENDS

QUARTER	Academic	Workforce	Basic Skills	Pre-College	Total FTEs
Fall 2008	1,113 – 40%	800 – 28%	675 – 24%	220 – 8%	2,808 – 100%
Fall 2009	1,258 – 38%	969 – 29%	676 – 20%	442 – 13%	3,345 – 100%
Fall 2010	1,307 – 39%	994 – 29%	675 – 20%	414 – 12%	3,390 – 100%
Fall 2011	1,169 – 41%	835 – 29%	542 – 19%	321 – 11%	2,867 – 100%
Fall 2012	1,047 – 41%	785 – 31%	464 – 18%	261 – 10%	2,557 – 100%

Source: Data Warehouse, Class Table, by Institutional Intent Recat, (state funded)

Fall Headcount and FTE Enrollment (State FTE)

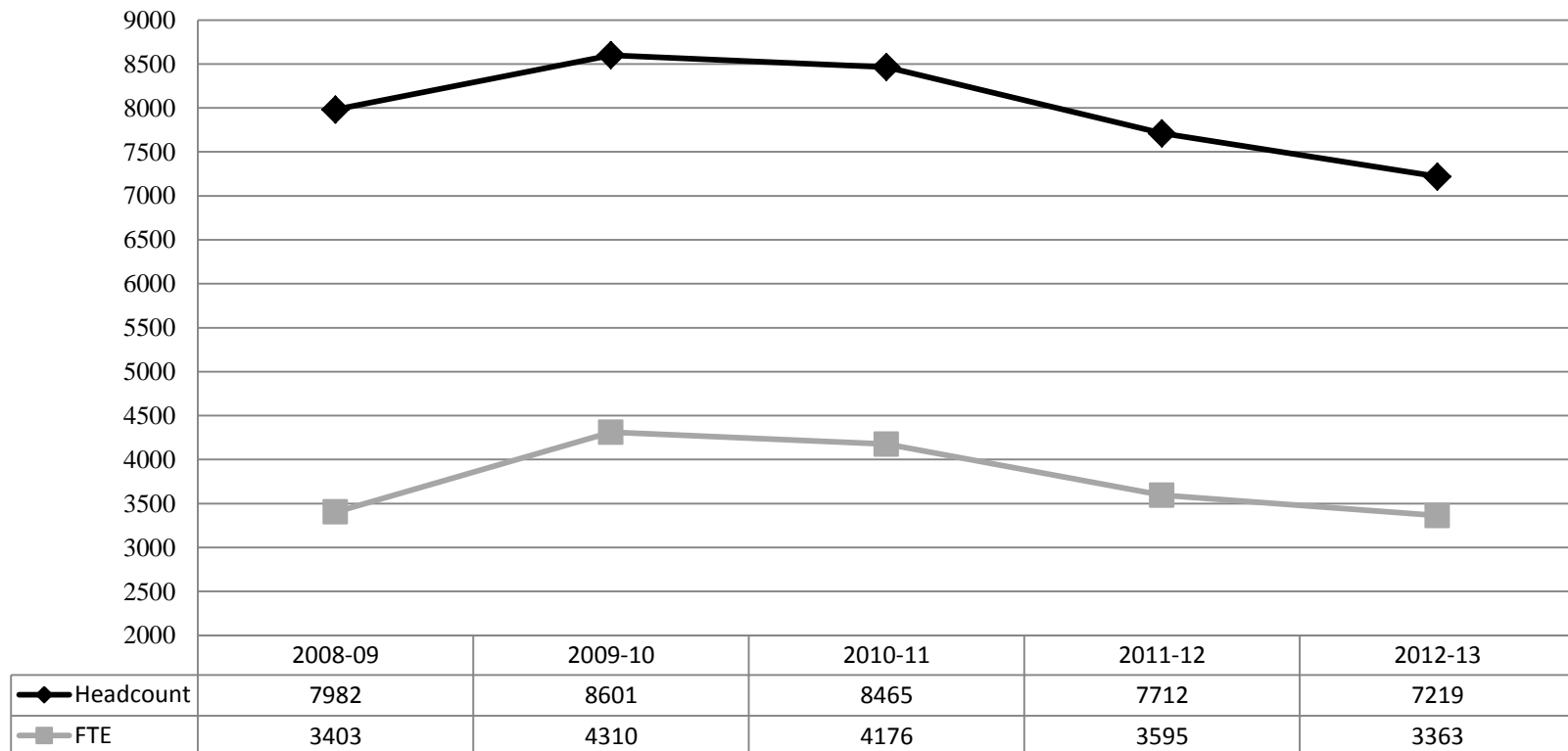


ANNUAL ENROLLMENT TRENDS

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%
2011-12	3,184 -- 89%	349 -- 10%	62 -- 2%	3,595 -- 100%
2012-13	2,932 -- 87%	373 -- 11%	58 -- 2%	3,363 -- 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 (all students)



NON-CREDIT ENROLLMENT & EMPLOYMENT TESTING

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

Community Education Enrollment: Duplicated Headcount

	2008-09	2009-10	2010-11	2011-12	2012-13
Summer	405	207	285	256	662
Fall	810	482	500	671	767
Winter	738	476	762	612	507
Spring	473	329	407	518	466
TOTAL	2,426	1,494	1,954	2,057	2,402

Source: SMS, KR-RAY for all CLCE courses.

Employment Testing

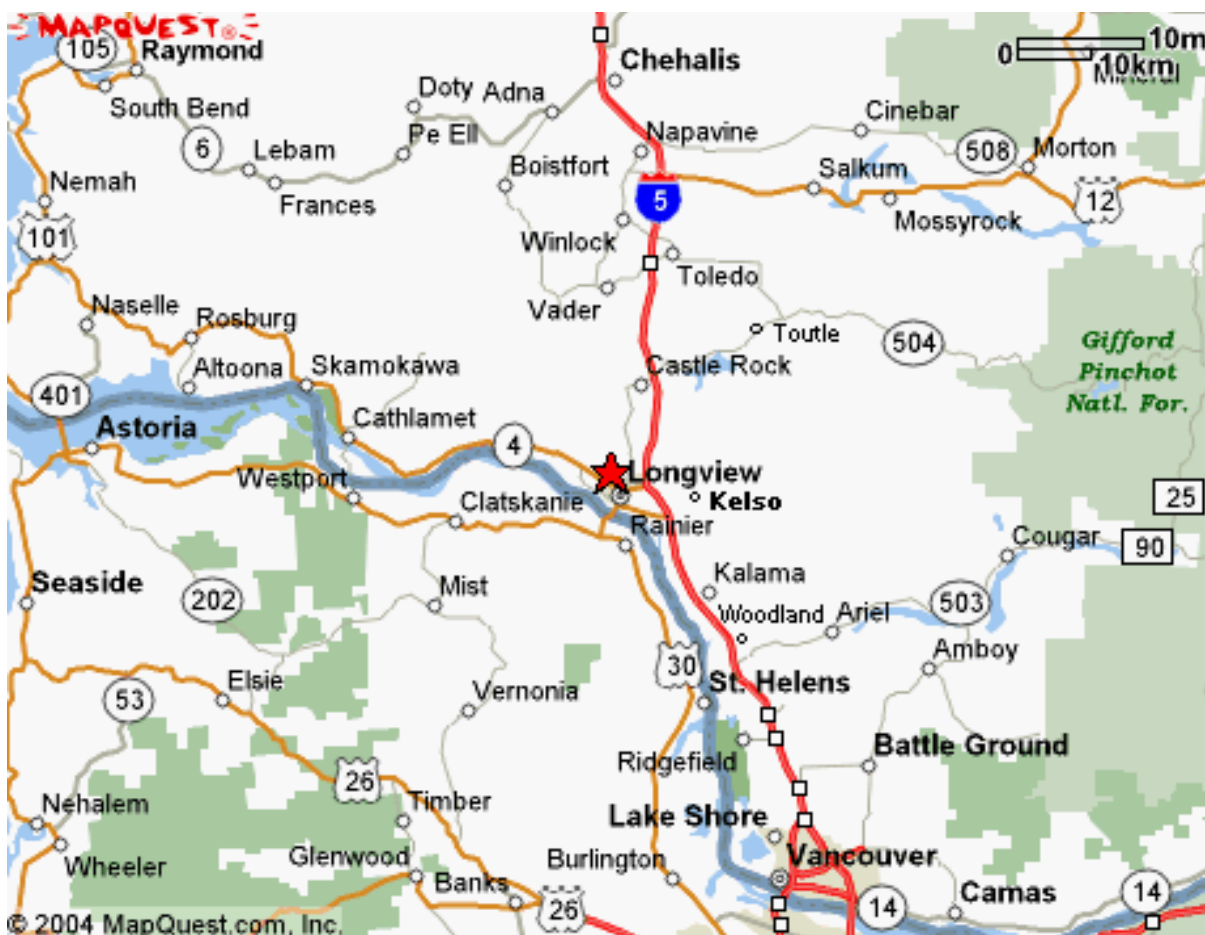
	2008-09	2009-10	2010-11	2011-12	2012-13
Food Handler Card Testing	3,989	5,583	6,767	3,840	2,330
Pre-Employment Testing (Work Keys)	299	565	872	127	252

Source: Testing Office. (Please note: 2008-09 through 2011-12 is duplicated headcount; 2012-13 is unduplicated headcount).

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.

2012-13 Student Enrollment by Zip*



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

		#	%
Longview	98632	3477	45.9%
Kelso	98626	1611	21.3%
Castle Rock	98611	475	6.3%
Kalama	98625	242	3.2%
Vancouver	**Vancouver zip codes	197	2.6%
Woodland	98674	191	2.5%
Rainier (OR)	97048	172	2.3%
Clatskanie (OR)	97016	122	1.6%
Cathlamet	98612	84	1.1%
Battle Ground	98604	52	0.7%
Silver Lake	98645	51	0.7%
Toutle	98649	44	0.6%
St. Helens (OR)	97051	40	0.5%
Toledo	98591	41	0.5%
Ridgefield	98642	31	0.4%
Other, Washington State		598	7.9%
Other, out of state		146	1.9%

**Vancouver zip codes: 98660, 98661, 98662, 98663, 98664, 98665, 98666, 98668, 98682, 98683, 98684, 98685, 98686, 98687.

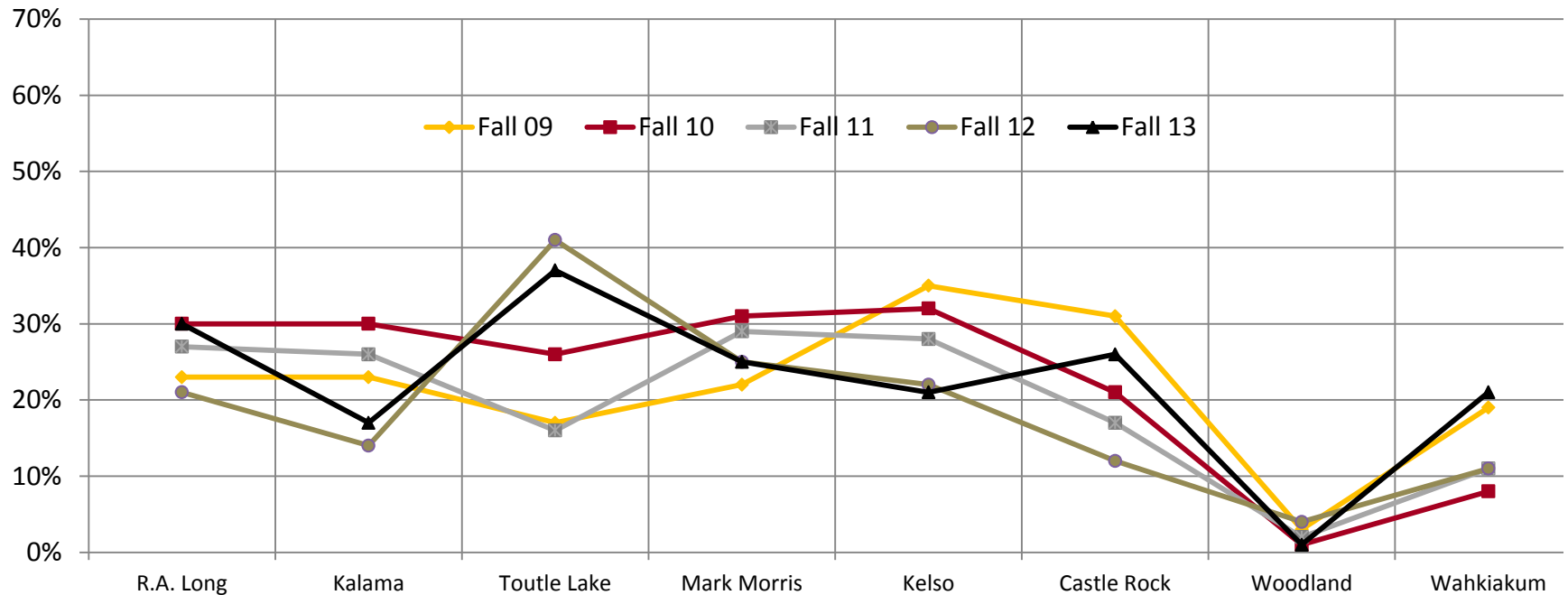
*Duplicated count (e.g. students counted more than once if they moved to another zip code during the academic year)

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 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%
Fall 2011	44/162=27%	15/57=26%	8/50=16%	65/223=29%	89/322=28%	15/88=17%	2/131=2%	3/28=11%	241/1061=23%
Fall 2012	34/164=21%	10/70=14%	19/46=41%	56/226=25%	68/308=22%	11/93=12%	5/133=4%	4/36=11%	207/1076=19%
Fall 2013	42/139=30%	13/75=17%	14/38=37%	63/255=25%	68/317=21%	27/104=26%	1/119=1%	8/38=21%	236/1085=22%

Source: Registration Office

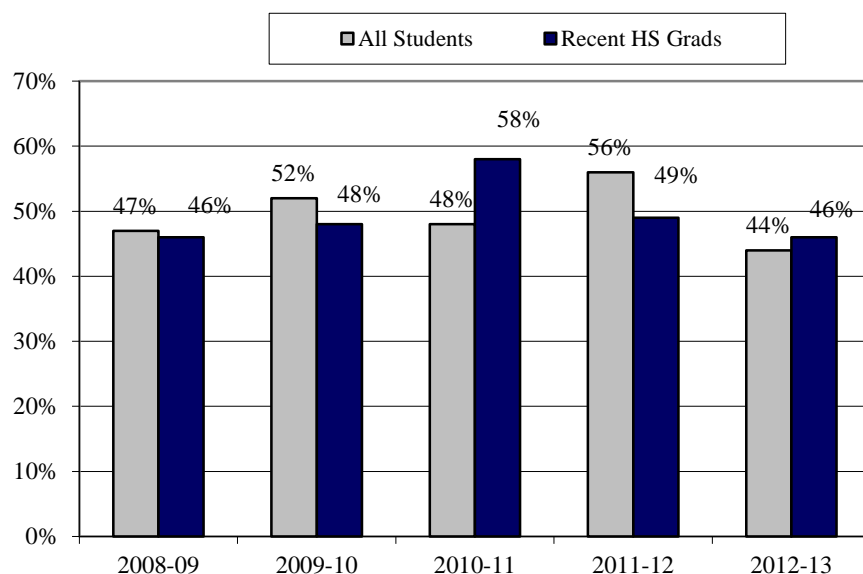


PREPARATION OF INCOMING STUDENTS

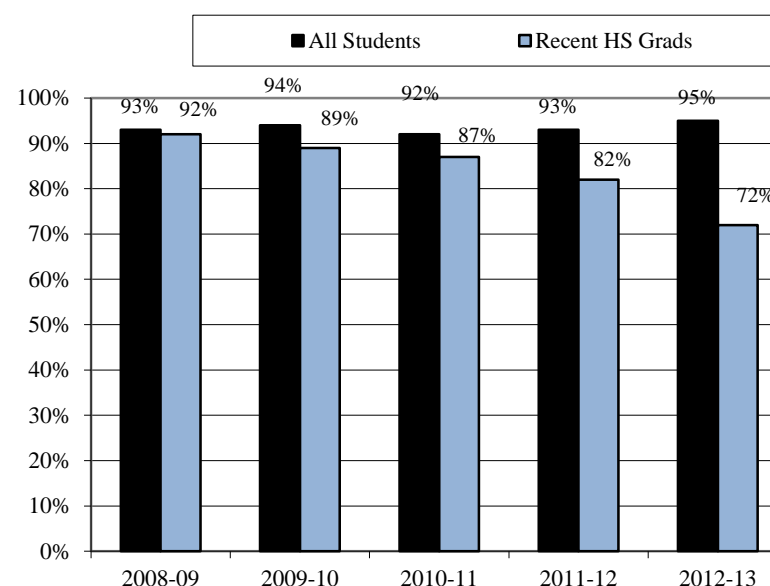
The majority of students entering LCC take placement exams in reading, writing and mathematics. The results of the exams help determine the level at which students begin their coursework.

	% of Students Underprepared in Reading, Writing or both		% of Students Underprepared in Mathematics	
	All Students	Recent High School Graduates	All Students	Recent High School Graduates*
2008-09	47%	46%	93%	92%
2009-10	52%	48%	94%	89%
2010-11	48%	58%	92%	87%
2011-12	56%	49%	93%	82%
2012-13	44%	46%	95%	72%

Students Underprepared in Reading, Writing or Both



Students Underprepared in Math



***Data includes students participating in the High School Transcript Agreement starting in 2011-12**

Source: Data Express WH-COMPAS, analyzed in Data Warehouse linked to Student table (2011-12) where Source=4. Analyzed with LCC Score Ranges and Recommendations dated 9/21/2011 (Compass Reading/Writing) and 8/23/2010 (MyMath and Compass). Added students entering under local high school transcript agreements for math placements.

MOST POPULAR AREAS OF STUDY

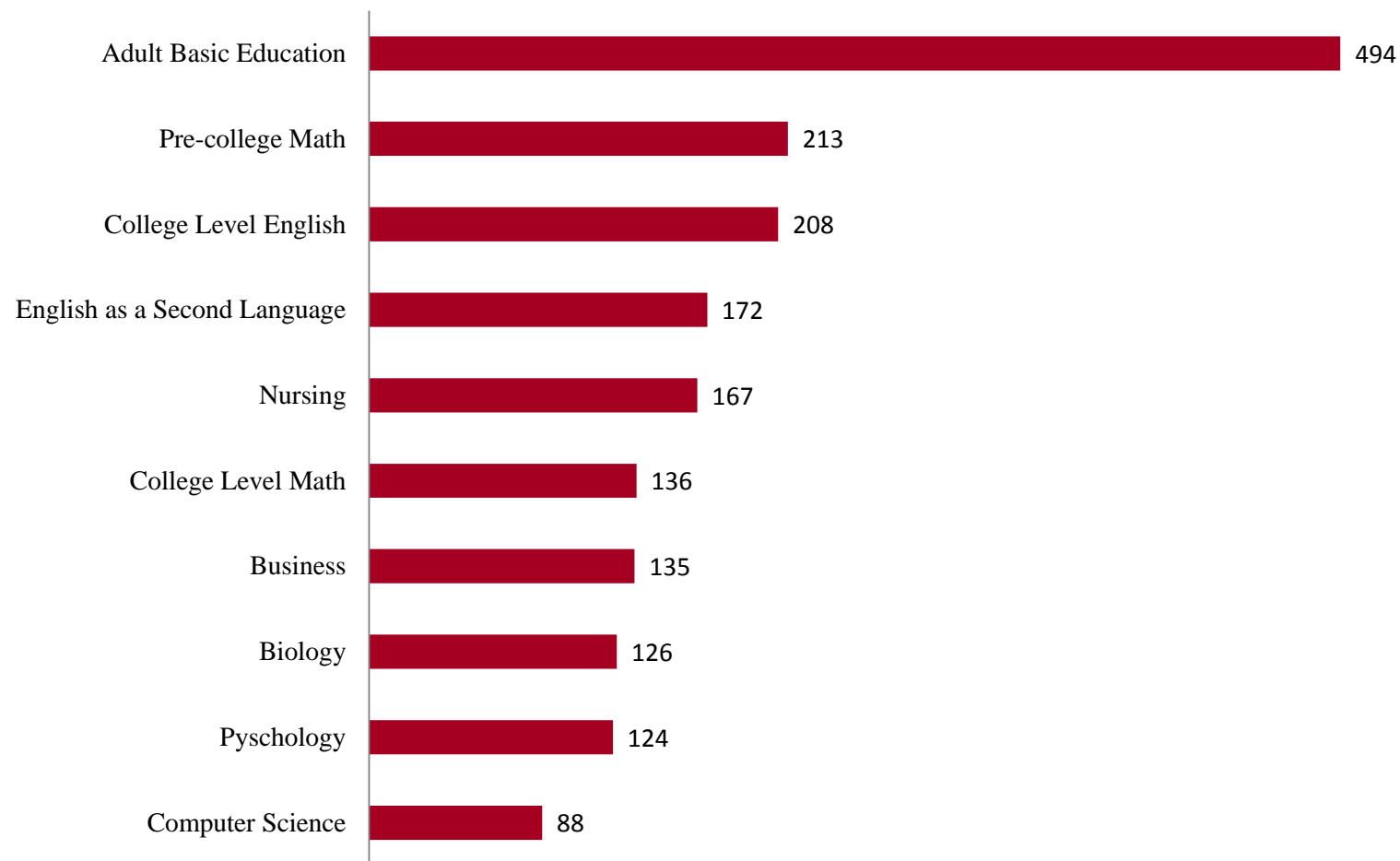
Academic Transfer represents the largest group of “majors” at LCC, with 2366 in 2011-12, and 2212 in 2012-13. The following chart depicts the top ten majors within the professional/technical areas. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations, such as in nursing, affect the number of students actually in the program.

Academic Year 2011-12	# of Students	Academic Year 2012-13	# of Students
#1) Registered Nurse	1054	#1) Registered Nurse	958
#2) Business Management	175	#2) Business Management	191
#3) Welding	166	#3) Welding	153
#4) Early Childhood Education	136	#4) Medical Assisting	131
#5) Medical Assisting	123	#5) Early Childhood Education	122
#6) Automotive Technology	109	#6) Criminal Justice	102
#7) Chemical Dependency Studies	108	#7) Information Technology Systems	95
#8) Information Technology Systems	101	#8) Chemical Dependency Studies	93
#9) Nursing Assistant	97	#9) Diesel/Heavy Equipment	91
#10) Medical Admin Support	93	#10) Automotive Technology	85

Source: SBCTC Data Warehouse, Student Table **Program Code** for Professional/Technical programs. (Please note: 2011-12 data has been updated from previous versions to correct a calculation error).

TOP 10 FTE GENERATING DISCIPLINES

The following ten disciplines accrued the most annual FTE in 2012-13 (all funding sources). 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 courses at LCC are primarily either fully online, hybrid (part online and part face-to-face), or web enhanced (students are required to access the online environment although the class meets face-to-face).

	2008-09	2009-10	2010-11	2011-12	2012-13
FTE (all funding sources)					
Online	318	430	439	440	488
Hybrid	143	166	337	271	234
Web Enhanced	--	--	897	731	596
Number of courses offered					
Online	259	256	233	237	297
Hybrid	100	114	210	197	175
Web Enhanced	--	--	521	473	436
Unduplicated Headcount					
Online	1,754	2,166	2,238	2,196	2,260
Hybrid	1,108	1,354	2,275	1,889	1,635
Web Enhanced	--	--	3,629	3,067	3,075

In 2012-13, online classes were offered in the following disciplines: Accounting, Allied Health, Art, Biology, Business Technology, Business, Chemistry, College Success, Computer Science, Early Childhood Education, Economics, Education, English, Environmental Science, Earth Science, Fire Science, Geology, History, Health, Humanities, Individualized Certificate Program, Library, Math, Music, Nursing, Nutrition, Oceanography, Physical Education, Political Science, Psychology, Sociology, Spanish and Speech.

Source: SBCTC Data Warehouse, Class Table (DIST_ED) for FTEs and courses; transcripts for unduplicated headcount.

FINANCIAL AID

	Total Financial Aid Awarded
2008-09	\$12,958,302
2009-10	\$19,351,681
2010-11	\$22,852,732
2011-12	\$20,937,073
2012-13	\$19,723,224

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2011-12	\$5,550 (+0.0%)	\$3,814 (+12.0%)
2012-13	\$5,550 (+0.0%)	\$4,272 (+12.0%)

Summary of Financial Aid Awards 2012-13		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)		
	\$11,124,287	3,998
SCHOLARSHIPS/OTHER/OUTSIDE AIDE (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships and outside/private funds)		
	\$399,888	344
LOANS		
Subsidized (need based)	\$3,294,424	1,259
Unsubsidized	\$4,125,657	1,138
PLUS (Parent Loan)	<u>\$17,166</u>	<u>3</u>
Total	\$7,437,247	2,400
WORK STUDY	\$761,802	461
GRAND TOTAL	\$19,723,224	7,203

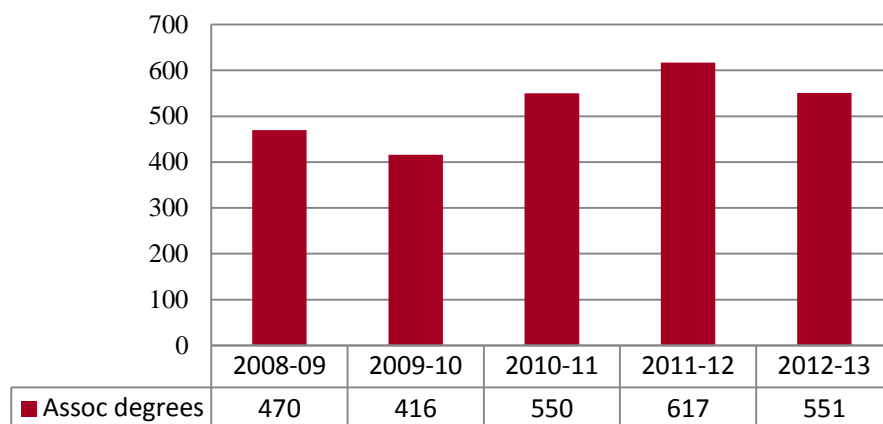
*Other scholarships include TRIO grants through SSS, and all other scholarships that are not funded through the LCC Foundation.
Source: LCC Financial Aid Office (as reported on the Washington Student Achievement Council Unit Record Report).
Figures subject to change.

DEGREES AND CERTIFICATES AWARDED

AWARD	2008-09	2009-10	2010-11	2011-12	2012-13
Associate degrees	470	416	550	617	551
Certificates (1 Year +)	112	164	169	140	206
TOTAL	582	580	719	757	757

Source: LCC Registration Office

Associate Degree Recipients



College Navigator (US Dept. of Education) Graduation Rate

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 2009 cohort: 25%
 Fall 2008 cohort: 33%
 Fall 2007 cohort: 24%
 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/>)

STUDENT ACHIEVEMENT INITIATIVE

The Student Achievement Initiative (SAI) is the performance funding model for the Washington Community and Technical Colleges. Established in 2006, the goal of the SAI is to “raise the knowledge and skills of the state’s residents” by increasing educational attainment across the state. The categories of SAI measures are:

- Building towards college-level skills (basic skills gains, passing pre-college math and English courses)
- First year retention (earning 15, 30 and 45 college level credits—45 credit level is new for 2013-14)
- Completing college-level math (courses required for certificate and/or degree completion)
- Completions (degrees and short- and long-term certificates)
- Progression/Retention (awarded to students increasing their achievement if they were enrolled the year before—this is new for 2013-14)
- Bonus point: extra points awarded to basic skills students who go on to college level studies

	2008-09	2009-10	2010-11	2011-12	2012-13*
Basic Skills Gains	1,267	2,014	1,702	1,435	1,319
Pre-College Course Success	2,100	2,783	2,585	2,617	2,124
First 15 College-level Credits	1,258	1,400	1,319	1,171	950
First 30 College-level Credits	904	1,122	1,045	958	829
First Quantitative Course	493	771	841	747	887
Completion (Degree/Certificate)	653	766	858	832	717
Total Points	6,675	8,856	8,350	7,760	6,826
Percent change from prior year	+25.4%	+32.6%	-5.7%	-7.1%	-12.0%
Total headcount	8,960	9,682	9,305	8,414	7,219
Average points per student	0.75	0.91	0.90	0.92	0.95

*point count not final

For more information on the Student Achievement Initiative and associated funding, please see:

http://www.sbctc.ctc.edu/college/e_studentachievement.aspx

TRANSFER INFORMATION

**Top Transfer Institutions in 2012-13
(2011-12 Graduating or Departing Students)**

School	# Students
Washington State University	103
University of Washington	24
Eastern Washington University	11
Warner Pacific College	11
Western Governors University	10
Central Washington University	9
City University of Seattle	9

**Academic Success of LCC Transfer Students at
WA Baccalaureate Institutions****

2007-08	3.15
2008-09	3.13
2009-10	3.09
2010-11	3.17
2011-12	3.10

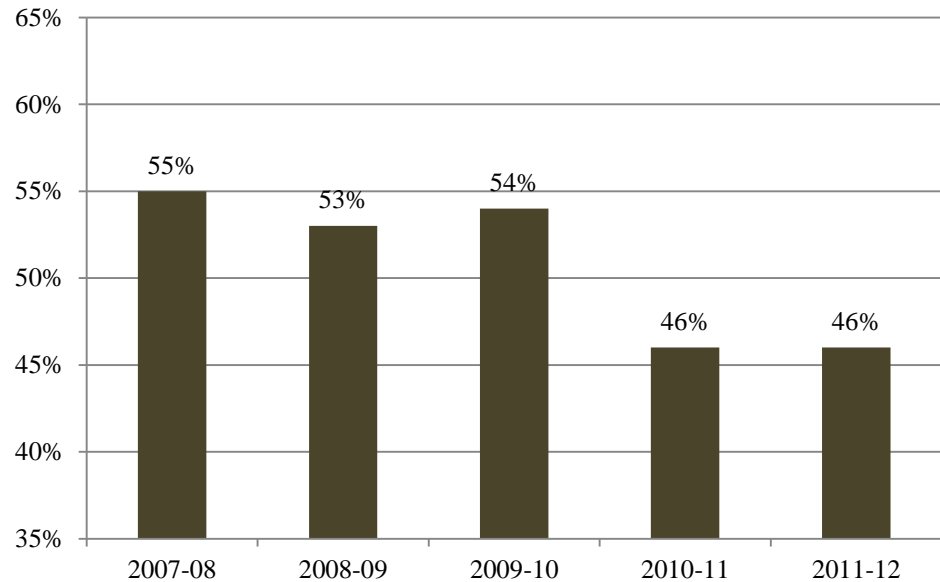
Transfer Student Enrollment (all students)

Year	Headcount
2008-09	1977
2009-10	2346
2010-11	2586
2011-12	2366
2012-13	2212

*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

**Data for 2012-13 not yet available

Academic Transfer Rate for “Transfer Ready” Students*



Satisfactory Performance in Academic Transfer Courses

Cohort	Proportion of 2.0 or higher grades
2008-09	71.6%
2009-10	70.8%
2010-11	75.3%
2011-12	78.0%
2012-13	77.0%

EQUITY & RETENTION

In 2011, LCC was awarded a four-year grant by College Spark Washington to become an Achieving the Dream institution, joining 186 community colleges involved in the initiative nationwide. Achieving the Dream is a national nonprofit that is dedicated to helping more community college students stay in school and earn a college certificate or degree, particularly students in populations underserved by higher education such as low-income students and students of color.

Fall-to-Fall Student Retention by Selected Characteristics

This table depicts the proportion of first-time, degree-seeking students with selected characteristics who were still enrolled the subsequent fall after they first started college (still enrolled one year later).

	Fall 2007 to Fall 2008 (261 students)	Fall 2008 to Fall 2009 (258 students)	Fall 2009 to Fall 2010 (373 students)	Fall 2010 to Fall 2011 (388 students)	Fall 2011 to Fall 2012 (274 students)
All first-time degree-seeking students	50%	56%	51%	49%	51%
Students under age 20	55%	60%	54%	55%	60 %
Ages 20-25	38%	41%	45%	38%	34%
Ages 26-30	40%	33%	48%	33%	44%
Ages 31-50	35%	63%	47%	42%	28%
Ages 51 and over	*	*	60%	*	*
Qualifies for need based aid	47%	54%	51%	42%	42%
Single parents	42%	44%	70%	42%	32%
Hispanic students	50%	48%	38%	24%	44%
Students of color, not Hispanic	57%	50%	41%	44%	38%
Caucasian students, not Hispanic	49%	58%	53%	50%	53%
Female students	55%	57%	57%	48%	51%
Male students	44%	55%	44%	49%	50%

*= Fewer than 10 students in the cohort; data omitted to protect student privacy.

Source: SBCTC for first-time, degree seeking cohorts (IPEDS Reporting); Data Warehouse for tracking.

ESTIMATED EMPLOYMENT DATA BY PROGRAM

Estimated Employment Rates For LCC Completers

**indicates fewer than 10 students (not reportable)

	2008-09 (07-08 grads)	2009-10 (08-09) grads	2010-11 (09-10 grads)	2011-12 (10-11 grads)	2012-13 (11-12 grads)
	Rate	Rate	Rate	Rate	Rate
Accounting Technician	**	**	69%	83%	95%
Automotive Technology	55%	47%	80%	76%	53%
Business Management	78%	78%	31%	68%	61%
Business Tech: Administrative	**	31%	45%	46%	60%
Business Tech: Medical	65%	52%	42%	73%	73%
Chemical Dependency	92%	**	65%	64%	80%
Computer Info Systems	80%	50%	47%	74%	84%
Criminal Justice	**	**	92%	93%	**
Diesel/Heavy Equipment	75%	79%	60%	87%	74%
Early Childhood Education	88%	62%	84%	74%	70%
Fire Science	90%	88%	79%	80%	94%
Machine Trades	55%	**	45%	33%	88%
Manufacturing	**	**	40%	80%	92%
Medical Assisting	96%	88%	100%	91%	84%
Nursing Assistant	82%	81%	67%	76%	74%
Associate Degree Nursing	95%	95%	92%	97%	95%
Welding	**	88%	74%	95%	82%

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

	2008-09 (07-08 grads)	2009-10 (08-09 grads)	2010-11 (09-10 grads)	2011-12 (10-11 grads)	2012-13 (11-12 grads)
	Median \$	Median \$	Median \$	Median \$	Median \$
Accounting Technician	**	**	13.43	13.52	13.80
Automotive Technology	8.56	9.49	16.63	14.77	12.94
Business Management	15.54	13.58	14.81	15.21	16.14
Business Tech: Administration	**	10.90	13.53	11.47	**
Business Tech: Medical	12.59	10.68	12.06	10.93	12.27
Chemical Dependency	9.37	10.45	12.60	14.82	14.62
Computer Info Systems	15.37	10.06	12.49	13.96	17.10
Criminal Justice	**	**	18.56	13.90	14.38
Diesel/Heavy Equipment	17.23	13.82	16.99	15.24	16.92
Early Childhood Education	14.22	12.44	11.99	12.11	13.43
Fire Science	17.88	12.70	13.82	14.72	17.25
Machine Trades	14.75	17.65	20.05	19.29	20.11
Medical Assisting	13.85	12.35	13.52	12.29	15.71
Nursing Assistant	10.32	10.51	12.78	12.16	17.11
Associate Degree Nursing	30.53	26.08	26.40	26.20	28.26
Welding	**	15.88	16.74	16.02	18.32

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 2011-12	# Students
Associate of Arts, AA-DTA (transfer degree)	268
Nursing (AAS)	61
Nursing (AAS-T)	54
Medical Administrative Support (AAS)	24
Business (DTA/MRP)	20
Business Management (AAS)	17
Accounting Technician (AAS)	14
Welding (AAS)	12
Medical Assistant (AAS)	11
Psychology (AA)	11

Source: Registration Office

Academic Year 2012-13	# Students
Associate of Arts, AA-DTA (transfer degree)	258
Nursing (AAS and AAS-T)	72
Business Management (AAS)	26
Diesel Heavy Equipment Technology (AAS)	18
Welding (AAS)	17
Business (DTA/MRP)	16
Medical Assistant (AAS)	16
Auto Technology (AAS)	14
Accounting Technology (AAS)	14
Medical Administrative Support (AAS)	11

LICENSURE INFORMATION

	2008	2009	2010	2011	2012
NCLEX (National Council of State Boards of Nursing)					
Registered Nurse	92%	86%	85%	89%	90%

Source: Nursing Department NOTE: RE-TEST RATES ARE TYPICALLY AT OR NEAR 100%

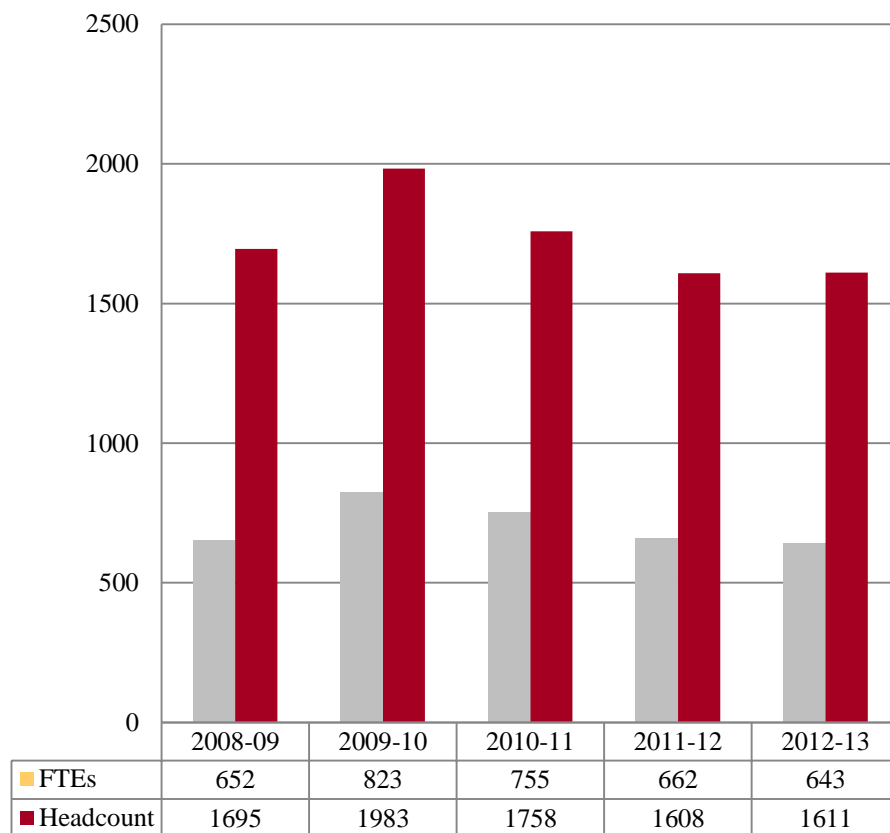
	2008-09	2009-10	2010-11	2011-12	2012-13
WABO (Washington Association of Building Officials)					
Welding (first time pass rate)—LCC students only	75%	81%	81%	72%	64%

Source: Welding Department NOTE: RE-TEST RATES ARE TYPICALLY AT OR NEAR 100%

BASIC SKILLS

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

Basic Skills Enrollment



Race/Ethnicity of Basic Skills Students

	2008-09	2009-10	2010-11	2011-12	2012-13
Asian/Pacific Islander	4.5%	4.8%	4.0%	4.1%	4.2%
African American	1.6%	1.9%	2.7%	3.1%	1.5%
Native American	2.4%	3.0%	2.8%	2.2%	3.1%
Hispanic	29.7%	26.0%	21.6%	26.4%	31.1%
Multiple Races, Other	9.5%	5.0%	4.5%	3.7%	4.0%
Caucasian	52.3%	59.3%	64.4%	60.5%	56.1%

Source: FTE: DATAX (KR-RAY7) WHERE CIP = "32****" AND FUNDING SOURCE = 1. Headcount per Transcript records (ABE, ESL, GED, HSC, CEO) with race/ethnicity from STUDENT table, using Race/Ethnic Code. (Please note: 2011-12 Headcount has been updated from previous versions to correct a calculation error).

I-BEST AND I-TRANS (ACADEMIC I-BEST)

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. I-TRANS (ACADEMIC I-BEST) uses a similar format for academic transfer students. I-TRANS courses were introduced in 2009-10.

I-BEST and I-TRANS Enrollment

	FTE: Total	Unduplicated Headcount/I-BEST	Unduplicated Headcount/I-TRANS
2008-09	29	75	--
2009-10	96	151	37
2010-11	112	136	99
2011-12	99	132	127
2012-13	72	130	28

Source: FTE: SBCTC Enrollment Monitoring Report; Headcount: Transcripts (I-BEST sections IB, IB*, I-TRANS sections IT, IT*, EIT)

I-BEST and I-TRANS Completions (unduplicated count within category and cohort year; duplicated between years)

	Number and percent of high school completion or GED Certificates (exit codes 6,7) through spring 2013		Number and percent of college certificates and/or degrees (everything except exit codes 5-9) through spring 2013	
	I-BEST (within 5 years)	I-TRANS (within 5 years)	I-BEST (within 3 years)	I-TRANS (within 4 years)
2008-09	12/75 = 16%	--	39/75 = 52%	--
2009-10	25/151 = 17%	7/37 = 19%	93/151 = 62%	12/37 = 32%
2010-11	17/136 = 13%	14/99 = 14%	87/136 = 64%	43/99 = 43%
2011-12	13/132 = 10%	20/127 = 16%	77/132 = 58%	36/127 = 28%
2012-13	21/130 = 16%	3/28 = 11%	48/130 = 37%	0/28 = 0%

Source: Cohorts from Kr-ROSTER3; compared to Completions Table

Student Success in I-BEST and I-TRANS

	Percent credits earned vs. attempted in cohort year*		Courses passed with a 2.0 or above in cohort year**		Average decimal grade in courses in cohort year**	
	I-BEST	I-TRANS	I-BEST	I-TRANS	I-BEST	I-TRANS
2008-09	77%	--	81%	--	3.01	--
2009-10	90%	76%	85%	77%	2.92	2.48
2010-11	82%	87%	83%	80%	2.80	2.74
2011-12	86%	84%	86%	78%	3.03	2.63
2012-13	85%	73%	75%	59%	2.54	1.96

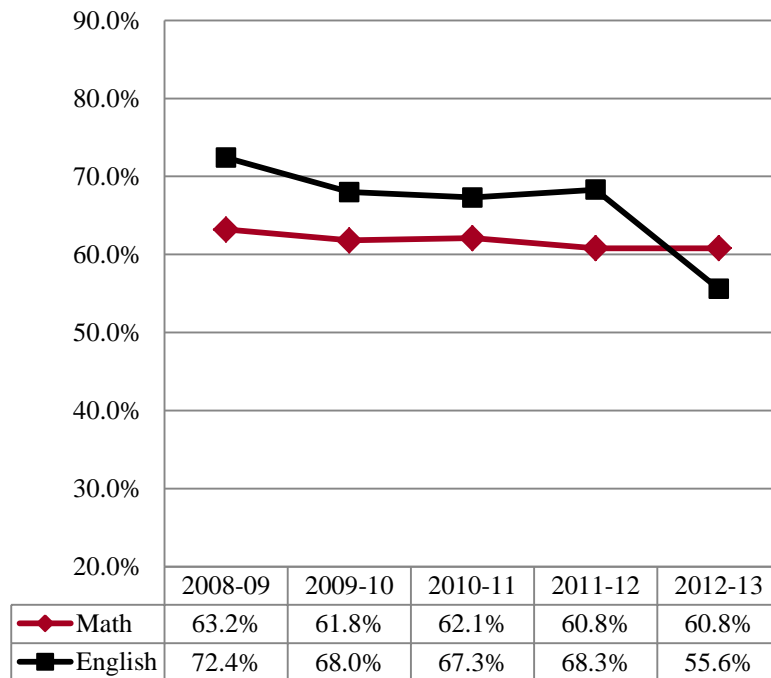
Source: Transcripts (sections IB, IB*, and IT, IT* and EIT) *excludes grades of I, N, P, R, V, NA **also excludes W's

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

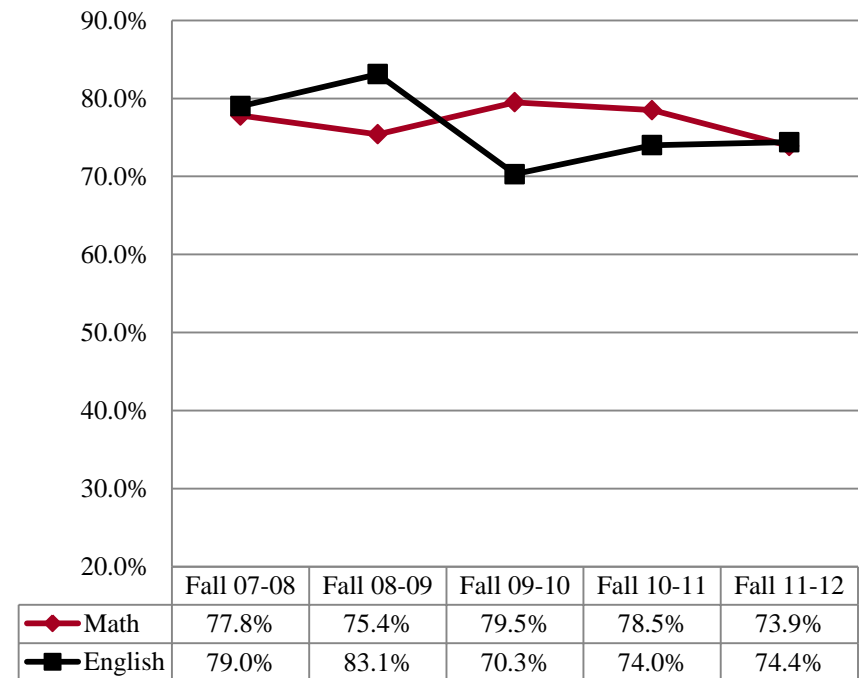
	2008-09	2009-10	2010-11	2011-12	2012-13
ENGL*	43	70	71	52	74
MATH	269	349	322	252	217
TOTAL	312	419	393	304	291

Note: English 100 was considered a pre-college course in 2012-13.

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)

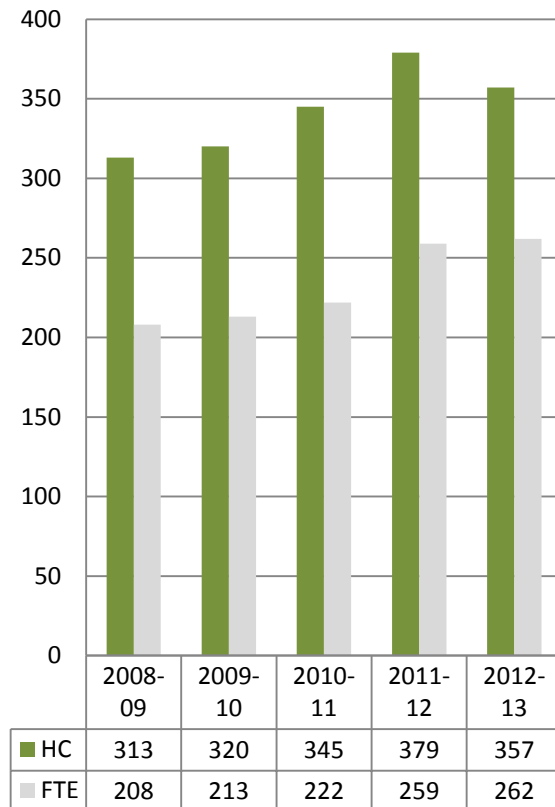


Source: Basic Skills and Pre-College Monitoring Report.

*formerly INDV courses

RUNNING START

Running Start Enrollment Headcount (HC) is unduplicated



Source: Data Express, KR-FPS Where fee pay status =R*, S*, M*, N*. Academic Performance-Transcripts (note: grades of I, N, P, R, X and V excluded; also courses with CR = 0 are excluded; also lab sections and other grades of “*” excluded from % passed calculation)—numbers are duplicated

Running Start & All Students Academic Performance Comparison: 2012-13 (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	109	120	91%	559	679	82%
Biology	60	77	78%	704	996	71%
Business	23	30	77%	892	1196	75%
Chemistry	103	120	86%	437	600	73%
Computer Science	26	36	72%	676	865	78%
Drama	45	49	92%	119	135	88%
Economics	63	65	97%	237	252	94%
English	330	443	74%	972	1450	67%
Earth Science	13	14	93%	70	95	74%
Geology	2	8	25%	63	99	64%
History	169	212	80%	250	348	72%
Humanities	29	33	88%	179	250	72%
Math	141	167	84%	812	1076	75%
Music	52	56	93%	457	553	83%
Oceanography	9	15	60%	65	76	86%
Physical Education	107	126	85%	553	658	84%
Political Science	116	141	82%	102	131	78%
Psychology	162	177	92%	742	934	79%
Sociology	88	98	90%	424	525	81%
Spanish	94	133	71%	237	344	69%
Speech	139	153	91%	457	512	89%
TOTAL	1880	2273	83%	9007	11774	76%

ATHLETICS

	DIVISION CHAMPIONS												
YEAR	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Baseball (Men)	✓	✓		✓	✓ **	✓	✓	✓	✓	✓ **	✓		
Basketball (Men)				✓ **	✓ **	✓		✓					
Basketball (Women)				✓	✓			✓			✓		
Softball (Women)*	✓	✓	✓	✓	✓	**	**	**	✓				
Volleyball (Women)	✓				✓								
Soccer (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					
	2009	2010	2011	2012	2013
Baseball (Men)	3.18	3.07	2.86	2.89	2.64
Basketball (Men)	2.42	2.47	2.70	2.91	3.26
Basketball (Women)	2.94	2.74	2.91	2.96	2.7
Softball (Women)	2.65	2.65	2.98	2.76	3.03
Volleyball (Women)	3.15	3.14	2.84	2.79	3.04
Soccer (Women)	3.08	--	--	2.92	2.85
OVERALL TEAM GPA	2.94	2.86	2.86	2.89	2.92

Source: LCC Athletics Office

NUMBER OF ATHLETES: 2012-13			
	Men	Women	All
Baseball (Men)	33		33
Basketball (Men)	14		14
Basketball (Women)		11	11
Softball (Women)		17	17
Volleyball (Women)		11	11
Soccer (Women)		16	16
TOTAL	47	55	102

CAREER PATHWAYS

Career Pathways (formerly called Tech Prep), links high school and college courses to provide a seamless pathway of career preparation. By participating, 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 Career Pathways students often complete their programs in more quickly than other students, and are well prepared to enter the competitive job market.

Number of Graduating Seniors with Career Pathways (Tech Prep) Credit Enrolling at LCC in Subsequent Fall Quarter

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Castle Rock	10/39=26%	9/34=26%	15/33=45%	8/19=42%	***
Kalama	2/13=15%	4/14=29%	11/36=31%	3/15=20%	***
Kelso	33/113=29%	43/119=36%	30/80=38%	14/40=35%	***
Mark Morris	10/56=18%	24/93=26%	27/62=44%	12/42=29%	***
RA Long	6/43=14%	17/61=28%	12/33=36%	6/25=24%	***
Toutle Lake	6/15=40%	5/30=17%	5/26=19%	6/12=50%	***
Wahkiakum	3/14=21%	2/11=18%	0/5=0%	0/0=0%	***
Woodland	1/33=3%	0/14=0%	0/15=0%	1/6=17%	***
TOTAL	71/326=22%	104/376=28%	100/290=34%	50/159=31%	***

Source: LCC Career Pathways 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.

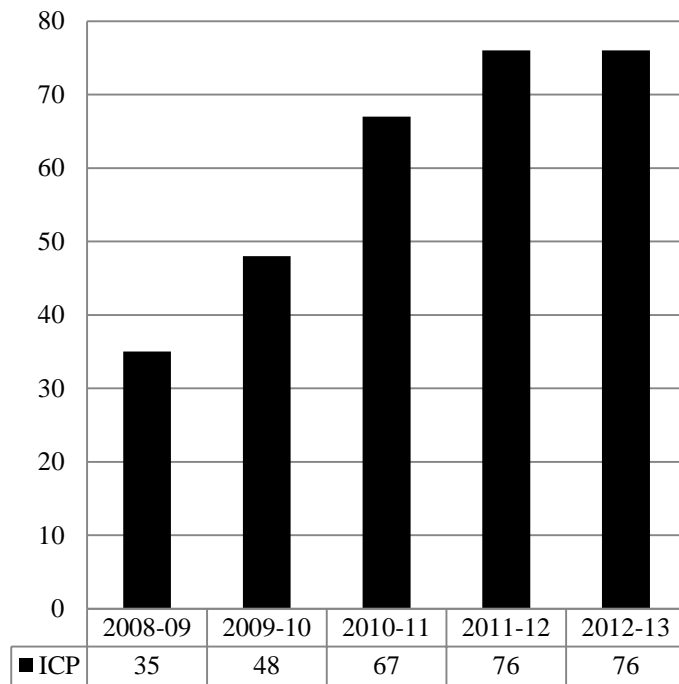
***data not available at press time

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 works in collaboration with 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 per Prof/Tech Inventory)



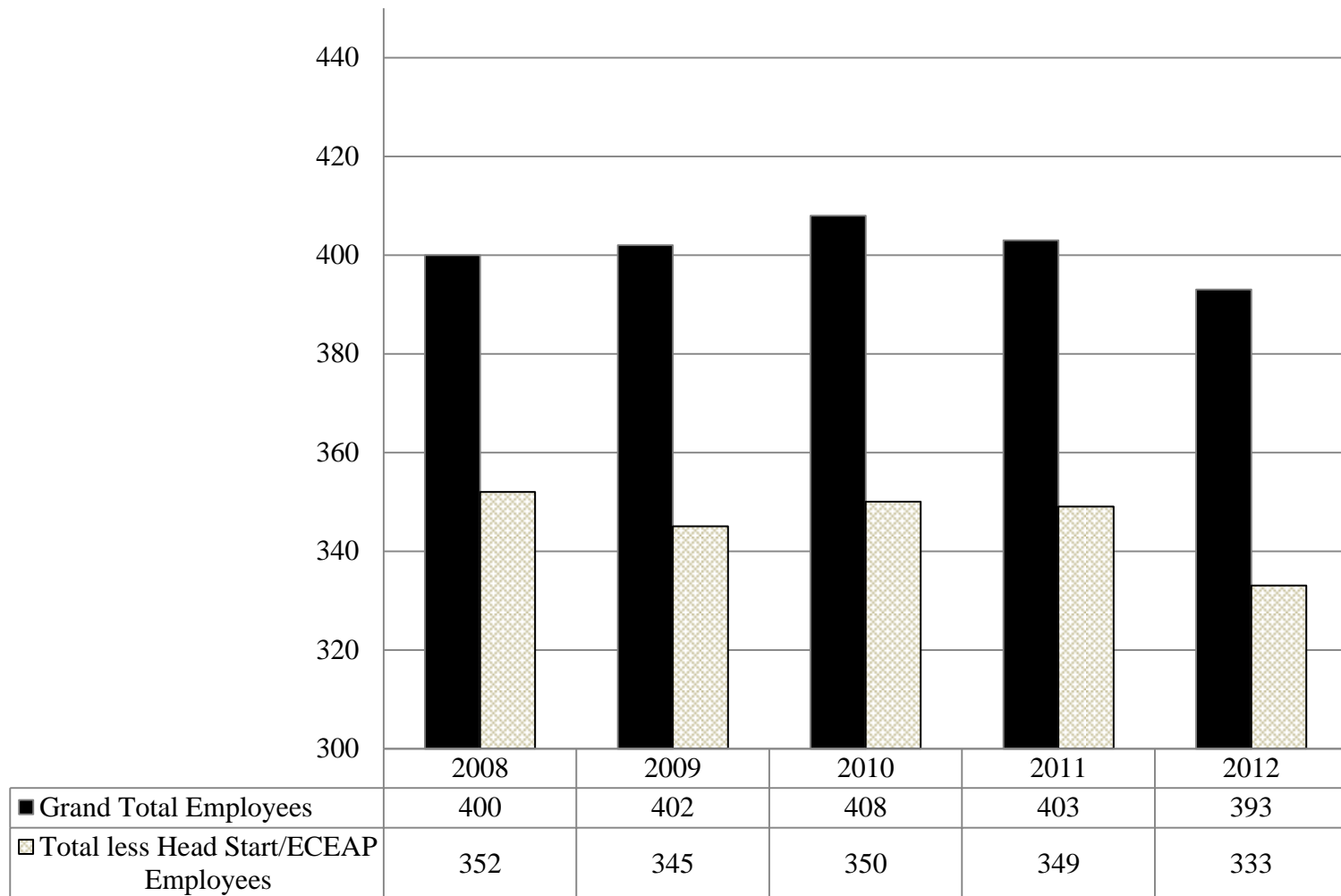
Source: Work Based Learning Manager

Individualized Certificate Programs Current and/or Recent Programs include:

- Automotive Service Writer
- Bilingual Customer Service
- Biology Technician
- Bookkeeper
- Chemistry Technician
- Graphic Design
- Hemodialysis Technician
- HVAC Maintenance
- Industrial Maintenance
- Inventory Management
- Legal Advocate
- Library Assistant
- Patient Access Representative
- Personal Fitness Technician
- Pharmacy Technician
- Public Works Maintenance
- Public Works Maintenance: Wastewater Treatment
- Public Works Maintenance: Water Distribution
- Public Works Maintenance: Water Treatment
- Radiology Assistant
- Recreational Therapy Aide
- Social Service Advocate
- Sterile Processing Instrumentation Assistant
- Veterinary Assistant
- Weatherization Field Technician/Energy Auditor

PERSONNEL

Total Employees with and without Head Start/ECEAP—All Funding Sources—Fall Quarter (as of November 1st)



GENDER & RACE/ETHNICITY OF LCC PERSONNEL

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

	Total	Women	Men	Asian or Pacific Islander	African American	Native American	Hispanic	White
FT Faculty	61	29	31	1	2	0	2	56
PT Faculty	134	89	45	n/a*	n/a*	n/a*	n/a*	n/a*
Administrative	16	9	7	0	0	1	0	15
Exempt	54	41	13	2	0	0	4	48
Classified	128	102	26	4	1	2	7	114
TOTAL	393	271	122	7	3	3	13	233
TOTAL (%)	100%	69%	31%	3%	1%	1%	5%	88%

Source: Data Warehouse (EMPYRQ Table) *Information not available for part-time faculty

OPERATING REVENUES & EXPENDITURES

Operating Revenues & Expenditures—Dollars and Percent (unrestricted)

	2008-09 Actual		2009-10 Actual		2010-11 Actual		2011-12 Actual		2012-13 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	4,151,839	19.9	3,379,637	13.9	4,065,745	17.6	5,840,743	25.9	3,705,816	18.5
State Appropriation	14,519,017	69.7	13,966,455	57.5	12,600,867	54.6	10,856,392	48.1	10,499,492	52.3
Local Unrestricted	1,359,060	6.5	5,996,197	26.8	5,339,670	23.1	4,707,436	20.8	4,800,410	23.9
Local Dedicated	815,284	3.9	945,560	1.8	1,081,759	4.7	1,180,799	5.2	1,066,106	5.3
TOTAL REVENUES	20,845,200	100	24,287,849	100	23,088,041	100	22,585,370	100	20,071,824	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	9,752,062	47.9	11,172,901	50.0	10,898,442	50.7	10,228,061	46.5	9,687,906	44.6
Community Education	32,523	0.2	60,675	0.3	82,632	0.7	80,070	0.4	126,182	0.6
Academic Support	1,456,945	7.2	1,575,158	7.0	1,901,257	8.8	2,115,489	9.6	2,438,423	11.2
Libraries	320,883	1.6	341,920	1.5	378,438	1.7	308,186	1.4	423,947	1.9
Student Services	2,701,202	13.3	2,668,109	12.0	2,527,467	11.7	2,778,856	12.6	2,557,751	11.8
Institutional Support	3,558,434	17.5	4,310,860	19.3	3,436,256	16.0	4,216,944	19.1	3,976,503	18.3
Operation of Plant	2,519,575	12.4	2,208,462	9.9	2,240,101	10.4	2,290,662	10.4	2,503,478	11.6
TOTAL EXPENDITURES	20,341,624	100	22,338,085	100	21,464,593	100	22,018,268	100	21,714,190	100

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)

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
REVENUES	\$	\$	\$	\$	\$
Private	1,546,208	2,808,683	2,965,289	2,741,623	2,275,474
State	4,534,601	3,687,628	3,394,615	3,050,705	2,660,365
Federal	2,821,947	3,029,731	4,489,229	3,955,361	3,915,896
TOTAL REVENUES	8,902,756	9,526,042	10,849,133	9,747,689	8,851,735
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	1,735,667	1,932,290	1,958,098	1,326,450	999,778
Academic Support	69,931	14,939	61,341	196,670	667,177
Libraries	33,233	0	0	0	19,889
Student Services	5,373,622	6,089,736	6,903,753	6,153,188	5,851,798
Institutional Support	344,582	162,886	246,228	240,707	567,062
Operation of Plant	195,204	0	0	0	85,911
TOTAL EXPENDITURES	7,752,239	8,199,851	9,169,420	7,917,015	8,191,615

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

COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	2008-09 Cost per FTE	2009-10 Cost per FTE	2010-11 Cost per FTE	2011-12 Cost per FTE	2012-13 Cost per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	3,812	4,415	4,237	4,013	3,811
Community Education	13	24	32	31	50
Academic Support	570	622	739	830	959
Libraries	125	135	147	121	167
Student Services	1,056	1,054	982	1,090	1,006
Institutional Support	1,391	1,703	1,335	1,654	1,564
Operation of Plant	985	873	870	899	985
TOTAL EXPENDITURES	7,952	8,826	8,342	8,638	8,542
FTE Enrollment	2,558 FTE	2,531 FTE	2,573 FTE	2,549 FTE	2,542 FTE
State Reimbursement per General FTE*	\$4,900	\$4,951	\$4,493	\$4,259	\$4,130

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

LCC currently maintains 27 buildings on 38.75 acres

Square Footage by Construction Project

Building	Year Built	Gross Sq. Footage	Total Rooms
Administration (ADM)	1960	11,642	50
Admissions Center*** (ADC)	1960	19,632	67
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
Health & Science Bldg	2013	69,935	89

Building	Year Built	Gross Sq. Footage	Total Rooms
Home/Family Life Storage (HFS)	1989	96	1
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
College Grand Total		472,253	831

*Original date of construction for Main was September, 1950.

**Estimate. Source: LCC Campus Services

***Admissions Center Lobby Addition occurred in 2012 which added 1,020 gross square feet and 1 room to the building

PARKING

Parking is always a hot issue on college campuses, and LCC is no exception. In reality, many people are not aware of how many different parking areas are available on campus. Additionally, **LCC has a partnership with River Cities Transit that allows LCC faculty, staff and students with a current ID to ride the bus for free seven days a week, 24 hours a day.**

Parking Lot Designation	Open Spaces	Reserved Spaces	Disabled Spaces	Visitor Spaces	Motorcycle Spaces	15/30minute Spaces	State Spaces	Vendor Spaces	Total Spaces
(Lot A) Don Talley Lot	78	25	2	0	0	0	0	0	105
(Lot B) Vocational Gym Lot	0	97	1	0	0	0	0	0	98
(Lot C) 15th Ave. Lot	183	5	6	0	0	0	0	0	194
(Lot E) Fine Arts Lot	0	9	2	0	0	0	0	2	13
(Lot F) Admin Lot	0	10	0	2	0	0	1	0	13
(Lot G) 16th Ave. Lot	0	13	5	0	0	3	0	0	21
(Lot H) Maple Street Lot	153	15	6	0	6	0	0	0	180
(Lot I) 20th Ave. Lot	245	7	5	0	0	7	15	1	280
(Lot J) Soccer Field	130	9	5	0	0	0	0	0	144
Street Parking*	250	0	0	0	0	0	0	0	250
Total									1,298

Data Source: Campus Services *street parking includes 15th, 19th and 20th Avenues, Maple Street and Olympia Way. Parking is not permitted in the Longview Library parking lot, in driveways, or in fire lanes.

SUSTAINABILITY

Lower Columbia College supports and promotes environmentally responsible practices that protect the earth's natural resources. Our goal is to shift operational practices and academic programs to address concerns of the earth, the economy, and social equity. We will strive to maintain and develop the college in a responsible manner and to minimize the impact on the environment.

LCC's "CARBON FOOTPRINT"

	2010	2011	2012	Change
Natural Gas Campus—Therm Usage (Cascade Natural Gas)	200,348	218,773	194,009	-11.3%
Electricity Usage—Kilowatt hour Usage (Cowlitz PUD)	5,500,549	5,511,249	5,424,270	-1.6%
Water & Sewer—Cubic Feet (City of Longview)	8,731	6,655	6,500	-2.2%
Diesel Usage in Generators—Gallons	25	28	13	-53.6%
Gasoline for Vehicles & Grounds Equipment—Gallons	2,630	3,056	1,872	-38.7%
Diesel for Vehicles & Grounds Equipment—Gallons	3,365	3,398	2,014	-40.7%
Employee-Owned Vehicle Use for Business Travel—Miles	68,800	79,400	88,758	+11.8%
Employee Air Travel—Miles	22,490	136,525	101,500	-25.7%
Mail Letter Size—Pieces (\$ spent)	59,866 (\$25,958)	55,917 (\$25,064)	49,791 (\$20,951)	-11.0% (-\$4,113)
Bulk Mailings—Pieces (\$ spent)	39,119 (\$6,184)	22,016 (\$3,481)	24,997 (\$4,031)	+13.5% (+\$550)
Business Reply—Pieces (\$ spent)	4,774 (\$2,581)	2,226 (\$1,025)	3,240 (\$1,468)	+45.6% (+\$443)

LCC RECYCLING PROGRAM

	2010	2011	2012	Change
Aluminum—Pounds (\$ collected)	1,000 (\$467)	816 (\$394)	495 (\$204)	-39.3%
Cardboard—Tons (\$ collected)	12 (\$601)	12 (\$496)	8 (\$492)	-33.3%
Metal—Pounds (\$ collected)	12,038 (\$1,379)	10,180 (\$1,153)	13,664 (\$1,211)	+34.2%
Copper—Pounds (\$ collected)	0 (\$0)	216 (\$648)	161 (\$151)	-25.5%
Surplus Property Sales (\$ collected)	(\$3,859)	(\$2,299)	(\$488)	-78.8%

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 2009	June 2010	June 2011	June 2012	June 2013
\$6,918,992	\$11,006,800	\$12,020,147	\$12,938,842	13,572,292*

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

Amount available depends on investments earnings in any given year

June 2009	June 2010	June 2011	June 2012	June 2013
\$469,515 (6.8%)	\$355,092 (3.0%)	\$368,018 (3.1%)	\$581,571 (4.5%)	776,176*

2011-12 Program Support was distributed as follows: Scholarships—\$200,749; Grants—\$83,089; College Programs—\$179,340 and Other—\$94,695.

Exceptional Faculty Fund: Endowed Total

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

2009	2010	June 2011	June 2012	June 2013
\$1,374,803	\$1,275,415	\$1,441,969	\$1,526,825	1,603,482*

Source: LCC Foundation Office. *Figures not yet final (unaudited)

COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State
Total Population, 2012 Estimate	101,996	3,993	6,897,012
Total Population, 2000	92,948	3,824	5,894,121
Percent Change, 2000 to 2012	+9.7%	+4.4%	+17.2%
Persons below poverty level, 2007-2011	17.5%	16.6%	12.5%
Median Household Income, 2007-2011	\$46,461	\$41,149	\$58,890
Persons per Square Mile, 2010	89.8	15.1	101.2
Retail Sales per Capita, 2007	\$12,129	\$2,947	\$14,380
Hispanic or Latino, 2012	8.0%	3.3%	11.7%
White Alone, not Hispanic or Latino, 2012	85.3%	91.8%	71.6%
Persons under 18 years, 2012	23.4%	17.4%	23.0%
Unemployment Rate, May 2013*	10.2%	10.6%	6.8%

Source: United States Census Bureau, <http://quickfacts.census.gov>

*Source: Employment Security Department, Washington State

SERVICE DISTRICT PARTICIPATION RATES

Community & Technical College Participation Rates (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

INFLATION & TUITION COMPARISON

The Consumer Price Index, or CPI, is a measure of the cost of goods purchased by average U.S. households. It is calculated by the U.S. government's Bureau of Labor Statistics, it is intended to gauge increases in the cost of living (generally referred to as inflation) in the United States.

	2008	2009	2010	2011	2012
Inflation, Consumer Price Index (1)	+3.8%	-0.4%	+1.6%	+3.2%	+1.7%
LCC Tuition/fee Increases, percent annual increase (2)	+2.2%	+6.6%	+8.8%	+12.0%	+12.0%

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

(2) LCC Financial Aid Office publication "Cost of Attendance"

EDUCATIONAL ATTAINMENT

Educational Attainment Rates (persons 25 and over in 2012)

	United States	Washington State	Cowlitz County
Less than 9 th grade	5.8%	4.0%	3.6%
9-12 grade, no diploma	7.9%	5.6%	9.7%
High school graduate	28.0%	23.7%	30.8%
Some college, no degree	21.3%	25.4%	29.5%
Associate degree	8.0%	9.6%	10.4%
Bachelor's degree	18.2%	20.3%	10.4%
Graduate or professional degree	10.9%	11.3%	5.5%
SUMMARY DATA			
High school graduate or higher	86.4%	90.4%	86.7%
Bachelor's degree or higher	29.1%	31.7%	16.0%

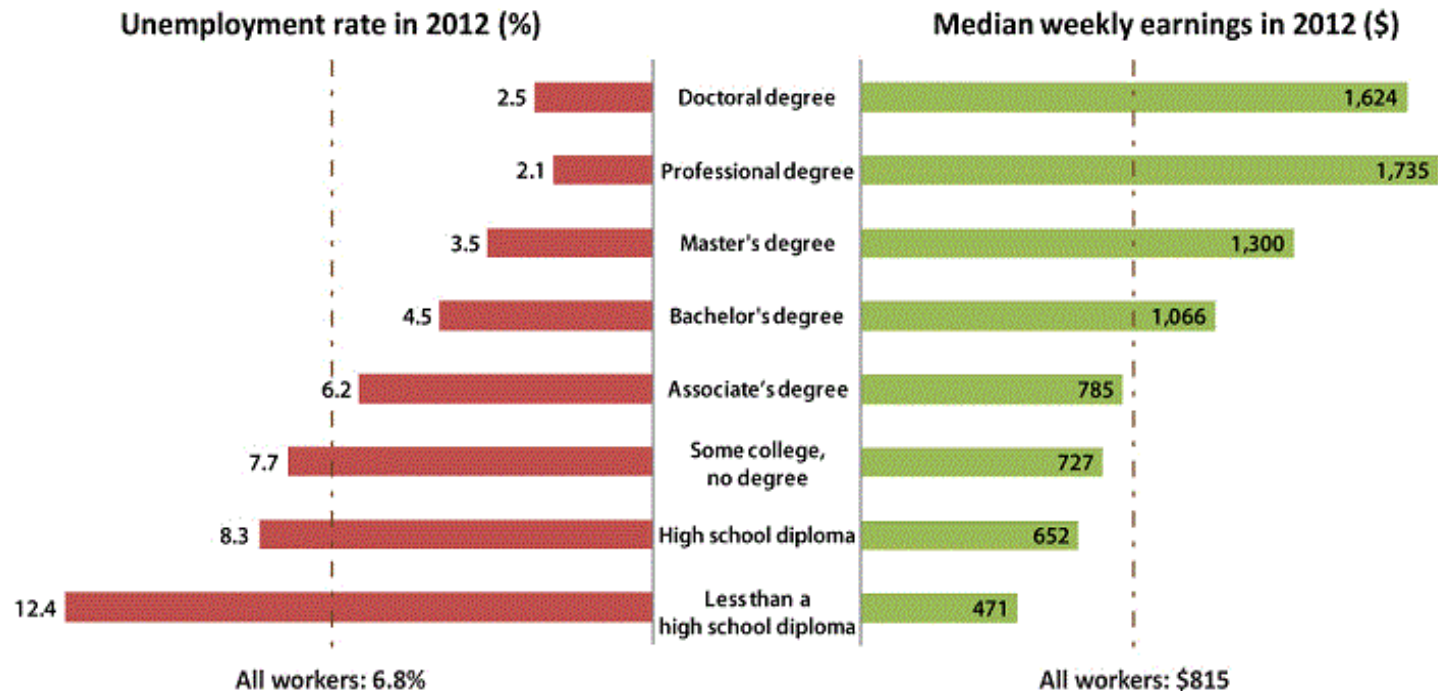
Source: U.S. Census, American Community Survey: <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>

Note: data not available for Wahkiakum County through the American Community Survey

Figures may not equal precisely 100% due to rounding

Education Pays: Relationship between education level, earnings and unemployment rate (2012)

Earnings and unemployment rates by educational attainment



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	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
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	0	0	0	1	0	0	0	0	0	0	0	0	0
Burglary	0	3	0	0	0	2	0	2	1	0	1	2	1
Motor Vehicle Theft	4	4	1	2	3	0	0	2	1	1	2	2	1
Arson	0	0	0	0	0	0	0	0	1	0	0	0	0
TOTAL	4	7	1	3	3	2	0	4	3	1	3	4	2

Arrest/Disciplinary Action/Judicial Referrals	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	1	0	0	0	0	0	1	0	0
Liquor Law Violations	0	0	0	0	0	0	0	0	0	0	1	0	0
TOTAL	0	0	0	0	1	0	0	0	0	0	2	0	0

Non-Reported Statistics	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Assaults	2	6	3	3	2	2	5	3	0	3	1	4	1
Vandalism	32	48	29	29	15	15	16	12	16	11	2	5	3
Theft	28	28	23	25	17	18	21	4	5	20	21	22	21
Trespassing	18	7	6	6	1	1	5	7	7	14	12	8	1
TOTAL	80	89	61	63	35	36	47	26	28	48	36	39	26

Source: LCC Safety & Security Office

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