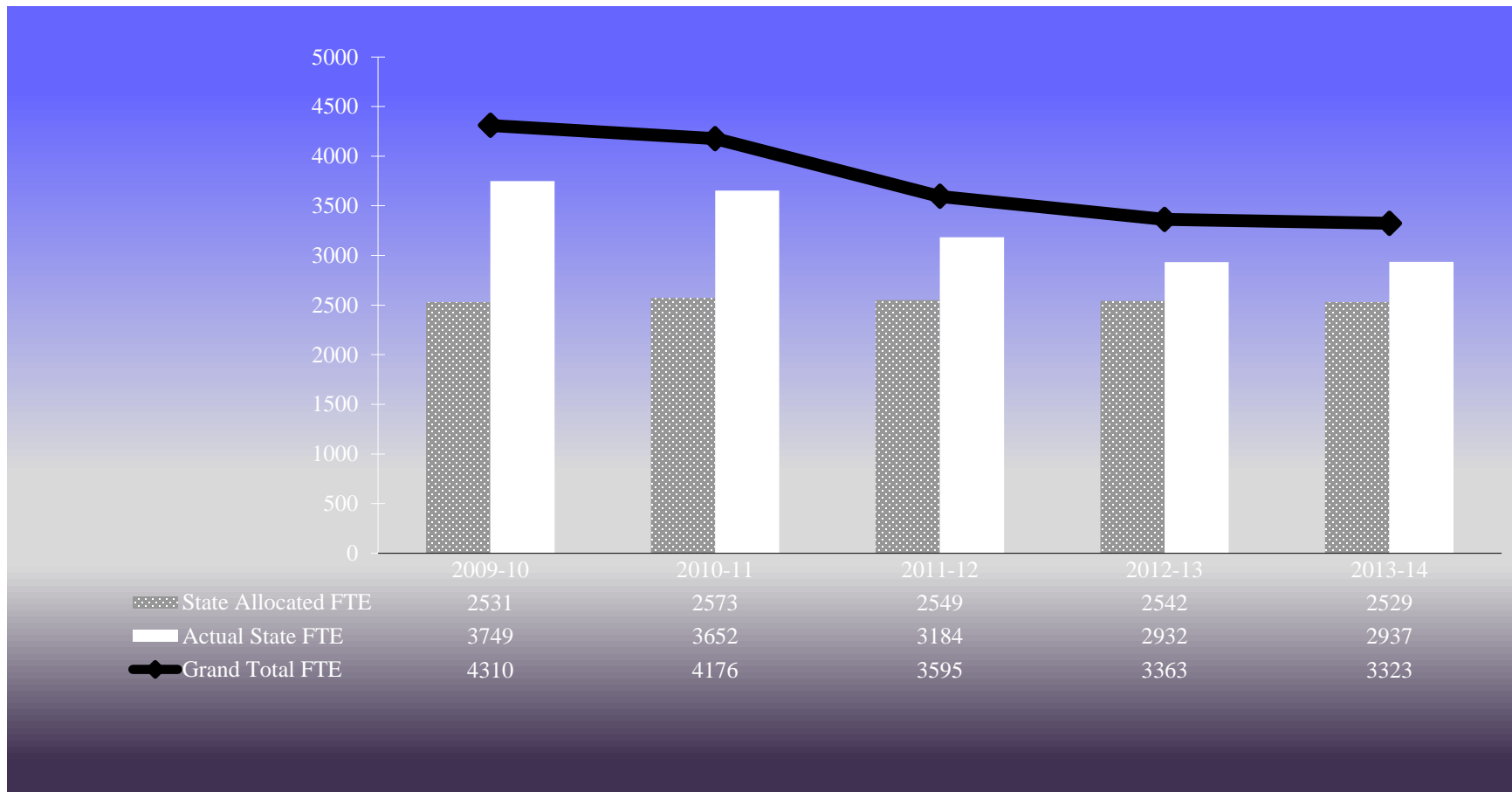


LCC FACTS & FIGURES 2013-14

17th Edition



COMMUNITY COLLEGE DISTRICT 13

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Data for the 17th 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 or whall@lowercolumbia.edu; or Angie Rogers, Research & Grants Associate at (360) 442-2490 or arogers@lowercolumbia.edu for questions or comments.

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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.

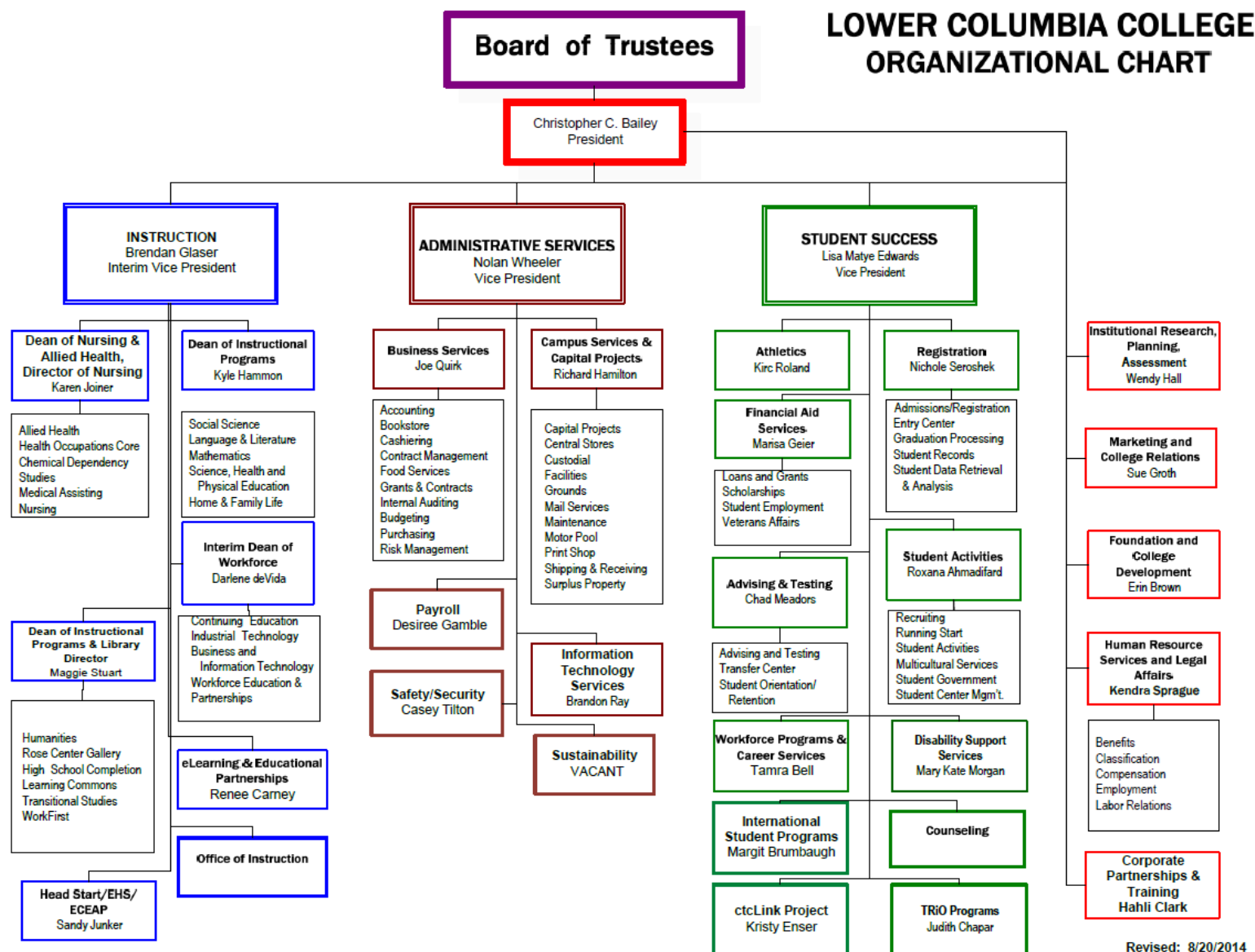
The number of enrolled students doubled in the College's second year, climbing to 96. As the number of students increased, instruction expanded into the Myklebust building in downtown Longview, and the Moose Hall. The Moose Hall continued to house classes until 1949, when damage from an earthquake caused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



Revised: 8/20/2014

DEFINITION OF TERMS

- ⌘ **Accreditation:** is an external review process to ensure that the institution is adhering to quality standards for higher education. LCC is accredited by the Northwest Commission on Colleges and Universities, one of six regional accrediting bodies recognized by the United States Department of Education.
- ⌘ **ATD (Achieving the Dream):** national non-profit organization that is dedicated to increasing student retention and completion through best practices and evidence-based reform. LCC joined the ATD network in 2011.
- ⌘ **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 (2013-14)

Total Student Headcount—State (5,264); All (6,859)
FTE (Full Time Equivalent)—State (2,937); All (3,323)

Students Taking Classes

English as a Second Language	294
Adult Basic Education	1,118
Online (unduplicated)	2,434
Continuing Educ. (duplicated)*	1,812

Enrollment by Intent (State Funded)

30%	Transfer
48%	Workforce
18%	Basic Skills
5%	Other

Students in Programs

364	Running Start
232	CEO
170	Worker Retraining

Demographics (State Funded)

62%	Female
24%	Of Color
29	Average Age
46%	Full-Time (12+ cr)

Degrees & Awards

535	Associate degrees
106	Cert. of Proficiency
125	Cert. of Completion
108	High School Diplomas
117	GED (per Testing)

- The average GPA of LCC students that transferred to a four-year college or university is 3.34
- Employment rate: 81% of Professional/Technical graduates employed within 9 months

* *Note: "Continuing Educ." was referred to as "Community Educ." in previous Fact Books.*

- | | |
|---|--|
| <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 (2013-14) of \$21.8 million ▪ Financial Aid: (2013-14) \$18,203,190 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 2014): \$14,850,145 (figure not final) ▪ NWAACC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Volleyball and Soccer ▪ Annual tuition and fees (2013-14): \$ 4,275 (Full-Time) ▪ 412 employees (Fall 2013) including Head Start/ECEAP; 355 employees (Fall 2013) excluding 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

2013-2014	All (# & %)		State Funded	
Unduplicated student headcount	6859	100%	5264	77%
Female students	3939	62%	3209	62%
Male students	2373	38%	1979	38%
African American students	88	1%	80	2%
Native American students	107	2%	94	2%
Asian/Pacific Islander students	166	3%	150	3%
Hispanic students	705	12%	637	13%
Multi-racial/other students	239	4%	208	4%
Students of color (<i>Subtotal</i>)	1305	22%	1169	24%
Caucasian students	4640	78%	3802	76%
International Students	9	<1%	9	<1%
Less than 20 years of age	1576	23%	1053	19%
Ages 20-24	1597	23%	1518	28%
Ages 25-34	1696	24%	1622	29%
Ages 35-49	1199	17%	1033	19%
Age 50 years or older	929	13%	294	5%
Average age (mean)	32		29	
Students with disabilities	488	7%	466	9%
Veterans	180	3%	--	--
ICP** Students	66	1%	--	--

2013-2014	All (# & %)		State Funded	
Transfer students	2103	28%	1758	30%
Workforce students	3139	41%	2832	48%
Basic Skills students	1226	16%	1045	18%
Other students	1116	15%	308	5%
Credit students (≥ 1 credit)	6380		5264	
Part-time (≥ 1 and < 12 credits) status	4513	58%	3504	54%
Full-time (≥ 12 credits) status	3220	42%	2977	46%
Washington Resident students	5761	91%	4216	89%
Non-resident students	585	9%	545	11%
Students with no children	1792	49%	1559	48%
Couples with children	1049	29%	922	29%
Single students with children	801	22%	741	23%
New college students	1450	17%	923	14%
Students who transferred in	339	4%	326	5%
Former students who returned	1997	23%	1374	21%
Continuing students	4958	57%	4078	61%
Prior education: $<$ high school	1399	34%	1192	33%
High school or equivalent	1725	42%	1583	44%
Some post-high school	565	14%	495	14%
Certificate (< 2 years)	146	4%	165	5%
Associate degree	115	3%	92	3%
Bachelor's degree or higher	154	4%	85	2%

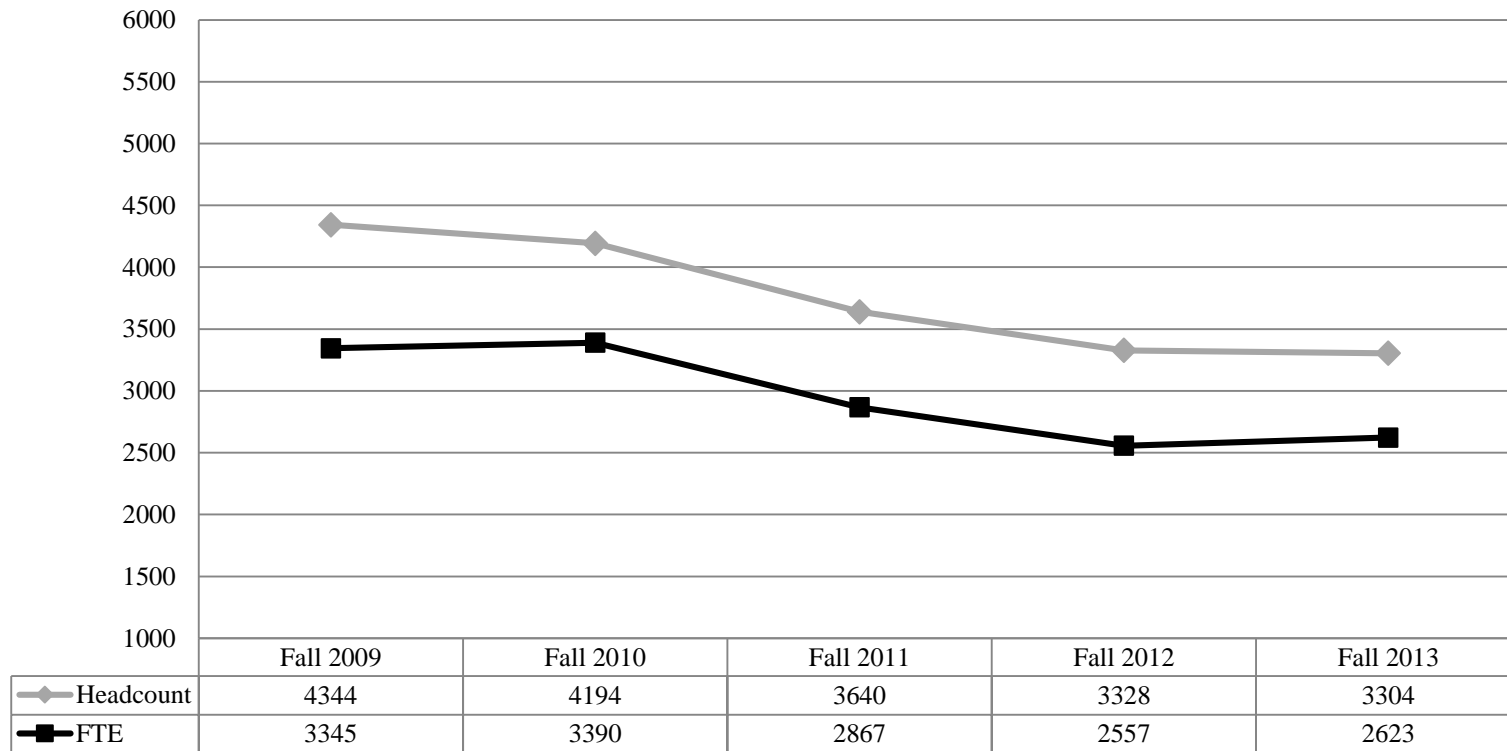
Source: SBCTC Data Warehouse, Student Table (Veterans = VET_BENEFITS is not "N" and not "0") (ICP = Work-Based Learning Office). Note: percentages may not equal 100% due to rounding. Headcount in some categories may be duplicated if students fell into different categories during different quarters within 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 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%
Fall 2013	969 – 37%	780 – 30%	598 – 23%	276 – 11%	2,623 – 100%

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

Fall Headcount and FTE Enrollment (State FTE)

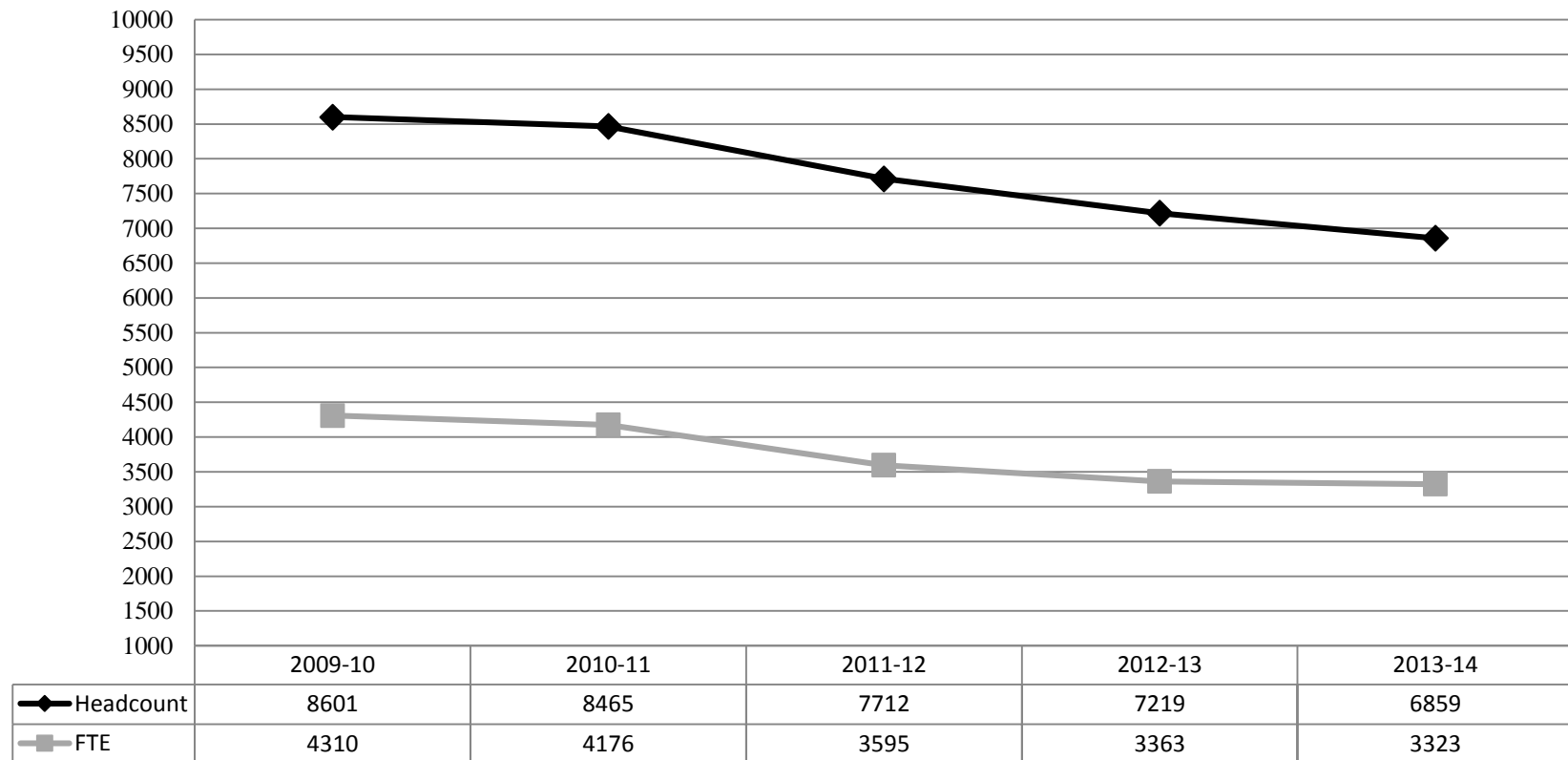


ANNUAL ENROLLMENT TRENDS

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%
2013-14	2,937 -- 88%	333 -- 10%	53 -- 2%	3,323 -- 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.

Continuing Education Enrollment: Duplicated Headcount

	2009-10	2010-11	2011-12	2012-13	2013-14
Summer	207	285	256	662	302
Fall	482	500	671	767	675
Winter	476	762	612	507	390
Spring	329	407	518	466	445
TOTAL	1,494	1,954	2,057	2,402	1,812

Source: SMS, KR-RAY for all CLCE courses. Please note that “Continuing Education” was referred to as “Community Education” in previous Fact Books.

Employment Testing

	2009-10	2010-11	2011-12	2012-13	2013-14
Food Handler Card Testing*	5,583	6,767	3,840	2,330	1,646
Pre-Employment Testing (Work Keys)	565	872	127	252	467

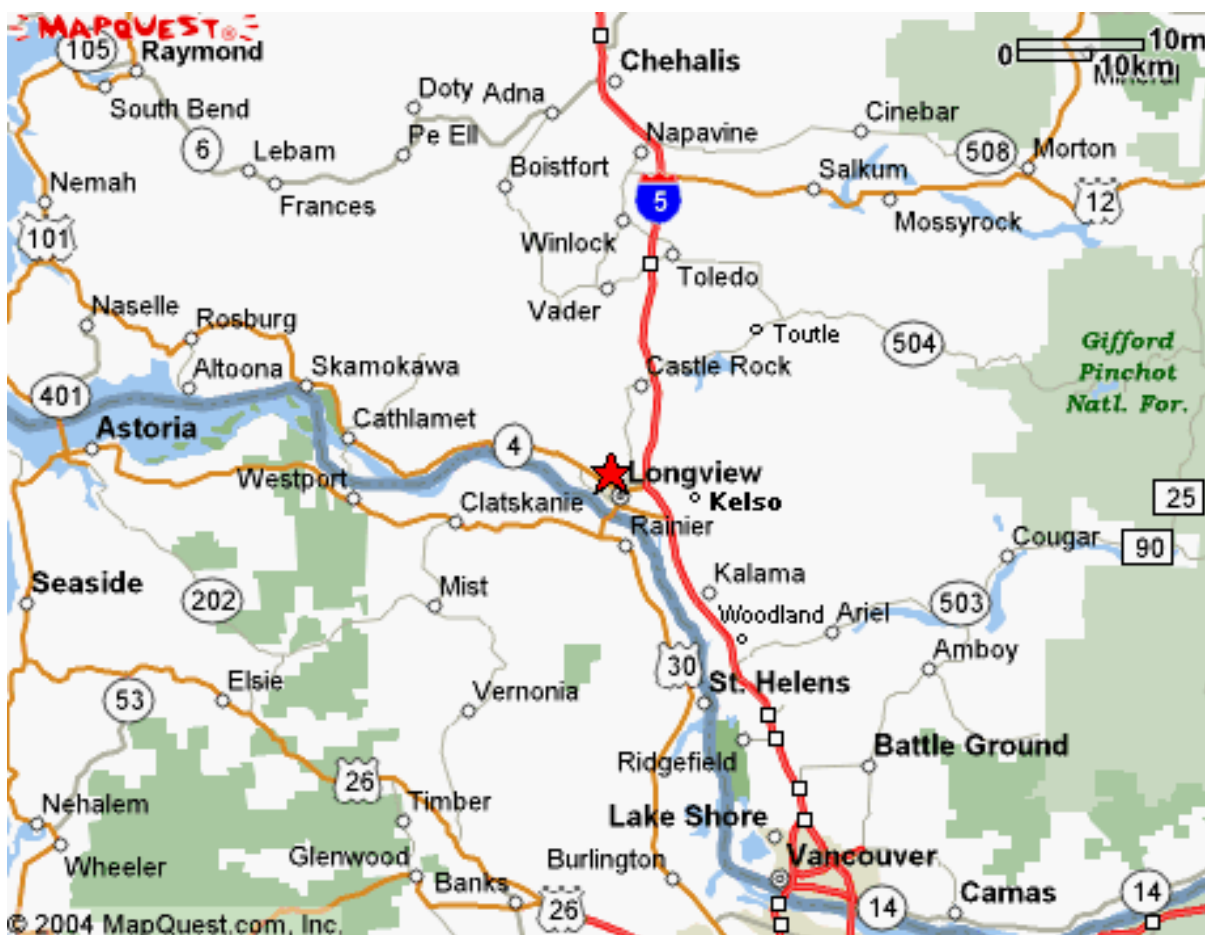
Source: Testing Office. (Please note: 2009-10 through 2011-12 is duplicated headcount; 2012-13 and 2013-14 are unduplicated headcounts).

*Please note: An online food handler exam became available in late 2010 or early 2011, which would explain the large decline in the number of testers after 2010-11.

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.

2013-14 Student Enrollment by Zip*



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

		#	%
Longview	98632	3282	46.2%
Kelso	98626	1569	22.1%
Castle Rock	98611	447	6.3%
Kalama	98625	238	3.4%
Vancouver	**Vancouver zip codes	180	2.5%
Woodland	98674	178	2.5%
Rainier (OR)	97048	157	2.2%
Clatskanie (OR)	97016	130	1.8%
Cathlamet	98612	82	1.2%
Battle Ground	98604	52	0.7%
Silver Lake	98645	44	0.6%
Toutle	98649	40	0.6%
Toledo	98591	39	0.5%
Ridgefield	98642	38	0.5%
St. Helens (OR)	97051	38	0.5%
Other, Washington State		442	6.2%
Other, out of state		143	2.0%

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

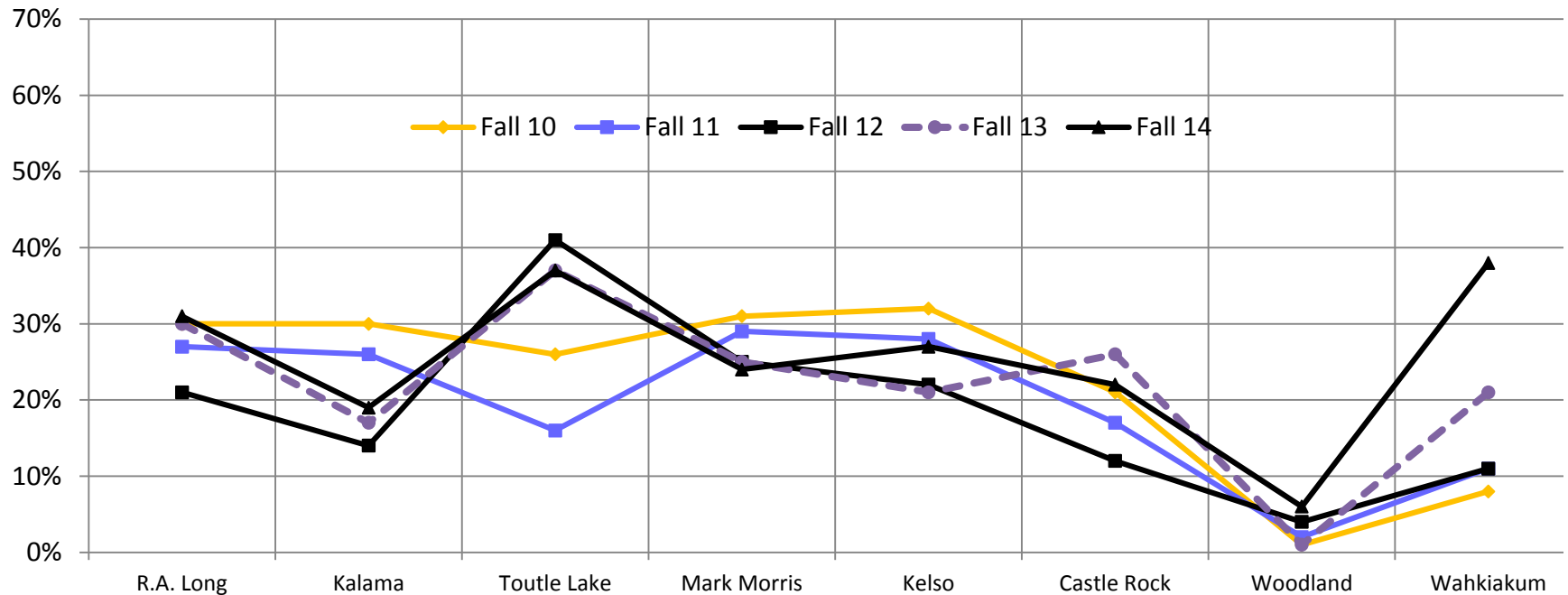
*Duplicated count (e.g. students counted more than once if they moved to another zip code during the academic year)

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 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%
Fall 2014	52/170=31%	13/67=19%	16/43=37%	44/187=24%	74/270=27%	17/78=22%	8/133=6%	12/32=38%	236/980=24%

Source: Registration Office

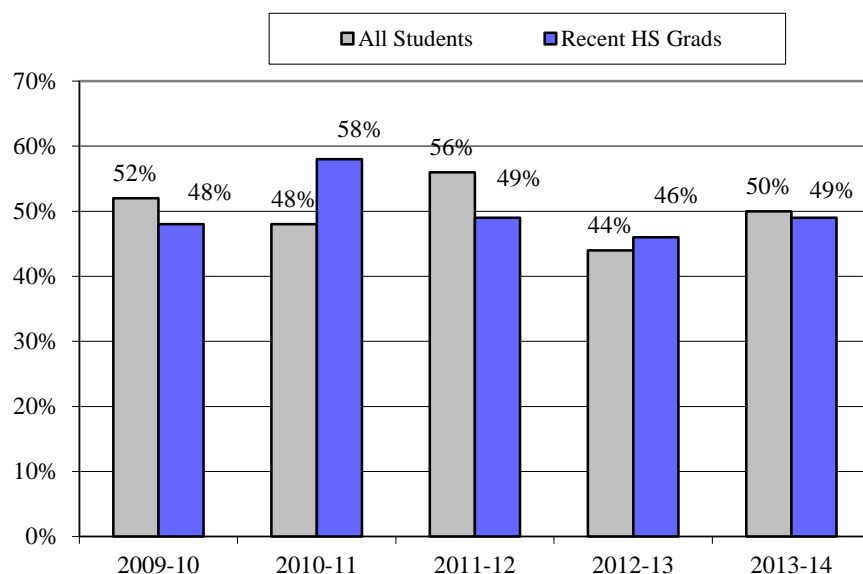


PREPARATION OF INCOMING STUDENTS

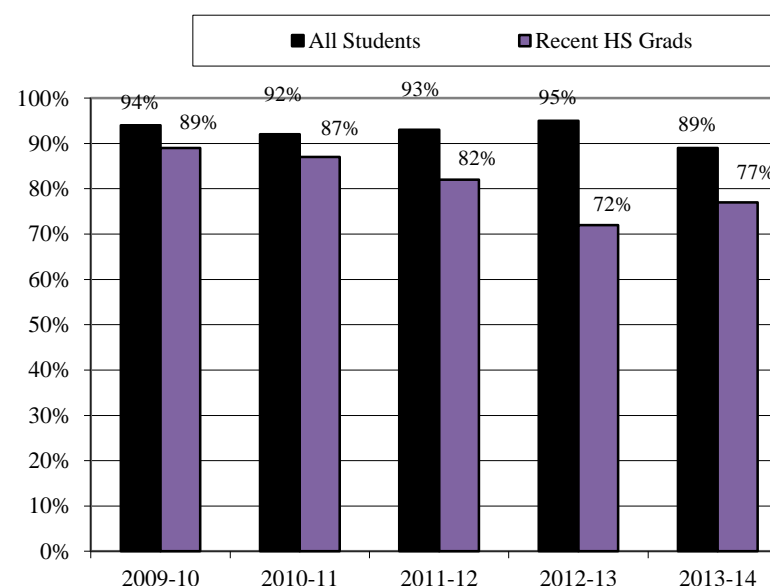
The majority of students entering LCC take placement exams in reading, writing and mathematics. The results of the exams help determine the level at which students begin their coursework.

	% of Students Underprepared in Reading, Writing or both		% of Students Underprepared in Mathematics*	
	All Students	Recent High School Graduates	All Students	Recent High School Graduates
2009-10	52%	48%	94%	89%
2010-11	48%	58%	92%	87%
2011-12	56%	49%	93%	82%
2012-13	44%	46%	95%	72%
2013-14	50%	49%	89%	77%

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: WH-HSTA for MyMath and Compass (English only) scores, analyzed in Data Warehouse linked to Student table where source =4 and qtr = 1 or 2. Analyzed with LCC Score Ranges and Recommendations dated 7/3/2012. WH-HSTA for high school transcript agreement students also linked to Student table where source =4 and yrq = 1 or 2, cross-checked against MyMathTest data to avoid duplication.

MOST POPULAR AREAS OF STUDY

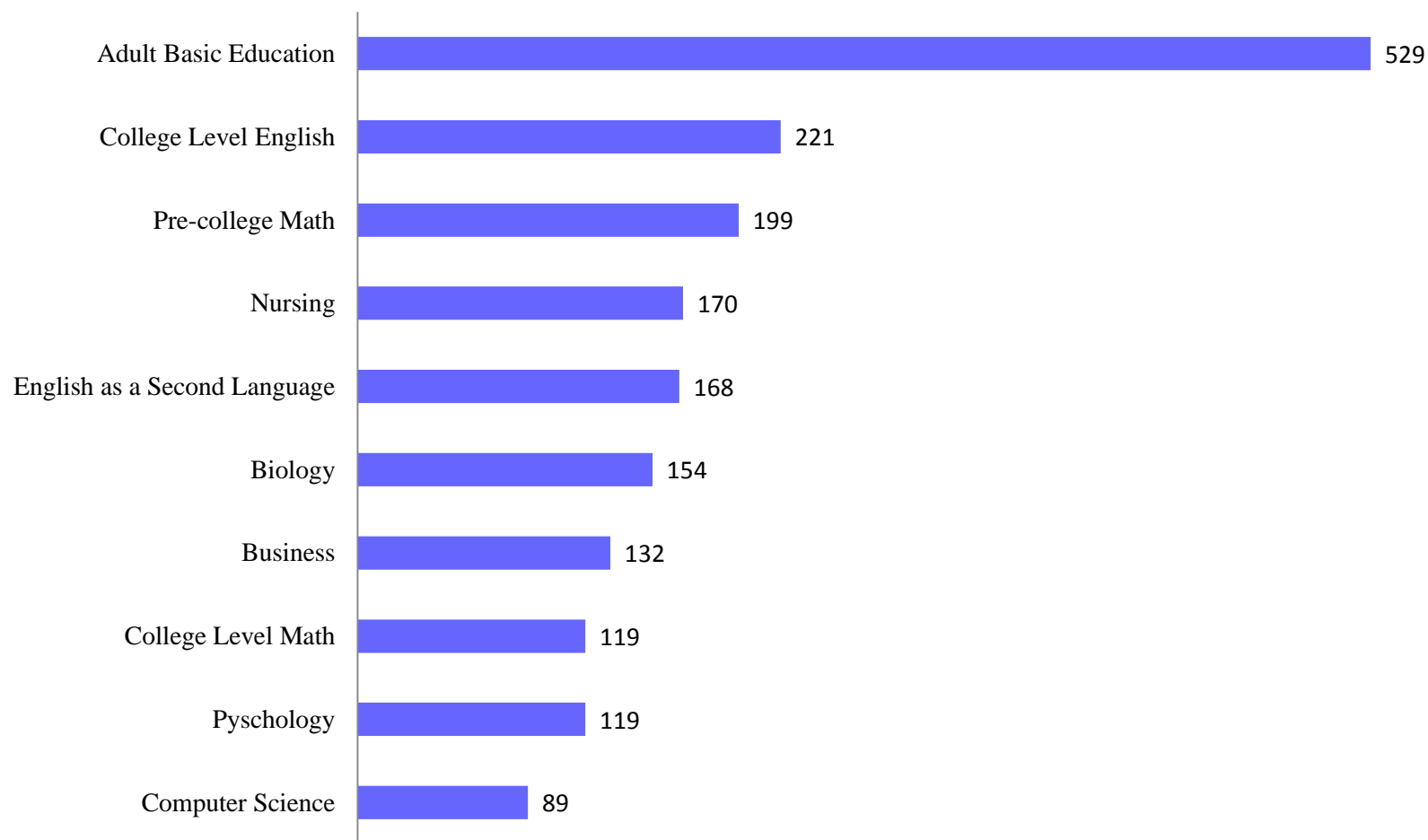
Academic Transfer represents the largest group of “majors” at LCC, with 2212 in 2012-13, and 2103 in 2013-14. The following chart depicts the top ten majors within the professional/technical areas. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations, such as in nursing, affect the number of students actually in the program.

Academic Year 2012-13	# of Students	Academic Year 2013-14	# of Students
#1) Registered Nurse	958	#1) Registered Nurse	940
#2) Business Management	191	#2) Business Management	152
#3) Welding	153	#3) Information Technology Systems	149
#4) Medical Assisting	131	#4) Early Childhood Education	143
#5) Early Childhood Education	122	#5) Welding	129
#6) Criminal Justice	102	#6) Medical Assisting	126
#7) Information Technology Systems	95	#7) Nursing Assistant	123
#8) Chemical Dependency Studies	93	#8) Automotive Technology	93
#9) Diesel/Heavy Equipment	91	#9) Chemical Dependency Studies	92
#10) Automotive Technology	85	#10) Criminal Justice	89

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 2013-14 (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

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).

	2009-10	2010-11	2011-12	2012-13	2013-14
FTE (all funding sources)					
Online	430	439	440	488	536
Hybrid	166	337	271	234	315
Web Enhanced	--	897	731	596	574
Number of courses offered					
Online	256	233	237	297	339
Hybrid	114	210	197	175	265
Web Enhanced	--	521	473	436	415
Unduplicated Headcount					
Online	2,166	2,238	2,196	2,260	2,434
Hybrid	1,354	2,275	1,889	1,635	1,903
Web Enhanced	--	3,629	3,067	3,075	2,908
Unduplicated Online Headcount by Location/Rural Outreach					
Castle Rock	47	138	144	159	178
Kalama	30	84	90	79	86
Rainier	19	67	56	56	55
Toutle	6	14	16	12	14
Wahkiakum County	9	34	28	35	35
Woodland	13	43	34	46	45

In 2013-14, online classes were offered in the following disciplines: Adult Basic Education, Accounting, Allied Health, Art, Biology, Business Technology, Business, Chemistry, Criminal Justice, College Success, Computer Science, Early Childhood Education, Economics, Education, English, Environmental Science, Earth Science, Fire Science, Geology, History, Health, Humanities, Library, Math, Medical Assisting, 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
2009-10	\$19,351,681
2010-11	\$22,852,732
2011-12	\$20,937,073
2012-13	\$19,723,224
2013-14	\$18,203,190

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2013-14	\$5,645 (+1.7%)	\$4,275 (+0.0%)

Summary of Financial Aid Awards 2013-14		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)		
	\$10,411,609	3,663
SCHOLARSHIPS/OTHER/OUTSIDE AIDE (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships and outside/private funds)		
	\$541,319	343
LOANS		
Subsidized (need based)	\$2,986,239	1,109
Unsubsidized	\$3,589,187	975
PLUS (Parent Loan)	<u>\$28,200</u>	<u>5</u>
Total	\$6,603,626	2,089
WORK STUDY	\$646,636	305
GRAND TOTAL	\$18,203,190	6,400

*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).

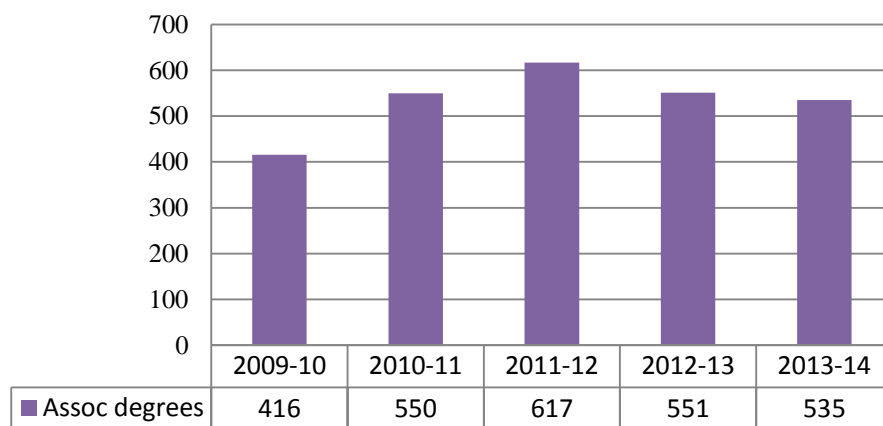
Figures subject to change. Pell Grant Maximum source is <https://studentaid.ed.gov/types/grants-scholarships/pell>

DEGREES AND CERTIFICATES AWARDED

AWARD	2009-10	2010-11	2011-12	2012-13	2013-14
Associate degrees	416	550	617	551	535
Certificates	164	169	140	206	231
TOTAL	580	719	757	757	766

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 2010 cohort: 30%
 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.

IMPORTANT NOTICE: The metrics and methodology for the Student Achievement Initiative changed substantially in 2013-14. Points for the five year history depicted here have been updated to reflect the new methodology, per the Revised Student Achievement Database distributed by the State Board for Community and Technical Colleges. However, points awarded prior to 2013-14 were based on the old methodology. Under the new methodology, Basic Skills students who go on to college level studies earn double points in every category beyond Basic Skills.

	2009-10	2010-11	2011-12	2012-13	2013-14
Basic Skills Level Gains	1957	1674	1402	1300	1535
Successful Completion, College Ready English	708	1256	1245	1124	1210
Successful Completion, College Ready Math	1940	2086	1981	1846	2341
First 15 College-level Credits Earned	1459	1394	1252	1078	1212
First 30 College-level Credits Earned	1155	1103	1072	930	1034
First 45 College-level Credits (Transfer)	262	380	368	346	355
First 45 College-level Credits (Workforce)	553	494	488	419	464
First 45 College-level Credits (Total)	859	916	928	825	872
Successful Completion, First Quantitative Course	581	768	693	685	658
Progression/Retention (Continuing Students)	1774	1989	1830	1651	1589
Completion (Degrees and Certificates)	700	781	812	775	694
Total Points	11,133	11,967	11,215	10,214	11,145
Headcount	7329	6928	6133	5845	5650
Points per student	1.52	1.73	1.83	1.75	1.97

Source: Revised Student Achievement Initiative Database

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

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

EQUITY & PERSISTENCE

These tables depict the proportion of new, degree-seeking Transfer and Workforce students with selected characteristics who are still enrolled in subsequent quarters after they first started college. The tables also show the proportion of students that received a completion within 4 years (completed a certificate or degree).

Persistence & Completion by Gender

	2008 Cohort (547 students)	2009 Cohort (700 students)	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)
Female					
Persistence:					
Fall to Winter	83.1%	81.8%	86.7%	82.6%	83.4%
Fall to Spring	73.6%	69.6%	73.2%	69.3%	68.1%
Fall to Fall	55.0%	49.2%	51.0%	54.0%	-
Completion (within 4 years)	35.2%	28.8%	-	-	-
Male					
Persistence:					
Fall to Winter	81.6%	82.6%	81.0%	83.4%	81.1%
Fall to Spring	67.1%	70.7%	69.3%	74.2%	63.1%
Fall to Fall	53.0%	47.3%	51.5%	51.5%	-
Completion	32.9%	24.7%	-	-	-

Source: SBCTC AtD Measures Data Tool (Transfer and Workforce SA Cohorts)

Persistence & Completion by Need Based Aid

	2008 Cohort (547 students)	2009 Cohort (700 students)	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)
Received Need Based Aid					
Persistence:					
Fall to Winter	80.4%	80.1%	84.4%	81.5%	82.2%
Fall to Spring	68.1%	66.6%	69.7%	69.5%	64.5%
Fall to Fall	47.7%	43.9%	45.3%	49.6%	-
Completion (within 4 years)	32.3%	26.1%	-	-	-

Source: SBCTC AtD Measures Data Tool (Transfer and Workforce Cohorts)

EQUITY & PERSISTENCE (CONTINUED)

Persistence & Completion by Race/Ethnicity

	2008 Cohort (547 students)	2009 Cohort (700 students)	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)
Hispanic					
Persistence:					
Fall to Winter	92.9%	79.2%	82.8%	80.4%	92.3%
Fall to Spring	78.6%	66.7%	72.4%	56.5%	76.9%
Fall to Fall	50.0%	50.0%	55.2%	41.3%	-
Completion (within 4 years)	35.7%	33.3%	-	-	-
Students of Color, not Hispanic*					
Persistence:					
Fall to Winter	79.5%	81.8%	75.0%	75.8%	78.2%
Fall to Spring	76.9%	65.2%	61.8%	64.5%	63.6%
Fall to Fall	56.4%	43.9%	50.0%	48.4%	-
Completion (within 4 years)	33.3%	22.7%	-	-	-
Caucasian, not Hispanic					
Persistence:					
Fall to Winter	81.9%	81.9%	85.2%	82.9%	81.1%
Fall to Spring	69.8%	70.7%	72.3%	73.1%	62.8%
Fall to Fall	54.3%	48.7%	50.4%	53.5%	-
Completion (within 4 years)	34.7%	27.1%	-	-	-

Source: SBCTC AtD Measures Data Tool (Transfer and Workforce Cohorts)

*Note: Due to a small number of students represented in some of the race/ethnicities, "Students of Color, not Hispanic" consists of students that self-identified as one of the following race/ethnicities: African American, Asian/Pacific Islander, Native American, or Other/Multiracial.

TRANSFER INFORMATION

**Top Transfer Institutions in 2013-14
(2012-13 Graduating or Departing Students)**

School	# Students
Washington State University	115
University of Washington	23
Central Washington University	15
Eastern Washington University	13
The Evergreen State College	13
Warner Pacific College	13
Portland State University	12
Western Washington University	11

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

2008-09	3.28
2009-10	3.26
2010-11	3.34
2011-12	**
2012-13	**

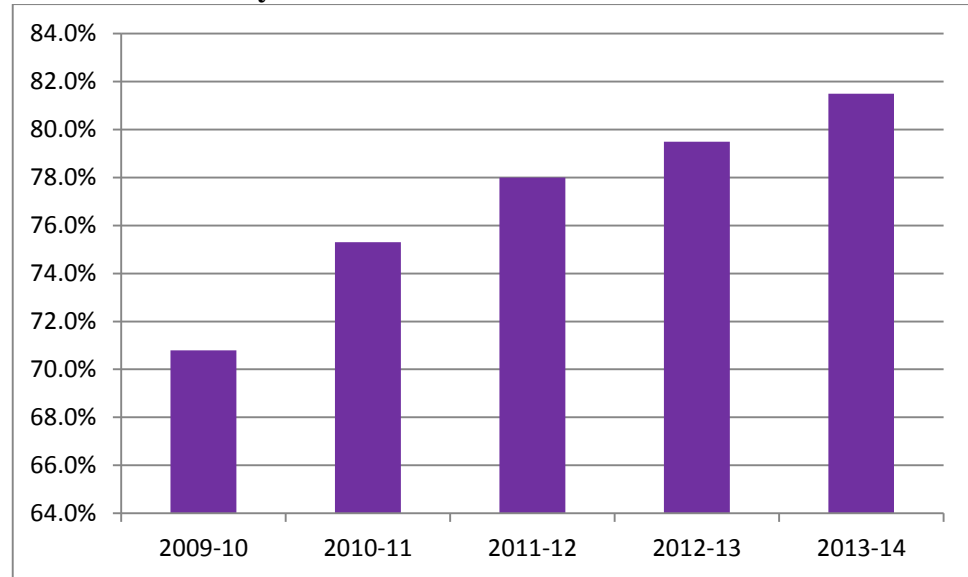
Transfer Student Enrollment (all students)

Year	Headcount
2009-10	2346
2010-11	2586
2011-12	2366
2012-13	2212
2013-14	2103

*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 2011-12 and 2012-13 not yet available

Satisfactory Performance In Academic Transfer Courses



Satisfactory Performance in Academic Transfer Courses

Cohort	Proportion of 2.0 or higher grades
2009-10	70.8%
2010-11	75.3%
2011-12	78.0%
2012-13	79.5%
2013-14	81.5%

Select Kind of Student = T from Student Table, link to Transcripts for relevant year where grades not like I, N, P, R, V, X or NA; select dept_div, course num, gr, gr_dec, item and yrq; link to Class table using item and yrq to select INSTIT_INTENT_RECAT = "A" (Academic Courses) from Class table

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 2012-13	# Students
Associate of Arts, AA-DTA (transfer degree)	258
Nursing (AAS and AAS-T)	112
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

Academic Year 2013-14	# Students
Associate of Arts, AA-DTA (transfer degree)	255
Nursing (AAS and AAS-T)	108
Business Management (AAS)	20
Business (DTA/MRP)	20
Medical Administrative Support (AAS)	18
Automotive Technology (AAS)	12
Administrative Assistant (AAS)	11
Diesel/Heavy Equipment Technology (AAS)	10
Criminal Justice (AAS)	8
Information Technology Systems (AAS)	7
Early Childhood Education (AAS)	7
Welding (AAS)	7

Source: Registration Office. Nursing Department for 2012-13 Nursing graduate number. Please note: due to reporting changes in Registration, the 2012-13 Nursing graduate number has been updated from previous Fact Books.

LICENSURE INFORMATION

	2009	2010	2011	2012	2013
NCLEX (National Council of State Boards of Nursing)					
Registered Nurse	86%	85%	89%	90%	88%

Source: Nursing Department

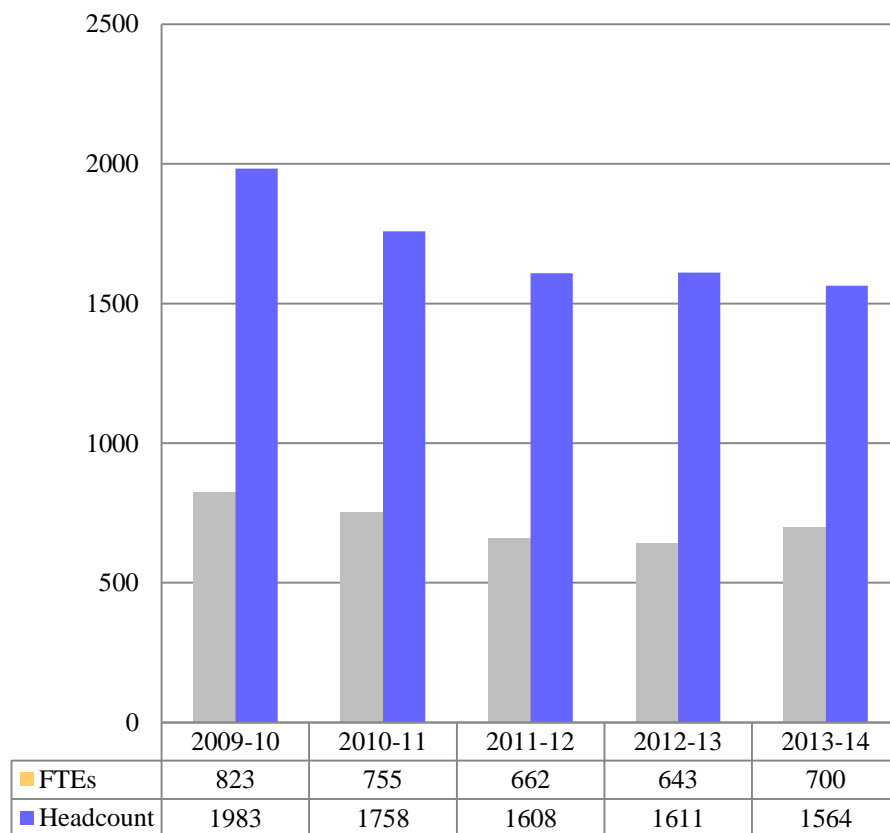
	2009-10	2010-11	2011-12	2012-13	2013-14
WABO (Washington Association of Building Officials)					
Welding (first time pass rate)—LCC students only	81%	81%	72%	64%	62%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Asian/Pacific Islander	4.8%	4.0%	4.1%	4.2%	4.3%
African American	1.9%	2.7%	3.1%	1.5%	1.4%
Native American	3.0%	2.8%	2.2%	3.1%	3.0%
Hispanic	26.0%	21.6%	26.4%	31.1%	27.4%
Multiple Races, Other	5.0%	4.5%	3.7%	4.0%	4.5%
Caucasian	59.3%	64.4%	60.5%	56.1%	59.4%

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
2009-10	96	151	37
2010-11	112	136	99
2011-12	99	132	127
2012-13	72	130	28
2013-14	111	192	33

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 2014		Number and percent of college certificates and/or degrees (everything except exit codes 5-9) through spring 2014	
	I-BEST (within 5 years)	I-TRANS (within 5 years)	I-BEST (within 3 years)	I-TRANS (within 4 years)
2009-10	25/151 = 17%	7/37 = 19%	93/151 = 62%	12/37 = 32%
2010-11	18/136 = 13%	15/99 = 15%	87/136 = 64%	43/99 = 43%
2011-12	14/132 = 11%	20/127 = 16%	82/132 = 62%	41/127 = 32%
2012-13	24/130 = 18%	5/28 = 18%	71/130 = 55%	2/28 = 7%
2013-14	41/192 = 21%	4/33 = 12%	52/192 = 27%	1/33 = 3%

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
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	89%	60%	84%	62%	2.85	1.83
2013-14	86%	73%	83%	71%	2.85	2.03

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

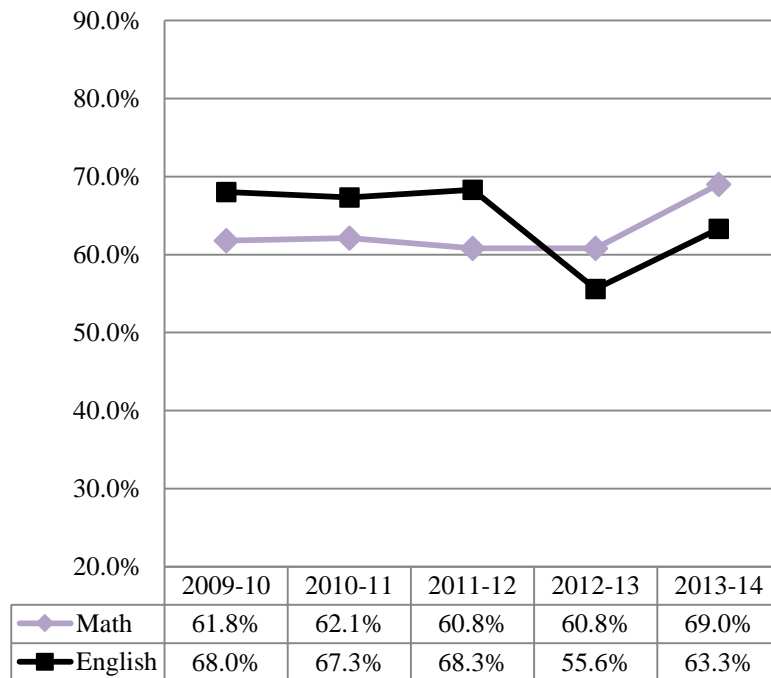
Please Note: 2012-13 data in the "Student Success in I-BEST and I-TRANS" table have been updated from previous years to correct a calculation error.

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

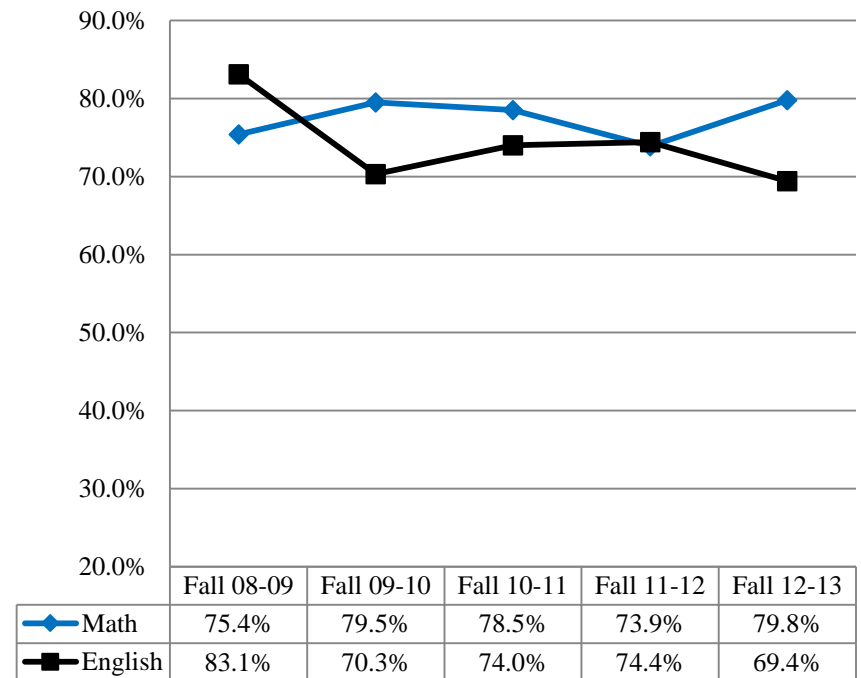
	2009-10	2010-11	2011-12	2012-13	2013-14
ENGL*	70	71	52	74	63
MATH	349	322	252	217	203
TOTAL	419	393	304	291	266

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 (also RPM Math Reports and PC English Reports)

Note: Methodology has changed around treating ENGL 100 as a pre-college course. College Level English passing rates of fall cohorts have been updated from previous Fact Books to reflect the change.

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: 2013-14 (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	153	164	93%	537	624	86%
Biology	99	123	80%	844	1182	71%
Business	44	55	80%	895	1137	79%
Chemistry	99	115	86%	453	608	75%
Computer Science	38	42	90%	710	898	79%
Drama	37	45	82%	73	93	78%
Economics	55	57	96%	230	239	96%
English	430	512	84%	1089	1520	72%
Earth Science	19	25	76%	71	87	82%
Geology	8	11	73%	54	67	81%
History	208	246	85%	211	311	68%
Humanities	36	37	97%	226	253	89%
Math	131	156	84%	769	953	81%
Music	49	55	89%	340	412	83%
Oceanography	12	15	80%	42	74	57%
Physical Education	100	115	87%	513	573	90%
Political Science	86	113	76%	133	189	70%
Psychology	181	200	91%	725	871	83%
Sociology	70	77	91%	436	523	83%
Spanish	96	125	77%	231	320	72%
Speech	173	191	91%	437	496	88%
TOTAL	2125	2480	86%	9019	11430	79%

ATHLETICS

	DIVISION CHAMPIONS													
YEAR	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
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					
	2010	2011	2012	2013	2014
Baseball (Men)	3.07	2.86	2.89	2.64	2.82
Basketball (Men)	2.47	2.70	2.91	3.26	2.79
Basketball (Women)	2.74	2.91	2.96	2.7	3.14
Softball (Women)	2.65	2.98	2.76	3.03	3.00
Volleyball (Women)	3.14	2.84	2.79	3.04	2.69
Soccer (Women)	--	--	2.92	2.85	2.94
OVERALL TEAM GPA	2.86	2.86	2.89	2.92	2.91

Source: LCC Athletics Office

NUMBER OF ATHLETES: 2013-14			
	Men	Women	All
Baseball (Men)	34		34
Basketball (Men)	13		13
Basketball (Women)		14	14
Softball (Women)		16	16
Volleyball (Women)		11	11
Soccer (Women)		12	12
TOTAL	47	51	98

*Please note: 2 female students each played 2 sports in 2013-14.

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 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Castle Rock	9/34=26%	15/33=45%	8/19=42%	29/45=64%	2/15=13%
Kalama	4/14=29%	11/36=31%	3/15=20%	20/41=49%	7/22=32%
Kelso	43/119=36%	30/80=38%	14/40=35%	42/76=55%	7/24=29%
Mark Morris	24/93=26%	27/62=44%	12/42=29%	40/82=49%	16/43=37%
RA Long	17/61=28%	12/33=36%	6/25=24%	14/27=52%	13/22=59%
Toutle Lake	5/30=17%	5/26=19%	6/12=50%	10/22=45%	6/9=67%
Wahkiakum	2/11=18%	0/5=0%	0/0=0%	0/1=0%	0/0=0%
Woodland	0/14=0%	0/15=0%	1/6=17%	3/6=50%	2/6=33%
TOTAL	104/376=28%	100/290=34%	50/159=31%	158/300=53%	53/141=38%

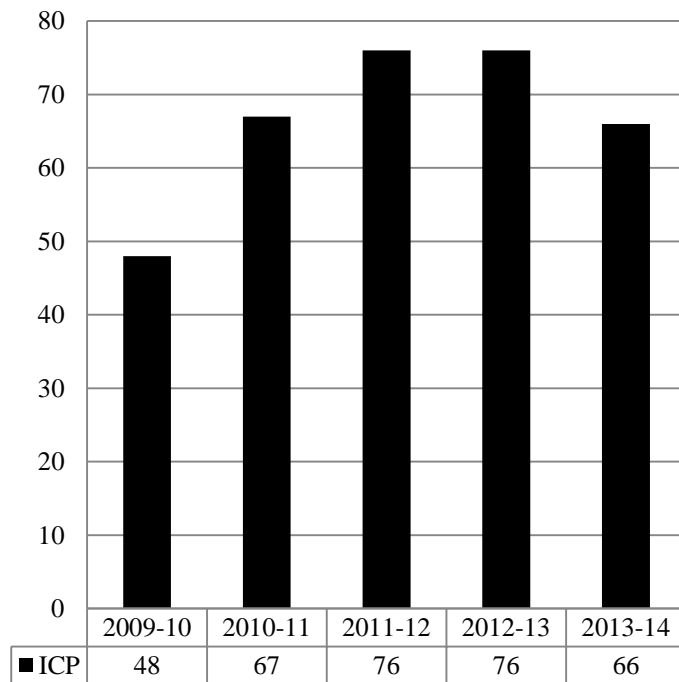
Source: Registration Office

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)



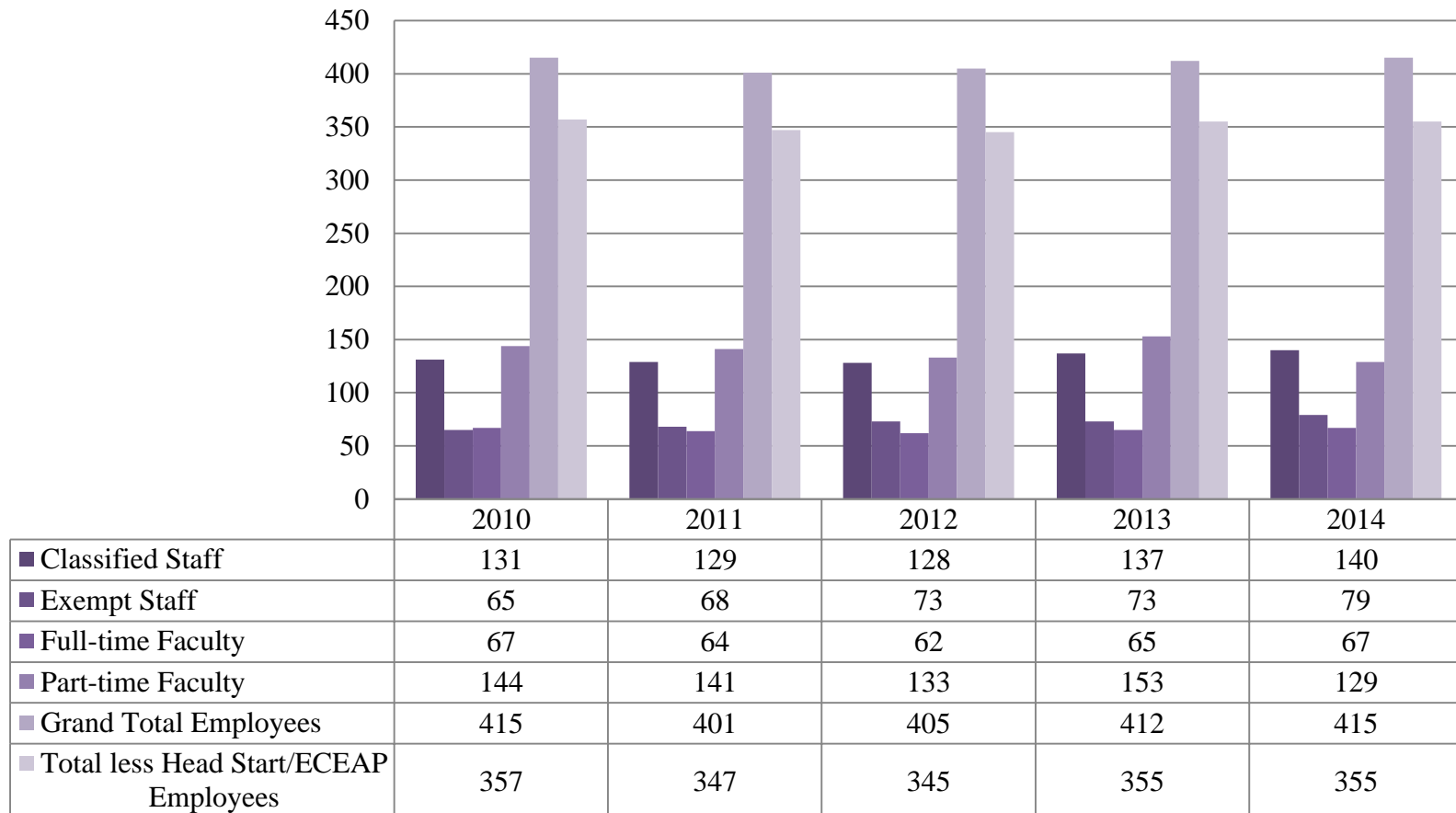
Source: Work Based Learning Manager

Individualized Certificate Programs Current and/or Recent Programs include:

- Accounting Clerk
- Automotive Service Writer
- Biology Technician
- Chemistry Technician
- Hemodialysis Technician
- HVAC Maintenance
- Legal Office
- 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

Total Employees with and without Head Start/ECEAP—All Funding Sources—Fall Quarter Includes: Classified, Exempt, Full- and Part-Time Faculty

Please note: the data source for personnel data was replaced in September 2014 after an error with SBCTC reporting was discovered.



Source: Payroll Office, cr61106 (Employee Directory Report PS3005 for exempt counts prior to 2014); Head Start and HR for Head Start/ECEAP employee counts

OPERATING REVENUES & EXPENDITURES

Operating Revenues & Expenditures—Dollars and Percent (unrestricted)

	2009-10 Actual		2010-11 Actual		2011-12 Actual		2012-13 Actual		2013-14 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	3,379,637	13.9	4,065,745	17.6	5,840,743	25.9	3,705,816	18.5	5,415,513	24.38
State Appropriation	13,966,455	57.5	12,600,867	54.6	10,856,392	48.1	10,499,492	52.3	11,842,530	53.31
Local Unrestricted	5,996,197	26.8	5,339,670	23.1	4,707,436	20.8	4,800,410	23.9	3,586,037	16.14
Local Dedicated	945,560	1.8	1,081,759	4.7	1,180,799	5.2	1,066,106	5.3	1,368,316	6.16
TOTAL REVENUES	24,287,849	100	23,088,041	100	22,585,370	100	20,071,824	100	22,212,396	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	11,172,901	50.0	10,898,442	50.7	10,228,061	46.5	9,687,906	44.6	9,800,006	42.94
Community Education	60,675	0.3	82,632	0.7	80,070	0.4	126,182	0.6	231,036	1.01
Academic Support	1,575,158	7.0	1,901,257	8.8	2,115,489	9.6	2,438,423	11.2	2,706,002	11.86
Libraries	341,920	1.5	378,438	1.7	308,186	1.4	423,947	1.9	404,606	1.77
Student Services	2,668,109	12.0	2,527,467	11.7	2,778,856	12.6	2,557,751	11.8	2,994,564	13.12
Institutional Support	4,310,860	19.3	3,436,256	16.0	4,216,944	19.1	3,976,503	18.3	4,176,074	18.30
Operation of Plant	2,208,462	9.9	2,240,101	10.4	2,290,662	10.4	2,503,478	11.6	2,511,669	11.00
TOTAL EXPENDITURES	22,338,085	100	21,464,593	100	22,018,268	100	21,714,190	100	22,823,957	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)

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
REVENUES	\$	\$	\$	\$	\$
Private	2,808,683	2,965,289	2,741,623	2,275,474	3,253,036
State	3,687,628	3,394,615	3,050,705	2,660,365	1,221,566
Federal	3,029,731	4,489,229	3,955,361	3,915,896	3,433,209
TOTAL REVENUES	9,526,042	10,849,133	9,747,689	8,851,735	7,907,811
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	1,932,290	1,958,098	1,326,450	999,778	830,663
Academic Support	14,939	61,341	196,670	667,177	668,748
Libraries	0	0	0	19,889	21,829
Student Services	6,089,736	6,903,753	6,153,188	5,851,798	5,769,258
Institutional Support	162,886	246,228	240,707	567,062	530,406
Operation of Plant	0	0	0	85,911	94,255
TOTAL EXPENDITURES	8,199,851	9,169,420	7,917,015	8,191,615	7,915,159

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

COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	2009-10 Cost per FTE	2010-11 Cost per FTE	2011-12 Cost per FTE	2012-13 Cost per FTE	2013-14 Cost per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	4,415	4,237	4,013	3,811	3,875
Community Education	24	32	31	50	91
Academic Support	622	739	830	959	1,070
Libraries	135	147	121	167	160
Student Services	1,054	982	1,090	1,006	1,184
Institutional Support	1,703	1,335	1,654	1,564	1,651
Operation of Plant	873	870	899	985	993
TOTAL EXPENDITURES	8,826	8,342	8,638	8,542	9,025
FTE Enrollment	2,531 FTE	2,573 FTE	2,549 FTE	2,542 FTE	2,529 FTE
State Reimbursement per General FTE*	\$4,951	\$4,493	\$4,259	\$4,130	4,683

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"

	2011	2012	2013	Change
Natural Gas Campus—Therm Usage (Cascade Natural Gas) ¹	218,773	194,009	172,581	-11.0%
Electricity Usage—Kilowatt hour Usage (Cowlitz PUD) ¹	5,511,249	5,424,270	6,113,247	+12.7%
Water & Sewer—Cubic Feet (City of Longview) ¹	6,655	6,500	8,234	+26.7%
Diesel Usage in Generators—Gallons ¹	28	13	11	-15.4%
Gasoline for Vehicles & Grounds Equipment—Gallons ¹	3,056	2,706*	3,176	+17.4%
Diesel for Vehicles & Grounds Equipment—Gallons ¹	3,398	2,229*	4,096	+83.8%
Employee-Owned Vehicle Use for Business Travel—Miles ¹	79,400	88,758	106,831	+20.4%
Employee Air Travel—Miles ¹	136,525	101,500	128,433	+26.5%
Mail Letter Size—Pieces ²	55,917	49,791	44,676	-10.3%
(\$ spent)	(\$25,064)	(\$20,951)	(\$19,786)	(-\$1,165)
Bulk Mailings—Pieces ²	22,016	24,997	28,146	+12.6%
(\$ spent)	(\$3,481)	(\$4,031)	(\$4,962)	(+\$931)
Business Reply—Pieces ²	2,226	3,240	2,577	-20.5%
(\$ spent)	(\$1,025)	(\$1,468)	(\$1,336)	(-\$132)

*Note: 2012 numbers have been updated from previous Fact Books to correct for a calculation error.

LCC RECYCLING PROGRAM

	2011	2012	2013	Change
Aluminum—Pounds (\$ collected) ¹	816 (\$394)	495 (\$204)	1,348 (\$339)	+272.3%
Cardboard—Tons (\$ collected) ¹	12 (\$496)	8 (\$492)	9 (\$370)	+12.5%
Metal—Pounds (\$ collected) ¹	10,180 (\$1,153)	13,664 (\$1,211)	12,500 (\$1,137)	-8.5%
Copper—Pounds (\$ collected) ¹	216 (\$648)	161 (\$151)	--	--
Surplus Property Sales (\$ collected) ²	(\$2,299)	(\$488)	(\$4,283)	+877.7%

¹ Calendar Year

² Fiscal Year

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 2010	June 2011	June 2012	June 2013	June 2014
\$11,006,800	\$12,020,147	\$12,938,842	13,586,120	14,850,145*

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

Amount available depends on investments earnings in any given year

June 2010	June 2011	June 2012	June 2013	June 2014
\$355,092 (3.0%)	\$368,018 (3.1%)	\$581,571 (4.5%)	746,573 (5.5%)	879,232*

2013-14 Program Support was distributed as follows: Scholarships—\$270,975*; Grants—\$141,111*; Program Support—\$443,516* and Other—\$23,630*.

Exceptional Faculty Fund: Endowed Total

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

2010	June 2011	June 2012	June 2013	June 2014
\$1,275,415	\$1,441,969	\$1,526,825	1,603,482	1,787,998*

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

COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State
Total Population, 2013 Estimate	101,860	4,042	6,971,406
Total Population, 2010	102,410	3,978	6,724,540
Percent Change, 2010 to 2013	-0.5%	+1.6%	+3.7%
Persons below poverty level, 2008-2012	17.9%	16.0%	12.9%
Median Household Income, 2008-2012	\$46,568	\$45,335	\$59,374
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, 2013	8.2%	3.7%	11.9%
White Alone, not Hispanic or Latino, 2013	85.0%	91.0%	71.0%
Persons under 18 years, 2013	23.2%	17.8%	22.9%
Unemployment Rate, June 2014*	7.1%	6.9%	5.4%

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

*Source: Employment Security Department, Washington State. <https://fortress.wa.gov/esd/employmentdata/>

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.

	2009	2010	2011	2012	2013
Inflation, Consumer Price Index (1)	-0.4%	+1.6%	+3.2%	+2.1%	+1.5%
LCC Tuition/fee Increases, percent annual increase (2)	+6.6%	+8.8%	+12.0%	+12.0%	+0.0%

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"

Please note: 2012 Inflation, Consumer Price Index has been updated from previous Fact Book (2012-13) to correct an input error.

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>

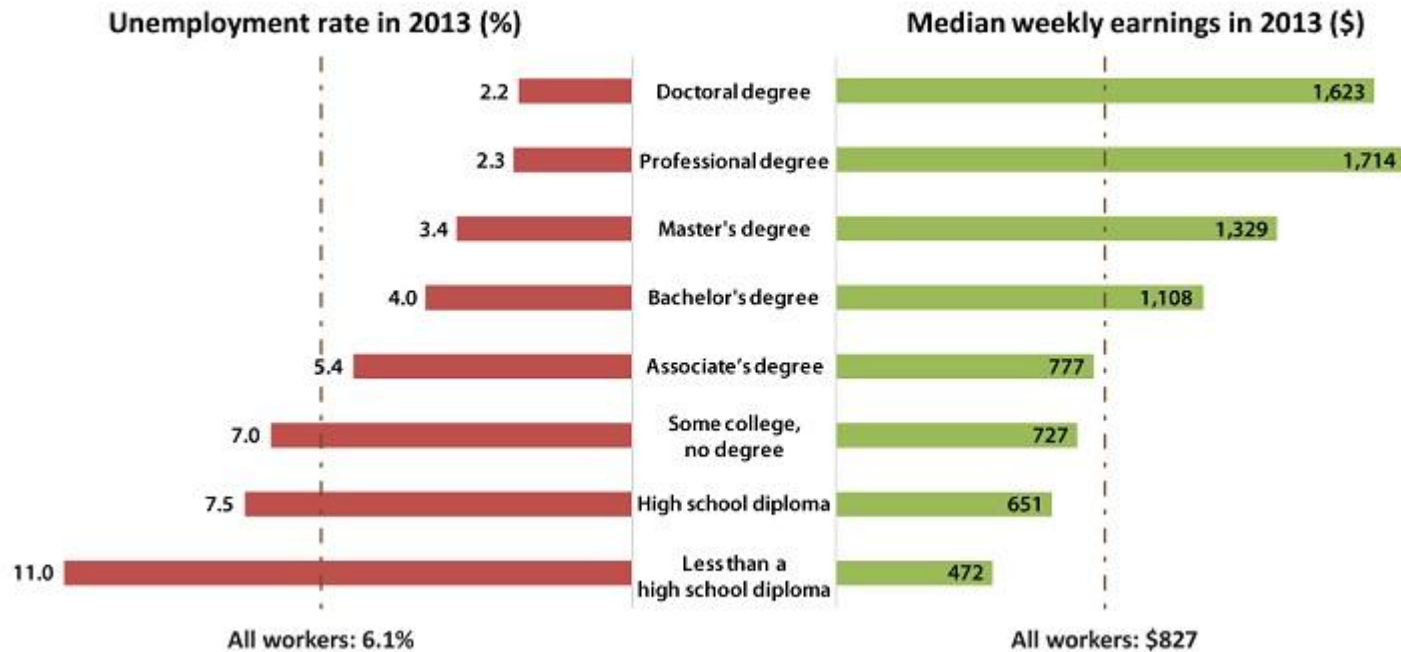
Note: data not available for Wahkiakum County through the American Community Survey

Figures may not equal precisely 100% due to rounding

2013 data not available.

Education Pays: Relationship between education level, earnings and unemployment rate (2013)

Earnings and unemployment rates by educational attainment



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

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	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
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	1	0	0	0	0	0	0	0	0	0	0
Burglary	3	0	0	0	2	0	2	1	0	1	2	1	2
Motor Vehicle Theft	4	1	2	3	0	0	2	1	1	2	2	1	0
Arson	0	0	0	0	0	0	0	1	0	0	0	0	0
TOTAL	7	1	3	3	2	0	4	3	1	3	4	2	2

Arrest/Disciplinary Action/Judicial Referrals	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law Violations	0	0	0	1	0	0	0	0	0	1	0	0	1
Liquor Law Violations	0	0	0	0	0	0	0	0	0	1	0	0	0
TOTAL	0	0	0	1	0	0	0	0	0	2	0	0	1

Non-Reported Statistics	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Assaults	6	3	3	2	2	5	3	0	3	1	4	1	0
Vandalism	48	29	29	15	15	16	12	16	11	2	5	3	8
Theft	28	23	25	17	18	21	4	5	20	21	22	21	18
Trespassing	7	6	6	1	1	5	7	7	14	12	8	1	8
TOTAL	89	61	63	35	36	47	26	28	48	36	39	26	34

Source: LCC Safety & Security Office

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