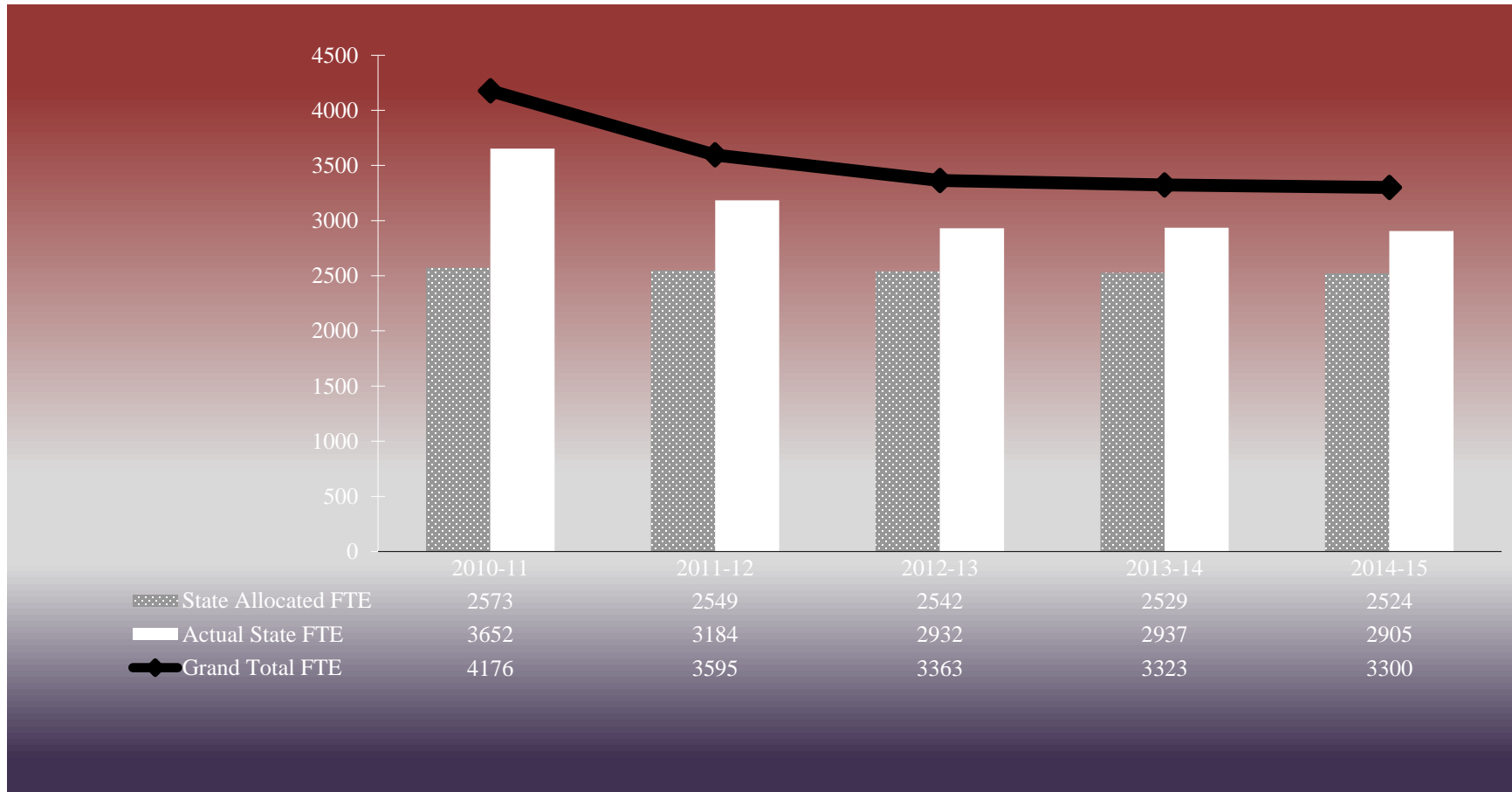


LCC FACTS & FIGURES 2014-15

18th Edition



COMMUNITY COLLEGE DISTRICT 13

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Lower Columbia College

1600 Maple Street
Longview, WA 98632
(360) 442-2000
(360) 442-2379 Fax
(360) 442-2344 TDD
www.lowercolumbia.edu

Data for the 18th Edition of Facts & Figures provided by Effectiveness & College Relations 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 Lapid Hall, Executive Director of Effectiveness & College Relations, at (360) 442-2491 or whall@lowercolumbia.edu; or Angie Rogers, Institutional Research 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 & PRE-COLLEGE: 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 February 20, 2013

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 & Completion)

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 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.

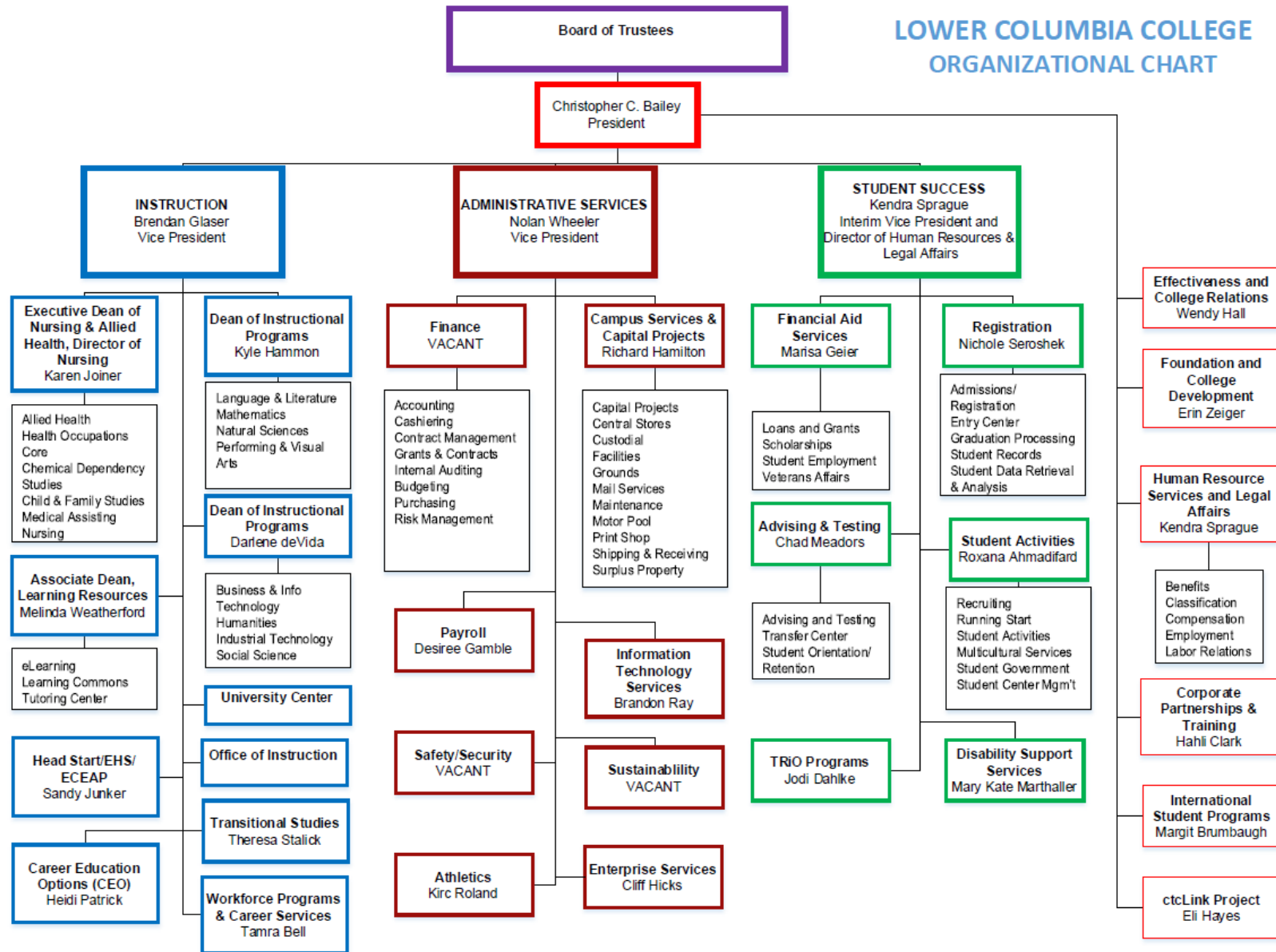
During the 1930s and 1940s, the College struggled with financial problems, and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building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

LOWER COLUMBIA COLLEGE ORGANIZATIONAL CHART



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. Reimbursement 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 (2014-15)

Total Student Headcount—State (5,209); All (6,853)
FTE (Full Time Equivalent)—State (2,905); All (3,300)

Students Taking Classes

English as a Second Language	296
Adult Basic Education	1,135
Online (unduplicated)	2,528
Continuing Educ. (duplicated)	2,260

Enrollment by Intent (State Funded)

28%	Transfer
49%	Workforce
17%	Basic Skills
6%	Other

Students in Programs

409	Running Start
238	CEO
156	Worker Retraining

Demographics (State Funded)

62%	Female
24%	Of Color
29	Average Age
47%	Full-Time (12+ cr)

Degrees & Awards

574	Associate degrees
112	Cert. of Proficiency
85	Cert. of Completion
189	High School Diplomas
28	GED (per Testing)

- The average GPA of LCC students that transferred to a four-year college or university is 3.18
- Employment rate: 69% 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 26 college buildings ▪ Service Area--District 13 serves Cowlitz & Wahkiakum Counties ▪ Operating budget (2014-15) of \$21,108,256 ▪ Financial Aid: (2014-15) \$16,486,508 ▪ Accredited by the Northwest Commission on Colleges and Universities since 1948 | <ul style="list-style-type: none"> ▪ Foundation Assets (June 2015): \$14,349,462 (figure not final) ▪ NWAACC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Volleyball and Soccer ▪ Annual tuition and fees (2014-15): \$ 4,275 (Full-Time) ▪ 415 employees (Fall 2014) including Head Start/ECEAP; 355 employees (Fall 2014) excluding Head Start/ECEAP |
|---|---|

Courses and programs available in the following disciplines: Accounting, Adult Basic Education, Advanced Technology Manufacturing, Allied Health, American Sign Language, Anthropology, Art, Astronomy, Automotive Technology, Biological Sciences, Blueprint Reading, Business (Business Administration, Business Management, Chinese, 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, Early Learning Center (Home & Family Life), Human Development, Humanities, Individualized Certificate Program, Information Technology Systems, Library/Learning Commons, Machine Trades, Manufacturing, Math, Medical Assisting, Mechanical Engineering Technology, Music, Nursing, Nutrition, Oceanography, Paraeducator, Philosophy, Physical Education, Physical Science, Physics, Political Science, Process Control Manufacturing, Psychology, Sociology, Spanish, Speech, Technology, and Welding Technology.

STUDENT DEMOGRAPHICS

2014-2015	All (# & %)		State Funded	
Unduplicated student headcount	6853	100%	5209	76%
Female students	3919	63%	3205	62%
Male students	2337	37%	1969	38%
African American students	79	1%	73	1%
Native American students	88	1%	80	2%
Asian/Pacific Islander students	149	3%	133	3%
Hispanic students	701	12%	643	13%
Multi-racial/other students	280	5%	247	5%
Students of color (<i>Subtotal</i>)	1297	22%	1176	24%
Caucasian students	4582	78%	3757	76%
International Students	20	<1%	20	<1%
Less than 20 years of age	1606	23%	1130	21%
Ages 20-24	1595	23%	1515	28%
Ages 25-34	1719	25%	1593	29%
Ages 35-49	1182	17%	994	18%
Age 50 years or older	904	13%	269	5%
Average age (mean)	31		29	
Students with disabilities	498	7%	478	9%
Veterans	189	3%	--	--
ICP** Students	30	<1%	--	--

2014-2015	All (# & %)		State Funded	
Transfer students	2071	27%	1707	28%
Workforce students	3310	43%	3003	49%
Basic Skills students	1136	15%	1024	17%
Other students	1246	16%	344	6%
Credit students (≥ 1 credit)	6264		5209	
Part-time (≥ 1 and < 12 credits) status	4255	56%	3374	53%
Full-time (≥ 12 credits) status	3290	44%	3003	47%
Washington Resident students	5644	90%	4045	87%
Non-resident students	613	10%	578	13%
Students with no children	1899	50%	1689	50%
Couples with children	1084	29%	938	28%
Single students with children	780	21%	729	22%
New college students	1409	17%	869	13%
Students who transferred in	280	3%	263	4%
Former students who returned	1884	22%	1340	21%
Continuing students	4909	58%	4044	62%
Prior education: < high school	1299	31%	1154	31%
High school or equivalent	1807	43%	1671	45%
Some post-high school	565	13%	493	13%
Certificate (< 2 years)	210	5%	196	5%
Associate degree	148	4%	119	3%
Bachelor's degree or higher	173	4%	91	2%

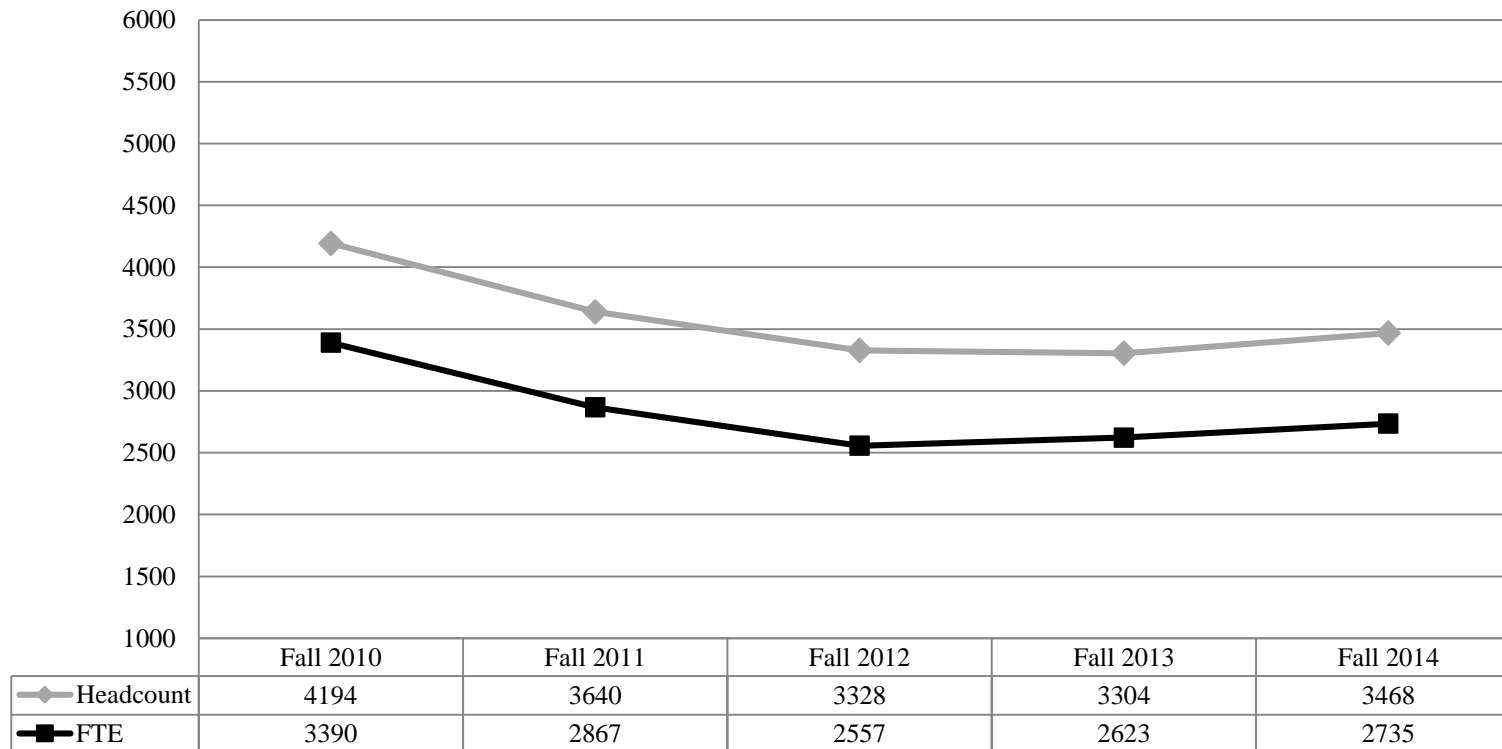
Source: SBCTC Data Warehouse, Student Table (Veterans = VET_BENEFITS is not "N" and not "0") (ICP = Work-Based Learning Office). Note: percentages may not equal 100% due to rounding. Headcount in some categories may be duplicated if students fell into different categories during different quarters within 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 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%
Fall 2014	1003 – 37%	719 – 26%	753 – 28%	260 – 10%	2735 – 100%

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

Fall Headcount and FTE Enrollment (State FTE)



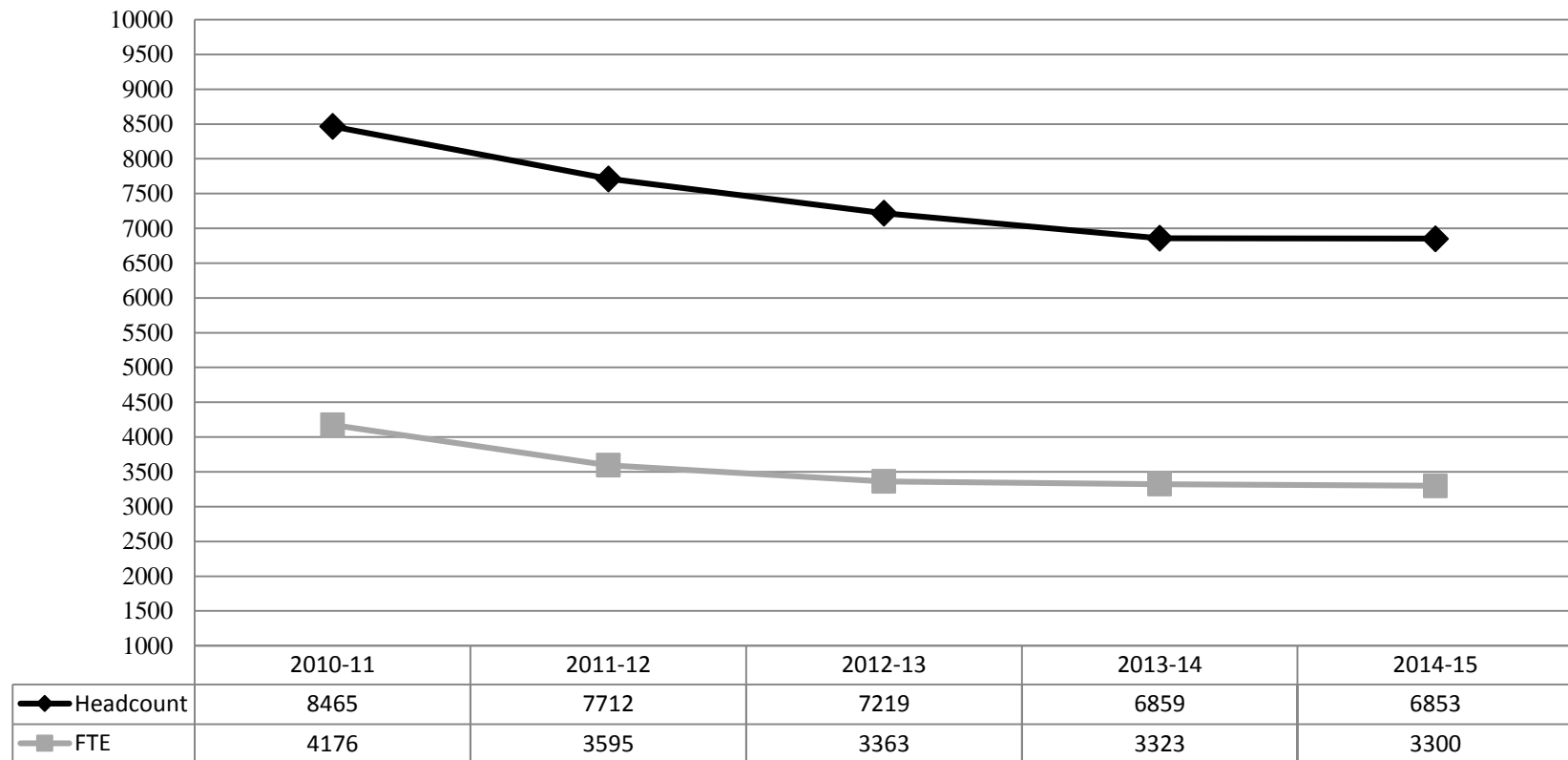
Source: Data Warehouse, Class Table, by Institutional Intent Recat, (state funded) for FTE enrollment; Student Table for headcount.

ANNUAL ENROLLMENT TRENDS

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%
2014-15	2,905 -- 88%	342 -- 10%	53 -- 2%	3,300 -- 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

	2010-11	2011-12	2012-13	2013-14	2014-15
Summer	413	577	671	419	289
Fall	935	1,171	894	825	537
Winter	1,168	1,074	662	550	893
Spring	1,349	1,551	535	634	541
TOTAL	3,865	4,373	2,762	2,428	2,260

Source: SMS, KR-RAY for all CLCE, CLCG, IMT, and SFTY courses. Please note that "Continuing Education" was referred to as "Community Education" in previous Fact Books prior to 2013-14. Data for 2010-11 through 2013-14 was updated from previous Fact Books due to a change in data reporting methodology to include all Continuing Education courses.

Please note: Reduced enrollment in Continuing Education activities from 2011-12 to 2012-13 was a direct effect of the passage of a bill in the 2011 Washington State Legislature that became law in July 2012 granting Home Health Aide basic training to the SEIU Training Partnership.

Employment & Other Testing

	2010-11	2011-12	2012-13	2013-14	2014-15
Pre-Employment Testing (Work Keys)	872	127	252	467	452
NREMT (EMT Test)	*	*	*	107	117
Educator Licensing Exams (NES, West-B, ORELA)	*	*	*	112	200
Automotive Service Excellence (ASE)	*	*	*	34	232
CLEP (Prior Learning Assessment)	*	*	*	8	45
Certiport (Microsoft Office Certification)	*	*	*	5	22
Pesticide Testing (Washington State Department of Agriculture)	**	**	**	**	70

Source: Testing Office. (Please note: 2010-11 through 2011-12 are duplicated headcounts; 2012-13 through 2014-15 are unduplicated headcounts).

*Data not available because tests newly offered in 2013-14. **Data not available because test newly offered in 2014-15.

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.

City	Zip Code	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
		#	%	#	%	#	%	#	%	#	%
Longview	98632	4053	46.4%	3680	46.2%	3477	45.9%	3282	46.2%	3232	45.9%
Kelso	98626	2009	23.0%	1793	22.5%	1611	21.3%	1569	22.1%	1494	21.2%
Castle Rock	98611	527	6.0%	529	6.6%	475	6.3%	447	6.3%	435	6.2%
Kalama	98625	298	3.4%	262	3.3%	242	3.2%	238	3.4%	226	3.2%
Vancouver	*Vancouver zip codes	--	--	34**	0.4%**	197	2.6%	180	2.5%	223	3.2%
Woodland	98674	212	2.4%	185	2.3%	191	2.5%	178	2.5%	217	3.1%
Rainier (OR)	97048	222	2.5%	188	2.4%	172	2.3%	157	2.2%	176	2.5%
Clatskanie (OR)	97016	164	1.9%	136	1.7%	122	1.6%	130	1.8%	112	1.6%
Cathlamet	98612	98	1.1%	79	1.0%	84	1.1%	82	1.2%	93	1.3%
Battle Ground	98604	54	0.6%	53	0.7%	52	0.7%	52	0.7%	55	0.8%
Silver Lake	98645	56	0.6%	59	0.7%	51	0.7%	44	0.6%	38	0.5%
Toutle	98649	56	0.6%	51	0.6%	44	0.6%	40	0.6%	50	0.7%
Toledo	98591	50	0.6%	46	0.6%	41	0.5%	39	0.5%	44	0.6%
Ridgefield	98642	--	--	33	0.4%	31	0.4%	38	0.5%	30	0.4%
St. Helens (OR)	97051	65	0.7%	55	0.7%	40	0.5%	38	0.5%	37	0.5%
La Center	98629	27	0.3%	--	--	--	--	--	--	--	--
Winlock	98596	35	0.4%	--	--	--	--	--	--	--	--
Other, Washington State		648	7.4%	650	8.2%	598	7.9%	442	6.2%	439	6.2%
Other, out of state		170	1.9%	140	1.8%	146	1.9%	143	2.0%	146	2.1%

*Vancouver zip codes: 98660, 98661, 98662, 98663, 98664, 98665, 98666, 98668, 98682, 98683, 98684, 98685, 98686, 98687. **Only Vancouver zip code used in 2011-12 was 98682.

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

Source: Data Warehouse Student Table RESIDENCE_ZIP, RESIDENCE_STATE.

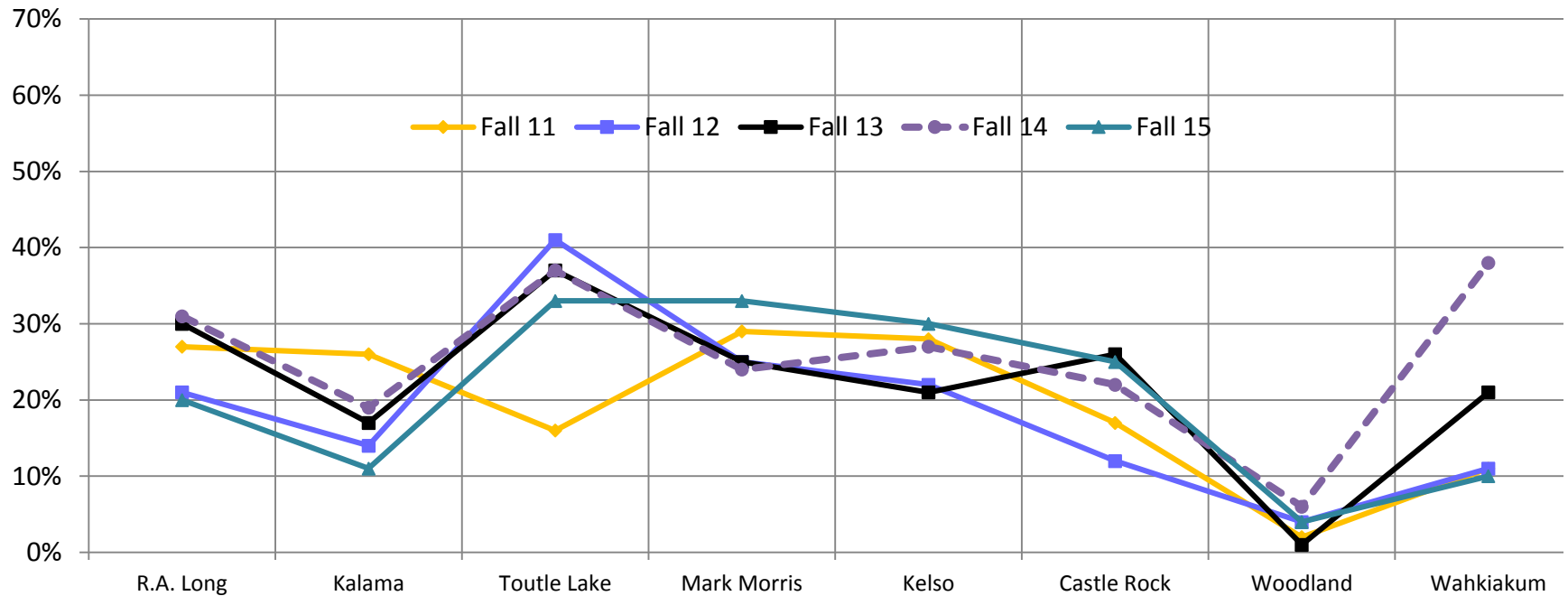
Over the last 5 years, the percentage of the student population coming from Vancouver and Woodland has increased, particularly in 2014-15 (Vancouver increased from 2.5% in 2013-14 to 3.2% in 2014-15, and Woodland increased from 2.5% in 2013-14 to 3.1% in 2014-15).

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 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%
Fall 2015	36/176=20%	7/65=11%	15/46=33%	59/179=33%	82/275=30%	22/88=25%	5/133=4%	3/30=10%	229/992=23%

Source: Registration Office (KR-HISCHO3) for enrollment, local high school offices for graduate numbers.

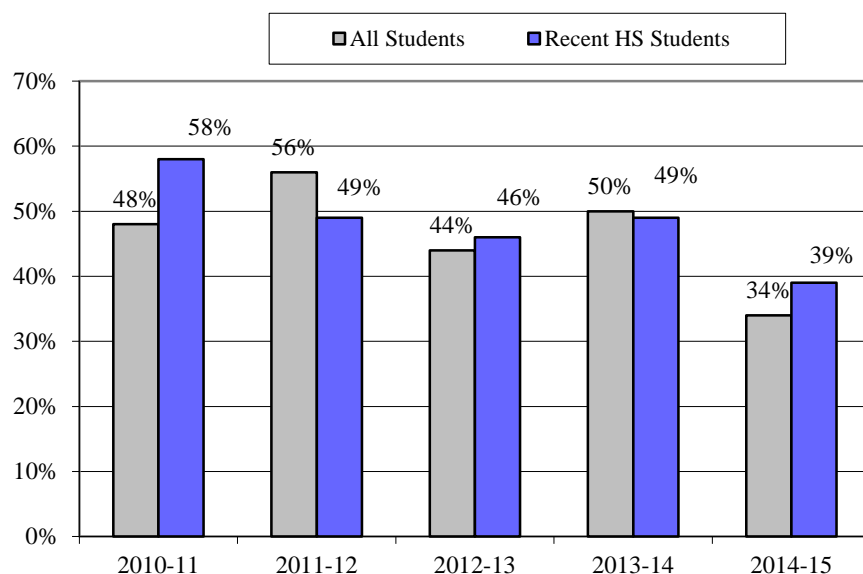


PREPARATION OF INCOMING STUDENTS

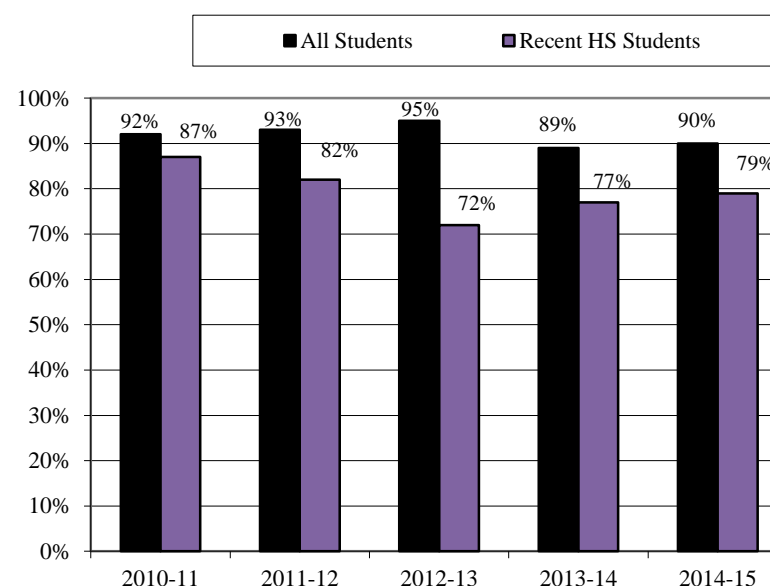
The majority of students entering LCC take placement exams in reading, writing and mathematics. The results of the exams help determine the level at which students begin their coursework.

	% of Students Underprepared in Reading, Writing or both		% of Students Underprepared in Mathematics*	
	All Students	Recent High School Students	All Students	Recent High School Students
2010-11	48%	58%	92%	87%
2011-12	56%	49%	93%	82%
2012-13	44%	46%	95%	72%
2013-14	50%	49%	89%	77%
2014-15	34%	39%	90%	79%

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

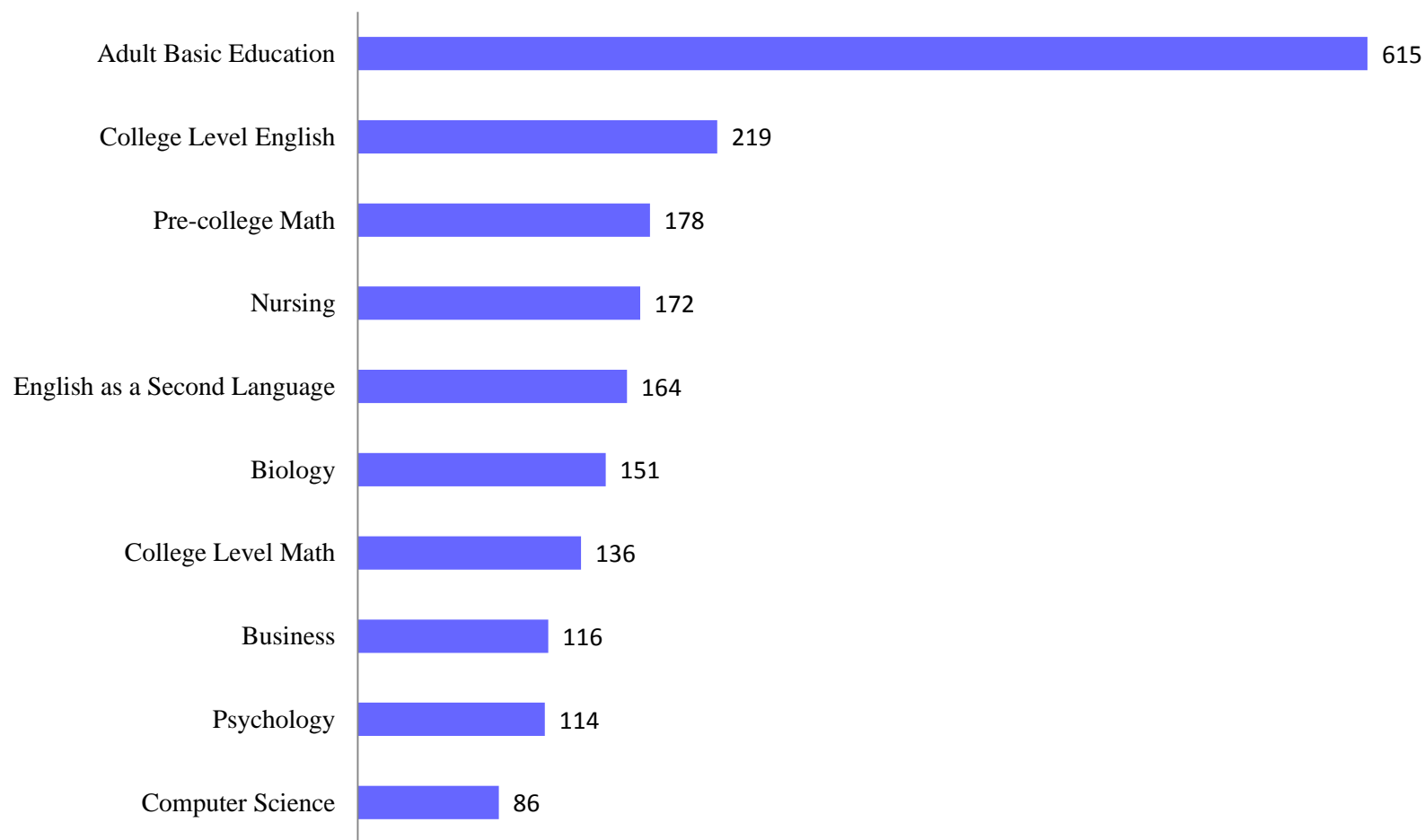
Academic Transfer represents the largest group of “majors” at LCC, with 2103 in 2013-14, and 2071 in 2014-15. The following chart depicts the top ten majors within the professional/technical areas. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations, such as in nursing, affect the number of students actually in the program.

Academic Year 2013-14	# of Students	Academic Year 2014-15	# of Students
#1) Registered Nurse	940	#1) Registered Nurse	904
#2) Business Management	152	#2) Business Management	148
#3) Information Technology Systems	149	#3) Early Childhood Education	141
#4) Early Childhood Education	143	#4) Welding	114
#5) Welding	129	#5) Medical Assisting	108
#6) Medical Assisting	126	#6) Information Technology Systems	94
#7) Nursing Assistant	123	#7) Nursing Assistant	90
#8) Automotive Technology	93	#8) Automotive Technology	89
#9) Chemical Dependency Studies	92	#9) Criminal Justice	83
#10) Criminal Justice	89	#10) Chemical Dependency Studies	80

Source: SBCTC Data Warehouse, Student Table **Program Code** for Professional/Technical programs, Academic Transfer (**Kind_of_Student** = T).

TOP 10 FTE GENERATING DISCIPLINES

The following ten disciplines accrued the most annual FTE in 2014-15 (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).

	2010-11	2011-12	2012-13	2013-14	2014-15
FTE (all funding sources)					
Online	439	440	488	536	597
Hybrid	337	271	234	315	322
Web Enhanced	897	731	596	574	760
Number of courses offered					
Online	233	237	297	339	396
Hybrid	210	197	175	265	247
Web Enhanced	521	473	436	415	530
Unduplicated Headcount					
Online	2,238	2,196	2,260	2,434	2,528
Hybrid	2,275	1,889	1,635	1,903	1,979
Web Enhanced	3,629	3,067	3,075	2,908	3,555
Unduplicated Online Headcount by Location/Rural Outreach					
Castle Rock	138	144	159	178	188
Kalama	84	90	79	86	83
Rainier	67	56	56	55	76
Toutle	14	16	12	14	15
Wahkiakum County	34	28	35	35	38
Woodland	43	34	46	45	73

In 2014-15, 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, English as a Second Language, 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
2010-11	\$22,852,732
2011-12	\$20,937,073
2012-13	\$19,723,224
2013-14	\$18,203,190
2014-15	\$16,486,508

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2014-15	\$5,775 (+2.3%)	\$4,275 (+0.0%)

Summary of Financial Aid Awards 2014-15		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)		
	\$9,884,759	3,505
SCHOLARSHIPS/OTHER/OUTSIDE AIDE (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships and outside/private funds)		
	\$539,383	341
LOANS		
Subsidized (need based)	\$2,390,866	920
Unsubsidized	\$3,000,899	868
PLUS (Parent Loan)	<u>\$43,179</u>	<u>8</u>
Total	\$5,434,944	1,796
WORK STUDY	\$627,422	318
GRAND TOTAL	\$16,486,508	5,960

*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).

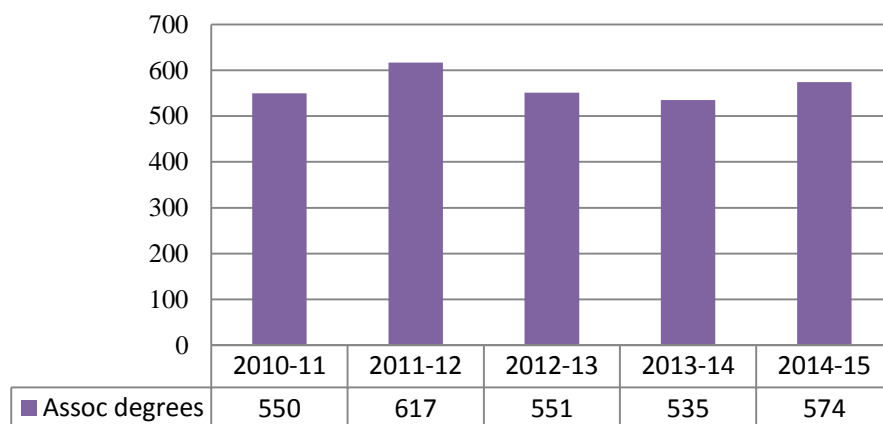
Figures subject to change. Pell Grant Maximum source is <https://studentaid.ed.gov/types/grants-scholarships/pell>

DEGREES AND CERTIFICATES AWARDED

AWARD	2010-11	2011-12	2012-13	2013-14	2014-15
Associate degrees	550	617	551	535	574
Certificates	169	140	206	231	197
TOTAL	719	757	757	766	771

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 2011 cohort: 25%
 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%

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.

	2010-11	2011-12	2012-13	2013-14	2014-15
Basic Skills Level Gains	1674	1402	1300	1535	1489
Successful Completion, College Ready English	1256	1245	1124	1210	1010
Successful Completion, College Ready Math	2086	1981	1846	2341	2474
First 15 College-level Credits Earned	1394	1252	1078	1212	1047
First 30 College-level Credits Earned	1103	1072	930	1034	945
First 45 College-level Credits (Transfer)	380	368	346	355	374
First 45 College-level Credits (Workforce)	494	488	419	464	342
First 45 College-level Credits (Total)	916	928	825	872	790
Successful Completion, First Quantitative Course	768	693	685	658	718
Progression/Retention (Continuing Students)	1989	1830	1651	1589	1637
Completion (Degrees and Certificates)	781	812	775	694	667
Total Points	11,967	11,215	10,214	11,145	10,777
Headcount	6928	6133	5845	5650	5,634
Points per student	1.73	1.83	1.75	1.97	1.91

Source: Revised Student Achievement Initiative Database / SBCTC Revised Student Achievement Points Report

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, full-time, 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 by Gender

	2009 Cohort (700 students)	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)	2013 Cohort (483 students)
Female					
Persistence:					
Fall to Winter	81.8%	86.7%	82.6%	83.4%	83.4%
Fall to Spring	69.6%	73.2%	69.3%	68.1%	77.3%
Fall to Fall	49.2%	51.0%	54.0%	52.3%	-
Male					
Persistence:					
Fall to Winter	82.6%	81.0%	83.4%	81.1%	86.6%
Fall to Spring	70.7%	69.3%	74.2%	63.1%	73.1%
Fall to Fall	47.3%	51.5%	51.5%	45.1%	-

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

Persistence by Need Based Aid

	2009 Cohort (700 students)	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)	2013 Cohort (483 students)
Received Need Based Aid					
Persistence:					
Fall to Winter	80.1%	84.4%	81.5%	82.2%	81.5%
Fall to Spring	66.6%	69.7%	69.5%	64.5%	72.0%
Fall to Fall	43.9%	45.3%	49.6%	45.7%	-

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

EQUITY & PERSISTENCE (CONTINUED)

Persistence by Race/Ethnicity

	2009 Cohort (700 students)	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)	2013 Cohort (483 students)
Hispanic					
Persistence:					
Fall to Winter	79.2%	82.8%	80.4%	92.3%	87.8%
Fall to Spring	66.7%	72.4%	56.5%	76.9%	78.0%
Fall to Fall	50.0%	55.2%	41.3%	64.1%	-
Students of Color, not Hispanic*					
Persistence:					
Fall to Winter	81.8%	75.0%	75.8%	78.2%	76.9%
Fall to Spring	65.2%	61.8%	64.5%	63.6%	66.7%
Fall to Fall	43.9%	50.0%	48.4%	49.1%	-
Caucasian, not Hispanic					
Persistence:					
Fall to Winter	81.9%	85.2%	82.9%	81.1%	84.5%
Fall to Spring	70.7%	72.3%	73.1%	62.8%	75.4%
Fall to Fall	48.7%	50.4%	53.5%	45.6%	-

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 2014-15
(2013-14 Graduating or Departing Students)**

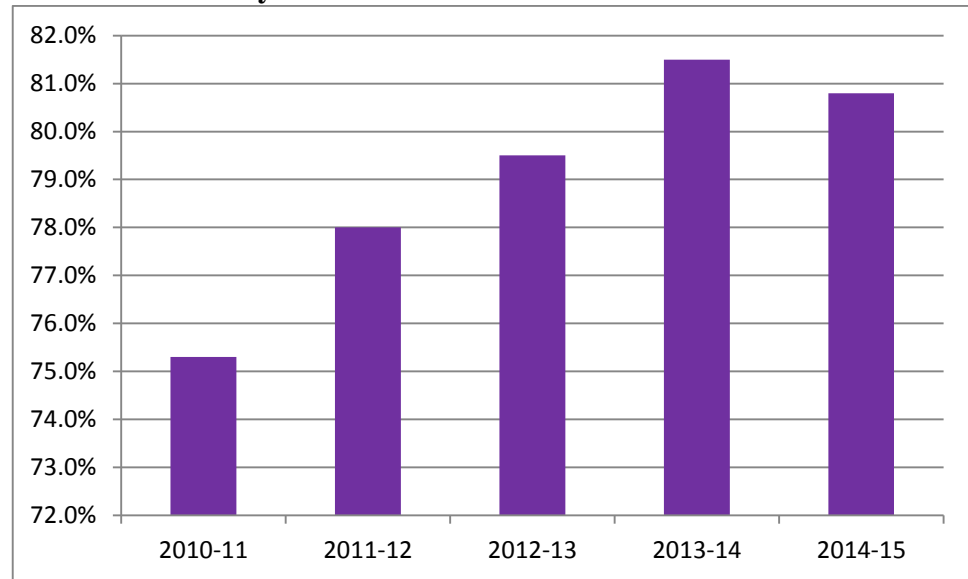
School	# Students
Washington State University	82
Eastern Washington University	24
Central Washington University	21
University of Washington	17
Western Washington University	15
The Evergreen State College	9
Portland State University	7
George Fox University	6

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

2009-10	3.26
2010-11	3.34
2011-12	3.17
2012-13	3.18
2013-14	3.18
Transfer Student Enrollment (all students)	
Year	Headcount
2010-11	2586
2011-12	2366
2012-13	2212
2013-14	2103
2014-15	2071

*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.
Source for Top Transfer Institutions: Transfer Monitoring Report.
Source for Transfer GPA: MRTE+ Database, Course Transcript and Student Demographic tables.

Satisfactory Performance In Academic Transfer Courses



Satisfactory Performance in Academic Transfer Courses

Cohort	Proportion of 2.0 or higher grades
2010-11	75.3%
2011-12	78.0%
2012-13	79.5%
2013-14	81.5%
2014-15	80.8%

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

	2009-10 (08-09) grads	2010-11 (09-10 grads)	2011-12 (10-11 grads)	2012-13 (11-12 grads)	2013-14 (12-13 grads)
	Rate	Rate	Rate	Rate	Rate
Accounting Technician	**	69%	83%	95%	53%
Automotive Technology	47%	80%	76%	53%	77%
Business Management	78%	31%	68%	61%	74%
Business Tech: Administrative	31%	45%	46%	60%	68%
Business Tech: Medical	52%	42%	73%	73%	71%
Chemical Dependency	**	65%	64%	80%	46%
Computer Info Systems	50%	47%	74%	84%	67%
Criminal Justice	**	92%	93%	**	58%
Diesel/Heavy Equipment	79%	60%	87%	74%	82%
Early Childhood Education	62%	84%	74%	70%	83%
Fire Science	88%	79%	80%	94%	60%
Machine Trades	**	45%	33%	88%	83%
Manufacturing	**	40%	80%	92%	**
Medical Assisting	88%	100%	91%	84%	81%
Nursing Assistant	81%	67%	76%	74%	72%
Associate Degree Nursing	95%	92%	97%	95%	98%
Welding	88%	74%	95%	82%	76%

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

** Indicates fewer than 10 students (not reportable).

WAGE DATA BY PROGRAM

Adjusted Median Wage Rates for LCC Completers

	2009-10 (08-09 grads)	2010-11 (09-10 grads)	2011-12 (10-11 grads)	2012-13 (11-12 grads)	2013-14 (12-13 grads)
	Median \$	Median \$	Median \$	Median \$	Median \$
Accounting Technician	**	13.43	13.52	13.80	12.28
Automotive Technology	9.49	16.63	14.77	12.94	10.42
Business Management	13.58	14.81	15.21	16.14	15.02
Business Tech: Administration	10.90	13.53	11.47	**	12.40
Business Tech: Medical	10.68	12.06	10.93	12.27	11.93
Chemical Dependency	10.45	12.60	14.82	14.62	**
Computer Info Systems	10.06	12.49	13.96	17.10	**
Criminal Justice	**	18.56	13.90	14.38	12.11
Diesel/Heavy Equipment	13.82	16.99	15.24	16.92	18.30
Early Childhood Education	12.44	11.99	12.11	13.43	12.77
Fire Science	12.70	13.82	14.72	17.25	**
Machine Trades	17.65	20.05	19.29	20.11	**
Medical Assisting	12.35	13.52	12.29	15.71	13.58
Nursing Assistant	10.51	12.78	12.16	17.11	10.93
Associate Degree Nursing	26.08	26.40	26.20	28.26	27.40
Welding	15.88	16.74	16.02	18.32	15.29

Source: Data Linking Outcomes Assessment (DLOA) database, Job Prep Post College table (DLOAKEY, ENDING_CIP, EXIT_CODE = not 9; INFLATION_ADJ_WAGE; PLACEMENT_STATUS = 1), Effectiveness & College Relations; excludes the self-employed and those working out of state.

**Indicates fewer than five students (not reportable).

Note: Wages are reported by individual completer and may or may not reflect the completer's field of study at LCC.

TOP PROGRAMS FOR GRADUATES

Associate Degree completers only.

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.

Academic Year 2014-15	# Students
Associate of Arts, AA-DTA (transfer degree)	272
Nursing (AAS and AAS-T)	112
Business Management (AAS)	20
Business (DTA/MRP)	17
Medical Administrative Support (AAS)	15
Information Technology (AAS and AAS-T)	15
Medical Assisting (AAS)	14
Early Childhood Education (AAS)	12
Welding (AAS)	11
Criminal Justice (AAS)	9

LICENSURE INFORMATION

	2010	2011	2012	2013	2014
NCLEX (National Council of State Boards of Nursing)					
Registered Nurse (first time pass rate)	85%	89%	90%	88%	92%

Source: Nursing Department

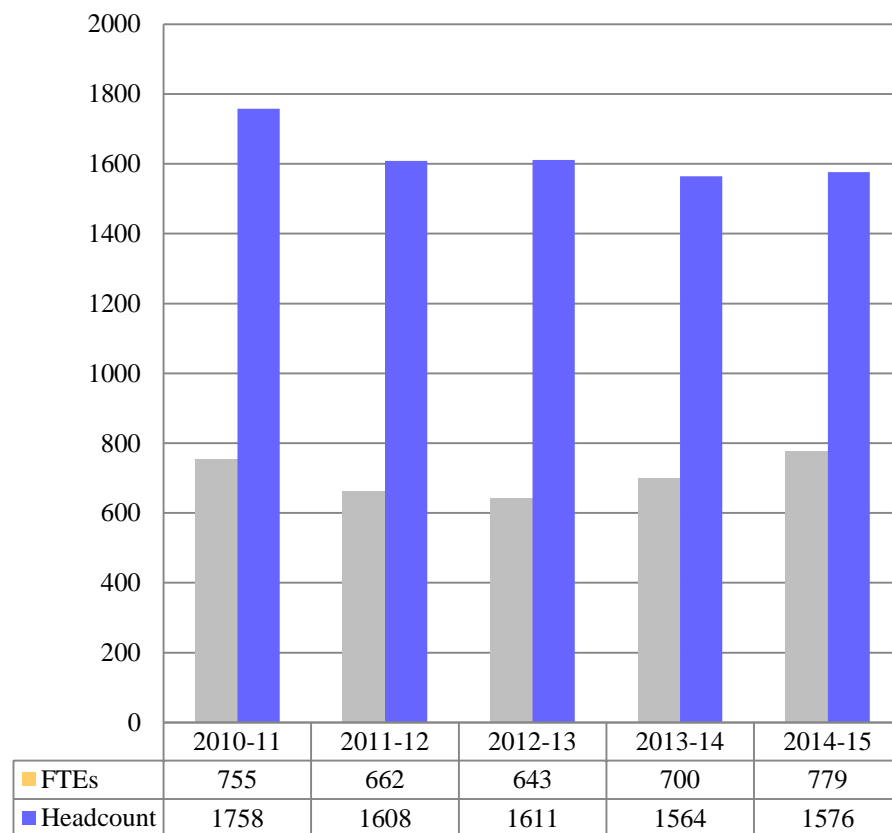
	2010-11	2011-12	2012-13	2013-14	2014-15
WABO (Washington Association of Building Officials)					
Welding (pass rate)—LCC students only	100%	100%	100%	100%	100%

Source: Welding Department. Please note: WABO data for 2010-11 through 2013-14 has been updated from previous Fact Books due to a revised metric.

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Asian/Pacific Islander	4.0%	4.1%	4.2%	4.3%	4.0%
African American	2.7%	3.1%	1.5%	1.4%	1.8%
Native American	2.8%	2.2%	3.1%	3.0%	2.3%
Hispanic	21.6%	26.4%	31.1%	27.4%	25.9%
Multiple Races, Other	4.5%	3.7%	4.0%	4.5%	4.4%
Caucasian	64.4%	60.5%	56.1%	59.4%	61.6%

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
2010-11	112	136	99
2011-12	99	132	127
2012-13	72	130	28
2013-14	111	192	33
2014-15	100	176	22

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 2015		Number and percent of college certificates and/or degrees (everything except exit codes 5-9) through spring 2015	
	I-BEST (within 5 years)	I-TRANS (within 5 years)	I-BEST (within 3 years)	I-TRANS (within 4 years)
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%	44/127 = 35%
2012-13	24/130 = 18%	5/28 = 18%	81/130 = 62%	2/28 = 7%
2013-14	41/192 = 21%	4/33 = 12%	71/192 = 37%	5/33 = 15%
2014-15	41/176 = 23%	2/22 = 9%	42/176 = 24%	0/22 = 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
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
2014-15	91%	71%	89%	45%	3.08	1.65

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

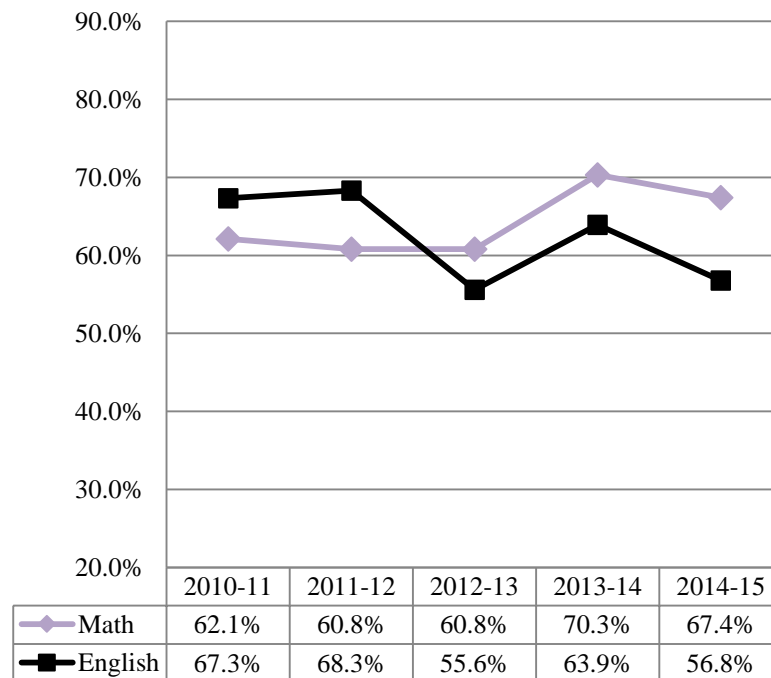
Please Note: 2012-13 data in the "Student Success in I-BEST and I-TRANS" table have been updated from previous years to correct a calculation error.

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

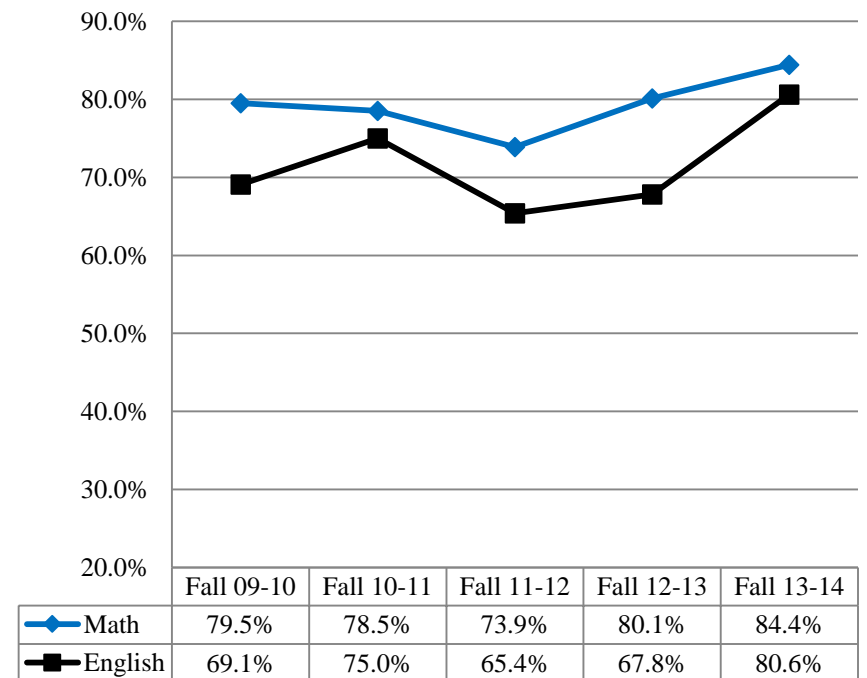
	2010-11	2011-12	2012-13	2013-14	2014-15
ENGL*	132	107	74	63	63
MATH	322	252	217	203	181
TOTAL	454	359	291	266	244

Source: Data Warehouse, Class Table. *Note: English 100 was considered a pre-college course in 2012-13 & 2013-14.
ENGL data for 2010-11 and 2011-12 have been updated from previous Fact Books to correct a calculation error.

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. 2013-14 data for pre-college math & English success has been updated from previous Fact Book to correct a calculation error.

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; “T#P” Sect excluded; CourseNum is >= 100)—numbers are duplicated.

Running Start & All Students Academic Performance Comparison: 2014-15 (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	145	163	89%	461	558	83%
Biology	93	125	74%	798	1117	71%
Business	51	64	80%	744	973	76%
Chemistry	100	113	88%	425	556	76%
Computer Science	24	31	77%	673	859	78%
Drama	41	46	89%	107	134	80%
Economics	68	73	93%	236	248	95%
English	359	489	73%	1011	1493	68%
Earth Science	19	31	61%	58	74	78%
Geology	17	24	71%	63	86	73%
History	185	252	73%	178	243	73%
Humanities	45	49	92%	196	229	86%
Math	188	249	76%	750	977	77%
Music	74	84	88%	365	407	90%
Oceanography	9	18	50%	56	72	78%
Physical Education	149	166	90%	348	397	88%
Political Science	124	176	70%	81	117	69%
Psychology	170	186	91%	688	826	83%
Sociology	81	84	96%	384	433	89%
Spanish	109	150	73%	195	277	70%
Speech	125	145	86%	457	550	83%
TOTAL	2176	2718	80%	8274	10626	78%

ATHLETICS

	DIVISION CHAMPIONS														
YEAR	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
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					
	2011	2012	2013	2014	2015
Baseball (Men)	2.86	2.89	2.64	2.82	3.06
Basketball (Men)	2.70	2.91	3.26	2.79	2.28
Basketball (Women)	2.91	2.96	2.7	3.14	3.08
Softball (Women)	2.98	2.76	3.03	3.00	3.26
Volleyball (Women)	2.84	2.79	3.04	2.69	3.17
Soccer (Women)	--	2.92	2.85	2.94	2.88
OVERALL TEAM GPA	2.86	2.89	2.92	2.91	2.96

Source: LCC Athletics Office

NUMBER OF ATHLETES: 2014-15			
	Men	Women	All
Baseball (Men)	33		33
Basketball (Men)	14		14
Basketball (Women)		13	13
Softball (Women)		18	18
Volleyball (Women)		12	12
Soccer (Women)		16	16
TOTAL	47	59	106

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 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 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Castle Rock	15/33=45%	8/19=42%	29/45=64%	2/15=13%	4/10 = 40%
Kalama	11/36=31%	3/15=20%	20/41=49%	7/22=32%	7/18 = 39%
Kelso	30/80=38%	14/40=35%	42/76=55%	7/24=29%	20/49 = 41%
Mark Morris	27/62=44%	12/42=29%	40/82=49%	16/43=37%	17/31 = 55%
RA Long	12/33=36%	6/25=24%	14/27=52%	13/22=59%	2/10 = 20%
Toutle Lake	5/26=19%	6/12=50%	10/22=45%	6/9=67%	5/14 = 36%
Wahkiakum	0/5=0%	0/0=0%	0/1=0%	0/0=0%	0/0 = 0%
Woodland	0/15=0%	1/6=17%	3/6=50%	2/6=33%	1/2 = 50%
TOTAL	100/290=34%	50/159=31%	158/300=53%	53/141=38%	56/134 = 42%

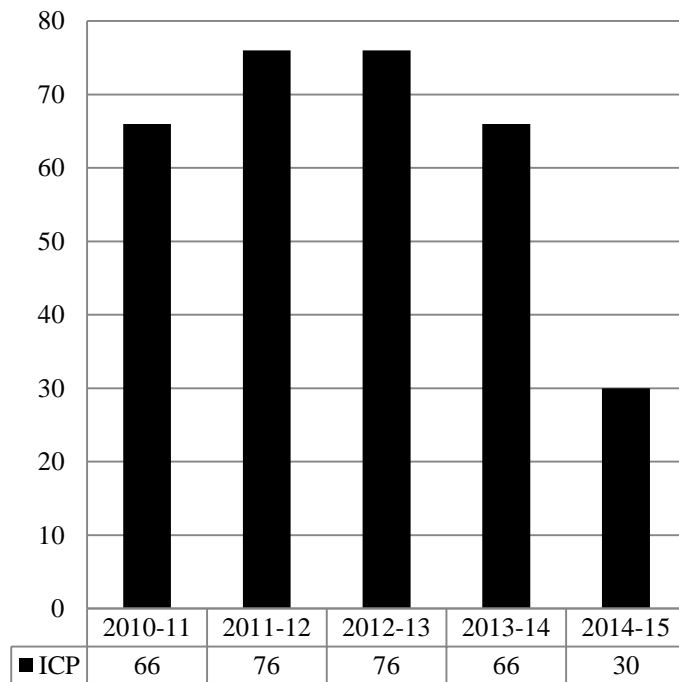
Source: Registration Office

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

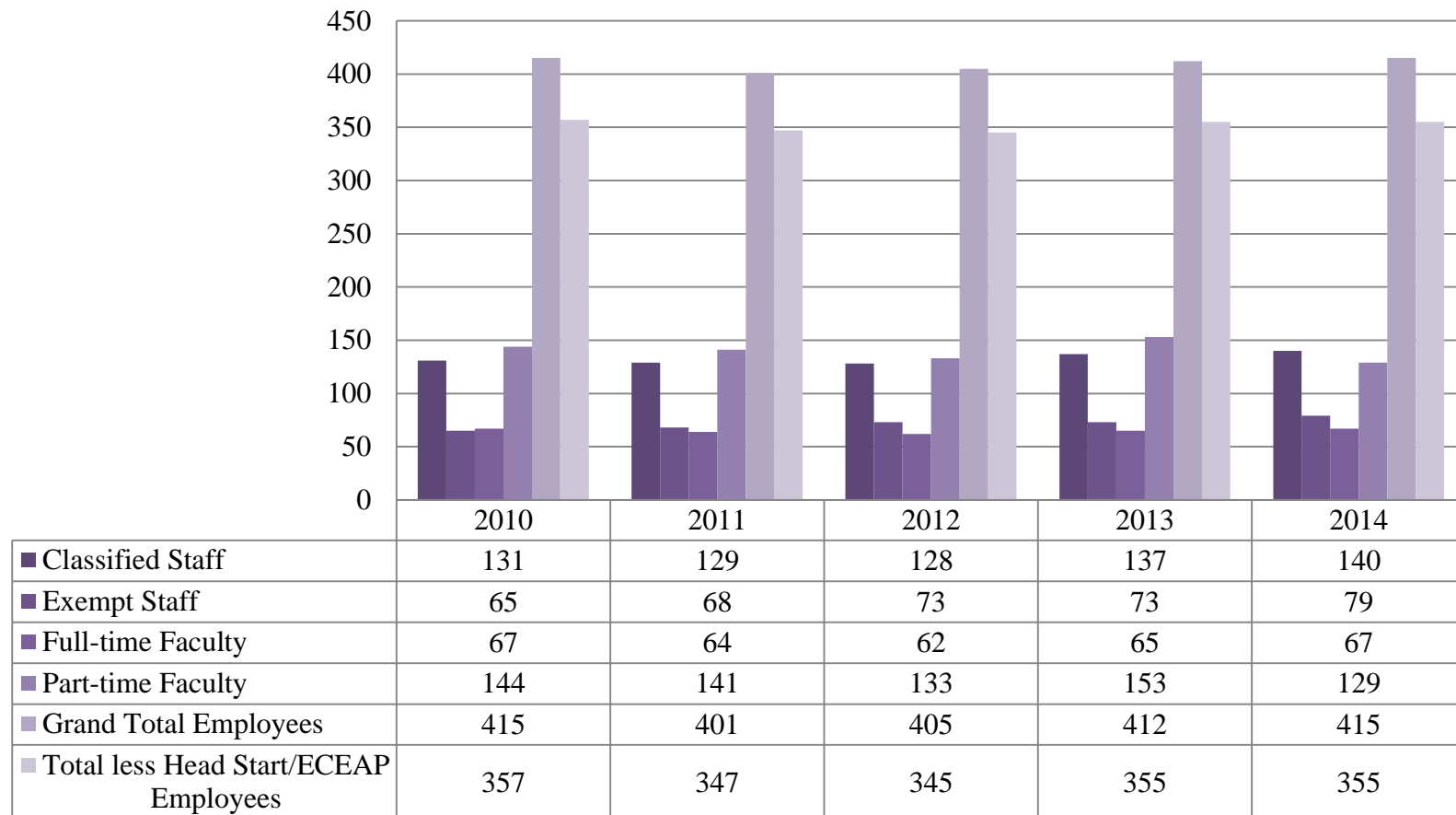
Individualized Certificate Programs Current and/or Recent Programs include:

- Automotive Service Writer
- Hemodialysis Technician
- HVAC Maintenance
- Pharmacy Technician
- Public Works Maintenance
- Public Works Maintenance: Wastewater Treatment
- Public Works Maintenance: Water Distribution
- Public Works Maintenance: Water Treatment
- Radiology Assistant
- Social Service Advocate
- Veterinary Assistant

PERSONNEL

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, cr6110B (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)

	2010-11 Actual		2011-12 Actual		2012-13 Actual		2013-14 Actual		2014-15 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	4,065,745	17.6	5,840,743	25.9	3,705,816	18.5	5,415,513	24.38	5,140,328	24.5
State Appropriation	12,600,867	54.6	10,856,392	48.1	10,499,492	52.3	11,842,530	53.31	11,880,393	56.7
Local Unrestricted	5,339,670	23.1	4,707,436	20.8	4,800,410	23.9	3,586,037	16.14	2,874,584	13.7
Local Dedicated	1,081,759	4.7	1,180,799	5.2	1,066,106	5.3	1,368,316	6.16	1,063,202	5.1
TOTAL REVENUES	23,088,041	100	22,585,370	100	20,071,824	100	22,212,396	100	20,958,507	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	10,898,442	50.7	10,228,061	46.5	9,687,906	44.6	9,800,006	42.94	9,475,596	45.6
Community Education	82,632	0.7	80,070	0.4	126,182	0.6	231,036	1.01	61,828	0.3
Academic Support	1,901,257	8.8	2,115,489	9.6	2,438,423	11.2	2,706,002	11.86	1,741,394	8.4
Libraries	378,438	1.7	308,186	1.4	423,947	1.9	404,606	1.77	387,496	1.9
Student Services	2,527,467	11.7	2,778,856	12.6	2,557,751	11.8	2,994,564	13.12	2,767,773	13.3
Institutional Support	3,436,256	16.0	4,216,944	19.1	3,976,503	18.3	4,176,074	18.30	3,701,674	17.8
Operation of Plant	2,240,101	10.4	2,290,662	10.4	2,503,478	11.6	2,511,669	11.00	2,645,907	12.7
TOTAL EXPENDITURES	21,464,593	100	22,018,268	100	21,714,190	100	22,823,957	100	20,781,668	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)

COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	2010-11 Cost per FTE	2011-12 Cost per FTE	2012-13 Cost per FTE	2013-14 Cost per FTE	2014-15 Cost per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	4,237	4,013	3,811	3,875	3,754
Community Education	32	31	50	91	25
Academic Support	739	830	959	1,070	690
Libraries	147	121	167	160	154
Student Services	982	1,090	1,006	1,184	1,097
Institutional Support	1,335	1,654	1,564	1,651	1,467
Operation of Plant	870	899	985	993	1,048
TOTAL EXPENDITURES	8,342	8,638	8,542	9,025	8,233
FTE Enrollment	2,573 FTE	2,549 FTE	2,542 FTE	2,529 FTE	2,524 FTE
State Reimbursement per General FTE*	\$4,493	\$4,259	\$4,130	4,683	4,707

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 26 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
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 & Fitness Center (GYM)****	1960	34,654	34
Head Start Storage (HSS)	1992	260	1
Health & Science Bldg	2013	69,935	89
Early Learning Center Storage (HFS)	1989	96	1

Building	Year Built	Gross Sq. Footage	Total Rooms
Early Learning Center (HFL)	1990	17,400	54
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
Pavilion (PAV)	2015	1,728	1
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		475,157	807

*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

****Gym was renovated and Fitness Center was added in 2015, which added 11,019 gross square feet and 14 rooms 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	181	5	6	0	5	0	0	0	197
(Lot E) Fine Arts Lot	0	10	2	0	0	0	0	1	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	131	21	6	0	6	0	0	0	164
(Lot I) 20th Ave. Lot	248	7	5	0	4	7	15	0	286
(Lot J) Soccer Field	107	9	5	0	0	0	0	0	121
Street Parking*	250	0	0	0	0	0	0	0	250
Total									1,268

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	2013	2014	Change
Natural Gas Campus—Therm Usage (Cascade Natural Gas) ¹	200,348	218,773	194,009	172,581	194,607	+12.8%
Electricity Usage—Kilowatt hour Usage (Cowlitz PUD) ¹	5,500,549	5,511,249	5,424,270	6,113,247	5,501,441	-10.0%
Water & Sewer—Cubic Feet (City of Longview) ¹	8,731	6,655	6,500	8,234	5,845	-29.0%
Diesel Usage in Generators—Gallons ¹	25	28	13	11	29	+263.6%
Gasoline for Vehicles & Grounds Equipment—Gallons ¹	2,630	3,056	2,706*	3,176	2,921	-8.0%
Diesel for Vehicles & Grounds Equipment—Gallons ¹	3,365	3,398	2,229*	4,096	2,359	-42.4%
Employee-Owned Vehicle Use for Business Travel—Miles ¹	68,800	79,400	88,758	106,831	103,958	-2.7%
Employee Air Travel—Miles ¹	22,490	136,525	101,500	128,433	164,983	+28.5%
Mail Letter Size—Pieces ²	59,866	55,917	49,791	44,676	42,159	-5.6%
(\$ spent)	(\$25,958)	(\$25,064)	(\$20,951)	(\$19,786)	(\$20,450)	(+\$664)
Bulk Mailings—Pieces ²	39,119	22,016	24,997	28,146	32,315	+14.8%
(\$ spent)	(\$6,184)	(\$3,481)	(\$4,031)	(\$4,962)	(\$5,631)	(+\$669)
Business Reply—Pieces ²	4,774	2,226	3,240	2,577	3,059	+18.7%
(\$ spent)	(\$2,581)	(\$1,025)	(\$1,468)	(\$1,336)	(\$1,533)	(+\$197)

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

LCC RECYCLING PROGRAM

	2010	2011	2012	2013	2014	Change
Aluminum—Pounds (\$ collected) ¹	1,000 (\$467)	816 (\$394)	495 (\$204)	1,348 (\$339)	398 (\$192)	-70.5%
Cardboard—Tons (\$ collected) ¹	12 (\$601)	12 (\$496)	8 (\$492)	9 (\$370)	10 (\$500)	+11.1%
Metal—Pounds (\$ collected) ¹	12,038 (\$1,379)	10,180 (\$1,153)	13,664 (\$1,211)	12,500 (\$1,137)	8,707 (\$976)	-30.3%
Copper—Pounds (\$ collected) ¹	0 (\$0)	216 (\$648)	161 (\$151)	--	6 (\$5)	--
Surplus Property Sales (\$ collected) ²	(\$3,859)	(\$2,299)	(\$488)	(\$4,283)	(\$15,615)	+364.6%

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 2011	June 2012	June 2013	June 2014	June 2015
\$11,882,594	\$12,938,842	13,586,120	14,850,179	14,349,462*

Please note: June 2011 Foundation assets number has been updated from previous reports.

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

Amount available depends on investments earnings in any given year

June 2011	June 2012	June 2013	June 2014	June 2015
\$368,018 (3.1%)	\$581,571 (4.5%)	746,573 (5.5%)	969,626 (6.5%)	1,158,572*

2014-15 Program Support was distributed as follows: Scholarships—\$262,773*; Grants—\$93,824*; Program Support—\$521,716* and Other—\$280,259*.

Exceptional Faculty Fund: Endowed Total

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

June 2011	June 2012	June 2013	June 2014	June 2015
\$1,441,969	\$1,526,825	1,603,482	1,787,998	1,775,238*

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

COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State
Total Population, 2014 Estimate	102,133	4,067	7,061,530
Total Population, 2010	102,410	3,978	6,724,540
Percent Change, 2010 to 2014	-0.3%	+2.2%	+5.0
Persons below poverty level, 2009-2013	17.6%	22.6%	13.4%
Median Household Income, 2009-2013	\$47,596	\$41,815	\$59,478
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 2015*	7.7%	7.9%	5.2%

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

Service District Participation Rate in Credit Courses (Headcount / Population) x 100

	% of Service District in Credit Courses	National Percentile Rank
2010	5.70%	89 th
2011	6.40%	88 th
2012	6.16%	90 th
2014	6.76%	92 nd
2015	6.37%	91 st

Source: National Community College Benchmark Project (NCCBP) reports, www.nccbp.org

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.

	2010	2011	2012	2013	2014
Inflation, Consumer Price Index (1)	+1.6%	+3.2%	+2.1%	+1.5%	+0.8%
LCC Tuition/fee Increases, percent annual increase (2)	+8.8%	+12.0%	+12.0%	+0.0%	+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 2013)

	United States	Washington State	Cowlitz County
Less than 9 th grade	5.8%	4.0%	3.0%
9-12 grade, no diploma	7.6%	5.9%	7.9%
High school graduate	27.8%	23.3%	30.8%
Some college, no degree	21.1%	24.6%	35.1%
Associate degree	8.1%	9.5%	7.6%
Bachelor's degree	18.4%	20.9%	9.9%
Graduate or professional degree	11.2%	11.8%	5.7%
SUMMARY DATA			
High school graduate or higher	86.6%	90.1%	89.1%
Bachelor's degree or higher	29.6%	32.7%	15.6%

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

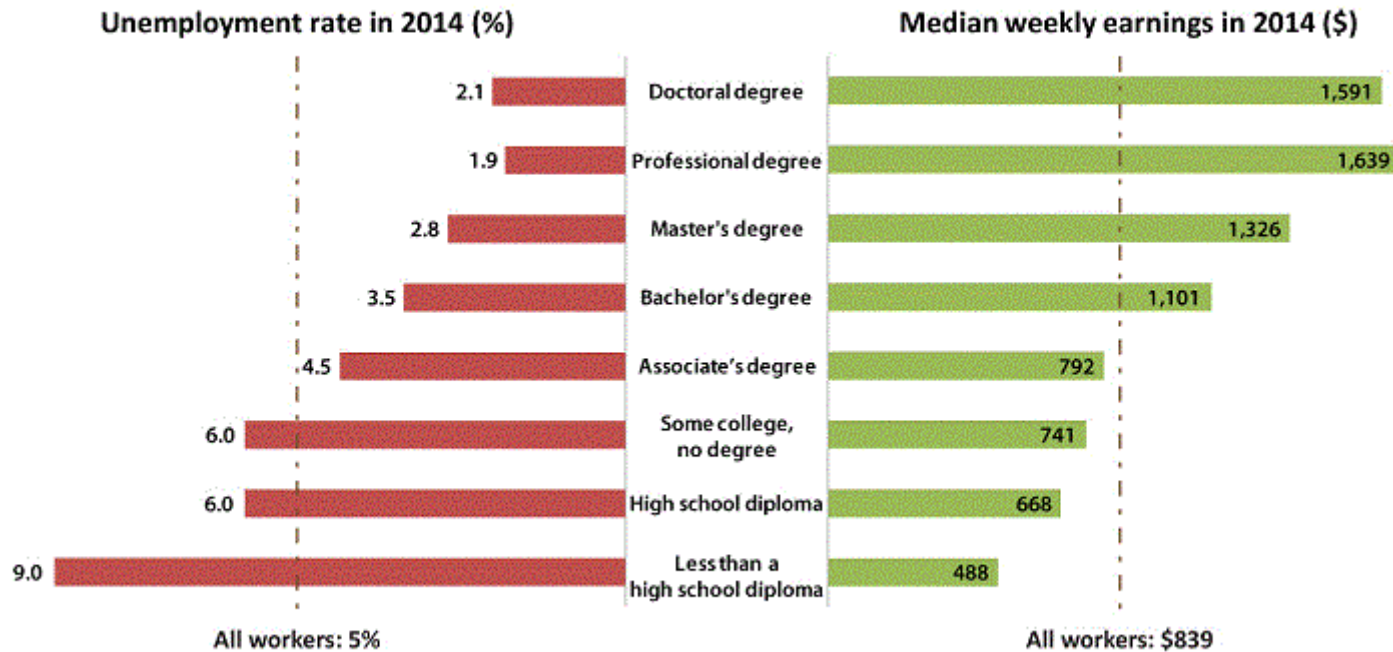
Note: data not available for Wahkiakum County through the American Community Survey

Figures may not equal precisely 100% due to rounding

2014 data not available.

Education Pays: Relationship between education level, earnings and unemployment rate (2014)

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	2014
Murder/Non-negligent Manslaughter	0	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	0
Sex Offenses – Forcible	0	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	0
Robbery	0	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	0
Burglary	3	0	0	0	2	0	2	1	0	1	2	1	2	8
Motor Vehicle Theft	4	1	2	3	0	0	2	1	1	2	2	1	0	1
Arson	0	0	0	0	0	0	0	1	0	0	0	0	0	0
TOTAL	7	1	3	3	2	0	4	3	1	3	4	2	2	9

Arrest/Disciplinary Action/Judicial Referrals	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Illegal Weapons Possession	0	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	2
Liquor Law Violations	0	0	0	0	0	0	0	0	0	1	0	0	0	0
TOTAL	0	0	0	1	0	0	0	0	0	2	0	0	1	2

Other	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Domestic Violence	*	*	*	*	*	*	*	*	*	*	*	*	7	4
Stalking	*	*	*	*	*	*	*	*	*	*	*	*	2	2
Dating Violence	*	*	*	*	*	*	*	*	*	*	*	*	7	0
TOTAL	*	*	*	*	*	*	*	*	*	*	*	*	16	6

*New category in 2013. Source: LCC Safety & Security Office.

For more detailed information, please visit <http://lowercolumbia.edu/safety/crime-reports/assets/documents/Annual-Crime-Security-Report.pdf>

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Lower Columbia College, 1600 Maple Street, Longview, WA, 98632, (360) 442-2000, www.lowercolumbia.edu