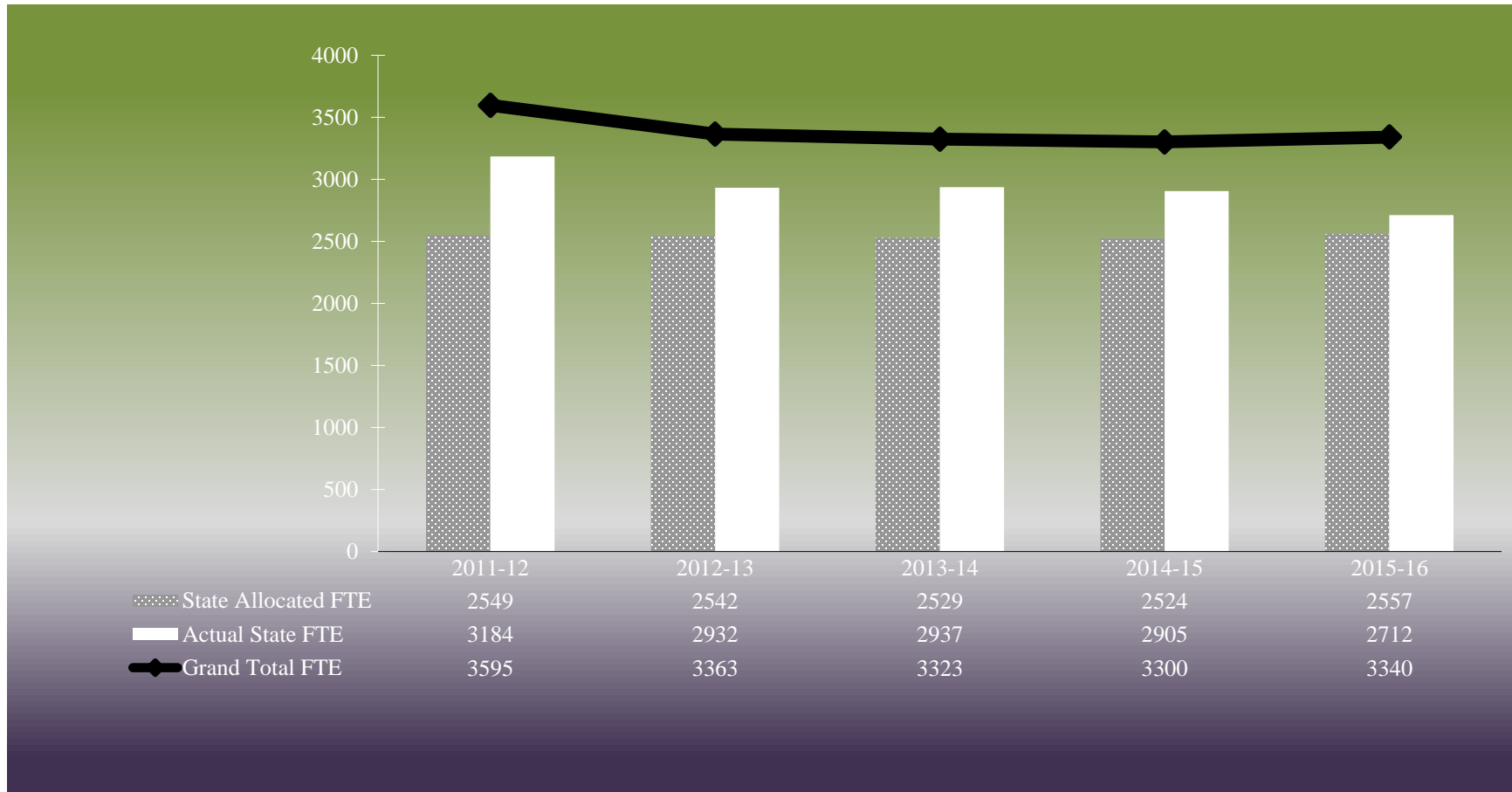


LCC FACTS & FIGURES 2015-16

19th Edition



COMMUNITY COLLEGE DISTRICT 13

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Data for the 19th 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 Lopic Hall, Associate Vice President 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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TABLE OF CONTENTS

Vision, Mission and Values	1	Running Start.....	30
Core Themes	2	Athletics.....	31
Key Performance Indicators	3	Student Success in Classes.....	32
Brief History of LCC	4	Work-Based Learning.....	33
Organizational Structure	5		
Definition of Terms	6	Personnel	
LCC Quick Facts	7	Employee Count.....	34
Student Enrollment & Demographics		Financial Data	
Student Demographics.....	8	Operating Revenues and Expenditures.....	35
Fall End of Quarter Enrollment Trends.....	9	Cost per FTE (Full Time Equivalent) Student.....	36
Annual Enrollment Trends.....	10	State Reimbursement per General FTE.....	36
Non-Credit Enrollment.....	11		
Employment Testing.....	11	Facilities/Resources	
Student Home Zip Codes.....	12	Acres, Buildings and Gross Square Footage	37
Enrollment of High School Graduates.....	13	Square Footage by Construction Project.....	37
Preparation of Incoming Students.....	14	Parking.....	38
Most Popular Professional/Technical Programs.....	15	Sustainability.....	39
Top 10 FTE Generating Disciplines.....	16		
eLearning.....	17	Foundation	
Financial Aid.....	18	Assets.....	40
		Support to LCC.....	40
Student Progress & Success		College and Community Demographics	
Degrees & Certificates Awarded.....	19	Population, Labor and Income Data.....	41
Student Achievement Initiative	20	Service District Participation Rates.....	42
Equity and Persistence.....	21	Inflation and Tuition Comparison.....	42
Transfer Information.....	23	Educational Attainment.....	43
Estimated Employment Data by Program.....	24	Educational Attainment, Earnings & Unemployment.....	44
Wage Data by Program.....	25	LCC Crime Statistics.....	45
Top Programs for Graduates.....	26	Hispanic Enrollment in K-12 District.....	46
Licensure Information.....	26		
Basic Skills.....	27		
I-BEST.....	28	Index	47
Pre-College.....	29		

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 who start in 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.

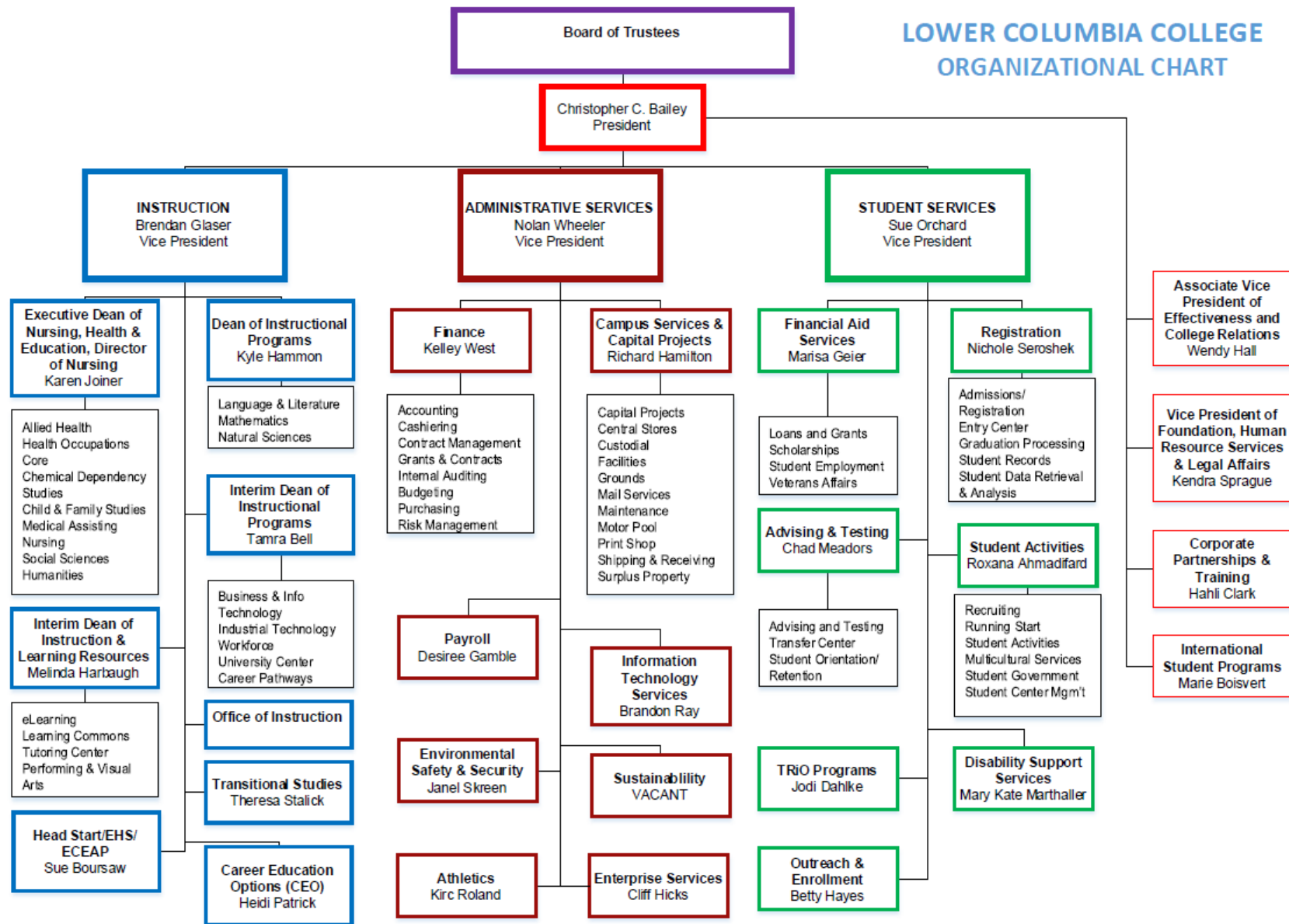
During the 1930s and 1940s, the College struggled with financial problems, and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building 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 was a member of the ATD network from 2011 to 2016.
- ⌘ **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 (2015-16)

Total Student Headcount—State (4,702); All (6,352)
FTE (Full Time Equivalent)—State (2,712); All (3,340)

Students Taking Classes

English as a Second Language	266*
Adult Basic Education	1,154
Online (unduplicated)	2,262
Continuing Educ. (duplicated)	2,131

Enrollment by Intent (State Funded)

30%	Transfer
47%	Workforce
18%	Basic Skills
6%	Other

Students in Programs

378	Running Start
291	CEO
142**	Worker Retraining

Demographics (State Funded)

63%	Female
26%	Of Color
29	Average Age
47%	Full-Time (12+ cr)

Degrees & Awards

679	Associate degrees
106	Cert. of Proficiency
57	Cert. of Completion
167	High School Diplomas
50	GED (per Testing)

- The average GPA of LCC students that transferred to a four-year college or university is 3.18
- Employment rate: 76% of Professional/Technical graduates employed within 9 months

- 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 (2015-16) of \$22,257,808
- Financial Aid: (2015-16) \$13,538,799
- Accredited by the Northwest Commission on Colleges and Universities since 1948
- Foundation Assets (June 2016): \$13,984,139 (figure not final)
- NWAC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Volleyball and Soccer
- Annual tuition and fees (2015-16): \$ 4,131 (Full-Time)
- 439 employees (Fall 2015) including Head Start/ECEAP; 369 employees (Fall 2015) 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, General Business, Retail Management), Business Technology (Administrative Support, Office Skills, Medical Administrative Support, Medical Billing & Coding Specialist, Medical Reception), Chemical Dependency Studies, Chemistry, Chinese, 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.

*Please note: English as a Second Language headcount was updated from original publication to include IESL.

**Please note: Working Retraining headcount was updated from original publication.

STUDENT DEMOGRAPHICS

2015-16	All (# & %)		State Funded	
Unduplicated student headcount	6352	100%	4702	74%
Female students	3721	63%	2951	63%
Male students	2158	37%	1730	37%
African American students	86	2%	72	2%
Native American students	93	2%	76	2%
Asian/Pacific Islander students	168	3%	148	3%
Hispanic students	703	13%	610	14%
Multi-racial/other students	303	5%	253	6%
Students of color (<i>Subtotal</i>)	1353	24%	1159	26%
White students	4175	76%	3281	74%
International Students	23	<1%	23	<1%
Less than 20 years of age	1615	25%	993	20%
Ages 20-24	1492	23%	1375	28%
Ages 25-34	1494	23%	1399	28%
Ages 35-49	1076	16%	912	18%
Age 50 years or older	853	13%	270	5%
Average age (mean)	31		29	
Students with disabilities	497	8%	469	10%
Students receiving Veteran benefits	207	3%	--	--
ICP** Students	15	<1%	--	--

2015-16	All (# & %)		State Funded	
Transfer students	1946	27%	1620	30%
Workforce students	2796	39%	2558	47%
Basic Skills students	1265	18%	992	18%
Other students	1179	16%	319	6%
Credit students (≥ 1 credit)	5907		4702	
Part-time (≥ 1 and < 12 credits) status	3862	54%	3022	53%
Full-time (≥ 12 credits) status	3256	46%	2703	47%
Washington Resident students	5064	90%	3464	87%
Non-resident students	560	10%	523	13%
Students with no children	1818	52%	1545	51%
Couples with children	958	27%	822	27%
Single students with children	735	21%	670	22%
New college students	1247	16%	744	13%
Students who transferred in	278	3%	256	4%
Former students who returned	1893	24%	1290	22%
Continuing students	4619	57%	3627	61%
Prior education: $<$ high school	1231	31%	989	29%
High school or equivalent	1668	42%	1514	44%
Some post-high school	581	15%	510	15%
Certificate (< 2 years)	195	5%	175	5%
Associate degree	157	4%	130	4%
Bachelor's degree or higher	159	4%	89	3%

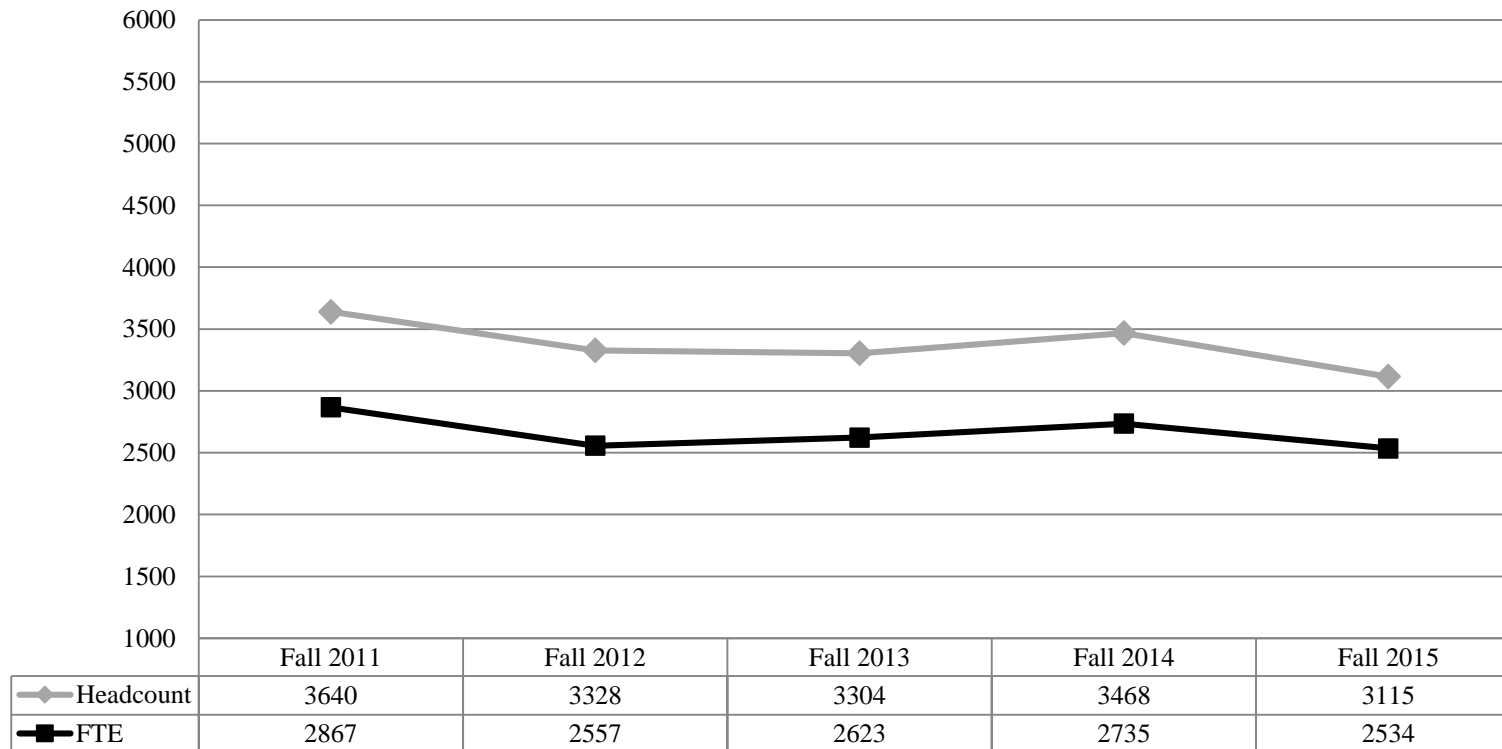
Source: SBCTC Data Warehouse, Student Table (Veteran Benefits = VET_BENEFITS is not "N" and not "0") (ICP = Work-Based Learning Office). Note: percentages may not equal 100% due to rounding. Headcount in some categories may be duplicated if students fell into different categories during different quarters 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 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%
Fall 2015	937 – 37%	649 – 26%	687 – 27%	261 – 10%	2534 – 100%

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

Fall Headcount and FTE Enrollment (State FTE)



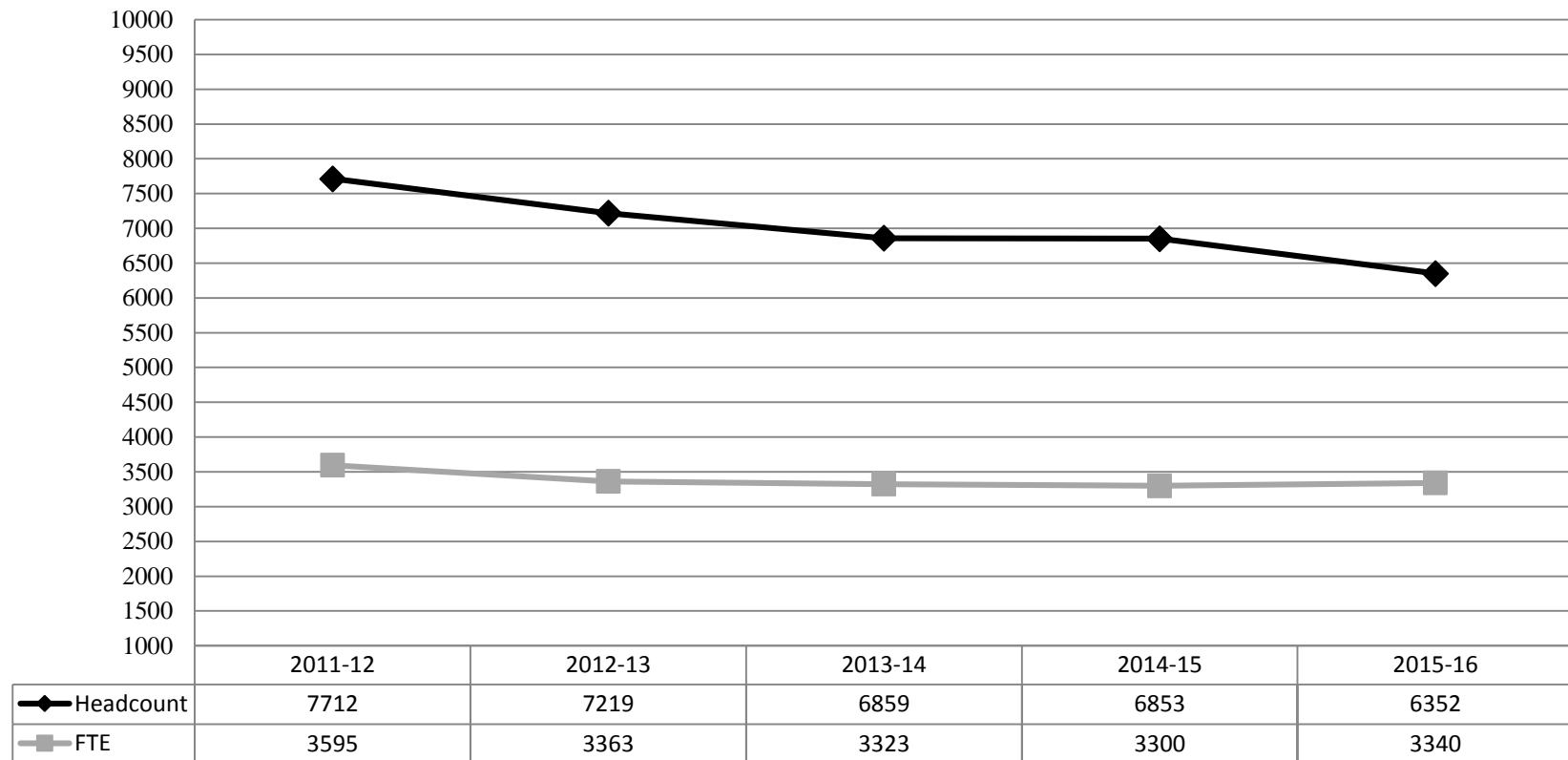
Source: Data Warehouse, Class Table, by Institutional Intent Recat, (state funded) for FTE enrollment; Student Table for headcount.

ANNUAL ENROLLMENT TRENDS

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%
2015-16	2,712 – 81%	575 – 17%	52 – 2%	3,340 – 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

	2011-12	2012-13	2013-14	2014-15	2015-16
Summer	577	671	419	289	397
Fall	1,171	894	825	537	707
Winter	1,074	662	550	893	541
Spring	1,551	535	634	541	486
TOTAL	4,373	2,762	2,428	2,260	2,131

Source: SMS, KR-RAY for all CLCE, CLCG, IMT, and SFTY 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

	2011-12	2012-13	2013-14	2014-15	2015-16
Pre-Employment Testing (Work Keys)	127	252	484	540	294
NREMT (EMT Test)	*	*	107	117	151
Educator Licensing Exams (NES, West-B, ORELA)	*	*	112	200	259
Automotive Service Excellence (ASE)	*	*	34	232	281
CLEP (Prior Learning Assessment)	*	*	8	45	25
Certiport (Microsoft Office Certification)	*	*	5	22	146
Pesticide Testing (Washington State Department of Agriculture)	**	**	**	70	241
IT Exams (Compia, Cisco, Microsoft, Juniper Networks)	***	***	***	***	43

Source: Continuing Ed Office for Pre-Employment Testing beginning 2013-14, and Testing Office for all others. (Please note: 2011-12 is a duplicated headcount; unduplicated headcounts beginning 2012-13). Please note: Pre-Employment Testing numbers for 2013-14 and 2014-15 were updated from previous reports by Continuing Ed Office.

*Data not available because tests newly offered in 2013-14. **Data not available because test newly offered in 2014-15. ***Data not available because test newly offered in 2015-16.

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	2011-2012		2012-13		2013-2014		2014-2015		2015-2016	
		#	%	#	%	#	%	#	%	#	%
Longview	98632	3680	46.2%	3477	45.9%	3282	46.2%	3232	45.9%	3037	47.0%
Kelso	98626	1793	22.5%	1611	21.3%	1569	22.1%	1494	21.2%	1340	20.7%
Castle Rock	98611	529	6.6%	475	6.3%	447	6.3%	435	6.2%	378	5.8%
Kalama	98625	262	3.3%	242	3.2%	238	3.4%	226	3.2%	174	2.7%
Vancouver	*Vancouver zip codes	34**	0.4% **	197	2.6%	180	2.5%	223	3.2%	164	2.5%
Woodland	98674	185	2.3%	191	2.5%	178	2.5%	217	3.1%	202	3.1%
Rainier (OR)	97048	188	2.4%	172	2.3%	157	2.2%	176	2.5%	142	2.2%
Clatskanie (OR)	97016	136	1.7%	122	1.6%	130	1.8%	112	1.6%	99	1.5%
Cathlamet	98612	79	1.0%	84	1.1%	82	1.2%	93	1.3%	93	1.4%
Battle Ground	98604	53	0.7%	52	0.7%	52	0.7%	55	0.8%	60	0.9%
Silver Lake	98645	59	0.7%	51	0.7%	44	0.6%	38	0.5%	38	0.6%
Toutle	98649	51	0.6%	44	0.6%	40	0.6%	50	0.7%	45	0.7%
Toledo	98591	46	0.6%	41	0.5%	39	0.5%	44	0.6%	31	0.5%
Ridgefield	98642	33	0.4%	31	0.4%	38	0.5%	30	0.4%	28	0.4%
St. Helens (OR)	97051	55	0.7%	40	0.5%	38	0.5%	37	0.5%	38	0.6%
Other, Washington State		650	8.2%	598	7.9%	442	6.2%	439	6.2%	446	6.9%
Other, out of state		140	1.8%	146	1.9%	143	2.0%	146	2.1%	147	2.3%

*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).

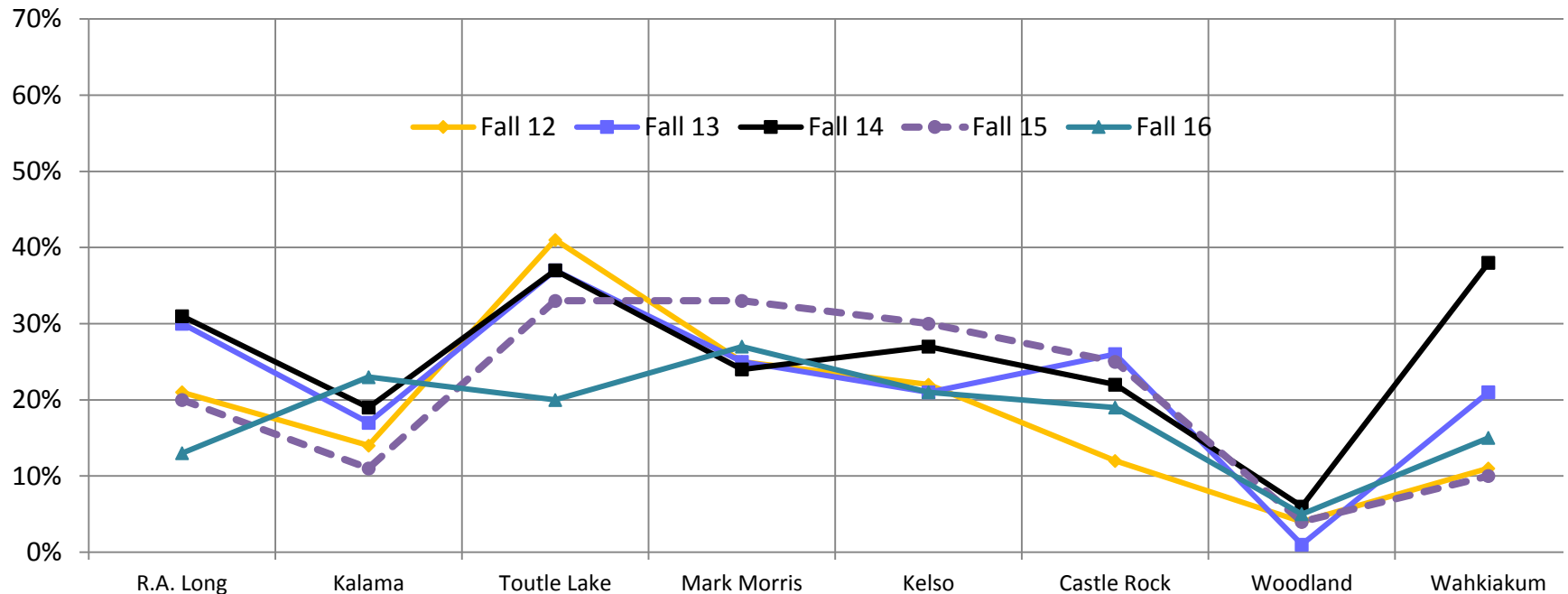
Source: Data Warehouse Student Table RESIDENCE_ZIP, RESIDENCE_STATE.

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 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%
Fall 2016	23/184=13%	15/64=23%	10/51=20%	48/179=27%	62/296=21%	11/59=19%	7/131=5%	4/27=15%	180/991=18%

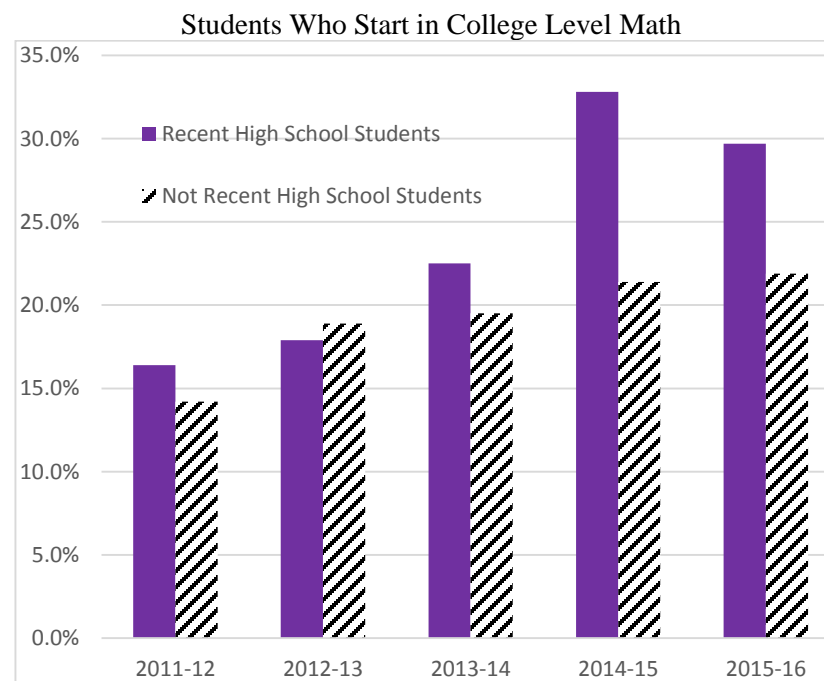
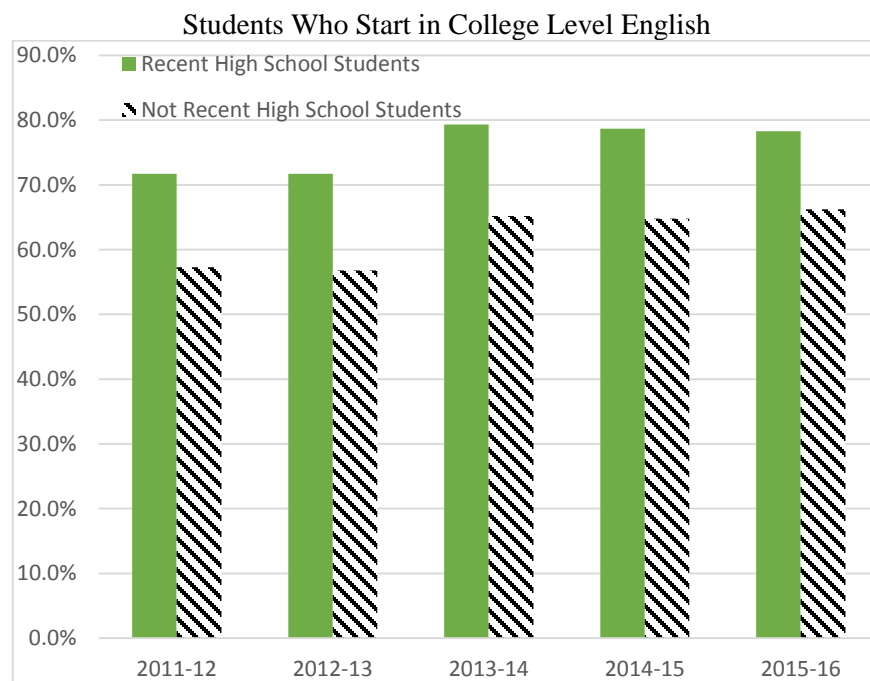
Source: Registration Office (KR-HISCHO3) for enrollment (FPS is not 55, M*, N*, R*, S*), local high school offices for graduate numbers.



PREPARATION OF INCOMING STUDENTS

A significant amount of work has occurred over the past several years to help incoming students traverse math and English requirements more efficiently. These efforts include increasing the opportunities available for students to begin their studies at college level, vs. having to complete pre-college coursework. The chart below illustrates the proportion of students who start in college level English and math studies (based on courses taken during the academic year in which they enter).

	Students Who Start in College Level English		Students Who Start in College Level Math	
	Recent High School Students	Not Recent High School Students	Recent High School Students	Not Recent High School Students
2011-12	71.7%	57.3%	16.4%	14.2%
2012-13	71.7%	56.8%	17.9%	18.9%
2013-14	79.3%	65.2%	22.5%	19.5%
2014-15	78.7%	64.8%	32.8%	21.4%
2015-16	78.3%	66.2%	29.7%	21.9%



Data Source: IR DW for SQL, Transcript & Student Tables (see Basic Skills Monitoring Report for notes on methodology)

MOST POPULAR PROFESSIONAL/TECHNICAL PROGRAMS

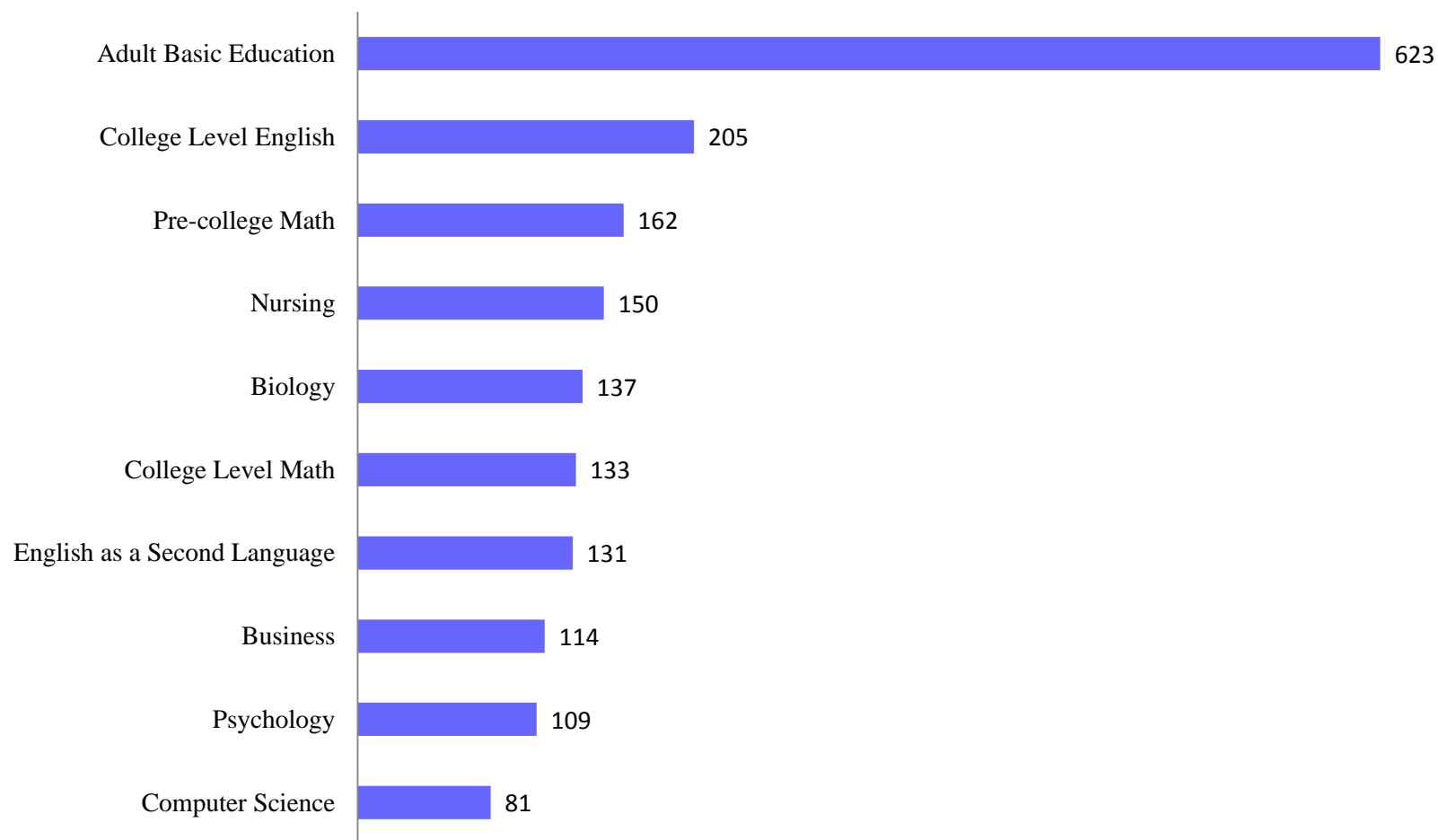
The following chart depicts the top ten majors within the professional/technical areas. Please note that many of these programs are designed for students to be able to transfer to a 4-year institution. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations, such as in nursing, affect the number of students actually in the program.

Academic Year 2014-15*	# of Students	Academic Year 2015-16	# of Students
#1) Registered Nurse	903	#1) Registered Nurse	912
#2) Business Management	144	#2) Business Management	117
#3) Early Childhood Education	141	#3) Early Childhood Education	111
#4) Criminal Justice	140	#4) Criminal Justice	107
#5) Welding	114	#5) Medical Assisting	104
#6) Medical Assisting	108	#6) Welding	99
#7) Chemical Dependency Studies	90	#7) Information Technology Systems	93
#8) Information Technology Systems	90	#8) Chemical Dependency Studies	91
#9) Nursing Assistant	90	#9) Automotive Technology	83
#10) Automotive Technology	89	#10) Accounting	66

Source: SBCTC Data Warehouse, Student Table **Program Code** for Professional/Technical programs (including Prof/Tech Transfer/DTA programs). *Please note: 2014-15 data has been updated from previous Fact Book.

TOP 10 FTE GENERATING DISCIPLINES

The following ten disciplines accrued the most annual FTE in 2015-16 (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).

	2011-12	2012-13	2013-14	2014-15	2015-16
FTE (all funding sources)					
Online	440	488	536	597	537
Hybrid	271	234	315	322	303
Web Enhanced	731	596	574	760	842
Number of courses offered					
Online	237	297	339	396	343
Hybrid	197	175	265	247	233
Web Enhanced	473	436	415	530	589
Unduplicated Headcount					
Online	2,196	2,260	2,434	2,528	2,262
Hybrid	1,889	1,635	1,903	1,979	1,786
Web Enhanced	3,067	3,075	2,908	3,555	3,563
Unduplicated Online Headcount by Location					
Castle Rock	144	159	178	188	130
Kalama	90	79	86	83	70
Rainier	56	56	55	76	56
Toutle	16	12	14	15	23
Wahkiakum County	28	35	35	38	38
Woodland	34	46	45	73	57

In 2015-16, 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, Earth Science, Fire Science, Geology, History, Health, Humanities, Math, Medical Assisting, Music, Nursing, Nutrition, Oceanography, Physical Education, 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
2011-12	\$20,937,073
2012-13	\$19,723,224
2013-14	\$18,203,190
2014-15	\$16,486,508
2015-16	\$13,538,799

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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	\$5,730 (+1.5%)	\$4,275 (+0.0%)
2015-16	\$5,775 (+0.8%)	\$4,131 (-3.4%)

Please note: 2014-15 Pell Grant Max. was updated from previous Fact Book.

*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 not final; figures subject to change. Pell Grant Maximum source is <https://studentaid.ed.gov/types/grants-scholarships/pell>

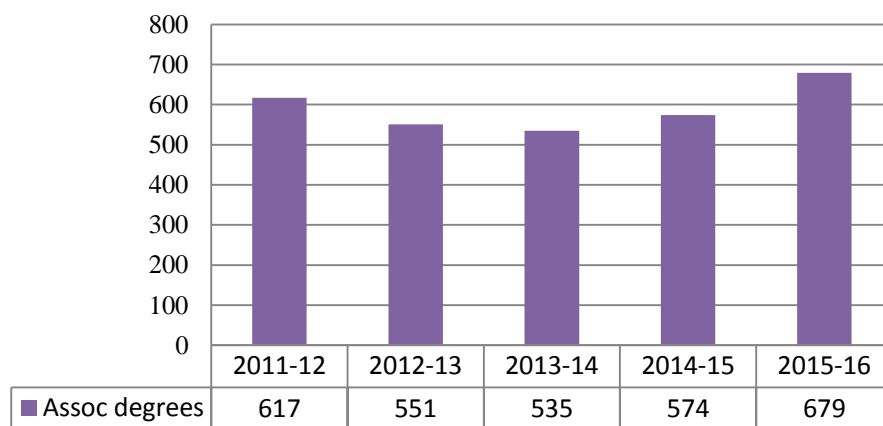
Summary of Financial Aid Awards 2015-16		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)		
	\$8,430,992	3,226
SCHOLARSHIPS/OTHER/OUTSIDE AIDE (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships and outside/private funds)		
	\$555,369	338
LOANS		
Subsidized (need based)	\$1,695,331	659
Unsubsidized	\$2,245,965	620
PLUS (Parent Loan)	<u>\$28,000</u>	<u>3</u>
Total	\$3,969,296	1,282
WORK STUDY	\$583,142	275
GRAND TOTAL	\$13,538,799	5,121

DEGREES AND CERTIFICATES AWARDED

AWARD	2011-12	2012-13	2013-14	2014-15	2015-16
Associate degrees	617	551	535	574	679
Certificates	140	206	231	197	163
TOTAL	757	757	766	771	842

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 2012 cohort: 27%
 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%

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

This is the most recent data available.

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

<http://www.sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.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

	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)	2013 Cohort (483 students)	2014 Cohort (472 students)
Female					
Persistence:					
Fall to Winter	86.7%	82.6%	83.4%	83.4%	81.8%
Fall to Spring	73.2%	69.3%	68.1%	77.3%	70.0%
Fall to Fall	51.0%	54.0%	52.3%	57.0%	-
Male					
Persistence:					
Fall to Winter	81.0%	83.4%	81.1%	86.6%	83.3%
Fall to Spring	69.3%	74.2%	63.1%	73.1%	68.2%
Fall to Fall	51.5%	51.5%	45.1%	49.8%	-

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

Persistence by Need Based Aid

	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)	2013 Cohort (483 students)	2014 Cohort (472 students)
Received Need Based Aid					
Persistence:					
Fall to Winter	84.4%	81.5%	82.2%	81.5%	84.2%
Fall to Spring	69.7%	69.5%	64.5%	72.0%	66.5%
Fall to Fall	45.3%	49.6%	45.7%	50.3%	-

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

EQUITY & PERSISTENCE (CONTINUED)

Persistence by Race/Ethnicity

	2010 Cohort (618 students)	2011 Cohort (525 students)	2012 Cohort (486 students)	2013 Cohort (483 students)	2014 Cohort (472 students)
Hispanic					
Persistence:					
Fall to Winter	82.8%	80.4%	92.3%	87.8%	84.6%
Fall to Spring	72.4%	56.5%	76.9%	78.0%	66.7%
Fall to Fall	55.2%	41.3%	64.1%	68.3%	-
Students of Color, not Hispanic*					
Persistence:					
Fall to Winter	75.0%	75.8%	78.2%	76.9%	84.8%
Fall to Spring	61.8%	64.5%	63.6%	66.7%	67.4%
Fall to Fall	50.0%	48.4%	49.1%	41.0%	-
White, not Hispanic					
Persistence:					
Fall to Winter	85.2%	82.9%	81.1%	84.5%	81.7%
Fall to Spring	72.3%	73.1%	62.8%	75.4%	69.0%
Fall to Fall	50.4%	53.5%	45.6%	52.6%	-

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 2015-16
(2014-15 Graduating or Departing Transfer Students)**

School	# Students
Washington State University	64
University of Washington	28
Eastern Washington University	19
Western Washington University	17
Central Washington University	13
Portland State University	8
The Evergreen State College	6
City University of Seattle	5
Grand Canyon University, AZ	5

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

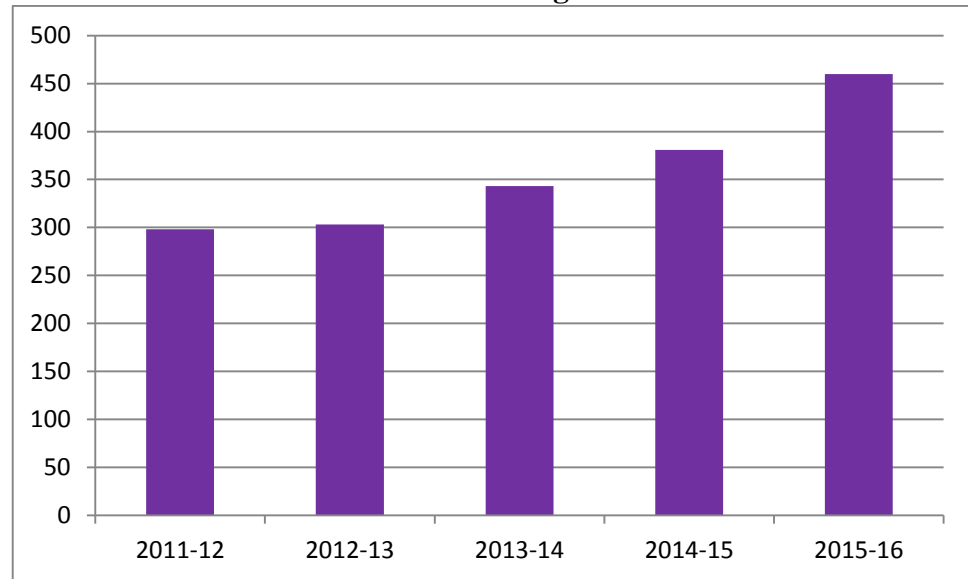
2009-10	3.26
2010-11	3.34
2011-12	3.17
2012-13	3.18
2013-14	3.18

Transfer Student Enrollment (all students)

Year	Headcount
2011-12	2366
2012-13	2212
2013-14	2103
2014-15	2071
2015-16	1946

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

Transfer Associate Degrees Granted



Transfer Associate Degrees Granted

Year	Number of Transfer Associate Degrees Granted
2011-12	298
2012-13	303
2013-14	343
2014-15	381
2015-16	460

Source: Registration Office for degrees granted.

ESTIMATED EMPLOYMENT DATA BY PROGRAM

Estimated Employment Rates For LCC Completers

	2010-11 (09-10 grads)	2011-12 (10-11 grads)	2012-13 (11-12 grads)	2013-14 (12-13 grads)	2014-15 (13-14 grads)
	Rate	Rate	Rate	Rate	Rate
Accounting Technician	69%	83%	95%	53%	60%
Automotive Technology	80%	76%	53%	77%	86%
Business Management	31%	68%	61%	74%	93%
Business Tech: Administrative	45%	46%	60%	68%	70%
Business Tech: Medical	42%	73%	73%	71%	70%
Chemical Dependency	65%	64%	80%	46%	62%
Computer Info Systems	47%	74%	84%	67%	47%
Criminal Justice	92%	93%	**	58%	**
Diesel/Heavy Equipment	60%	87%	74%	82%	82%
Early Childhood Education	84%	74%	70%	83%	71%
Fire Science	79%	80%	94%	60%	75%
Machine Trades	45%	33%	88%	83%	91%
Manufacturing	40%	80%	92%	**	**
Medical Assisting	100%	91%	84%	81%	82%
Nursing Assistant	67%	76%	74%	72%	89%
Associate Degree Nursing	92%	97%	95%	98%	94%
Welding	74%	95%	82%	76%	83%

Source: Data Linking Outcomes Assessment (DLOA) database, excludes the self-employed and individuals working out of state. Beginning 2014-15, SBCTC Estimated Employment Rate Report no longer available; LCC IR replicated State Board query for Estimated Employment Rate Report based on SQL code provided by State Board.

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

WAGE DATA BY PROGRAM

Adjusted Median Wage Rates for LCC Completers

	2010-11 (09-10 grads)	2011-12 (10-11 grads)	2012-13 (11-12 grads)	2013-14 (12-13 grads)	2014-15 (13-14 grads)
	Median \$	Median \$	Median \$	Median \$	Median \$
Accounting Technician	13.43	13.52	13.80	12.28	13.59
Automotive Technology	16.63	14.77	12.94	10.42	14.34
Business Management	14.81	15.21	16.14	15.02	12.60
Business Tech: Administration	13.53	11.47	**	12.40	11.69
Business Tech: Medical	12.06	10.93	12.27	11.93	15.96
Chemical Dependency	12.60	14.82	14.62	**	**
Computer Info Systems	12.49	13.96	17.10	**	**
Criminal Justice	18.56	13.90	14.38	12.11	10.94
Diesel/Heavy Equipment	16.99	15.24	16.92	18.30	18.19
Early Childhood Education	11.99	12.11	13.43	12.77	14.73
Fire Science	13.82	14.72	17.25	**	17.26
Machine Trades	20.05	19.29	20.11	**	15.52
Medical Assisting	13.52	12.29	15.71	13.58	**
Nursing Assistant	12.78	12.16	17.11	10.93	11.33
Associate Degree Nursing	26.40	26.20	28.26	27.40	31.29
Welding	16.74	16.02	18.32	15.29	16.22

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 2014-15	# Students
Associate in Arts, AA-DTA (transfer degree)	272
Nursing (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

Source: Registration Office.

Academic Year 2015-16	# Students
Associate in Arts, AA-DTA (transfer degree)	279
Nursing (AAS-T)	118
Business (DTA/MRP)	17
Medical Assisting (AAS)	13
Informational Technology (AAS and AAS-T)	13
Business Management (AAS)	11
Early Childhood Education (AAS)	11
Automotive Technology (AAS)	11
Medical Administrative Support (AAS)	10
Criminal Justices (AAS)	9

LICENSURE INFORMATION

	2011	2012	2013	2014	2015
NCLEX (National Council of State Boards of Nursing)					
Registered Nurse (first time pass rate)	89%	90%	88%	92%	89%

Source: Nursing Department

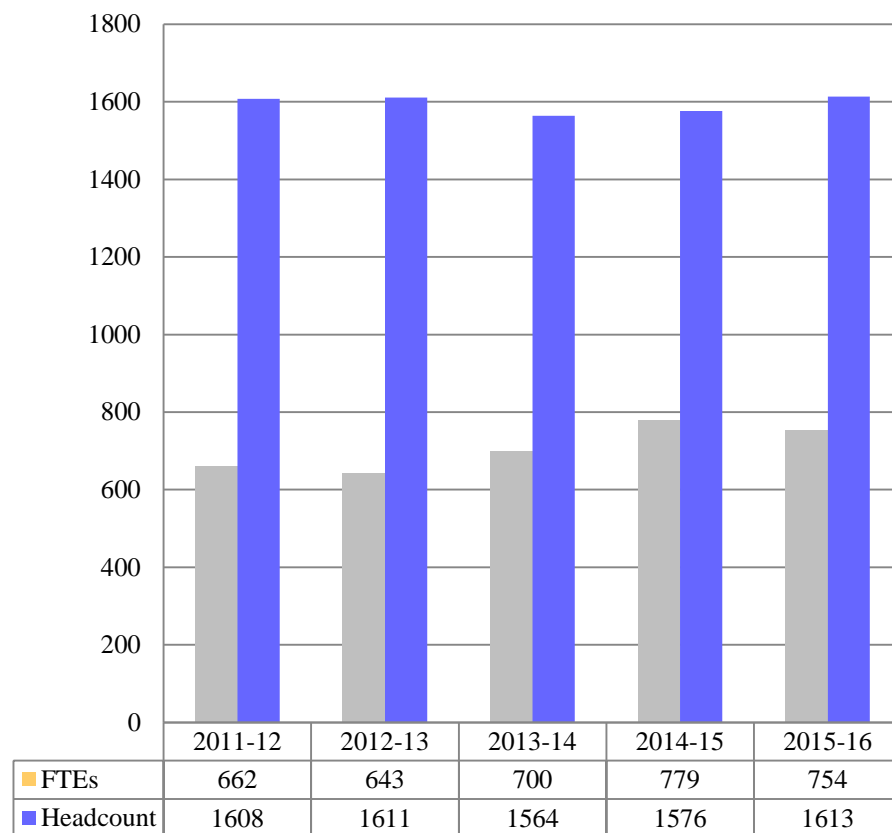
	2011-12	2012-13	2013-14	2014-15	2015-16
WABO (Washington Association of Building Officials)					
Welding (pass rate)—LCC students only	100%	100%	100%	100%	100%

Source: Welding Department.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Asian/Pacific Islander	4.1%	4.2%	4.3%	4.0%	4.3%
African American	3.1%	1.5%	1.4%	1.8%	2.0%
Native American	2.2%	3.1%	3.0%	2.3%	2.3%
Hispanic	26.4%	31.1%	27.4%	25.9%	23.5%
Multiple Races, Other	3.7%	4.0%	4.5%	4.4%	5.8%
White	60.5%	56.1%	59.4%	61.6%	62.1%

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

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-BEST Enrollment

	FTE: Total	Unduplicated Headcount/I-BEST
2011-12	99	132
2012-13	72	130
2013-14	111	192
2014-15	100	176
2015-16	121	238

Source: FTE: SBCTC Enrollment Monitoring Report; Headcount: Transcripts (I-BEST sections IB, IB*). Note: FTE Total for 2011-12 to 2014-15 included I-TRANS.

I-BEST 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 2016 (within 5 years)	Number and percent of college certificates and/or degrees (everything except exit codes 5-8*) through spring 2016 (within 3 years)
2011-12	14/132 = 11%	82/132 = 62%
2012-13	24/130 = 18%	81/130 = 62%
2013-14	41/192 = 21%	91/192 = 47%
2014-15	41/176 = 23%	89/176 = 51%
2015-16	46/238 = 19%	83/238 = 35%

Source: Cohorts from Kr-ROSTER3; compared to Completions Table. *Note: Beginning summer 2014, included exit code 9 because State Board definition of exit code 9 changed to a short certificate.

Student Success in I-BEST

	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**
2011-12	86%	86%	3.03
2012-13	89%	84%	2.85
2013-14	86%	83%	2.85
2014-15	91%	89%	3.08
2015-16	87%	88%	3.08

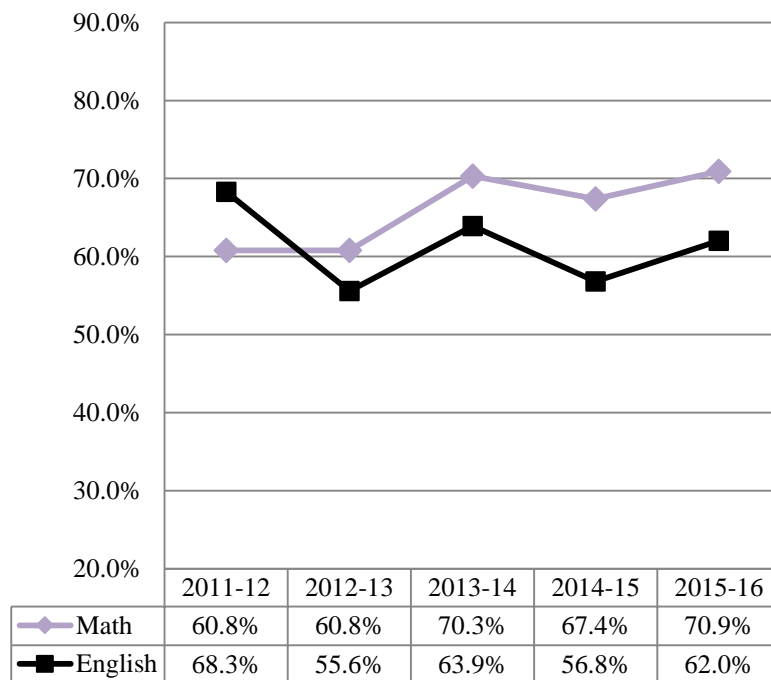
Source: Transcripts (sections IB, IB*) *excludes grades of I, N, P, R, V, NA, X **also excludes W's

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

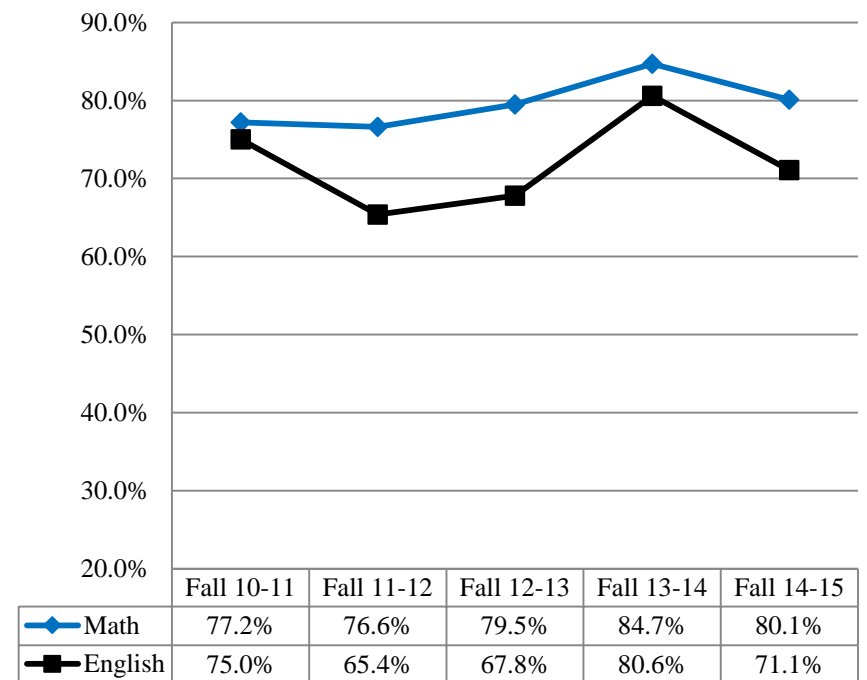
	2011-12	2012-13	2013-14	2014-15	2015-16
ENGL*	107	74	63	63	55
MATH	252	217	203	181	164
TOTAL	359	291	266	244	219

Source: Data Warehouse, Class Table. *Note: English 100 was considered a pre-college course in 2012-13 & 2013-14.

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)

Please note: Pass rates of college-level math for Fall 10-11 to Fall 13-14 were updated from previous reports to include Math 125 and BUS 206.

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, V, X and NA 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: 2015-16 (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	132	145	91%	461	543	85%
Biology	112	137	82%	826	1060	78%
Business	55	67	82%	685	924	74%
Chemistry	65	81	80%	410	527	78%
Computer Science	32	39	82%	605	792	76%
Drama	11	11	100%	65	70	93%
Economics	43	43	100%	225	238	95%
English	408	513	80%	918	1335	69%
Earth Science	21	25	84%	62	88	70%
Geology	12	16	75%	61	75	81%
History	199	232	86%	204	245	83%
Humanities	30	33	91%	237	272	87%
Math	174	217	80%	737	967	76%
Music	89	104	86%	372	416	89%
Oceanography	21	23	91%	57	71	80%
Physical Education	104	119	87%	427	482	89%
Political Science	173	192	90%	87	102	85%
Psychology	192	205	94%	648	769	84%
Sociology	83	94	88%	315	378	83%
Spanish	82	103	80%	156	245	64%
Speech	163	179	91%	413	475	87%
TOTAL	2201	2578	85%	7971	10074	79%

Please note: The 2015-16 overall GPA for Running Start students in college level courses is 2.99, and overall GPA for all other students in college level courses is 2.80.
Source for GPA: Transcripts (grades I, N, P, R, V, X and NA excluded; CR_IND = T; Course_Num >=100).

ATHLETICS

	DIVISION CHAMPIONS															
YEAR	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
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.

** NWAC CHAMPIONS (name changed from NWAAC in 2014).

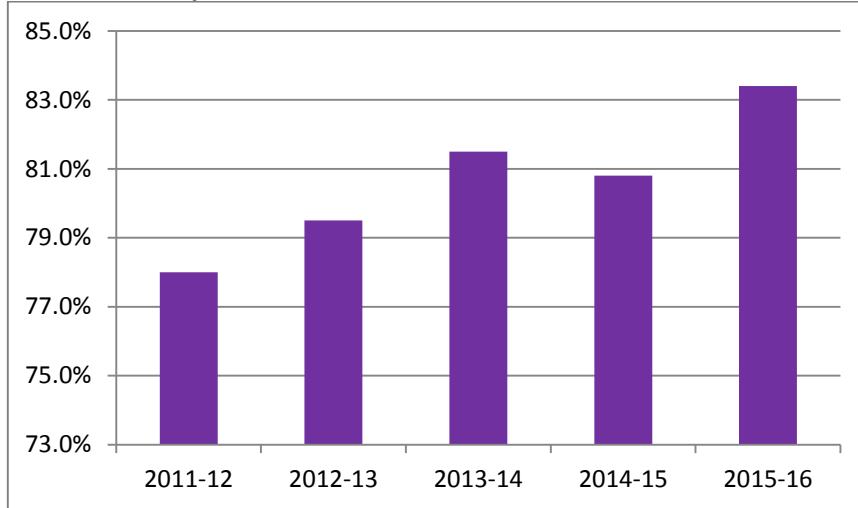
ATHLETIC TEAM GRADE POINT AVERAGES					
	2012	2013	2014	2015	2016
Baseball (Men)	2.89	2.64	2.82	3.06	3.17
Basketball (Men)	2.91	3.26	2.79	2.28	2.75
Basketball (Women)	2.96	2.7	3.14	3.08	3.20
Softball (Women)	2.76	3.03	3.00	3.26	2.99
Volleyball (Women)	2.79	3.04	2.69	3.17	3.07
Soccer (Women)	2.92	2.85	2.94	2.88	2.80
OVERALL TEAM GPA	2.89	2.92	2.91	2.96	3.01

Source: LCC Athletics Office

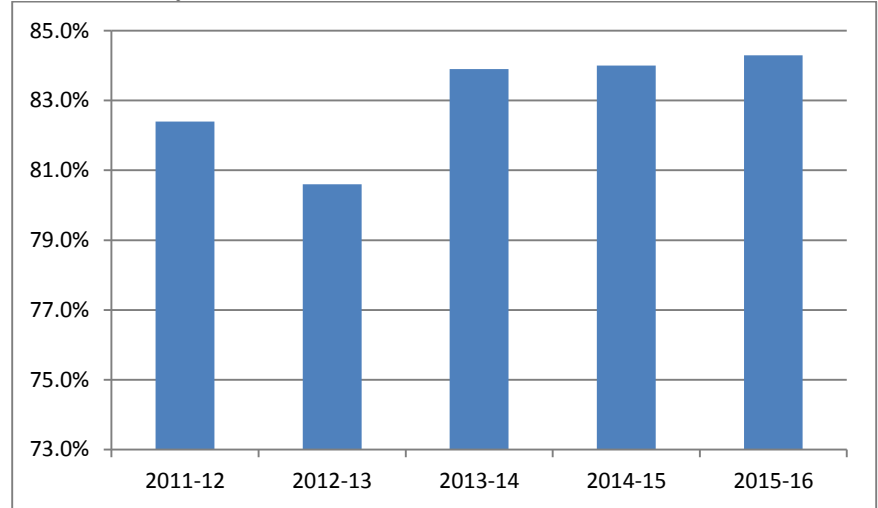
NUMBER OF ATHLETES: 2015-16			
	Men	Women	All
Baseball (Men)	37		37
Basketball (Men)	14		14
Basketball (Women)		15	15
Softball (Women)		14	14
Volleyball (Women)		14	14
Soccer (Women)		17	17
TOTAL	51	60	111

STUDENT SUCCESS IN CLASSES

Satisfactory Performance In Academic Transfer Courses



Satisfactory Performance in Professional/Technical Courses



Satisfactory Performance in Academic Transfer Courses

Cohort	Proportion of 2.0 or higher grades
2011-12	78.0%
2012-13	79.5%
2013-14	81.5%
2014-15	80.8%
2015-16	83.4%

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.

Satisfactory Performance in Professional/Technical Courses

	Proportion of 2.0 or higher grades
2011-12	82.4%
2012-13	80.6%
2013-14	83.9%
2014-15	84.0%
2015-16	84.3%

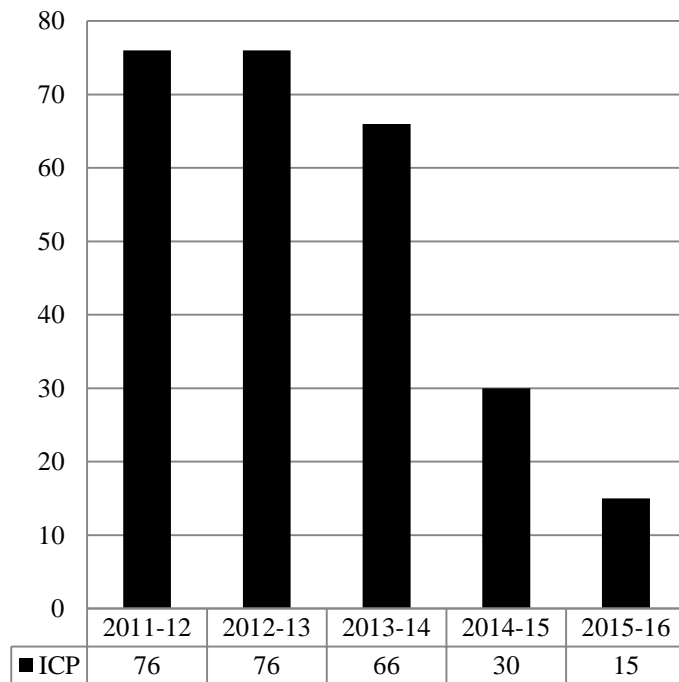
Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, P, R, V, X or NA; select dept_div, course num, gr, gr_dec, item and yrq; link to Class table using item and yrq to select INSTIT_INTENT_RECAT = "V" (Workforce Courses) from Class table.

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

Due to changing economic conditions and employer demand, many ICP certificates have been discontinued. As such, enrollment in ICP has declined.

Individualized Certificate Programs

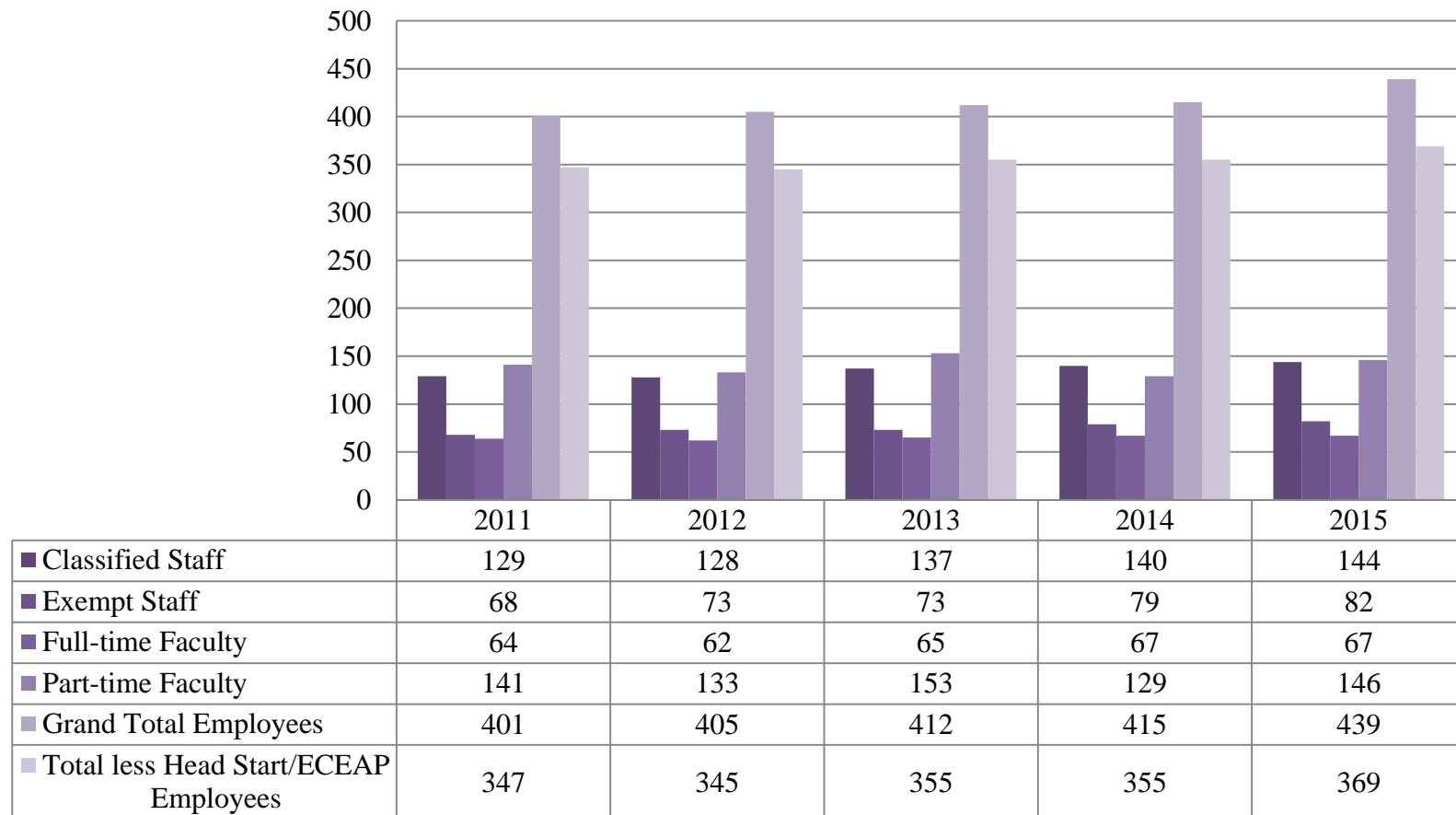
Current and/or Recent Programs include:

- Hemodialysis Technician
- Pharmacy Technician
- Public Works Maintenance
- Public Works Maintenance: Wastewater Treatment
- Public Works Maintenance: Water Distribution
- Public Works Maintenance: Water Treatment
- 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)

	2011-12 Actual		2012-13 Actual		2013-14 Actual		2014-15 Actual		2015-16 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	5,840,743	25.9	3,705,816	18.5	5,415,513	24.38	5,140,328	24.5	5,269,006	24.7
State Appropriation	10,856,392	48.1	10,499,492	52.3	11,842,530	53.31	11,880,393	56.7	11,869,247	55.7
Local Unrestricted	4,707,436	20.8	4,800,410	23.9	3,586,037	16.14	2,874,584	13.7	3,113,011	14.6
Local Dedicated	1,180,799	5.2	1,066,106	5.3	1,368,316	6.16	1,063,202	5.1	1,062,867	5.0
TOTAL REVENUES	22,585,370	100	20,071,824	100	22,212,396	100	20,958,507	100	21,314,131	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	10,228,061	46.5	9,687,906	44.6	9,800,006	42.94	9,475,596	45.6	9,493,710	41.7
Community Education	80,070	0.4	126,182	0.6	231,036	1.01	61,828	0.3	139,340	0.6
Academic Support	2,115,489	9.6	2,438,423	11.2	2,706,002	11.86	1,741,394	8.4	2,459,577	10.8
Libraries	308,186	1.4	423,947	1.9	404,606	1.77	387,496	1.9	394,613	1.7
Student Services	2,778,856	12.6	2,557,751	11.8	2,994,564	13.12	2,767,773	13.3	3,174,479	14.0
Institutional Support	4,216,944	19.1	3,976,503	18.3	4,176,074	18.30	3,701,674	17.8	4,193,952	18.4
Operation of Plant	2,290,662	10.4	2,503,478	11.6	2,511,669	11.00	2,645,907	12.7	2,886,464	12.7
TOTAL EXPENDITURES	22,018,268	100	21,714,190	100	22,823,957	100	20,781,668	100	22,741,887	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); Local Unrestricted – Final Transfer number from FMS; Local Dedicated – BOT Self Support Deduction Spreadsheet (excluding 063,065,066, and HOFL)

COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	2011-12 Cost per FTE	2012-13 Cost per FTE	2013-14 Cost per FTE	2014-15 Cost per FTE	2015-16 Cost per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	4,013	3,811	3,875	3,754	3713
Community Education	31	50	91	25	54
Academic Support	830	959	1,070	690	962
Libraries	121	167	160	154	154
Student Services	1,090	1,006	1,184	1,097	1241
Institutional Support	1,654	1,564	1,651	1,467	1640
Operation of Plant	899	985	993	1,048	1129
TOTAL EXPENDITURES	8,638	8,542	9,025	8,233	8,894
FTE Enrollment	2,549 FTE	2,542 FTE	2,529 FTE	2,524 FTE	2,557 FTE
State Reimbursement per General FTE*	\$4,259	\$4,130	4,683	4,707	4,642

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"

	2011	2012	2013	2014	2015	Change
Natural Gas Campus—Therm Usage (Cascade Natural Gas) ¹	218,773	194,009	172,581	194,607	198,530	+2.0%
Electricity Usage—Kilowatt hour Usage (Cowlitz PUD) ¹	5,511,249	5,424,270	6,113,247	5,501,441	6,611,207	+20.2%
Water & Sewer—Cubic Feet (City of Longview) ¹	6,655	6,500	8,234	5,845	14,983*	+156.3%
Diesel Usage in Generators—Gallons ¹	28	13	11	29	18	-37.9%
Gasoline for Vehicles & Grounds Equipment—Gallons ¹	3,056	2,706	3,176	2,921	2,190	-25.0%
Diesel for Vehicles & Grounds Equipment—Gallons ¹	3,398	2,229	4,096	4,339**	3,826	-11.8%
Employee-Owned Vehicle Use for Business Travel—Miles ¹	79,400	88,758	106,831	103,958	116,638	+12.2%
Employee Air Travel—Miles ¹	136,525	101,500	128,433	164,983	124,396	-24.6%
Mail Letter Size—Pieces ² (\$ spent)	55,917 (\$25,064)	49,791 (\$20,951)	44,676 (\$19,786)	42,159 (\$20,450)	39,662 (\$19,348)	-5.9% (-\$1102)
Bulk Mailings—Pieces ² (\$ spent)	22,016 (\$3,481)	24,997 (\$4,031)	28,146 (\$4,962)	32,315 (\$5,631)	18,022 (3,282)	-44.2% (-\$2349)
Business Reply—Pieces ² (\$ spent)	2,226 (\$1,025)	3,240 (\$1,468)	2,577 (\$1,336)	3,059 (\$1,533)	2,114 (\$1,062)	-30.9% (-\$471)

*Three additional water meters were added in 2015 that were not initially picked up by City of Longview. Number is reflective of a lump sum bill backdated to original meter start dates in 2014. 2016 number will be lower and more representative of actual usage. **2014 diesel number updated from previous Fact Book.

LCC RECYCLING PROGRAM

	2011	2012	2013	2014	2015	Change
Aluminum—Pounds (\$ collected) ¹	816 (\$394)	495 (\$204)	1,348 (\$339)	398 (\$192)	2,673 (\$377.97)	+571.6%
Cardboard—Tons (\$ collected) ¹	12 (\$496)	8 (\$492)	9 (\$370)	10 (\$500)	9.6 (\$482.70)	-4.0%
Paper—Tons (\$ paid) ¹	--	--	--	--	291 (\$276.00)	
Metal—Pounds (\$ collected) ¹	10,180 (\$1,153)	13,664 (\$1,211)	12,500 (\$1,137)	8,707 (\$976)	6,800 (\$555.64)	-21.9%
Copper—Pounds (\$ collected) ¹	216 (\$648)	161 (\$151)	--	6 (\$5)	153 (\$56.79)	+2450.0%
Plastic—Pounds (\$ collected) ¹	--	--	--	--	1,100 (\$11.00)	--
Surplus Property Sales (\$ collected) ²	(\$2,299)	(\$488)	(\$4,283)	(\$15,615)	(\$4,442.26)	-71.6%

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 Net Assets

June 2012	June 2013	June 2014	June 2015	June 2016
\$12,938,842	13,586,120	14,850,197	14,227,411	13,984,139*

Please note: June 2014 Net Assets has been updated from previous report.

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

Amount available depends on investments earnings in any given year

June 2012	June 2013	June 2014	June 2015	June 2016
\$581,571 (4.5%)	746,573 (5.5%)	969,626 (6.5%)	1,090,864 (7.7%)	933,107*

2015-16 Program Support was distributed as follows: Scholarships—\$282,175*; Grants—\$88,154*; Program Support—\$472,741* and Other—\$90,038*.

Exceptional Faculty Fund: Endowed Total

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

June 2012	June 2013	June 2014	June 2015	June 2016
\$1,526,825	1,603,482	1,787,998	1,775,238	1,661,255*

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

COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State
Total Population, 2015 Estimate	103,468	4,042	7,170,351
Total Population, 2010	102,410	3,978	6,724,543
Percent Change, 2010 to 2015	+1.0%	+1.6%	+6.6
Persons below poverty level, 2010-2014	18.4%	21.9%	13.5%
Median Household Income, 2010-2014	\$46,571	\$44,500	\$60,294
Persons per Square Mile, 2010	89.8	15.1	101.2
Retail Sales per Capita, 2012	\$11,651	\$2,522	\$17,243
Hispanic or Latino, 2015	8.6%	4.2%	12.4%
White Alone, not Hispanic or Latino, 2015	84.4%	89.7%	69.8%
Persons under 18 years, 2015	22.7%	17.3%	22.5%
Unemployment Rate, June 2016*	7.6%	9.4%	5.6%

Source: United States Census Bureau, <http://quickfacts.census.gov> and 2010-2014 American Community Survey 5-Year Profiles (www.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
2011	6.40%	88 th
2012	6.16%	90 th
2014	6.76%	92 nd
2015	6.37%	91 st
2016	6.37%	95 th

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.

	2011	2012	2013	2014	2015
Inflation, Consumer Price Index (1)	+3.2%	+2.1%	+1.5%	+0.8%	+0.7%
LCC Tuition/fee Increases, percent annual increase (2)	+12.0%	+12.0%	+0.0%	+0.0%	-3.4%

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 2014)

	United States	Washington State	Cowlitz County
Less than 9 th grade	5.6%	4.0%	4.8%
9-12 grade, no diploma	7.5%	5.5%	8.4%
High school graduate	27.7%	22.8%	29.2%
Some college, no degree	21.0%	24.5%	33.9%
Associate degree	8.2%	10.0%	9.0%
Bachelor's degree	18.7%	21.0%	8.9%
Graduate or professional degree	11.4%	12.1%	5.7%
SUMMARY DATA			
High school graduate or higher	86.9%	90.4%	86.8%
Bachelor's degree or higher	30.1%	33.1%	14.7%

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

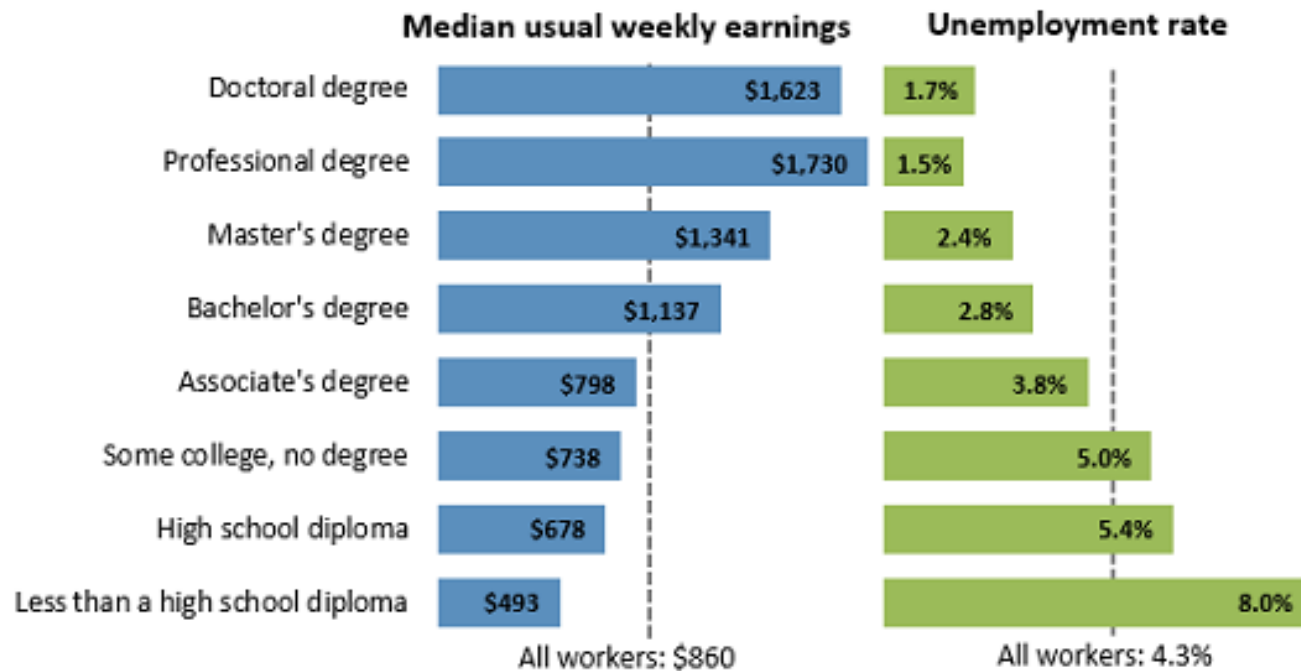
Note: data not available for Wahkiakum County through the American Community

Figures may not equal precisely 100% due to rounding

2015 data not available.

Education Pays: Relationship between education level, earnings and unemployment rate (2015)

Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey

Source: Bureau of Labor Statistics: http://www.bls.gov/emp/ep_chart_001.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	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0
Sex Offenses – Forcible	0	0	0	0	0	0	0	0	0	0
Sex Offenses – Non-Forcible	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	1
Aggravated Assault	0	0	0	0	0	0	0	0	0	0
Burglary	0	2	1	0	1	2	1	2	8	3
Motor Vehicle Theft	0	2	1	1	2	2	1	0	1	0
Arson	0	0	1	0	0	0	0	0	0	0
TOTAL	0	4	3	1	3	4	2	2	9	4

Arrest/Disciplinary Action/Judicial Referrals	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	1	0	0	1	2	0
Liquor Law Violations	0	0	0	0	1	0	0	0	0	0
TOTAL	0	0	0	0	2	0	0	1	2	0

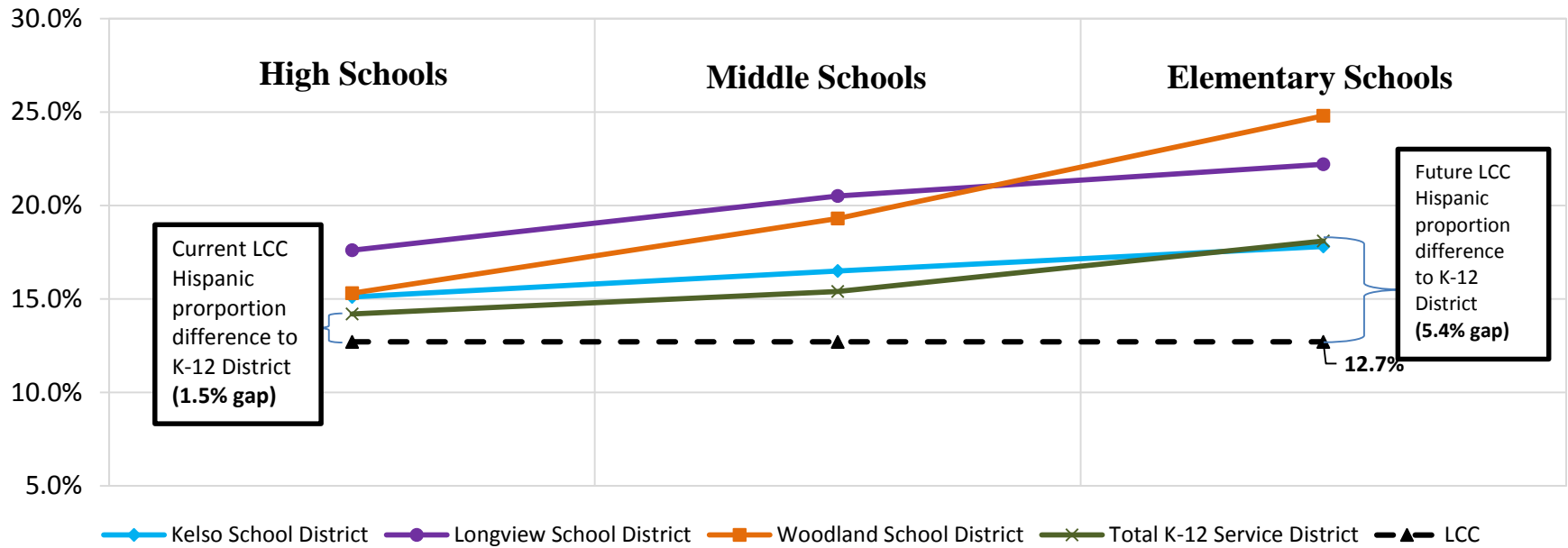
Other	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Domestic Violence	*	*	*	*	*	*	*	7	4	1
Stalking	*	*	*	*	*	*	*	2	2	1
Dating Violence	*	*	*	*	*	*	*	7	0	0
TOTAL	*	*	*	*	*	*	*	16	6	2

*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>

HISPANIC ENROLLMENT IN K-12 DISTRICT

Proportion of Hispanic Students: LCC compared to K-12 District (2015-16)



	Total High Schools	Total Middle Schools	Total Elementary Schools
Kelso School District	15.1%	16.5%	17.8%
Longview School District	17.6%	20.5%	22.2%
Woodland School District	15.3%	19.3%	24.8%
Total K-12 Service District	14.2%	15.4%	18.1%

Source: <http://reportcard.ospi.k12.wa.us> for K-12 Data, LCC Fact Book for LCC data. Note: Data for Wahkiakum elementary and middle schools are combined and included in "Total Elementary Schools" and "Total Middle Schools." Kalama Jr Sr High data is combined and included in "Total Middle Schools" and "Total High Schools." Toutle Lake High Schools is 7-12th grades and is included in "Total Middle Schools" and "Total High Schools."

- Academic Performance of Running Start Students, 30
- Academic Success in Professional/Technical Courses, 32
- Academic Success in Transfer Courses, 32
- Academic Success of Transfer Students, 32
- Academic Transfer, 15, 23, 32
- Accounting, 7, 15, 17, 24, 25
- Accreditation, 2, 4, 6
- Achieving the Dream, 6
- Acres, 4, 7, 37
- Actual State FTE, cover
- Administration Building, 37
- Admissions Center, 37
- Adult Basic Education, 7, 16, 17, 27, 28
- Age of Students, 7, 8
- Alan Thompson Library, 37
- Allied Health, 7, 17
- Annual Enrollment Trends, 10
- Anthropology, 7
- Applied Arts, 37
- Art, 7, 17, 30
- Associate Degrees Awarded, 7, 19, 23
- Athletic Team Grade Point Averages, 31
- Athletics, 31
- Automotive/Diesel Technology, 7, 15, 24, 25, 26
- Automotive Service Excellence, 11
- Average Age of Students, 7, 8
- Average Earnings by Education Level, 44
- Average GPA of Transfer Students, 7, 23
- Bachelor's Degree, Percent of Population, 43
- Baseball, 7, 31
- Basic Skills, 1, 2, 3, 7, 8, 9, 20, 27
- Basketball, 7, 31
- BB Concessions, 37
- Biology, 7, 16, 17, 30
- Blueprint Reading, 7
- Board of Trustees, inside cover
- Brief History of LCC, 4
- Buildings, 4, 7, 37
- Business Management/Admin, 7, 15, 16, 17, 24, 25, 26, 30
- Business Technology, 7, 17, 24, 25
- Campus Services Building, 37
- Carbon Footprint, 39
- Carpentry Shop, 37
- Castle Rock, 4, 12, 13, 17
- Castle Rock High School, 13,
- Census Data, 41, 43
- CEO Students, 7
- Certificates Awarded, 7, 19
- Certiport (Microsoft Office Certification), 11
- Characteristics of Students, 7, 8
- Chemical Dependency Studies, 7, 15, 24, 25
- Chemistry, 7, 17, 30

- Cisco (IT Exams), 11
- CLEP (Prior Learning Assessment), 11
- Community Demographics, 41
- Comptia (IT Exams), 11
- Computer Information Systems, 7, 16, 17, 24, 25, 30
- Consumer Price Index, 42
- Continuing Education, 7, 11
- Contract Funded FTE, 6 10
- Core Themes, 2, 3
- Cost of Attending College, 18
- Cost per FTE Student, 36
- Cowlitz County, 2, 7, 12, 41, 43
- Credit Students, 8
- Crime Statistics, 45
- Criminal Justice, 7, 15, 17, 24, 25, 26
- Definition of Terms, 6
- Degrees and Certificates Awarded, 7, 19, 20, 28
- Degrees Awarded, 7, 19, 23
- Demographics of Students, 7, 8
- Developmental Education FTE, 9, 29
- Developmental Education, 1, 2, 9, 29
- Diesel Technology, 7, 24, 25
- Disabled Parking Spaces, 38
- Disciplines Offered at LCC, 7, 17
- Distance Education Enrollment, 7, 17
- Distance Education, 7, 17
- Don Talley Vocational Building, 37
- Drama, 7, 30
- Early Childhood Education, 7, 15, 17, 24, 25, 26
- Early Learning Center, 7, 37
- Early Learning Center Storage Building, 37
- Earth Science, 7, 17, 30
- Economic Data, 41
- Economics, 7, 17, 30
- Education Pays Graphic, 44
- Educational Attainment Rates, 43
- Educator Licensing Exams, 11
- eLearning Enrollment, 7, 17
- Employees, 7, 34
- Employment Data by Program, 24
- Employment Rates, Estimated, 7, 24
- Employment Testing, 11
- EMT Test (NREMT), 11
- Engineering, 7
- English as a Second Language, 1, 7, 16, 17, 27, 28
- English, 7, 14, 16, 17, 20, 29, 30
- Enrollment of High School Graduates, 13
- Environmental Studies, 7
- Equity and Persistence, 21, 22
- Exceptional Faculty Fund, 40
- Facts about LCC, 7
- Fall FTES by Institutional Intent, 9
- Fall Quarter Enrollment, 9
- Family Status of Students, 8
- Female Students, 7, 8, 21
- Financial Aid Awards, 7, 18

- Financial Aid, 7, 18
- Fire Science Technology, 7, 17, 24, 25
- Foundation Assets, 7, 40
- Foundation Support to LCC Programs, 40
- Founded, Year, 4, 7
- FTE (Full Time Equivalent), cover, 6, 7, 9, 10, 16, 17, 27, 28, 29, 36
- FTE, Contract Funded, 6, 10
- FTE, Defined, 6
- FTE, Developmental Education, 9, 29
- FTE, State Funded, cover, 6, 7, 9, 10
- FTE, Student Funded, 6, 10
- FTES by Institutional Intent, 9
- Full-time Equivalent, defined, 6
- Full-time Students, 6, 7, 8, 21, 22
- Gender of Students, 7, 8, 21
- Geography, 7
- Geology, 7, 17, 30
- GPA of Transfer Students, 7, 23
- Grade Point Averages for Athletes, 31
- Green House, 37
- Gross Square Footage, 37
- Gym & Fitness Center, 37
- Head Start Facilities, 37
- Health and Science Building, 37
- Health, 7, 17
- High School Diploma, Percent of Population, 43
- High School Diplomas Conferred, 7, 28
- High School Graduates, 13
- Hispanic Enrollment in K-12 District, 46
- History of LCC, 4
- History, 7, 17, 30
- Home and Family Life, 7
- Human Development, 7
- Humanities, 7, 17, 30
- Hybrid Courses, 17
- Hybrid Courses, Defined, 17
- I-BEST, 28
- Individualized Certificate Program (ICP), 8, 33
- Inflation Rates, 42
- International Center, 37
- International Students, 8
- IT Exams, 11
- Juniper Networks (IT Exams), 11
- K-12 Service District, 46
- Kalama, 12, 13, 17
- Kalama High School, 13
- Kelso, 4, 12, 13, 46
- Kelso High School, 13
- Key Performance Indicators, 3
- LCC Foundation, 7, 18, 40
- LCC Quick Facts, 7
- Library, 7, 37

- Licensure Information, 26
- Local and Population Data, 41
- Longview, 4, 12, 46
- Low-income Students, 21
- Machine Trades, 7, 24, 25
- Main, 4, 37
- Male Students, 8, 21
- Mark Morris High School, 13
- Mathematics, 7, 14, 16, 17, 20, 29, 30
- Mechanical Engineering Technology, 7
- Median Household Income, 41
- Median Wages for LCC Completers, 25
- Medical Administrative Support, 7, 26
- Medical Assisting, 7, 15, 17, 24, 25, 26
- Microsoft (IT Exams), 11
- Microsoft Office Certification, 11
- Mission Statement, 1
- Most Popular Professional/Technical Programs, 15
- Motorcycle Parking Spaces, 38
- Music, 7, 17, 30
- NCLEX Pass Rates, Nursing, 26
- Need Based Aid Allocated, 18
- NES (Educator Licensing Exam), 11
- New Head Start Building (East), 37
- Non-Credit Enrollment, 7, 11
- Non-credit Students, 11
- Non-resident Students, 8
- Northwest Commission on Colleges and Universities, 2, 4, 6, 7
- NREMT (EMT Test), 11
- Number of Athletes, 31
- Number of Buildings, 4, 7, 37
- Number of Distance Education Courses Offered, 17
- Number of Employees, 7, 34
- Number of Rooms per Building, 37
- Number of Students Who Transferred, 23
- Nursing, 7, 15, 16, 17, 24, 25, 26
- Nutrition, 7, 17
- NWAC Sports Offered, 7, 31
- Oceanography, 7, 17, 30
- Online Courses, 17
- Open Parking Spaces, 38
- Operating Budget, 7, 35
- Operating Revenues and Expenditures, 35
- ORELA, (Educator Licensing Exam) 11
- Organizational Structure (chart), 5
- Paraeducator Program, 7
- Parking, 38
- Part-time Students, 6, 8
- Pass Rates of Pre-College Students, 29
- Pass Rates of Running Start Students, 30
- Pavilion, 37
- Pell Grant Maximum, 18
- Personnel, 7, 34
- Pesticide Testing, 11

- Philosophy of LCC, 1
- Philosophy, 7
- Physical Education, 7, 17, 30
- Physical Science, 7
- Physical Science Building, 37
- Physics, 7
- Political Science, 7, 30
- Popular Professional/Technical Programs, 15
- Population Data, 41
- Poverty Rates, 41
- Pre-College, 1, 2, 9, 16, 29
- Pre-Employment Testing, 11
- Preparation in Math, 14
- Preparation in Reading and Writing, 14
- Preparation of Incoming Students, 14
- Prior Education of Students, 8
- Prior Learning Assessment (CLEP), 11
- Professional/Technical Programs, 15, 24, 25, 32
- Professional/Technical Courses Success, 32
- Psychology, 7, 16, 17, 30
- Quarterly Enrollment Trends, 9
- Quick Facts, 7
- R.A. Long High School, 4, 13
- Race and Ethnicity, Students, 7, 8, 22, 27, 46
- Race/Ethnicity of Basic Skills Students, 27
- Rainier, 12, 17
- Recycling Program, 39
- Reserved Parking Spaces, 38
- Residency Status, 8
- Resident Students, 8
- Retention Rates, 21, 22
- Running Start Students, 7, 30
- Satisfactory Performance in Academic Transfer Courses, 32
- Satisfactory Performance in Professional/Technical Courses, 32
- Scholarships Awarded, 18, 40
- Science Building, 37
- Service District Participation Rate, 42
- Service District, Defined, 7
- Short-term Parking Spaces, 38
- Soccer, 7, 31
- Sociology, 7, 17, 30
- Softball, 7, 31
- Spanish, 7, 17, 30
- Speech, 7, 17, 30
- Sports Offered, 7, 31
- Square Footage, 37
- State Allocated FTE, cover
- State Funded FTE, cover, 6, 7, 9, 10
- State Reimbursement Rate per FTE, 36
- Steam Plant, 37
- Student Achievement Initiative, 20
- Student Center, 37
- Student Characteristics, 7, 8
- Student Demographics, 7, 8

Student Funded FTE, 6, 10
Student Headcount, 7, 8, 9, 10
Student Home Zip Codes, 12
Student Persistence, 21, 22
Student Success in Classes, 32
Student Success in I-BEST, 28
Students with Disabilities, 8
Students Who Start in College Level English, 14
Students Who Start in College Level Math, 14
Sustainability, 39
Top 10 Areas of Study, 15
Top Transfer Institutions, 23
Total Financial Aid Awarded, 7, 18
Toutle, 12, 13, 17
Toutle Lake High School, 13
Transfer Associate Degrees Granted, 23
Transfer Courses Success, 32
Transfer Students, 7, 8, 9, 20, 23, 32
Transfers from LCC to 4-Year Institutions, 23
Unduplicated Running Start Student Headcount, 7, 30
Unduplicated Student Headcount, 7, 8, 10
Unemployment Rates, 41, 44
Vendor Parking Spaces, 38
Veterans, 8
Vision, Mission and Values, 1
Vocational Building, 37
Volleyball, 7, 31
WABO Pass Rates, Welding, 26
Wage Data by Program, 25
Wahkiakum County, 2, 7, 12, 13, 17, 41
Wahkiakum High School, 13
Web Enhanced Courses, 17
Web Enhanced Courses, Defined, 17
Welding, 7, 15, 24, 25, 26
West-B (Educator Licensing Exam), 11
Where LCC Students Live, 12
Woodland, 12, 13, 17, 46
Woodland High School, 13
Work Keys, 11
Work Study Allocated, 18
Work-Based Learning, 33
Worker Retraining Students, 7
Workforce Courses Success, 32
Workforce Students, 7, 8, 9, 20, 32
Zip Codes of Students, 12



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