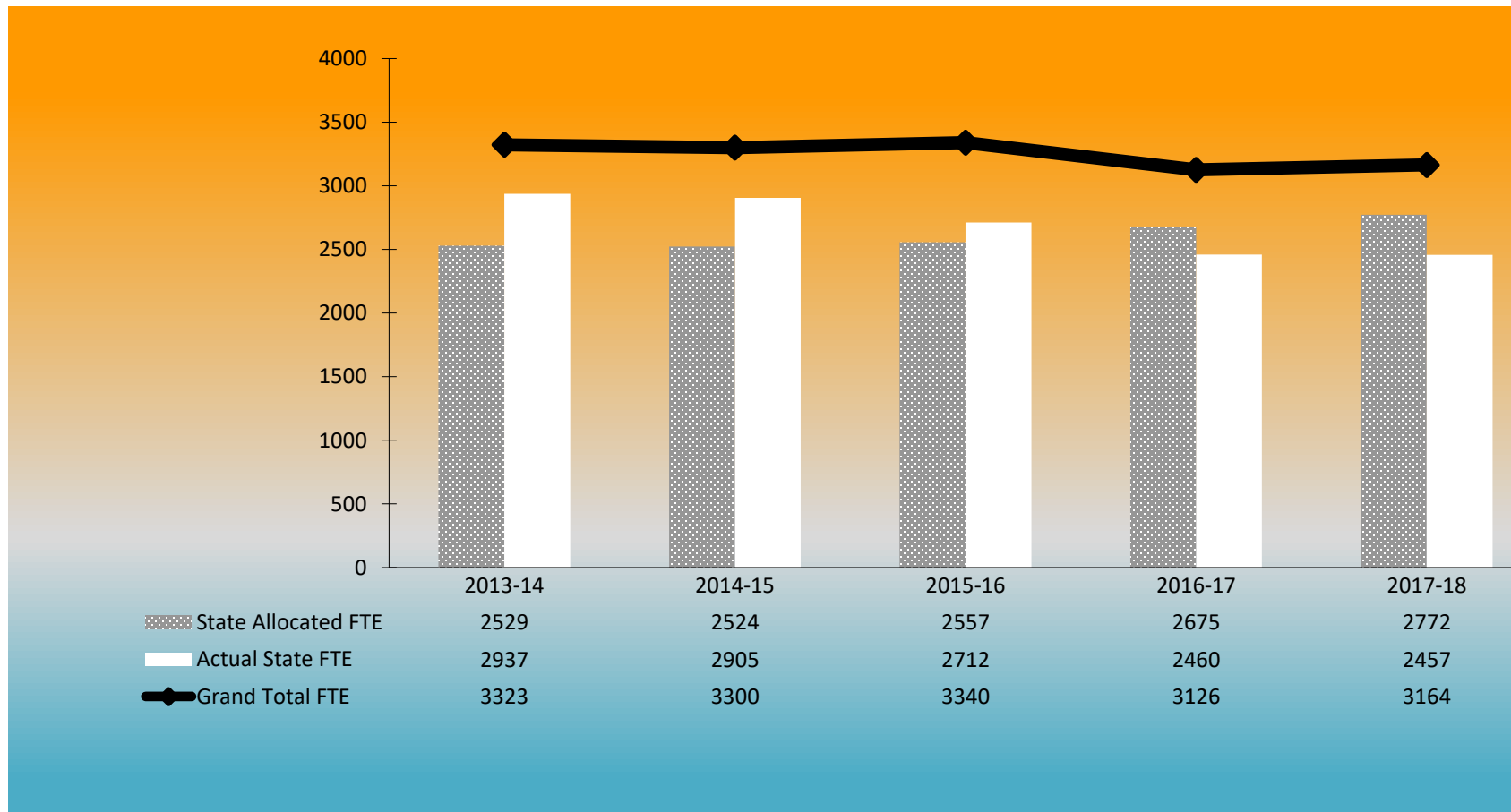


LCC FACTS & FIGURES 2017-18

21st Edition



Community College District 13

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Data for the 21st 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, 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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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.

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 ONE: 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 TWO: 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 THREE: 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 FOUR: 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 and 8/23/2017.

CORE THEME ONE: 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 TWO: Transfer and Academic Preparation

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

CORE THEME THREE: 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 FOUR: 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.

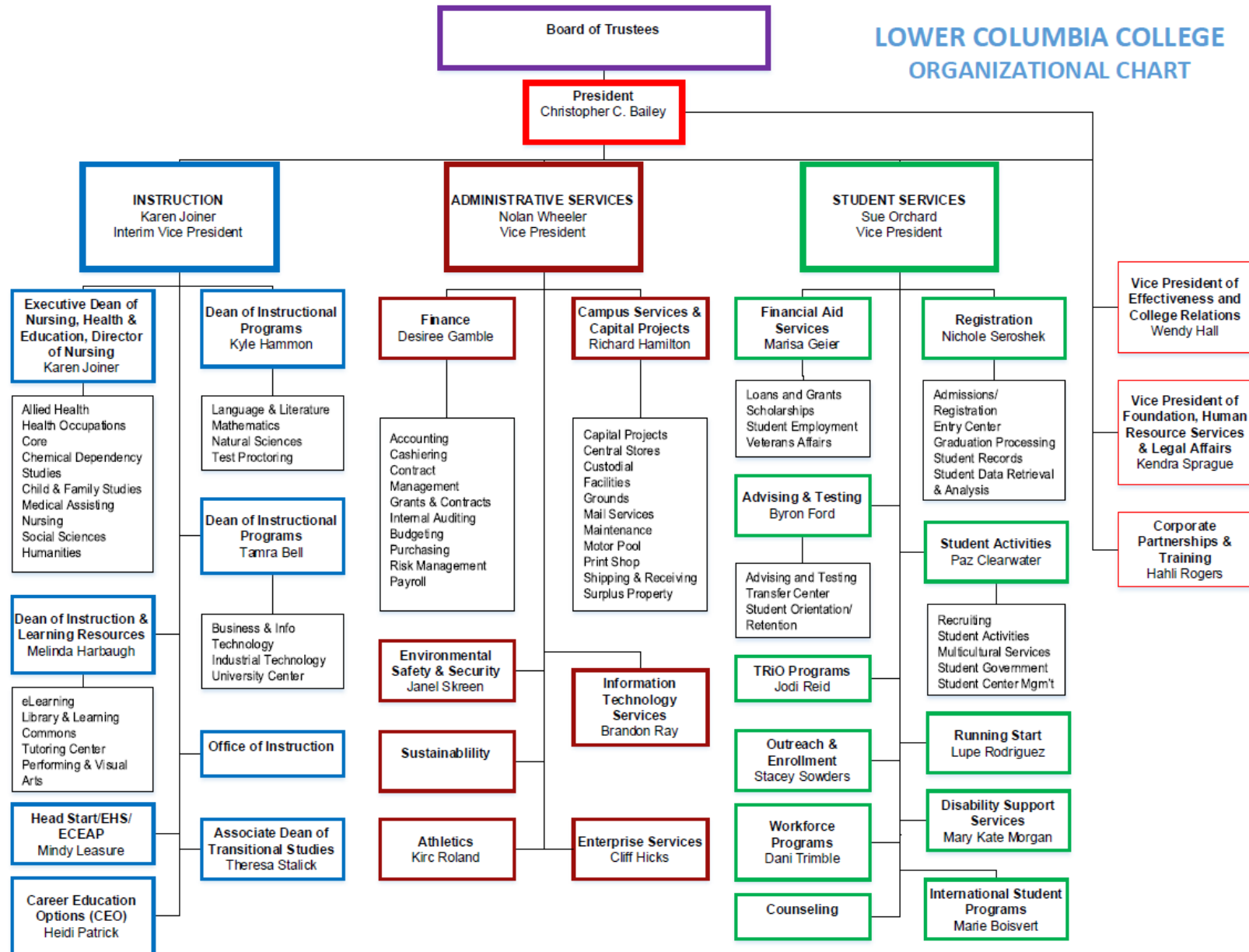
During the 1930s and 1940s, the College struggled with financial problems, and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building 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 3,500 and 4,000 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.
- ⌘ **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.
- ⌘ **Guided Pathways:** a redesign of the college experience for students as we know it today, intended to help more people graduate. Some primary components include “meta-majors” and degree maps; predictable schedules; integrated developmental instruction; progress tracking, support and feedback for all students; and bridges for college programs.
- ⌘ **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 (2017-18)

Total Student Headcount—State (4,392); All (6,064)
FTE (Full Time Equivalent)—State (2,457); All (3,164)

Students Taking Classes

English as a Second Language	210
Adult Basic Education	998
Online (unduplicated)	2,522
Continuing Educ. (duplicated)	2,109

Enrollment by Intent (State Funded)

30%	Transfer
46%	Workforce
17%	Basic Skills
7%	Other

Demographics (State Funded)

67%	Female
30%	Of Color
30	Average Age
48%	Full-Time (12+ cr)

Students in Programs

514	Running Start
238	CEO
143	Worker Retraining

Degrees & Awards

545	Associate degrees
31	Cert. of Proficiency
56	Cert. of Completion
150	High School Diplomas
100	GED (per Testing)

- The average GPA of LCC students that transferred to a four-year college or university is 3.19
- Employment rate: 75% 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 (2017-18) of \$23,139,786
- Financial Aid: (2017-18) \$12,592,429 (figure not final)
- Accredited by the Northwest Commission on Colleges and Universities since 1948
- Foundation Assets (June 2018): \$15,663,584 (figure not final)
- NWAC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Volleyball and Soccer
- Annual tuition and fees (2017-18): \$ 4,275 (Full-Time)
- 403 employees (Fall 2017) including Head Start/ECEAP; 326 employees (Fall 2017) excluding Head Start/ECEAP

Courses and programs available in the following disciplines: Accounting, Adult Basic Education, Advanced Manufacturing Technology, Allied Health, American Sign Language, Anthropology, Art, Astronomy, Automotive Technology, Biological Sciences, Blueprint Reading, Business (Business, Business Management, General Business, Retail Management), Business Technology (Administrative Services Manager, Administrative Support, Office Skills, Medical Office Administration, Medical Billing & Coding Specialist, Medical Reception), Chemical Dependency Studies, Chemistry, Chinese, College Success, 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, GED preparation, Geography, Geology, Health, High School Completion, History, Early Learning Center (Home & Family Life), Human Development, Humanities, 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 Manufacturing, Psychology, Sociology, Spanish, Speech, Technology, and Welding Technology.

Student Demographics

2017-18	All (# & %)		State Funded	
Unduplicated student headcount	6064	100%	4392	72%
Female students	3638	65%	2915	67%
Male students	1921	35%	1455	33%
African American students	85	2%	80	2%
Native American students	80	2%	62	2%
Asian/Pacific Islander students	185	4%	161	4%
Hispanic students	684	13%	591	14%
Multi-racial/other students	292	6%	239	6%
Students of color (Subtotal)	1326	25%	1133	28%
White students	3936	75%	2954	72%
International Students			30	<1%
Less than 20 years of age	1558	25%	845	18%
Ages 20-24	1293	21%	1192	26%
Ages 25-34	1543	25%	1424	31%
Ages 35-49	1089	17%	889	19%
Age 50 years or older	756	12%	262	6%
Average age (mean)	31		30	
Students with disabilities	471	8%	444	10%
Students receiving Veteran benefits	179	3%	--	--
Economically disadvantaged	1655	27%	1648	38%

2017-18	All (# & %)		State Funded	
Transfer students	1997	29%	1506	30%
Workforce students	2620	39%	2325	46%
Basic Skills students	1095	16%	856	17%
Other students	1074	16%	374	7%
Credit students (> 0 credits)	5959		4392	
Part-time (>0 and < 12 credits*) status	3866	55%	2764	52%
Full-time (≥ 12 credits) status	3186	45%	2510	48%
Washington Resident students	4882	91%	3287	88%
Non-resident students	503	9%	447	12%
Students with no children	1691	50%	1480	49%
Couples with children	965	28%	850	28%
Single students with children	744	22%	699	23%
New college students	1369	23%	702	16%
Students who transferred in	295	5%	272	6%
Former students who returned	1533	25%	1157	27%
Continuing students	2867	47%	2212	51%
Prior education: < high school	976	26%	783	23%
High school or equivalent	1609	42%	1488	44%
Some post-high school	604	16%	550	16%
Certificate (< 2 years)	260	7%	246	7%
Associate degree	220	6%	195	6%
Bachelor's degree or higher	158	4%	90	3%

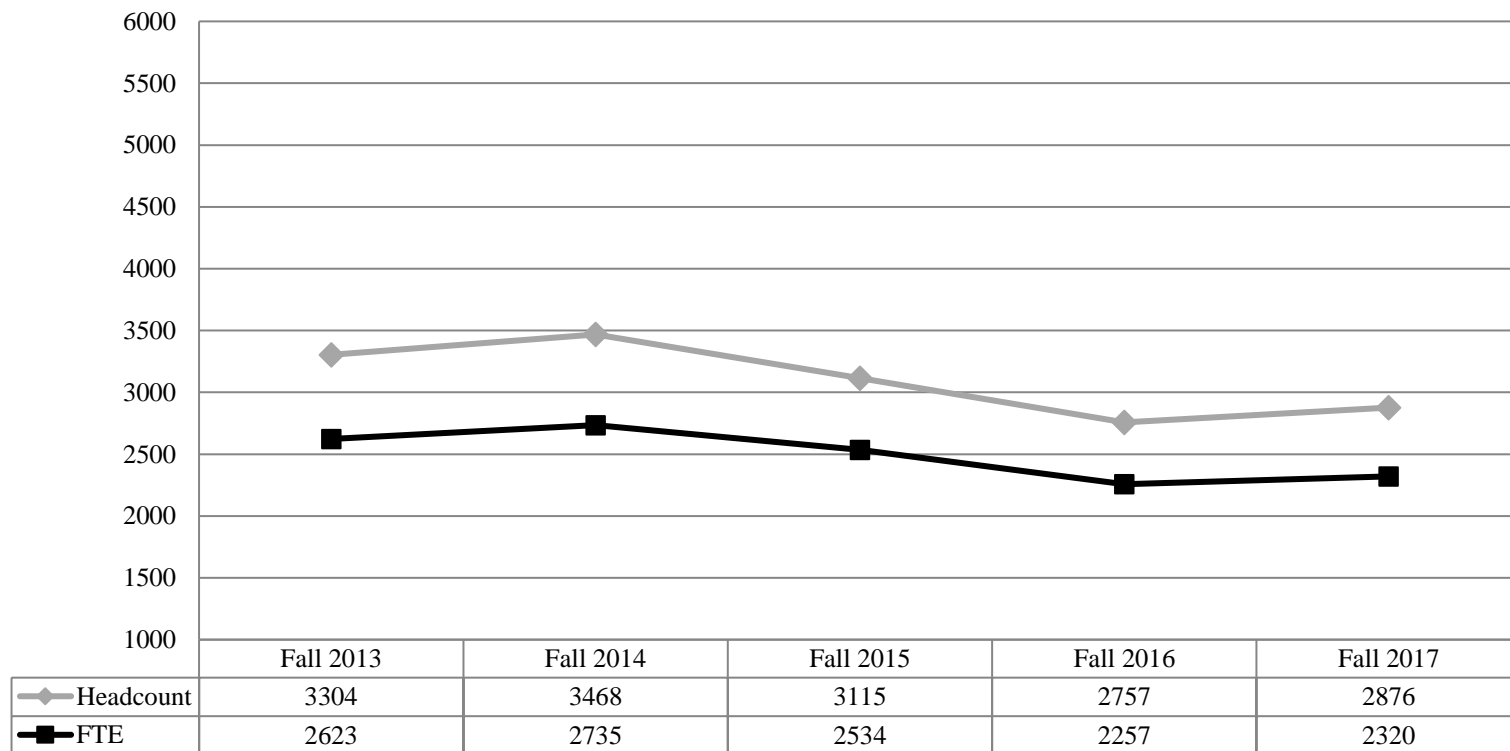
Source: SBCTC Data Warehouse, Student Table (Veteran Benefits = VET_BENEFITS is not "N" and not "O"). Hispanic (Hispanic = Y or Race_Ethnic_Code = 4). All other Race/Ethnicities are non-Hispanic (Race_Ethnic_Code = 1, 2, 3, 5, 6 and Hispanic = N). Note: percentages may not equal 100% due to rounding. 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). International Student source changed in 2017-18 to SMS, KR-FPS where FPS = 02 and QTR_CR_REG = NE 0. **Percentages calculated include only those students who disclosed specific pieces of demographic information.**

Fall Quarter Enrollment Trends

QUARTER	Academic	Workforce	Basic Skills	Pre-College	Total FTEs
Fall 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%
Fall 2016	917 – 41%	537 – 24%	607 – 27%	195 – 9%	2257 – 100%
Fall 2017	989 – 43%	517 – 22%	645 – 28%	170 – 7%	2320 – 100%

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

Fall Headcount and FTE Enrollment (State FTE)



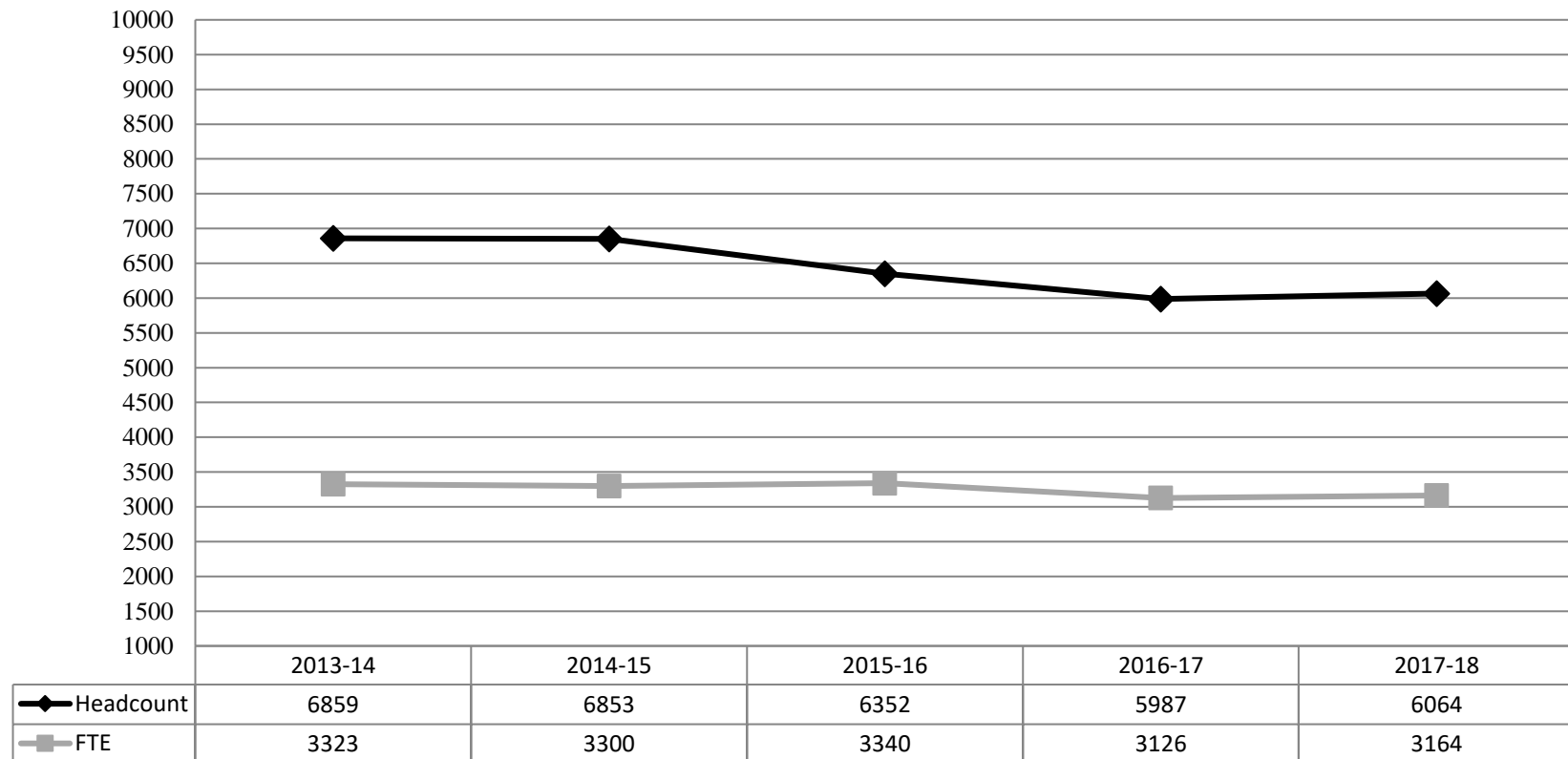
Source: Data Warehouse, Class Table, by Institutional Intent Recat, (state funded) for FTE enrollment; Student Table for headcount.

Annual Enrollment Trends

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%
2016-17	2,460 – 79%	610 – 20%	56 – 2%	3,126 – 100%
2017-18	2,457 – 78%	656 – 21%	51 – 2%	3,164 – 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

	2013-14	2014-15	2015-16	2016-17	2017-18
Summer	419	289	397	288	332
Fall	825	537	707	669	671
Winter	550	893	541	572	506
Spring	634	541	486	489	600
TOTAL	2,428	2,260	2,131	2,018	2,109

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

	2013-14	2014-15	2015-16	2016-17	2017-18
Pre-Employment Testing (Work Keys)	484	540	294	455	332
NREMT (EMT Test)	107	117	151	166	165
Educator Licensing Exams (NES, West-B, ORELA)	112	200	259	232	289
Automotive Service Excellence (ASE)	34	232	281	206	125
CLEP (Prior Learning Assessment)	8	45	25	25	45
Certiport (Microsoft Office Certification)	5	22	146	251	200
Pesticide Testing (Washington State Department of Agriculture)	*	70	241	327	379
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	**	**	43	41	41
ParaPro (certification exam for paraprofessional educators)	***	***	***	103	91
Castle Worldwide (ACE certification, BPS, certification, and others)	***	***	***	17	17

Source: Continuing Ed Office for Pre-Employment Testing beginning 2013-14, and Testing Office for all others.

*Data not available because test newly offered in 2014-15. **Data not available because test newly offered in 2015-16. ***Data not available because test newly offered in 2016-17.

Student Home Location

The vast majority of LCC students are from the college's official service district, including Cowlitz and Wahkiakum Counties. Although LCC serves many students in Oregon, Oregon is not part of the college's official service district. A small percentage comes from elsewhere in Washington State (including Clark Co.) and out of state locations.

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
City	#	%	#	%	#	%	#	%	#	%
Longview	3282	46.2%	3232	45.9%	3037	47.0%	2743	44.8%	2783	44.7%
Kelso	1569	22.1%	1494	21.2%	1340	20.7%	1282	20.9%	1234	19.8%
Castle Rock	447	6.3%	435	6.2%	378	5.8%	378	6.2%	382	6.1%
Kalama	238	3.4%	226	3.2%	174	2.7%	227	3.7%	241	3.9%
Vancouver	180	2.5%	223	3.2%	164	2.5%	169	2.8%	209	3.4%
Woodland	178	2.5%	217	3.1%	202	3.1%	179	2.9%	180	2.9%
Rainier (OR)	157	2.2%	176	2.5%	142	2.2%	131	2.1%	123	2.0%
Clatskanie (OR)	130	1.8%	112	1.6%	99	1.5%	78	1.3%	71	1.1%
Cathlamet	82	1.2%	93	1.3%	93	1.4%	86	1.4%	78	1.3%
Battle Ground	52	0.7%	55	0.8%	60	0.9%	72	1.2%	64	1.0%
Silver Lake	44	0.6%	38	0.5%	38	0.6%	42	0.7%	41	0.7%
Toutle	40	0.6%	50	0.7%	45	0.7%	40	0.7%	37	0.6%
Toledo	39	0.5%	44	0.6%	31	0.5%	29	0.5%	33	0.5%
Ridgefield	38	0.5%	30	0.4%	28	0.4%	39	0.6%	39	0.6%
St. Helens (OR)	38	0.5%	37	0.5%	38	0.6%	26	0.4%	24	0.4%
Other, Washington State	442	6.2%	439	6.2%	446	6.9%	460	7.5%	542	8.7%
Other, out of state	143	2.0%	146	2.1%	147	2.3%	139	2.3%	148	2.4%

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

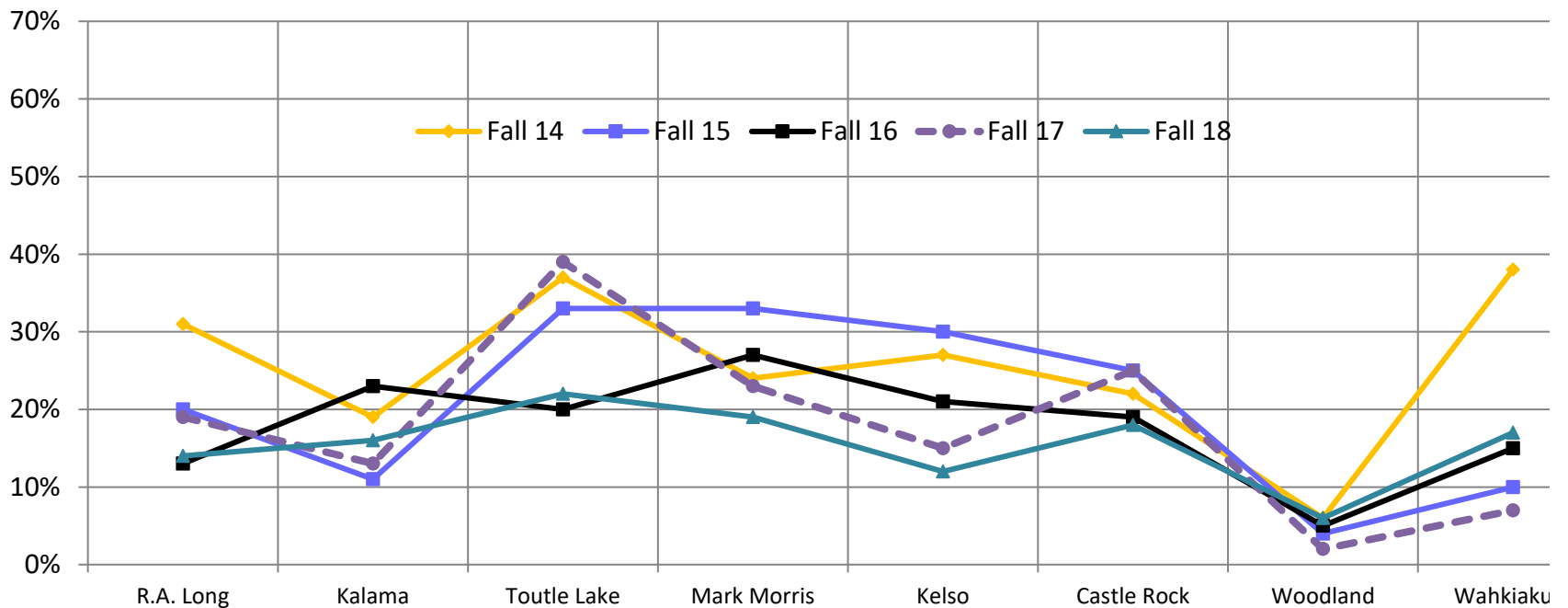
Source: Data Warehouse Student Table RESIDENCE_ZIP, RESIDENCE_STATE.

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 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%
Fall 2017	35/186=19%	8/63=13%	21/54=39%	46/201=23%	44/303=15%	20/81=25%	3/135=2%	2/27=7%	179/1050=17%
Fall 2018	26/182=14%	11/69=16%	9/41=22%	38/199=19%	44/360=12%	16/88=18%	9/154=6%	4/23=17%	157/1116=14%

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

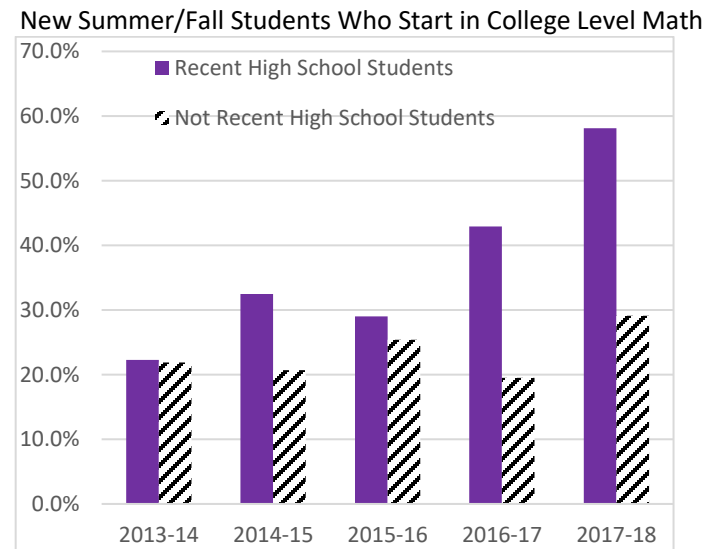
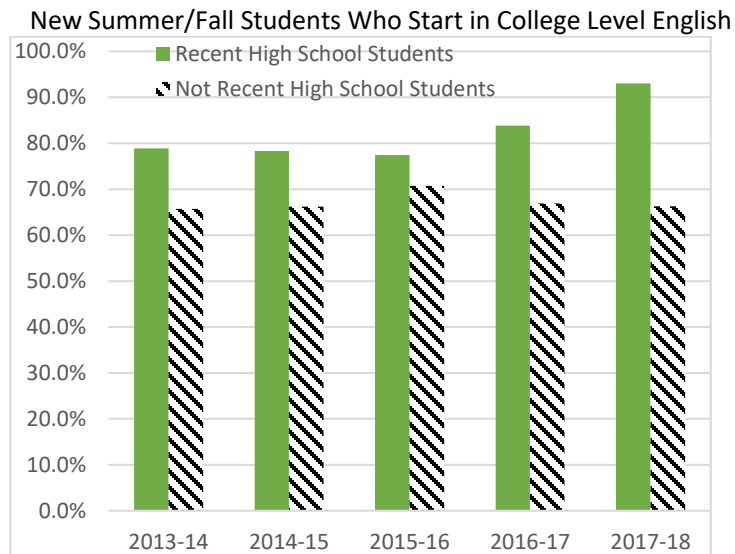


Preparation of Incoming Students

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).

	New Summer/Fall Students Who Start in College Level English		New Summer/Fall 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
2013-14	78.9%	65.7%	22.3%	21.9%
2014-15	78.3%	66.2%	32.5%	20.7%
2015-16	77.4%	70.7%	29.0%	25.4%
2016-17	83.8%	66.9%	42.9%	19.5%
2017-18	93.0%	66.3%	58.1%	29.1%

Please note: The above table represents new students as of summer/fall, attended fall, and took an English/math course during the current academic year. Recent High School Students include Running Start students.



Source: IR Data Warehouse. Link Student to Transcript. Fields: SID, Running_Start_Status, Recent_Hi_Schl, YRQ_ACT_START where >=B341 or B342, for example, for Student (YRQ_ACT_START) and Transcripts. Link SID fields between tables. Student table YRQ = B342. Transcripts table YRQ = B341, B342, B343, B344, excludes junk grades (I, N, R, V, X, NA, *), excludes SECT T#P, A#P, C#P, CHS. Dept_Div where Math, Math&, Tech (78, 79, 88, 89, 98, 99), and Bus (206) – sort in Excel by Dept_Div and Course_Num to remove unwanted courses (select by Math, Math&, Tech and Bus in Access to reduce amount needed to eliminate in Excel). Sort again in Excel by SID and YRQ and remove duplicates (select only SID) to get first math course. Use pivot table to tabulate how many started in course number >=100. Use Running_Start_Status = 1 for RS (with anything in Recent High School) and Recent High School Student = Y (with everything except Running_Start_Status = 1) for Recent HS student. Everyone else counted as non-recent HS student. Same process for English courses. Note: P grades included as of 2017-18.

Most Popular Professional/Technical Programs

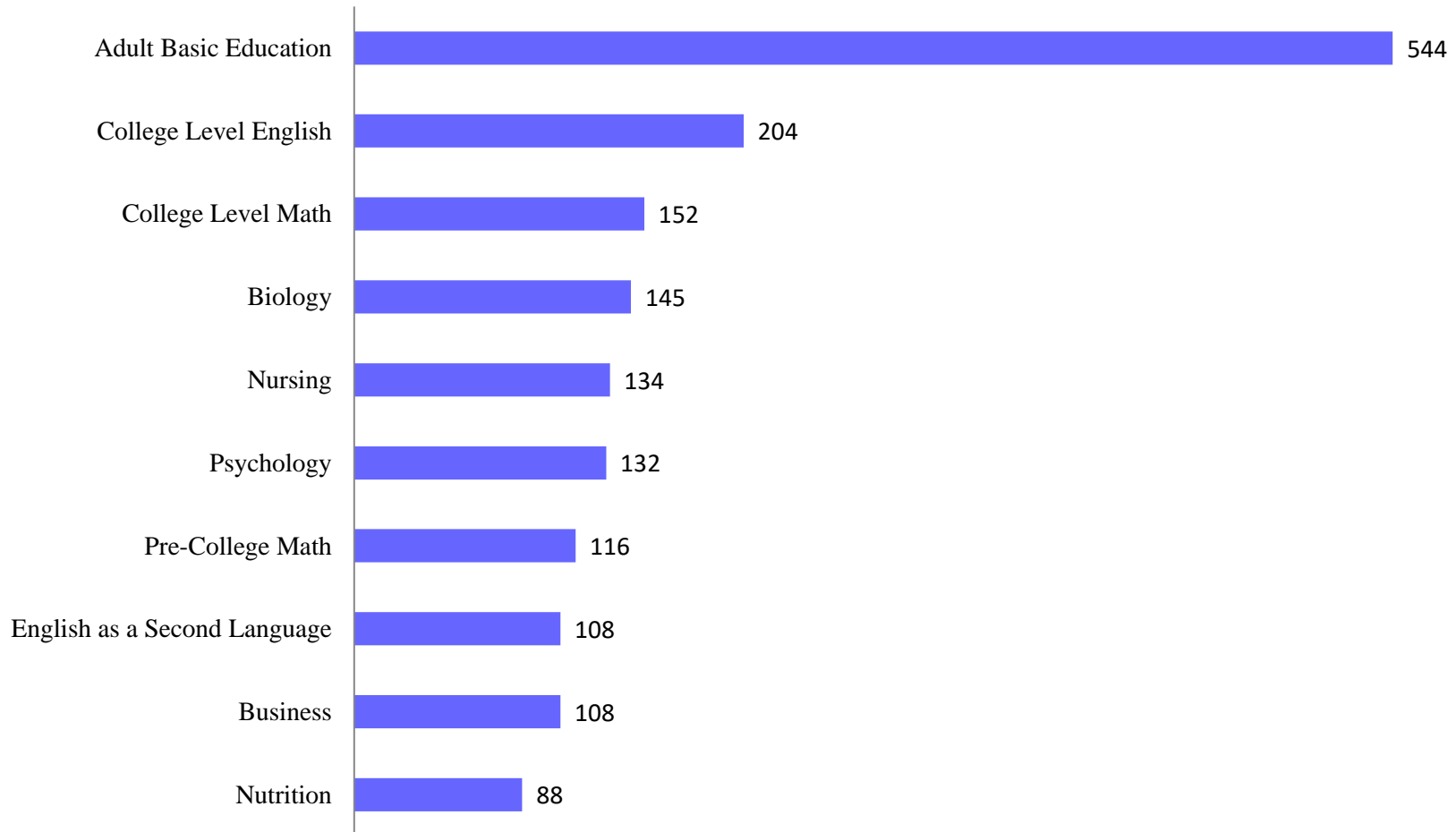
The following chart depicts the top ten majors within the professional/technical areas. Please note that many of these programs are designed for students to be able to transfer to a 4-year institution. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations,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

Academic Year 2016-17	# of Students	Academic Year 2017-18	# of Students
#1. Registered Nurse	917	#1. Registered Nurse	1068
#2. Business Management	121	#2. Early Childhood Education	126
#3. Early Childhood Education	110	#3. Business Management	111
#4. Medical Assisting	106	#4. Criminal Justice	93
#5. Welding	95	#5. Welding	84
#6. Criminal Justice	92	#6. Medical Assisting	82
#7. Chemical Dependency Studies	77	#7. Chemical Dependency Studies	77
#8. Information Technology Systems	73	#8. Information Technology Systems	62
#9. Medical Office Administration	67	#9. Medical Office Administration	56
#10. Automotive Technology	61	#10. Automotive Technology	52

Source: SBCTC Data Warehouse, Student Table **Program Code** for Professional/Technical programs (including Prof/Tech Transfer/DTA programs).

Top 10 FTE Generating Disciplines

The following ten disciplines accrued the most annual FTE in 2017-18 (all funding sources). One Annual FTE (Full Time Equivalent) is equal to 45 enrolled 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).

	2013-14	2014-15	2015-16	2016-17	2017-18
FTE (all funding sources)					
Online	516	546	487	563	680
Hybrid	314	322	303	292	435
Web Enhanced	535	716	792	823	716
Number of courses offered					
Online	316	314	254	277	349
Hybrid	263	246	232	232	388
Web Enhanced	372	487	546	651	582
Unduplicated Headcount					
Online	2,305	2,217	2,016	2177	2522
Hybrid	1,894	1,979	1,786	1683	1971
Web Enhanced	2,858	3,511	3,537	3264	2819
Unduplicated Online Headcount by Location					
Castle Rock	169	166	123	131	161
Kalama	77	81	69	98	108
Rainier	49	67	52	50	53
Toutle	13	12	21	15	17
Wahkiakum County	32	33	32	42	37
Woodland	41	56	44	51	61

In 2017-18, online classes were offered in the following disciplines: Accounting, Allied Health, Art, Biology, Business Technology, Business, Chemistry, Criminal Justice, Communication Studies, College Success, Computer Science, Early Childhood Education, Economics, Education, English, Earth Science, Environmental Science, Geology, History, Health, High School Completion, Humanities, Math, Medical Assisting, Music, Nursing, Nutrition, Oceanography, Philosophy, Physical Education, Political Science, Psychology, Sociology, and Spanish.

Source: SBCTC Data Warehouse, Class Table (DIST_ED) for FTEs and courses; transcripts for unduplicated headcount (excludes ABE and ESL from online courses/headcount).

Excludes Sections DEA, DEB, DEC, NA, NB, NC, LA, LB, LC, LD, LE, T#P, A#P, CHS.

Online Course Success

Online Students & Students in All Other Modalities Academic Performance Comparison: 2017-18 (W's included)

Discipline	Online Students			All Other Students		
	Passed with C or above	Number Enrolled	% Passed	Passed with C or above	Number Enrolled	% Passed
Accounting	28	41	68%	145	174	83%
Art	254	303	84%	398	467	85%
Biology	520	689	75%	490	584	84%
Business	315	394	80%	401	515	78%
Business Technology	106	131	81%	457	544	84%
Chemistry	93	145	64%	453	544	83%
Communication Studies	282	338	83%	356	403	88%
Computer Science	39	60	65%	213	277	77%
Economics	182	191	95%	118	121	98%
Education	47	58	81%	145	170	85%
College Level English	362	495	73%	985	1350	73%
Pre-College English	29	66	44%	167	264	63%
Earth Science	90	111	81%	12	15	80%
Geology	21	39	54%	54	66	82%
History	246	302	81%	248	286	87%
Humanities	199	222	90%	359	389	92%
College Level Math	251	326	77%	758	1001	76%
Pre-College Math	247	387	64%	1142	1582	72%
Music	250	276	91%	278	310	90%
Nursing	204	209	98%	584	610	96%
Nutrition	440	498	88%	279	325	86%
Physical Education	113	153	74%	296	317	93%
Psychology	408	473	86%	708	783	90%
Sociology	146	176	83%	229	250	92%
Spanish	191	264	72%	60	100	60%
TOTAL	5063	6347	80%	9340	11453	82%

Source: Transcripts (note: I, N, R, V, X, NA, and * grades are excluded; labs, T#P, A#P, C#P, CHS sections excluded; CourseNum is >= 100)—numbers are duplicated.

Financial Aid

	Total Financial Aid Awarded
2013-14	\$18,203,190
2014-15	\$16,486,508
2015-16	\$13,586,230
2016-17	\$12,614,361
2017-18	\$12,592,429

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2016-17	\$5,815 (+0.7%)	\$4,131 (+0.0%)
2017-18	\$5,920 (+1.8%)	\$4,275 (+3.5%)

Summary of Financial Aid Awards 2017-18		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)	\$7,902,996	2,990
SCHOLARSHIPS/OTHER/OUTSIDE AIDE (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships, outside/private funds, and non-need based institutional gift aid)	\$802,255	436
LOANS		
Subsidized (need based)	\$1,316,979	534
Unsubsidized	\$1,849,306	503
PLUS (Parent Loan)	<u>\$4,000</u>	<u>1</u>
Total Loans	\$3,170,285	1,038
WORK STUDY	\$716,893	223
GRAND TOTAL	\$12,592,429	4,687

Note: 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). Tuition & Fees is from Cost of Attendance sheet.

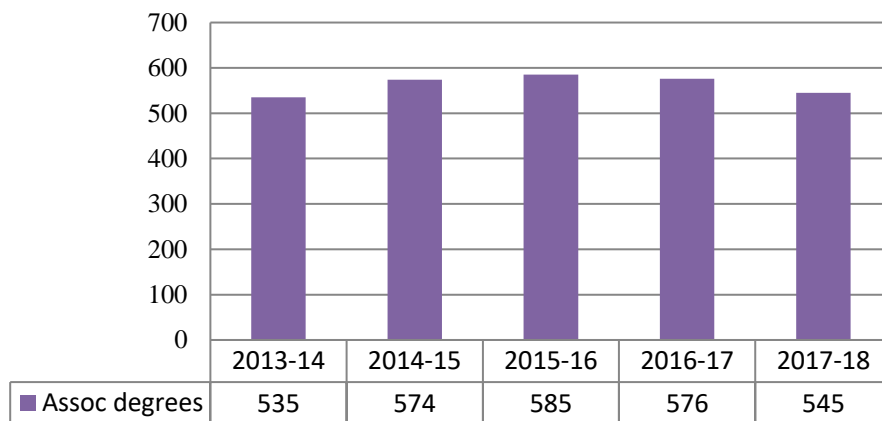
2017-18 Figures not final; figures subject to change. Pell Grant Maximum source is [Federal Student Aid - Pell Grants](https://studentaid.ed.gov/types/grants-scholarships/pell) located at studentaid.ed.gov/types/grants-scholarships/pell or [Federal Student Aid Information for Financial Aid Professionals](https://ifap.ed.gov) located at ifap.ed.gov.

Degrees and Certificates Awarded

AWARD	2013-14	2014-15	2015-16	2016-17	2017-18
Associate degrees	535	574	585	576	545
Certificates	231	197	119	86	87
TOTAL	766	771	704	662	632

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 2014 cohort: 28%
 Fall 2013 cohort: 38%
 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%

Source: [College Navigator](https://nces.ed.gov/collegenavigator/) located at nces.ed.gov/collegenavigator/

Student Achievement Initiative

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

The metrics and methodology for the Student Achievement Initiative changed substantially in 2013-14. Under the 2013-14 updated methodology, Basic Skills students who go on to college level studies earn double points in every category beyond Basic Skills.

	2013-14	2014-15	2015-16	2016-17	2017-18
Basic Skills Level Gains	1535	1489	1274	895	992
Successful Completion, College Ready English	1210	1010	1045	783	510
Successful Completion, College Ready Math	2341	2474	2545	2187	1742
First 15 College-level Credits Earned	1212	1047	1042	988	1126
First 30 College-level Credits Earned	1034	945	887	928	918
First 45 College-level Credits (Total)	872	790	738	707	708
Successful Completion, First Quantitative Course	658	718	700	732	777
Progression/Retention (Continuing Students)	1589	1637	1494	1444	1357
Completion (Degrees and Certificates)	694	667	700	637	578
Total Points	11,145	10,777	10,425	9301	8708
Headcount	5650	5634	5117	4776	4943
Points per student	1.97	1.91	2.12	1.96	1.78

Source: [SBCTC SAI Points Summary Dashboard](#), All Points Table view and Points per Student view.

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

[SBCTC Student Achievement Initiative](#) located at sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.aspx

Equity & Persistence

These tables depict the proportion of new, degree-seeking Transfer and Workforce students with selected characteristics who are still enrolled in subsequent quarters after they first started college.

Persistence by Full-time / Part-time Status

	2012 Cohort (686 students)	2013 Cohort (738 students)	2014 Cohort (740 students)	2015 Cohort (694 students)	2016 Cohort (614 students)
Full-time					
Persistence:					
Fall to Winter	82%	85%	82%	82%	84%
Fall to Spring	65%	75%	69%	70%	70%
Fall to Fall	48%	54%	51%	55%	-
Part-time					
Persistence:					
Fall to Winter	68%	75%	73%	62%	73%
Fall to Spring	52%	64%	55%	51%	58%
Fall to Fall	32%	36%	37%	27%	-

- Source: [SBCTC SAI Progress Metrics Dashboard](#), Retention view (Transfer and Workforce Cohorts). Please note: full-time/part-time status is based on student's first quarter of enrollment.

Persistence by Gender (Full-time Students)

	2012 Cohort (487 students)	2013 Cohort (483 students)	2014 Cohort (472 students)	2015 Cohort (421 students)	2016 Cohort (364 students)
Female					
Persistence:					
Fall to Winter	83%	83%	82%	82%	85%
Fall to Spring	68%	77%	70%	70%	68%
Fall to Fall	52%	57%	54%	58%	-
Male					
Persistence:					
Fall to Winter	81%	87%	83%	82%	81%
Fall to Spring	63%	73%	68%	69%	72%
Fall to Fall	45%	50%	47%	50%	-

Source: [SBCTC SAI Progress Metrics Dashboard](#), Retention view (Transfer and Workforce SA Cohorts). Please note: full-time status is based on student's first quarter of enrollment.

Equity & Persistence (continued)

Persistence by Race/Ethnicity (Full-time Students)

	2012 Cohort (487 students)	2013 Cohort (483 students)	2014 Cohort (472 students)	2015 Cohort (421 students)	2016 Cohort (364 students)
Hispanic					
Persistence:					
Fall to Winter	92%	88%	85%	84%	82%
Fall to Spring	77%	78%	67%	69%	71%
Fall to Fall	64%	68%	46%	57%	-
Students of Color, not Hispanic*					
Persistence:					
Fall to Winter	78%	77%	85%	75%	78%
Fall to Spring	64%	67%	67%	58%	69%
Fall to Fall	49%	41%	46%	45%	-
White, not Hispanic					
Persistence:					
Fall to Winter	81%	84%	82%	82%	84%
Fall to Spring	63%	75%	69%	73%	68%
Fall to Fall	46%	53%	52%	56%	-

Source: [SBCTC SAI Progress Metrics Dashboard](#), Retention view (Transfer and Workforce Cohorts).

Please note: full-time status is based on student's first quarter of enrollment.

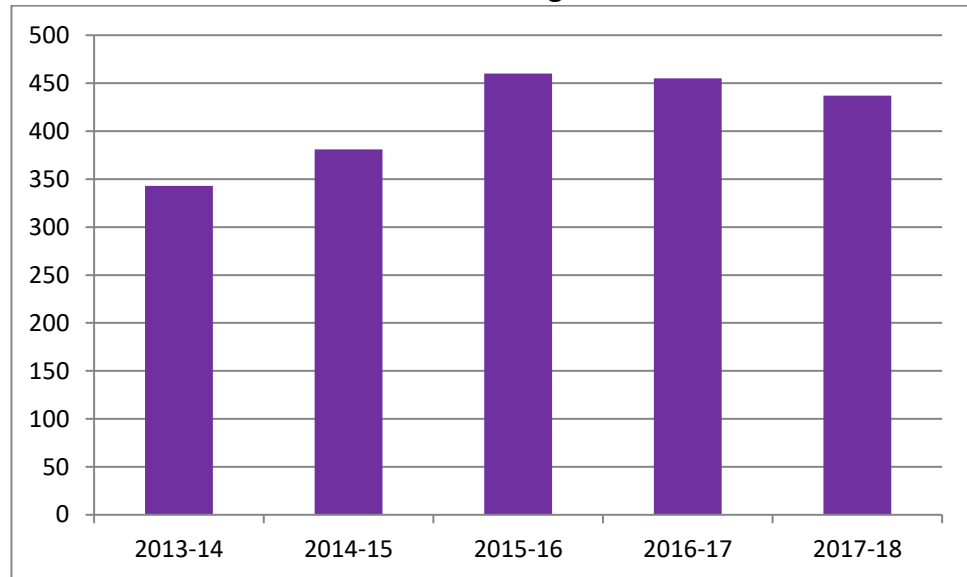
*Note: Due to a small number of students represented in some of the race/ethnicities, "Students of Color, not Hispanic" consists of students that self-identified as one of the following race/ethnicities: African American, Asian/Pacific Islander, Native American, or Other/Multiracial.

Transfer Information

Top Transfer Institutions in 2017-18 (2016-17 Graduating or Departing Transfer Students)	
School	# Students
Washington State University	75
Central Washington University	21
University of Washington	21
Western Washington University	18
Western Governors University	17
Eastern Washington University	15
Warner Pacific College	14
Portland State University	11
City University of Seattle	5
Oregon State University	5
Academic Success of LCC Transfer Students at WA Baccalaureate Institutions*	
2011-12	3.17
2012-13	3.18
2013-14	3.18
2014-15	3.24
2015-16	3.19
Transfer Student Enrollment (all students)	
Year	Headcount
2013-14	2103
2014-15	2071
2015-16	1946
2016-17	1980
2017-18	1997

*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
2013-14	343
2014-15	381
2015-16	460
2016-17	455
2017-18	437

Source: Registration Office for degrees granted.

Estimated Employment Data by Program

Estimated Employment Rates For LCC Completers (3 Year Rate)

	2015-16 to 2017-18 (14-15, 15-16, & 16-17 grads)
	Rate
Accounting Technician	89%
Automotive Technology	74%
Business Management	75%
Business Tech: Administrative	89%
Business Tech: Medical	74%
Chemical Dependency	85%
Criminal Justice	78%
Diesel/Heavy Equipment	79%
Early Childhood Education	72%
Info Tech Systems	60%
Machine Trades	74%
Manufacturing	67%
Medical Assisting	84%
Nursing Assistant	64%
Associate Degree Nursing	94%
Welding	84%

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.

Note: beginning 2017-18, combined three years of employment data to maximize the number of programs to report on, due to small n size (to protect student privacy).

Wage Data by Program

Adjusted Median Wage Rates for LCC Completers (3 Year Rate)

	2015-16 to 2017-18 (14-15, 15-16, & 16-17 grads)
	Median \$
Accounting Technician	13.51
Automotive Technology	15.41
Business Management	14.13
Business Tech: Administration	12.72
Business Tech: Medical	13.43
Chemical Dependency	15.57
Criminal Justice	19.47
Diesel/Heavy Equipment	*
Early Childhood Education	13.01
Info Tech Systems	17.49
Machine Trades	16.06
Medical Assisting	15.15
Nursing Assistant	*
Associate Degree Nursing	32.73
Welding	16.68

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 ten students (not reportable).

Beginning 2017-18, combined three years of wage data to maximize the number of programs to report on, due to small n size (to protect student privacy).

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 2016-17	# Students
Associate in Arts, AA-DTA (transfer degree)	301
Nursing (AAS-T)	102
Business Management (AAS)	21
Business (DTA/MRP)	19
Informational Technology (AAS and AAS-T)	15
Automotive Technology (AAS)	13
Medical Assisting (AAS)	12
Machine Trades (AAS)	10
Medical Administrative Support (AAS)	9
Welding (AAS)	9
Other Engineering/MRP (AS-T)	9

Source: Registration Office.

Academic Year 2017-18	# Students
Associate in Arts, AA-DTA (transfer degree)	280
Nursing (AN-DTA/MRP and AAS-T)	114
Business (DTA/MRP)	16
Business Management (AAS)	16
Medical Assisting (AAS)	11
Accounting Technician (AAS)	10
Information Technology (AAS and AAS-T)	10
Welding (AAS)	10
Machine Trades (AAS)	8
Automotive Technology (AAS)	7

Licensure Information

	2013	2014	2015	2016	2017
NCLEX (National Council of State Boards of Nursing)					
Registered Nurse (first time pass rate)	88%	96%*	89%	88%*	82%

Source: Nursing Department. *Data updated from previous Fact Book, per Nursing Department.

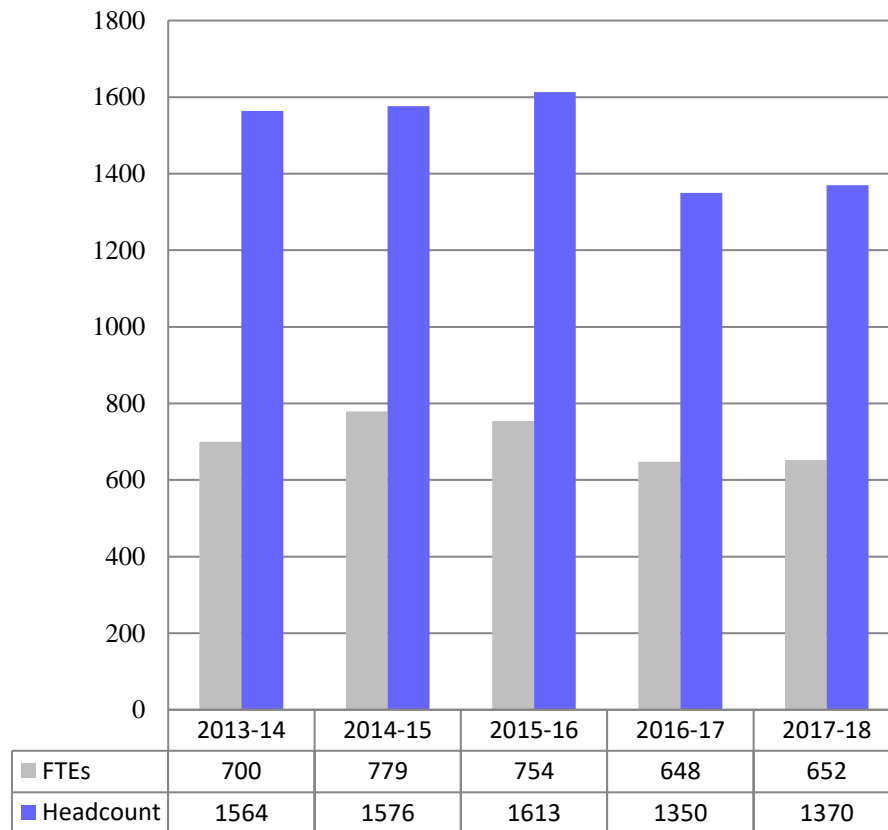
	2013	2014	2015	2016	2017
WABO (Washington Association of Building Officials)					
Welding (pass rate)—LCC students only	100%	100%	100%	100%	100%

Source: Welding Department.

Basic Skills

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

Basic Skills Enrollment



Race/Ethnicity of Basic Skills Students

	2013-14	2014-15	2015-16	2016-17	2017-18
Asian/Pacific Islander	4.3%	4.0%	4.3%	4.5%	4.8%
African American	1.4%	1.8%	2.0%	1.5%	2.1%
Native American	3.0%	2.3%	2.3%	2.5%	2.5%
Hispanic	27.4%	25.9%	23.5%	23.8%	23.1%
Multiple Races, Other	4.5%	4.4%	5.8%	5.0%	5.8%
White	59.4%	61.6%	62.1%	62.7%	61.7%

Source: FTE: DATAX (KR-RAY7) WHERE CIP = "32****" AND FUNDING SOURCE = 1. Headcount per Transcript records (ABE, ESL, HSC) with race/ethnicity from STUDENT table, using Race/Ethnic Code. Beginning 2017-18, Hispanic (Hispanic = Y or Race_Ethnic_Code = 4). All other Race/Ethnicities are non-Hispanic (Race_Ethnic_Code = 1, 2, 3, 5, 6 and Hispanic = N).

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-BEST Enrollment

	FTE: Total	Unduplicated Headcount/I-BEST
2013-14	111	192
2014-15	100	176
2015-16	121	238
2016-17	118	203
2017-18	133	225

Source: FTE: SBCTC Enrollment Monitoring Report; Headcount: Transcripts (I-BEST sections IB*). Note: FTE Total for 2013-14 to 2014-15 included I-TRANS.

I-BEST Completions (unduplicated within category & cohort year; duplicated between years)

	Number and percent of high school completion or GED Certificates (exit codes 6,7) through spring 2018	Number and percent of college certificates and/or degrees (everything except exit codes 5-8*) through spring 2018
	(within 5 years)	(within 3 years)
2013-14	41/192 = 21%	93/192 = 48%
2014-15	41/176 = 23%	108/176 = 61%
2015-16	46/238 = 19%	143/238 = 60%
2016-17	43/203 = 21%	107/203 = 53%
2017-18	35/225 = 16%	79/225 = 35%

Source: Cohorts (saved headcount SIDs list from above table) 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**
2013-14	86%	83%	2.85
2014-15	91%	89%	3.08
2015-16	87%	88%	3.08
2016-17	87%	87%	3.09
2017-18	92%	87%	3.08

Source: Transcripts (sections IB*). *Excludes grades of I, N, P, R, V, NA, X. **Also excludes W grades.

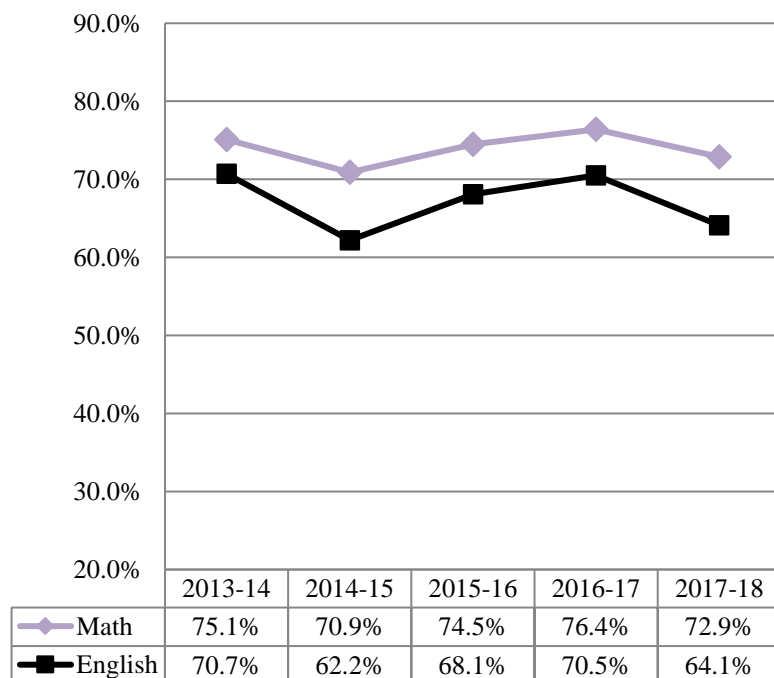
Pre-College

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

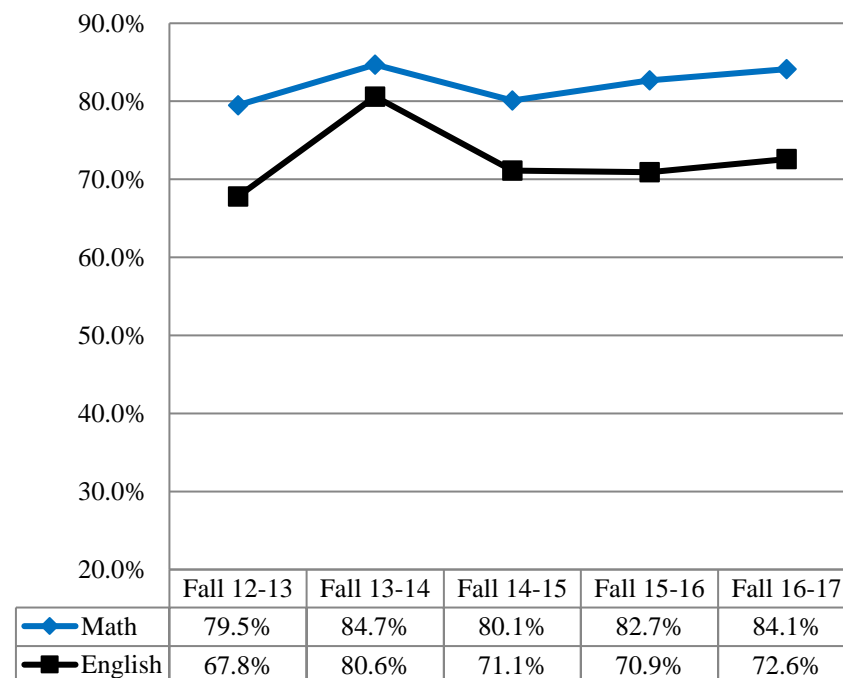
	2013-14	2014-15	2015-16	2016-17	2017-18
ENGL*	63	63	55	45	37
MATH	203	181	164	131	116
TOTAL	266	244	219	176	153

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

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



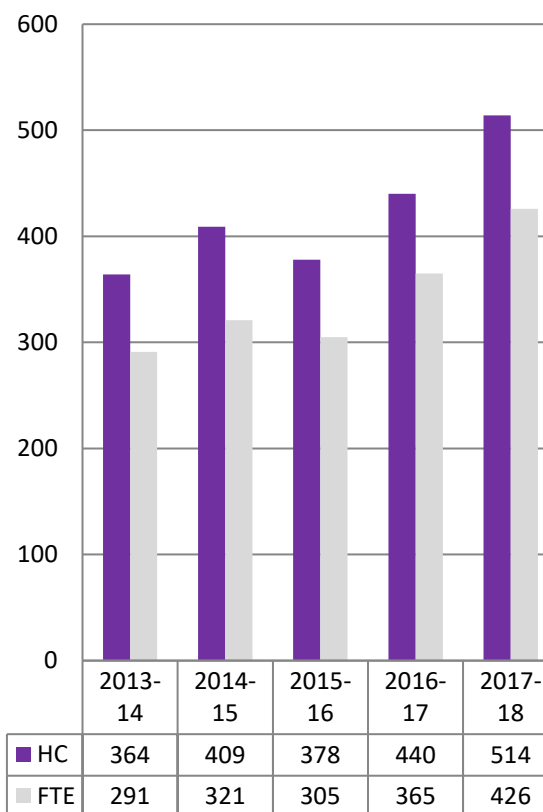
Passing Rates of Pre-College Students in College Level Math and English (fall to fall cohorts; includes withdrawals)



Source: Basic Skills and Pre-College Monitoring Report (also RPM Math Reports and PC English Reports).

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, R, V, X and NA excluded; also courses with CR = 0 are excluded, and other grades of "*" excluded from % passed calculation; T#P, A#P, C#P, CHS, and lab sections excluded; CourseNum is >= 100)—numbers are duplicated.

Running Start & All Students Academic Performance Comparison: 2017-18 (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	193	223	87%	482	571	84%
Biology	157	188	84%	882	1119	79%
Business	70	81	86%	657	839	78%
Chemistry	146	171	85%	425	548	78%
Communication Studies	195	220	89%	466	547	85%
Computer Science	36	42	86%	227	306	74%
Drama	18	22	82%	37	47	79%
Economics	67	69	97%	239	249	96%
English	501	659	76%	886	1233	72%
Earth Science	50	55	91%	58	77	75%
Geology	16	21	76%	60	85	71%
History	301	363	83%	219	255	86%
Humanities	53	63	84%	516	561	92%
Math	242	299	81%	813	1086	75%
Music	149	166	90%	397	439	90%
Oceanography	23	30	77%	29	50	58%
Physical Education	89	113	79%	334	374	89%
Political Science	215	244	88%	111	127	87%
Psychology	247	265	93%	887	1010	88%
Sociology	103	106	97%	278	326	85%
Spanish	51	83	61%	214	297	72%
TOTAL	2922	3483	84%	8217	10146	81%

Running Start (continued)

Running Start Enrollment at LCC by High School as a Proportion of Junior/Senior High School Enrollment

High School	2013-14	2014-15	2015-16	2016-17	2017-18
Castle Rock	45/229 = 20%	48/198 = 24%	28/203 = 14%	34/220 = 15%	32/222 = 14%
Kalama	31/156 = 20%	39/143 = 27%	33/141 = 23%	42/154 = 27%	59/163 = 36%
Kelso	97/754 = 13%	119/752 = 16%	114/761 = 15%	131/817 = 16%	174/856 = 20%
R.A. Long	53/472 = 11%	57/430 = 13%	56/433 = 13%	55/464 = 12%	54/438 = 12%
Mark Morris	99/466 = 21%	88/431 = 20%	86/471 = 18%	100/480 = 21%	113/493 = 23%
Toutle Lake	11/100 = 11%	23/106 = 22%	20/114 = 18%	28/105 = 27%	22/81 = 27%
Wahkiakum	7/81 = 9%	9/90 = 10%	9/66 = 14%	9/61 = 15%	8/71 = 11%
Woodland	10/318 = 3%	13/319 = 4%	13/330 = 4%	13/354 = 4%	15/354 = 4%
Grand Total	353/2576 = 14%	396/2469 = 16%	359/2519 = 14%	412/2655 = 16%	477/2678 = 18%

Source: SBCTC Data Warehouse, Student Table for Running Start enrollment (DW_KEY, HS_SCHL, RUNNING_START_STATUS where = 1). Source for K-12 Junior/Senior Enrollment: [OPSI October 1st Enrollment Data by School Grade Level](https://opsi.wa.us/DataAdmin/enrollment.aspx) (using the State Enrollment Reporting EthRace by Gender) located at opsi.wa.us/DataAdmin/enrollment.aspx. Please note: If a Running Start student attended more than one high school in a given year, they were counted in the high school they most recently attended.

Running Start Overall GPA in College Level Courses at LCC Compared to All Other Students

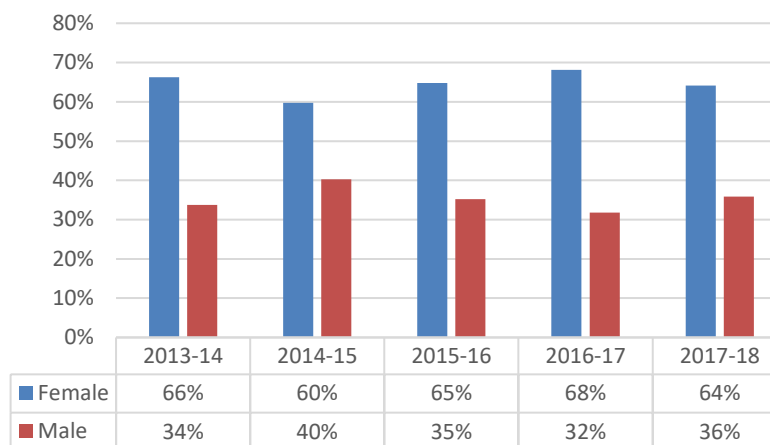
	2013-14	2014-15	2015-16	2016-17	2017-18
Running Start GPA	3.03	2.91	3.08	3.20	3.10
All Other Students GPA	2.95	2.95	2.97	3.02	3.03

Source for GPA: Transcripts (grades I, N, P, R, V, X, NA and W excluded; CR_IND = T; GPA_IND = Y; Course_Num >=100; T#P, A#P, C#P, CHS, and all lab sections excluded).

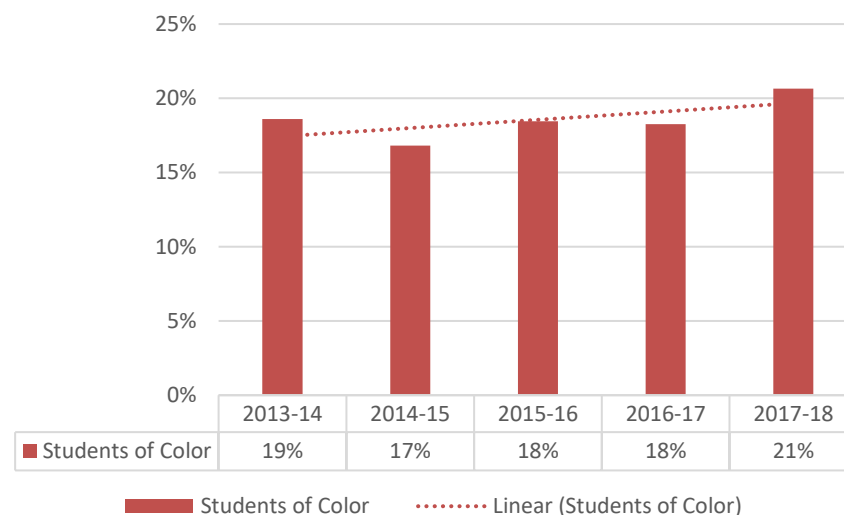
Running Start (continued)

Running Start Demographics

Gender



Participation Rate of Students of Color



Source: SBCTC Data Warehouse, Student Table (DW_KEY, Running_Start_Stat = 1, Year, Sex, Hispanic, RaceEthnicCode is not null).

Please note: Students of Color include Asian/Pacific Islander (including Hawaiian), African American, Native America (American Indian or Alaskan Native), Hispanic, and Multiracial or Other Race.

Athletics

LCC 10 YEAR HISTORY OF DIVISION & NWAC CHAMPIONS

Baseball (Men): Division Champions in 2008, 2009, 2010, 2011, 2015, 2016, 2017 and 2018; NWAC Champions in 2010, 2015, 2017 and 2018.

Basketball (Men): Division Champions in 2008 and 2016.

Basketball (Women): Division Champions in 2008, 2011, 2015, 2016 and 2017.

Softball (Women)*: Division Champions in 2009 and 2018; NWAC Champions in 2008.

Volleyball (Women): Division Champions in 2017; NWAC Champions in 2017.

Soccer (Women):

*Only team in any sport in NWACC history to win six or more conference titles in a row.

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

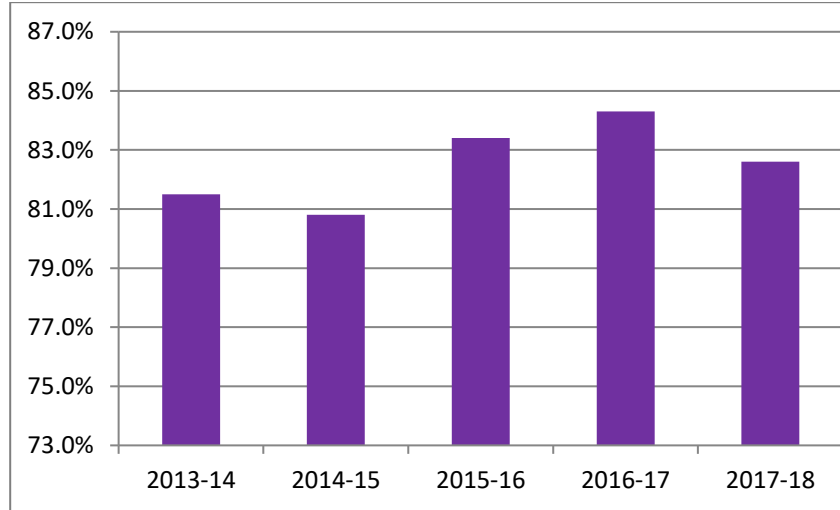
ATHLETIC TEAM GRADE POINT AVERAGES					
	2014	2015	2016	2017	2018
Baseball (Men)	2.82	3.06	3.17	3.38	2.96
Basketball (Men)	2.79	2.28	2.75	2.75	2.99
Basketball (Women)	3.14	3.08	3.20	3.17	2.91
Softball (Women)	3.00	3.26	2.99	3.20	3.03
Volleyball (Women)	2.69	3.17	3.07	2.67	2.99
Soccer (Women)	2.94	2.88	2.80	3.29	3.18
OVERALL TEAM GPA	2.91	2.96	3.01	3.07	3.01

Source: LCC Athletics Office.

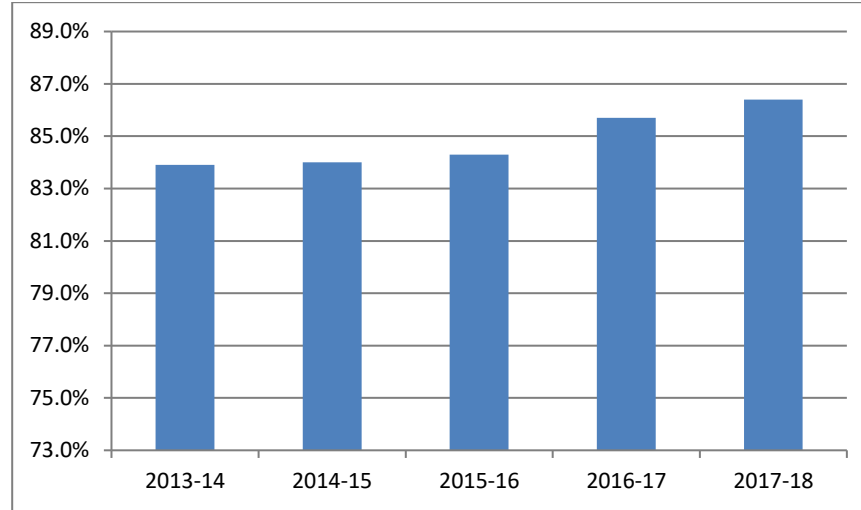
NUMBER OF ATHLETES: 2017-18			
	Men	Women	All
Baseball (Men)	34		34
Basketball (Men)	14		14
Basketball (Women)		12	12
Softball (Women)		18	18
Volleyball (Women)		12	12
Soccer (Women)		24	24
TOTAL	48	66	114

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 C or better grades
2013-14	81.5%
2014-15	80.8%
2015-16	83.4%
2016-17	84.3%
2017-18	82.6%

Select Kind of Student = T from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X or NA; select dept_div, course num >= 100, 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. Note: as of 2017-18, P grades included as successful grade.

Satisfactory Performance in Professional/Technical Courses

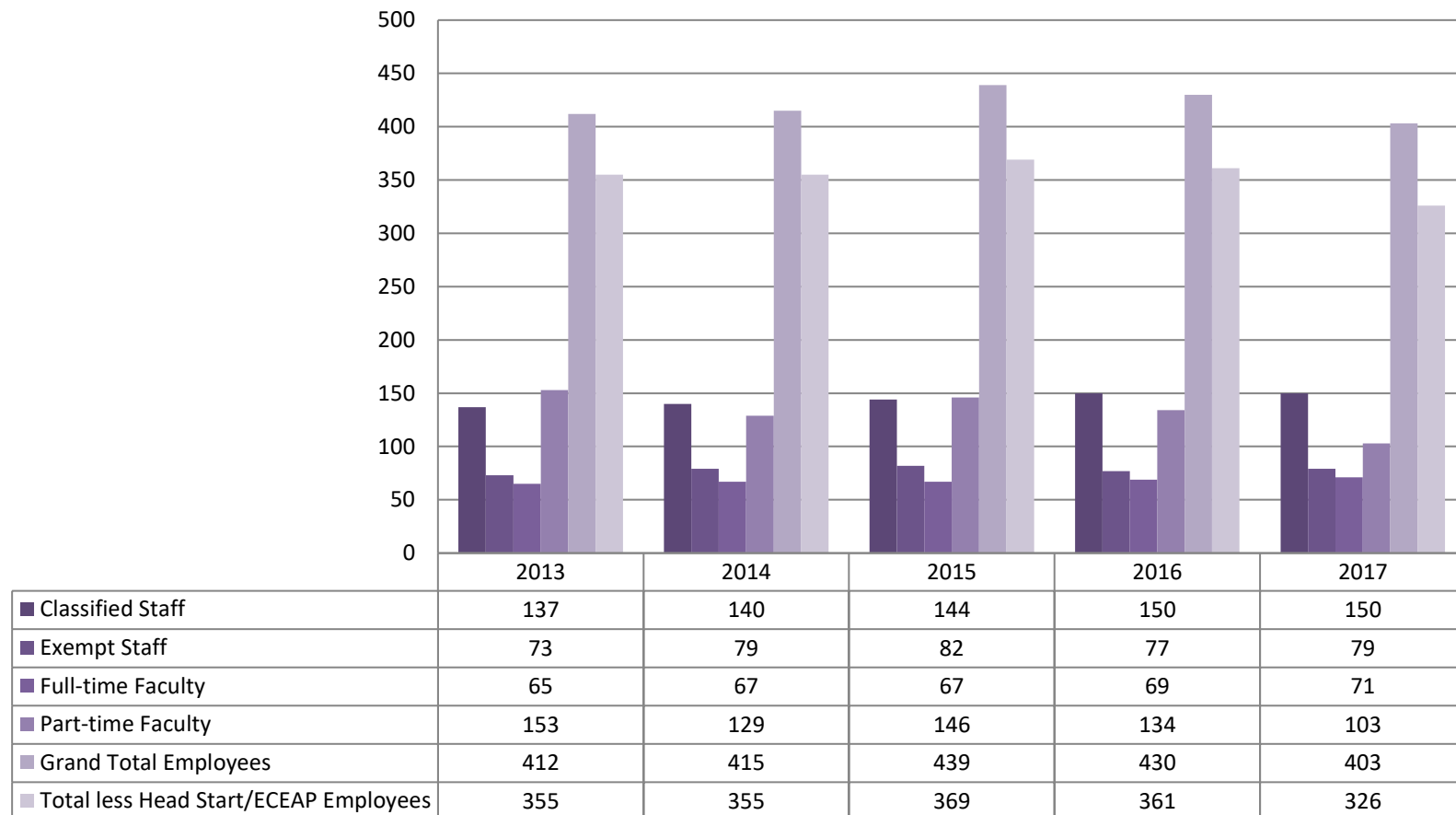
	Proportion of C or better grades
2013-14	83.9%
2014-15	84.0%
2015-16	84.3%
2016-17	85.7%
2017-18	86.4%

Select Kind of Student = W from Student Table, link to Transcripts for relevant year where grades not like I, N, R, V, X or NA; select dept_div, course num >= 100, 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. Note: as of 2017-18, P grades included as successful grade.

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 and ps1505 (Employee Directory Report PS3005 for exempt counts prior to 2014); Head Start and HR for Head Start/ECEAP employee counts. Fall 2016 "Total less Head Start/ECEAP Employees" figures updated from previous report due to updated Head Start number.

Operating Revenues & Expenditures

Operating Revenues & Expenditures—Dollars and Percent (unrestricted)

	2013-14 Actual		2014-15 Actual		2015-16 Actual		2016-17 Actual		2017-18 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	5,415,513	24.38	5,140,328	24.5	5,269,006	24.7	5,313,843	23.4	5,369,052	22.7
State Appropriation	11,842,530	53.31	11,880,393	56.7	11,869,247	55.7	14,192,849	62.5	14,705,255	62.3
Local Unrestricted	3,586,037	16.14	2,874,584	13.7	3,113,011	14.6	2,530,000	11.1	3,391,825	14.4
Local Dedicated	1,368,316	6.16	1,063,202	5.1	1,062,867	5.0	660,000*	3.0	154,914	0.6
TOTAL REVENUES	22,212,396	100	20,958,507	100	21,314,131	100	22,696,692	100	23,621,046	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%		
Instruction	9,800,006	42.94	9,475,596	45.6	9,493,710	41.7	9,729,976	42.6	9,972,652	42.6
Academic Support	2,706,002	11.86	1,741,394	8.4	2,459,577	10.8	1,421,482	6.2	1,859,731	8.0
Libraries	404,606	1.77	387,496	1.9	394,613	1.7	418,113	1.8	449,395	1.9
Student Services	2,994,564	13.12	2,767,773	13.3	3,174,479	14.0	2,666,679	11.7	3,375,994	14.4
Institutional Support	4,176,074	18.30	3,701,674	17.8	4,193,952	18.4	5,205,104	22.8	4,475,755	19.1
Operation of Plant	2,511,669	11.00	2,645,907	12.7	2,886,464	12.7	3,399,578	14.9	3,277,155	14.0
TOTAL EXPENDITURES	22,823,957	100	20,781,668	100	22,741,887	100	22,840,933	100	23,410,681	100

*Figure updated from previous Fact Book.

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

	2013-14 Cost per FTE	2014-15 Cost per FTE	2015-16 Cost per FTE	2016-17 Cost per FTE	2017-18 Cost per FTE
EXPENDITURES	\$	\$	\$	\$	
Instruction	3,875	3,754	3713	3637	4,059
Academic Support	1,070	690	962	531	757
Libraries	160	154	154	156	183
Student Services	1,184	1,097	1241	997	1,374
Institutional Support	1,651	1,467	1640	1946	1,822
Operation of Plant	993	1,048	1129	1271	1,334
TOTAL EXPENDITURES	8,934	8,208	8,840	8,538	9,528
FTE Enrollment	2,529 FTE	2,524 FTE	2,557 FTE	2,675 FTE	2,457 FTE
State Reimbursement per General FTE*	4,683	4,707	4,642	5,306	5,985

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
Early Learning Center (HFL)	1990	17,400	54
Early Learning Center Storage (HFS)	1989	96	1
Green House (GHS)	1979	605	1
Gym & Fitness Center (GYM)****	1960	34,654	34
Head Start Storage (HSS)	1992	260	1

Building	Year Built	Gross Sq. Footage	Total Rooms
Head Start-East (HSE)	2000	5,935	9
Head Start-West (HSW)	2010	2,500	7
Health & Science Bldg	2013	69,935	89
International Center (INC)	1972	1,850	3
Main (MAN)	1970*	40,515	68
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	238	15	5	0	4	9	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"

	2013	2014	2015	2016	2017	Change
Natural Gas Campus—Therm Usage (Cascade Natural Gas) ¹	172,581	194,607	198,530	210,135	243,249	+15.8%
Electricity Usage—Kilowatt hour Usage (Cowlitz PUD) ¹	6,113,247	5,501,441	6,611,207	6,782,720	6,909,360	+1.9%
Water & Sewer—Cubic Feet (City of Longview) ¹	8,234	5,845	14,983*	13,179	15,527	+17.8%
Diesel Usage in Generators—Gallons ¹	11	29	18	15	21	+40.0%
Gasoline for Vehicles & Grounds Equipment—Gallons ¹	3,176	2,921	2,190	2,251	2,194	-2.5%
Diesel for Vehicles & Grounds Equipment—Gallons ¹	4,096	4,339	3,826	3,811	2,226	-41.6%
Employee-Owned Vehicle Use for Business Travel—Miles ¹	106,831	103,958	116,638	128,764	120,248	-6.6%
Employee Air Travel—Miles ¹	128,433	164,983	124,396	184,963	181,637	-1.8%
Mail Letter Size—Pieces ²	44,676	42,159	39,662	38,069	38,437	+1.0%
(\$ spent)	(\$19,786)	(\$20,450)	(\$19,348)	(\$17,542)	(\$17,899.41)	(+\$357)
Bulk Mailings—Pieces ²	28,146	32,315	18,022	19,432	16,242	-16.4%
(\$ spent)	(\$4,962)	(\$5,631)	(\$3,282)	(\$3,344)	(\$2,795.93)	(-\$548)
Business Reply—Pieces ²	2,577	3,059	2,114	1,084	499	-54.0%
(\$ spent)	(\$1,336)	(\$1,533)	(\$1,062)	(\$576)	(\$271.42)	(-\$305)

*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.

LCC Recycling Program

	2013	2014	2015	2016	2017	Change
Aluminum—Pounds (\$ collected) ¹	1,348 (\$339)	398 (\$192)	2,673 (\$377.97)	1,493 (\$326.98)	439 (\$189.46)	-70.6%
Cardboard—Tons (\$ collected) ¹	9 (\$370)	10 (\$500)	9.6 (\$482.70)	8.4 (\$407.77)	8.5 (412.07)	+1.2%
Paper—Tons (\$ paid) ¹	--	--	291 (\$276.00)	287 (\$272.21)	289 (\$274.11)	+0.7%
Metal—Pounds (\$ collected) ¹	12,500 (\$1,137)	8,707 (\$976)	6,800 (\$555.64)	29,531 (\$645.36)	9,928 (\$1,265.42)	-66.4%
Copper—Pounds (\$ collected) ¹	--	6 (\$5)	153 (\$56.79)	160 (\$112.00)	371 (\$559.42)	+131.9%
Plastic—Pounds (\$ collected) ¹	--	--	1,100 (\$11.00)	1,651 (\$16.51)	1,745 (\$19.98)	+5.7%
Surplus Property Sales (\$ collected) ²	(\$4,283)	(\$15,615)	(\$4,442.26)	(\$739.42)	(\$797.22)	+7.8%

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 2014	June 2015	June 2016	June 2017	June 2018
14,850,197	14,227,411	13,854,781	15,640,606	15,663,584*

Please note: June 2017 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 2014	June 2015	June 2016	June 2017	June 2018
969,626 (6.5%)	1,090,864 (7.7%)	977,158 (7.1%)	939,828 (6.0%)	1,238,913 (7.9%)*

Please note: June 2017 Program Support has been updated from previous report.

2017-18 Program Support was distributed as follows: Scholarships—\$317,061*; Grants—\$82,956*; Program Support—\$610,656* and Other—\$228,240*.

Exceptional Faculty Fund: Endowed Total

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

June 2014	June 2015	June 2016	June 2017	June 2018
1,787,998	1,775,238	1,661,255	1,813,838	1,863,044*

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

Community Demographics

	Cowlitz County	Wahkiakum County	Washington State
Total Population, 2017 Estimate	106,910	4,264	7,405,743
Total Population, 2010	102,410	3,978	6,724,540
Percent Change, 2010 to 2017	+4.4%	+7.2%	+10.1%
Persons in Poverty, 2017	16.3%	12.8%	11.0%
Median Household Income, 2012-2016	\$49,127	\$48,116	\$62,848
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, 2017	9.0%	5.0%	12.7%
White Alone, not Hispanic or Latino, 2017	83.7%	88.2%	68.7%
Persons under 18 years, 2017	22.9%	17.4%	22.2%
Unemployment Rate, September 2018*	4.9%	5.6%	4.4%

Source: [United States Census Bureau](https://factfinder.census.gov) located at factfinder.census.gov and [2011-2015 American Community Survey 5-Year Profiles](https://census.gov) located at census.gov.

*Source: [Employment Security Department, Washington State](https://fortress.wa.gov/esd/employmentdata/) located at 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
2014	6.76%	92 nd
2015	6.37%	91 st
2016	6.37%	95 th
2017	5.79%	93 rd
2018	5.38%	92 nd

Source: [National Community College Benchmark Project \(NCCBP\) reports](#), located at 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.

	2013	2014	2015	2016	2017
Inflation, Consumer Price Index (1)	+1.5%	+0.8%	+0.7%	+2.1%	+2.1%
LCC Tuition/fee Increases, percent annual increase (2)	+0.0%	+0.0%	-3.4%	+0.0%	+3.5%

Source: (1) [U.S. Department of Labor, Bureau of Labor Statistics](#) located at bls.gov/cpi/.

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

Educational Attainment

Educational Attainment Rates (persons 25 and over in 2017)

	United States	Washington State	Cowlitz County
Less than 9 th grade	5.1%	3.7%	2.0%
9-12 grade, no diploma	6.9%	5.0%	9.2%
High school graduate (includes equivalency)	27.1%	22.1%	29.5%
Some college, no degree	20.4%	23.6%	31.4%
Associate degree	8.5%	10.1%	10.7%
Bachelor's degree	19.7%	22.2%	10.0%
Graduate or professional degree	12.3%	13.3%	7.3%
SUMMARY DATA			
High school graduate or higher	88.0%	91.3%	88.9%
Bachelor's degree or higher	32.0%	35.5%	17.3%

Source: [U.S. Census, American Community Survey](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_1YR_S1501&prodType=table) located at:

factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_1YR_S1501&prodType=table

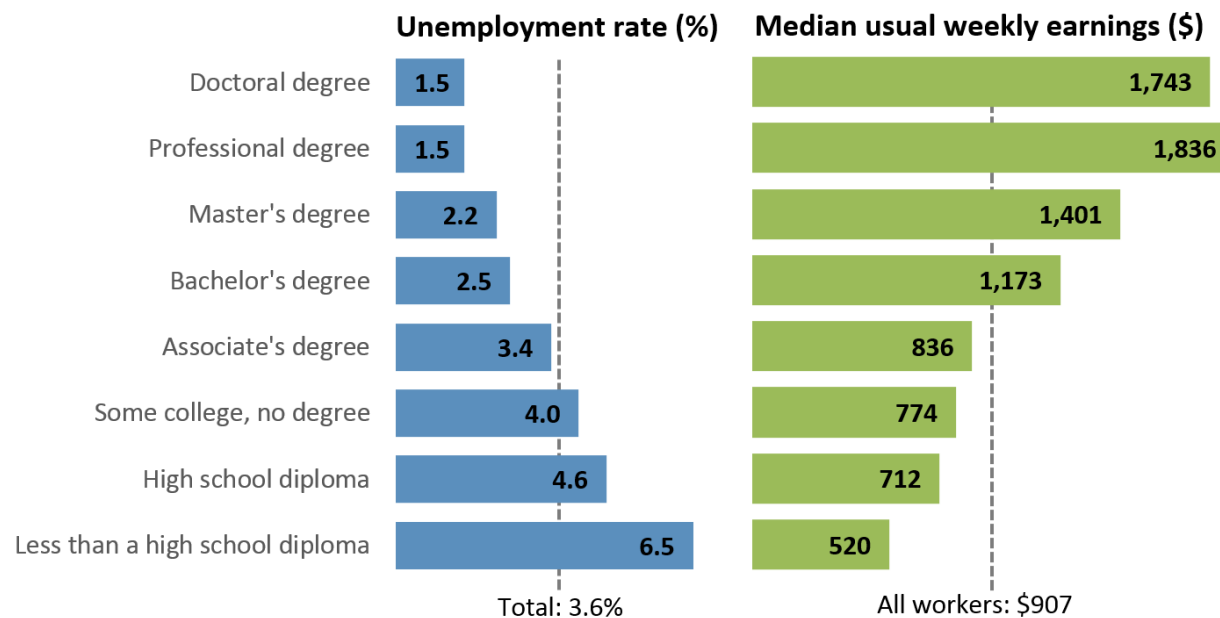
Note: data not available for Wahkiakum County through the American Community.

Figures may not equal precisely 100% due to rounding.

Education Pays

Education Pays: Relationship between education level, earnings & unemployment rate (2017)

Unemployment rates and earnings by educational attainment, 2017



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](https://www.bls.gov/emp/ep_chart_001.htm) located at 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	2013	2014	2015	2016	2017
Murder/Non-negligent Manslaughter	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0
Sex Offenses – Forcible	0	0	0	0	1
Sex Offenses – Non-Forcible	0	0	0	0	0
Robbery	0	0	1	0	0
Aggravated Assault	0	0	0	0	0
Burglary	2	8	3	1	1
Motor Vehicle Theft	0	1	0	1	1
Arson	0	0	0	0	0
TOTAL	2	9	4	2	3

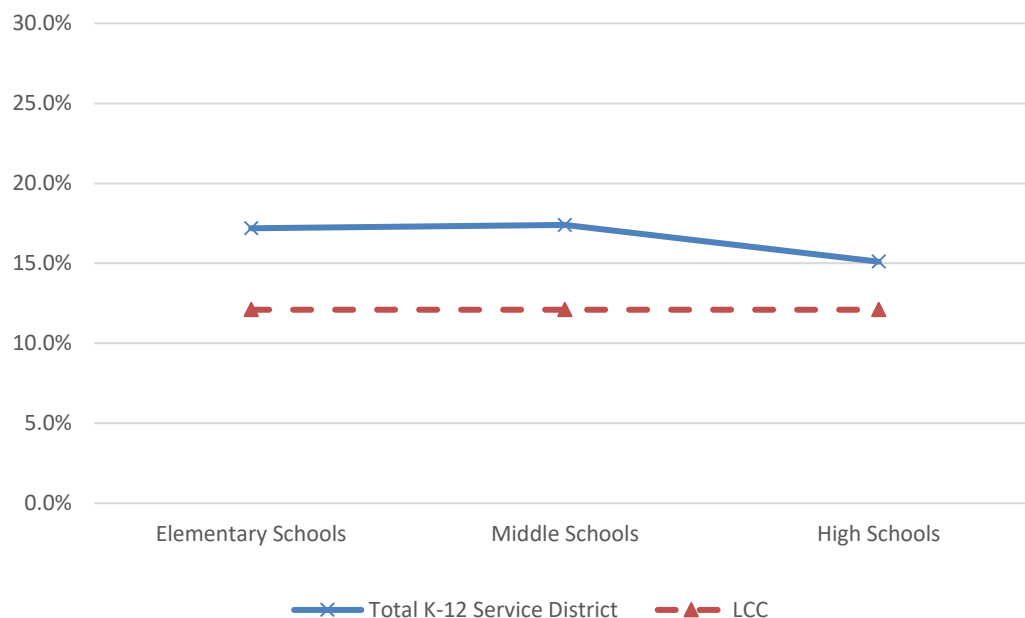
Arrest/Disciplinary Action/Judicial Referrals	2013	2014	2015	2016	2017
Illegal Weapons Possession	0	0	0	1	1
Drug Law Violations	1	2	0	0	1
Liquor Law Violations	0	0	0	0	0
TOTAL	1	2	0	1	2

Other	2013	2014	2015	2016	2017
Domestic Violence	7	4	1	0	0
Stalking	2	2	1	0	0
Dating Violence	7	0	0	0	0
TOTAL	16	6	2	0	0

Source: [LCC Safety & Security Office](https://www.lowercolumbia.edu/safety/crime-reports/_assets/documents/Annual-Crime-Security-Report.pdf), located at [lowercolumbia.edu/safety/crime-reports/_assets/documents/Annual-Crime-Security-Report.pdf](https://www.lowercolumbia.edu/safety/crime-reports/_assets/documents/Annual-Crime-Security-Report.pdf).

Hispanic Enrollment in K-12 District

Enrollment Gap of Hispanic Students: LCC Compared to K-12 District (2017-18)



	Total Elementary Schools	Total Middle Schools	Total High Schools
Kelso School District	17.0%	20.4%	15.3%
Longview School District	21.4%	22.5%	18.3%
Woodland School District	25.0%	20.8%	18.0%
Total K-12 Service District	17.2%	17.4%	15.1%

Source: [Office of Superintendent of Public Instruction \(OSPI\)](http://reportcard.ospi.k12.wa.us) located at <http://reportcard.ospi.k12.wa.us> for K-12 Data, SBCTC Data Warehouse 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 and Toutle Lake High School (7th – 12th grade) data is included in "Total Middle Schools" and "Total High Schools."

The proportion of Hispanic students at LCC is three percent below high schools and five percent below elementary schools in the local K-12 Service District.



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